

2020-2023

Office of Equity and Inclusion Strategic Plan



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Inclusive Excellence Statement

“Inclusive Excellence re-envisioning both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.”

- Williams, et. al (AAC&U)

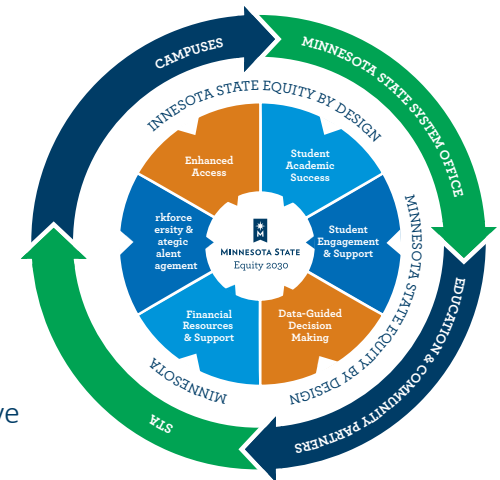
At a Glance: Minnesota State Office of Equity and Inclusion Strategic Plan

Office of Equity and Inclusion Mission

The Minnesota State Office of Equity and Inclusion ensures students, faculty, and staff across Minnesota State learn and work in environments that actively promote equity and inclusion. The values that guide this work include access and opportunity, equity and inclusion, cultural competency, culturally responsive pedagogy and service, and community engagement.

Embedding Diversity, Equity, and Inclusion throughout Minnesota State

The Equity 2030 initiative is in the pursuit of “ensuring inclusive excellence is embedded in our colleges and universities and across all our practices.” It is the Office of Equity and Inclusion’s vision that diversity, equity, and inclusion become woven into the fabric of the operations of Minnesota State and integrated into the work of administrators, faculty and staff, as well as in the experiences of all students. Students will develop an understanding and awareness of equity, diversity, and inclusion. Faculty and staff and administrators will not only understand how diversity, equity, and inclusion affects them in their roles, but also how they can act with intention to improve and embrace diversity, achieve equity in outcomes, and provide an inclusive experience for all members of the Minnesota State community.



Minnesota State Nondiscrimination Statement

No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.

Strategic Planning Background and Purpose

The Office of Equity and Inclusion undertook a strategic planning process in spring 2019, to better inform and align its work of establishing the strategy for diversity, equity, and inclusion with the strategies of Minnesota State. It builds on previous equity and inclusion strategic plans (both 2011-2015, and 2015-2017), and draws on the commitment of the Minnesota State chancellor and chancellor's cabinet to address equity education gaps through the Equity 2030 framework. Equity 2030 aims to eliminate educational equity gaps at all colleges and universities of Minnesota State by 2030. This strategic plan is intended to guide the Office of Equity and Inclusion's work in the immediate and long-term future (2020-2025).

As of January 2020, the Office of Equity and Inclusion has received feedback from campus diversity officers (CDOs), Minnesota State leadership, bargaining units, and student associations (Lead Minnesota and Students United) on the priority areas and Minnesota State goals related to diversity, equity, and inclusion. In the coming months, the Office of Equity and Inclusion will continue to engage in a consultative process and review the strategic plan with additional key stakeholders including Minnesota State divisions (HR, ASA, etc.), the chancellor's cabinet, the Minnesota State Leadership Council (college and university presidents), and bargaining units to ensure a collaborative approach to setting and achieving diversity, equity, and inclusion goals.

Strategic Priority Areas and Goals

The Office of Equity and Inclusion has identified four strategic priority areas which outline specific goals within each area that are consistent with its Theory of Change and emphasize that work in one area relies on and influences work in all other areas. The four priorities rely on strong partnerships and collaboration across Minnesota State and are designed to achieve diverse, equitable, and inclusive working and learning environments within the system. They are as follows:



Diversity, Equity, & Inclusion Expertise and Strategy

Build equity minded practitioners (administrators, faculty and staff) through professional development opportunities.



Equity in Academic Outcomes

Ensure all Minnesota State students have access to equitable opportunities in all aspects of their education and that all colleges and universities are student ready to serve a more diverse student body.



Civil Rights Compliance

Improve support and resources for colleges and universities related to compliance with federal and state civil rights laws and supporting board policies.



Campus Climate

Support the work of Minnesota State colleges and universities to ensure welcoming and inclusive environments across the colleges and universities.

Embedding Diversity, Equity, and Inclusion within Minnesota State

The Office of Equity and Inclusion's long-term goals are that:

- » **Educational equity gaps (as measured by student persistence, completion, and graduation) are eliminated at all colleges and universities of Minnesota State; and**
- » **Minnesota State workforce diversity is strengthened through equity in recruitment, hiring, and retention.**

The Equity 2030 initiative is in the pursuit of “ensuring inclusive excellence is embedded in our colleges and universities and across all our practices.” It is the Office of Equity and Inclusion’s vision that diversity, equity, and inclusion become woven into the fabric of the operations of Minnesota State and integrated into the work of administrators, faculty and staff, as well as in the experiences of all students across the colleges and universities. More specifically, each student, faculty, and staff will not only understand how diversity, equity, and inclusion affects them and their roles, but also how they can act with intention to improve and embrace diversity, achieve equity in outcomes, and provide an inclusive experience for all members of the Minnesota State community.

