



April 7, 2023
Office of Internal Auditing

Equity 2030 Status Assessment **Advisory Project**

MINNESOTA STATE

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MINNESOTA STATE

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Members of the Minnesota State Board of Trustees,
Devinder Malhotra, Chancellor, and
Andriel Dees, Vice Chancellor for Equity and Inclusion

The attached report presents the summary results of our advisory review of Equity 2030.

We have identified observations and provided recommendations to support Equity 2030 throughout Minnesota State. We met with system office leadership on March 3rd and March 10th to discuss our results. In addition, on March 13, 2023 we met the Executive Campus Diversity Officer Council to discuss themes from our review.

The project was conducted in conformance with the International Standards for the Professional Practice of Internal Auditing.

We appreciate the excellent cooperation and assistance we received from the Office of Equity and Inclusion and employees from colleges and universities.

Sincerely,

Amy Jorgenson, CPA
Chief Audit Officer, Office of Internal Auditing

C: Melissa Primus, Deputy Director, Office of Internal Auditing



EQUITY 2030 STATUS ASSESSMENT

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Executive Summary

In June 2022, the Board of Trustees Audit Committee approved an advisory project for Equity 2030 at Minnesota State. Below, we provide a summary and overall project conclusion. We also provide specific observations and recommendations in the attached Detailed Report.

Report Summary	
<p>Scope <i>What did we do?</i></p>	<p>The goal of this review was to objectively assess Minnesota State’s maturity and growth towards the Equity 2030 goal. We reviewed the six original strategic dimensions and assessed whether an Equity 2030 evaluation framework is in place. We highlighted accelerators and obstacles to the future success of Equity 2030.</p> <p>We selected seven colleges and universities to perform a detailed review and assessment.¹</p> <p>We developed recommendations and assigned priority levels for each of the observations identified through our review to help the Office of Equity and Inclusion, in partnerships with other system office divisions, and the institutions focus on next steps to continue their progression towards Equity 2030.</p>
<p>Conclusion <i>What did we find?</i></p>	<p>Minnesota State has set an impressive and impactful goal for itself with Equity 2030. The system, including the Office of Equity and Inclusion, has established strong foundational elements to support Equity 2030 and has raised awareness of the goal. Despite the challenges inherent in a system with a variety of locations and demographics, Minnesota State has established Equity 2030 as a foundational principle. However, the system needs to further mature accountability and metrics to advance progress toward the Equity 2030 goal. Collaboration between the system office and institutions should focus on:</p> <ul style="list-style-type: none"> • Developing guidance for expectations and responsibilities • Defining Equity 2030 related priorities • Developing milestones and action items to work towards those priorities on a campus level • Evaluating resources and tools • Leveraging practices already working well across Minnesota State

¹ We selected institutions to provide geographic representation, as well as varying demographics, size, and levels of progress toward Equity 2030 goals.

Report Summary	
	<ul style="list-style-type: none"> Increasing accountability through additional metrics to better measure progress against goals
<p>Risk <i>Why does it matter?</i></p>	<p>Insufficient guidance or resources, keeping in mind the differing contexts of the 33 institutions, may adversely impact the system’s ability to reach the goals outlined in Equity 2030. Further, a lack of defined accountability, monitoring, and measurement of outcomes may result in inconsistencies across the system or insufficient progress against goals.</p>
<p>Recommendation <i>How can we fix?</i></p>	<p>The Office of Equity and Inclusion, in partnership and coordination with all system office divisions and Minnesota State institutions, should ensure resources are leveraged in a manner which benefits the system and its institutions, establish clear and consistent accountability across the system, and set robust, standardized measurements to monitor outcomes. The Office of Equity and Inclusion, in partnership and coordination with all system office divisions should enable data-driven decisions to continually monitor progress towards the ultimate goal of eliminating educational equity gaps by 2030.</p>

Detailed Report

Background

In June 2022, the Minnesota State Board of Trustees Audit Committee approved an advisory review on the status of the Equity 2030 goal to provide an objective lens on the maturity and progress towards equity. The Minnesota State [Office of Equity and Inclusion](#) website states the goal:

In June 2019, a goal was set: “By 2030, Minnesota State will eliminate the educational equity gaps at every Minnesota State college and university. It is a staggeringly ambitious goal and one which will require both intentional systems and culture change and innovation, as well as advocacy and leadership with partners and stakeholders across the state to accomplish.”

The Equity 2030 goal aims to eliminate inequities across all campuses. “Equity 2030 seeks to bridge efforts occurring within divisions and institutions, creating an intentional statewide culture of equity-minded collaboration and resulting in equitable practices embedded throughout our institutions.”

Equity 2030 is built upon the following six strategic dimensions:

- Academic success
- Student engagement
- Evidence-based decision making
- Financial resources
- Workforce and talent diversity
- Enhanced access

Project Objectives

Our overall objective was to assess the status of the six strategic dimensions and whether an Equity 2030 evaluation framework is in place to evaluate progress to date. Specifically, the questions we asked were:

1. What are the accelerators to the success of Equity?
2. What are the obstacles to the success of Equity 2030 and how can the system office address those obstacles to better enable Equity 2030 goals in the short and long-term timeframes?
3. Does the system office as well as the colleges and universities have the resources needed to achieve the goals outlined in Equity 2030? Resources may include people, funding or budgets, and tools.
4. What are the areas of ambiguity or inconsistency relating to Equity 2030 across the system office and how can they be addressed to achieve a more consistent adoption of Equity 2030 principles?
5. Does the system office have adequate measures in place to determine when and if the system has achieved its Equity 2030 goals? If not, what additional measures need to be

put into place to show evidence of success? Are these measures assessing accountability for both achieving and maintaining goals and objectives?

Scope and Methodology

For this review, we performed a variety of procedures, including interviewing staff at the system office and seven colleges and universities, and reviewing documentation, data, and benchmarking procedures. Our interviews included discussions with system office leadership responsible for strategic direction or operations related to Equity 2030, including the Office of Equity and Inclusion (OEI) staff, as well as senior leadership at the system office. We interviewed college and university owners such as Campus Diversity Officer (CDO) or equivalent, college and university leadership, and committees.

We gained an understanding of system Equity 2030 goals, metrics, and progress related to each of the six strategic dimensions. We gained an understanding of communications and expectations set by the system office as well as by college and university leadership related to Equity 2030. We also assessed college and university communication pathways and protocols to the system office, to external parties, such as the media or Board of Trustees, and within the colleges and universities to employees, faculty, and staff for completeness, accuracy, and consistency of narrative.

We reviewed documentation of Equity 2030 current state, progress to date, and anticipated future actions at the system office level, as well as available data on the adoption and outcomes of Equity 2030 goals. We discussed college and university successes and challenges and the integration of Equity 2030 concepts to their overall environments and activities, versus Equity 2030 as a “silo” goal. We also reviewed metrics and data for completeness, accuracy, and ability to adequately portray both activities and outcomes, as well as accountability of achieving goals. In addition, we assessed resource availability, allocation, and constraints affecting the college and universities’ implementation of Equity 2030 principles.

We selected the seven institutions listed below to review in detail to determine how Equity 2030 principles have been operationalized at the institution level².

- Metropolitan State University
- Minnesota North College
- Normandale Community College
- Northland Community and Technical College
- Riverland Community College
- Southwest Minnesota State University
- Saint Paul College

Conclusion

Minnesota State has set an impressive and impactful goal for itself with Equity 2030. The system, specifically, the Office of Equity and Inclusion, have established strong foundational elements to support Equity 2030 and have raised awareness. Despite the challenges inherent in

² The institutions included a range of student, faculty, and staff demographic profiles and geographic diversity.

a system with a variety of locations, demographics, funding, racial dynamics, and existing capacity, Minnesota State has established Equity 2030 as a foundational principle. However, the system needs to further mature accountability and metrics to advance progress toward the Equity 2030 goal. Collaboration between the system office and institutions should focus on developing guidance for expectations and responsibilities, defining Equity 2030 related priorities, developing goals and action items to work towards those priorities on a campus level, evaluating resources and tools, leveraging practices already working well across Minnesota State, and increasing accountability through additional metrics to better measure progress against goals.

