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Rev. 8-9-2016

INTRODUCTION

Saint Paul College is an urban campus located near major highways, bus lines and light rail lines within three blocks of downtown Saint Paul between the State Capital and the Saint Paul Cathedral. The College draws students primarily from the seven-county Twin Cities metropolitan region with the majority living in Saint Paul within Ramsey County. Saint Paul College is a fully accredited two-year community & technical college and represents one of 24 two-year institutions in the Minnesota State System. Saint Paul College offers 79 career, certificate, and diploma programs and 43 associate degree programs, preparing over 9,690 students for employment in over 100 career fields annually. Saint Paul College is the most racially diverse college in the Minnesota State system with an enrollment of 61 percent students of color. Saint Paul College has a 106 year tradition of serving the communities of the Saint Paul and Minneapolis metropolitan region since its inception in 1910.

In the fall 2015 President Rassoul Dastmozd charged the Chief Diversity Officer to create a College taskforce to develop an Equity and Inclusion Plan that would align and support the College's Strategic Plan. Saint Paul College is committed to inclusion and equity. As President Dastmozd states, "Saint Paul College is a place that empowers students from all walks of life and places all around the globe as they navigate their different pathways."

VISION, VALUE AND MISSION

VISION: 2020
Saint Paul College will be a leader in providing comprehensive lifelong learning through innovative and quality focused strategies and services.

MISSION
Education for Employment…Education for Life!
Saint Paul College offers comprehensive learning opportunities in career and transfer education to enhance personal knowledge and advance economic opportunity for the benefit of a diverse population including students, business/industry/labor and the community.

STRATEGIC GOALS
Maximize comprehensive, high quality learning, programs and services.
Saint Paul College is committed to excellence in teaching and learning, and offers a wide spectrum of learning opportunities in career and transfer education to meet learner needs.

Expand access, service, opportunity and success.
Saint Paul College is dedicated to an integrated service philosophy that focuses on learner needs.

Strengthen organizational, community and global partnerships to enhance economic competitiveness.
Saint Paul College is committed to apply systems to improve learning, communication and productivity.

Values

Saint Paul College is committed to the following values. The College mission and strategic goals are based on its values which are central to an effective learning organization.

Excellence
Teaching & Learning
Career & Transfer Education
Student Focused Services
Innovation
Accessibility
Technology

Integrity
Honesty
Accountability
Decision-Making
Climate Responsiveness

Respect
Student Centered
Cultural Diversity/Inclusiveness
Human Diversity
Collaboration

Optimize organizational innovation and development.
Saint Paul College strives to ensure a successful future through creative thinking, shared services and the implementation of quality principles.

Sustain financial viability during changing economic and market conditions.
Saint Paul College is committed to ensuring its longtime financial sustainability.

INCLUSIVE VISION & VALUES STATEMENT
Saint Paul College promotes and recognizes the principles of equity, inclusion and social justice in relation to—and across the intersectionality of—race, age, color, ability, religion, national origin, sexual orientation, socio-economic class, ethnicity, gender identity and expression and other identities represented among our students, faculty and staff. By appreciating and respecting the importance of equity and inclusion, we acknowledge that the collective membership and community of Saint Paul College will foster a culture and atmosphere of belonging, collaboration and mutual respect. Saint Paul College seeks to empower and engage students, faculty and staff in actions that contribute to accomplishing the objectives and goals of our College.

RATIONALE
As our mission states, Saint Paul College offers comprehensive learning opportunities in both career and transfer education to enhance personal knowledge and advance economic opportunity for the benefit of a diverse population which includes students, business/industry/labor and the community. Saint Paul College continues to develop and grow in our equity and inclusion pathway. The process for our pathway over the past five years has been the development of a more inclusive college with equitable intentions. This past year the President set forth the need to formalize and institutionalize our work. A Racial and Diversity Taskforce was created and given the opportunity to develop a plan for the College. The college's Chief Diversity Officer John Parker – Der Boghossian facilitated the taskforce and the membership included: Tanaya Walker (student), Ibrahim Abdalla (Student), Jodi Larson (Student), Jane Graupman (Community Partner), Montquice McCoy (Community Partner), Roxanne Anderson (Staff representing AFSCME), Diana Lundell (Staff representing AFSCME) , Ayesha Shariff (Faculty representing MSCF), Mary Crispin (Faculty, MSCF), Francois Nguyen (Faculty representing MSCF), Michael Ojibway (Director representing MMA), Kathleen Gordon (Director representing MMA), Kristen Raney (Dean representing Administration), Milford Muskett, (Dean representing Administration) Tam Knapton (Staff representing MAPE), and Marti Docken (Staff representing MAPE). The taskforce met bi-monthly from November 2015 through March 2016, and then weekly in April through May 2016. Their charge was as follows: <u>(a) Reaching initial agreement, creating team norms (how do we want to operate as team?), (b) Formulating issue statement (what do we want the resulting plan to address?), (c) Searching for solutions (what solutions address the issues we identified?), (d) Evaluating solutions (how are we ranking these solutions for effectiveness?), (e) Formulating draft of plan and, (f) recommending a plan to President's Cabinet.</u>

Saint Paul College is in the midst of a transition when it comes to Diversity and Racial Equity. Having overwhelmingly achieved its goal of recruiting a diverse student body (in terms of federally defined racial, gender, low-income and immigration demographics), the college now looks to the retention and success of its diversified student body. However, a review of our students, staff and faculty demographics will provide a data benchmark for the development of issues statement.