Theory of Change

To achieve the vision and goals for diversity, equity, and inclusion at Minnesota State, the Office of Equity and Inclusion has developed a Theory of Change (see Figure 1 on page 8) to prioritize its work. The Theory of Change not only identifies key change levers for addressing equity and inclusion, but also emphasizes that work in one area relies on and influences work in all other areas. Change cannot occur when the focus is solely on the academic enterprise.

Student success increases when students, faculty, staff, and communities feel welcomed and included:

- » **when they act in ways that are welcoming and inclusive to others;**
- » **when the college and university facilities make it possible for all stakeholders to be engaged; and**
- » **when partnerships with Community-Based Organizations (CBOs) are strong and sustainable.**

The Theory of Change also provides a framework for aligning the Minnesota State equity strategy and the areas of focus for equity and inclusion across the colleges and universities. The Office of Equity and Inclusion, as a division of Minnesota State, will focus its efforts on influencing system strategy, structure, and policy. The Office of Equity and Inclusion will lead efforts focused on four equity and inclusion priority areas and provide tools and guidance to support the equity and inclusion efforts of the colleges and universities of Minnesota State. Changes in Minnesota State structures and policies, combined with training and support for colleges and universities, will increase campus capacity for equity and inclusion work.

Theory of Change

Diversity, Equity, & Inclusion Expertise and Strategy

- » Advance strategy and provide consultation to Minnesota State colleges and universities to advance equity.
- » Support the development of diversity education and cultural competency professional development for Minnesota State stakeholders.

Civil Rights Compliance

- » Improve support and capacity for compliance with state and federal civil rights laws.
- » Ensure civil rights compliance at colleges and universities receiving federal funding (i.e., Perkins Grant funding).



Campus Climate

- » Support the work of Minnesota State colleges and universities to ensure welcoming and inclusive campus environments across the colleges and universities of Minnesota State.

Equity in Academic Outcomes

- » Achieve equity in student success academic outcomes across the colleges and universities of Minnesota State to support Equity 2030.
- » Improve assessment of equity and inclusion efforts at colleges, universities, and Minnesota State.

Theory of Change

Minnesota State Equity Strategy

- » Develop, review, and shape policies with an equity lens.
- » Guide, influence, and monitor Minnesota State equity strategies.
- » Ensure compliance with civil rights policies, regulations, and laws across the colleges and universities.
- » Consult with Minnesota State divisions to inform their equity strategy.
- » Partner with Academic and Student Affairs to impact equitable academic outcomes.
- » Promote statewide community engagement and advocacy.
- » Collaborate with Human Resources to address workforce diversity and talent development.

Colleges and Universities Equity Areas of Focus

- » Identify and support the role of CDOs to shape campus strategy for Equity and Inclusion.
- » Partner with the Academic and Student Affairs Division to address disparities and ensure equity in academic outcomes.
- » Conduct campus climate assessment.
- » Support the recruitment, hiring, and retention of a diverse workforce.
- » Establish partnership with CDOs and finance/facilities divisions to provide equity in budgeting and facilities management.
- » Establish community partnerships that are culturally responsive to students and the workforce.

Strategic Plan Strengths, Limitations, and Opportunities

This strategic plan is intended to serve as a starting point for a much longer, continuing discussion with all colleges, universities, and Minnesota State. The Office of Equity and Inclusion sees the strengths, limitations, and opportunities in the plan and will continue to revise and refine strategic priorities as needed to ensure the plan is as strong as it can be, responsive to the needs of colleges, universities, and Minnesota State, and nimble enough to react to a changing environment. The Office of Equity and Inclusion cannot foresee what information will be needed to plan adequately for the future; therefore, the Office of Equity and Inclusion is proposing quarterly updates with key stakeholder groups, and an annual process to reconvene stakeholders, revisit the plan, and revise it as needed.

The strategic plan should be considered a work in progress. “Acts of diversity, must be intentional and measurable in order to accrue the educational benefits for students and the institution. In this sense, diversity is a process toward better learning rather than an outcome”

- Milem, Chang, and Antonio, 2005

AS SUCH, THE STRATEGIC PLAN TO IMPROVE AND SUPPORT DIVERSITY, EQUITY, AND INCLUSION THROUGHOUT MINNESOTA STATE IS A JOURNEY, MUCH MORE THAN A DESTINATION.