Observation Summary

Our review focused on five questions to assess the overall progress and maturity towards Equity 2030. The first question focuses on accelerators, which we have identified below. The remaining questions focus on obstacles to the success of Equity 2030, and we identified opportunities for improvement or enhancement.

Accelerators

Project Question #1: What are the accelerators to the success of Equity 2030?

Through our review of documentation and discussions with key personnel, we identified the following accelerators or strengths related to the success of Equity 2030.

- In 2022, the system office created Equity Scorecards for each institution. Scorecards consist of important, institution-specific data related to the Equity 2030 goal. Scorecards can measure the equity gap using metrics such as graduation completion for students of color, indigenous students, low-income, or first-generation when compared to majority students, term-to-term persistence along racial, ethnic, socioeconomic, geographic, and other major demographic groupings.
- The system office is continually defining roles with specific Equity 2030 oversight responsibilities.
- Individuals across Minnesota State, including executive leadership and specifically those with designated Equity 2030 roles, are dedicated and passionate about moving the goal forward. Institutions with full-time CDO or similar positions have shown more progress moving the goal forward.
- The creation of the Executive Campus Diversity Officer Council, with institution representation, focuses on equity and is an important resource. It shows commitment and oversight to Equity 2030 and other diversity related matters.
- A university created a 21-person workgroup representing various areas to follow a commitment of being an anti-racist, trauma-informed culture over the 2020-2025 period.
- One college identifies departments every semester to take a 14-hour course on equity and inclusion with an educational component and coaching sessions.
- Several institutions have mandatory training programs and designated days to help drive Equity 2030 engagement.
- One college created an Equity and Inclusion committee at the campus level, which includes many community members.
- One college used a third-party vendor and premier assessment tool called Equimetrics to create an assessment. 52% of the college faculty and staff took an assessment surveying how well the college rates in areas of Diversity, Equity, Inclusion, and Cultural Competency.
- One university currently has a description about who they are and what they do related to Equity 2030 which is shared with hired vendors.

- One university has a strategic plan where every priority aligns with an element of Equity 2030. The plan includes designating resources, revising the mission, values, and vision, training, and creating an Office of Diversity, Equity, and Inclusion (DEI) and a position focused entirely on equity.
- One college has a strategic framework which includes the goal of having all employees complete and continue ongoing DEI mandatory training established by the equity and inclusion team. By December 2025, all employees will have completed at least one of the programs established and offered.
- Leadership's commitment to conducting this assessment further supports Minnesota State's focus on this critical goal. The results of this assessment will provide direction and opportunities for future progress on Equity 2030. There are opportunities to use this assessment as a baseline for future equity assessment, prior to 2030.

Obstacles

Project Question #2: What are the obstacles to the success of Equity 2030 and how can the system office address those obstacles to better enable Equity 2030 goals in the short-term and long-term timeframes?

We did not identify obstacles outside the categories of ambiguity, resourcing, and metrics.

Areas of Ambiguity

Project Question #4: What are the areas of ambiguity or inconsistency relating to Equity 2030 across the system office and how can they be addressed to achieve a more consistent adoption of Equity 2030 principles?

We identified three areas of ambiguity: 1) roadmap and guidelines, 2) institutional equity strategic plans, and 3) institutional engagement. These obstacles are discussed in the Detailed Observations and Recommendations section.

Resourcing

Project question #3: Does the system office as well as the colleges and universities have the resources needed to achieve the goals outlined in Equity 2030? Resources may include people, funding, budgets, and tools.

We identified three specific resource obstacles: 1) staffing, 2) allocation of funds and tools, and 3) supplier diversity. Details related to these obstacles are discussed in the following section.

Metrics for Success

Project Question #5: Does the system office have adequate measures in place to determine when and if the system has achieved its Equity 2030 goals?

We identified two obstacles related to project measures: 1) equity scorecards, and 2) accountability and metrics, which are discussed in the following section.

Detailed Observations and Recommendations

The tables below include more detail related to the observations and recommendations previously discussed in the Observation Summary. The below observations are presented at a summary level; in many cases certain institutions have made more significant progress than others and the system has the opportunity to leverage the successes of the more advanced institutions to drive progress system wide.

Areas of Ambiguity

During our review, we noted areas of ambiguity. The areas were related to roadmaps or guidelines, documented strategic plans, and institutional engagement. Below, we discuss guidance for colleges and universities, such as a roadmap or guidelines.

Ambiguity #1: Roadmap and Guidelines	
Observation	Colleges and universities do not receive sufficient implementation guidance for Equity 2030 from the system office.
Background	<p>Interviewees consistently noted a lack of clarity around actionable steps and timelines they should take to support Minnesota State Equity 2030 goals.</p> <p>A strategic roadmap is a link between a strategy or set of goals and execution. The purpose is to align actionable steps with the achievement of goals and positive outcomes. A strategic roadmap provides opportunities for focus, direction, and systemness as each institution makes efforts to embrace their individuality and uniqueness on a campus level. An Equity 2030 roadmap would help to clearly define the Equity 2030 goals, actions, and milestones over a set timeline to help guide progress. Institutions could leverage this roadmap to inform their institution-level equity strategic plans (see Ambiguity Observation #2 Institutional Equity Strategic Plans).</p> <p>Additionally, establishing and tracking progress against specific targeted goals in a central Equity 2030 roadmap would provide an organized framework to drive ongoing communication between the system office and the institutions, creating additional opportunities to clarify expectations, share successes and lessons learned, and provide guidance on prioritized, actionable, and measurable steps.</p>
Benchmarking	Benchmarking research from the State University of New York (SUNY)

Ambiguity #1: Roadmap and Guidelines	
	<p>shows they have mapped a 25-Point Diversity, Equity, and Inclusion plan. This plan outlines the action items they will be taking to close racial equity gaps and eliminate educational barriers. On the system website, SUNY tracks how many of the action items are completed, nearly completed, and in progress. All 25 action items follow under five overarching goals:</p> <ol style="list-style-type: none"> 1. Close student academic equity gaps 2. Create a more inclusive culture at SUNY System Administration 3. Embed racial equity into curriculum and toward racial equity 4. Strengthen institutional role of CDO on every campus 5. Increase diversity of faculty and staff at SUNY <p>Action items are very straight forward and achievable. Examples include expanding and developing programs, establishing groups on campus, conducting an audit and updating policies.</p>
<p>Risk <i>Risk Prioritization:</i> HIGH</p>	<p>Without a roadmap or similar document, there is a lack of clear and actionable steps and milestones for the institutions to work towards.</p>
<p>Recommendation <i>Recommendation Prioritization:</i> HIGH</p>	<p>OEI, in partnership and coordination with system office divisions (Human Resources, Finance, Academic and Student Affairs, Information Technology, Office of General Counsel) and Minnesota State institutions, should consider creating an Equity 2030 Strategic Roadmap. The roadmap should:</p> <ul style="list-style-type: none"> • Clearly state overarching goals and objectives of Equity 2030 • Outline a timeline for achieving goals and objectives at both the system office and institution level • Include key qualitative and quantitative milestones, such as actions, steps, deliverables, metrics, marking significant achievements, and serve as indicators of progress • Specify resources, technologies, and budgets when applicable • Highlight interdependencies and opportunities to leverage the work other institutions are doing • Include performance metrics <p>Additionally, OEI, in partnership and coordination with system office divisions and institutions and staff designated with equity-related responsibilities should facilitate additional means of communication such as:</p> <ul style="list-style-type: none"> • Establish regular communications outside of the CDO group with other key personnel to share best practices, obstacles, and feedback between the institutions • Consistently share messages on Equity 2030 and specifically around

