



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.

DIVERSITY PLAN APRIL 2012

STCLOUDSTATE.EDU

## ST. CLOUD STATE UNIVERSITY DIVERSITY PLAN 2012

*From 2008 convocation speech: "First, a newly formed Diversity Task Force will begin work in September to develop a comprehensive diversity plan, starting with the examination of every aspect of our culture and character to find better ways of making ours a welcoming, safe community that values our diversity. We have not had an honest, realistic diversity plan to which we pledge our full effort. We must have one if we are to achieve the objective of building an anti-racist culture that offers the opportunity of success to every SCSU student and employee."*

*Charge by President Earl Potter III*

The Task Force will develop a comprehensive plan that addresses all aspects of the university's efforts to create and sustain a diverse learning community.

### INTRODUCTION AND HISTORY

A comprehensive diversity plan that is the result of community conversation and consensus has the potential to alter the culture, climate and character of both our learning community and the surrounding community. While St. Cloud State University has made significant progress in increasing our diversity, we continue to struggle with the realities of racism, sexism, homophobia, xenophobia and a host of other forms of discrimination. St. Cloud State's history has both caused pain for students, faculty and staff relegated to the margins of society and resulted in struggles to challenge the institutional and individual forces supporting the status quo. Members of our campus community continue to be hurt and feel discriminated against in a host of different ways. The recommendations and ideas contained in the 2012 Diversity Plan are designed to address and acknowledge these problems and develop solutions for living up to our promise as a higher education institution.

This diversity plan continues the efforts of countless individuals, groups, committees and task forces committed to supporting diversity in all its richness over many years of history at St. Cloud State. It is intended as a dynamic plan, a blueprint for continuing our evolution and guiding our actions as a university. It will be a roadmap for change that integrates with the university's strategic and academic plan, keeping us moving forward with clear goals and resolve to remain vigilant in our efforts to make St. Cloud State more than the best comprehensive university in the Upper Midwest, recognized by our peers as a leader in our region. We will aspire to excel at being the university that embraces its diversity and its role as an engine for social change and growth in our region as well as on our campus. Ideally, this plan will inform all we do at St. Cloud State and become an integral part of our future, recognizing that diversity is broader than race/ethnicity and gender and recognizing that people of many different identities feel discriminated against in various ways.



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.

DIVERSITY PLAN APRIL 2012

STCLOUDSTATE.EDU

## EXECUTIVE SUMMARY

### DIVERSITY TASK FORCE

April 21, 2011

*The Task Force will develop a comprehensive plan that addresses all aspects of the University's efforts to create and sustain a diverse learning community.*

Charge by President Earl Potter III

*The need for a current diversity plan springs from our institutional history, our commitments and efforts to improve the campus climate, and, most importantly, our need to serve current students and prepare for future students who will participate in higher education in the coming decade. The data about the types of students applying to and attending our institution is well understood and includes, but is not limited to, students of color, first generation students, women, non-traditional students, veterans, LGBT students, religious minorities and others who have traditionally been underrepresented in higher education. In addition, SCSU will continue to serve majority students seeking higher education closer to home. This plan attempts to speak to the entire university community by way of supporting, challenging, inspiring and making recommendations around issues of diversity and social justice at St. Cloud State.*

*This diversity plan is the result of a two-year process of analysis, discussion and collaborative visioning that took place at the same time as campus-wide strategic planning, program appraisal and reorganization conversations that ultimately led to significant changes were taking place. The challenges and opportunities that emerged from the work of the Diversity Plan Task Force parallel those of broader campus discussions. Consequently, the timing of this plan offers a perfect opportunity for change and evolution within the university community to more fully integrate diversity and social justice into the fabric of SCSU.*



*It is clear that our institution has systemic weaknesses to address as well as strengths to build on. It is clear that recommendations created out of frank and open discussion followed by collaborative and positive decision-making that will result in substantive, enduring change. It is clear that the foundation of our commitment must resolve to be what we say we purport to be as an institution and as a campus community. If we say we are a welcoming place, it is essential that we must have systemic equity and dedication to equity and social justice in all ways, with faculty, staff and leadership who are role models for our students and our communities.*

*This plan identifies systemic problems and gaps that must be addressed as well as recommendations for helping the St. Cloud State campus community become the university it wants to be. Within this document are honest appraisals that outline both the enduring problems and the vision for building on our many strengths that offer the promise of positive change. We offer the following priority recommendations for implementation during the next two years.*

## CAMPUS CLIMATE

Experiences are mixed at SCSU. There have been and continue to be frequent reminders that a portion of our students, staff and faculty are not or perceive that they are not welcome at SCSU. These reminders occur through acts of microaggression\* and discrimination, experiences that often are met with ineffective and inequitable policies and practices. Although many students, faculty and staff have positive experiences the majority of the time, others endure the day-to-day slights, disparate treatment, or covert or overt forms of discrimination that too often occur to leave blights on our campus climate and worse, leave members of our campus community feeling hurt, unsafe and unwelcome. Information collected in the past two years and through previous climate studies confirms that systemic problems related to the campus climate exist for diverse populations. The following recommendations were selected as the first steps in the next chapter for inclusion, respect and equal opportunity at SCSU:

- Develop a diversity leadership model and structure that provides consistent and transparent leadership for diversity efforts and diversity plan implementation and monitoring. One possible model is a diversity advisory committee comprised of representatives of various communities who are stakeholders in diversity efforts. The committee could include sub-groups that would focus on each of the sections of the diversity plan, allowing for greater engagement of faculty, staff and students and creating a network of experts to guide SCSU forward.
- Conduct a campus climate study every three years beginning

2011/12 to benchmark and monitor progress and problems utilizing comprehensive, best practice methodologies. Many of the past climate surveys have resulted in findings that indicated problems. (Future campus climate studies should use current methodological strategies.)

- Develop a transparent evaluation plan for the diversity plan that tracks progress, informs revisions and uses the assessment data recommended throughout the sections that is tied to future resource allocations.
- Complete, update and publicize policies on discrimination, harassment, sexual assault, stalking and dating/domestic violence, and improve enforcement actions for students and employees who engage in these behaviors.
- Create more opportunities for dialogue for all members of the campus community. These venues will allow for greater engagement in conversations, debate and sharing of perspectives on diversity issues.

Avoid tokenizing one individual or office/group as representing diverse populations. Try to reach less visible voices and marginalized groups to hear and value various voices. In addition, building a sense of community and mutual caring will support a commitment to dismantle oppression within the university and the broader community.

*\*Racial microaggression is defined as "subtle insults (verbal, nonverbal and/or visual) directed toward people of color often automatically or unconsciously" (Solorzano et. al., 2000). While this concept has been used to describe racial situations on campuses, it can be generalized to other groups facing stigmatization and marginalization.*

### **STUDENT RECRUITMENT, RETENTION AND SUCCESS**

---

Providing access and opportunity to students traditionally underserved

in higher education has been a goal at St. Cloud State for many years. Educating and developing our students to succeed in a complex, diverse world is central to the mission and goals of SCSU and core to campus discussion on the integrated student experience. Changing demographics and expectations that students have new tools and skills to excel in a global and diverse world – coupled with demands to integrate social justice values into the core of SCSU's work – have led to significant campus changes in broad areas of diversity. Conversely, systemic barriers remain, hampering student success in ways that include lower graduation rates for students of color. The Diversity Task Force urges attention to supporting and participating in the president's recommendation to create a center for STEM education. Other recommendations include:

- Expose students fully to all aspects of issues of diversity and social justice through curriculum and other learning experiences early and often, especially during the first year of enrollment
- Develop and implement an ongoing research agenda to understand and respond to reasons students leave SCSU
- Expand counseling and advising programs – including counselors/ advisors trained in cultural and social justice issues – to engage and support students from recruitment through post-graduation.

### **SCHOLARSHIP, TEACHING AND LEARNING**

---

As described in this section of the report, significant progress has been made in terms of curricular transformation since the first mandate for human relations training in 1971. However, resistance to diversity in the curriculum has been continuous in some academic departments, which is problematic for both diverse students

and majority students. The desire by some to complete and cross off the list as quickly as possible all diversity requirements demonstrates oppressive attitudes that are a disservice both to students who will be moving into global workplaces and to the university community's efforts to seek a fair, just campus climate. The power – and promise – of inclusion of diversity, social justice and equity as values across the curriculum holds tremendous influence for students moving into constantly evolving global communities and workplaces. Recommendations include:

- Designate diversity and social justice as an institutional learning outcome so it is integrated throughout the curriculum and student experience, with the expectation that students will demonstrate their competency throughout their education at SCSU.
- Expose students fully to all aspects of issues of diversity and social justice early and often – especially during the first year of enrollment – through curriculum and through other learning experiences.
- Provide institutional resources, support ongoing professional opportunities and identify faculty as peer resources/consultants/mentors to assist other faculty/staff in developing curriculum related to diversity and social justice and provide support for faculty who are identified as resources.

### **OUT-OF-CLASSROOM LEARNING**

---

A large body of research documents the significant learning among college students through involvement and activities that occur outside of the traditional college classroom. This is true for experiences designed to introduce and expose students to communities, cultures, people and realities outside of their particular sex, race, age, disability, color, creed,



national origin, religion, sexual orientation, marital status, status with regard to public assistance and/or other areas of identity that define people's lives. This category was created as a result of one of the visioning themes that guided the Diversity Task Force in its work: *Value the role of out-of-classroom learning and service in support of diversity at SCSU.*

Recommendations include:

- Develop, strengthen and increase access to experiential learning opportunities such as study abroad, field experiences, service learning, and internships that encourage more students to build relationships with and understanding of diverse cultures.
  - » Develop collaborative workshops with faculty and staff (for example CETL and Student Life and Development) to share information.
  - » Provide more focus on departmental opportunities that support out-of-classroom learning to include academic and student life departments. Increase accessibility to marginalized and non-traditional students when providing experiential learning opportunities.
  - » Support faculty in developing assignments that encourage out-of-classroom learning experiences with a goal of promoting understanding of diverse cultures and traditions for all students.
- Encourage the Student Government Association and its leadership to include issues of diversity and equity in the student activity fee budgetary process and in fee allocations.
- Approve a process that reviews current practices of student government funding for cultural and social justice-oriented student

organizations and creates funding equity and consistency.

- Develop greater coordination among out-of-classroom opportunities, such as internships, placements, field experiences and volunteer activities, organized and maintained by a central clearinghouse on campus.

### **WORKFORCE EQUITY AND DEVELOPMENT**

Based on data and historical practices at SCSU (see the diversity section of the Accreditation Report) has workforce inequities in multiple areas. These examples point to systemic problems.

The issue of workforce inequity has been addressed by the Affirmative Action Committee and its plan. That committee makes the following recommendations as being the most important measures to create equity in the workplace.

The work of the Diversity Task Force occurred parallel with the creation of the 2010-2012 Affirmative Action plan allowing for connection between the two, and with some members providing expertise to both groups. The following recommendations are highlighted as most important to implement in support of workforce equity and development:

- Develop, revise and monitor a plan for recruitment and retention of faculty and staff of color and other marginalized populations (MnSCU protected classes) and those with experience working in culturally diverse communities that includes diversity goals for university, units and departments and best practice retention strategies to minimize loss of employees (as articulated in the current Affirmative Action Plan)
- The university will collect and examine patterns of separation

data for the purpose of identifying patterns of structural and institution discrimination. Embed diversity and social justice values in employee recruitment and hiring processes and materials and new faculty and staff orientation

- Develop professional development and training programs that embed diversity and social justice competency building and learning outcomes which lead to a host of professional opportunities.

### **BUILDING COMMUNITY RELATIONSHIPS**

Building respectful, collaborative, and reciprocal relationships with all local communities emerged as an essential theme of the Diversity Task Force and as core to the mission of St. Cloud State University. Problems in and among the campus and community are well documented through discussions and focus groups. Some of the recommendations of this group include:

- Partner with the city of St. Cloud in identifying common priorities and outcomes related to diversity.
- Develop systems to enable community access to campus resources, facilities and expertise; inter-departmental collaboration will facilitate responsiveness to external requests and needs.
- Recognize and reward those faculty/staff/students and groups who are involved in community organizations and activities that promote diversity and social justice and are above and beyond their university assignments.

Diversity Task Force	
Faculty Association	Debra Leigh, Tracy Ore, Michael Tripp
AFSCME	*Kimberly Johnson
MSUAASF	Marsha Shoemaker
MAPE	Jan Hallen
MMA	*Michelle Benolkin
Multicultural Student Services	Shahzad Ahmad
American Indian Center	Jim Knutson-Kolodzne
GLBT Services	*Heidi Aldes
Student Disability Services	Joyce Koshiol
Women's Center	Jane Olsen
Center for International Studies	Ann Radwan
Cultural Diversity Committee	Robert C. Johnson
Student of Color Recruitment & Retention Task Force	Carolyn Williams
Faculty/Staff of Color Caucus	Semya Hakim
CARE	*Baba O'dukale
Racial Issues Colloquium	Kyoko Kishimoto
Student Government	*Amy Harris, *Terri Johnson, *Ernest Langston, *Bee Vang
Administrators - HR Director	*Larry Chambers
Administrators - Affirmative Action Director	Open (later Ellen Bartges)
Administrators - Student Life and Development	*Michael Gillilan
Administrators - Academic Dean	John Burgeson

\*No longer on committee  
While some left during the process, the see were the original members

Diversity Task Force co-chairs
Shahzad Ahmad
Jane Olsen

Diversity Task Force staff assistance
Lisa Foss
Renee Dingmann
Marsha Shoemaker

Diversity Task Force Steering Committee
Shahzad Ahmad
*Heidi Aldes
Robert C. Johnson
Debra Leigh
Jane Olsen
Carolyn Williams

\*No longer on committee

## THE PROCESS

June 2008 the Diversity Task Force was formed from representatives of campus constituencies. October 2008 Diversity Task Force was convened; co-chairs and steering committee members named.

