

NHED

Northeast Higher Education District

Member of Minnesota State Colleges and Universities

Northeast Higher Education District (NHED) 2016 - 2019 INCLUSION & EQUITY PLAN

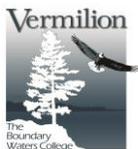
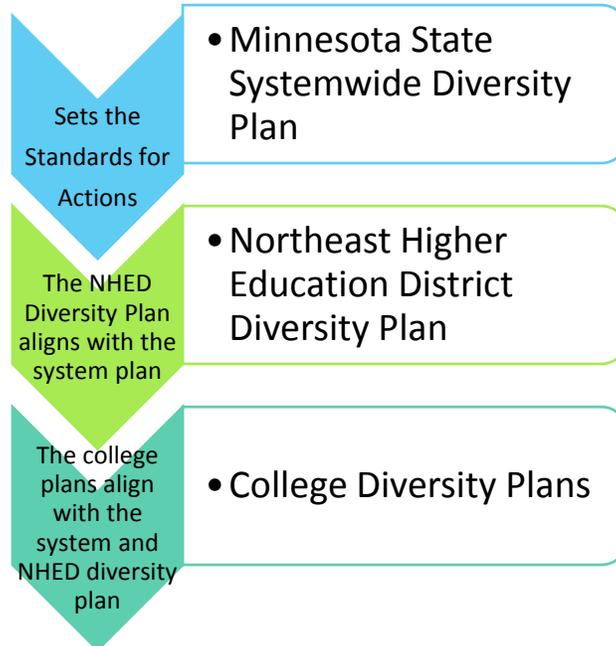


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INTRODUCTION

President's Message

The Northeast Higher Education District is a unique governance structure for five, autonomous yet interdependent, two-year colleges in Northeast Minnesota. Our colleges include: Hibbing Community College, Itasca Community College, Mesabi Range College, Rainy River Community College and Vermilion Community College. Geographically, our rural region consists of over 13,000 square miles in three counties with an economically disadvantaged population with poverty rates well above state averages. Immigrants from 43 ethnic groups helped build a regional economy driven by the region's natural resources.

Our colleges are committed to creating and sustaining a culture and environment that maximizes the potential of all our students, faculty, and staff while at the same time valuing differences. We have a collective obligation to reduce the opportunity and achievement gap of underrepresented students. There are no simple ways to accomplish this. It takes consistent leadership and persistence by many to have a campus culture where all people feel welcome, safe, and valued.

This District Diversity Plan provides a framework of how our colleges need to focus on certain goals and objectives so we continue to improve student success while also providing leadership within the communities that each college serves. Each college has different areas of programmatic and student life focus that result in variability in the type of students they serve as well as the background of faculty and staff. These differences between the colleges are accounted for in each of the five individual college diversity plans. What might be a priority at a more residential college in Ely could be much different than what should be a priority 110 miles away in Grand Rapids.

There is alignment in our planning as each of the college diversity officers, not only lead the planning and implementation of their college plan, but they also come together to lead the planning and implementation of our regional plan. This structure gives us both flexibility and accountability.

I am proud of the work that has been done by our District Diversity Committee while also realizing we are much closer to the beginning than to the end of the journey we have embarked upon to close the opportunity and achievement gap and have more inclusive campus environments.

Sincerely,

William Maki
President

VALUES STATEMENT

Our commitment to diversity will:

Lead our colleges to a learning and working environment that maximizes the potential of all students and employees while acknowledging their unique contributions and differences.

Ensure that our strongly held values of inclusion, respect and acceptance are integrated into our campus culture, policies, procedures and every day interactions.

Promote a sense of responsibility for global citizenship while striving for the greater common good and for optimal learning experience for all communities.