Ambiguity #1: Roadmap and Guidelines

	<p>the expectations and actionable steps to support the goal</p> <ul style="list-style-type: none"> • Define the Equity 2030 goal as foundational and one that Minnesota will continually work towards as opposed to a “moonshot goal,” to emphasize the ability to continually progress towards closing the gap • Consider formalizing the frequency for blog updates (monthly, quarterly, etc.) as well as enhancing and increasing communications regarding the Equity 2030 blog and website • Additionally, consider leveraging the information on the Equity 2030 blog and website at the system level to help develop similar websites, blogs, or forums at the college and university level to better target their uniqueness and local communities • Update the system office website to make finding information on Equity 2030 easy • Establish training for faculty and staff at the institutions to ensure awareness and understanding of the Equity 2030 goal and the institution’s strategic plan
<p>Management Action Plan</p>	<p>In line with the chancellor and system office workplan, the system OEI, in conjunction with system office and institutional level stakeholders, will:</p> <ul style="list-style-type: none"> • Create an Equity 2030 framework, including an evaluation framework, utilizing current tools such as presidential evaluations, Minnesota State Guided Learning Pathways framework to monitor progress and implementation towards established goals • Create a roadmap for implementation of the framework • Continue to roll out accountability measures such as the Equity Scorecard • Further support institutions through mechanisms such as trainings, including discussions of corrective actions, which will serve as an accountability check <p>OEI will continue to implement and expand trainings and consultations available to campuses relating to:</p> <ul style="list-style-type: none"> • Equity Scorecard • Equity by Design • Equity 2030 (integrated into all trainings) • Cultural awareness • Engagement with senior leadership at institutions to leverage their abilities to initiate campus-level responses

The second ambiguity we noted is related to documenting Equity 2030 strategic plans at colleges and universities.

Ambiguity #2: Institutional Equity Strategic Plans	
Observation	Colleges and universities have not consistently and formally documented institutional level, equity-related priorities, strategies, and plans.
Background	<p>Only some of the colleges and universities we reviewed have equity-related strategic plans or planning documents. The system office has an opportunity to help expand the practice to all institutions.</p> <p>Institutions should define strategic priorities that align with their institution, as well as the overall goals of Equity 2030. Given the size and varying demographics across Minnesota State, these strategic priorities will and should vary. For instance, defining priorities that focus on metrics outside of race, which is the primary metric of the scorecards, may be significantly more beneficial on an institution level. Documenting priorities around first generation or Pell-eligible students may be vital. Once the institutions have defined their own priorities, documenting equity-related strategic plans and activities at the institutional level will ensure responsibilities are defined and actionable plans are in place to align with Minnesota State’s overall Equity 2030 goals. This approach should also enhance the feeling of inclusion at institutions as the link between the institutional plan and the system plan feels more within reach.</p>
Benchmarking	<p>During our benchmarking procedures, we noted seven of the 16 peer institutions³ had institution level diversity-related strategic plans. Data from 95 researched institutions showed 57% have programs unified by a “coherent strategic plan.”⁴</p> <p>As discussed in detail in Observation 1, a best practice noted an action plan at the State University of New York (SUNY). Their 25-Point Diversity, Equity, & Inclusion Action Plan maps out specific action items to allow them to close racial equity gaps and eliminate academic barriers.</p>
Risk <i>Risk Prioritization:</i> MODERATE	Without clear institution strategic priorities and direction, institutions may not be working consistently towards shared Minnesota State Equity 2030 goals.
Recommendation <i>Recommendation Prioritization:</i>	Each college and university should define equity related strategic priorities and formalize an equity related strategic plan which defines tasks and contains uniform, measurable goals to align with Equity 2030 and its six dimensions. We recognize Equity 2030 requires buy-in from the entire

³ Ohio State University, University of Minnesota, University of Colorado System, North Carolina Community College System, Virginia Community College System, Florida State System, University of Maryland System

⁴ Research from 95 institutions show only 57% of the institutions have programs offering consistent opportunities for discussions of DEI.⁴

Ambiguity #2: Institutional Equity Strategic Plans	
MODERATE	<p>system and individual CDOs cannot be solely responsible for achieving these goals. With this in mind, the following should be included in the plans:</p> <ul style="list-style-type: none"> • Documentation of current state and desired future state in relation to each of the six dimensions • Actionable steps to achieve progress in each of the six dimensions specifically tailored to the institution’s position and environment • Defined CDO tasks and other roles and responsibilities (see Resourcing Observation #1 Staffing for recommendations) with consideration of differences between institutions such as size • Proper designation of titles to accurately reflect tasks and responsibilities • Designate Equity Champions with responsibility to aid in aligning student and faculty recruitment with Equity 2030 • Timelines outlining the start and completion dates for each milestone • Metrics used to evaluate progress (see Metric Observation #2 Accountability and Metrics for recommendations) • The system office website needs to continue to provide up-to-date status of each item as complete, nearly complete, and in progress. <p>Each college and university should post its strategic plan on their website and the system office should consider referencing all plans from its central Equity 2030 website.</p>
Management Action Plan	<ul style="list-style-type: none"> • Target setting and assessment through Key Performance Indicator (KPI) 5 (Equity Scorecard), which will feed into the Equity 2030 guiding framework and evaluation framework (noted above) • The system office, led by OEI, will provide a template for equity strategic plans (outlining critical elements to include) for senior leadership to utilize • The system office will provide guidance on how equity strategic plans provide alignment with annual performance measures and processes • The system office will provide guidance on how institutions can ensure alignment with the Equity 2030 guiding framework and evaluation framework (noted above)

The third ambiguity we noted is related to college and university engagement to implement Equity 2030.

Ambiguity #3: Institutional Engagement	
Observation	There are opportunities to increase institutional engagement of Equity 2030 goals and involvement from administrators, faculty, staff, students, and the local community.
Background	<p>Based on interviews, there is concern certain institutional stakeholder groups may misunderstand and, in some instances, resist the Equity 2030 goal, for example:</p> <ul style="list-style-type: none"> • Perception the goal is not inclusive • Belief the system office’s commitment is not clear • Feeling the input and feedback of their stakeholder group is not valued <p>Interviewees indicated cultural differences within the community can make it difficult to fully implement Equity 2030 goals. Without support from the institution community and larger surrounding community, there will continue to be systemic and structural inequities. As noted in Ambiguity #2 Institutional Equity Strategic Plans, the more closely institutions can define priorities aligning with their specific needs, the more likely they will be to develop targeted outreach within their communities and gain traction.</p> <p>Administrators, faculty, staff, and students are passionate about what Equity 2030 stands for, but many feel overwhelmed by the ambitious goals coupled with lack of clear direction and guidance on implementation. These goals are perceived to be an addition to full-time responsibilities and priorities. Interviewees consistently noted concerns with potential for “burn out” related to Equity 2030, as well as a lack of time to prioritize.</p> <p>In some instances, there is a mindset that Equity 2030 will pass with leadership changes. There was a challenge in gaining traction and commitment as some felt this may require significant effort for a goal which may ultimately change with a new chancellor.</p>
Benchmarking	Benchmarking research from ninety-five institutions indicates 57% of the institutions have programs offering consistent opportunities for faculty and staff to have discussions around DEI. These programs provide professional development, a safe space to learn, and enhance teaching and equity outcomes. A best practice we observed is North Carolina Community College System’s development of a series of webinars and workshops on Diversity, Equity, and Inclusion.
Risk <i>Risk Prioritization:</i> HIGH	A lack of support and engagement will negatively impact the ability to achieve the goals of Equity 2030.

