Dakota County Technical College

Strategic Inclusion Plan

2016-2018

Completed by Dakota County Technical College Diversity Council

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INTRODUCTION

Dakota County Technical College (DCTC) endeavors to serve students within nearby communities, as well as those coming from countries around the world. Therefore, DCTC first Diversity Plan constitutes a wonderful opportunity to serve all students, and particularly, underrepresented students, with the authenticity and commitment required toward educational equity. Furthermore, our plan emphasizes a higher level of accountability and willingness to do the right thing, to execute on our institutional priorities and to enhance our institutional diversity capabilities.

DCTC'S Diversity Council has been instrumental in the development of this plan, and it has been particularly careful in including as many voices as possible throughout this process. This diversity plan represents a positive collective effort that embraces the thoughts, desires and ideas coming from students, faculty, staff, and administration.

The structure of this plan highlights objectives, goals and action items to be carried out from 2016 to 2018, and the collective effort to fulfill our true commitment to diversity, inclusion and educational equity.

RATIONALE

As a member of Minnesota State Colleges and Universities (MnSCU), Dakota County Technical College (DCTC) has been moving forward to provide higher quality technical education to all students it serves, and thus DCTC has been working on creating the conditions to have productive conversations to understand our institutional diversity realities. In particular, since fall 2013, DCTC'S Diversity Council has been meeting monthly to identify institutional diversity priorities and to execute on specific projects in the areas of multicultural recruitment, student success and employee engagement. This Diversity Plan is the first of its kind in the college history, and therefore, it incorporates all the thoughts and ideas from different constituencies as well as it represents a work in progress.

DEVELOPMENT & SCOPE OF INCLUSION PLAN

Dakota County Technical College's Diversity Council has been spearheading this Diversity Plan since fall 2015. Throughout this time, the Diversity Council has established campus wide opportunities for feedback and including ongoing conversations with DCTC'S leadership including President Tim Wynes, J.D., Michael Opp Ph.D., Academic Deans, and Faculty Shared Governance membership.

In regards to the development process of this plan, both DCTC'S Chief Diversity Officer (CDO), Michael Opp Ed.D., and the Diversity Council Chair, Harold Torrence Ed.D., participated in the process of creating MnSCU'S Diversity Planning Toolkit, and so this represented an excellent opportunity to understand the scope and process from the beginning by reviewing diversity planning best practices across the United States.

In early August, both DCTC'S CDO and Diversity Council Chair communicated with the Diversity Council the importance of this process, and initial conversations were started. Once the Diversity Toolkit was completed in late fall 2015, the Diversity Council met to set the specific steps to complete this plan.

The Diversity Council sent out three different surveys in March 2016 directed to administration, faculty and staff to garner their feedback. The surveys' questions came from the MnSCU Diversity Planning Toolkit needs assessment, and questions were selected to meet the needs of each particular audience. Data analysis was completed in early May 2016, which represented an important source to feed this diversity plan. Furthermore, a student focus group was conducted on April 6th, and important additional feedback was collected to shape this document.

It is interesting to mention that DCTC'S Diversity Plan was developed concurrently with the college strategic plan process, and consequently the Diversity Council was also able to participate in the college's new strategic plan by adding important strategic objectives that are now in alignment with this plan.

INSTITUTIONAL MISSION STATEMENT

DCTC is on a mission to provide college-level education for employment. Graduates of our institution will be wholly equipped to advance their chosen careers in an increasingly challenging global economy.

CORE THEME

This plan incorporates four themes: Inclusive Excellence and Campus Climate, Collective Multicultural Competency Development, Diversity and Equity Community Engagement and Academic Inclusive Excellence.

First, Dakota County Technical College (DCTC) strives to provide an Inclusive Excellence and Campus Climate. This leads the college to establish a set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion and accountability at every level of college life.

Second, DCTC will continue promoting the importance of collectively developing multicultural competencies to better serve all our students and to support an inclusive excellence campus culture.