In meetings over winter 2008/09, the initiation of a vision-driven approach invited the Diversity Task Force to envision and identify a future St. Cloud State University that would inspire and inform the process and development of the plan. The advantages of this approach included making the process more receptive and flexible as well as more creative, allowing for cutting-edge ideas and addressing long-standing issues.

The first visioning retreat led by external facilitators on March 23-24, 2009, was aimed at creating among task force members a shared vision for diversity at St. Cloud State and to support development of a comprehensive diversity plan. Members were encouraged to think long-term and to imagine their ideal diverse learning and working community. The retreat also included a focus on how we would get to that ideal, coupled with work to generate clear steps for transition from that vision to development of a diversity plan.

### VISIONING THEMES CREATED:

- *Pride in the University*
- *Scholarship and teaching that encourages and is informed by diversity*
- *Integration of diversity vision throughout SCSU*
- *Reputation so welcoming that students, faculty and staff are clamoring to get in*
- *Continuous learning and action around power, privilege and cultural experience*

- *Establish, foster and sustain a culture of social justice*
- *Building respectful, collaborative and reciprocal relationships with all communities*
- *Value the role of out-of-classroom learning and service in support of diversity at SCSU*

The second visioning retreat was held May 6, 2009, with the objectives of: creating a vision from the themes solidified during the first retreat; identifying first steps toward creating an operational plan for realizing the vision; and establishing working groups and action plans for moving forward.

#### The Vision of the Diversity Task Force:

*The essence of our university is diversity and social justice. SCSU is a welcoming community that is dedicated to systemically advocating, building and maintaining respectful, collaborative and reciprocal relationships among all that will foster everyone's ability to thrive.*

#### EXECUTING THE PLAN:

Over the summer of 2009, Task Force members began dividing into groups representing the eight different visioning themes for purposes of moving to information gathering, review of best practices and initial development of recommendations.

Work groups were formed in the categories of Community Relationships, Continuous Learning, Out-of-Class Learning, Scholarship and Teaching, and Social Justice. Additional members from outside the task force were recruited to share their expertise and add their ideas and recommendations to the work group discussions.

Work groups drafted initial recommendations in December 2009. Task Force members reviewed, discussed and revised ideas and recommendations through a series of brainstorming meetings, internal and external focus groups and data analysis throughout Spring Semester 2010.

During this same time period in late 2009, and early 2010, 12 focus groups and numerous interviews were conducted with campus and external community leaders and representatives of various constituencies and stakeholders. More than 500 pages of transcripts were reviewed by members of the Steering Committee and Task Force and Diversity Plan sections were reframed to match the ideas and recommendations coming in from the focus groups.

#### BUILDING A NEW FUTURE:

Frank conversations about diversity are a challenge in a culture of academic privilege. The very nature of academic culture reflects entitlement. Although many faculty, staff, administrators and students support diversity-related changes, some are opposed, and many are in the middle. There have been many efforts to alter this climate, and diversity has served as an umbrella for a variety of equity projects. At the core, we have not envisioned diversity as revolutionary change but as a way to dismantle the systems of oppression that allow privileges to exist. Our best practices should challenge the micro-aggressions experienced by people of color, women, people who are gay, lesbian, bisexual and transgender, people with disabilities, and others who face harassment and discrimination due to oppression. In addition, our best practices must address the fears and ignorance

expressed by some in our community, as well as the norms and reward structures that reduce discrimination to second-class activities. We must question the educational practices, perspectives, social relations and identities that help to maintain an oppressive status quo. The SCSU community must also acknowledge and respond to pain and struggle in ways that are life giving and affirming.

In recent years, best practices involving diversity goals at American colleges and universities have been inclusive rather than exclusive. The philosophy that a university is by nature a place where everyone is given opportunities to succeed informs this plan. This diversity plan represents a new chapter in creating change under a leadership style that is uniquely dedicated to this purpose. It follows decades of efforts by advocates for social justice at St. Cloud State and honors the past and current work to bring about systemic and substantive improvement. This document presents a pathway to change. The fact that this plan has been created demonstrates St. Cloud State's considerable commitment to broad support for diversity and support for improvements in the campus climate. Every crisis causes discussion, heightening awareness in the continuing, ongoing journey that the campus is engaged in within the context of the broader society.

This plan is a result of activities and efforts by the Diversity Task Force and its Steering Committee, incorporating input from open campus sessions, internal and external focus group feedback, and review of past documents. It represents the thinking of informed participants over the course of two and a half years. It reflects their hopes and

expectations for a campus community that values diversity and is intent on creating an environment of inclusiveness, fairness and respect.

A number of limitations to the work of the Diversity Task Force are important to note. This report focused on undergraduate students. Inclusion of the graduate student experiences and issues is evident and will need concentrated effort in the next iteration. The same is true for veterans and international students. Both populations have been the subject of concentrated recent reports. The Diversity Task Force recommends further study of these populations.

The plan is structured under the general categories of *Strengths*, *Current Activities*, *Challenges and Gaps*, and *Recommendations*.

Further discussions acknowledged that while much has been done, the university must go beyond the initial stages of addressing the need to transform St. Cloud State with a purposeful and directed approach to change. The Task Force was asked to assess the transformative properties of all the ideas and recommendations brought forward, acknowledging the challenges involving:

- Identifying the gaps
- Condensing more than three years of work into a concise plan
- Respecting differing ideas on how to move St. Cloud State from point B to point C
- Evolving the vision “down to earth”
- Creating big-picture change

The following sections reflect the final stages of these discussions, which culminated in dividing the plan’s recommendations into six categories: **Campus Climate; Student Recruitment, Retention and Success; Scholarship, Teaching, and Learning; Out-of-Classroom Learning for Students; Workforce Development and Composition; and Community Relationships and Engagement.**

Each section reflects the perspectives, ideals, dreams and desires of a broad and diverse group of individuals representing many different constituencies. They are summaries of the different groups who worked on analyzing the strengths, current activities, and gaps and weaknesses, then offered recommendations.

Each section also is the result of extensive discussion among members of the Steering Committee and Task Force and external participants who were asked to or volunteered to share their experience and knowledge through focus groups. As they reflect the outcomes of separate groups, the reports vary somewhat in approach, style and length. Among the different sections there are inevitable observations and recommendations that reflect similar ideas and concepts. The Executive Summary offers the compilation and first tier recommendations to move St. Cloud State University forward on the path of opportunity and justice for all.



## CAMPUS CLIMATE

Since 1987, St. Cloud State University has conducted or been the subject of a number of campus climate studies. This body of work depicts and details policies, practices, behaviors, attitudes, patterns, and conditions that individuals experience and feel shape their interactions with other people in the university environment. These various documents note the problems of discrimination, harassment, violence, unfair treatment, insensitive policies and practices and unenforced rules against illegal or unacceptable conduct reported by members of minority groups on campus. (The term “minority” refers to groups of religious, sexual, racial, ethnic or other backgrounds affected by different forms of discrimination, harassment, or unfair treatment.)

- “Anti-Semitism at St. Cloud State University as Perceived by Selected Jewish and Non-Jewish Faculty, Students, and Staff, 2001” (<http://www.stcloudstate.edu/documents/jcrcl/report.pdf>)
- “EEOC Report February 2002” (<http://www.stcloudstate.edu/documents/eeoc/default.asp>)
- “Independent Review Committee (IRC), October 2002” ([http://www.scsufa.org/cultural\\_audits/IRC021024.htm](http://www.scsufa.org/cultural_audits/IRC021024.htm))
- “St. Cloud State University Cultural Audit: Final Report (Nichols Report) 2002” (<http://www.stcloudstate.edu/documents/nichols/>)
- “Campus Climate Assessment (Rankin Report) 2003” (<http://www.stcloudstate.edu/documents/rankin/default.asp>)
- “Independent Review Committee on Campus Culture May 2003” ([http://www.scsufa.org/cultural\\_audits/IRC030506.htm](http://www.scsufa.org/cultural_audits/IRC030506.htm))

In recent years, St. Cloud State has made a concerted effort to address many of these concerns and problems and to improve the environment for people from marginalized groups. Even as these efforts continue, overt manifestations of intolerance and hatefulness still occur. One example includes incidences of anti-Semitism and racism that occurred over a two-year period during 2007 and 2008 on campus. Additional instances include reports of visible lesbian, gay, bisexual, transgender harassment; sexual assault; racism and xenophobia in the forms of name calling, other forms of verbal harassment, graffiti and biased flyers and posters.

While the university community, and the administration in particular, is responding to the more salient and systematic forms of illegal or unacceptable behavior, additional efforts are needed to address what has been characterized as microaggression. While this concept has been used to describe racial situations on campuses, it can be generalized to other groups facing stigmatization and marginalization. Racial microaggression\* has been defined as “subtle insults (verbal, nonverbal and/or visual) directed toward people of color often automatically or unconsciously” (Solorzano et al., 2000).

### STRENGTHS:

St. Cloud State University has responded to demands for change and calls for improvement in many sectors of campus. We are host to numerous support services and social change offices such as Student Disability Services (1980), Multicultural Student Services (1986), Women’s Center (1989), Office of Equity & Affirmative Action (formerly the Affirmative Action Office), American Indian Center (1992), and LGBT Resource Center (1999), as well as academic centers



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.

## RECOMMENDATIONS

### GOVERNANCE AND LEADERSHIP

- Maintain the strength of existing departments, organizations and offices related to diversity. Extend and expand opportunities and programs aimed at diversity through university funding mechanisms.
- In university-wide budget decision-making, be mindful that the quality and impact of St. Cloud State's diversity efforts will gain strength and better reflect our diversity values when university-wide budget decisions are mindful of the need for resources to support these efforts.
- Infuse the university's diversity values and goals throughout policies, programs and practices such as recruitment, hiring, evaluation and planning.
- Create an advisory group similar to the Student of Color Recruitment and Retention Committee in order to ensure the university continues to provide budgetary support for maintaining and building on the strengths and benefits that are derived from expanding programs and services to support our diversity goals,
- Develop a diversity leadership model and structure that provides consistent and transparent leadership for diversity efforts and diversity plan implementation and monitoring.
- Form internal advisory board for Human Resources to be involved in planning of diversity workshop opportunities to ensure use of best practices and to inform continuous improvement. Develop training for supervisors on how to identify, analyze, and nurture the culturally based skills, beliefs and practices of all employees.
- Hold open discussions/meetings between the president and/or provost, administrators, faculty and students to ensure people have equal access to the president and provost.

### ASSESSMENT AND EVALUATION

- Develop a transparent evaluation plan for the diversity plan that tracks progress, informs revisions and uses the assessment data recommended throughout the sections that is tied to future resource allocations.
- Conduct a climate study every three years as required by MnSCU policy.

### STRUCTURES AND POLICIES

- Develop a process to ensure that policies and procedures of the university are enforced consistently.
- Ensure that grievance policies and procedures reflect the university's commitment to diversity and social justice.
- Create and publicize clear processes that enforce disciplinary action against faculty, staff and students who engage in discriminatory and violent actions, including but not limited to hate speech, sexual assault, harassment, visual derogatory representation of any marginalized group, etc.
- Develop a broader diversity fund than is currently available to include budgets for emerging ideas and for sustainable efforts of all marginalized populations. Empower the advisory group to make recommendations to the president regarding priorities, and seek continuous funding for these initiatives.
- Make budgets more transparent to ensure sufficient campus resources are provided for diversity initiatives.
- Ensure that a safe space exists for faculty, staff and students to share their concerns by developing a system, structure and space for inter-racial dialogue as well as to discuss diversity and identity issues throughout the year.
- Provide institutional support through University Communications to support the offices, programs, conferences, seminars and outreach programs that promote diversity initiatives and projects to local, regional and national communities and to market St. Cloud State as a university where diversity is practiced.

such as the Multicultural Resource Center (2005), Holocaust and Genocide Center (1995), Science, Technology, Engineering, Math Office (2007) and the Community Anti-Racism Education Office (2004).

These offices have been created to help meet the needs of students who historically have been underrepresented, underserved or marginalized, as well as to meet the needs of other students and members of the campus community by raising awareness and sharing information.

A number of university offices, student organizations and spaces are named by students as being instrumental in making the campus environment more welcoming for them. While the presence of these offices and organizations support students they also serve as a reminder that they are needed because the overall campus environment is not judged to be open, inviting, non-discriminatory or safe.

### CURRENT ACTIVITIES:

To combat the problems of bias, harassment, ignorance and insensitivity, the university has undertaken educational and informational programs in the form of speakers, anti-discrimination and harassment training for faculty and staff, curricular requirements, artistic productions and student orientation programs to name a few. In addition, cultural events consisting of awareness and celebration of culture, history, heritage and life experiences of the many diverse groups represented in the student body are regular occurrences during the school year. On occasion, specific anti-bias and anti-hate campaigns are organized by various campus groups as well. A small sampling of examples includes student cultural nights, the No Hate campaign in Residential Life, the

bi-annual Drag Show co-sponsored by OutLoud!, the LGBT Alliance and the LGBT Resource Center, and the Cultural Cafés organized by the International Student Association and Center for International Studies.