Ambiguity #3: Institutional Engagement	
<p>Recommendation</p> <p><i>Recommendation Prioritization:</i> HIGH</p>	<p>Colleges and universities should consider implementing some of the following actions to drive campus community engagement, tailoring the approach to the institution’s stakeholder profile and viewpoints:</p> <ul style="list-style-type: none"> • Create a welcoming community initiative by establishing a presentation for the institution and training or educational information • Create an institution Equity and Inclusion committee which includes members of the local community • Conduct regularly scheduled town hall meetings to incorporate community feedback • Collaborate with Marketing and Communications departments to distribute Equity 2030 information and updates on a regularly-scheduled basis • Task faculty with creating a diverse and inclusive curriculum across departments, while taking considering academic freedom and campus individuality, by evaluating course loads and reviewing standard syllabus policies for equity. We noted one of the seven institutions reviewed had a goal to incorporate an anti-racist and trauma-informed pedagogy throughout the academic experience and require student involvement in the curriculum. Other institutions should consider expanding their curriculums to provide additional courses on a range of cultural competencies and require all students to complete a cross-cultural competency course. Certain elements of academic programming may be leveraged across institutions. • Educate faculty on how to include matters of equity, diversity, inclusion, and cultural responsiveness within professional development plans • Evaluate and modify job descriptions to ensure equity is considered consistently • Task Equity Champions with aligning student and faculty recruitment with Equity 2030 • Develop Equity 2030 awards and acknowledge notable progress aligned with Equity 2030 objectives
<p>Management Action Plan</p>	<ul style="list-style-type: none"> • Target setting and assessment through KPI 5 (Equity Scorecard), which will feed into the Equity 2030 guiding framework and evaluation framework (noted above). • OEI and Network for Educational Development (NED) will identify lessons learned from ongoing landscape scans on the implementation of Equity by Design, and explore avenues to expand such assessments to physical and digital spaces.

Ambiguity #3: Institutional Engagement	
	<ul style="list-style-type: none"> • OEI will continue to partner with NED and equity coordinators and ensure alignment with Equity 2030 goals. • OEI will encourage and highlight best practices relating to Equity by Design through trainings. • OEI will partner with Human Resources and other stakeholders to explore practices and accountability measures to ensure regular implementation of equity considerations within the hiring process. • Under the current structure Minnesota State recognizes and awards individuals that exhibit innovative ideas to advance equity in conjunction with the Academic and Student Affairs Division. OEI will explore options to revitalize Equity Excellence Awards across functional areas, and highlight existing initiatives to recognize progress towards Equity 2030 through all system divisions.

Resourcing

During our review, we noted themes related to resourcing Equity 2030. They include staffing, allocation of funds and tools, and supplier diversity. Below, we discuss staffing.

Resourcing Issue #1: Staffing	
Observation	Staffing to support responsibilities of Equity 2030 at the system office, as well as each of the institutions, should continue to be evaluated.
Background	<p>We found inconsistencies in staffing of individuals with Equity 2030 oversight responsibilities and determined at some institutions responsibility and oversight is likely insufficient. Only some of the institutions have a CDO, or similar position, focused primarily on DEI and equity-related matters. Per interviews, this is due in part to staffing constraints experienced across the higher education industry, in part to budget constraints, and potentially because responsibilities and ownership for Equity 2030 are not clearly defined.</p> <p>During our discussions, we learned there was resistance from faculty at several of the institutions we reviewed because equity is not in their job description. We also learned certain institutions have made attempts to recruit a CDO but have been unsuccessful given the current job market.</p> <p>We learned one college contracted with an external DEI firm to assist with equity initiatives through a series of surveys related to climate, retention,</p>

Resourcing Issue #1: Staffing	
	<p>satisfaction, etc. While this may prove beneficial, it was due to lack in resources and personnel.</p> <p>There is an Equity and Inclusion Council which meets quarterly, with the purpose of bringing representatives from the institutions, as well as system office leadership together to share ideas and best practices, related to Equity 2030 and other diversity related matters. Leveraging the council provides an opportunity to share different perspectives and successful practices across the system office.</p>
Benchmarking	<p>Through benchmarking research, we noted a best practice of formally documenting the roles and responsibilities for DEI positions. SUNY has a formal document created during the recruitment process for equity positions which provides an overview of the mission and university, the Office of Diversity, Equity, and Inclusion, a candidate profile containing responsibilities and goals for the position.</p> <p>In addition, Minnesota State is in line with institutions such as University System of Maryland, University of North Carolina, University of Iowa, and others who have established an Executive Campus Diversity Officer Council. These groups allow the institutions to align with equity goals and promote a positive and inclusive environment.</p>
Risk <i>Risk Prioritization:</i> HIGH	<p>A lack of sufficient staff will inhibit the ability to support actionable steps to support Equity 2030.</p>
Recommendation <i>Recommendation Prioritization:</i> HIGH	<p>Equity 2030 is not the responsibility of select people and positions, but rather needs to be embedded within the structures and leadership of every institution. Equity and inclusion offices across Minnesota State need to be adequately staffed and resourced to undertake a multitude of responsibilities related to this goal. The colleges, universities, and system office should consider evaluating staffing to ensure responsibilities related to Equity 2030 are designated. This includes utilizing all faculty and establishing a CDO level position, or similar, at each college and university. Further, they should ensure:</p> <ul style="list-style-type: none"> • CDO positions or a position with equity related oversight, resourcing, and responsibility such as equity champion or liaison is created and integrated within campus leadership structures • CDOs communicate feedback such as progress on goals, best practice updates, or obstacles to the system office • The system office should develop and maintain a repository for sharing information and documentation, such as a shared drive or

Resourcing Issue #1: Staffing	
	<p>cloud location to store templates or other Equity 2030 related documents so college leadership teams can access repositories</p> <ul style="list-style-type: none"> • Designate an Equity 2030 coordinator to maintain and update their institution’s folder with information and best practices • CDOs establish trainings and information sessions such as webinars across institutions as they hold extensive knowledge regarding diversity on their campus • CDOs, or positions with equity related oversight, need to be included in regularly scheduled meetings with the institution cabinet level leadership <p>Utilizing the council as an additional resource may help address staffing constraints.</p>
Management Action Plan	<ul style="list-style-type: none"> • Target setting and accountability will occur through the implementation of KPI 5 (Equity Scorecard), which will feed into the Equity 2030 evaluation framework. • OEI will explore how existing resource and information sharing mechanisms can be further developed. While Teams Sites are already used for stakeholder groups that are supported by OEI, other mechanisms can be identified to increase uptake of existing resources available. • OEI will work with CDOs and other stakeholders to encourage institutional practices that allow for institutional memory and resources relating to equity to be preserved during periods of staff turnover.

Below, we discuss the second resourcing theme we noted related to allocation of funds and tools.

