



# Equity Inclusion and Anti-Racism Plan 2022-2025



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# List of Acronyms

<b>Acronym</b>	<b>Full description</b>
BIPOC	Black, Indigenous, and People of Color
CAE	Center for Academic Excellence
CAR	Center for Accessibility Resources
EIAR Council	Equity, Inclusion and Anti-Racism Council
ERGs	Employee Resources Groups
FY16	Fiscal Year 2016
FY19	Fiscal Year 2019
FY21	Fiscal Year 2021
FY22	Fiscal Year 2022
FY23	Fiscal Year 2023
FY24	Fiscal Year 2024
HR	Human Resources
L.E.A.D model	Learn, Experience, Apply and Discover
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual
MAIR	Multicultural American Indian and Retention Services
NADOHE	National Association of Diversity Officers in Higher Education
OEI	Office of Equity and Inclusion
PDP	Professional Development Plan
PPRC	Policy and Procedure Review Council
RIGR	Racial Issues Graduation Requirement
SLLD	Student, Life, and Leadership Development
VP	Vice President

# Introduction

In 2020, The National Association of Diversity Officers in Higher Education (NADOHE) created a framework to advance anti-racism strategies and anti-Black racism at their respective institutions of higher education. This work was undertaken in response to the rise in incidents of anti-Black racism on college campuses throughout the United States and the tragic and senseless murders of Breonna Taylor, Ahmaud Arbery, and George Floyd, among many others.

This new framework addresses ten priority areas where anti-racism strategies would significantly improve conditions for Black, Indigenous, and People of Color (BIPOC) students, faculty, and staff and is applicable for a variety of college and university types.

The ten priority areas are:

1. Institutional Structure
2. Policies and Procedures
3. Resource Allocation
4. Academic Equity and Student Success
5. Curriculum and Pedagogy
6. Hiring, Retention, and Promotion
7. Institutional Programming
8. Education/Training/Employee Development
9. Campus Climate and Culture
10. Admissions and Access

In 2021, Metro State's Office of Equity and Inclusion partnered with the Council for Equity, Inclusion and Anti-Racism (EIAR) to create a university-wide Equity, Inclusion and Anti-Racism Plan utilizing the NADOHE framework. The work was reflective of past efforts by numerous university stakeholders, the Council reviewed the following existing documents as a part of the process to create the new plan:

- Past Institutional Equity and Inclusion workplans
- Previous employee and student campus climate surveys
- The 2020 and 2021 Day of Honoring, Learning, and Action recommendations
- Inter Faculty Organization Equity and Inclusion 2021-2025 Plan
- Minnesota State Equity 2030 Equity Fellows Report

The Council wanted to create a holistic approach to understand what was on the hearts and minds of all University stakeholders. In doing so, it was vital to engage all students, staff, and faculty in a series of university-wide conversations as part of the plan's development. In the spring of 2022, the Council invited all campus members to participate in facilitated participatory conversations around the University's efforts to advance Equity, Inclusion, and Anti-Racism across the institution.

These conversations were held virtually on four separate occasions after conducting two virtual gatherings where the Council shared the University's process, purpose, and framework. These facilitated conversations allowed participants to review prior initiatives and in small break-out sessions discuss powerful questions that would inform and educate the Council on the important priorities to be addressed over the next three to five years.

In April 2022, participants reconvened as part of a leadership development workshop which aimed to increase the leadership capacity of university stakeholders. Participants were provided an opportunity to review the plan that was developed following the facilitated participatory conversations. Dr. Artika Tyner spoke to the University community on the importance of the *Leader Within*.

Following her talk, the University community was again invited to participate in small group conversations using the L.E.A.D. model to debrief Dr. Tyner's address, to review the proposed plan, and to help prioritize the actions that would be implemented during FY23 and FY24. The following areas were prioritized by the University community participants:

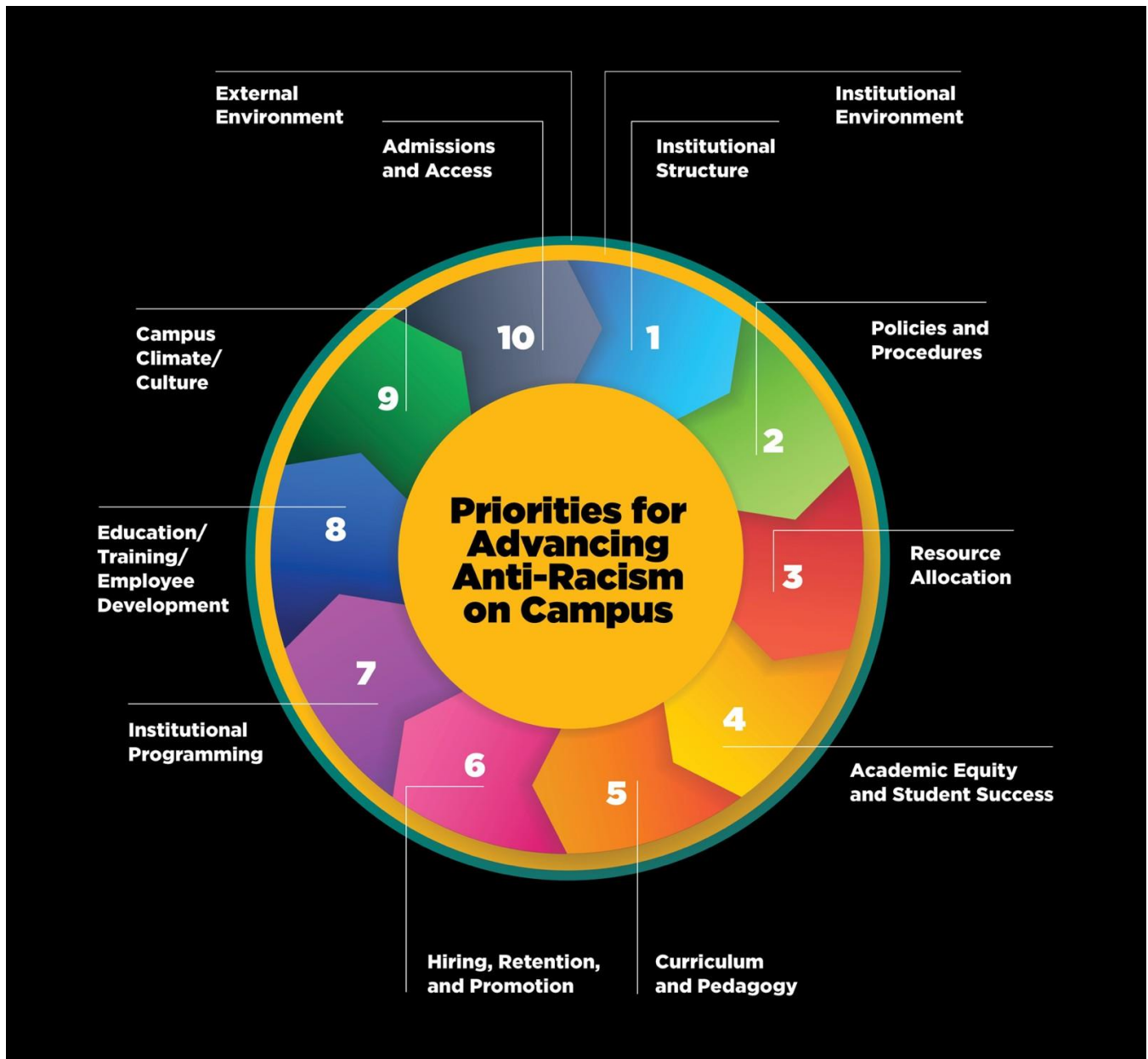
- Academic Equity and Student Success (Priority Area 4)
- Hiring, Retention and Promotion of Black and Indigenous faculty and staff (Priority Area 6)
- Education/Training/Employee Development for Equity, Inclusion and Anti-Racism (Priority Area 8)
- Campus Climate and Culture (Priority Area 9)

Metro State University's Equity, Inclusion, and Anti-Racism plan is nested within the [university's strategic priorities](#) #1 Student Success and #5 Respect, Equity, and Inclusion. In addition, the priority areas identified in this plan of action align with [Minnesota State Equity 2030's](#) goals that by 2030, Minnesota State will eliminate the educational equity gaps at every Minnesota State college and university.