The campus also has identified need in areas related to sexual assault and other forms of violence against women by designating the Women’s Center as the department to collect and report incidences of sexual assault within the campus community. The Women’s Center has been collecting and distributing information to the campus community about sexual assault/rape reports since 1990. These profiles convey an annual number of reported assaults, as well as patterns and trends such as drug-facilitated sexual assault, which has increased over the past five years. Public Safety is responsible for tracking on campus-

only crime reports, including rape and sexual assault and make this information available through an annual report as required by the federal Clery Act. Both reports are public documents designed to educate the campus and local community.

### WEAKNESSES AND GAPS

Data from more recent surveys on SCSU students’ attitudes towards various groups, coupled with past climate studies conducted on campus, document the problem that people from marginalized groups experience intolerance in some interpersonal relations as well as blatant acts of bias and systemic forms of exclusion.

Although there are many events, initiatives and classes on campus that educate in a number of areas of diversity, the majority of students do not feel personally connected to

diversity issues. Less than half, or 45 percent, report that they “take advantage of the opportunities provided by my college to learn about diversity-related issues.” Although 45 percent is higher than two peer comparison groups at 36 percent and 32 percent respectively, it is not a level of involvement that meets the expectations of SCSU. (Diversity/ Multiculturalism /Inclusivity Benchmark Survey, Office of Institutional Research, Sept. 2009)

Another area of troubling data involves our students’ comfort level as either friends or close friends with people different than them. In every category (gender, socio-economic status, religion, disability, race and sexual orientation) SCSU students were five to nine percentage points lower in their ratings of comfort level than their national counterparts.

### High to low comfort with particular types of students.

“I am comfortable either as friends or as close friends with these types of students ...”

	SCSU		Nat 4-yr <sup>1</sup>		Nat pub <sup>2</sup>		Comfortable being close friends with		Comfortable being friends with		Comfortable interacting with		Comfortable being around		Not at all comfortable with		Total	
	N	%	%	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2 Different gender from me	291	88	93	91	227	69	64	19	18	5	20	6	0	0	329	100		
4 Different socio-economic status from me	279	85	92	90	217	66	62	19	26	8	21	6	1	0	327	100		
3 Different religion from me	274	84	91	87	208	63	66	20	34	10	20	6	0	0	328	100		
6 With a disability	251	77	83	82	159	49	92	28	49	15	25	8	2	1	327	100		
1 Different racial/ethnic group from me	245	75	88	85	155	47	90	27	53	16	29	9	1	0	328	100		
5 Different sexual orientation from me	226	69	78	72	147	45	79	24	53	16	39	12	11	3	329	100		

NSSE 2009 Data

In addition, our students were equally negative about their exposure to diversity issues on campus. Thirty-eight percent of our students either strongly agreed or somewhat agreed with the following statement: "I am tired of hearing about diversity." This is in contrast to the percentage of students who reported they have experienced being victimized by discrimination or harassment on campus in the last year. Those students number 21 percent as compared to their NASPA Consortium peers at 19 percent. Far too many students either experienced harassment or discrimination, as well as witnessed harassment or discrimination (21 percent and 14 percent respectively).

In the 2003 Rankin Report, 30 percent (n=40) of individuals had personally experienced harassment at SCSU and this included harassment based on sex (33 percent), race (29 percent), gender identity (25 percent), ethnicity (21 percent) and "other" reasons (25 percent). Although current data reveals smaller numbers of those who report harassment or discrimination, it is problematic to compare the information due to differences in sample size and survey methodology.

The various responses to hostile and negative conditions have evolved to the point where some analysis and review, greater coordination of efforts and the channelling of resources are required. Many recommendations have been proffered by the campus community. These are cited below.

Another significant problem at SCSU involves the reporting and responding to various types of discrimination and harassment, which has been uneven at best and, sometimes, non-existent for various populations of students. Improving policies, protocols and outcomes for students who have experienced harassment, violence or discrimination is critical to student recruitment, retention and success. The systems, including policies and offices designed to address these incidents, are too often perceived and experienced as ineffective and unsympathetic. This data comes from past climate studies as well as reports to various offices that serve as advocates to students dealing with these concerns. Conducting climate studies will likely provide the data needed to understand the extent of the problem and recommend changes and solutions.

Laws that govern protections and redress for groups of students that have traditionally been marginalized and discriminated against on campus include the Civil Rights Act, Title IX, Americans with Disabilities Act, Clery Campus Security Act, and the MN Human Rights Act. It is imperative that students have positive experiences with the systems created to address their grievances. This area needs more study and concerted efforts.

*\*Daniel Solorzano; Miguel Ceja; Tara Yosso, "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students," Journal of Negro Education, Vo. 69, Nos. 1/2 (Winter/Spring 2000).*



## STUDENT RECRUITMENT, RETENTION AND SUCCESS

Providing access and opportunity to students traditionally underserved in higher education has been a goal at St. Cloud State for many years. Educating and developing our students to succeed in a complex, diverse world is central to the mission and goals of St. Cloud State University. Assisting students of color and other underrepresented students throughout their college experience is one way to diversify educational opportunities for our entire campus student body. Developing and strengthening current processes, policies and programs that recruit and retain faculty, staff and administrators of color play a key role in the retention of students of color on any college campus.

Changing demographics and expectations that students have new tools and skills to excel in a global and diverse world, coupled with demands to integrate social justice values into the core of SCSU's work, have led to significant campus changes in broad areas of diversity. Notably, the composition of the student body, as well as faculty, staff and administrators, has seen significant changes over the past decade. One stark example is the increase in students of color recruited to SCSU, up **182.4% in the past six years.**

*Demographic projections for the 21st century. Higher education leaders are on the cusp of a seismic shift reflected in the demographics of the students they will be called upon to educate. While many of the projected trends (most notably in terms of increases in the high school graduate population) reflect significant variance from region to region and state to state, one overarching national projection affecting most states centers on the shift in the racial and ethnic composition of student populations. In short, minority students will account for practically all of the growth among high school graduates over the next decade, with Hispanic graduates alone almost completely offsetting the decrease in white, non-Hispanic graduates. These and related trends raise anew the question of how educators meet the educational needs of all students (with attention to continuing pervasive P-12 achievement gaps) — and how they should rethink their recruitment, outreach, financial aid, curricular and other policy parameters as they seek to educate a 21st-century workforce and citizenry. (A 21st-Century Imperative: Promoting Access and Diversity in Higher Education, 2009) A policy paper on Major Development and Trends. Arthur L. Coleman, Scott R. Palmer, Jennifer Rippnel, Richard W. Riley. October 2009*

In addition to increases in populations of students of color, the number of women entering colleges and universities has increased nationally in record numbers. Women currently comprise 52% of the student body at SCSU (FY11 data). Higher numbers of women pose issues for all areas of campus because there are unique circumstances and concerns for women because of their gender. Gender equity experts and the literature have identified a number of broad needs of campus women including safety, education and awareness, support and advocacy, equity and community. More specific needs in these wide-ranging areas are influenced by the diversity of women students on our campus, including race/ethnicity, sexual orientation/gender identification, socio-economic status, religion and much more. A 2010 commentary in the Chronicle of Higher



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.

# RECOMMENDATIONS

## GOVERNANCE AND LEADERSHIP

- Expose students fully to all aspects of issues of diversity and social justice through curriculum and other learning experiences early and often, especially during the first year of enrollment
- Support and participate in the president's recommendation to create a Center for STEM Education.

## ASSESSMENT AND ACCOUNTABILITY

- Assess current programs focused on support of diverse student populations, including students of color, LGBT students, non-traditional students and students with disabilities and their model of delivery and level of institutional support and provide resources for programs with documented success
- Develop and implement an ongoing research agenda to understand and respond to reasons students leave SCSU
- Conduct exit interviews with all students about their reasons for leaving the University.
- Have faculty hold focus groups with high school students and parents to discuss issues in obtaining higher education for students of color.
- Collect, analyze and distribute information to departments in order for multiple offices to develop solutions based on students' exit from the University.

## STRUCTURES AND POLICIES

- As a collaboration among Student Life & Development, the Advising Center and the Financial Aid Office, expand counseling and advising programs – including counselors/advisors trained in cultural and social justice issues – to engage and support students from recruitment through post-graduation.
- Provide jobs such as positions in the Access and Opportunity program for those students not eligible for work study positions.
- Enhance visibility of support programs and cultural centers to increase awareness by students of their availability.
- Continue to fund grant-based programs which connect college students to high school students
- Create a sustainable funding model that integrates funding into university budgets that supports positions in all student services (MSS, SDS, WC, AIC, LGBTRC, etc.).

Education entitled, *Her College Experience Is Not His*, summarizes the oversimplification that “gender equity has been achieved, women are an academic success story, and men are experiencing an educational crisis.” As the author points out: “The reality is that both genders face obstacles and challenges in their pursuit of higher education, and we need a deeper understanding of the nuances and implications of the gender gap in college.” A variety of data from the Foundations of Excellence student survey revealed gender differences in treatment and experience, to women’s detriment.

Both recruitment and retention for lesbian, gay, bisexual, transgender students are inadequate because there is no official tracking system for recruitment and retention of such students, although there are collaborative efforts between the LGBT Resource Center and the Office of Admissions for sending information based on website requests. Much of the data regarding lesbian, gay, bisexual, transgender students highlights the unique challenges experienced due to negative perceptions and differential treatment because of sexual orientation, gender identity or gender expression. These challenges often hinder the campus participation and limit academic achievements of lesbian, gay, bisexual, transgender students (Rankin).

The numbers of students with documented disabilities and seeking services from Student Disability Services (SDS) has been increasing over the past 10 years. Student Disability Services provided services to 347 students in 1999 as compared to 583 students in 2009. In addition to the increase in the number of students served, their needs and types of disabilities have shifted. SDS added the categories of ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder) in 2001 as well as Traumatic Brain Injury in 2000. The number of students with mental/emotional disabilities increased by 471% in this 10 year period, while the numbers of hearing impaired and visually impaired students have stayed consistent. The number of students with physical and mobility impairments has dropped by half over the past 10 years. The increase in students with mental health issues has relevance for all on campus in terms of required support services and vulnerability to discrimination and harassment. This is an important area for the campus to assess in terms of resources, evaluation and need for growth.

#### **STRENGTHS:**

The recent successes of recruiting students of color demonstrate that strategic actions and initiatives do pay off. The number of domestic students of color climbed from 613 students (3.9%) in Fall 2002 to 1,758 (10.2%) in Fall 2011. Over that same period, international student enrollment has increased by 15% to 1,008 students. (*See appendix for detailed demographic data*)

Multiple departments, faculty, staff and student organizations have played major roles in successfully recruiting students of color to SCSU. Recruitment and retention goals have been accomplished through meaningful collaborations, strategic organizing and dedicated and hardworking staff.

Fall 2005-11 30th Day Total Enrollment Comparison

	Fall 2005		Fall 2006		Fall 2007	
	Headcount	Percentage of Total Enrollment	Headcount	Percentage of Total Enrollment	Headcount	Percentage of Total Enrollment
<b>Total Enrollment</b>	<b>15,964</b>	<b>100.0%</b>	<b>16,146</b>	<b>100.0%</b>	<b>16,829</b>	<b>100.0%</b>
<b>ETHNICITY</b>						
Students of Color	856	5.4%	1,004	6.2%	1,144	6.8%
<i>American Indian or Alaska Native</i>	123	0.8%	120	0.7%	143	0.8%
<i>Asian</i>	319	2.0%	359	2.2%	367	2.2%
<i>Black or African American</i>	303	1.9%	385	2.4%	451	2.7%
<i>Hispanic or Latino</i>	101	0.6%	121	0.7%	160	1.0%
<i>Native Hawaiian/Other Pacific Islander</i>	10	0.1%	19	0.1%	23	0.1%
International	838	5.2%	937	5.8%	1,004	6.0%
White	12,450	78.0%	12,904	79.9%	13,482	80.1%
Unknown	1,820	11.4%	1,301	8.1%	1,199	7.1%
<b>GENDER</b>						
Female	57	0.4%	8,855	54.8%	9,045	53.7%
Male	8,807	55.2%	7,211	44.7%	7,723	45.9%
Unknown	7,100	44.5%	80	0.5%	61	0.4%
<b>STATUS</b>						
Full-Time	12,093	75.8%	12,342	76.4%	12,645	75.1%
Part-Time	3,871	24.2%	3,804	23.6%	4,184	24.9%
<b>RESIDENT STATUS</b>						
Resident	31	0.2%	13,838	85.7%	14,385	85.5%
Non-Resident	13,696	85.8%	2,291	14.2%	2,419	14.4%
Unknown	2,237	14.0%	17	0.1%	25	0.1%
<b>NEW UNDERGRADUATE STUDENTS</b>						
New Entering Freshmen (NEF)	2,146	13.4%	2,274	14.1%	2,380	14.1%
New Entering Transfers (NET)	1,238	7.8%	1,381	8.6%	1,477	8.8%
<b>LEVEL</b>						
Graduate	1,478	9.3%	1,559	9.7%	1,740	10.3%
Undergraduate	14,486	90.7%	14,587	90.3%	15,089	89.7%
<i>Freshmen</i>	3,471	21.7%	3,546	22.0%	3,749	22.3%
<i>Sophomore</i>	2,812	17.6%	2,860	17.7%	2,929	17.4%
<i>Junior</i>	2,957	18.5%	2,910	18.0%	2,927	17.4%
<i>Senior</i>	3,646	22.8%	3,579	22.2%	3,599	21.4%
<i>Other</i>	1,600	10.0%	1,692	10.5%	1,885	11.2%
<b>AGE</b>						
UNDER 18	960	6.0%	1,031	6.4%	1,211	7.2%
18-19	3,553	22.3%	3,726	23.1%	3,943	23.4%
20-21	4,366	27.3%	4,243	26.3%	4,221	25.1%
22-24	3,851	24.1%	3,826	23.7%	3,886	23.1%
25-29	1,518	9.5%	1,553	9.6%	1,671	9.9%
30-34	533	3.3%	522	3.2%	574	3.4%
35 AND OLDER	999	6.3%	992	6.1%	1,019	6.1%
Birthdate Missing	184	1.2%	253	1.6%	304	1.8%

NOTES: Total includes only students enrolled for 1 or more credits. Does not include IEC students.