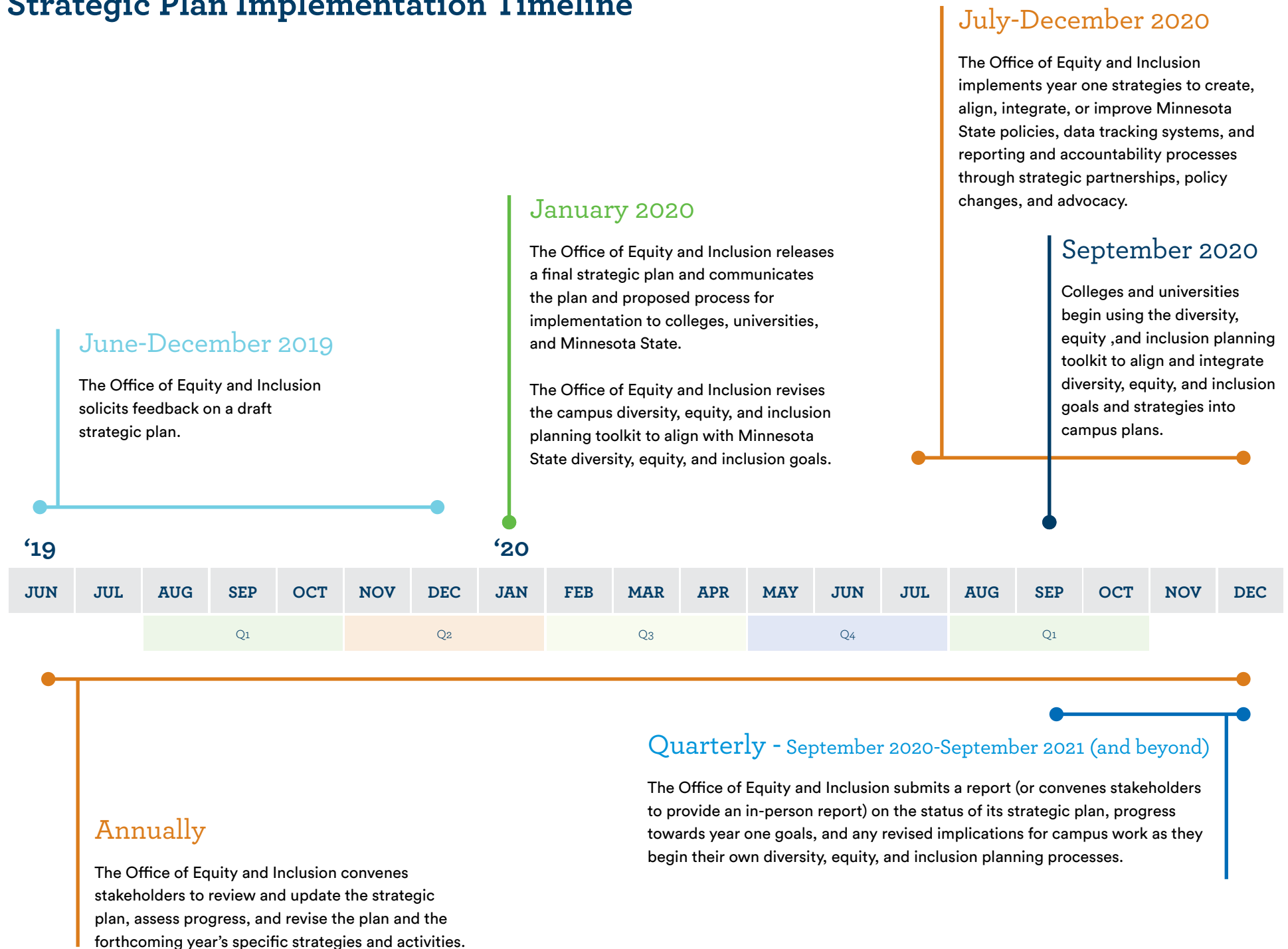
Proposed Process and Partnerships

The proposed process for implementation of the Office of Equity and Inclusion strategic plan is multipronged and requires the Office of Equity and Inclusion to form collaborative partnerships with colleges, universities, and the Minnesota State system office. It is the Office of Equity and Inclusion's intention to focus on system level goals and outcomes that are within its sphere of influence and that can help guide and support colleges and universities in the work they do to address campus level diversity, equity, and inclusion goals. The Office of Equity and Inclusion intends to provide colleges and universities with the Minnesota State equity strategy to be utilized as a guiding framework for strategic diversity planning and capacity building for diversity, equity, and inclusion. The following flow of activities is proposed to best enable the Office of Equity and Inclusion to maximize their impact, while allowing flexibility for colleges and universities to select the pathway and specific contribution to the overall diversity, equity, and inclusion goals that best fit their needs, available resources, and opportunities for action.

Importantly, the Office of Equity and Inclusion envisions this plan to be a living document. While it is intended to serve as a guiding reference in its current state, office staff intend to revisit the plan annually and make updates and revisions as certain goals are achieved, as the environment changes, and as new opportunities arise. Quarterly updates will be provided to the chancellor, partners, colleges, universities, and the Minnesota State system office; while key external and internal stakeholders (e.g., student associations, bargaining units, and CBOs) will be convened annually to better ensure alignment across Minnesota State with respect to diversity, equity, and inclusion planning and goals.

NOTE: An accompanying Strategic Diversity Planning Toolkit is available for use as Minnesota State colleges and universities engage in the development of institutional equity and inclusion plans.

Strategic Plan Implementation Timeline



Key Definitions

ACADEMIC OUTCOMES: Outcomes that are the result of activities and time spent in the classroom. These are measured by reviewing student retention, persistence, and graduation rates.

CO-CURRICULAR OUTCOMES: Outcomes that are the result of activities and time spent outside the classroom. Activities include but are not limited to cultural programming, tutoring services, mental health support, physical activity facilities, and nutrition education. Co-curricular programming is designed to increase students' sense of belonging and provide holistic support to ensure that desired academic outcomes are possible to achieve.

