

Strategic Inclusion Plan

2016-2019

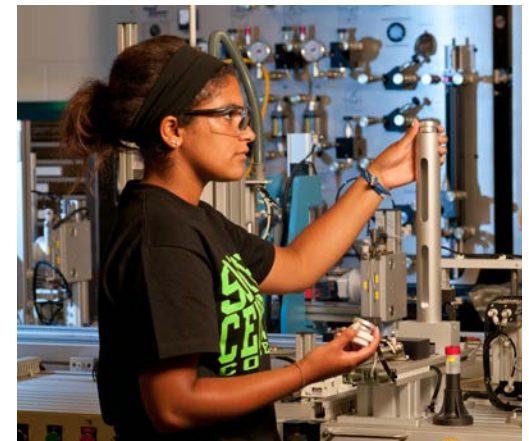


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INTRODUCTION

South Central College provides a welcoming atmosphere for all students, visitors, and employees. Each member of the college community contributes to the college's ability to sustain an atmosphere that attracts and supports a diverse community of learners. Diversity initiatives were purposefully intertwined throughout the college's most recent Strategic Plan to highlight its importance in all areas of the college. This Strategic Inclusion Plan is an important next step to further identify clear objectives and action steps that will lead the college to implement the institutional changes necessary to advance its development and truly prepare its students and employees for the future.



RATIONALE

South Central College (SCC) believes that diversity is essential to its daily operations and seeks to promote access and opportunity for all. SCC employs an “Inclusive Excellence” approach as a result of our comprehensive inclusion planning which provides focus and coordinates efforts among all campus groups. Thus, SCC provides a welcoming, respectful, and supportive environment to all its community members, regardless of their backgrounds, experiences and/or perspectives. Diversity is important for many reasons:

- Diversity of thought encourages critical thinking as multiple viewpoints are introduced at a time when students are challenging their existing beliefs and developing new ideas about the world.
- Diverse work and learning environments prepare students to work in a global and diverse workforce.
- Diversity encourages all of us to learn more about ourselves, our past, our present, and our future.
- Diversity challenges our preconceptions and misconceptions about others so that we find ways to work together more effectively.

INSTITUTIONAL MISSION STATEMENT

South Central College provides accessible higher education to promote student growth and regional economic development.

INCLUSIVE VISION & VALUES STATEMENT

South Central College is committed to fostering a campus environment of inclusion, knowledge, and understanding in which faculty, staff, and students learn to value diversity and to respect individual differences that enrich our college community.

The Value of a Plan

In order to successfully prepare students for life beyond college, educational institutions must develop a comprehensive diversity plan that creates an environment in which students and employees can learn about the world, about each other, and about themselves. There are innumerable values of a diversity plan, including the following:

A comprehensive inclusion plan

- Helps college employees interact with a greater variety of people defined by nationality, ethnicity, race, sexual identity, and disability.
- Provides focus and coordinates efforts.
- Ensures consistency, quality improvement measures and assessment. It also recognizes weaknesses and successes as the plan is implemented.
- Ensures commitment to the plan by the people who will carry it out. It helps ensure the college will be successful in its efforts and that students will be prepared for life beyond college.

The Value of a Planning Team

The role of SCC's Diversity Committee is to advise the institution on matters of diversity, to champion existing and new initiatives, and to hold the institution accountable for these efforts. To do this effectively, the committee will need to strengthen its organizational structure, and members must be committed to deepening their cultural competence. The next few years promise to be challenging, yet exciting.



OBJECTIVES

South Central College Inclusion Plan Framework				
Objective 1 Increase the Diversity in the Student Body	Objective 2 Reduce and Eliminate the Achievement/Opportunity Gap	Objective 3 Ensure a Welcoming and Supportive Campus Environment	Objective 4 Increase and Retain Diversity in Faculty and Staff	Objective 5 Build Partnerships with Diverse Communities
<p>Goal Assist the college to develop new and strengthen existing recruitment & marketing initiatives.</p>	<p>Goal Assist the college to develop a shared vision that will lead to an investment in college-wide innovative, data-informed and effective high-impact programs and service delivery systems that are specifically designed to improve completion rates of underrepresented students as measured by college benchmark data.</p>	<p>Goal Enhance diversity and cultural competence among employees, students and the community.</p>	<p>Goal Develop a formal process to identify and implement best practices/promising initiatives for recruitment & retention of diverse employees.</p>	<p>Goal Intentionally build and strengthen relationships with community leaders.</p>

OBJECTIVE #1 – Increase the Diversity of SCC’s Student Body

GOAL #1: Assist the college to develop new and strengthen existing recruitment & marketing initiatives.

