Colleagues,

In 2019, Minnesota State launched the ambitious Equity 2030 plan that sought to eliminate educational equity gaps at all Minnesota State colleges and universities by the year 2030. At South Central College, we were already embracing this work through our participation in the Achieving the Dream program and development of our own Just 1 More initiatives. These initiatives were embedded in our Strategic Plan, which examined the institutions vision, mission, values and institutional priorities.

One of these priorities, was to develop a Diversity, Equity, and Inclusion plan that aligns all of this work and lays the plan to get to Equity 2030. Our Equity by Design Planning Team, consisting of faculty, staff and students, worked diligently to construct this Diversity, Equity, and Inclusion plan, which will take us from FY22 through FY25 and aligns with our Strategic Plan, which carries us through FY24.

This Diversity, Equity, and Inclusion plan will serve as the basis for our work in this area over the next four years. As an active living, breathing document, it may need to be updated as the needs of our students continue to evolve. Whatever iterations it takes, our Diversity, Equity, and Inclusion plan will continue to focus on making a difference Just 1 More student at a time.

Thank you for your commitment to our college, our communities, and especially our students.

Appreciatively,

Dr. Annette Parker

South Central College President
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Mission
South Central College provides an accessible and inclusive learning environment that cultivates student success and advances regional economic development.

Vision
South Central College will be the region’s leading institution in preparing students for the global marketplace by creating an inclusive environment and providing academic, technical, and professional resources to pursue their chosen career, educational, and personal goals.

Values
- **Learning** | Recognizes the effects of lifelong intellectual, professional, and personal learning
- **Equity** | Honors diversity, equity, and inclusion by recognizing every person’s worth and potential
- **Integrity** | Operates with ethics and transparency in all interactions
- **Communication** | Practices relevant, respectful, timely, and effective communication
- **Collaboration** | Values collaboration and believes that teamwork promotes unity and shared purpose
- **Innovation** | Embraces continuous improvement and opportunities

Institutional Priorities
Due to existing institutional priorities, interests of the college’s leadership, and state standards, there are four strategic priorities that frame the strategic plan:

1. **JUST 1 MORE**
2. **REGIONAL & CULTURAL PARTNERSHIPS & INNOVATION**
3. **CURRICULAR PATHWAYS**
4. **INSTITUTIONAL EFFECTIVENESS**

Land Acknowledgment
South Central College acknowledges the ancestral, cultural, and traditional lands of Indigenous people. In Minnesota, there are seven Anishinaabe (Chippewa, Ojibwe) and four Dakota (Sioux) communities. In their honor, we will continue to help educate our college as well as our communities about their history, experiences, culture, and their intimate connection to this land. South Central College is committed to efforts that recognize and support the Indigenous Nations, Indigenous peoples, and our Indigenous students.
Timeline

**2020**
- **LAUNCH OF THE STRATEGIC DIVERSITY, EQUITY, AND INCLUSION PLAN**
  - July 1, 2022

**2021**
- **FORMALIZED TEAM**
  - Developed team comprised of faculty, staff, students, and administrators
  - August 20, 2020
- **BEGAN FORMALIZING PLAN**
  - Added two additional faculty members and one student
  - July 28, 2021
- **CAMPUS & SYSTEM TRAININGS**
  - From Fall 2020 through Spring 2021
  - Disaggregated Data
  - Building Capacity
  - Develop Equity Mindfulness
  - October 1, 2020

**2022**
- **FINALIZED OBJECTIVES**
  - Cabinet Review and edits
  - Campus Review and edits
  - Final Team Review and Cabinet Approval
  - January 31, 2022
Introduction

Each member of the South Central College community contributes to our 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 the importance of all areas of the college. This Strategic Diversity, Equity and Inclusion Plan is an important step to furthering the institution's priorities as it pertains to Goal 1, Goal 3, and Goal 5. For additional information, please see the 2020-2024 Strategic Plan and our Just1More initiatives.

Community Colleges are designed to meet the needs of the community, warranting the inclusion of multiple voices in the development of the strategic plan. The college's leaders acknowledged the diversity of needs, opinions, and perspectives that must be heard and considered in order to develop a strategic plan that meets the needs of everyone impacted. South Central College provides a welcoming atmosphere for all students, visitors, and employees.

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 by embracing 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.
Equity 2030 aims to eliminate educational equity gaps at all Minnesota State colleges and universities by 2030.

In 2015, Minnesota’s state legislature established an important goal for increasing the educational attainment of its population: by 2025, 70% of adults aged 25 to 44 across all racial and ethnic groups would have attained a postsecondary certificate or degree.