Resourcing Issue #2: Allocation of Funds and Tools	
Observation	The system office, in partnership and coordination with institution staff and leaders, should consider evaluating funding and tools in place to support the Equity 2030 goal and determining if they are sufficient to meet needs.
Background	<p>There are inconsistencies in the level of funding and utilization of tools across the colleges and universities.</p> <p>We noted a lack of consistent and sufficient funding for Equity 2030 across Minnesota State. At the system office, OEI receives approximately 3.4% of the total budget (\$1.2 million of a \$34.4 million budget). This is partially used to cover staffing costs. The remaining budget, about \$69,000, covers</p>

Resourcing Issue #2: Allocation of Funds and Tools	
	<p>costs of hosted training and conferences supported and held, and other operational costs. Funding can support a range of high quality inclusive and equitable programs and activities, making allocation of monies to support equity efforts critical to the overall success of Equity 2030.</p> <p>There is an opportunity for the system office to increase standardized system tools (data collecting platforms, survey, etc.) which each of the institutions could leverage. Currently, it does not appear there is consistent or widespread use of available tools across Minnesota State. We were informed new employees with the desire to get involved with Equity 2030 struggled to find pertinent information during onboarding and beyond. These challenges can be mitigated through investing in tools across the system using available funding.</p>
Benchmarking	<p>Minnesota State may be able to mitigate the challenges regarding tools and instruments through investment of unused funds by:</p> <ul style="list-style-type: none"> • The University of California System utilizes a smartphone application to serve as a toolkit for DEI matters. Additionally, the University of Carolina provides a toolkit to its leadership team and requires online unconscious bias training • Performance management software can help track the progress of tasks, projects, and responsible team members. • Enhanced utilization of communication and collaboration tools such as Microsoft Teams • Data analysis tools to support more accurate, timely, and visually attractive metrics • External training courses for faculty, staff, and students to bring DEI knowledge to their institutions
Risk <i>Risk Prioritization:</i> HIGH	<p>Without proper funding and tools to support Equity 2030, institutions across the system office may have challenges maturing as it relates to equity, as well as making progress towards the goals defined in Equity 2030.</p>
Recommendation <i>Recommendation Prioritization:</i> HIGH	<p>The system office, colleges, and universities should formally evaluate resources in place to support Equity 2030. This could include:</p> <ul style="list-style-type: none"> • Creating a repository such as a shared drive or cloud-based storage site to share tools, templates, and other documentation • Developing an Equity 2030 toolkit and means to communicate it • Formally evaluating and longitudinal tracking of current funds, allocations, and designated use of the funds • Formally documenting the intended use of funds and measuring the success and return as a result of spending

Resourcing Issue #2: Allocation of Funds and Tools	
	Once institutions formalize their strategic plans, designating funds and utilizing tools, they need to formalize plans to define and monitor their budgetary needs. The system can provide oversight through shared tools as institutions go through this process.
Management Action Plan	<ul style="list-style-type: none"> • Incorporate component relating to financial resources in equity strategic plan template for campuses. • If funding is specifically attributed to Equity 2030 goals, OEI will partner with system office divisions, including Finance, to develop equity-conscious policies and guidance. • OEI will explore opportunities to enhance communication mechanisms to increase uptake of information shared.

The third area pertaining to resourcing Equity 2030 relates to supplier diversity and is discussed below.

Resourcing Issue #3: Supplier Diversity	
Observation	There is an opportunity to enhance and formalize processes for determining and monitoring supplier diversity and alignment with Equity 2030 goals.
Background	<p>The viewpoints and goals defined in Equity 2030 should extend beyond the institutions of Minnesota State. The use of diverse suppliers is critical to upholding the system’s commitment to Equity 2030 and its potential for broader community impact.</p> <p>During our discussions, employees noted there is no formalized process for identifying diverse suppliers, nor is there a mechanism in place to monitor expectations once a supplier relationship is created. Interviewees from institutions stated it is challenging to identify and assess vendors without additional resources or consistent assessment requirements. Interviewees also noted in certain geographic areas, such as rural, there are additional challenges due to the low number of available suppliers and diverse suppliers.</p> <p>Additionally, many institutions have maintained long-term vendor relationships without ever undergoing an assessment to ensure the company, product, or service aligns with Equity 2030 goals.</p> <p>At the system office, 1.8% of the vendors are targeted business groups (TBGs). TBGs includes any group who faces systemic disadvantages in</p>

Resourcing Issue #3: Supplier Diversity

	<p>society. Additional data from the Equity Scorecards obtained showed a 7.8% diverse spend⁵ as the highest from the institutions we reviewed.</p> <p>Below are three significant aspects to effectively identify and monitor supplier diversity and expectations:</p> <ol style="list-style-type: none"> 1. Equity 2030 Information: Institutions do not formally and consistently share information related to the Equity 2030 goal with current or prospective vendors. Sharing its Equity 2030 goals and objectives would provide vendors with insight as to where Minnesota State is headed and what values it upholds, as well as the expectations it has for suppliers. 2. Supplier data: There is no process to collect information to assess vendor DEI initiatives or alignment with Equity 2030 values. Gathering this data can be cumbersome, and due to budget constraints Minnesota State would likely need to shift the responsibility for providing the data to the prospective or current supplier. 3. Monitoring vendor expectations: There is no process to monitor Equity 2030 expectations once there is an agreement or relationship with a third parties or vendors in place. <p>Below is a list of current initiatives utilized by institutions we reviewed. The system could leverage these practices across remaining institutions:</p> <ul style="list-style-type: none"> • Designation of a diverse supplier project champion • Evaluation of progress during institution performance evaluations • Outreach programs to strengthen relationships with local or diverse affiliations or organizations
<p>Benchmarking</p>	<p>Below is a list of best practices from peer institutions Minnesota State should consider incorporating:</p> <ul style="list-style-type: none"> • Florida State University has developed a Supplier Diversity Policy with a purpose to promote and use small businesses for state contracting, including those owned by ethnic or racial minorities, veterans, and women. • The University of California System (UC) has a Diversified Returns Program designed to foster diversity on the UC Investments team and among its investment partners and investee companies. As noted from an Insight into Diversity article, UC conducts interviews

⁵ Diverse spend refers to funding spent on small and diverse businesses (TBGs)

Resourcing Issue #3: Supplier Diversity	
	and demographic surveys to gauge each firm’s DEI progress. An annual report is published.
Risk <i>Risk Prioritization:</i> MODERATE	A lack of formal processes to identify and monitor vendor commitments to diversity and inclusion may result in inconsistencies in expectation setting for vendors as well as vendor selection which does not appropriately value suppliers whose values and actions align with Equity 2030.
Recommendation <i>Recommendation Prioritization:</i> MODERATE	<p>The Finance Division procurement department, with the help OEI should consider formalizing procedures to identify and monitor supplier diversity.</p> <p>Information and requirements about the Supplier Diversity program should be shared routinely with all institutions to ensure their own vendor expectations and requirements align. The policies, procedures, and various forms, such as supplier diversity forms, terms and conditions, and veteran-owned forms, on Procurement’s website should be shared with each college and university.</p> <p>Additionally, the system office, in partnership and coordination with institutions involved in procurement and equity should:</p> <ul style="list-style-type: none"> • Develop diverse supplier procedures with recommended requirements for evaluation, as well as inclusion of a phrase such as, “no potential supplier will be precluded from consideration on the basis of race, creed, color, religion, sex, age, disability, veterans’ marital status, sexual orientation, gender identity, gender expression, or national origin or any other protected group status” • Develop material to share with current and prospective vendors to outline Equity 2030, its goals, vendor expectations, and how expectations and commitments will be monitored • Develop a questionnaire to collect data and supporting documentation from current and prospective vendors. Data should include, but not be limited to: <ul style="list-style-type: none"> ○ Vendor’s workforce diversity statistics such as women, people of color, and people with disabilities ○ Vendor’s inclusion practices in place such as policies, programs, and training ○ Vendors community engagement such as partnerships and affiliations with local organization ○ DEI Certifications such as the National LGBT Chamber of Commerce ○ Relevant information from websites, social media, and customer reviews