#	Initiative/Strategy	Primary Stewards	Major Action Steps	Measures of Success	Completion Target
1	1.1.1. Apply for the federal TRIO Educational Opportunity Center Grant. The program goal is to increase the number of underrepresented adults to enroll in postsecondary institutions within the region over a five year period.	Diversity, Research & Effectiveness Student Affairs	Create a collaborative effort to pursue external funding that will support college strategic underrepresented student recruitment and college grant funding goals.	Application submitted	Spring 2016
2	1.1.2. Support the efforts of College Admissions & Advising to strengthen recruitment initiatives that meet & exceed college continuous improvement & SCC diversity benchmark goals.	Diversity, Student Affairs	Partner and support Admissions; document current & planned efforts; work collaboratively to plan & implement innovative, data informed practices, decision-making & community partnerships that target diverse communities; assist to connect Admissions diversity recruitment initiatives to college-wide shared vision & continuous improvement efforts.	Exceed Strategic Framework Performance Measure FY 17- (13.7%)	Fall 2018, on-going
3	1.1.3. Support college efforts to update & refine the college strategic Marketing Plan targeting underrepresented groups, those without postsecondary credentials & low-income neighborhoods thereby, increasing community & K-12 exposure to & participation in broad post-secondary educational programs & resources.	Diversity, Marketing & Recruitment Committee (MRC)	Partner with MRC; assist in the development of a shared college vision related to marketing approach, goals and materials for the specific needs of underrepresented communities.	College Marketing Plan goals, expectations and deliveries will include specific demographic targets essential to broad diverse community needs.	Summer 2018, on-going
4	1.1.4. Support college-wide processes to ensure meaningful, inclusive and integrated enrollment management planning and actionable goals.	Diversity, Enrollment Management Committee, VP Academic & Student Affairs & CFO, CSO, IR	CDO will participate on Enrollment Management Committee; assist in the planning process to align diversity goals within college strategic enrollment plan.	The college-wide Enrollment Management Plan will be strengthened and fully integrated with goals supporting positive diverse student outcomes.	Spring, 2019
5	1.1.5. Support and collaborate with College Secondary Relations (CSR) to enhance targeted to diverse communities, K-12 school partnerships.	Diversity, CSR, Research & Effectiveness	Review demographics, community needs, coordinate joint programming and events; review and apply for grant opportunities to increase funding to support summer camps & other programming that strengthen recruitment and college preparedness including support of nontraditional students in non-traditional careers (STEM or any area that had less than 25% of one gender employed in that field).	Joint activities planned and implemented in partnership with CSR Coordinator, Continuous review of funding opportunities provided by Research & Effectiveness	Spring 2018, on-going

OBJECTIVE #2 – Reduce and Eliminate the Achievement/Opportunity Gap

GOAL #1: Assist the college to develop a shared vision that will lead to an investment in college-wide innovative, data-informed and effective high-impact programs and service delivery systems that are specifically designed to improve completion rates of underrepresented students as measured by college benchmark data.