Third, DCTC will expand its community engagement efforts to build diversity and equity partnerships to better understand challenges, such as the opportunity gap in the K12 system, as well as to better serve our communities.

Fourth, DCTC will emphasize the need to integrate educational equity best practices into our curriculum and academic activities.

INCLUSIVE VISION & VALUES STATEMENT

The faculty, staff and students at DCTC consider mutual understanding and respect a top priority on campus. Our college community is committed to creating a positive, engaging environment that welcomes opinions and ideas from people from all nations, races, backgrounds and cultures.

Our student population features scholars from all over the world, including countries in Africa, Europe, Asia, South America, the Middle East and, of course, North America.

Students with African American, European American, Native American, Asian American and Hispanic heritages are enrolled in our programs, reflecting a growing and promising diversity in Minnesota and across the country.

OBJECTIVES

OBJECTIVES for Inclusive Core Theme			
Objective #1	Objective #2	Objective #3	Objective #4
DCTC promotes a positive environment of inclusiveness and encourages educational equity opportunities for all students and college employees.	**DCTC provides a campus culture emphasizing the development of our collective multicultural awareness, knowledge, skills and abilities.**	**DCTC connects with community members to better understand diversity and equity issues in nearby K-12 schools, employers and local organizations.**	**DCTC incorporates curriculum and classroom best practices to address diversity and equity needs.**
Inclusive Excellence Campus Climate	**Collective Multicultural Competency Development**	**Diversity and Equity Community Engagement**	**Academic Inclusive Excellence**

Dakota County Technical College Inclusion Plan Framework			
Objective #1 **DCTC promotes a positive environment of inclusiveness and encourages educational equity opportunities for all students and college employees.**	**Objective #2** **DCTC provides a campus culture emphasizing the development of our collective multicultural awareness, knowledge, skills and abilities.**	**Objective #3** **DCTC connects with community members to better understand diversity and equity issues in nearby K-12 schools, employers and local organizations.**	**Objective #4** **DCTC incorporates curriculum and classroom best practices to address diversity and equity needs.**
Goal #1.1 **Continuously seek opportunities to increase access for a growing diverse student population represented in the region.** Goal #1.2: **Promote an environment of educational equity resulting in higher levels of student success of underrepresented students.** Goal #1.3 **Attract, recruit, hire and retain a diverse workforce**	Goal #2.1 **Establish a campus environment that facilitates ongoing opportunities for students, faculty, staff and administration to gain multicultural awareness, knowledge, skills and abilities** Goal #2.2 **Cultivate mutual and authentic cross-cultural mentoring opportunities between college employees and underrepresented students**	Goal #3.1 **Proactively connect with local K-12 schools to understand the specific diversity and equity needs and the opportunity gaps.** Goal #3.2 **Develop partnerships with community organizations representing diverse groups.**	Goal #4.1 **Identify opportunities to improve curriculum and pedagogical educational equity practices.**

ADMINISTRATIVE IMPERATIVES

Assessment & Accountability	Budget & Fundraising
Dakota County Technical College seeks to improve assessments and accountability for inclusivity at every level of the institution.	Dakota County Technical College looks forward to improve assessments and accountability toward inclusive excellence.

OBJECTIVE #1 – DCTC promotes a positive environment of inclusiveness and encourages educational equity opportunities for all students and college employees.

GOAL #1.1: Continuously seek opportunities to increase access for a growing diverse student population represented in the region.

