

Strategic Inclusion Plan
2016-2019

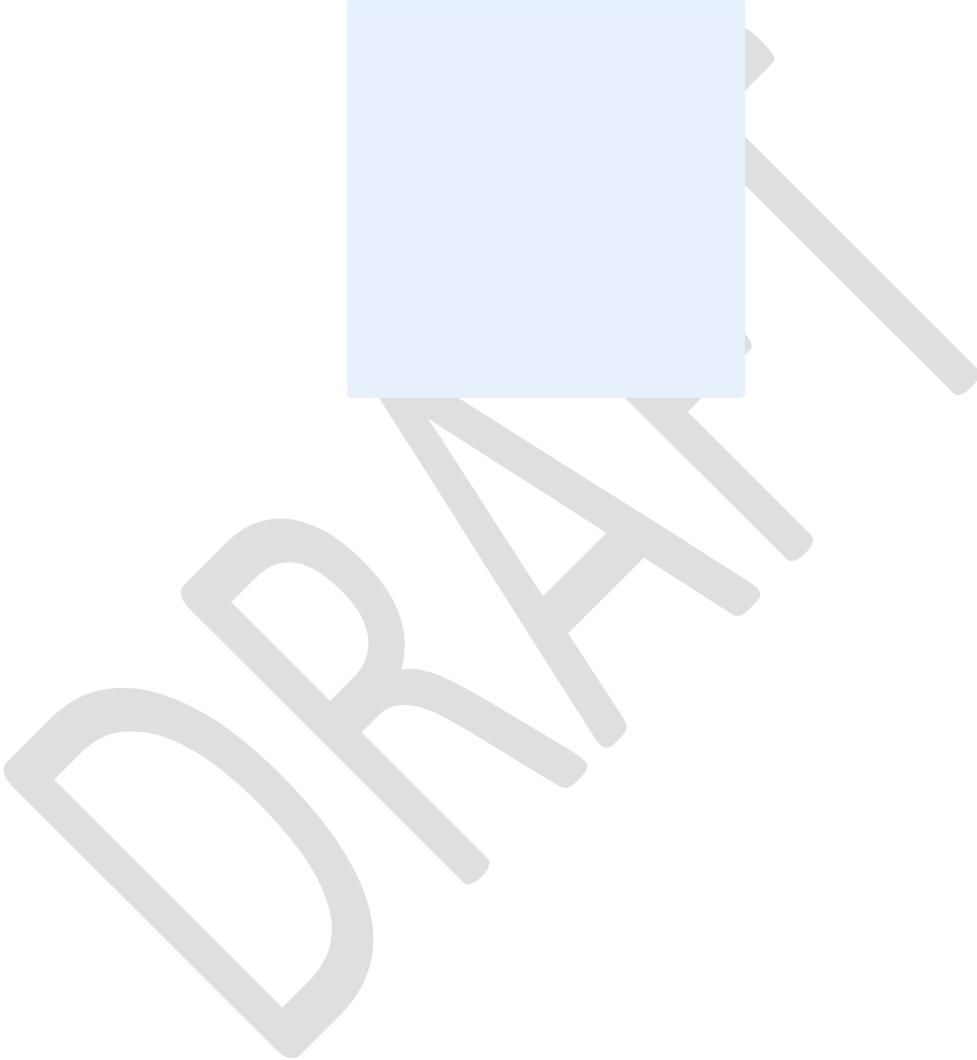


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INTRODUCTION

South Central College provides a welcoming atmosphere for all students, visitors, and employees. Each of us 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 Diversity Plan is an important next step to further identify the education and training needs, environmental improvements, and institutional changes necessary to advance our development and truly prepare our 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 actively works to create a more inclusive environment that is welcoming, respectful, and supportive of diverse individuals, experiences, and perspectives. Diversity is important for many reasons:

- Diversity 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.
- Diversity prepares 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 may be better human beings.

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 diversity 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 Committee

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.

Key Concepts

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.