Resourcing Issue #3: Supplier Diversity

	<ul style="list-style-type: none"> ○ Industry associations with DEI related associations or groups ○ Referrals they have from other businesses or higher education institutions ○ Proof of valid vendor licensing ○ Opportunity to explain any disputes or legal action ● Actively seek out Minority Business Enterprises (NBE) and Disadvantaged Business Enterprises (DBE), which can be found from government codes ● Develop an approved Diverse Supplier list and include all NBEs and DBEs. Once a supplier has gone through the process(es) defined above, they should be added to the approved list for future use and reference ● Develop a system supplier diversity training for any position with procurement responsibilities on how to select and monitor vendors compliance with Equity 2030 expectations
<p>Management Action Plan</p>	<p>The Finance Division’s procurement and contract management department is currently addressing a supplier diversity strategy plan, a new system procedure, and commitment. In addition, as part of developing a procurement and contracting community, users have many supplier diversity resources available from one location on an open access SharePoint site. This community site serves as a one-stop resource for contracting, sourcing, governance, vendor management, and supplier diversity.</p> <p>Identified gaps outlined in the supplier diversity strategy identify opportunities in current functionality. These opportunities will be included in the new system procedure 5.14.6 Supplier Diversity. This procedure will provide a framework and intentionality for including diverse suppliers in direct purchases, sourcing, and contracting opportunities. In addition, the department is assessing options for including, storing, and reporting diversity classifications and certifications for target group businesses (TGBs) that go beyond the limited classifications received from SWIFT (Minnesota's official vendor management resource). This expansion should allow Minnesota State to capture additional DEI certifications. One resource being considered is using a third-party solution to capture and report the data outlined in recommendations.</p> <p>The system office procurement and contract management team is currently creating dashboard reports that will allow campuses to monitor diverse spend against a baseline. Reports will be available at the system and institutions.</p>

Resourcing Issue #3: Supplier Diversity

	Training and onboarding for continued momentum on supplier diversity initiatives were included in the strategy.
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Metrics for Success

Finally, the last category of obstacles we found were related to measuring success. The first area we discuss is related to equity scorecards.

Metrics for Success #1: Equity Scorecards	
Observation	There is a need to further formalize standards related to the purpose, monitoring, and reporting of the Equity Scorecards.
Background	<p>OEI, with the help from Information Technology (IT), Human Resources (HR), and Finance divisions, developed a system of Equity Scorecards for the institutions. The Equity Scorecards leveraged existing institution data used to generate annual system performance metrics. To determine Equity Scorecard criteria, a working group was created comprised of institution colleagues including diversity officers, human resources, information technology, finance, legal, academic and student affairs, Title IX officers, and student organizations. The group was tasked with the conceptual creation of each scorecard KPI and its subsequent metrics and has met monthly since 2020.</p> <p>The conceptual framework and prototypes for the scorecards was presented to stakeholder groups to bring awareness and gather feedback. These stakeholder groups included the chancellor’s cabinet, leadership council, and bargaining units. The system Equity Scorecard was created in fall of 2021, and each institution received an Equity Scorecard in the summer and fall of 2022. Equity Scorecards provide data on race, gender, Pell-eligibility,⁶ first-generation status, completion rates, student versus faculty diversity, retention rates, and diversity of vendors. Additionally, Equity Scorecards contain data on the equity gap, the change in the equity gap over three years, the success rate, and the number required to achieve parity and eliminate the equity gap. Scorecard KPIs include:</p> <ul style="list-style-type: none"> • KPI 1 Undergraduate student success • KPI 2 Compositional diversity • KPI 3 Employee retention and development • KPI 4 Supplier diversity

⁶ For a student to be Pell-eligible, they must meet general federal student aid eligibility requirements. The criteria can be found here: [Eligibility Requirements | Federal Student Aid](#)

Metrics for Success #1: Equity Scorecards

	<p>OEI has created and provided guidance resources for leveraging the scorecard. The need to define the purpose, intended use, and ownership of the Equity Scorecards is vital to the success of Equity 2030. Formal and consistent reporting of Equity Scorecard data and information will allow system office leaders, as well as CDOs and institution leadership, to effectively monitor the progress of Equity 2030. Currently, the Equity Scorecard data points will be updated between December and April of an academic year. The system office consulted with IT to build a system to update most data points in an “automatic” manner. However, the scorecard data for KPI 5 Strategies and Structures and KPI 6 Campus Climate Assessments must be provided by the institutions. However, IT is developing a process to incorporate the data.</p> <p>Consistent utilization of equity scorecards across Minnesota State will support data-guided decision-making and impact the ability to achieve Equity 2030 goals. Therefore, it is critical Minnesota State standardize the use of scorecards and communicate the purpose, expectations, and requirements to the institutions.</p> <p>Further, Minnesota State has the opportunity to leverage the results of campus climate surveys to enhance and increase Equity Scorecard data, specifically related to:</p> <ul style="list-style-type: none"> • Demographic data and metrics • Culture and acceptance of people from all backgrounds • Attitudes about academic experiences • Perceptions of how activities affect the climate • Strengths and opportunities for improvement
<p>Benchmarking</p>	<p>Benchmarking ⁷ indicates Minnesota State’s implementation of Equity Scorecards puts the system ahead of or in line with peer systems. However, we learned through interviews, as well as observation of supporting documents, there is a lack of understanding regarding the use of the Equity Scorecards at the institutions, and there is no formalized monitoring or reporting requirements related to the document. Additionally, reporting and sharing of data across Minnesota State would lead to enhanced visibility and consistency. As a peer example, the University of California system developed a dashboard on its website demonstrating progress at both the system level and the institutional level related to its UC2030 initiative.</p>

⁷ University of Minnesota, Pennsylvania State System, University of Illinois, Wisconsin Technical College System, University of Colorado System, North Carolina Community College System, Oklahoma State System of Higher Education

Metrics for Success #1: Equity Scorecards	
Risk <i>Risk Prioritization:</i> MODERATE	A lack of standardized Equity Scorecards requirements may result in insufficient and inconsistent data collection and ultimately impede progress towards Equity 2030 across the system office.
Recommendation <i>Recommendation Prioritization:</i> MODERATE	<p>The colleges and universities, with guidance and support from OEI, should consider standardizing guidelines of Equity Scorecards and formally communicate and publish those requirements. These should include defining:</p> <ul style="list-style-type: none"> • Owner and responsible parties • Data collection guidance • Monitoring mechanisms, which should be occurring at the system and institution level • Reporting requirements, such as format or frequency <p>The system office has provided Equity Scorecard training and should consider further facilitating Equity Scorecard training to campus leaders to better inform responsible parties on the purpose of the scorecards as well as the proper utilization. The training should be required for personnel with DEI responsibilities and specifically those related to the compilation of the data included. Training should be held at least annually, or more frequently, if necessary, such as when responsibility changes occur. Attendance should be mandated so the system office can monitor participation and follow up as needed to improve the consistency of understanding and utilization. Additionally, Equity Scorecard trainings should be offered in a variety of formats or platforms to provide flexibility for attendees, such as recorded or on-demand webinars or in-person.</p> <p>Lastly, the system office should consider including utilization of the Equity Scorecard as well as adherence to reporting requirements as part of each of the institution’s leadership performance evaluations.</p>
Management Action Plan	<p>The system office is using a phased approach to implement the six Equity Scorecard KPIs. OEI is currently in the phase of acclimating stakeholders with the first four KPIs that have been established, and developing KPIs 5 and 6. The next phase will focus on implementation and encouraging evidence-based decision making and uptake of data to inform practice.</p> <p>OEI already provides trainings and consultations to stakeholders on the Equity Scorecard, and will enhance the availability of this resource as the system moves from the acclimation phase to implementation.</p> <p>The Equity Scorecard will also feed into the broader Equity 2030 framework, to be developed by OEI, as well as its corresponding evaluation</p>

Metrics for Success #1: Equity Scorecards

	<p>frameworks including presidential evaluations and Guided Learning Pathways Framework.</p> <p>The KPI of the Equity Scorecard can also inform discussions within the presidential evaluations, which include components related to Equity 2030 more broadly, campus climate, and the Equity Scorecard itself.</p>
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The second area we discuss related to measures for success includes accountability and metrics.