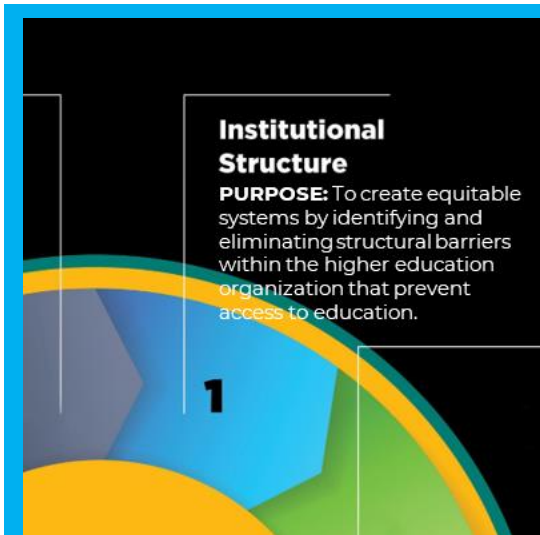
In the pages that follow each framework priority area is described and the corresponding recommendations made by the university community are included. Where efforts had already been under way and action taken appropriate notes are included as a way of updates on the work. More importantly, the Equity, Inclusion, and Anti-Racism Council worked through a prioritization process to outline the goals and actions steps that will be taken in the FY23 and FY24 academic years. See pages 17-23.

# A Framework for Advancing Anti-Racism on Campus

Developed by the National Association of Diversity Officers in Higher Education (NADOHE) to be implemented at Metro State University



To access the complete document of the NADOHE Framework [click here](#).



## Priority Area 1: Institutional Structure

### Purpose

To create equitable systems by identifying and eliminating structural barriers within the university that prevents access to education.

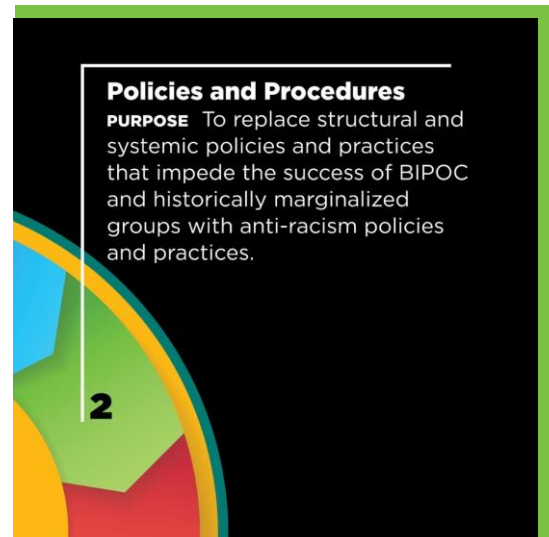
### Recommendations:

- Provide healing and increase sense of belonging by building trust and institutional community.
- Assess strengths and weaknesses and mapping efforts related to pedagogy, advising, and student affairs.
  - Addressed in Priority #5 actions for FY23-FY24 Equity by Design
- Separate the roles of compliance and equity and inclusion advocacy within the administration and provide necessary funding.
  - The Vice President for Equity and Inclusion was created and filled in FY21
  - A budget was created and assigned to the VP in FY21
  - A position of investigator was created and hired in FY22
  - A graduate student assistantship was created and filled in FY22
  - Continued resource allocation through budget for programming & hire an additional person to assist with program implementation
- Create physical spaces and human infrastructure explicitly serving marginalized student populations.
  - The American Indian Center “The Circle” was created in Fall 2019
  - A separate space for the Women’s and LGBTQIA+ Center was created.
  - The Multicultural, American Indian and Retention (MAIR) services group was formed in FY19 with culturally specific coordinators serving American Indian, Black, and African American, Latinx and Undocumented, Asian-American-Native Pacific Islander students. Additional staff coordinators include Women’s and LGBTQIA+, and Veterans.
  - Future facilities planning includes expanding space for students served by MAIR to gather
- Ensure that membership of all councils and committees brings in diverse perspectives and promote equity.

## Priority Area 2: Policies and Procedures

### Purpose

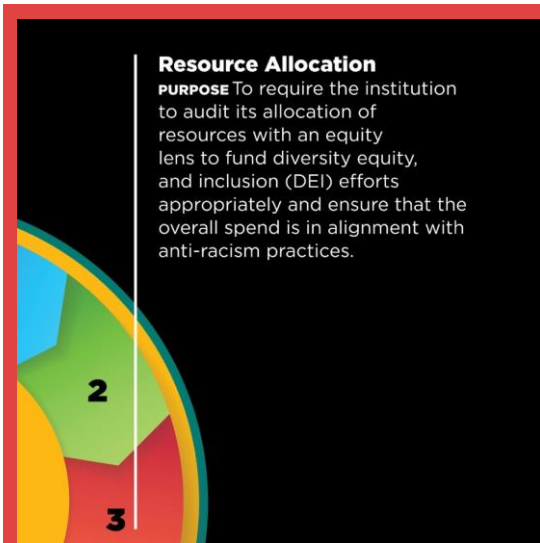
To replace structural and systemic policies and practices that impede the success of American Indian students/employees and students/employees of color, and other historically marginalized groups with anti-racism policies and procedures.