OBJECTIVES

OBJECTIVES for Inclusive Core Theme			
Objective #1	Objective #2	Objective #3	Objective #4
<p>SCC Provides educational options that prepare students for entry into the workforce, career advancement, and academic transfer opportunities.</p>	<p>SCC provides educational opportunities that develop our students' ability to understand and evaluate personal, social, civic and global perspectives.</p>	<p>SCC fosters a welcoming environment that cultivates a sense of respect and appreciation for differences.</p>	<p>SCC promotes the economic, cultural and intellectual development of the community through collaborations with our stakeholders.</p>
<p>Access, Equity, & Opportunity</p>	<p>Curriculum & Learning for Intercultural Competence</p>	<p>Supportive Campus Environment</p>	<p>Mapping and Assessment of Diversity Needs</p>

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South Central College Inclusion Plan Framework

Objective #1 Access, Equity, & Opportunity	Objective #2 Curriculum & Learning for Intercultural Competence	Objective #3 Supportive Campus Environment	Objective #4 Mapping and Assessment of Diversity Needs
<p>Goal #1 Increase the diversity of SCC's student population by developing new and strengthening existing recruitment initiatives.</p>	<p>Goal #1 Enhance diversity and cultural competence among employees, students and the community through comprehensive and sustained diversity trainings and programming.</p>	<p>Goal #1 Increase the diversity and retention of faculty and staff at SCC.</p>	<p>Goal #1 Implement diversity mapping and assessment of diversity needs.</p>
<p>Goal #2 Develop and implement student support systems to improve retention and success rates of underrepresented students.</p>	<p>Goal #2 Develop and maintain culturally competent faculty and staff at SCC.</p>		

OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY

GOAL #1: Increase the diversity of SCC’s student population by developing new and strengthening existing recruitment initiatives.

Student Access Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
Information	1	1.1.1 - Ensure partnerships with key area high schools and Adult Basic Education are made.	Student Affairs, Secondary Outreach Coordinator	Enrollment Management Committee, Marketing & Recruitment Committee	Fall 2016
	2	1.1.2 - Use data and research to strengthen recruitment initiatives and outcomes.	Student Affairs	Marketing and Recruitment Committee	Fall 2016
	3	1.1.3- Collaborate with area K-12 schools to improve recruitment and college preparedness.	Student Affairs, Secondary Outreach Coordinator	Student Affairs, Area K-12 School Board Members	Fall 2017
Outreach Services	5	1.1.4- Apply for grants to host summer campus to strengthen recruitment of nontraditional students in	Student Affairs, Secondary Outreach Coordinator	Office of Research and Institutional Effectiveness	Fall 2017

		careers by gender (any area that had less than 25% of one gender employed in that field).			

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OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY

GOAL #2: Develop and implement student support systems to improve retention and success rates of underrepresented students.

Student Persistence Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
Data Collection	1	1.2.1 – Understand current enrollment (headcount) and retention rates for underrepresented students.	Diversity Committee	Office of Research and Institutional Effectiveness	Fall 2016
	2	1.2.2 – Understand Accuplacer assessment scores, and therefore, the needs of underrepresented students.	Diversity Committee	Student Affairs	Fall 2016
	3	1.2.3 – Utilize the data intentionally to develop the baseline, rationale, and commitment to implement new college-wide approaches	Diversity Committee, Dean of Student Affairs	Office of Research and Institutional Effectiveness, Student Affairs, TRIO, Academic Deans	Spring 2017

		towards providing underrepresented student support programming.			
Mentoring, Support Services & Advising	4	1.2.4 – Actively engage and co-plan with key staff to implement joint responsibility to strengthen retention initiatives and outcomes.	Diversity Committee, Student Engagement Committee, Student Affairs First Year Initiative AQIP Project Team	Student Engagement Committee, First Year Initiative AQIP Project Team, Student Affairs	Ongoing
	5	1.2.5 - Ensure there is a formal SCC training plan that aligns with best practices when working with underrepresented students.	Diversity Committee, Chief Diversity Officer, Dean of Student Affairs	Student Affairs, Student Engagement Committee	Fall 2017
	6	1.2.6 - Ensure that Access and Opportunity funding is used to partner with communities, families, multicultural populations, nontraditional-aged students, first generation	Director of Admissions and Advising	Student Affairs, Communities, families, K-12 School Board Members	Spring 2017

		students, veterans and other groups traditionally underserved by higher education to improve college readiness recruitment and student success.			
Financial Support	7	1.2.7- Find ways to offer nontraditional student scholarships.	Diversity Committee	South Central College Foundations, Financial Aid Office	Fall 2016
	8	1.2.8- Explore ways to increase funding opportunities that provide academic and social support for nontraditional students.	Diversity Committee	South Central College Foundations,	Fall 2016

OBJECTIVE #2 – CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE

GOAL #1: Enhance diversity and cultural competence among students, employees and the community through comprehensive and sustained diversity trainings and programming.