Student access	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
Multicultural recruitment	1	Create an explicit presence of Inclusion resources, initiatives, and information on the DCTC website.	Diversity Council	Marketing, Web development, IRI*,Recruitment & Outreach, Student Success Diversity Council	June 2017
	2	Refine the strategic marketing plan to target underrepresented students by increasing K-12 and community exposure.	Chief Diversity Officer (CDO)	Marketing, Web development, IRI*,Recruitment & Outreach, Student Success Diversity Council	June 2017
	3	Identify scholarship needs and establish a specific scholarship program for underrepresented students.	Diversity Council and CDO	DCTC Foundation	June 2017

Public Transportation & housing alternatives	5	Advocate to add public transportation alternatives to main campus.	CDO	DCTC president. Diversity Council, external community partners.	June 2017
	6	Explore private and affordable housing options.	CDO	DCTC president.	June 2017

OBJECTIVE #1 – DCTC promotes a positive environment of inclusiveness and encourages educational equity opportunities for all students and college employees.

GOAL #1.2: Promote an environment of educational equity resulting in higher levels of student success of underrepresented students.

Student success	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
Academic support	1	Develop a plan to target advising, mentoring, and tutoring resources to reach out to and support failing students.	Director of Student Success	Faculty, Tutors, Counselor, Vice President of Student Affairs, Disability Services, Behavioral Intervention Team and TRIO	June 2017
	2	Increase full-time faculty participation from current levels of in Early Alert program and develop targeted interventions for students who are likely to drop/stop out.	Director of Student Success	Faculty, Academic Deans, Counselor, Enrollment Advisors	June 2017

	3	Establish and offer a free English Learner class for students with low English skills	Dean of General Education and Director of Student Success	Adult Basic Education Partner, English Faculty	January 2017
	4	Develop and implement a student success day or week long event to give students opportunities to learn success strategies and tips.	Director of Student Success	Faculty, Staff, outside experts.	June 2017
Student life engagement	5	Increase participation and engagement in Multicultural Student Leadership activities	Student Life Department	Student Senate, Multicultural Student Leadership Association, Faculty and a staff advisors.	June 2017

OBJECTIVE #1 – **DCTC promotes a positive environment of inclusiveness and encourages educational equity opportunities for all students and college employees.**

GOAL #1.3: **Attract, recruit, hire and retain a diverse workforce.**

Employee Diversity	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
Recruitment practices	1	Review college HR Affirmative Action Plan quarterly to determine whether recruitment efforts are producing employees from diverse populations.	CDO, Chief Human Resources Officer (CHRO)	Human Resources Office, Marketing Department	June 2017
Hiring practices	2	Revise protocol for seating a search committee; e.g. include diversity committee member on committee, invite committee members from outside the department with the vacancy.	CHRO	HR Office and CDO.	September 2016
	3	Implement posting language or minimum qualifications for faculty, staff and student employee hires;	CHRO	CDO, HR Office and Supervisors.	June 2017

		Candidates must possess competency in cultural awareness and sensitivity to diverse populations.			

OBJECTIVE #2 – **DCTC provides a campus culture emphasizing the development of our collective multicultural awareness, knowledge, skills and abilities.**

GOAL #2.1: **Establish a campus environment that facilitates ongoing opportunities for students, faculty, staff and administration to gain multicultural awareness, knowledge, skills and abilities.**

Multicultural competence	#	Action Steps	Primary Stewards	Partners	Completion Target
Multicultural mentoring	1	Cultivate mutual and authentic cross-cultural mentoring opportunities between college employees and underrepresented students.	CDO and Diversity Council	Student Life, Student Senate, Multicultural Student Leadership Association, TRIO	June 2018
Multicultural competency development.	2	Establish training opportunities and dialogues for full-time and part-time faculty and staff to improve multicultural awareness, understanding,	VP of Academic Affairs and CDO	All faculty and staff	June 2018

Building community K-12	#	Action Steps	Primary Stewards	Partners	Completion Target
		knowledge and skills.			
Organizational climate	3	CELEBRATE diversity whenever possible! Partner with multicultural student groups to promote events.	All	All	Ongoing

OBJECTIVE #3 – **DCTC connects with community members to better understand diversity and equity issues in nearby K-12 schools, employers and local organizations.**