Student Data

How diverse is Saint Paul College's student population?

The Data used is from the Fiscal Year – End of Year data available through the Minnesota State website.

The only exception are the data on students with disabilities which the college's Office of Access and Disability Resources provided. Additionally, the College's Institutional Research department provided the student success data and analysis.

Consistently, we see that the college attracts a large population of students of color. As Chart One demonstrates, if we examine the fiscal years 2010 to 2014, we see that each year over 5,000 students of color attended Saint Paul College.

Chart One: Saint Paul College - A Majority Minority Campus
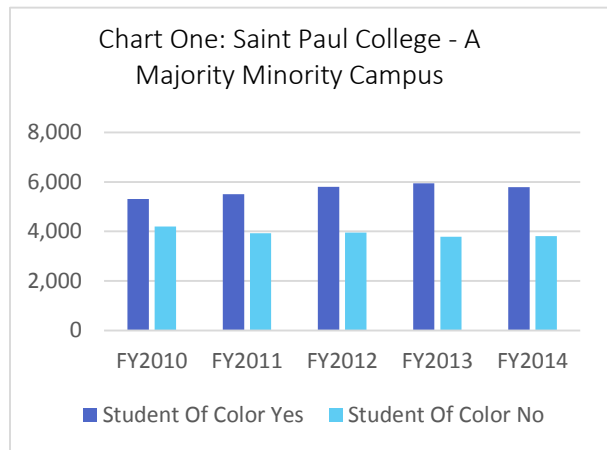
As Chart Two illustrates, if we look at the racial diversification of the student population, we see that white students constitute the largest subgroup. Next are those students who report their racial identity as Black or African American. The third largest subgroup are those students identifying as Asian. Next, we see those students who identify as Hispanic of any race. After which, are those students who identify as two or more races. The next largest group are those students who we do not know their race. After which are those students who identify as American Indian or Alaska Native.

Chart Two: Racial Diversity Based on Federally Defined Categories (Reporting Race Ethnicity)
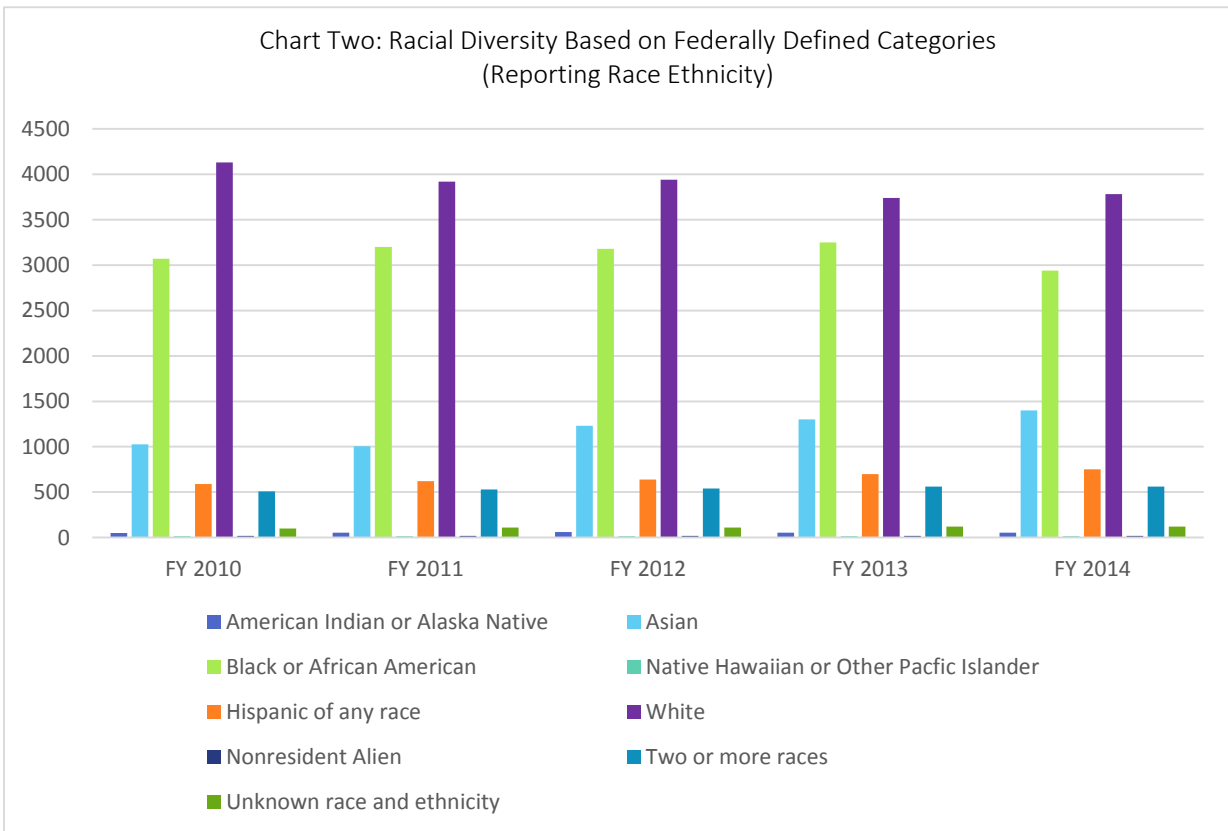
| Table One. Top Six Minnesota State Institutions Based on Total Head Count and Percentages of Student of Color										
	FY2010		FY2011		FY2012		FY2013		FY2014	
Institution	Head Count	%	Head Count	%	Head Count	%	Head Count	%	Head Count	%
Minneapolis Community & Technical College	7,446	49.9%	7,745	53.1%	7,766	55.2%	7,742	55.9%	7,446	55.2%
Saint Paul College	5,308	55.2%	5,507	57.6%	5,802	58.9%	5,951	60.5%	5,794	59.8%
Century College	4,930	33.4%	5,047	33.2%	5,274	35.2%	5,213	36.0%	5,123	37.1%
Normandale Community College	4,221	27.9%	4,476	29.5%	4,475	30.7%	4,650	31.6%	4,677	32.9%
North Hennepin Community College	3,780	35.4%	4,047	37.8%	4,224	39.6%	4,510	40.9%	4,701	43.4%
Metropolitan State University	3,094	30.3%	3,430	31.4%	3,662	32.2%	3,864	33.4%	4,105	35.7%