### Recommendations:

- Create and implement an equity lens approach to the development, review, and implementation of policies and procedures.
  - Continuing implementation of an equity lens to policy work.
    - The equity review of policy and procedure has been institutionalized by revising Policy 1000/Procedure 100 to require use of an equity lens and to provide explicit steps for the Policy Council to follow. Equity review must be documented on the routing sheet that accompanies every policy and procedure through the review and approval process.
  - Review all policies and procedures regarding equity and inclusion in the current organizational structure.
    - The university-wide Policy and Procedure Review Council (PPRC) has developed a schedule for periodic and regular review of all policies and procedures.
  - Create awareness among students and employees of resources they can access when they experience discrimination and harassment.
    - The resource booklet (in print and electronic form) was developed in late 2022 and will be disseminated starting in spring 2023.
  - Develop a university Accessibility Policy and Procedure.





## Priority Area 3: Resource Allocation

### Purpose

To require the institution to audit its allocation of resources with an equity lens to fund equity, inclusion, and anti-racism efforts appropriately and ensure that overall spending is in alignment with anti-racism practices.

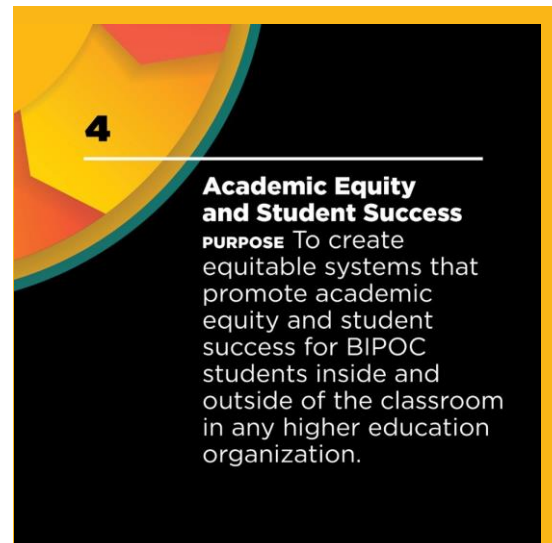
### Recommendations:

- Map and assess university assets and resources that align with Anti-racism work.
  - Examine the allocation of resources to ensure staff have access to professional development funds related to equity, inclusion, and anti-racism.
  - Fund the work and initiatives related to equity, inclusion, and anti-racism, especially those related to the university strategic priorities (Including but not limited to academic equity, campus climate, hiring and retention of a diverse workforce and supplier diversity).

## Priority Area 4: Academic Equity and Student Success

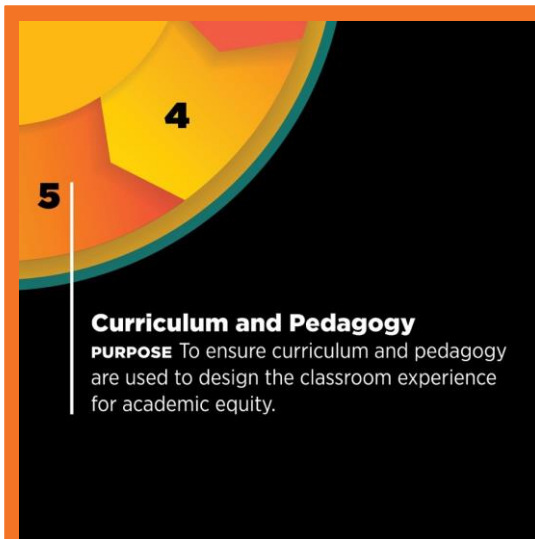
### Purpose

To create equitable systems that promote academic equity and student success for American Indian students and students of color inside and outside of the classroom.



### Recommendations:

- Create student-centered bias advisory team.
  - The Referral Network and Advisory Group for Addressing Bias Incidents charter and procedure has been developed and will begin convening with the start of Spring semester 2023
- Develop and implement a mentoring program for students of color (Black/African American).
- Create equity metrics in alignment with student success and review on an annual basis.
  - Equity Scorecard student success metrics created and in use as of Fall 2022
- Adopt mixed methods designs to understand and transform how students experience courses in which wide educational disparities exist.
  - FY24 work to be undertaken by the Equity by Design team



## Priority Area 5: Curriculum and Pedagogy

### Purpose

To ensure curriculum and pedagogy are used to design the classroom experience for academic equity.