#	Initiative/Strategy	Primary Stewards	Major Action Steps	Indicators of Success	Completion Target
1	2.1.1. Continuously review and utilize college data, college plans & Strategic Framework Performance Measures to intentionally & consistently develop the baseline, rationale, and college commitment to plan for, seek out and ultimately implement new college-wide, high quality, services, programming & approaches designed to improve outcomes (persistence & graduation rates) for underrepresented students.	Diversity, All formal College Committees, AQIP Project Team, First Year Initiatives Planning, VP of Academic & Student Affairs	Communicate with college-wide committee structures to provide information, best practices and data to assist them to make informed decisions, strengthen strategic plans and formal continuous improvement efforts that include diversity goal inclusion, activities and implementation process correspondence.	Updated college-wide plans and processes that are congruent with college and Charting the Future diversity goals and outcomes.	Fall 2019
2	2.1.2. Support the comprehensive review of the Supplemental Instruction Model as a promising approach for college-wide adoption of the model designed to have a positive impact for underrepresented students through the targeting (and support of enrolled students) of high- risk courses (i.e., high enrollment, low grades, high Drop, Withdraw, and Fail rates) rather than defining and targeting students as "high-risk."	Academic Support Center (ASC), Student Engagement & Success (SES) Committee, Diversity Committee, VP Academic & Student Affairs	Partner with ASC & SES to review model to include: staff training, certification, costs, pilot potentials, implementation criteria, expected outcomes, etc. required to consider college-wide adoption.	Jointly established Supplemental Instruction model replication standards & recommendations to the college administration.	Fall 2017
3	Partner with communities, families, multicultural populations, nontraditional-aged students, first generation students, veterans, LGBTQ, those with disabilities and others traditionally underserved by higher education to assist the committee and college to improve college readiness, recruitment, and student success.	Diversity Committee	Seek representation of traditionally underserved community members and students to serve and participate on the diversity & inclusion committee.	A broad representation of diverse groups will participate in efforts to improve college readiness, recruitment and student success programming.	Fall 2016, On-going
4	2.1.4. Partner with the College Readiness (CRC) Committee to design and implement a college plan that will support effective developmental instruction that is fundamental to success among underrepresented students in college-level courses.	Diversity Committee & College Readiness Committee	Ensure diversity committee representation on CRC; support the development & implementation of CR strategies and pathways that will improve retention & student success on behalf of underrepresented students.	A college-wide CR Plan will be designed & implemented that includes strategies that will optimize underrepresented student educational experiences & outcomes	Fall 2018
5	2.1.5. Continually support, facilitate and integrate college-wide efforts to increase new grant funding and private resources that provide intentional and meaningful academic and social support for improved student success outcomes for underrepresented students.	Diversity, Research & Effectiveness, Student Affairs, North Mankato & Faribault College Foundations	Provide leadership toward the continuous review of new prospects, engagement of the college community, garnering of internal & external support, pursuing opportunities for change	Increased prospects for college-wide grant funding and collaborative efforts with the Foundation offices for scholarship and student success initiatives.	Fall 2016, On-going

OBJECTIVE #3 – Ensure a Welcoming and Supportive Campus Environment

GOAL #1: Enhance diversity and cultural competence among employees, students and the community.

#	Initiative/Strategy	Primary Stewards	Major Action Steps	Indicators of Success	Completion Target
1	3.1.1. Create a quiet/meditation space for students.	Diversity, CFO	A space has already been designated for the Faribault campus. Committee members will seek to engage with administrative efforts to secure NM space and to participate in the room designs and grand opening presentations to the college community.	Welcoming and quiet spaces will be designated and available for student use on both campuses.	Spring, 2017
2	3.1.2. Review and change the college cafe' menu options to include a greater variety of selections for vegan and limited meat/non-pork items.	CFO, Dean of Workforce Development, Diversity	Student members of the D&I committee initiated this discussion. A letter of request from the committee membership was forwarded to the college president and administrative team.	College Administration has agreed to review the Café Menu and make serious efforts to include more vegan and other non-pork selections within the budget constraints of the Café.	Spring, 2017
3	3.1.3. Provide critical and sustainable resources for faculty development to ensure culturally relevant pedagogy.	Diversity, VP Student & Academic Affairs, AASC	Joint funding has been secured for the first phase of this effort. Two college faculty members have been selected to attend the nine-day nationally recognized Anti-Racist Pedagogy Across the Curriculum Workshop at St. Cloud State university in June, 2016.	Trained faculty will make significant contributions to improve teaching and student learning at SCC by incorporating anti-racist pedagogy in their classrooms and work with faculty volunteers. The committee will also seek to eventually offer mini-grants to continue training efforts.	Summer, 2016, Initial training Fall, 2018 Implementation of mini-grant program
4	3.1.4. Work towards the development of a multi-year Intercultural Passport employee development project to offer opportunities for employees to increase cultural, global and diversity awareness and understanding in multiple content areas such as age, behavioral health, gender, culture & race, poverty, disabilities and sexual orientation.	Diversity Committee, Human Resources	Create diversity subcommittee to work towards initial planning and outline of Passport Projects. Seek out the assistance of the system office for recommendations and support. Include "common read" topics and National Heritage Month celebrations within the passport program offerings.	Implement "It's Time to Talk" series in collaboration with the YWCA as the first year effort to establish conversations between staff, faculty and students.	Fall 2019, On-going
5	3.1.5 Support the college to continuously develop library collections with an emphasis on diversity curricular enhancement representing the student population served by the college.	CIO, VP Academic Affairs, Library and Media Services, CDO, Diversity	Meet with Library and Media Services, seek collaboration to expand college website and library offerings with diversity resources for curricular development. Review a selection of academic department Subject or Research Guides on the library website. Offer additional diversity articles, references, videos, web resources, data bases and governmental information content suggestions.	At least three academic disciplines of the SCC web based library Subject/Research Guides will be updated with new diversity related curricular resources.	Fall, 2018

OBJECTIVE #4 – Support College Efforts to Increase and Retain Diversity in Faculty and Staff

GOAL #1: Develop a formal process to identify and implement best/promising initiatives for recruitment and retention of diverse employees.