At the time the goal was established, around 60% of Minnesota’s population aged 25 to 44 held a postsecondary certificate or higher-level credential. However, severe racial equity gaps in educational attainment still exist. Given the demographic shifts within the state, it is critical that these equity gaps be closed in order to reach Minnesota’s 70% attainment goal.
Equity by Design (EbD) is a methodology to understand and address disparities and move towards meaningful institution (system) wide multifaceted equity-minded practices. The methodology is influenced by the research and literature of Dr. Estela Bensimon at the Center for Urban Education, University of Southern California. This methodology is data informed, influences organizational development, prepares institutions to be student-ready and prioritizes equity in academic outcomes. SCC conducts EbD through our Achieving the Dream efforts and the Decision Making Framework.

**Equity by Design Methodology**

- **Awareness of Inequality and Initiating EbD**
- **Data Examining Disparities in Black, Indigenous, and people of color (BIPOC) Student Outcomes**
- **Student Facets: Experiences and Needs**
  - Non-Classroom Institutional Factors
  - In-Classroom Factors and Experience
- **Changes in Practices and Interventions**
- **Equity Minded Inquiry and Exploration** (Perspective, Professional Development, Resources)
Objectives

1. Assist the college in addressing issues of diversity, equity, and inclusion to support the fulfillment of the mission and vision.

2. Develop a formalized process to help identify and implement promising best new practices for recruitment and retention of diverse employees and students.

3. Achieve a more integrated approach to inclusiveness that builds on prior diversity models and operates in a strategic, evidence-based, and data-driven manner for curriculum.

KPI Alignment Legend*

<table>
<thead>
<tr>
<th>SP</th>
<th>Systems Portfolio</th>
<th>EQ1</th>
<th>Student Academic Success</th>
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</thead>
<tbody>
<tr>
<td>J1M</td>
<td>Just 1 More</td>
<td>EQ2</td>
<td>Student Success: Engagement and Support</td>
</tr>
<tr>
<td>SEMP</td>
<td>Strategic Enrollment Management Plan</td>
<td>EQ3</td>
<td>Workforce Diversity and Talent Development</td>
</tr>
<tr>
<td>SS</td>
<td>Minnesota State System Objective of Student Success</td>
<td>EQ4</td>
<td>Financial Resources and Support</td>
</tr>
<tr>
<td>IS</td>
<td>Minnesota State System Objective of Institutional Sustainability</td>
<td>EQ5</td>
<td>Enhanced Access</td>
</tr>
<tr>
<td>DV</td>
<td>Minnesota State System Objective of Diversity</td>
<td>EQ6</td>
<td>Data-Guided Decision Making</td>
</tr>
</tbody>
</table>

*Source: South Central College Strategic Plan | FY20 - FY24
# The Strategic Diversity, Equity and Inclusion Plan

## OBJECTIVE 1

Assist the college in addressing issues of diversity, equity, and inclusion to support the fulfillment of the mission & vision.

<table>
<thead>
<tr>
<th>Strategic Priority &amp; KPI</th>
<th>Initiative/Strategy</th>
<th>Primary Stewards</th>
<th>Major Action Steps</th>
<th>Measures of Success</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regional &amp; Cultural Partnerships and Innovations, KPI 4.1</td>
<td>Strategically market to BIPOC students and recommend intentional recruitment initiatives to support Student Affairs as requested</td>
<td>Marketing, Admissions, Student Affairs</td>
<td>Establish quarterly meetings or open sessions for the college to view additional efforts. Collaborate with admissions team the for additional recommendations. Increased marketing visibility on additional social media platforms</td>
<td>Asses and review set by the Strategic Enrollment Management Plan</td>
</tr>
<tr>
<td>2</td>
<td>Institutional Effectiveness KPI 7.1</td>
<td>Collaborate with admissions, advising, and faculty to root out biases and policies harmful to student success</td>
<td>Office of Diversity, Equity &amp; Inclusion, Strategic Enrollment Management Committee (SEM)</td>
<td>CDO will participate on Strategic Enrollment Management Team; assist in the planning process to align diversity goals within college strategic enrollment plan.</td>
<td>In accordance with the SEM plan, a reduction in SCC's achievement gap and the increase in persistence with diverse student populations</td>
</tr>
<tr>
<td>3</td>
<td>Curricular Pathways KPI 5.5</td>
<td>Support and collaborate with the Director of Secondary Relations to expand outreach within Perkins consortium for BIPOC students</td>
<td>Secondary Relations, Office of Diversity, Equity &amp; Inclusion</td>
<td>Review demographics and community needs. Coordinate joint programming and events.</td>
<td>Increased BIPOC student participation in Perkins increased by 3%</td>
</tr>
<tr>
<td>4</td>
<td>Institutional Effectiveness KPI 7.1</td>
<td>Collaborate with the CTLE, Online Education Committee and the Academic Support Center to explore viable options for student acceptability</td>
<td>CTLE, Online Education Committee, Director of Academic Support Center, Office of Diversity, Equity &amp; Inclusion</td>
<td>Review options such as ALLY and other technological CRM’s to create and support additional acceptability needs for students</td>
<td>Review and recommend options to Cabinet</td>
</tr>
<tr>
<td>5</td>
<td>Institutional Effectiveness KPI 7.3</td>
<td>Be active partners with the Greater Mankato Diversity Council (GMDC) by encouraging SCC employees to be facilitators and supporting GMDC events throughout the year.</td>
<td>Office of Diversity, Equity &amp; Inclusion</td>
<td>Develop and maintain effective communication with monthly updates from the Greater Mankato Diversity Council (GMDC) to SCC</td>
<td>5% increase of SCC employees participation in GMDC events</td>
</tr>
</tbody>
</table>
## OBJECTIVE 2