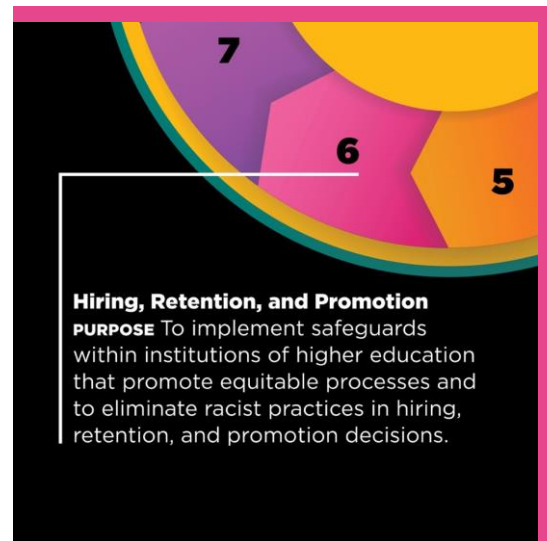
### Recommendations:

- Create anti-racist pedagogy.
  - Provide training for faculty on anti-racism pedagogy in the classroom
  - Leverage transfer pathway networks to recruit discipline specific communities of practice, particularly those attentive to race, to advance academic equity through various forms of critical pedagogy
- Build standards for inclusive teaching and engage race-consciousness in classroom practices.
- Academic departments and program review guidelines will include measures related to the development and deployment of anti-racist curriculum and pedagogy as well as incorporating race disaggregated data in the review process.
- Propose and implement Racial Issues Graduation Requirement (RIGR).
  - The RIGR requirement was implemented in FY16
    - In collaboration with the Center for Faculty Development, create resources and support to faculty who teach RIGR courses
    - Offer mentorship for faculty members teaching RIGR courses
    - Assess impact of RIGR courses in FY24

## Priority Area 6: Hiring, Retention and Promotion

### Purpose

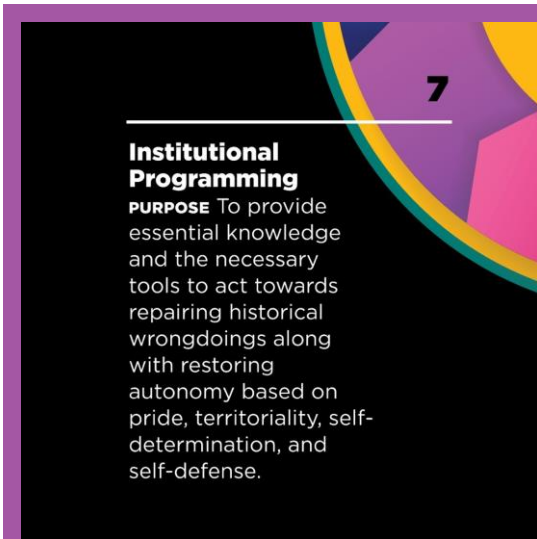
To implement safeguards within institutions of higher education that promote equitable processes and to eliminate racist practices in hiring, retention, and promotion decisions.



**NOTE:** *The recommendations in Priority Area 6 are priorities for FY23-24 and specific details of actions to be taken can be found on pages 20-21 of this document.*

### Recommendations:

- Develop and implement strategies for recruiting, supporting, valuing, and retaining employees of color.
  - Increase recruitment, hiring, retention and promotion of employees of color
- Institutionalize equity-minded practices in the search, hiring and retention strategies and processes.
- Implement Employee Resources Groups (ERGs).
- Bolster the efficacy and support for equity champions in the search and hiring process.



## **Priority Area 7: Institutional Programming**

### **Purpose**

To provide essential knowledge and the necessary tools to act towards repairing historical wrongdoings along with restoring autonomy based on pride, territoriality, self-determination, and self-defense.

### **Recommendations:**

- Honor the local land and tell the stories of this land.
- Acknowledge the land across the campus settings and spaces.
  - Created a university-wide land acknowledgement which recognizes the legacy of colonial occupation, recognizes the impact of genocide, and aligns with Metro's vision of building antiracist campus environments.
  - Provided training to ensure wide use of land acknowledgment and encourage land-back protection.
- Real Talk (Systemic Racism) speaker series. Implementation began in 2020.