#	Initiative/Strategy	Primary Stewards	Major Action Steps	Indicators of Success	Completion Target
1	4.1.1. Partner with Human Resources and support the college to choose and implement at least one new and actionable best practice tactic aimed at recruiting diverse employees.	Human Resources, Diversity	Investigate funding sources to hire a faculty Recruiter to leverage resources toward building a diverse talent pipeline for current and future positions. Develop a plan with action steps towards marketing plan completion.	A targeted marketing plan would be developed that may include job fairs, direct candidate sourcing through Linked-in and/or other professional associations. Ideally, the position would also support diversity hiring for administrator level positions.	Fall 2017
2	4.1.2. Partner with Human Resources and support the college to develop at least one new and actionable best practice tactic that is aimed at retaining diverse employees.	Human Resources, Diversity	Partner with Human Resources to define the tactic and to work collaboratively to ensure implementation.	An Employee Retention Plan will be developed.	Fall 2019
3	4.1.3. Support the college in the development of cultural competency and diversity training and professional competency goals to be included in formal staff and faculty professional development plans.	Human Resources, Diversity, College Administration	Partner with Human Resources to define the action steps and work collaboratively to achieve the goals.	All employee professional development Plans will contain diversity professional competency goals and expectations.	Fall 2018

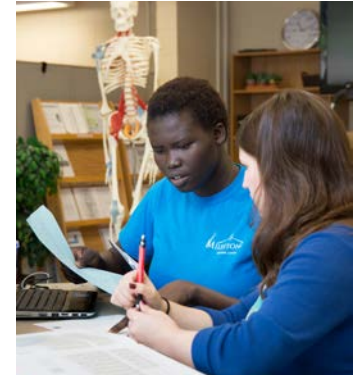
OBJECTIVE #5 – Build Partners

GOAL #1: Intentionally build and strengthen relationships with diverse community leaders and organizations.

#	Initiative/Strategy	Primary Stewards	Major Action Steps	Indicators of Success	Completion Target
1	5.1.1. Be active partners with the Greater Mankato Diversity Council (GMDC) through encouraging SCC employees to be facilitators and supporting GMDC events throughout the year.	Diversity Committee, Current GMDC members, Campus Community	Current SCC members will seek out additional volunteers.	Increased participation and support of the GMDC initiative.	Spring 2016
2	5.1.2. Support community diversity efforts & represent SCC on GMDC and Faribault Diversity Coalition Boards	Chief Diversity Officer	Complete the board membership requirements	Board membership	Fall 2016

KEY TERMS & DEFINITIONS

SCC's Diversity Statement serves as the basis for the college's diversity planning. It expresses the college's fundamental understanding of diversity and our approach to supporting multiculturalism. The statement is reflective of the mission of South Central College which is committed to fostering a campus environment of inclusion, knowledge, and understanding in which faculty, staff, and students learn to value diversity and to respect individual differences that enrich our college community. Several key concepts guide SCC's diversity planning process. These concepts are provided below.



Diversity

Diversity reflects the extent to which an environment represents a variety of individuals and groups. Organizations differ in how broadly they conceptualize diversity. At SCC, diversity is viewed in very broad terms to include categories ranging from ethnicity to educational level to physical ability. This understanding is rooted in two sources: the Higher Learning Commission's Statement on Diversity and the Minnesota System of Colleges and Universities' definition of diversity.

The Higher Learning Commission's Statement on Diversity

"Diversity is represented in many forms, ranging from differences in organizational mission and educational levels to differences in the ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity of those who attend and work in the organizations. Individual and group differences add richness to teaching similarities in a variety of ways, including through the processes of discovery and exploration, interaction, collaboration, and partnering. In this context, the Commission champions diversity as a value to be upheld, and it looks to its member organizations to promote diversity in both concept and practice as they realize their respective missions." (Source: <http://www.ncahlc.org/information-for-institutions/publications.html>)

MnSCU's Definition of Diversity

"Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds and income. Minnesota State Colleges and Universities system's commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies." (Source: <http://www.diversity.mnscu.edu/resources/glossary/index.html#anchor1576754>)

Key Concepts

SCC's Diversity Statement serves as the basis for the college's diversity inclusion planning. It expresses the college's fundamental understanding of diversity and its approach to supporting equity and inclusion. The statement is reflective of the mission of South Central College which is committed to fostering a campus environment of inclusion, knowledge, and understanding in which faculty, staff, and students learn to value diversity and to respect individual differences that enrich our college community. Several key concepts guide SCC's diversity planning process. These concepts are provided below.