SUMMARY OF GOALS			
Goal #1	Goal #2	Goal #3	Goal #4
ACCESS, EQUITY & OPPORTUNITY	CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE	SUPPORTIVE CAMPUS ENVIRONMENT	COMMUNITY OUTREACH & INVOLVEMENT

Refer to each NHED college diversity work plan for more specific Actions and Indicator/Outcomes

GOAL #1 – ACCESS, EQUITY & OPPORTUNITY

Objective #1: Identify and reduce current opportunity gaps of underrepresented students within the Northeast Higher Education District (NHED) colleges.

Action(s)	Indicator/Outcome	Timeline	Responsible
<p>Sustain current programs (TRIO, Access, Opportunity and Success etc...) that focus on access, opportunity and success for underrepresented groups.</p> <p>Increase pilot and partner initiatives within the NHED colleges such as: Parent Center, Learning Communities, Student Ambassador Program</p> <p>Colleges strive for at least two events/initiatives throughout each academic year of this plan and information is shared at District Diversity Committee meetings.</p>	<p>College grants are successfully managed and renewed.</p> <p>Underrepresented student enrollment and completion rate will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.</p> <p>CCSSE results.</p> <p>Campus Diversity Climate will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.</p> <p>Complete individual assessment of each program to determine effectiveness through means such as surveys, evaluations, etc....</p>	<p>As grant cycles occur</p> <p>Bi-annually</p> <p>Review Annually</p>	<p>NHED Director/Grant Manager TRIO/ SSS Dean/Director of Student Services President’s Cabinet</p> <p>College CDO and Diversity Committees NHED CDO Student Success Committee</p>

Objective #2: Increase the enrollment and academic success rates of underrepresented students in the colleges of NHED.

Action(s)	Indicator/Outcome	Timeline	Responsible
Colleges will continue to develop and enhance recruiting strategies that includes a shared recruiter based in the metro area, researching alternative communication modes and changing technology to reach out to diverse student populations.	Underrepresented student enrollment and completion rate will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.	Review at the end of 2017, 2018, and 2019 Academic Year	Student Success Committee CDO and Diversity Committee President’s Cabinet
Colleges will continue to develop and enhance retention strategies that include additional learning communities and more focused advising for underrepresented students.	Underrepresented student completion and success rates will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.	Review at the end of 2017, 2018, and 2019 Academic Year	Student Success Committee CDO and Diversity Committee President’s Cabinet Advisors

GOAL #2 – CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE

Objective #1: Increase student, staff and faculty educational opportunities in the areas of intercultural competency and appreciation of difference. Widely disseminate this programming to college constituents and partnering agencies and entities.

Action(s)	Indicator/Outcome	Timeline	Responsible
<p>Colleges provide training/events or other resources to help employees develop in these areas</p>	<p>Number of trainings/events provided. Attendance at trainings/events. Attendance increases each year. Resources identified and provided. Increased awareness on inclusion and equity.</p> <p>Campus Diversity Climate will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.</p>	<p>At least two each academic year. Review at the end of 2017, 2018 and 2019.</p>	<p>CDO and Diversity Committee</p>
<p>Host at least two shared professional development trainings/events for each of the five NHED colleges each academic year of this plan. One will be at duty day and one sometime throughout the year. Planned for 2016/2017 Duty Day Topic for faculty and staff: Micro-Aggressions February 2017 for staff, faculty and students: Black History Month Black/Jew Dialogues</p>	<p>Two shared professional development events each academic year. Attendance at events. Increased awareness on inclusion and equity. Evaluation of events.</p> <p>Campus Diversity Climate will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.</p>	<p>At least two each academic year. Review at the end of 2017, 2018 and 2019.</p>	<p>CDO and Diversity Committee NHED CDO President's Cabinet</p>

Objective #2: Increase student diversity awareness through curricular learning opportunities.