Interestingly, as Chart Two also shows, over the five-year period of FY10 to FY14, these subgroup populations remained fairly stable in relation to each other. While each subgroup experienced either growth or decline – relative to each other they remained constant.

Saint Paul College is recognized throughout the Minnesota State Colleges and Universities System (Minnesota State) as leading the way in terms of a racially diverse student population. Saint Paul College ranks 1st in the Minnesota State system for overall percentage of students of color. The college ranks second only to Minneapolis Community and Technical College in terms of total head count. As Table One depicts, between FY 2010 and FY 2014, Saint Paul College's student demographics remained consistent relative to the other top six institutions. While each institution has seen growth/decline over that five year period, relative to each other, the population demographics remained stable.

If we look at overall headcount numbers for the entire system, 9% of all Minnesota State students of color have consistently attended Saint Paul College between FY2010-2014 (see Chart Three). If we look only at students attending Minnesota State colleges, then 11% of all students of color have attended Saint Paul College (see Chart Four).
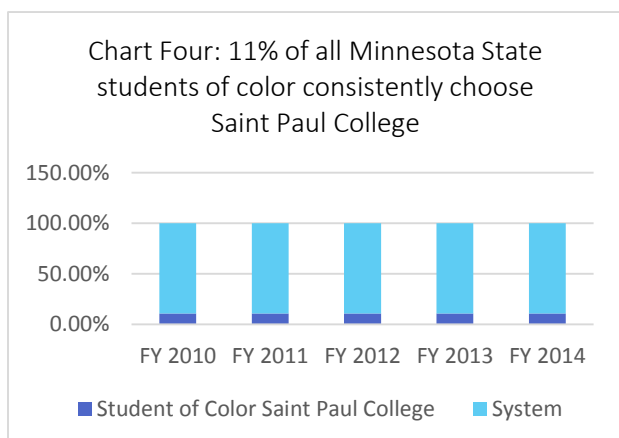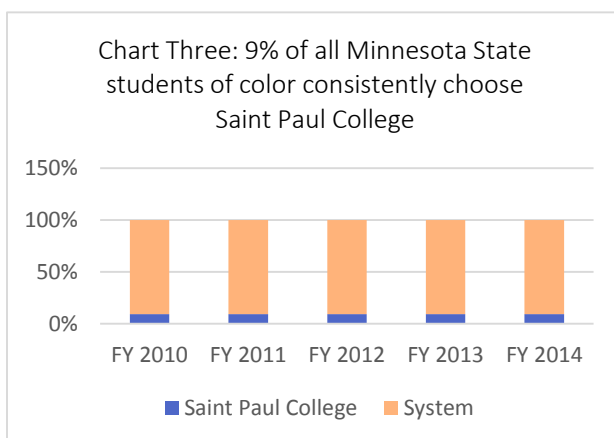
In addition to examining racial distribution, we can also examine in a very limited fashion gender identity distribution at Saint Paul College. It is limited because Minnesota State collects only two categories of gender identity data: female and male. This is problematic on two fronts. First, there are several other gender categories including, transgender, genderless, third gender, and intersex. Second, this

categorization conflates biological sex (one's physical anatomy and hormones) with gender expression (external display of gender through dress, demeanor, and behaviors). We are limited therefore in our understanding as we cannot determine whether or not students are giving us data related to their biological sex or their gender expression. It is important to note that while we use the data that Minnesota State collects, we at Saint Paul College also recognize and understand its inherent limitations.

As Chart Five demonstrates, for the five years examined, more female than male students enrolled at the college.