EDUCATIONAL EQUITY: When school policies, practices, interactions, cultures, and resources are representative of, constructed by, and responsive to all students such that each student has access to, can meaningfully participate and make progress in high-quality learning experiences, resulting in positive outcomes regardless of their race, SES, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics (Fraiser, 2001; Great Lakes Equity Center, 2011).

EQUITY: The proportional distribution of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for, or even detrimental to, equitable outcomes. More directly, equity is when an individual's race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression do not determine their educational, economic, social, or political opportunities.

GOAL: Desired high-level results for each priority area.

MEASURES: The tangible ways the Office of Equity and Inclusion will be able to determine whether strategies have been successful and the impact their efforts have had on the colleges, universities, and Minnesota State.

PRIORITY AREA: A key area of interest and activity that impacts diversity, equity, and inclusion in Minnesota State.

STRATEGIES: Activities the Office of Equity and Inclusion will engage in to work towards achieving the stated goal.

Priority Areas

The Office of Equity and Inclusion, through its strategic planning process, has identified four strategic priority areas that are important for ensuring diversity, equity, and inclusion within Minnesota State. The priority areas are unique and distinct from each other yet interconnected in critical ways, consistent with the Theory of Change model (see Figure 1).

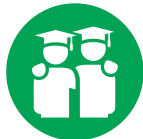
The four areas are:



**Diversity, Equity, & Inclusion
Expertise and Strategy**



Civil Rights Compliance



Equity in Academic Outcomes



Campus Climate

Additional descriptions of each area, goals identified by the Office of Equity and Inclusion for each area, as well as specific strategies designed to achieve the goals and measures of success are included on the following pages.

Priority Area 1: Diversity, Equity and Inclusion Expertise and Strategy



Expertise and strategy in the areas of diversity, equity, and inclusion refers to building equity minded practitioners in higher education by increasing each individual's understanding of these concepts and how they can work to achieve diversity, equity, and inclusion goals that will benefit them and Minnesota State.

The Office of Equity and Inclusion has set goals to collaborate with and assist administrators, faculty and staff throughout Minnesota State to build diversity, equity, and inclusion competency and expertise through long-lasting and effective professional development opportunities.

The goals, specific strategies designed to help achieve the goals, key partners and stakeholders as well as measures of success and overall outcomes are listed on the following pages.

GOAL 1

Improve Minnesota State capacity, strategy, and stakeholder competency to advance diversity, equity, and inclusion efforts through planning, policy, training, and professional development initiatives.

STRATEGY 1: Development/dissemination of Office of Equity and Inclusion Strategic Plan and toolkit

SHORT-TERM OUTCOME (1-2 YEARS)

- » All colleges and universities complete a diversity and equity institutional plan

INTERMEDIATE OUTCOME (3-5 YEARS)

- » All colleges and universities complete a diversity and equity institutional plan

MEASURES/INDICATORS

- » Diversity, Equity, and Inclusion Annual Assessment
- » Increased number of colleges and universities implementing the Strategic Diversity Planning Toolkit

KEY PARTNERS/STAKEHOLDERS

- » System Office Cabinet
- » Board of Trustees
- » Leadership Council
- » Campus diversity officers
- » State-wide student associations
- » Bargaining units

STRATEGY 2: Development of diversity education and cultural competency professional development opportunities for Minnesota State stakeholders.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Equity-related competency opportunities (incl. IDEA Academy) created and/or disseminated across Minnesota state

INTERMEDIATE OUTCOME (3-5 YEARS)

- » The proportion of staff, faculty, and administrators participating in diversity, equity, and inclusion competency development opportunities annually increases to 85% by 2025

MEASURES/INDICATORS

- » The proportion of staff, faculty, and administrators participating in diversity, equity, and inclusion competency development opportunities annually

KEY PARTNERS/STAKEHOLDERS

- » College/university leadership and staff
- » Campus diversity officers
- » System office Human Resources
- » College/university Human Resources
- » Faculty development
- » Centers for Teaching and Learning

GOAL 1

Improve Minnesota State capacity, strategy, and stakeholder competency to advance Diversity, Equity, and Inclusion efforts through planning, policy, training, and professional development initiatives.

STRATEGY 3: Develop guidance and provide support for incorporating an equity lens approach to policy development, implementation, and review processes at colleges, universities, and Minnesota State.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Toolkit/checklist for incorporating an equity lens into policy development, implementation, and review process has been developed and disseminated

INTERMEDIATE OUTCOME (3-5 YEARS)

- » The number of new and existing system and campus policies that incorporated an equity-lens during the development, implementation and review process increases 50% from 2020-2025

MEASURES/INDICATORS

- » The proportion of new system and campus policies that incorporate an equity lens

KEY PARTNERS/STAKEHOLDERS

- » Leads at colleges, universities, and Minnesota State
- » Policy review committees
- » Campus diversity officers
- » Academic and Student Affairs Policy Council

STRATEGY 4: Incorporate equity-related elements within policy review processes at Minnesota State.