## Priority Area 8:

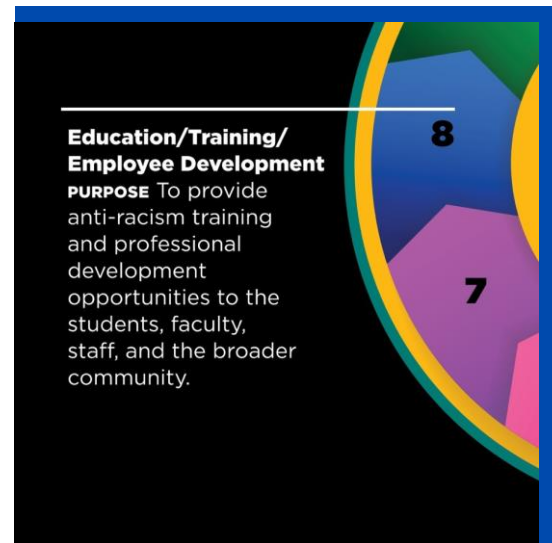
### Education/Training/Employee Development

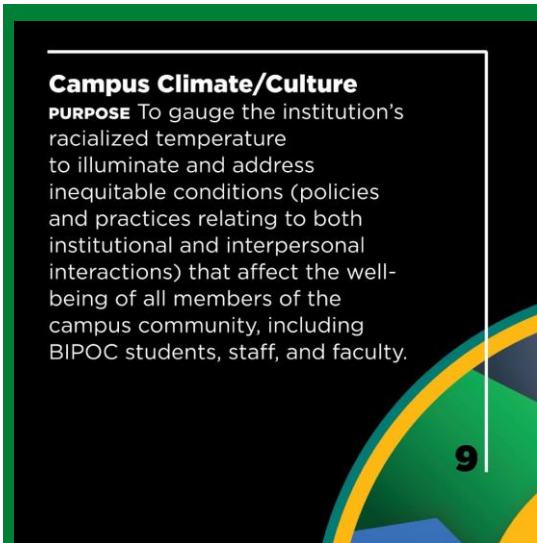
#### Purpose

To provide anti-racism training and professional development opportunities to the students, faculty, staff, and the broader community.

#### Recommendations:

- Training and Development:
  - Require all employees to participate in anti-racism training as part of:
    - Faculty orientation and employee on-boarding
    - Search committee training
  - Complete hire of additional staff member in Equity and Inclusion in FY23 who will be responsible to work with Faculty Development and Human Resources (HR) to develop and implement effective training in FY24
  - Elevate students' consciousness regarding equity and inclusion.
    - Provide anti-racism learning opportunities in and out of the classroom for students
      - All students must complete the RIGR graduation requirement
      - MAIR implemented a "Real Talk" Series in FY21-23 to address issues of equity and inclusion
- Institute of Professional Development: Develop interactive scenarios and case study materials to be used in education, training, and staff development.
  - Collaborate in FY24 with the Equity and Inclusion training specialist to be hired in the Institute for Professional Development in FY23 and with faculty members with expertise in this area
  - Create conflict resolution and restorative practices to be incorporated into existing policy and compliance training
  - Create racial dialogue opportunities
- Deliver conflict resolution and restorative justice training modules for employees.





**Campus Climate/Culture**  
**PURPOSE** To gauge the institution's racialized temperature to illuminate and address inequitable conditions (policies and practices relating to both institutional and interpersonal interactions) that affect the well-being of all members of the campus community, including BIPOC students, staff, and faculty.

## **Priority Area 9: Campus Climate/Culture**

### **Purpose**

To gauge the institution's racialized temperature to illuminate and address inequitable conditions (policies and practices relating to both institutional and interpersonal interactions) that affect the well-being of all members of the campus community, including BIPOC students, staff, and faculty.

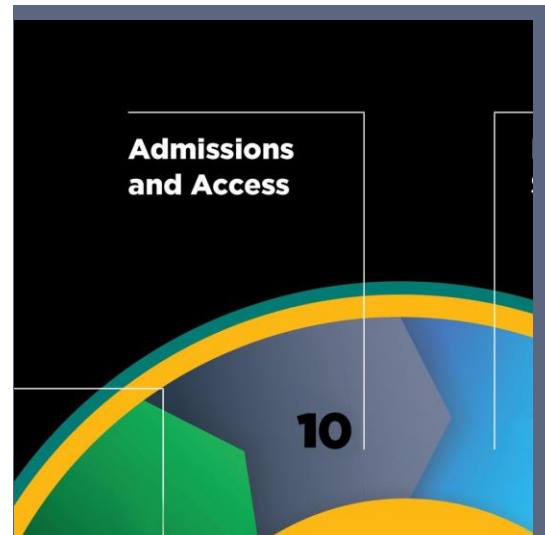
### **Recommendations:**

- The Organization Development Council and Equity, Inclusion, and Anti-Racism Council work collaboratively to address and act upon the recommendations born out of campus climate assessments (students and employees).