Metrics for Success #2 Accountability and Metrics

Observation	<p>With no established evaluation framework, the institutions are not formally reporting on the status of Equity 2030 progress.</p>
Background	<p>There is no consistent expectation for institutions to report on Equity 2030 progress and obstacles to the system office. One of the seven institutions we reviewed confirmed it had not been asked to report an update in the past two to three years. Without a requirement to provide status updates, there is no way to properly monitor progress, identify opportunities for intervention, or utilize escalation or consequences to achieve accountability for the institutions.</p> <p>Additionally, there is an opportunity to develop additional formalized metrics to track progress and outcomes at the institutional level. Metrics are important because they provide a way to measure and monitor progress toward objectives. Metrics also serve as an indicator of what is working well and what may not. Using standardized metrics during the status report process will ensure goals are being monitored at each institution and will assure goals are measurable and achievable.</p>
Benchmarking	<p>We reviewed several peer institutions’ metrics related to equity. See Appendix B Gap Analysis of Metrics for full benchmarking detail. Our research indicated some peers include metrics to measure:</p> <ul style="list-style-type: none"> • Gender • Sexual orientation • Academic equity • Types of degrees conferred • Curriculum diversity
Risk <i>Risk Prioritization:</i> HIGH	<p>Without formalized status reports from the institutions, the system office will struggle to effectively track progress and identify opportunities to increase engagement and involvement.</p>
Recommendation <i>Recommendation Prioritization:</i> HIGH	<p>The system office, along with the support of the institutions, should consider establishing an accountability framework or guidelines by incorporating and using standard metrics.</p> <p>The system office should consider:</p>

Metrics for Success #2 Accountability and Metrics	
	<ul style="list-style-type: none"> • Implementing an equity component into each institution’s performance evaluation • Establishing a means of sharing significant milestones between institutions utilizing familiar platforms, such as Microsoft Teams file sharing function <p>Institutions, in partnership with the system office, should consider standardizing the metrics to be utilized such as:</p> <ul style="list-style-type: none"> • Undergraduate student success • Compositional diversity • Diverse employee retention and development • Supplier diversity • Student salary after attending the institution • Student transfers • Admissions scores • Faculty such as full-time faculty or percentage of faculty with terminal degrees • Affordability of institution, such as comparison of tuition and fees to average family income • Financial aid • Time to degree • Graduate employment rate • Academic staff to student ratios • Gender • Sexual orientation • Degrees conferred • Curriculum diversity <p>Together, institutions should use Appendix B Gap Analysis of Metrics to assess metrics currently used and consider incorporating metrics by similar institutions and systems.</p>
Management Action Plan	<ul style="list-style-type: none"> • OEI, in conjunction with stakeholders, will develop an Equity 2030 framework and corresponding evaluation framework (as indicated above). • OEI will continue to roll out the Equity Scorecard (moving from acclimation to implementation and monitoring). • OEI will explore opportunities to enhance communication and information sharing mechanisms to increase uptake of information shared.

Appendices

Appendix A: Documents Reviewed

We reviewed the following documentation:

- 2019 Access and Opportunity Funds (AOS) Survey Data
- 2021 to 2023 Inter Faculty Organization Master Agreement
- AOS Funds Final Review and Recommendations
- Equity 2030 Key Messages and Resources
- Equity 2030 Summary and Priorities
- Equity by Design Campus Team Toolkit
- Equity Lens to Policy Review
- Equity Scorecard Guide and Facilitation Tool
- Equity Scorecard Rollup for Board of Trustees
- January 2021 Fellows Report
- June 2020 Final New Monitoring and Evaluation Plan
- Equity Scorecards
 - Metropolitan State University
 - Minnesota North College
 - Normandale Community College
 - Northland Community and Technical College
 - Riverland Community College
 - Southwest Minnesota State University
 - Saint Paul College
- Normandale Community College
 - Equimetrics Data Review Snapshot Report
 - Sample Instructor Report
 - Sample Survey
 - Strategic Framework
- Saint Paul College
 - Anti-Racist, Trauma-Informed Institution Plan (ARTII) Summary
 - Full ARTII Plan

Appendix B: Gap Analysis of Metrics

This crosswalk summarizes our research benchmarking similar colleges and systems. The information is categorized to align with Equity 2030's six dimensions.

Equity 2030 Dimension	Current Minnesota State Scorecard Metrics Aligned to Dimensions	Suggested Metrics to Enhance Measurements of Success ⁸
<p>Enhanced Access to a higher education by strengthening partnerships and collaboration with K-12, business and industry, community-based organizations, and philanthropic partners to expand and grow current programming and identify new ways to support students</p>	<p><u>K-12</u> N/A</p>	<p><u>K-12</u></p> <ul style="list-style-type: none"> • Percentage of incoming freshman by race, Pell eligibility, first generation, gender • Percentage of applicant pool by race, Pell eligibility, first generation, gender • Assessment of equity through a third-party vendor*
	<p><u>Business and industry</u> KPI 4: Supplier Diversity Metric 1: Percentage of spend with diverse vendors for all contracted construction, goods and services</p>	<p><u>Business and industry</u></p> <ul style="list-style-type: none"> • Number or dollar value of partnerships, agreements, or memoranda of understanding with diverse businesses • Increasing vendors with designation*
	<p><u>Community-based organizations</u> N/A</p>	<p><u>Community-based organizations</u></p> <ul style="list-style-type: none"> • Return on investment (ROI) of community programs and social events • Tracking attendance of community programs and social events • Percentage of student body by adult learners • Departments identified every semester to take a 14-hour course* • All college day for staff and faculty with an equity component and opportunity for mental health training* • Assess how well the institution ranks in areas of diversity, equity, and inclusion and cultural competency* • All employees involved in ongoing DEI mandatory training*

⁸ Note: Bullets marked with an asterisk (*) are metrics currently being tracked at one or more Minnesota State institutions but not consistently across all. All other metrics were compiled from peer benchmarking.

Equity 2030 Status Assessment

Equity 2030 Dimension	Current Minnesota State Scorecard Metrics Aligned to Dimensions	Suggested Metrics to Enhance Measurements of Success ⁸
	<p><u>Philanthropic partners</u> N/A</p>	<p><u>Philanthropic partners</u></p> <ul style="list-style-type: none"> • Percentage of diverse donors • Percentage of diverse corporate partnerships
<p>Workforce Diversity and Strategic Talent Management by incorporating the local and national context with the changing student and employee demographics and needs - focusing on cultural competence development, inclusive hiring practices, and improved campus climate</p>	<p><u>Cultural competence development</u> KPI 3: Employee retention and development: by employee of color status, by gender, by color status and gender, and employee equity gaps and retention counts</p>	<p><u>Cultural competence development</u></p> <ul style="list-style-type: none"> • Percentage of equity related learning, development, and training programs • Attendance of equity related learning, development, and training programs
	<p><u>Inclusive hiring practices</u> KPI 2: Compositional diversity Metric 1: Student diversity relative to faculty and staff diversity (faculty and staff of color vs. students of color, white faculty and staff vs. white students) Metric 2: Employee diversity (employees of color by role, gender)</p>	<p><u>Inclusive hiring practices</u></p> <ul style="list-style-type: none"> • Diversity percentages of applicant pools by race, Pell eligibility, first generation, gender • Diversity percentages of applicants in the interview stage of the hiring process to accepting an offer of employment
	<p><u>Improved campus climate</u> KPI 2: Compositional diversity Metric 1: Student diversity relative to faculty and staff diversity (faculty and staff of color vs. students of color, white faculty and staff vs. white students) Metric 2: Employee diversity (employees of color by role, gender)</p>	<p><u>Improved campus climate</u></p> <ul style="list-style-type: none"> • Racial or ethnic distribution of staff, faculty, and academic employees, by location • Retention rates of diverse faculty, staff, and administration • Number of equity related programming opportunities • Attendance in numbers and demographics of equity related programs • Percentage of diverse board members (trustees)
<p>Financial Resources and Support for students and growing the financial resource base for campuses</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Scholarship dollars available for diverse applicants • Grant funding available for diverse applicants • Scholarships available for diverse applicants • Funds distributed by campus location to diverse applicants • Average scholarship awarded for diverse applicants