Source: Institutional Research



Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2011 vs. Fall 2010	
Percentage of Total		Percentage of Total		Percentage of Total		Percentage of Total		# Change	% Change
Headcount	Enrollment	Headcount	Enrollment	Headcount	Enrollment	Headcount	Enrollment		
<b>16,921</b>	<b>100.0%</b>	<b>17,685</b>	<b>100.0%</b>	<b>18,319</b>	<b>100.0%</b>	<b>17,231</b>	<b>100.0%</b>	<b>-1,088</b>	<b>-6%</b>
1,334	7.9%	1,560	8.8%	1,706	9.3%	1,758	10.2%	52	3%
149	0.9%	135	0.8%	140	0.8%	128	0.7%	-12	-9%
432	2.6%	508	2.9%	542	3.0%	568	3.3%	26	5%
548	3.2%	685	3.9%	799	4.4%	842	4.9%	43	5%
189	1.1%	212	1.2%	211	1.2%	208	1.2%	-3	-1%
16	0.1%	20	0.1%	14	0.1%	12	0.1%	-2	-14%
1,089	6.4%	1,094	6.2%	1,101	6.0%	1,008	5.8%	-93	-8%
13,379	79.1%	14,467	81.8%	14,947	81.6%	13,940	80.9%	-1,007	-7%
1,119	6.6%	564	3.2%	565	3.1%	525	3.0%	-40	-7%
8,900	52.6%	9,283	52.5%	9,543	52.1%	9,021	52.4%	-522	-5%
7,910	46.7%	8,365	47.3%	8,683	47.4%	8,147	47.3%	-536	-6%
111	0.7%	37	0.2%	93	0.5%	63	0.4%	-30	-32%
12,698	75.0%	12,919	73.1%	12,959	70.7%	11,818	68.6%	-1,141	-9%
4,223	25.0%	4,766	26.9%	5,360	29.3%	5,413	31.4%	53	1%
14,493	85.7%	15,247	86.2%	15,843	86.5%	14,963	86.8%	-880	-6%
2,420	14.3%	2,432	13.8%	2,465	13.5%	2,248	13.0%	-217	-9%
8	0.0%	6	0.0%	11	0.1%	20	0.1%	9	82%
2,401	14.2%	2,390	13.5%	2,315	12.6%	1,972	11.4%	-343	-15%
1,191	7.0%	1,323	7.5%	1,311	7.2%	1,219	7.1%	-92	-7%
1,764	10.4%	1,905	10.8%	1,906	10.4%	1,695	9.8%	-211	-11%
15,157	89.6%	15,780	89.2%	16,413	89.6%	15,536	90.2%	-877	-5%
3,618	21.4%	3,662	20.7%	3,477	19.0%	3,008	17.5%	-469	-13%
3,048	18.0%	2,976	16.8%	3,137	17.1%	2,816	16.3%	-321	-10%
2,948	17.4%	3,010	17.0%	3,005	16.4%	2,962	17.2%	-43	-1%
3,650	21.6%	3,741	21.2%	3,920	21.4%	3,960	23.0%	40	1%
1,893	11.2%	2,391	13.5%	2,874	15.7%	2,790	16.2%	-84	-3%
1,275	7.5%	1,601	9.1%	1,998	10.9%	2,044	11.9%	46	2%
3,913	23.1%	4,015	22.7%	3,969	21.7%	3,461	20.1%	-508	-13%
4,358	25.8%	4,342	24.6%	4,386	23.9%	4,102	23.8%	-284	-6%
3,812	22.5%	3,864	21.8%	3,856	21.0%	3,722	21.6%	-134	-3%
1,714	10.1%	1,923	10.9%	1,976	10.8%	1,868	10.8%	-108	-5%
623	3.7%	714	4.0%	796	4.3%	749	4.3%	-47	-6%
963	5.7%	1,118	6.3%	1,198	6.5%	1,166	6.8%	-32	-3%
263	1.6%	108	0.6%	140	0.8%	119	0.7%	-21	-15%

## **CURRENT ACTIVITIES:**

A wealth of current activities has supported recruitment, retention and success (including graduation) of diverse students in multiple areas. Beginning with recruitment through the Office of Admissions, high school math and science camps, and/or college day experiences, a number of strategies have been implemented to address multiple barriers for: students of color; students whose families are of low socioeconomic status; students whose families have language and cultural barriers as recent immigrants to Minnesota; and students who represent the first generation in their family to attend college. Some notable examples include increasing diversity among the staff in the Admissions Office; developing an out-of-state recruitment plan; developing university publications, advertising, and videos in Hmong, Spanish and Somali languages; revising Family Educational Nights to a program entitled, Dare to Dream: Make Higher Education a Reality; a financial aid fair; annual summer camps focused on math and science areas; student-led college days and a student of color “Student Admit Day” event.

St. Cloud State has a history of developing front-line solutions to diversity-related inadequacies. One basic example of departmental professionals working to solve shortcomings emerged from a partnership between The Office of Admissions and the LGBT Resource Center. They have collaborated to operate an exhibit booth at the Minnesota PRIDE Event over the past several years. Although this event is more for branding the university, it encourages interested students to complete contact cards so that they can be sent additional information

at a later date, resulting in a level of targeted recruiting. Additionally, the LGBT Resource Center is an option for students to request additional information via the State 24/7 page on the Admissions webpage, which allows for follow-up.

Other offices play crucial roles in setting the stage for successful initial connections of underserved students, including students of color, with the University. For example, Multicultural Student Services continues to offer the Advanced Preparation Program, now in its 24th year. Enrollment is being grown through a program designed to increase engagement, preparation and, thus, success for students of color who are being educated at a predominantly white institution. Retention for APP students was nearly 20 percentage points higher than the overall new entering freshmen rate (87% vs. 69%.) However, first-term GPA for APP students is lower than the overall NEF GPA (2.45 vs. 2.57). The American Indian Center is implementing a student mentoring program now in its second year. First-year results are promising.

In keeping with the State of Minnesota mandate for developing STEM programs, SCSU has increased STEM initiatives to encourage students to pursue STEM fields by effectively communicating the value of STEM and providing information on educational opportunities in STEM. They include Mentor Net, diversity scholarships, Society of Women Engineers, National Diversity Day and the National Society of Black Engineers.

## **GAPS AND WEAKNESSES:**

In spite of improvements over the years, there are numerous problems that need continued focus and

attention based on history, coupled with the needs of future students who will enroll at SCSU.

One problem discussed in the past, as well as more recently is the importance of providing services for students we recruit to SCSU. From students with disabilities and students of color, to lesbian, gay, bisexual, transgender students and women (whether straight and white, or lesbian and of color), St. Cloud State must provide the means for all students to be successful and to graduate. Student success won't occur with a “one-size-fits-all” approach or by relying on only one office or area. Meaningful resources, planning and evaluation, collaboration and measurable commitment by every office on campus are required to assist our diverse students to be successful through and beyond graduation. It also will require that the entire campus has a better understanding of the inequities of those who are marginalized and demonstrates commitment for improvement to help our students thrive through their college experience at SCSU.

Retention and graduation numbers for students of color also need attention. Compared with white students, fewer students of color, including African American and black students, graduate in four, five and six years. A report created by the SCSU Office of Institutional Research – currently the Office of Strategy, Planning & Effectiveness reveals that black and African American students and other students of color have lower graduation rates than white counterparts as outlined in Table 2 and 3.

Table 2. Graduation within six years at MnSCU universities: Fall 2000 and Fall 2001 entering classes.

	Entering Fall freshman class	Total N of entering freshman class			Total N graduated in six years		Percent graduated in six years	
		All Students	Blk or Afric Am		All Students	Blk or Afric Am	All Students	Blk or Afric Am
		N	N	2-yr avg. <sup>1</sup>	N	N	%	% (2 CLASSES COMBINED)
St. Cloud State University	2000	2502	25	22	1165	7	46	30
	2001	2313	18		1068	6	45	
MSU Mankato	2000	2038	23	18	982	6	48	19
	2001	2114	13		1065	1	50	
SW Minnesota State University	2000	493	10	14	198	2	40	22
	2001	448	17		208	4	43	
MSU Moorhead	2000	1184	9	10	508	0	42	11
	2001	1236	10		570	2	45	
Winona State University	2000	1408	5	6	784	2	54	33
	2001	1581	7		871	2	53	
Bemidji State University	2000	574	3	4	286	2	45	43*
	2001	585	4		337	1	50	
Metropolitan State University	2000	43	2	3	9	0	21	0*
	2001	45	3		8	0	18	

<sup>1</sup> Comparison institutions are presented in decreasing order of two-year average "Black or African American" class Ns.

\* Not a reliable indicator of this institution's six-year graduation rate, because its 2000 and 2001 entering classes combined included too few Black students.

A reliable rate for this institution would require combination of more entering classes.

Source: IPEDS.

Table 3. Graduation within six years at MnSCU universities: all students and "students of color." Fall 2000, Fall 2001, and Fall 2002 full-time entering freshman classes combined.<sup>1</sup>

	Total of entering freshman classes		Total N graduated in six years		Percent graduated in six years	
	All Students	SOC	All Students	SOC	All Students	SOC
	N	N	N	N	%	% <sup>2</sup>
Winona State University	4506	113	2513	49	56	43
MSU - Mankato	6202	206	3106	84	50	41
St. Cloud State University	6966	425	3298	163	47	38
MSU - Moorhead	3666	138	1592	40	43	29
SW Minnesota State University	1417	100	600	26	42	26
Bemidji State University	1743	78	915	20	52	26
Metropolitan State University	143	55	28	11	20	20

<sup>1</sup> Combining the three entering classes produces six-year graduation rates that are more reliable.

<sup>2</sup> Institutions are presented in decreasing order of six-year graduation rates for "students of color."

Source: IPEDS.

**Comparing SOC and White Retention  
1st Fall to 1st Spring**

Term	Students of Color		White Students		% pt. diff. SOC vs. White
	Count	Retention Rate	Count	Retention Rate	
Fall 2003	98	86.7%	1,954	89.7%	-2.9%
Fall 2004	134	89.6%	1,853	88.0%	1.6%
Fall 2005	144	88.2%	1,868	90.0%	-1.9%
Fall 2006	163	84.7%	1,891	88.8%	-4.1%
Fall 2007	227	87.7%	1,909	91.3%	-3.6%
Fall 2008	231	85.7%	1,953	88.8%	-3.1%
Fall 2009	274	93.8%	1,984	91.8%	2.0%
Fall 2010	259	90.4%	1,915	89.0%	1.3%
Fall 2011	265	86.8%	1,549	89.9%	-3.1%

**Comparing SOC and White Retention  
1st Fall to 2nd Fall**

Term	Students of Color		White Students		% pt. diff. SOC vs. White
	Count	Retention Rate	Count	Retention Rate	
Fall 2003	98	64.3%	1,954	73.3%	-9.1%
Fall 2004	134	75.4%	1,853	69.9%	5.5%
Fall 2005	144	69.4%	1,868	72.8%	-3.4%
Fall 2006	163	62.0%	1,891	71.6%	-9.6%
Fall 2007	227	63.4%	1,909	73.2%	-9.8%
Fall 2008	231	65.8%	1,953	71.4%	-5.6%
Fall 2009	274	74.1%	1,984	72.2%	1.9%
Fall 2010	259	64.5%	1,915	69.0%	-4.5%

**COMPARING SOC  
AND WHITE RETENTION**

The key findings of this study:

- St. Cloud State graduates about 30% of its black students within six years, compared to about 45% of all students. Nationally, 41% of black students graduate within six years compared to 58% of white students and 55% of all students.
- St. Cloud State compares favorably with other MnSCU universities in its graduation rates of black students.
- When taking into account students who got their foundation at St. Cloud State and then transferred elsewhere, the six-year graduation rate is 40%. An additional 15% of the two classes in the study were enrolled elsewhere in spring 2009.
- Among our self-selected peer institutions, St. Cloud State is slightly below average in its six-year graduation rate for black students.
- Using MnSCU's persistence and completion rate (as an indicator of students being successful if they have graduated or transferred, and/or if they are currently enrolled anywhere), 80% or more of black Students at St. Cloud State are successful in seven of the nine most recent entering freshman classes,.
- On a national perspective among our Carnegie Group, the St. Cloud State graduation rates for Black students are somewhat lower than the group overall, and about average relative to our Carnegie Group institutions within our geographic region.
- Retention rates: Across the eight most recent entering freshman classes combined, 72% of black students persisted to second fall. Overall, the percentages of black freshmen who persisted to second fall are similar to those for all SCSU freshmen.