## Priority Area 10: Admissions and Access

### Purpose

To use anti-racism strategies to increase admission and access of BIPOC students to the university.



### Recommendations:

- Review admissions policies and practices for disparate impact.
  - In 2021 the Policy and Procedure Review Council reviewed and updated the university's Admissions Policy and Procedure through an equity lens to address any disparate impacts



# Metro State Action Plan 2022-2025

In 2022-2024, Metro State University will focus resources and strategies on the following priority areas: Curriculum and Pedagogy; Hiring, Retention, and Promotion; Education/Training/Employee Development; and Campus Climate and Culture.

## **Priority Area 4:** Academic Equity and Student Success

### **Goal 1**

Create a network of equity agents equipped with data and inquiry to close racial equity gaps in student outcomes.

## **Priority Area 6:** Hiring, Retention, and Promotion

### **Goal 1**

Institutionalize equity-minded practices in search, hiring, and retention strategies to recruit and retain a diverse workforce that reflects the student body.

### **Goal 2**

Implement Employee Resources Groups.

### **Goal 3**

Bolster the efficacy and support for equity champions in search and hiring processes.

## **Priority Area 8:** Education/Training/Employee Development

### **Goal 1**

Increase employee's participation in anti-racism training starting at the onboarding process.

### **Goal 2**

Elevate students' consciousness regarding equity and inclusion.

### **Goal 3**

Equip supervisors and manager to supervise across different cultures, races, gender identities, and other dimensions of diversity.

## **Priority Area 9:** Campus Climate/Culture

### **Goal 1**

Build an inclusive and anti-racist work and learning environment.

## Assessment and Accountability

### Equity Scorecard

**KPI 1: Student Success**- Close equity gaps by improving the persistence and completion rates of students of color, first generation, and Pell eligible students.

**KPI 2: Workforce Diversity**- Increase the diversity of faculty and staff to better reflect the racial and ethnic diversity of the student body.

**KPI 3: Employee Retention**- Improve the retention of employees of color, employees with disabilities, and veteran employees.

**KPI 4: Supplier Diversity**- Increase university spend among women, minority, veteran, and disability owned businesses.

**KPI 5: Campus Climate**- Improve sense of belonging among students and employees of color, individuals with disabilities, and veterans.

\*KPI: Key Performance Indicator

## Priority Area 4: Academic Equity and Student Success

**Purpose** (*Adapted from the NADOHE framework to reflect Metro State's educational philosophy and practice*)

To create equitable systems that promote academic equity and student success for American Indian students and students of color inside and outside of the classroom.

### **Outcome**

Equity minded methodology that studies student success data with an emphasis on equity gaps. Its recommendations are applied to curriculum and pedagogy and organizational culture.

### **Goal 1**

Create a network of equity agents equipped with data and inquiry to close racial equity gaps in student outcomes.

- Equity agents come from the Equity by Design team

### **Action Steps**

- Equity by Design team members and faculty fellows will develop a support framework for faculty to receive, reflect, and action-plan based on student success data. The framework will include resources for academic deans to work collaboratively with faculty as the data is broadly disseminated.
  - Framework will be developed and ready for use by Spring 2023
  - Deans will receive training in how to use the tools and resources to support faculty members in their curriculum and pedagogy
- Prepare and disseminate individual faculty data on student success (across race, socio-economic status, and first gen.)
  - Data will be distributed to all faculty in spring 2023
  - Reflections and plans will be incorporated into PDP developed in fall 2023
- Conduct ongoing data analysis and reflection training for network of change agents (past and existing faculty members within Equity by Design workgroup).
- Prepare and disseminate department level data (Infographic) for at least 25% of departments by the end of spring semester 2023 and for all departments by the end of fall 2024.
- Incorporate Equity Scorecard KPI 1 Student Success Metrics in Equity by Design institutional-level work beginning with FY23.