Chart Five: Gender Distribution at Saint Paul College
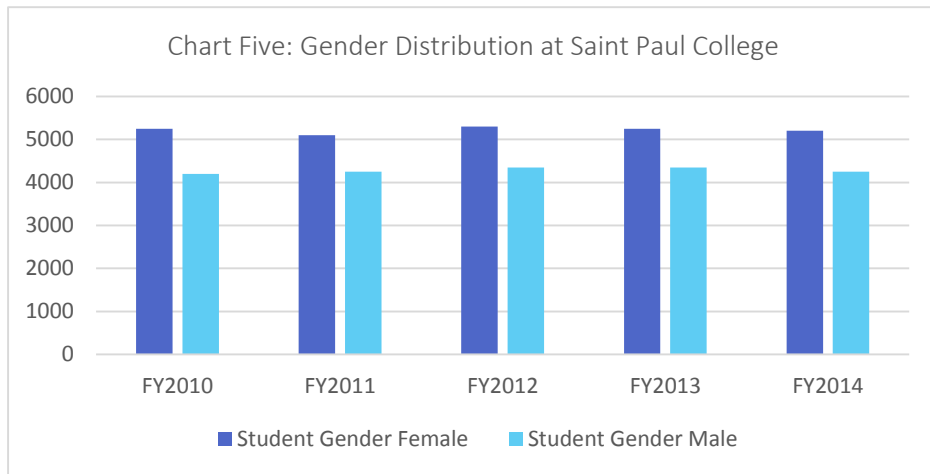
In terms of age, between fiscal years 2010-2014, the largest demographic were students self-reporting their age 25-34 (see Chart Six). In that same five-year period, those students 18 years or younger declined to less than 1,000 students.

Chart Six: Consistency in Age of Students Attending Saint Paul College
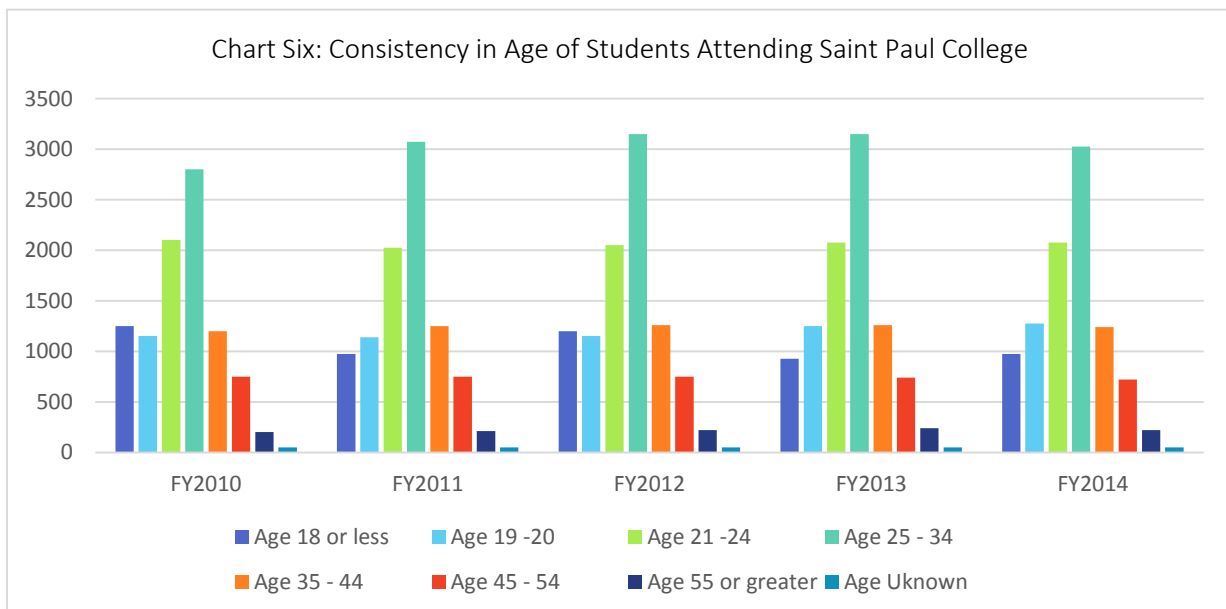
While Minnesota State does not collect data related to social class in terms of household income, we can use Pell Grant Eligibility as a proxy variable. Pell Grants are issued to students from lower socio-economic households. As Chart Seven illustrates, the majority of students at Saint Paul College are Pell Eligible. In

fact, between 2010 and 2014, the number of students increased from 4,543 to 5,879 and peaked at 6,156 in FY2013.

Chart Seven: Pell Eligibility

A bar chart showing Pell Eligibility across fiscal years FY2010 through FY2014, with three categories: Yes (dark blue), No (light blue), and Unknown (green). The y-axis ranges from 0 to 7000.

- FY2010: Yes ≈ 4600, No ≈ 1250, Unknown ≈ 3800
- FY2011: Yes ≈ 5400, No ≈ 1300, Unknown ≈ 2900
- FY2012: Yes ≈ 5850, No ≈ 1350, Unknown ≈ 2800
- FY2013: Yes ≈ 6100, No ≈ 1200, Unknown ≈ 2250
- FY2014: Yes ≈ 5900, No ≈ 1350, Unknown ≈ 2300

When we examine first generation status, we use in this report the Minnesota definition which states in Laws of Minnesota, Chapter 133, Article 1, Section 3, Subdivision 3 that, "a first generation student is a student neither of whose parents received any postsecondary education." At Saint Paul College, the majority of students are not first generation (see Chart Eight). That being said, the college does have a sizable population of students who are first generation.