Equity 2030 Dimension	Current Minnesota State Scorecard Metrics Aligned to Dimensions	Suggested Metrics to Enhance Measurements of Success ⁸
<p>Evidence-Based Decision Making by building a technology infrastructure and expanding capacity for deeper data analytics</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Creation of a public, high level dashboard incorporating metrics suggested by the gap analysis at a system and institutional level • Development of a clear accountability structure where goals are set at each institution, metrics are used to track progress against goals, and decisions are made based on progress to adjust the direction of Equity 2030, such as allocation of resources, accountability assignments, performance reviews, educational focus areas, goal setting, etc.
<p>Student Academic Success by establishing guided learning pathways focused on academic preparation, progression, and accomplishment within an area of study and career</p>	<p>KPI 1: Undergraduate Student Success Metric 1: First year outcome by race Metric 2: First year outcome by Pell eligibility and first-generation status Metric 3: Completion rate of three year and six year colleges by race Metric 4: Completion rate of three year and six year colleges by Pell eligibility and first generation</p>	<p><u>Academic preparation</u></p> <ul style="list-style-type: none"> • Highschool grade point average (GPA) • ACT and SAT scores including a breakdown of demographics • Percentage of students who complete Advancement Placement courses • Number of students proficient in more than one language • Placement rates* • Requirement of all students to complete a cross-cultural competency course* • Requirement to incorporate diversity within faculty's professional development plan* <p><u>Academic progression</u></p> <ul style="list-style-type: none"> • Monitor and track course attendance • Grade point average (GPA) • Course completion rates • Retention within a program from year to year • Number of credits earned by first spring of college* • Incorporate anti-racist and trauma-informed pedagogy throughout the academic experience* • Expand curriculum to provide additional courses on range of cultural competencies and awareness, action*

Equity 2030 Dimension	Current Minnesota State Scorecard Metrics Aligned to Dimensions	Suggested Metrics to Enhance Measurements of Success ⁸
		<p><u>Academic accomplishment</u></p> <ul style="list-style-type: none"> • Graduation rates across demographics • Employability rates after graduation • Evaluate success rates, aggregated by race and ethnicity, for all classes • College level course completion rates* • Course success (GPA, withdrawal rates, warning rates, suspension rates, completion rates, transfer rates) * • Completion or baccalaureate transfer of 50% or better for degree seeking students by 2030* • Completion of associates degree within 3 years* • Transfer to baccalaureate program within 3 years*
<p>Student Engagement and Support Within the institution, both academic and non-academic, including supporting basic needs</p>	<p>N/A</p>	<p><u>Academic student engagement and support</u></p> <ul style="list-style-type: none"> • Attendance rates by race, Pell eligibility, first generation, gender • Participation rates by race, Pell eligibility, first generation, gender • GPAs by race, Pell eligibility, first generation, gender • Course evaluations and feedback by race, Pell eligibility, first generation, gender • Tutoring by race, Pell eligibility, first generation, gender • Engagement with career fair by race, Pell eligibility, first generation, gender <p><u>Non-academic student engagement and support</u></p> <ul style="list-style-type: none"> • Number and demographics of students who participate in student organizations • Number and demographics of students who participate on athletic teams, clubs, or organizations • Campus event attendance in numbers and demographics • Mental health resources and utilization • Wellness resources and utilization • Number of diverse student organizations

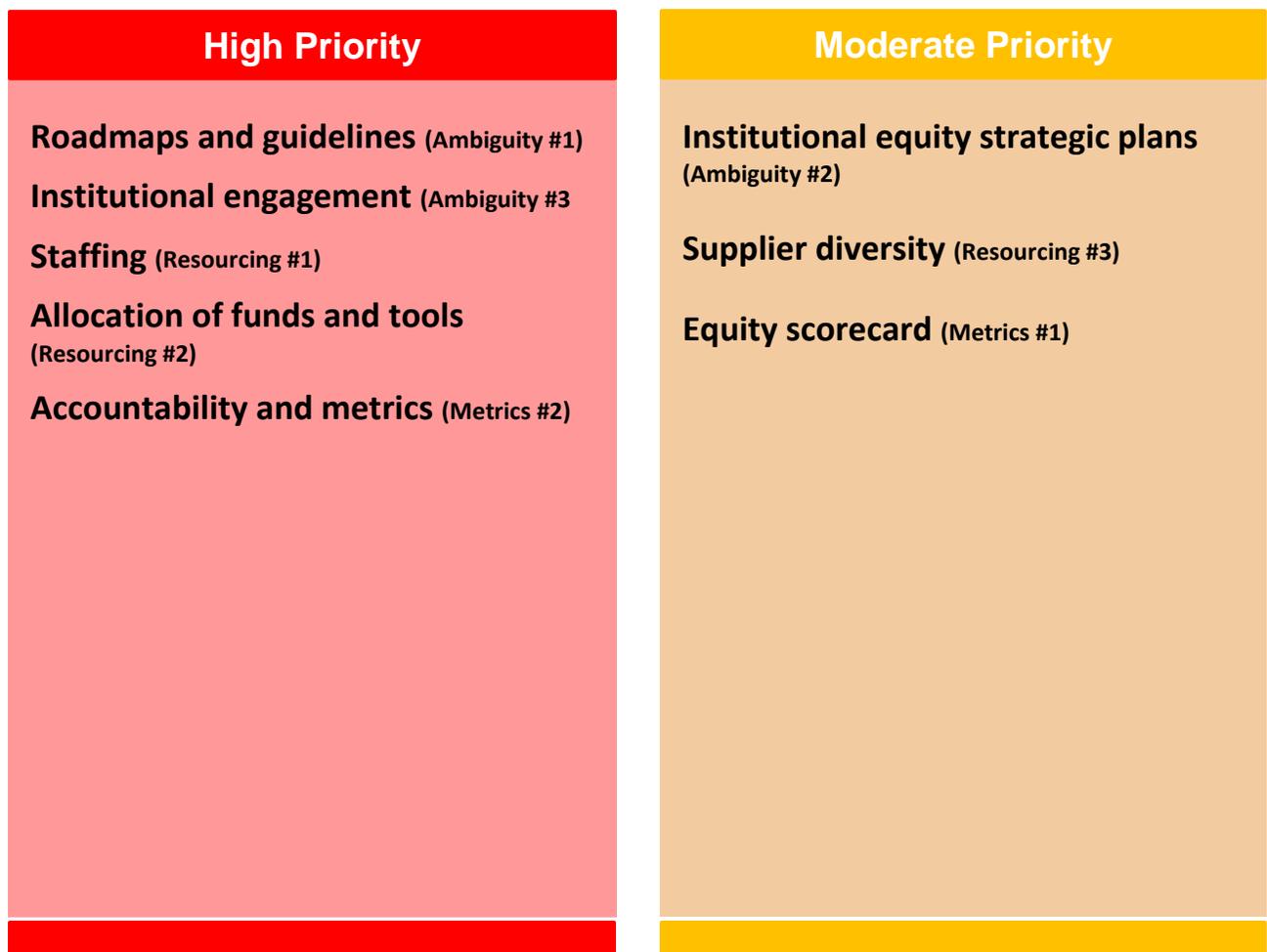
Appendix C: Prioritization of Recommendations

The graphic below indicates the prioritization of the recommendations included in this report.

High priority: Critical for success, high risk if not implemented, potential to rapidly accelerate the success of the Equity 2030 goal.

Medium priority: Important for success, moderate risk if not implemented, potential to significantly impact the success of the Equity 2030 goal.

Low priority (none identified): Less important for success and has a low impact on the success of the achievement of the Equity 2030 goal.



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