SHORT-TERM OUTCOME (1-2 YEARS)

- » The number of Minnesota State policy teams reporting equity-related touchpoints increases 40% by 2022

INTERMEDIATE OUTCOME (3-5 YEARS)

- » The number of Minnesota State policy teams reporting equity related touchpoints increased 75% from 2020-2025

MEASURES/INDICATORS

- » The number of system policy teams reporting equity related touchpoints

KEY PARTNERS/STAKEHOLDERS

- » Minnesota State System Director for Policy

GOAL 1

Improve Minnesota State capacity, strategy, and stakeholder competency to advance Diversity, Equity, and Inclusion (DEI) efforts through planning, policy, training, and professional development initiatives.

STRATEGY 5: Utilization of Equity and Inclusion Council and its subcommittees to develop and recommend DEI initiatives.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Structural development of committee charters, processes, and reporting/recommendation procedures complete
- » Subcommittees staffed and meeting regularly

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Subcommittee processes institutionalized within Minnesota State

MEASURES/INDICATORS

- » Number of initiatives and systematic recommendations submitted

KEY PARTNERS/STAKEHOLDERS

- » Equity and Inclusion Council Subcommittee Leads
- » Leadership Council

STRATEGY 6: Implementation of a Minnesota State Equity Scorecard

SHORT-TERM OUTCOME (1-2 YEARS)

- » Development of key performance indicators and disaggregation of institutional data

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Scorecard metrics informing Minnesota State equity strategy and campus action planning teams

MEASURES/INDICATORS

- » Key Performance Indicators

KEY PARTNERS/STAKEHOLDERS

- » Office of Equity and Inclusion
- » Board of Trustees
- » Leadership Council
- » Institutional Research
- » Human Resources
- » Academic and Student Affairs
- » College/university leadership

GOAL 1

Improve Minnesota State capacity, strategy, and stakeholder competency to advance diversity, equity, and inclusion efforts through planning, policy, training, and professional development initiatives.

STRATEGY 7: Build consistent campus diversity officer archetypes across Minnesota State.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Campuses begin to update CDO archetypes to reflect Minnesota State models

INTERMEDIATE OUTCOME (3-5 YEARS)

- » The number of campuses reporting adopting or updating a CDO archetype increases 50% from 2020-2025

MEASURES/INDICATORS

- » The number of campuses that report adopting one of the three CDO archetypes

KEY PARTNERS/STAKEHOLDERS

- » College/university Leadership
- » Campus diversity officers
- » Bargaining units
- » Equity and Inclusion Council



GOAL 2

Establish and improve intentional and authentic connections with Community-Based Organizations (CBOs) and other institutions that strive to address educational disparities and workforce needs at Minnesota State.

STRATEGY 1: Work with cabinet and executive leadership to identify and establish relationships with CBOs and other institutions that can help support students, faculty and staff.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Representation of CBOs on the Chancellor’s Cabinet and Board of Trustees increases

INTERMEDIATE OUTCOME (3-5 YEARS)

- » The number of authentic relationships with CBOs and other institutions increases by 25% from 2020-2025

MEASURES/INDICATORS

- » The number of times per year Office of Equity and Inclusion meets with community based and other institutions

KEY PARTNERS/STAKEHOLDERS

- » Chancellor’s cabinet
- » Leadership council
- » Academic and Student Affairs
- » State leaders
- » State organizations that can assist with fostering authentic connections with CBOs

STRATEGY 2: Establish a Minnesota State Native Education Council.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Native Education Council meets quarterly by the end of 2022

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Authentic engagement with Native American communities through Native Education Council

MEASURES/INDICATORS

- » Number of meetings and action steps completed of Native Education Council

KEY PARTNERS/STAKEHOLDERS

- » Tribal leadership and student groups at colleges and universities

GOAL 3

Improve Minnesota State supplier procurement practices with minority and women-owned business enterprises (MWBEs) and veteran owned businesses.

STRATEGY 1: Develop a system-wide policy for supplier diversity and procurement with MWBEs.

SHORT-TERM OUTCOME (1-2 YEARS)

- » The number of MWBE's awarded construction, goods, and services contracts increases every year

INTERMEDIATE OUTCOME (3-5 YEARS)

- » The number of MWBE's awarded construction, goods, and services contracts increases every year

MEASURES/INDICATORS

- » The number of MWBE's awarded construction, goods, and services contracts

KEY PARTNERS/STAKEHOLDERS

- » Finance
- » Statewide and national MMWBES

SHORT-TERM OUTCOME (1-2 YEARS)

- » Colleges and universities report increased practices and capacity to engage with MWBE's

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Colleges and universities have an annual plan to assess for new MWBE's by 2025

MEASURES/INDICATORS

- » The number of colleges and universities with an annual plan to assess for new MWBE's

KEY PARTNERS/STAKEHOLDERS

- » Local/community/area business associations
- » College/university procurement officers

GOAL 4

Recruit and retain a more diverse workforce across Minnesota State and address disparities affecting employees of color and American Indian employees.