Develop a formal process to identify and implement best practices and promising initiatives for the recruitment and retention of diverse employees and students

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1 Institutional Effectiveness KPI 7.1</td>
<td>Implement consistent AVISO Training opportunities that cater to predictive models of underrepresented students for academic and student affairs respectively</td>
<td>Research &amp; Institutional Effectiveness, Director of Student Success</td>
<td>Partner with ASC &amp; SES to review model to include: staff training, certification, costs, pilot potentials, implementation criteria, expected outcomes, etc. required to consider college-wide adoption</td>
<td>Jointly established Supplemental Instruction model replication standards &amp; recommendations to the college administration.</td>
<td>Fall 2024</td>
</tr>
<tr>
<td>2 Regional and Cultural Partnerships and Innovation KPI 3.4</td>
<td>Partner with Director of Student Success and RIE to deliver Under the Hoods focused on examining and explaining what predictive model means for specialized populations such as BIPOC, LGBTQ, and Veterans</td>
<td>Office of Diversity, Equity &amp; Inclusion, Director of Economic Development</td>
<td>Seek representation of traditionally underserved community members and students to serve and participate on the diversity &amp; inclusion committee</td>
<td>One to two Under the Hood sessions per semester and/or monthly Connections announcements in conjunction with RIE</td>
<td>Spring 2023, Ongoing</td>
</tr>
<tr>
<td>3 Institutional Effectiveness 7.2</td>
<td>Partner with Human Resources to develop at least two innovative strategies for recruiting diverse employees</td>
<td>Human Resources</td>
<td>Examine current Human Resources practices for employee retention and advancement</td>
<td>Implementation of Employee Retention Plan</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>4 Institutional Effectiveness 7.2</td>
<td>Provide faculty and staff at least two professional development opportunities for DEI related topics that include: gender, ethnicity, age, disability and veteran topics</td>
<td>Human Resources, Office of Diversity, Equity &amp; Inclusion</td>
<td>Collaborate to search in state opportunities for development</td>
<td>Increase employee participation by 2% to 5%</td>
<td>Fall of 2023</td>
</tr>
<tr>
<td>5 Regional &amp; Cultural Partnerships KPI 3.4</td>
<td>Assist Human Resources when asked regarding the development and implementation of SCC Affinity Groups for LGBTQA and BIPOC employees</td>
<td>Human Resources, Office of Diversity, Equity &amp; Inclusion</td>
<td>Meet with Human Resources with to help define outcomes for Affinity groups</td>
<td>Implementation of both Affinity groups with designated time</td>
<td>Spring 2023</td>
</tr>
</tbody>
</table>
### OBJECTIVE 3

Achieve a more integrated approach to inclusiveness that builds on prior diversity models and operates in a strategic, evidence-based, and data-driven manner for curriculum