### **Key Partners**

EIAR Council, Academic and Dean of Students, Diversity/Equity committees within bargaining units, PEC, System Office (OEI)

## **Priority Area 6: Hiring, Retention, and Promotion**

### **Purpose**

To implement safeguards within the university that promote equitable processes and to eliminate racist practices in hiring, retention, and promotion decisions.

### **Outcome**

Increase the recruitment, hiring, retention and promotion of Black, African American, American Indian, and other employees of color, employees with disabilities, and veteran employees to better reflect the diversity of the student body and meet the university's hiring and retention goals.

### **Goal 1**

Institutionalize equity-minded practices in search, hiring, and retention to recruit and retain a diverse workforce that reflects the student body.

### **Action Steps**

- Examine the search and selection processes to understand the barriers to recruiting diverse talent pools and maintaining diversity of applicant pools throughout the hiring process.
  - Disseminate best practices for search and hiring processes to ensure they are equitable and inclusive
  - Decrease the amount of time it takes from recruitment to the hiring of new employees
- Improve training of search chairs and advisory committees by increasing equity and inclusion strategies in the recruiting, searching, and hiring of employees.
- Provide funds for diverse recruitment and increase HR advertising efforts.
- Continue the use and support of equity champions in all searches.

### **Key Partners**

Human Resources, Supervisors, Search Committee Chairs, Hiring Authorities

### **Goal 2**

Implement Employee Resources Groups

### **Action Steps**

- Create guidance for the creation of ERGs
- Provide a list of potential activities ERGs may consider for engagement
- Provide up to \$1,000 in grant funds per ERG

- Increase the visibility of these groups among the workforces

**Key Partners**

Human Resources, Provost

**Goal 3**

Bolster the efficacy and support for equity champions in search and hiring processes.

**Action Steps**

- Train search chairs to best utilize equity champions
- Clarify role and expectations of equity champions
- Provide certificate of appreciation to all equity champions (i.e.: Certificate/Badging)
- Increase public recognition of equity champions

**Key Partners**

Human Resources, Provost

**Priority Area 8: Education/Training/Employee Development**

**Purpose**

To provide anti-racism training and professional development opportunities to the students, faculty, staff, and the broader community.

**Outcome**

Build capacity among students, faculty, and staff to engage in equity-minded anti-racist practices related to their experience and work in higher education.

**Goal 1**

Increase employee’s participation in anti-racism training starting at the onboarding process.

**Action Steps**

- Incorporate participation in professional development opportunities as part of performance reviews
- Embed practice dilemmas and conflict resolution into training models
- Deliver conflict-resolution and restorative justice (i.e.: healing circles) training modules for employees.
- Create greater trust in the due process for conflict resolution among students and employees.

## **Key Partners**

Human Resources, Leadership Assembly, EIAR Council

## **Goal 2**

Elevate students' consciousness regarding equity and inclusion

## **Action Steps**

- Increase student participation and engagement in the Real Talk "Systemic Racism" series.
- Evaluate impact of RIGR courses on students' anti-racism learning.

## **Key Partners**

MAIR Team, SLLD, Academic Affairs

## **Goal 3**

Equip supervisors and managers to supervise across different cultures, races, gender identities, and other dimensions of diversity.

## **Action Steps**

- Develop and implement leadership training in race relations.

## **Key Partners**

Leadership Assembly, Institute for Professional Development

# **Priority Area 9: Campus Climate/Culture**

## **Purpose**

To gauge the institution's racialized temperature to illuminate and address inequitable conditions (policies and practices relating to both institutional and interpersonal interactions) that affect the well-being of all members of the campus community, centering the experiences of BIPOC students, staff, and faculty.

## **Outcome**

Increase sense of belonging, and inclusion through building a safe, inclusive, welcoming, and anti-racist working and learning environments.

## **Goal 1**

Build an inclusive and anti-racist work and learning environment.

## **Action Steps**

- Process and resolve discrimination and harassment complaints in a timely manner.

- Provide training on micro-aggressions; how to spot them, address them, and mitigate their impact.
- Promote and support Student Success areas (MAIR, CAR, Parent Resources, TRIO programs , SLLD, CAE, Counseling, etc.).
- Create spaces for students to report and discuss systemic oppression.
- Disseminate resources for conflict resolution in the form of training, brochures, messaging, etc.
- Build trust and institutional community through racial healing to mitigate social stress.

**Key Partners**

EIAR Council, Organizational Development Council



**MINNESOTA STATE**

*Metropolitan State University,  
a member of Minnesota State*

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