GOAL #3.1: **Proactively connect with local K-12 schools to understand the specific diversity and equity needs and the opportunity gaps.**

Building community K-12	#	Action Steps	Primary Stewards	Partners	Completion Target
K-12 Educational Equity Outreach	1	Design and implement a K-12 outreach program that assigns staff, faculty and leadership ongoing visits and community exchange opportunities.	Associate VP of Student Affairs VP Academic Affairs	Local K-12 school districts	June 2017

OBJECTIVE #3 – **DCTC connects with community members to better understand diversity and equity issues in nearby K-12 schools, employers and local organizations.**

GOAL #3.2: **Develop partnerships with community organizations representing diverse groups.**

Building Partnerships	#	Action Steps	Primary Stewards	Partners	Completion Target
Community Engagement.	1	Increase off-campus student engagement with and immersion in a variety of intercultural communities. Increase number of, and access to, short-term domestic multicultural experiences, and explore possible international exchanges.	Academic Deans	College faculty	June 2018
Community partnerships	2	Design and implement a community partnership outreach plan that assigns staff, faculty and leadership ongoing visits.	Academic Deans	College faculty	June 2018

OBJECTIVE #4 – **DCTC incorporates curriculum and classroom best practices to address diversity and equity needs.**

GOAL #4.1: **Identify opportunities to improve curriculum and pedagogical educational equity practices.**

Educational equity	#	Action Steps	Primary Stewards	Partners	Completion Target
Educational Equity in the Classroom	1	Research pedagogical methods that foster equity for underrepresented populations at our institution.	Diversity Council CAO	Department Chairs FSGC	Fall 2017
	2	Implement Faculty training and development opportunities to promote educational equity best practices in the classroom.	CAO CDO	Outside Experts FSGC	Fall 2017
Educational Equity in the Curriculum	2	Identify best Educational Equity practices in curriculum development within a technical education context.	CDO DC	AASC CAO FGSC Department Chairs	Fall 2018
	3	Establish new curriculum changes needed to meet better educational equity practices.	CDO CAO	AASC FGSC Department Chairs	Fall 2018

KEY TERMS & DEFINITIONS

Academic Success– The demonstration of student achievement in higher education through a series of indicators including, but not limited to: grade point average, rigorous coursework, acceptance to program major, persistence towards graduation, and graduation.

Campus Climate– The cumulative and continuing perception of the context in which the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential are felt.

Culturally Relevant/Responsible – Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives. Culture–Denotes the way of life of a group of people, encompassing their ideas, values, beliefs, norms, language, traditions, and artifacts.

Diversity–The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Equity/Equitable–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.

Ethnicity–The shared sense of a common heritage, ancestry, or historical past among an ethnic group. Ethnicity is a distinct concept from race, as illustrated by the fact that Hispanics, designated an ethnic group in the U.S.

Multicultural Competence–An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence comprises for components: (1) awareness of one's own cultural worldview, (2) attitude towards cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills.

Multicultural–Refers to a collective variety of cultures that can be defined along racial, gender, class, sexual orientation, language, religious, and education lines. Goals for multicultural education vary along a continuum that includes demographic inclusion, student empowerment, intergroup understanding, educational equity, and social transformation. '

Personal Safety–A person's sense of safety as it relates to social, intellectual, physical, and cultural interactions and spaces.

Safe Spaces–Spaces where students, community members, and employees feel socially and physically safe to represent their full identities and share their unique perspectives.

Underrepresented – Any individuals who are historically underrepresented in American higher education as well as Minnesota higher education in terms of: race/ethnicity/nationality, gender, parental education level, socio economic status, disability, sexual orientation, age, or spirituality/religiosity/philosophy.

Diversity Plan Committee Members:

Ann Buesgens	Interim Admissions Representative
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Brent Newville	Heavy Duty Truck Tech Instructor
Dora Schumacher	Director of TRiO
Erin McCrorey	PT Faculty
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