Action(s)	Indicator/Outcome	Timeline	Responsible
Start conversations with faculty at shared governance and AASC around enhancing cultural relevant pedagogy.	Engaging conversations occur progressing toward more cultural relevance and awareness in classroom teaching.	Start Academic Year 2016/2017	Faculty President’s Cabinet College AASC’s
Encourage at least one faculty at each NHED College to attend the “Anti-Racist Pedagogy Across the Curriculum” training at St. Cloud State June 2017.	One faculty from each NHED college attends and shares and uses more cultural relevance and awareness in classroom teaching.	June 2017	President’s Cabinet Faculty
Increase on campus student interactions and intergroup dialogues that bridge cultural differences(i.e. Multicultural Clubs, open forums on inclusion and equity topics)	Increased student awareness. More visibility of clubs, cultural events, etc... Campus Diversity Climate will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.	Start Academic Year 2016/2017	CDO and College Diversity Committee Faculty Staff President’s Cabinet

GOAL #3 – SUPPORTIVE CAMPUS ENVIRONMENT

Objective #1: Create, maintain, and continually enhance a welcoming and inclusive college environment for staff, faculty and diverse learners.

Action(s)	Indicator/Outcome	Timeline	Responsible
<p>Increase involvement of students and employees by seeking their input about how to create inclusiveness (i.e. open discussions, forums, staff meetings, surveys; see individual college plan for specific actions).</p>	<p>Input is used to develop learning opportunities. College environment is more inclusive.</p> <p>Each college will use “Community College Survey and Student Engagement (CCSSE) data to improve campus climate.</p> <p>Campus Diversity Climate will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.</p>	<p>On-going</p>	<p>Student Success Committee CDO and College Diversity Committee President Cabinet</p>

Objective #2: Recognize college employees for accomplishing access and opportunity strategies.

Action(s)	Indicator/Outcome	Timeline	Responsible
<p>Colleges will acknowledge efforts of employees improving an inclusive environment through i.e. staff meetings, newsletters, personally thanking them.</p>	<p>Employees participate and are more engaged in intercultural events.</p> <p>Campus Diversity Climate will increase each academic year of this plan to be measured by the System Office Accountability Dashboard statistics.</p>	<p>On-going</p>	<p>President’s Cabinet CDO and College Diversity Committee Supervisors</p>

Objective #3: Increase and retain the number of diverse faculty and staff at the colleges of the Northeast Higher Education District.

Action(s)	Indicator/Outcome	Timeline	Responsible
<p>Northeast Higher Education District’s Human Resources, in cooperation with college Provost/CAO and Deans, enhance hiring strategies to continue to increase a more diverse candidate pool for permanent and temporary employees (i.e. ensure marketing is targeted at diverse communities, build relationships with American Indian Communities to ensure access and ability to use state application processes.)</p>	<p>MnSCU accountability Dashboard percentages of employees of color remains consistent or increases.</p>	<p>Review at the end of each academic year 2017, 2018, and 2019</p>	<p>Human Resources College Hiring Authority CDO and College Search Committee</p>
<p>Sustain a diverse workforce by continuing to enhance strategies to increase retention of diverse employees (see individual college work plans for specific inclusion and equity strategies).</p>	<p>MnSCU accountability Dashboard percentages of employees of color remains consistent or increases.</p>	<p>Review at the end of each academic year 2017, 2018, and 2019</p>	<p>Human Resources CDO and College Diversity Committee College Administration</p>
<p>Ensure diverse representation on college search committees and focus on learning about candidate’s experience with inclusion and equity.</p>	<p>MnSCU accountability Dashboard percentages of employees of color remains consistent or increases</p>	<p>On-going</p>	<p>Search Committee Chair Human Resources College Hiring Authority</p>

GOAL #4 – COMMUNITY OUTREACH AND INVOLVEMENT

Objective #1: NHED colleges will encourage and promote intercultural events and education within its communities of Northeastern Minnesota.