Chart Eight: Number of 1st Generation Students (Minnesota Definition)

A bar chart showing the number of 1st generation students across fiscal years FY2010 through FY2014, with three categories: Yes (dark blue), No (light blue), and Unknown (green). The y-axis ranges from 0 to 7000.

- FY2010: Yes ≈ 2850, No ≈ 5750, Unknown ≈ 950
- FY2011: Yes ≈ 3000, No ≈ 5800, Unknown ≈ 750
- FY2012: Yes ≈ 3100, No ≈ 6050, Unknown ≈ 650
- FY2013: Yes ≈ 3150, No ≈ 6100, Unknown ≈ 400
- FY2014: Yes ≈ 3050, No ≈ 6150, Unknown ≈ 300

In terms of students with disabilities, that population has been growing at the college. According to the Office of Access and Disability Resources, there was a 30% increase between fiscal years 2010 and 2015 (see Table Two).

Table Two. ADR Eligible Students at Saint Paul College FY10-FY15						
	FY10	FY11	FY12	FY13	FY14	FY15
ADR Eligible	342	297	314	320	344	368
Credit Enrollment	283	295	312	319	344	368
Discrepancy	59	2	2	1	0	0
% Increase		104%	106%	102%	108%	107%

The Office of Access and Disability Resources also breaks down data according to gender and race (see Tables Three and Four). We can see that the population of male students with disabilities has declined since FY10. Table Four indicates that, on the whole, white students have been the majority of those who report their disability to the Office of Access and Disability Resources.

Table Three. Students with Disabilities - Gender Breakdown								
FY	Total vs SWD	Females	% Female	% of Female SWD	Males	% Male	% of Male SWD	Total
15	Total							9568
15	SWD	217	59.0%		151	41.0%		368
14	Total	5291	54.6%		4390	45.3%		9690
14	SWD	204	59.3%	3.9%	140	40.7%	3.2%	344
13	Total	5357	54.5%		4463	45.4%		9830
13	SWD	173	54.2%	3.2%	146	45.8%	3.3%	319
12	Total	5381	54.6%		4454	45.2%		9855
12	SWD	166	53.2%	3.1%	146	46.8%	3.3%	312
11	Total	5180	54.2%		4368	45.7%		9557
11	SWD	172	58.3%	3.3%	123	41.7%	2.8%	295
10	Total	5341	55.5%		4273	44.4%		9624
10	SWD	148	52.3%	2.8%	135	47.7%	3.2%	283

Table Four. Students with Disabilities - Racial Breakdown									
FY	Total vs SWD	Unknown and Nonresident alien	Two or More Races	White	Black or African American	Asian or Pacific Islander	American Indian or Alaska Native	Hispanic	Total
15	Total	1.6%	5.5%	38.1%	29.8%	16.5%	0.8%	7.7%	100%
15	SWD	2.2%	0.0%	53.5%	31.3%	7.9%	1.9%	3.3%	100%
14	Total	1.0%	6.0%	39.1%	30.5%	14.6%	0.8%	8.0%	100%
14	SWD	1.2%	0.0%	51.5%	34.9%	6.1%	1.5%	4.9%	100%
13	Total	1.1%	5.9%	38.3%	32.9%	13.2%	0.8%	7.7%	100%
13	SWD	0.6%	0.0%	52.4%	34.8%	6.0%	2.2%	4.1%	100%
12	Total	1.2%	5.7%	40.0%	32.5%	12.4%	0.8%	7.4%	100%
12	SWD	1.6%	0.0%	58.3%	28.5%	4.8%	1.9%	4.8%	100%
11	Total	1.6%	5.4%	40.9%	33.6%	10.7%	0.8%	7.0%	100%
11	SWD	2.0%	0.0%	55.9%	28.5%	6.8%	3.1%	3.7%	100%
10	Total	1.4%	5.4%	43.4%	31.9%	10.9%	0.7%	6.3%	100%
10	SWD	2.5%	0.0%	60.4%	27.2%	4.9%	2.1%	2.8%	100%

Student Success Data

Now that we have looked briefly at demographics of our student population, we can also briefly look at the success rates. Tables Five, Six, and Seven look at student success rates for entering fall cohorts by race, gender and social class. Success for that fall cohort is measured at the following fall, based on whether or not the student graduated, transferred to another institution or was retained. In other words, for the fall 2011 cohort (Table Five) we are measuring their success rates at fall 2012 – asking the question, did the student graduate, transfer or are they still enrolled.