STRATEGY 1: Develop a Minnesota State policy to address diversity, equity, and inclusion in all hiring and recruitment practices.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Policy adopted and implemented search committee guidance developed and institutionalized across Minnesota State
- » Search committee guidance developed and institutionalized across Minnesota State

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Increase the percentage of diverse applicants by 5% per year by 2025
- » Increase the percentage of diverse hires by 2% per year by 2025

MEASURES/INDICATORS

- » Recruitment metrics
- » Hiring metrics
- » Retention metrics

KEY PARTNERS/STAKEHOLDERS

- » System office Human Resources
- » College/university Human Resources
- » Board of Trustees
- » Chancellor's cabinet
- » Campus diversity officers



GOAL 4

Recruit and retain a more diverse workforce across Minnesota State and address disparities affecting employees of color and American Indian Employees.

STRATEGY 2: Provide cultural competency training opportunities for supervisors & managers.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Policy and programmatic changes enacted across the colleges and universities of Minnesota State

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Retention gap is reduced by 2% each year from 2022-2025

MEASURES/INDICATORS

- » Retention metrics (turnover rates) and Employee Satisfaction metrics

KEY PARTNERS/STAKEHOLDERS

- » Campus diversity officers
- » Affirmative action officers
- » System office Human Resources
- » College/university Human Resources

STRATEGY 3: Incorporate diversity, equity, and inclusion metrics in performance reviews for all supervisors and managers.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Policy and programmatic changes enacted across the colleges and universities of Minnesota State

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Retention gap is reduced by 2% each year from 2022-2025

MEASURES/INDICATORS

- » Retention metrics (turnover rates) and Employee Satisfaction metrics

KEY PARTNERS/STAKEHOLDERS

- » Campus diversity officers
- » Affirmative action officers
- » System office Human Resources
- » College/university Human Resources

GOAL 4

Recruit and retain a more diverse workforce across Minnesota State and address disparities affecting employees of color and American Indian Employees.

STRATEGY 4: Establish employee resource groups.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Policy and programmatic changes enacted across the colleges and universities of Minnesota State

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Retention gap baseline collected and reported by colleges and universities on an annual basis

MEASURES/INDICATORS

- » Retention metrics (turnover rates) and Employee Satisfaction metrics

KEY PARTNERS/STAKEHOLDERS

- » Campus diversity officers
- » Affirmative action officers
- » System office Human Resources
- » College/university Human Resources

STRATEGY 5: Utilize affirmative action officers to improve outcomes.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Train the trainer program established

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Increase the percentage of diverse hires by 2% per year by 2025
- » Expand the knowledge of affirmative action to all CDOs across Minnesota State

MEASURES/INDICATORS

- » Hiring Metrics

KEY PARTNERS/STAKEHOLDERS

- » Campus diversity officers
- » Affirmative action officers
- » System office Human Resources
- » College/university Human Resources

Priority Area 2: Equity in Academic Outcomes



Ensuring equity in academic outcomes is an effort to reflect a holistic approach to student success and acknowledge that success means more than academic progress within the classroom. Equity in outcomes refers to ensuring that all Minnesota State students have access to an equitable opportunity in all aspects of their education and that colleges and universities are student ready to serve a more diverse student body.

One of the strategic priorities of Minnesota State is to ensure equitable outcomes for students, faculty, and staff. By 2030, Minnesota State will eliminate the educational equity gaps at every college and university of Minnesota State. While this priority area is entitled “Equity in Academic Outcomes,” the Office of Equity and Inclusion both recognizes and values the fact that education involves not only academics, but also co-curricular programming and support. Academic outcomes focus on what happens inside the classroom (e.g., test scores, grades, attendance, and the standard metrics of retention, persistence, and graduation). Co-curricular programming and support includes everything that is designed to support students outside the classroom. This includes academic support such as tutoring and peer mentoring, as well as extra-curricular holistic support and programming such as mental health services, cultural programming, accessibility services, housing, and efforts to improve campus climate.

Priority Area 2: Equity in Academic Outcomes

The goal within this priority area is to achieve equity in student success academic outcomes across all Minnesota State colleges and universities to support Equity 2030.

The goal is designed to focus the Office of Equity and Inclusion's efforts to increase equity in academic outcomes in three ways: by addressing programming for students themselves, by influencing policies and procedures at the system level, and by improving the collection and assessment of student data. This is consistent with the Reimagining Minnesota State goal to "expose the systematic underlying causes of inequities in student outcomes, identify effective educational and support practices to address the inequities, and adopt and scale successful practices for sustained institutional change." To identify inequities, we must first disaggregate outcomes by demographic and other key metrics. Once identified, program impacts can be measured, and successful practices can be scaled to other divisions and campuses across Minnesota State.

Each goal, specific strategies designed to help achieve each goal, key partners and stakeholders as well as measures of success and overall outcomes are listed on the following pages.

GOAL 5

Achieve equity in student success academic outcomes across all Minnesota State colleges and universities to support Equity 2030.

STRATEGY 1: Implement Academic Equity by Design

SHORT-TERM OUTCOME (1-2 YEARS)

- » 14 colleges and universities have implemented Equity by Design by spring 2022

INTERMEDIATE OUTCOME (3-5 YEARS)

- » All 37 Minnesota State colleges and universities have implemented Equity by Design by spring 2025
- » Decrease the identified equity gap(s) affecting underrepresented and underserved students in academic outcomes 25% by spring 2025
- » 50% of equity & inclusion metrics have positive trends by 2024-2025.