Action(s)	Indicator/Outcome	Timeline	Responsible
Colleges will increase participation in community and education outreach programs with organizations such as Human Rights Commission, AEOA, and Chamber of Commerce.	Number of events/programs participated in. Advance critical thinking and awareness about diversity.	Review at the end of each academic year 2017, 2018, and 2019	College CDO and Diversity Committee President's Cabinet
Colleges will invite and encourage community involvement in diversity events on campus such as concerts, Why Treaties Matter, and open forums.	Participation from community members at campus events. Educate community on diversity.	Review at the end of each academic year 2017, 2018, and 2019	College CDO and Diversity Committee Provost
Expand Academic Journey program or Indian education to more school districts and colleges in the region and include career/technical components in the expanded program.	Program continuation and success. Participation from school districts.	On-going	President's Cabinet

Objective #2: NHED colleges will play a leadership role in building relationships and fostering collaboration between school districts, communities, tribes, and its colleges throughout Northeastern Minnesota.

Action(s)	Indicator/Outcome	Timeline	Responsible
<p>Continue to establish and maintain positive relationships with tribal elders.</p> <p>Reconstitute the NHED region Intercultural Advisory Council which consists of public and private sector leaders, community members, and representatives from the colleges.</p>	<p>Positive relationships established with: White Earth, Upper Sioux Dakota, Red Lake, Mille Lacs, Leech Lake, Fond Du Lac, Bois Forte</p>	On-going	President's Cabinet CDO and Diversity Committee
	<p>At least one shared program in place by 2017-2018 academic year with one of the reservations.</p>	On-going	President's Cabinet
	<p>Advise on effective methods of education about inclusivity and intercultural competency.</p>	On-going	President's Office Superintendents
	<p>Develop a regional initiative to foster critical thinking and awareness about creating an inclusive culture.</p>	2017-2018 Academic Year	President's Cabinet CDO and Diversity Committee
<p>Develop long-range goals and initiatives to address our regional achievement and opportunity gaps</p>	2018-2019 Academic Year	President's Office Superintendents	

KEY TERMS AND DEFINITIONS

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.

Campus Climate

Campus Climate is a measure – real or perceived – of the campus environment as it relates to interpersonal, academic and professional interactions. It refers to the experience of individuals or groups at the institutions as they interact with community members. A healthy campus climate is one in which people feel welcome, safe and valued. In an unhealthy campus climate, people often feel isolated, marginalized and even unsafe.

Equity

The proportional distribution or parity 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 for or even detrimental to equitable outcomes. An example of equity is individualized educational accommodations for students with disabilities, which treat some students differently in order to ensure the equitable access to education.

Achievement Gap

The *achievement gap* refers to the disparity between the educational performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed on a variety of measures including standardized test scores, grade point average, participation, and completion and persistence rates.

Inclusion

Inclusion today is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: “Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so than you can do your best work.”¹ Inclusion is a shift in organization culture. The process of inclusion engages each individual and makes each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued and are included in the organization’s mission. This culture shift creates higher-performing organizations where motivation and morale soar.

Under represented Students

This group includes underserved students (African Americans/Black, Asian, Hispanic, American Indian and multiracial) plus first generation students and low income students. (In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.)

Under Served Students

These are students who have been traditionally excluded from full participation in our society and its institutions. The basis of exclusion has primarily been race and color including African Americans/Black, Asian, Hispanic, American Indian and multiracial.

¹ Frederick A. Miller and Judith H. Katz, 2002. *The Inclusion Breakthrough: Unleashing the Real Power of Diversity*. San Francisco: Berrett-Koehler Publishers.

Under Utilization/Under Representation

Term used to describe a situation wherein a lower number of protected class employees are represented than parity would predict. Once underutilization is quantitatively established, an employer must 1) demonstrate that the underutilization is the legitimate effect of a BFOQ or results from business necessity; or 2) develop an affirmative action program with specific, action oriented steps to overcome this underutilization.

Student Success Committee

The purpose of this committee is to collectively enhance student recruitment, advising, and retention at the five college of NHED. Two representatives from each NHED college are members. One objective of this committee is to identify and implement three to five “Best Practices” surrounding student success (retention, graduation, and transfer).

President Cabinet

Consists of NHED Vice President of Finance and Administration, Chief Human Resources Officer and Provost/CAO for the five colleges of NHED.