Recruitment and retention of another underrepresented segment – lesbian, gay, bisexual, transgender students – is a specific challenge to market SCSU to because there is no system in place to track them. Few institutions gather and maintain data on the numbers and needs of this student population. Creating a system to track lesbian, gay, bisexual transgender students (example: self-select on admission application) not only would provide an opportunity to recruit a historically invisible population, it also sends an immediate message to lesbian, gay, bisexual transgender students that the university values the diversity they bring to campus. Further, SCSU is a non-supportive campus environment for transgender students. While all-gender housing has been offered for the first time in 2010, SCSU does not have a “preferred-name” capability through ISRS at this time. This means that students must “out” themselves to registrars and professors in advance in order to avoid emotionally detrimental situations.

LGBT students have historically low retention rates compared with their heterosexual counterparts, based on national data and information gleaned during the 2003 Rankin Climate Survey. This is partially attributed to dealing with homophobic discrimination and harassment,

coupled with academic pressures. Many students are excluded from their families after they publicly come out, which often creates an even larger financial burden in addition to social and academic burdens.

Another notable weakness at SCSU is the low number of women pursuing science, technology, engineering and math (STEM) fields. According to fall 2011 data, women students are far more likely to enter departments and programs in the College of Liberal Arts (60%), School of Education (78.4%) and School of Health and Human Services (76.9%). Conversely, male students disproportionately enter departments/programs in the College of Science and Engineering (67.8%) and Herberger Business School (58.7%).

A recent report published by the American Association of University Women (AAUW) entitled, *Why So Few? Women in Science, Technology, Engineering, and Mathematics*, found that environmental and social barriers continue to block women’s participation and progress in STEM fields. The lack of women and girls in STEM fields has significant implications not only for women’s economic security, but for the overall economy as well.

In terms of safety needs of diverse students, various sources of data, from local campus reports to national statistics, confirm the following:

- Students of color face discrimination by police, businesses and citizens in the local community.
- Women are far more likely to be victims of sexual and relationship violence, sexual harassment and stalking than men. For example, the 25 sexual assault reports at SCSU during the 2009/10 academic year revealed that all victims were female and all perpetrators were male. Women also consistently express concerns over their personal safety more than male students. In the 2008 Foundations of Excellence student survey, women students rated their degree of physical safety much lower than men at 3.31 (below the performance goal) and men at 3.74, above the performance goal of 3.5.
- Men’s safety needs are more likely to be related to alcohol abuse, risky behavior and physical fights.

Gender Distribution by College/Department Fall 2006 and Fall 2011							
College	Department	Fall 2006			Fall 2011		
		Female	Male	Missing	Female	Male	Missing
College of Liberal Arts	Art	68.0%	32.0%	0.0%	65.6%	34.4%	0.0%
	Communication Studies	67.4%	32.6%	0.0%	61.0%	39.0%	0.0%
	English	69.1%	30.4%	0.5%	63.6%	35.2%	1.2%
	Ethnic, & Women's Studies	91.7%	8.3%	0.0%	84.0%	16.0%	0.0%
	Foreign Languages	77.2%	22.8%	0.0%	70.8%	29.2%	0.0%
	Global Studies				70.6%	29.4%	0.0%
	History	25.0%	73.1%	1.9%	42.3%	57.7%	0.0%
	Mass Communications	59.2%	40.6%	0.3%	55.2%	44.8%	0.0%
	Music	55.4%	44.6%	0.0%	31.0%	69.0%	0.0%
	Philosophy	36.4%	63.6%	0.0%	7.4%	88.9%	3.7%
	Psychology	70.8%	28.5%	0.8%	75.3%	24.7%	0.0%
	Sociology & Anthropology	65.1%	34.9%	0.0%	56.6%	42.5%	0.9%
	Theatre & Film Studies	41.5%	58.5%	0.0%	35.8%	64.2%	0.0%
College of Liberal Arts Total		63.5%	36.2%	0.3%	60.2%	39.5%	0.3%
College of Science & Engineering	Academic Center of Regulatory Affairs				55.6%	37.0%	7.4%
	Biology	55.7%	44.3%	0.0%	53.1%	46.9%	0.0%
	Chemistry & Physics	43.9%	56.1%	0.0%	29.2%	70.8%	0.0%
	Computer Science/Information Technology	19.4%	76.7%	3.9%	14.0%	86.0%	0.0%
	Earth & Atmospheric Science	37.9%	62.1%	0.0%	39.0%	61.0%	0.0%
	Electrical & Computer Engineering	8.4%	91.6%	0.0%	7.3%	92.7%	0.0%
	Environmental & Technology Studies	14.3%	85.7%	0.0%	25.8%	74.2%	0.0%
	Mathematics & Statistics	55.0%	45.0%	0.0%	42.3%	57.7%	0.0%
	Mechanical & Manufacturing Engineering	12.6%	87.4%	0.0%	14.4%	85.6%	0.0%
College of Science & Engineering Total		31.9%	67.5%	0.6%	31.8%	67.8%	0.5%
Herberger Business School	Accounting	51.2%	48.8%	0.0%	47.8%	52.5%	0.0%
	Business, Dean						
	Finance, Insurance & Real Estate	37.9%	62.1%	0.0%	33.9%	66.1%	0.0%
	Herberger Business School	37.3%	60.2%	2.5%	37.1%	62.4%	0.5%
	Information Systems	16.0%	84.0%	0.0%	21.6%	78.4%	0.0%
	Management	47.8%	52.2%	0.0%	49.4%	50.2%	0.4%
	Marketing	53.5%	46.5%	0.0%	46.4%	53.6%	0.0%
Herberger Business School Total		44.6%	55.0%	0.4%	41.2%	58.7%	0.2%
School of Education	Child & Family Studies	96.4%	2.4%	1.2%	98.0%	1.0%	1.0%
	Educational Leadership & Administration	60.0%	38.9%	1.1%	64.8%	33.2%	2.1%
	Human Relations & Multicultural Education	87.1%	12.9%	0.0%	52.4%	47.6%	0.0%
	Information Media	71.1%	28.9%	0.0%	70.6%	25.0%	4.4%
	Special Education	81.3%	18.3%	0.4%	80.5%	18.6%	0.9%
	Teacher Development	85.1%	14.2%	0.6%	83.2%	16.8%	0.0%
School of Education Total		81.7%	17.7%	0.6%	78.4%	20.5%	1.1%
School of Graduate Studies	School of Graduate Studies	54.5%	45.5%	0.0%	57.7%	42.3%	0.0%
School of Graduate Studies Total		54.5%	45.5%	0.0%	57.7%	42.3%	0.0%
School of Health & Human Services	Communication Sciences & Disorders	97.4%	2.6%	0.0%	96.7%	3.3%	0.0%
	Counseling & Community Psychology	82.9%	13.6%	3.5%	79.9%	18.9%	1.3%
	Gerontology	92.9%	7.1%	0.0%	90.0%	10.0%	0.0%
	Kinesiology, Health & Physical Education	47.1%	51.8%	1.0%	46.4%	53.6%	0.0%
	Medical Lab, Nuclear & Radiological Tech	63.2%	36.8%	0.0%	69.2%	30.8%	0.0%
	Nursing	92.6%	7.4%	0.0%	82.8%	17.2%	0.0%
Social Work	91.7%	8.3%	0.0%	91.2%	7.4%	1.4%	
School of Health & Human Services Total		78.3%	19.8%	1.8%	76.9%	22.4%	0.7%
School of Public Affairs	Criminal Justice	44.5%	54.1%	1.4%	41.8%	57.8%	0.3%
	Economics	23.5%	76.5%	0.0%	22.8%	76.4%	0.8%
	Geography, Planning & Community Development	38.4%	60.9%	0.8%	37.0%	63.0%	0.0%
	Political Science	49.6%	49.6%	0.8%	33.3%	66.7%	0.0%
School of Public Affairs Total		39.6%	59.6%	0.9%	36.1%	63.7%	0.3%
Grand Total		57.4%	41.9%	0.7%	55.6%	43.9%	0.5%

## SCHOLARSHIP, TEACHING, AND LEARNING

Teaching students, and engaging in myriad forms of scholarship, is the core of the faculty experience at SCSU. According to our new mission, **we prepare our students for life, work and citizenship in the twenty-first century.** Our vision defined includes a commitment to *rigorous and relevant academic experiences with engaged, active learning opportunities in an intellectually vibrant, inclusive and diverse campus community.*

Demographic changes in recent years have brought much diversity into the region. It also has become increasingly important for SCSU students to be provided the tools to succeed in a global society.

St. Cloud State and the surrounding community did not always welcome such diversity. There have been documented cases of racial, gender and other forms of discrimination. Various campus climate studies have been conducted to document and address these issues and are listed in the Campus Climate section of the report. Also, the history of the SCSU story on diversity is rich in the area of scholarship, teaching and learning. One of the first curriculum-based examples in the struggle against various oppressions comes from the Department of Human Relations and Multicultural Education.

It is important to know that the MGM requirement was accomplished as a project by students in a HURL Change Agent Skills class. The university did not begin to offer these classes on its own as initiatives by the administration or the faculty, but rather after a huge student organizing effort. The students originally asked that three classes be required of all students: HURL 201, WS 201, and MS 201 (Minority Studies). The students collected hundreds of student signatures on petitions and got the SCSU Student Senate to endorse this recommendation. Serendipitously, the university was being accredited that year and the students went to the accreditation team meeting and expressed strong concern with evidence that students were not learning about cultural and gender diversity. The accreditation team wrote it into its report as an area that required a response. The General Education committee was completely revising Gen Ed that year. They definitely did not want to require courses from those three programs so they broadened it [to make] the MGM requirement and allow any department to offer courses that would address those areas. This policy actually served to increase the integration of the issues into the entire university since departments who had previously not addressed any of these issues all of a sudden decided to offer courses that did (to support their faculty lines). Of course, many were far from really addressing the issues at the beginning and over time, criteria were developed and some courses were weeded out...There is an effort to just think these developments were organic - developing out of everyone's concern, etc. but that is false history - just like the revision of Rosa Parks legacy from an activist to just a tired woman.

Another powerful example occurred in 1995, led by members of Movimiento Estudiantil Chicana/o de Aztlán (M.E.Ch.A.) who initiated a hunger strike with other students of color and allies to protest the racism and hostile climate at SCSU. In resolving this strike, the SCSU administration agreed to address 13 demands, including increased hiring and retention of faculty and staff of



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.

## MISSION

### GENERAL EDUCATION COMMITTEE'S MISSION STATEMENT ON THE RACIAL ISSUES REQUIREMENT

#### General Education Committee's Mission statement on the Racial Issues Requirement

The mission of the racial issues curriculum is to ensure that there is a place within the general education curriculum where issues of race and racial oppression in the present day United States are explicitly addressed. While historical and global perspectives on race and racial oppression may be incorporated, a major focus is on their impact within the United States today.

color, increased retention and recruitment of students of color, development of a Chicano/a Studies Major, and the establishment of a Multicultural Resource Center (<http://stcloudstate.edu/mrc/about/demands.asp>).

In order to address and change the racial climate on campus, in 2001 SCSU made an institutional commitment to challenge racial struggles through the curriculum. The Racial Issues Colloquium (RIC) at SCSU, which consists of faculty from various disciplines, “endeavors to be a positive model to other campus communities seeking to combat racism, discrimination and other forms of oppression” (<http://www.stcloudstate.edu/racialissues/>). The initiative requires all new students, first year and transfer, to take a racial issues course as a graduation requirement. The learning outcome of the Racial Issues courses focuses on skills and knowledge, and course criteria of understanding, education, awareness, and student growth. Going beyond learning about the histories and experiences of people of color in the U.S., these Racial Issues courses focus on examining concepts such as race, racism, privilege, institutional discrimination, and assimilation.

This requirement is assessed and evaluated by the Racial Issues Colloquium in order to “continually refine both content and pedagogy.”

Another vital curricular requirement that educates students and broadens student knowledge about diversity is the student-activist initiated Diversity classification of courses that has evolved into three required courses on diversity, one a racial issues course as discussed in the preceding paragraph. A variety of courses are offered including Introduction to Women's Studies, Indians of the Americas, and Asian Pacific American Women to World Religions, Intercultural Communications, American Television and Cultural Diversity, and Non-Oppressive Relationships.

Another example of a current activity important to student success is the program titled *Respect and Responsibility*. This two-hour educational program has been educating all incoming students over the last 18 years about the problem of sexual assault and, in the last 12 years, about many forms of harassment, discrimination and violence including racism, homophobia, anti-Semitism, xenophobia and disability oppression. The trainings offer information about resources and options for intervening when a student witnesses harassment or discrimination, as well as other ways to make a positive difference. During the fall of 2008, the sexual assault education portion of the program evolved to an on-line training. Part two is presented through a classroom-type workshop with 30 students focused on various types of oppression that limit equal educational opportunity for many students on campus. More than 55,000 students have participated in this educational program since its inception. The purpose of the Respect and Responsibility program is to educate students about various forms of oppression, to set high expectations about their role in the campus community, and to provide information about the resources available to students if they witness or experience harassment, discrimination, violence or other forms of oppression.

All students should enroll and succeed in academic programs across the university, including disciplines in which students of color, women, international students, students with disabilities, and students who are members of the LGBT community are traditionally underrepresented.



The Community Anti-Racism Education Initiative was implemented in 2004 with a mission “to build a lasting anti-racist university and community” (<http://www.stcloudstate.edu/care/>). CARE workshops provide opportunities for students, faculty, and staff to define racial justice and racism; learn about systemic power, access and control; understand power and privilege, power and race; discuss the need for systemic change and institutional transformation; and experience follow-up opportunities.