MEASURES/INDICATORS

- » Academic and co-curricular outcome metrics disaggregated by key demographics
- » Number of campuses implementing Equity by Design
- » The number of campus equity & inclusion metrics with positive trends (indicating movement to improve DEI)

KEY PARTNERS/STAKEHOLDERS

- » Academic department chairs/leads

STRATEGY 2: Assess the use and impact of Access and Opportunity Funds

SHORT-TERM OUTCOME (1-2 YEARS)

- » All colleges and universities are reporting on access and opportunity spending

INTERMEDIATE OUTCOME (3-5 YEARS)

- » 50% of campuses spend A&O funds in ways that are consistent with Office of Equity and Inclusion guidance by spring 2025

MEASURES/INDICATORS

- » Number of campuses spending Access and Opportunity funds in ways that are consistent with Office of Equity and Inclusion guidance and criteria

KEY PARTNERS/STAKEHOLDERS

- » Academic and Student Affairs
- » Finance

GOAL 5

Achieve equity in student success academic outcomes across all Minnesota State colleges and universities to support Equity 2030.

STRATEGY 3: Implementation of a Minnesota State Equity Scorecard for assessment of equity and inclusion at the campus level, including disaggregation of data by demographic and other key identity metrics

SHORT-TERM OUTCOME (1-2 YEARS)

- » Framework for assessment of equity and inclusion at colleges and universities has been developed and adopted

INTERMEDIATE OUTCOME (3-5 YEARS)

- » 100% of campuses assess and report on measures of equity in co-curricular outcomes

MEASURES/INDICATORS

- » Successful development and implementation of equity metrics for academic outcomes

KEY PARTNERS/STAKEHOLDERS

- » Campus diversity officers
- » Institutional Research
- » College/university institutional research offices
- » Institutional research directors



Priority Area 3: Civil Rights Compliance



For the Office of Equity and Inclusion, civil rights compliance refers to Title II, VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973. The Office of Equity and Inclusion uses several tools to measure the compliance efforts of the colleges and universities of Minnesota State with these statutes, including affirmative action plans, Office for Civil Rights site reviews, and enterprise risk management data.

The Office of Equity and Inclusion’s primary goals for the strategic priority area of civil rights compliance are to improve support and resources for colleges, universities, and the Minnesota State system office and college and university compliance related to state and federal civil rights laws, including Title II, VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, ADA, and Section 504.

Each goal, specific strategies designed to help achieve each goal, key partners and stakeholders, as well as measures of success and overall outcomes are listed on the following pages.

GOAL 6

Improve compliance support and capacity for colleges, universities, and the Minnesota State system office and college and university compliance with Board of Trustees Policies 1B.1, 1B.2, and 1B.3 as supported by state and federal civil rights laws.

STRATEGY 1: Centralize and analyze civil rights compliance data.

SHORT-TERM OUTCOME (1-2 YEARS)

- » System for centralizing all compliance complaints data has been established and baseline data analyzed

INTERMEDIATE OUTCOME (3-5 YEARS)

- » The number of compliance infractions decreases by 25% from 2022-2025

MEASURES/INDICATORS

- » The number of reported and processed complaints

KEY PARTNERS/STAKEHOLDERS

- » Title IX coordinators
- » Campus security
- » Campus diversity officers
- » ADA coordinators, investigators and decision-makers
- » Affirmative action officers

STRATEGY 2: Provide support for campuses.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Revised compliance training has been implemented on all campuses

INTERMEDIATE OUTCOME (3-5 YEARS)

- » By 2025, 75% of staff with compliance responsibilities report high confidence in handling compliance complaints

MEASURES/INDICATORS

- » Increased capacity of investigators and decision-makers

KEY PARTNERS/STAKEHOLDERS

- » Title IX coordinators
- » Campus security
- » Campus diversity officer
- » ADA coordinators, investigators, and decisionmakers
- » Affirmative action officers

GOAL 7

Ensure civil rights compliance of campuses receiving federal funding (i.e. Perkins Funds)

STRATEGY 1: Conduct Office of Civil Rights site reviews, targeting, and monitoring in accordance with the Methods of Administration (MOA) program.

SHORT-TERM OUTCOME (1-2 YEARS)

- » Continued compliance of civil rights laws at colleges and universities that receive federal funding for career and technical education programs

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Continued compliance of civil rights laws at colleges and universities that receive federal funding for career and technical education programs

MEASURES/INDICATORS

- » Office of Civil Rights site-reviews, monitoring, and targeting activities.
 - Biennial Report
 - Targeting Plan

KEY PARTNERS/STAKEHOLDERS

- » Minnesota State Career and Technical Education team
- » ADA coordinators
- » Title IX coordinators
- » Facilities management



Priority Area 4: Campus Climate



Campus climate refers to the current attitudes, behaviors, standards, and practices of employees and students of an institution (Rankin & Reason, 2008), as well as the perceptions of campus community members related to environments being safe, feeling welcomed, and being included. It encompasses social interactions and norms, as well as the physical spaces and buildings that make up the campus environment. The Office of Equity and Inclusion has developed a campus climate assessment process and toolkit that the colleges and universities of Minnesota State can use to measure and address issues impacting campus climate.