Table Five. Fall 2011 Entering Cohort, Percent Success Rate measured at 2nd fall						
			Graduated	Retained	Transferred	Stopped Out
Students of Color	Female	Pell Eligible	2.9%	39.4%	8.2%	49.5%
		Not Pell Eligible	14.3%	44.6%	5.4%	35.7%
	Male	Pell Eligible	1.9%	36.8%	8.3%	53.1%
		Not Pell Eligible	6.0%	34.0%	8.0%	52.0%
White Students	Female	Pell Eligible	9.1%	41.4%	11.4%	38.2%
		Not Pell Eligible	14.2%	35.1%	13.4%	37.3%
	Male	Pell Eligible	9.5%	36.5%	5.4%	48.6%
		Not Pell Eligible	15.7%	41.8%	11.9%	30.6%

Table Six. Fall 2012 Entering Cohort, Percent Success Rate measured at 2nd fall						
			Graduated	Retained	Transferred	Stopped Out
Students of Color	Female	Pell Eligible	2.0%	40.8%	9.8%	47.4%
		Not Pell Eligible	9.3%	48.1%	13.0%	29.6%
	Male	Pell Eligible	2.3%	31.6%	7.2%	58.9%
		Not Pell Eligible	5.5%	45.2%	8.2%	41.1%
White Students	Female	Pell Eligible	9.4%	42.9%	12.3%	35.4%
		Not Pell Eligible	9.2%	48.1%	13.0%	29.8%
	Male	Pell Eligible	10.0%	43.8%	6.0%	40.3%
		Not Pell Eligible	12.5%	49.2%	10.9%	27.3%

Table Seven. Fall 2013 Entering Cohort, Percent Success Rate measured at 2nd fall						
			Graduated	Retained	Transferred	Stopped Out
Students of Color	Female	Pell Eligible	3.9%	36.2%	9.6%	50.3%
		Not Pell Eligible	11.3%	47.9%	9.9%	31.0%
	Male	Pell Eligible	3.5%	38.5%	6.6%	51.5%
		Not Pell Eligible	8.1%	39.2%	6.8%	45.9%
White Students	Female	Pell Eligible	12.0%	44.8%	9.4%	33.9%
		Not Pell Eligible	18.0%	51.9%	9.8%	20.3%
	Male	Pell Eligible	12.4%	37.3%	9.0%	41.2%
		Not Pell Eligible	16.3%	40.8%	8.2%	34.7%

Looking at trends in the data, we see that Pell Eligible students do not have the opportunities for success at the same rates as their peers. Consider Table Six, which shows an approximately 15% difference in the success rate of women of color who are Pell Eligible and those women of color who are not Pell Eligible. There is an 18% opportunity gap between white men who are Pell Eligible and those who are not. While this is insufficient data to draw conclusions from, throughout all three years, we see that Pell Eligibility may

be linked to a lack of opportunities for success. Consider Table Seven, where we see that women of color who were not Pell Eligible outperformed white men who were Pell Eligible by 10.7%. In fact, in all three years, women of color who were not Pell Eligible outperformed white men who were Pell Eligible.

We also see a consistent trend across students of color. For all three years, male and female students of color who were Pell Eligible had the least opportunities to succeed, as demonstrated in Charts Nine, Ten, and Eleven. However, female students of color who were not Pell Eligible consistently have more opportunities to succeed than even their white peers. Charts Nine, Ten, and Eleven visually illustrate the opportunity gaps by year and intersectional identity.

Chart Nine: Percent of 2011 Entering Fall Cohort Opportunity Gaps

Chart Ten: Percent of 2012 Entering Fall Cohort Opportunity Gaps

Chart Eleven: Percent of 2013 Entering Fall Cohort Opportunity Gaps

A bar chart showing the following values:

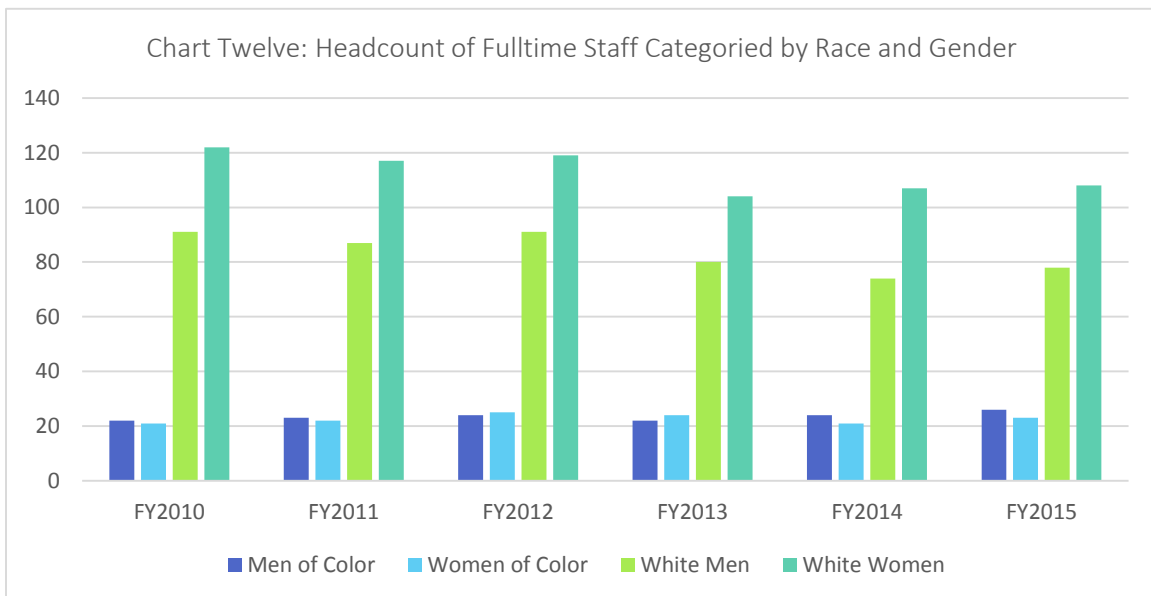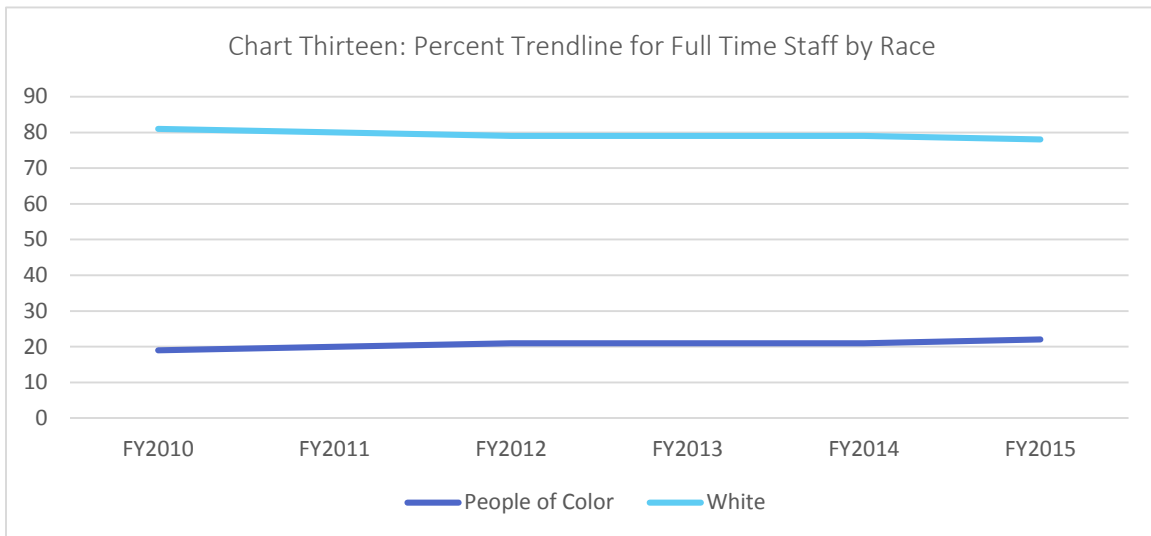| Category	Percent
Male, Students of Color, Pell Eligible	48
Female, Students of Color, Pell Eligible	49
Male, Students of Color, Not Pell Eligible	54
Male, White, Pell Eligible	59
Male, White, Not Pell Eligible	65
Female, White, Pell Eligible	66
Female, Students of Color, Not Pell Eligible	69
Female, White, Not Pell Eligible	80

Employee Data

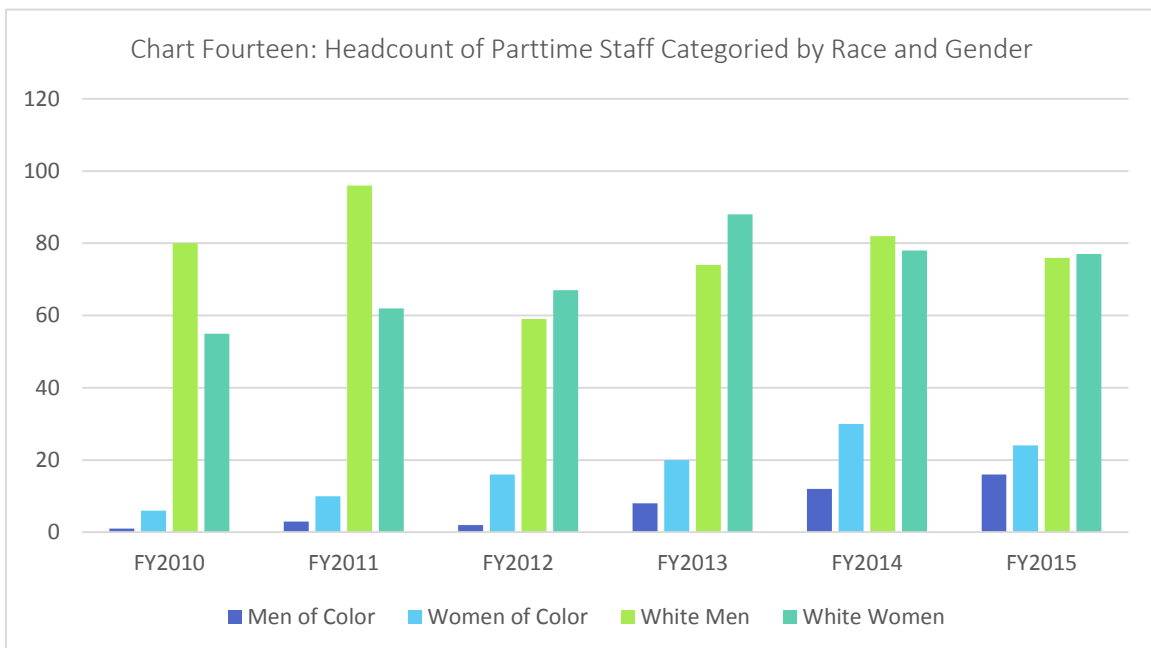How diverse are the college's employees?