<table>
<thead>
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<tbody>
<tr>
<td>1 J1M KPI 1.2</td>
<td>Develop and implement diversity centers (one for each campus) to assist with persistence efforts. Seek additional opportunities to staff centers</td>
<td>Office of Diversity, Equity &amp; Inclusion, VP of Finance and Operations</td>
<td>Open both centers by fall term with at least one designated staff member and work study students</td>
<td>Conduct surveys, measure involvement usage numbers/engagement from students</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>2 Curricular Pathways KPI 5.5</td>
<td>Provide critical and sustainable resources for faculty development to ensure culturally relevant pedagogy</td>
<td>CTLE, Dean’s Council, Office of Diversity, Equity &amp; Inclusion</td>
<td>Search or request additional funding for conferences, scholarly text books</td>
<td>Train at least one faculty diversity champion for each academic division to help make suggestions and contributions to the Director of DEI and CTLE for seeking out grant funding for external training efforts.</td>
<td>Spring 2024</td>
</tr>
<tr>
<td>3 Institution Effectiveness KPI 7.1</td>
<td>Support for the global education committee for opportunities for employees to increase cultural, global and diversity awareness and understanding in multiple content areas such as age, behavioral health, gender, culture &amp; race, poverty, and sexual orientation</td>
<td>Global Education Committee, Human Resources, Strategic DEI Planning Team, Greater Mankato Diversity Council</td>
<td>Explore global education committee objectives for each year, provide support for global conference. Collaborate with Human Resources to provide additional workshops regarding gender, culture, and global/local issues</td>
<td>Implement workshops with assistance from GMDC, partner with other system colleges and universities</td>
<td>Fall 2024, Ongoing</td>
</tr>
</tbody>
</table>
The Strategic Diversity, Equity and Inclusion Planing Team

Dr. Annette Parker  |  President, South Central College
Dr. Narren Brown  |  Vice President of Research & Institutional Effectiveness/Faribault Campus Dean
James Brady  |  Automotive Service Faculty
Andrea Calderon  |  Student Affairs Generalist
Dr. Dimitria Harding  |  Dean of Health Sciences and Career and Technical Education
John Harper  |  Director of Diversity, Equity and Inclusion
Mohamed Asladig  |  Executive Director, Greater Mankato Diversity Council
Kanesha Clifton  |  Student
Brian Tieg  |  Director of Human Resources
Dr. Amy Magnus  |  American Indian Studies and English Faculty
Judy Endres  |  Associate Vice President of Student Affairs
Dr. Kimberly Johnson  |  Associate Vice President of Effective Teaching and Learning
Connie Odenthal  |  English Faculty
Taylor Benton  |  North Mankato Student Senate President
Vicky Conadeo  |  Faribault Student Senate President
Sarah Johannsen  |  Student
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.

**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. 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.

South Central College Affirmative Action Goals Plan Snapshot 2020-2022

**Anti-Racism**
Anti-racism is a process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions. It is about taking steps to eliminate racism at the individual, institutional, and structural levels.

**BIPOC**
Acronym for Black, Indigenous, or person of color.

**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.

**Discrimination**
Behavior that treats people unequally because of their group memberships. Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices.
Diversity
Diversity reflects the extent to which an environment represents a variety of individuals and groups. It also encompasses acceptance and respect. It is understanding that each individual is unique, and our individual differences need to be recognized. These can be, but are not limited to the dimensions of race, ethnicity, gender identity, gender expression, sexual orientation, socio-economic status, age, physical/mental ability, religious beliefs, political beliefs, or other ideologies.

Equity
Equity is the proportional distribution of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient or even detrimental to equitable outcomes. More directly, equity is when an individual’s race, gender, socio-economic status, sexual orientation, etc. do not determine their educational, economic, social, or political opportunities. Simply put, equity connotes parity in outcomes; or, the proportional representation of historically marginalized groups in outcomes.
Key Concepts and Definitions

**Equity Gap**
The educational equity gap is a disparity in a metric, such as graduation completion, term-to-term persistence, etc. along racial, ethnic, socioeconomic, geographical or other major demographic grouping. Educational equity gaps can be measured in many areas. The Equity 2030 goal focuses on the credential completion rate for students of color, Indigenous students, low-income students, and first-generation students when compared to majority students. The difference in completion rates for each of those groups of students compared to those students who have enjoyed historical access to and success in higher education is the educational equity gap.

**Inclusion**
Inclusion promotes broad engagement and advances authentic sense of belonging through safe, positive, and nurturing environments. It is about understanding each other and moving beyond simple tolerance to accepting, celebrating and integrating the rich dimensions of diversity contained within each individual. Inclusion is key to eliminating systemic inequality. At the most fundamental level, SCC desires to create a collegiate environment that is inclusive of the diverse needs of internal and external stakeholders. Inclusion also addresses several aspects of our college including curricular and co-curricular initiatives, student engagement activities, facility planning, cultural competency training, human resource policies and procedures, and community engagement efforts.

**Inclusion Excellence**
Inclusive Excellence re-envisions 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 multi-layered 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
Key Concepts and Definitions

Racism

**Racism (cultural)** - Refers to representations, messages and stories conveying the idea that behaviors and values associated with white people or whiteness are automatically better or more normal than those associated with other racially defined groups.

**Racism (institutional)** - Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

**Racism (structural)** - The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.