Student Learning Need	#	Action Steps	Primary Stewards	Partners	Completion Target
Intercultural Courses	1	2.1.1 - Intentionally build and strengthen relationships with community leaders from diverse cultures to promote understanding, inclusion and culturally competent practices, course offerings, programs and services throughout the college.	Diversity Committee, Academic Deans	Identified Community Partners, Global Committee, Department Chairs	Ongoing
Intercultural Co-Curricular Exposure	2	2.1.2 - Plan and organize events that align with the goals of the diversity plan.	Diversity Committee	Student Life, Global Committee	Ongoing

OBJECTIVE #2 – CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE

GOAL #2: Develop and maintain a culturally competent faculty and staff at SCC.

Employee Learning Need	#	Action Steps	Primary Stewards	Partners	Completion Target
Intercultural Exposure	1	2.2.1- The President and Chief Human Resource Officer will define the level of institutional; diversity leadership and accountability by developing a job description for the college's Chief Diversity Office (CDO) and hire someone in that position.	College President, Human Resource Director	Diversity Committee	Fall 2016
	2	2.2.2- Place the CDO on the college's executive leadership team.	College President	Diversity Committee	Fall 2016
	3	2.2.3- Provide the CDO with a budget and decision-making authority.	College President	Diversity Committee	Fall 2016
	4	2.2.4 - Define a shared	College President,	Academic Deans, Chief	Fall 2016

		meaning of “culturally competent” at SCC.	Chief Diversity Officer	Diversity Officer	
	5	2.2.5 - Develop a comprehensive cultural competency program for all employees of SCC.	Chief Diversity Officer, Human Resources	Academic Deans	Fall 2017
	6	2.2.6- Develop meaningful partnerships and involvement with leaders from diverse cultural backgrounds.	Chief Diversity Officer, Diversity Committee	Student Affairs	Fall 2017
	7	2.2.7- Expand college website and library offerings with diversity and multicultural resources for faculty, staff, and administrators as a diversity clearinghouse for electronic data, training and	Diversity Committee, Chief Diversity Officer	Global Committee, IT, Library Staff	Fall 2017

information.

OBJECTIVE #3 – SUPPORTIVE CAMPUS ENVIRONMENT

GOAL #1: Increase the diversity and retention of faculty and staff at SCC.

Need	#	Action Steps	Primary Stewards	Partners	Completion Target
Recruitment & Hiring	1	3.1.1- Develop a process to identify and implement best practices/promising initiatives for recruitment of diverse employees.	Diversity Committee	Human Resources	Fall 2016
	2	3.1.2 – Request that human resources provide an update to all advertising language to ensure a comprehensive diversity message.	Diversity Committee	Human Resources	Fall 2016
	3	3.1.3 – Develop hiring protocol with policies and procedures to be followed for each South Central College staff and faculty vacancy.	Diversity Committee	Marketing & Human Resources	Fall 2016
Retention	4	3.1.4 – Communicate the	College President,	Human Resource	Fall 2016

		institutional expectation that discrimination, harassment and retaliation at any level will not be tolerated.	Chief Diversity Officer	Director, Diversity Committee	
5	3.1.5-	Communicate the rights and responsibilities of staff, faculty and students including processes and procedures related to the harassment policy.	Human Resources, College Investigator	Chief Diversity Officer	Fall 2016
6	3.1.6 –	Create a culture of inclusion by hosting events to cultivate relationships.	Diversity Committee	Faculty, Staff, Identified Community Partners	Ongoing

OBJECTIVE #4 – Diversity Mapping and Assessment of Diversity Needs

GOAL #1: Implement Diversity Mapping and Assessment of Diversity Needs.

Campus Need	#	Action Steps	Primary Stewards	Partners	Completion Target
Conduct Diversity Mapping	1	4.1.1- SCC and the diversity committee will determine the best method and use it to to conduct a mapping/evaluation of assessment of the college’s diversity needs and barriers, and to assist the college in establishing clear and relevant goals for institutional diversity efforts.	College President, Chief Diversity Officer, Diversity Committee	Research & Institutional Effectiveness	Spring 2017
Implement Diversity Needs Identified from Mapping	2	4.1.2- The Diversity Committee will establish a sub-committee to work with the President and her administrative team to fund college-wide mapping/evaluation, and initiatives that grow out of that assessment.	Chief Diversity Officer, Diversity Committee	College Campus Community	Fall 2017

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>)

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.

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.

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)

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.

Underrepresented Students

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 student may be considered underrepresented.

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

Diversity Committee Members

Dr. Annette Parker

Fanah Adam

Elaine Hardwick

Nicole Hamilton

Bukata Hayes

Fatima Hersi

Dr. Mitzi Kennedy

Al Kluever

Dr. Kirstin Cronn-Mills

Teresa Neubert

Dawn Pearson

Tracy Stokes-Hernandez

Wes Taylor

Xavion Turey

Ricki Walters

Dr. Peter Wruck

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