**STRENGTHS:**

On a curricular level, SCSU has a rich history of academic offerings and requirements related to diversity beginning with the creation of the Human Relations and Multicultural Department (and the Minnesota Teacher Training Mandate in 1972) and then the Minority Studies minor in 1974, which is now the Ethnic Studies Department. SCSU, no doubt, has a dedicated group of faculty across disciplines committed to furthering knowledge about diversity issues in their classrooms.

The mission of the New Liberal Education Program (LEP) at SCSU is “committed to the ideal of liberal education that provides knowledge, skills, and experiences and promotes critical thinking and ethical values for a lifetime of integrative learning in a diverse and changing society” (<http://bulletin.stcloudstate.edu/ugb/gened.asp>). Out of the ten Goal Areas, Goal 7 is designated Human Diversity and Goal 8 focuses on Global Perspective. According to this new requirement, students must complete three diversity courses and these courses must come from three different rubrics or academic areas. One diversity course must be an approved Racial Issues course.

## RECOMMENDATIONS

### STUDENT LEARNING

- Designate diversity and social justice as an institutional learning outcome so it is integrated throughout the curriculum and student experience, with the expectation that students will demonstrate their competency throughout their education at SCSU.
- Develop a coordinated inter-disciplinary curriculum with a diversity focus.
- Include a diversity educational package in new student orientation, including mandatory diversity awareness programs for first-year students (*Respect and Responsibility*, etc.).

### CURRICULUM

- Include in the curriculum educational diversity outcomes that will encourage students’ active thinking processes, moving them from their own embedded worldviews to consider those of their diverse peers.
- Have the curriculum reflect a set of democratic outcomes that recognizes difference as a constructive part of a democracy, promotes students’ ability work with diverse people and viewpoints and builds student self-efficacy for change.
- Develop a curriculum that encourages students to develop a sense of social justice, to become responsible citizens and to experience intentionally structured opportunities to move them from self-interest to adopting broader notions of the public good.
- Create campus practices that facilitate student interaction with diversity and promote a broad-based set of complex thinking and socio-cognitive and democratic skills.
- Provide support to white students during this process with white role models who demonstrate a commitment to critically examining whiteness and who will support white students by creating spaces for them to reflect on the meaning of race in their daily lives.
- Create diversity learning opportunities for faculty, staff and administrators by engaging in collaborative activities.

### STRUCTURES AND POLICIES

- Promote university-wide research projects that encompass topics of diversity.
- Provide institutional resources and support for ongoing professional opportunities such as workshops and learning communities that benefit the larger university community (such as ARPAC and NSSWE) that focus on integrating diversity and social justice into the curriculum or teaching methods.
- Provide ongoing professional development opportunities and materials on the ethics and responsibilities of working with communities outside of their own and methods of eliminating bias in the classroom.
- Identify faculty as peer resources/consultants/mentors to assist other faculty/ staff in developing curriculum related to diversity and social justice and provide support for faculty who are identified as resources.
- Showcase exemplary work done by faculty and staff to integrate diversity and social justice into the curriculum and to create department initiatives, research, out-of-class learning, etc. A high profile public recognition of peer-reviewed accomplishments, hosted by the president, would be a productive way to conclude the school year. This also would be an opportunity to foster Town & Gown relations respective of diversity programs within the city of St. Cloud.
- Highlight and promote current teaching and training programs on diversity issues. Codifying these efforts would be useful not only to the needs of the university administration but to the campus climate and overall job satisfaction for people working day to day from all backgrounds on diversity.
- Collaborate with other universities to include access to resources, books, journals, etc. related to diversity.

## RECOMMENDATIONS

### ASSESSMENT AND EVALUATION

- Develop appropriate assessment mechanisms to monitor student learning and development related to the diversity and social justice learning outcome
- Develop process to share best practices in diversity and social justice with the university and community to inform course-based, out-of-class learning assignments and outcomes
- Create university award for development of courses and programs with an emphasis on diversity/social justice/globalization
- Develop alternative but equally valued methods to evaluate diversity research and creative work in promotion and tenure process, specifically criteria 4 and 5

Another strength at SCSU is our students' exposure to information about and experiences with people different from themselves. Data from the 2011 National Survey of Student Engagement (NSSE) revealed the following ratings by SCSU students on the question of "understanding people of other racial and ethnic backgrounds" in comparison with students of other Minnesota institutions and in other colleges and universities in the Carnegie Class of institutions:

Average rating (on a 4 point scale)			
	SCSU	Minnesota	Carnegie
First year students	2.86	2.61	2.71
Seniors	2.73	2.64	2.70

### CURRENT ACTIVITIES:

In addition to the Diversity requirement and Racial Issues requirement, the curriculum contains various programs, majors, and minors that promote diversity, social justice, and anti-oppression, including:

- Human Relations Minor, Social Responsibility Master's Program
- African American Studies Minor, American Indian Studies Minor, Asian Pacific American Studies Minor, Chicano/a Studies Minor, Ethnic Studies Minor
- Study Abroad programs in Thailand and Laos, South Africa, various indigenous communities, Mexico, etc., initiated through Ethnic Studies and offered currently through Political Science
- Women's Studies Major and Women's Studies Minor
- East Asian Studies Minor, African Studies Minor, Latin American Studies Minor
- Study Abroad programs through the Center for International Studies
- Social Work has implemented intentional anti-oppressive perspectives in their departmental mission and in all areas of department.

There also are efforts to provide ongoing professional development opportunities for faculty so they can effectively incorporate anti-oppression and diversity in their courses.

- Anti-Racist Pedagogy Across the Curriculum (ARPAC) (since 2009).
- Organized by CARE, MRC, and RIC (only the first year), this workshop provides intensive training for faculty on how to incorporate anti-racism pedagogy into courses across disciplines, across the campus. This two-part training offered during the summer is led by nationally recognized presenters with follow-up meetings during the following academic year. Participants develop curriculum modifications for existing or new courses with implementation in future semesters. The goal is to create a community of anti-racist educators.
- Native Studies Summer Workshop for Educators (NSSWE) (since 2007).

- This workshop is designed “to increase the knowledge, sensitivity and awareness of Minnesota educators, administrators and employees on the histories, cultures and languages of the federally recognized tribes and bands in Minnesota...The goal of the Native Studies Summer Workshop for Educators is to facilitate learning among teachers, administrators, and student service providers in order to increase the effectiveness of working with American Indian students.” ([http://www.stcloudstate.edu/aicl/teacher\\_workshop.asp](http://www.stcloudstate.edu/aicl/teacher_workshop.asp))

Many faculty also are involved in research and personal work on diversity issues.

- One more current example is the Faculty Research Group on Immigrant Workers in Minnesota. They are a group of primarily COSS faculty who “collaborate with community based organizations on developing data of use to community and academics on the social conditions of immigrant workers in Minnesota and their communities. [Their] scope does not preclude research that extends beyond the scope of Minnesota, since plainly issues of why immigrant workers migrate to Minnesota and experience their respective social conditions are shaped by institutions and processes that are global in character.” (<http://www.stcloudstate.edu/ssri/immigrantworkers/default.asp>)
- Many faculty and staff of color also have developed connections and collaborations in the community as well as with the state and

with national and international organizations. They have developed initiatives and been named to boards and commissions through which they share their expertise and perspectives with others.

Other academic programming is offered on campus to support the infusion of diversity in the syllabus and the ongoing professional development of faculty and staff who incorporate anti-oppression and social justice in their teaching and work environment. These programs are attended by students as well:

- Multicultural Resource Center (MRC) academic programming and support.
- The MRC has organized academic programming (and in some cases co-sponsored with other units) such as Lewis and Clark and the Indian Country, Haiti Teach-In, MRC Lecture Series, Women’s History Month speaker, the ARPAC workshop, and the NSSWE workshop.
- CARE workshops. Focused on creating an anti-racist institution, the Community Anti-Racism Education Initiative has offered workshops for faculty, staff, and students to take as part of their work/professional/course requirement or for personal interest.
- CETL support for CARE and CARE workshops.

The Center for Excellence and Teaching and Learning has supported CARE and the offering of CARE workshops by providing administrative support.

## WEAKNESSES AND GAPS:

We need to improve the perception of diversity courses as something beyond a requirement. There is a need for a shared understanding on campus of why these courses are important for students not just in the context of St. Cloud State, but for student success in a global community. We need to have more discussions about different forms of diversity and their intersections to include disability/ability, sexual orientation/gender identity, sex/gender and international/global issues. These diversity courses also need to adhere to outlined criteria so they are not watered down. Specifically, there is the danger of “celebrating differences and cultures” but not addressing systemic oppression and privilege. In addition, there are no follow-up/advanced courses required for students after they take Diversity and/or Racial Issues courses.

We also need follow-up strategies for faculty and follow-up courses that foster depth and awareness of diversity issues for students. The lack of institutional support for ongoing professional development opportunities (such as ARPAC and NSSWE) makes it difficult to sustain these efforts, as the units organizing these workshops have to rely on external grants. It is extremely difficult to obtain external grants as the granting agencies believe it is the university’s responsibility to fund such university related activities. There is also inadequate reward structure for faculty and staff engaged in scholarship, teaching, and learning of diversity issues. There needs to be recognition for the difficulties,

challenges, and sometimes personal costs of teaching these topics, especially when they are undervalued.

There also are certain areas of diversity that can be improved. For example, international/global curriculum is currently fragmented and could be strengthened. And there is no LGBT Studies Minor. Reflecting the demographic changes, we should also have Hmong Studies and Somali Studies courses. The entire campus community has a responsibility for this work. As we move forward, we must avoid compartmentalization or ghettoization. We must also take an academic approach to ensure and understand how interdependent work across departments and colleges strengthen our diversity efforts. Implementation must be a combined effort and must not rely on the work of individuals. In order to address these weaknesses, institutional support and commitment will be critical to success.

Scholarship, research, teaching and learning about diversity and social justice should be valued, supported and viewed as legitimate, including a university-wide recognition of creative contributions outside traditional conceptions of research and service. Emerging academic areas that are multi- or inter-disciplinary should be viewed as legitimate and be supported. As we move forward, SCSU should recognize the struggles that diverse faculty encounter and provide institutional support for the development of research and curriculum focused on issues of diversity and social justice.

The campus needs to improve the perception of diversity courses as something beyond a requirement but as courses of value and distinction. There is a need for a shared understanding on campus of why these courses are important for students, not just in the context of SCSU, but for student success in a global community. The university should promote the Liberal Education Program mission: St. Cloud State University is committed to the ideal of liberal education that provides knowledge, skills and experiences and promotes critical thinking and ethical values for a lifetime of integrative learning in a diverse and changing society.

## OUT-OF-CLASSROOM LEARNING

A large body of research documents the significant learning of college students through involvement and activities that occur outside of the traditional college classroom. This is true for experiences designed to introduce and expose students to communities, cultures, people and realities outside of their particular racial/ethnic, sex/gender, sexual orientation, ability/disability, religion, nationality and other areas of identity that define people's lives.

These diversity-related experiences provide our students experiences outside of their comfort zones; knowledge about people and communities different than theirs; information about power dynamics and differential based on difference, and direct relationships with people who have often been identified as "other" in their worlds.

Current activities contribute to student leadership development, practical skill building, increased multicultural and global awareness, personal growth (including higher levels of empathy), and commitment to one's studies. Students experience out-of-classroom learning through field trips; community involvement or organizing; conference participation; international awareness by way of study abroad programs and/or cultural awareness activities; and intercultural understanding through informal activities and networks, employment, and other community and campus-based activities.

### **STRENGTHS:**

Out-of-classroom learning at St. Cloud State exists in many forms and in multiple areas of diversity. Many of these activities address diversity issues and/or involve diverse populations either as the focus of the activity or as organizers. From events organized by diversity centers such as Multicultural Student Services, the LGBT Resource Center, American Indian Center, Women's Center and Multicultural Resource Center to student oriented departments such as the Center for Student Organizations and Leadership Development and UPB (University Program Board), many areas of programming address issues of diversity either broadly or specifically.

### **CURRENT ACTIVITIES:**

Many departments in the division of Student Life and Development organize, co-sponsor and implement educational and support programs with diversity as a core theme. Some of these opportunities are specifically for diverse students, but often it's programming to educate the entire student body (and others on campus and in the community). Events also are organized by student organizations, with the help of departments and faculty advisors, which help students gain experience, build skills, boost confidence and competence and educate the campus on diversity issues. An excellent example is the *Power in Diversity* student leadership conference organized in 2010 by a team of staff and students from Multicultural Student Services which drew increasing numbers of participants in 2011 and 2012. More than 250 students throughout Minnesota attended each year and offered rave reviews of the program.



ST. CLOUD STATE  
U N I V E R S I T Y

EDUCATION FOR LIFE.