In response to the interest across the colleges and universities to create a systemwide metric, the Office of Equity and Inclusion implemented a strategic framework for campus climate assessment in 2018. The framework was based on the Transformative Inclusion Model for Campus Climate (see Figure 2) (Landrieu & Pickett, 2018). Data and metrics will be collected to measure progress across the colleges and universities on campus climate efforts.

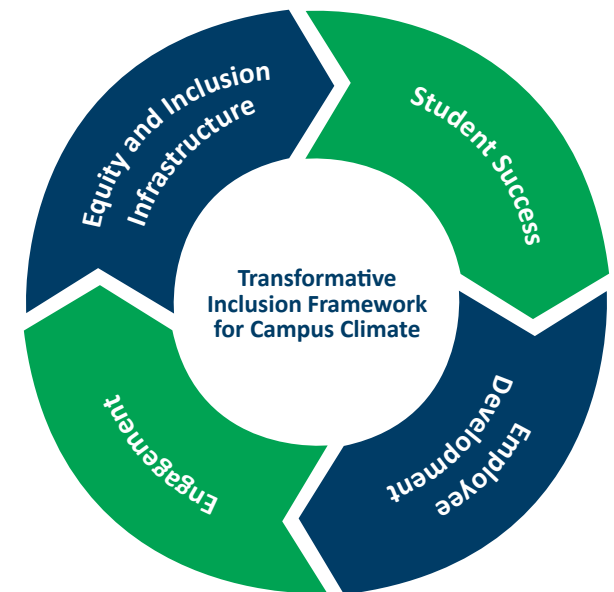


Figure 2: Transformative Inclusion Model for Campus Climate, Landrieu & Pickett, 2018.

Equity and Inclusion Infrastructure

- » Leadership support
- » Resources and structure
- » Culturally relevant curricula and pedagogy
- » Community engagement

Student Success

- » Student retention and completion
- » Sense of belonging
- » Utilization of support services
- » Cross-cultural interactions
- » Sense of discrimination

Employee Development

- » Employee recruitment and retention
- » Self-direction and empowerment
- » Cultural competence and development

Engagement

- » Planning and goal communication
- » Open communication
- » Respect and civility
- » Inclusive spaces
- » Campus safety

Priority Area 4: Campus Climate

Research on campus climate has demonstrated that higher levels of engagement with diversity (via cross-racial interaction, ethnic studies courses, workshops, service, etc.) are linked to:

- » Greater cognitive development,
- » a more positive self-concept,
- » higher graduation rates,
- » reduced prejudice,
- » growth in leadership skills,
- » more complex thinking, and
- » higher satisfaction with the college experience (Landrieu & Pickett, 2018).

The Transformative Inclusion Model for Campus Climate captures administrators, faculty, staff, and student perceptions regarding the institutional climate, campus practices as experienced with faculty and staff, and student learning outcomes (see Figure 2).

During the 2018-19 school year, the Office of Equity and Inclusion piloted a campus climate assessment project with four colleges and universities of Minnesota State: Southwest Minnesota State University, North Hennepin Community College, Minneapolis College, and Minnesota State Community and Technical College. Results were used to develop a campus climate toolkit which contains resources, examples, and guides related to each of the prescribed phases of campus climate.

The Office of Equity and Inclusion's primary goal for Campus Climate focuses on supporting the work of colleges and universities to ensure welcoming and inclusive campus environments across the colleges and universities of Minnesota State.

The goal, specific strategies designed to help achieve the goal, key partners and stakeholders, as well as measures of success and overall outcomes are listed on the following page.

GOAL 8

Support the work to ensure welcoming and inclusive environments across Minnesota State.

STRATEGY 1: Implement campus climate assessment process.

SHORT-TERM OUTCOME (1-2 YEARS)

- » 50% of colleges and universities have adopted the campus climate assessment process by 2022

INTERMEDIATE OUTCOME (3-5 YEARS)

- » All colleges and universities have adopted a campus climate assessment process by 2025
- » Utilization of Campus Climate Data to address disparities and facilitate organizational change

MEASURES/INDICATORS

- » Number of participating colleges and universities on campus climate assessment to include reporting on:
 - Sense of belonging
 - Campus Safety
 - Employee development and engagement
 - Leadership and communication
 - Commitment to diversity, equity, and inclusion

KEY PARTNERS/STAKEHOLDERS

- » Campus diversity officers
- » Student Affairs leadership
- » Institutional research
- » Facilities management
- » System office Human Resources
- » College/university Human Resources

STRATEGY 2: Provide support to colleges and universities as they develop and implement transformative inclusion action plans.

SHORT-TERM OUTCOME (1-2 YEARS)

- » 100% of campuses that have implemented the Transformative Inclusion Framework are reporting on campus climate assessment metrics and developing action plans

INTERMEDIATE OUTCOME (3-5 YEARS)

- » Campus climate assessment metrics improve an average of 10% per year on campuses that have implemented the framework

MEASURES/INDICATORS

- » Annual assessment

KEY PARTNERS/STAKEHOLDERS

- » Campus diversity officers
- » Institutional research
- » College/university Leadership
- » Campus work teams

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