Affirmative Action

Affirmative Action entails specific actions that are designed to eliminate the effects of past discrimination and prevent future discrimination in recruiting, hiring, promoting, and other employment areas. It is one aspect of the federal government's efforts to ensure equal employment opportunity.

Affirmative Action Plan

An Affirmative Action plan is a written document through which management assures that all persons have equal opportunities in recruitment, selection, appointment, promotion, training, discipline, and other employment areas. The plan is tailored to the employer's work force and the skills available in the labor. It prescribes specific actions, goals, timetables, responsibilities, and resources to meet identified needs. The plan is a comprehensive results-oriented program designed to achieve equal employment opportunity rather than merely assure nondiscrimination.

Cultural Competence

Cultural competence refers to the ability to effectively communicate and interact with people from other cultures. Cultural competence involves being aware of one's own worldviews as well as one's attitudes and knowledge of others' worldviews. Cultural competence is vital for creating and strengthening intercultural connections between individuals and groups because it encourages honest and open dialogue and develops flexibility and respect for others' worldviews.



Inclusion

At the most fundamental level, SCC desires to create a collegiate environment that is inclusive of all. Kid’s Together, Inc. provides an excellent definition of inclusion that reflects SCC’s interpretation of this concept: “Inclusion is being a part of what everyone else is, being welcomed and embraced as a member who belongs.” (www.kidstogether.org/inclusion.htm)

The goal of inclusion was at the forefront of the planning process; the planning committee ensured this by comprehensively addressing several aspects of the college including curricular and co-curricular initiatives, student engagement activities, facility planning, cultural competency training, human resource policies and procedures, and community engagement efforts.

Inclusive Excellence

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

Williams, et. al (AAC&U)

Multiculturalism

Multiculturalism refers to ways in which an organization supports and honors diversity. Multiculturalism refers to the importance of recognizing and valuing multiple cultures and honoring their practices and beliefs. The goal is to create an environment in which individuals and groups feel free to practice their cultural beliefs and customs without the pressure to adapt to the established institutional culture. SCC seeks to support multiculturalism by creating an inclusive college environment.



Underrepresented Students

SCC's definition of underrepresented students is driven by two of SCC's principle funding sources—MnSCU and TRiO /Student Support Services programming—which guide many of SCC's current initiatives and programming decisions.

To participate in the TRiO/SSS program a student must meet at least one of the following eligibility requirements set forth under Title IV of the Higher Education Act:

Be a first-generation college student (neither of one's parents graduated from a U.S. four-year institution)

Be a low-income college student (based on the income levels set forth by the U.S. Department of Education and verified by an income tax return)

Have a documented disability

To be considered underrepresented by MnSCU a student must meet at least one of the following criteria:

Be a first-generation college student (neither of one's parents received any post secondary education)

Be a low-income college student (based on whether the student is Pell Grant eligible)

Be a student of color

In specific instances, other groups of students may be considered underrepresented.

For example, in a traditionally female discipline, males may be considered underrepresented.

Diversity Committee Members

Dr. Annette Parker, College President

Fanah Adam, Academic Advisor

Dr. Kirstin Cronn-Mills, English Instructor

Jane Greathouse, Psychology Instructor

Nicole Hamilton, Assistant Director of Student Life

Elaine Hardwick, Interim Director of Student Life

Bukata Hayes, Executive Director, Greater Mankato Diversity Council

Fatima Hersi, Student

Dr. Mitzi Kennedy, Chief Diversity Officer, TRIO Director

Al Kluever, Security Director

Teresa Neubert, English and Study Skills Tutor

Dawn Pearson, Human Resources Director

Tracy Stokes-Hernandez, TRIO Advisor

Wes Taylor, Multimedia Instructor

Xavion Turey, Math and Chemistry Tutor

Ricki Walters, Regional Investigator

Dr. Peter Wruck, VP Research & Institutional Effectiveness