## RECOMMENDATIONS

### STUDENT LEARNING

- Develop, strengthen and increase access to experiential learning opportunities such as study abroad, field experiences, service learning, and internships that encourage more students to build relationships with and understanding of diverse cultures
  - » Develop collaborative workshops with faculty and staff (for example CETL and Student Life and Development) to share information
  - » Provide more focus on departmental opportunities that support out-of-classroom learning to include academic and student life departments
  - » Help faculty develop assignments to encourage out-of-classroom learning experiences with a goal of promoting understanding of diverse cultures and traditions
- Increase diversity components in existing programs, such as the Department of Campus Involvement workshops for advisors and chairs of student organizations

### ASSESSMENT AND EVALUATION

- Undertake a study of what prevents many students from engaging in experiential learning that would provide more genuine understanding of diversity
- Complete a university-wide analysis of resources available for out-of-classroom learning related to diversity and create a system for distributing resources to strengthen infrastructure, events and activities and support faculty to identify and develop opportunities that promote successful out-of-classroom activities
- Assess current system of student government funding for cultural and social justice oriented student organizations and create funding equity and consistency

### STRUCTURES AND POLICIES

- Be more intentional about and increase opportunities for out-of-classroom learning with regard to diversity, recognizing its enormous value
  - » Develop greater coordination among out-of-classroom opportunities, such as internships, placements, field experiences and volunteer activities, organized and maintained by a central clearinghouse on campus
  - » Identify university staff that will assist campus groups in acquiring internal and external resources to support out-of-class learning
  - » Work with schools and businesses to create a list of organizations that have a diverse population in which one can volunteer
- Develop structures to develop and maintain sustainable relationships between campus and community organizations such as Create CommUNITY and school districts and build partnerships
- Provide workshops to promote mentoring and sharing of ideological framework related to diversity and out-of-classroom learning and the ethics and responsibilities of working with communities outside of our own
- Encourage faculty, staff and student leaders to be role models and live what we teach
- Provide resources to further develop partnerships with study abroad programs
- Create a public relations campaign to spread information on the benefits and value of out of classroom learning and community engagement to the university
- Enhance coordination and collaboration between student cultural groups and organizations on activities and multicultural events
- Develop formal recognition for student organizations engaged in diversity-related out-of-classroom involvement

Examples of diversity-related out-of-classroom learning occurring at St. Cloud State include:

- Diversity-related student organizations
- Educational programming on and off campus that includes cultural nights, Black History Month and National Women's History Month
- Service learning at a diverse array of local non-profit organizations such as La Cruz
- Field experiences
- Volunteer experiences
- Internships at organizations such as Boys and Girls Club, Create CommUNITY and Out Front Minnesota
- Student leadership positions/activities
- Community activism/political involvement
- Graduate assistantships in departments such as the American Indian Center, Student Disability Services and Social Responsibility
- Capstones
- Community-based research
- Study groups
- Living/learning environments
- Connecting community to classroom and classroom to community
- Participation in community civic organizations
- Work/jobs
- Study abroad including South Africa, Chile and Thailand/Laos
- Field trips
- Attending conference/seminars and other pre-professional development
- Greek life
- Residential hall programs, i.e. movies with meaning and targeted educational programming
- Spiritual exploration/events
- Social networking – informal

### **GAPS/WEAKNESSES:**

Some barriers that impede increased use of out-of-classroom learning as a strategy for enhancing diversity efforts include lack of awareness of the benefits of out of classroom learning for increasing intercultural understanding, less than optimal coordination and collaboration among units, student time limitations, and inadequate reward structure for faculty and staff engaged in these efforts. There is a need to mobilize and re-configure financial and human resources to support this work.

Given the value that out-of-classroom learning provides students, an overarching goal should be to encourage all St. Cloud State students to experience diversity through their involvement in student organizations, community organizations, internships and/or volunteer opportunities. In addition, we urge that the university be more intentional about increasing opportunities for out-of-classroom learning with regard to diversity, recognizing its enormous value. Faculty and staff can benefit as well from involvement in out-of-classroom experiences that enhance understanding and appreciation for diversity.

Furthermore, out-of-classroom learning activities should be conducted in concert with community engagement and outreach efforts. Sustainable relationships between campus and community organizations can be fostered and partnerships developed to meet the needs of community groups while giving students an opportunity to learn about and serve in diverse communities. Greater incentives can be provided to students to encourage their participation in out-of-classroom learning such as academic credit, student loan forgiveness, employment and references to support future job seeking.

In the end, we should develop and support out-of-classroom learning experiences that increase a sense of connectedness among all students and between students of all cultures and the community.



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.

## WORKFORCE DEVELOPMENT AND COMPOSITION

Changing the demographics of the workforce at SCSU to include more diversity by race/ethnicity, sex, sexual orientation, disability, religion and other areas of identity has long been a goal for those who understand the connection and importance of this diversity to student learning, development and success. For example, students of color, female students, lesbian, gay, bisexual, transgender students, and students with disabilities have explicitly articulated in climate surveys and studies the importance of role models and mentors with similar identities as they pursue their college careers.

A core responsibility of the university is to build the capacity of the workforce to understand and implement strategies in support of the SCSU Statement of Commitment on diversity. An important example involves the need to continually educate faculty and staff about non-discrimination policies and laws, who our students are, and strategies and knowledge for a changing institution and world, which, undoubtedly, includes diversity. In addition, the university is required to keep on file and publically display an Affirmative Action Plan which details the strategies, accomplishments and setbacks the university encounters in hiring, tenure, promotion and retention within the workforce.

### STRENGTHS:

During the 14-year period from 1996 to 2010, the population of employees of color has increased by 82.8%. More women have been hired during this same time period with an increase of 21.6%, compared with men's at 0.06%. *(For full report see History of SCSU Workforce Demographics, 1996-2010)*

Educational programs for faculty and staff such as CARE, Safe Space and the on-line anti-discrimination and sexual harassment trainings provide issue-specific education and strategies for building the capacity of the workforce to improve the campus climate. Colleges and departments have also taken the lead to offer speakers and presentations specific to their disciplines. These programs have been critical to initiating attitudinal and behavior change for some employees at SCSU and urging systemic changes at all levels of the university.

Programming from student services such as the American Indian Center and the LGBT Resource Center is open to all on campus, and faculty and staff are encouraged to attend the array of speakers, performances, panel presentations that are offered out of numerous offices on campus. This programming provides the opportunity for education on power, privilege and cultural competence, as well as current issues of the day related to a broad array of diversity issues.

## CURRENT ACTIVITIES:

A number of initiatives and efforts form the core of improving the diversity of our faculty and staff, and training employees to best serve a diverse student body at SCSU. These efforts include hiring goals which are part of the university's Affirmative Action Plan and implementation of affirmative action procedures to improve the ability of departments to diversify applicant pools and fulfill searches using formal Affirmative Action guidelines for searches. Training opportunities including required trainings also are keys to building the capacity of our faculty and staff to teach, supervise and work in accordance with non-discrimination policies and inclusive environments for students. Examples of such training include CARE, Safe Space, and anti-discrimination and sexual harassment on-line training. Other trainings over the years have been sponsored by the Affirmative Action Office, now the Equity & Affirmative Action Office, Human Resources, departments in Student Life and Development and the colleges.

The university has more recently instituted required education for new employees coming in to the system by way of the Equity & Affirmative Action Office on-line anti-discrimination and Sexual Harassment prevention trainings. Expectations have been communicated to new employees through vice presidents, deans and supervisors about the commitment of SCSU to support diversity among the workforce and student body.

## RECOMMENDATIONS

### RECRUITMENT AND RETENTION

- Develop, revise and monitor a plan for recruitment and retention of faculty and staff of color and other marginalized populations (MnSCU protected classes) and those with experience working in culturally diverse communities that includes diversity goals for university, units and departments and best practice retention strategies to minimize loss of employees (as articulated in the current Affirmative Action Plan)
- Embed diversity and social justice values in employee recruitment and hiring processes and materials and new faculty and staff orientation
  - » Require faculty/staff job descriptions and search procedure questions that reflect the University's commitment to diversity and commitment to hiring people who will help strengthen that commitment.
  - » Develop an educational package for search committee members to infuse a common understanding of social justice and diversity within search committees.
  - » Utilize search processes that engage all marginalized populations, including involving social and cultural organizations in hiring process for faculty and staff.
  - » Develop a program to follow-up with new employees to evaluate perceptions after six months or more.
  - » Create accountability on Notice of Vacancy documents and job descriptions so importance of social justice work is explicit; embed diversity and social justice values in employee recruitment and hiring processes and materials.

### TRAINING & PROFESSIONAL DEVELOPMENT

- Develop professional development and training programs that embed diversity and social justice competency building and learning outcomes.
  - » Form an internal advisory board for Human Resources to advise and assist in planning diversity-related training programs
  - » Require all employees to complete on-line discrimination and sexual harassment training modules yearly and develop a tracking system to ensure participation and follow-up
  - » Develop additional training opportunities (following online training) to discuss points of the training in more sophisticated ways and with local examples
    - » o Send out annual notice to all employees outlining SCSU's non-discrimination policies (1.B.1, ADA, sexual harassment and consensual relationship policy, zero violence policy, etc.)
    - » o Develop training for supervisors on how to identify, analyze, and nurture the culturally-based skills, beliefs, and practices of all employees
- Embed diversity and social justice learning outcomes in new faculty and staff orientation programs. Develop an educational package as part of new faculty and staff orientation to educate and reinforce the University's commitment to diversity and social justice, including requiring new faculty and staff to complete the on-line non-discrimination program

### TRAINING & PROFESSIONAL DEVELOPMENT, CONTINUED

- Develop a structure to include improving knowledge and skills in the areas of diversity and social justice in faculty and staff professional development plans for new faculty; provide continuous training for faculty.
- Develop mechanism to establish relationships between faculty/staff, faculty/faculty, academic offices with non-academic offices, etc., including intentional cross-cultural relationships.

## GAPS/WEAKNESSES:

St. Cloud State University has a varied history of recruiting and retaining people of color, people with disabilities, women and other under-represented populations in higher education. Although there has been significant progress in some hiring numbers, examples of bias still exist, including faculty and staff leaving this institution because of discrimination-related complaints. Some of these are documented in climate studies; others through anecdotal stories because there isn't an exit interview process that would formally document these examples. And still others through law suits filed for sex discrimination and anti-Semitism. Soliciting feedback on continuing problems, intervening in these problems and developing solutions to these problems is a complex, but necessary responsibility of the university.

Another weakness is that current campus training activities are fragmented and inadequate. The lack of formal training opportunities to increase knowledge about diversity and possible ways for departments and colleges to collaborate on diversity issues are insufficient. Although not consistent in all parts of the university, there continues to be apathy, resistance and, occasionally, direct silencing of voices that point out problems and raise concerns in multiple areas that advocate for particular populations. There is inconsistent support for training and education in support of diversity.

A long standing problem at SCSU has been the lack of resources and effective process for addressing concerns related to discrimination and harassment for protected classes. As a MnSCU policy and procedure, the 1.B.1 process has been criticized as ineffective and as creating more

problems than it solves. Two years ago, based on a charge by the president, a committee of diverse stakeholders examined the problems and issued a report on the 1.B.1 anti-discrimination and harassment policy. No major changes have been made to the 1.B.1 policy because it is controlled by MnSCU, but the reorganizing of the Affirmative Action Office and hiring of an Equity and Affirmative Action Officer has been seen by some as progress towards change.

Progress and change can be difficult to observe for those working on these issues for five, 10 and even 30 years. Numerous reports related to diversity sit on a number of shelves in departments, colleges and administrative offices throughout the campus. Thousands of hours of study, debate and recommendations have been produced by faculty, students and staff over the past 30-plus years. Conversely, many who have been involved in diversity change efforts see progress and hope for the future based on an increasingly diverse student body, faculty/staff hires and progressive new leadership that demonstrates commitment in support of diversity through action.

Honoring past struggles and efforts provides the needed history to document and acknowledge change related to diversity issues and inspire ongoing improvements in all areas of diversity work at SCSU.



## COMMUNITY RELATIONSHIPS AND ENGAGEMENT

Building respectful, collaborative, and reciprocal relationships with all local communities emerged as an essential theme of the Diversity Task Force and as core to the mission of St. Cloud State University. Such community connections would include relationships bridging across boundaries; growth that is parallel for all communities; an atmosphere of a “cultural village;” and efforts that are transparent and proactive.

### STRENGTHS:

St. Cloud State University has an impressive presence of engagement with the greater St. Cloud community in multiple areas, including diverse communities such as communities of color, LGBTQA organizations and disability rights/ services organizations. According to the report “St Cloud State University’s Impact” (University Communications, 2008), SCSU students, faculty, and staff volunteer 1,000,000 hours a year helping service organizations, schools, religious organizations, and community groups.

The Diversity Task Force acknowledges the work of the Community Engagement Task Force to study and craft a detailed plan for community engagement at SCSU. The Diversity Task Force envisions integration of recommendations from both groups into a unified plan that identifies diversity as a core issue in both.

### CURRENT ACTIVITIES:

As highlighted by the substantial number of hours donated to community organizations and endeavors, members of the SCSU community have been involved in a wide range and a significant amount of service and involvement in diversity related efforts. A sample of current activities and connections to diversity-related initiatives, educational opportunities and collaborations include:

- The organization of cultural nights, lecture series, film series, concerts, sporting events, and other educational or entertainment-related programming on campus that are open to the public;
- Student teachers, College of Business interns, and Education students are sent out into the community to support K-12 schools and local business owners;
- The Community Anti-Racism Education Initiative (CARE), the Native Studies Summer Workshop for Educators (NSSWE), and Create CommUNITY provide opportunities for continuous learning around power, privilege and cultural competence;
- Service learning projects, math and science camps, History Day, and events such as the Central MN Science Fair provide opportunities for younger students of color and lower socioeconomic students. The SCSU Community Garden offers cross-cultural opportunities around food sustainability.
- SCSU faculty, staff, administrators and alumni taking leadership roles in community organizations within St. Cloud and elsewhere in Minnesota. These community organizations include the NAACP, Warrior to Citizen Yellow Ribbon Community (a veterans’ assistance organization), St. Cloud Area Aging Network Association, Minnesota Women’s Consortium, St. Cloud Core Neighborhoods Project, Casa Guadalupe in Cold Spring, Caritas Mental Health Center, Memory Disorders Clinic and Perservenciá.
- Student organizations collaborate with a variety of departments on campus to organize “college days” for high school students from many communities around the state.



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.

## RECOMMENDATIONS

### PARTNERSHIPS AND PROGRAMS

- Partner with the city of St. Cloud in identifying common priorities and outcomes related to diversity
  - » Conduct an inventory and taxonomy of existing relationships with community partners to identify overlap, need, and new areas for partnering with groups that are working with diverse populations in the area
  - » Establish additional partnerships with business and companies that hire students, and explore programs that help students pay off student loans who do service learning
  - » In addition to bringing community organizations to campus, bring SCSU services to locales currently underserved by the university (community-based service centers)
  - » Send out post surveys to measure activity; continuing process of self-reflection. Know community needs and priorities for developing a balanced equation
  - » Develop mechanism to gather input from emergent organizations whose voices are not already heard
- Expand community-oriented diversity events sponsored by the university; hold cultural, awareness and educational events for the whole St. Cloud community
- Develop programs to encourage graduates to remain in St. Cloud area (For example, employer seminars)
  - » Increase coordination of resources for student placement and professional training in the surrounding community.

### STRUCTURE AND POLICIES

- Establish a Community Advisory Group on diversity issues comprised of stakeholders, including community organizations, business, education, and SCSU students, faculty and staff.
- Expand the University's capacity through a resource office to work with community representatives, serve as a community liaison, and coordinate University/Community diversity efforts.
- Establish the new SCSU Welcome Center as a place where local and regional established or emergent organizations can come with ideas and/or to request resources; include student groups in organization of or maintenance of SCSU Welcome Center.
- Develop a system to enable community access to campus resources, facilities and expertise; inter-departmental collaboration will facilitate responsiveness to external requests and needs
- Fund a community advocate who can help students with issues of discrimination off campus.
- Make campus more welcoming and accessible to external groups through free parking, better signage, more information, etc.
- Provide technical support, assessment and evaluation resources, and grant writing assistance to support community/campus partnerships.
- Assess and allocate resources for community engagement expertise in areas of diverse populations (disability, communities of color, girls and women, lesbian, gay, bisexual, transgender people, and white community).
- Offer stipends for students to participate in community relations boards.
- Provide institutional support for departments and units to work on diversity-related community projects, including identifying and securing sources of funding.
- Recognize and reward those SCSU individuals and groups that are involved in community organizations and activities and people working in underserved communities.

- Create CommUNITY
- Red Cross
- Rotary of St. Cloud
- YMCA Board
- Council on Latino Affairs
- Council on Black Minnesotans
- Minnesota Council on Asian/Pacific
- The Statewide Commission on the Rev. Dr. Martin Luther King Jr. Day Celebration
- Minnesota State Board of STEM Achievement Gap

*(See <http://www.stcloudstate.edu/inauguration/impact.asp> for list of "Community Impact" activities)*

### CHALLENGES AND GAPS:

In addition to the complimentary comments about the role and involvement of employees and students at St. Cloud State University in diversity-related service, a number of concerns were raised during focus groups with external constituencies, as well as by faculty, staff, and students. Many people spoke about the significant needs in our community for diversity-related expertise, resources and support for both emerging and long-standing organizations. The current economic pressures and budget cuts, coupled with the increased demand for services from non-profit organizations, the school district and local government, makes evident the need for SCSU to increase commitment and engagement on issues related to all forms of diversity.

One frequently stated concern was the lack of access to, or knowledge about, campus resources and expertise. Namely, who does one call to make contact with the right department or person who may be able to help or collaborate on an idea or problem? Are there other options if that department or person is not able to work with you? Also, external constituents sometimes noted an attitude from SCSU faculty, staff or students that assistance was a “one way street.” In other words, the community called out the problem of students, faculty or staff assuming that we were only giving vs. receiving from a particular community. Some members of the campus community didn’t acknowledge, for example, that students were the major beneficiaries in many of the community projects in which they were engaged. Finally, it was common that focus group participants communicated their interest in deeper and increased collaboration with campus members and departments. They were eager for additional partnerships and access to the experts and doers.

## REFERENCES:

Chronicle of Higher Education entitled, *Her College Experience Is Not His*, 2008, Linda Sax

2009 Diversity/Multiculturalism/ Inclusivity Benchmark Survey

Daniel Solorzano; Miguel Ceja; Tara Yosso, “Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students,” Journal of Negro Education, Vo. 69, Nos. 1/2 (Winter/Spring 2000).

A 21st-Century Imperative: Promoting Access and Diversity in Higher Education, 2009 Prepared for the College Board’s January 2009 Colloquium: Arthur L. Coleman, Scott R. Palmer, Jennifer Rippner Buck

“Tracking and improving success among SCSU’s degree-seeking Black undergraduates.” This report was produced by the Office of University Communications and the Office of Institutional Research at St. Cloud State University. December 14, 2009.

## RECOMMENDATIONS

### PROMOTION AND VISIBILITY

- Develop and manage a communication and resource network for community groups focused on diversity.
- Improve and increase off-campus communication for campus events related to diversity that are open to the public.
- Talk more about positive outcomes from our community relations and actions (focus on the community perspective).



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.

## TIMELINE OF DIVERSITY HISTORY

Throughout recent decades, events and accomplishments have influenced and/or are indicative of the climate for diversity on campus and in the community, acknowledging that positive changes have taken place. Most of these broad markers of progress involved activism, initiative and courage among students and faculty and staff who were willing to question and challenge the racism, anti-Semitism, sexism, homophobia and other forms of bias that have impeded the institution's stated efforts to become a genuinely welcoming campus community. Many of these separate struggles and markers of progress have paralleled what was going on in other parts of our state, our country and our world. Many represented segmented progress for different groups. Advocates for change have demanded and achieved progress for a variety of constituencies who needed services and space – including Multicultural Student Services, Women's Center, American Indian Center, Student Cultural Center, Richard Green House, LGBT Resource Center, Student Disability Services and other resources serve groups with separate identities as well as the campus and community by increasing awareness, sharing culture and traditions and providing greater perspective in everything we do. In addition, curricular transformation and systems change by numerous departments and dedicated faculty and staff have facilitated progress and change.

### APPENDICES:

What follows are some highlights of the initiatives, events and changes that have helped to shape St. Cloud State University's environment for diversity:

- Early to mid-1960s: The Civil Rights Act of 1964<sup>(1)</sup> banned discrimination based on "race, color, religion, sex, or national origin" in employment practices and public accommodations, and domestic students of color began entering American colleges and universities, including St. Cloud State, in greater numbers. Most early students of color at St. Cloud State came from Minneapolis, Chicago and other urban areas and encountered culture shock as well as open racism on campus and in the community.
- 1968: A group of African-American students in the Black Student Union for Racial Equality (B-SURE) occupied the President's Office in Whitney House to protest policies and demand change.
- By the early 1970s St. Cloud State had just 35 minority students enrolled. Now there are more than 1,600 students of color at SCSU.
- 1970: The feminist, student activist organization Women's Liberation Group was formed by Dr. Mary Craik. The organization's name was changed to the Women's Equality Group in the mid 1980s.
- 1972: Human Relations and Multicultural Education Teacher Training mandate was implemented in response to the 1971 MN Human Relations Rule passed by the Minnesota State Board of Education.
- 1974: Ethnic Studies at SCSU began in the fall of 1974 as Minority Studies – a minor program of courses from various departments. A "director" position was established for it. In the next decade, it began offering its own courses. Then, in the 1990s, SCSU began hiring faculty to teach courses focusing on specific ethnic groups, and the faculty launched Study Abroad courses. In the 2000s the program was renamed Ethnic Studies and started four additional minors. In 2003 the program officially became a department.
- 1976: St. Cloud State Psychology Professor Mary Craik brought a class-action lawsuit against the University for sexual discrimination. Nine years later, on appeal, the suit was successful and salary adjustments were made. But it wasn't until after a second class action lawsuit was brought and a 2000 settlement was approved that 1,700 members of the class received back pay and systemic change occurred.
- 1986: Minority Student Services was established to provide services to students of color, along with educational, social and cultural programming and initiatives. The name was changed to Multicultural Student Services in 1999.
- 1987: The Human Relations and Multicultural Education (HURL) minor was approved. and quickly became the largest minor among all the state universities. It still holds that position today.
- 1987: The Social Responsibility graduate program was launched.
- 1988: The University required new students to earn at least 12 credits in courses that exposed them to multi-cultural, gender and minority concerns – known as "MGM" courses.
- 1989: The Women's Center opened to provide information, assistance and programs on issues affecting women's status, including safety. The Center offers educational programming, advocacy, support, scholarships and opportunities for leadership, empowerment and social change.
- 1989: The Richard R. Green House was established, named after late St. Cloud State graduate Dr. Richard Green, who became superintendent of Minneapolis public schools, then superintendent of New York City schools. It houses the Athletes for Success in the Classroom program and the Multicultural Tutoring Program, as well as providing study space. Site of the founding of the African American Male Forum, a regional organization dedicated to promoting African American traditions and cultural activities, and to Black men's issues and development, and serves as the AMF and location of its regular meetings.
- 1990/91: The first Sexual Assault Report was released by the Women's Center outlining the number of sexual assault reports including type and location of assaults.
- 1992: The Sexual Violence Prevention Program was established at the Women's Center with grant funding to comprehensively address the problem of sexual violence on campus. A mandatory two hour educational program was implemented to educate all incoming freshmen on the prevention of sexual assault. Students who failed to attend the session were blocked from registering for the next term's classes.
- 1993: The American Indian Center was established to provide educational, social and cultural programming specific to American Indian students, as well as outreach activities for both Indian and non-Indian communities.

- 1995: The Hunger Strike led by members of Movimiento Estudiantil Chicano de Aztlán (MEChA), other students of color and white student allies led to systemic changes in the environment for all students of color at St. Cloud State and played a historic role in the struggle to create processes and policies to address discrimination and inequities on campus.
- 1997: The Program to Combat Racism and Racial Harassment and to Enhance Cultural Diversity was developed in response to problems of racism on campus.
- 1998: The Sexual Violence Prevention Program evolved to the Respect and Responsibility program, continuing to be implemented by the Women's Center through auditorium-style presentations. Part I educated all incoming students on sexual assault prevention; part II focused on diversity education, including racism, homophobia, ableism, anti-Semitism, sexism and other forms of oppression.
- 1999: A full-time coordinator position was created and an office in Atwood opened for the Gay Lesbian Bisexual Transgender Services as a branch of the Women's Center. This evolution began with the hiring of a graduate assistant in the early 1990s specifically for programming, referrals and services for GLBT students.
- 2000: A second sex-discrimination class-action lawsuit was settled against SCSU and MnSCU in which 1,700 members of the class received back pay and systemic changes occurred.
- 2001: A Summit on American Indian Mascots was held at SCSU with over 1,200 grassroots activists and organizers, along with national media attention.
- 2001: GLBT Services moved to its current space in Atwood Memorial Center from a 6-foot by 8-foot office known as "the closet."
- 2001: Jewish Community Relations Council Environmental Scan conducted by JCRC at the request of St. Cloud State University, confirming and reinforcing that "there is a strong perception of anti-Semitism on campus." (<http://www.stcloudstate.edu/documents/jcrc/report.pdf>)
- 2001: Committee on Diversity Education (CODE) committee appointed by President Roy H. Saigo.
- 2001: President Roy Saigo released a plan to strengthen policies against the use of American Indian mascots at SCSU.
- 2001: St. Cloud State University adopted a new University-wide requirement that all students complete a racial issues course before graduation.
- 2002: St. Cloud State University and Minnesota State Colleges and Universities system reach tentative settlement agreement with faculty members who filed a class-action lawsuit on anti-Semitism.
- 2002: U.S. Equal Employment Opportunity Commission investigation and report on possible systemic factors present at St. Cloud State University which may have contributed to the filing of various charges of employment discrimination by SCSU employees. (<http://www.stcloudstate.edu/documents/eEOC/default.asp>)
- 2002: Independent Review Committee (IRC) ([http://www.scsufa.org/cultural\\_audits/IRC021024.htm](http://www.scsufa.org/cultural_audits/IRC021024.htm))
- 2003: Nichols Report on Cultural Audit conducted by Washington, D.C., behavioral science firm specializing in cultural diversity and organizational development. (<http://www.stcloudstate.edu/documents/nichols/>)
- 2003: Maruyama report on recommendations to the Vice President for Student Life and Development to assist efforts at program improvement for diverse student populations.
- 2003: Rankin Report on a Campus Climate Assessment Project. (<http://www.stcloudstate.edu/documents/rankin/default.asp>)
- 2003: Independent Review Committee on Campus Culture May 2003 ([http://www.scsufa.org/cultural\\_audits/IRC030506.htm](http://www.scsufa.org/cultural_audits/IRC030506.htm))
- 2004: GLBT Services position upgraded from Coordinator to Director.
- 2004: The Women's Equality Group evolved into Women's Action for Liberation and Leadership, now known as Women's Action.
- 2004: Community Anti-Racism Education (CARE) Leadership Team was commissioned by President Roy H. Saigo.
- 2007: A Violence Against Women Act grant was awarded to the Women's Center by the U.S Department of Justice to support improvement of policies, services and collaborations related to campus violence against women.
- 2008: President Earl H. Potter III forms a Diversity Task Force.
- 2009: Following campus-wide focus group sessions, "GLBT Services" is changed to "LGBT – Lesbian Gay Bisexual Transgender Resource Center."
- 2009: The first Power in Diversity Student Leadership conference, organized by Multicultural Student Services, attracted more than 250 attendees from across the state the first year and continues to grow each year.