When we examine full time staff demographic data, pulled from the colleges IPEDS reports, for the time period FY10-FY15 by race and gender we see two immediate patterns as demonstrated in Chart Twelve. Please note, this chart shows the total headcount of full time staff, which does not include faculty. A pattern we can observe is that consistently over that five year period, full time staff positions have been primarily held by people who self-identify as white. A second pattern is that these positions are held first by people who self-identify as white and women, and then second as those who self-identify as men and white.

Chart Twelve: Headcount of Fulltime Staff Categorized by Race and Gender

| Year	Men of Color	Women of Color	White Men	White Women
FY2010	22	21	91	122
FY2011	23	22	87	117
FY2012	24	25	91	119
FY2013	22	24	80	104
FY2014	24	21	74	107
FY2015	26	23	78	108

A third pattern is technically emerging that is best demonstrated by the graph in Chart Thirteen. This chart focuses exclusively on the race category. It shows a small, but discernable, trend towards more people of color holding full time staff positions at the college.

Chart Thirteen: Percent Trendline for Full Time Staff by Race

A line chart with y-axis from 0 to 90 (in increments of 10) and x-axis showing FY2010 through FY2015. The "White" line stays near 80 (slightly declining from ~81 to ~78). The "People of Color" line stays near 20 (slightly rising from ~19 to ~22).

Legend: People of Color, White

We find more variance and dramatic change we when examine part time staff, not including faculty. When we examine Chart Fourteen we find that over time, people who self-identified as white men held the majority of part time positions. However, over the five year period FY10-FY15 that proportion compared to white women declined considerably. In the most recent report, FY15, there was near exact parity between white men and white women. Also, the chart clearly shows that while in FY10 the college barely employed any part time persons of color, there has been clear growth – particularly for women of color.

Chart Fourteen: Headcount of Parttime Staff Categoried by Race and Gender

A bar chart with y-axis from 0 to 120 (in increments of 20) and x-axis showing FY2010 through FY2015. Categories per year: Men of Color, Women of Color, White Men, White Women.

Year	Men of Color	Women of Color	White Men	White Women
FY2010	1	6	80	55
FY2011	3	10	96	62
FY2012	2	16	59	67
FY2013	8	20	74	88
FY2014	12	30	82	78
FY2015	16	24	76	77

Legend: Men of Color, Women of Color, White Men, White Women

We see this trend line clearly demonstrated in Chart Fifteen. In the five year period, the college went from a part time staff with 4.89% persons of color to 20.94% in the latest report.

Chart Fifteen: Percent Trendline for Part Time Staff by Race
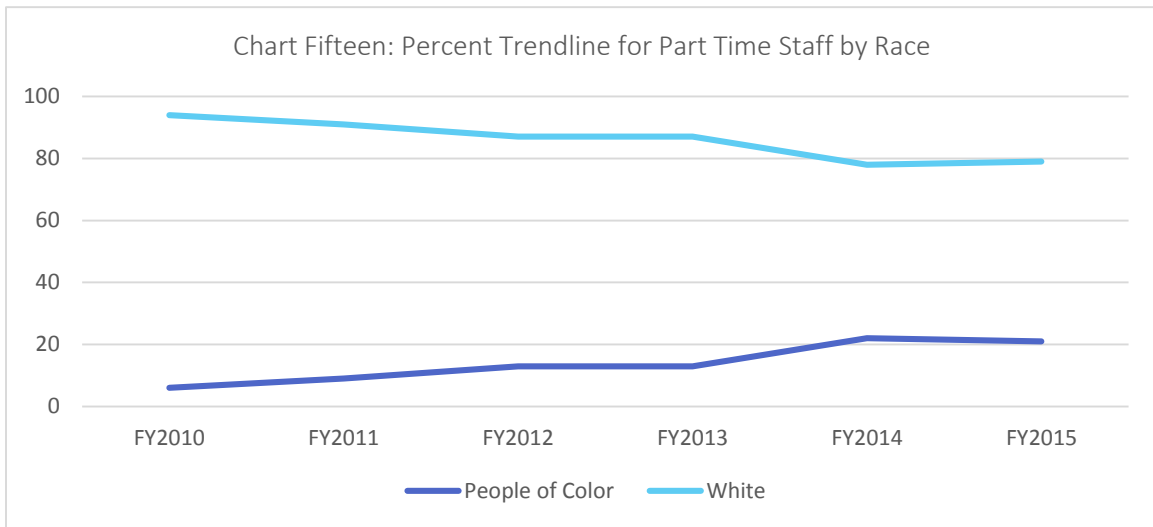
Unfortunately, IPEDS reports do not include data on whether these positions ultimately turn into full time employment (either at the college or elsewhere in Minnesota State). Nor does it verify other key variables such as pay and benefits equity (based on either peer institutions or state/national data).

Finally, we look at tenured faculty data for FY10-FY15. This data, as shown in Chart Sixteen, demonstrates clear and persistent trends in the headcounts of tenured faculty. People who predominantly held tenured faculty positions self-identified as white and female. Their trend line proportion of positions grew over the five-year period. People who identified as white men held roughly 30 positions each year, plus or minus a few individuals. Neither men nor women of color broke above ten positions. Women of color, in the most recent IPEDS report, held only two tenured faculty positions.

Chart Sixteen: Headcount of Tenured FacultyCategoried by Race and Gender
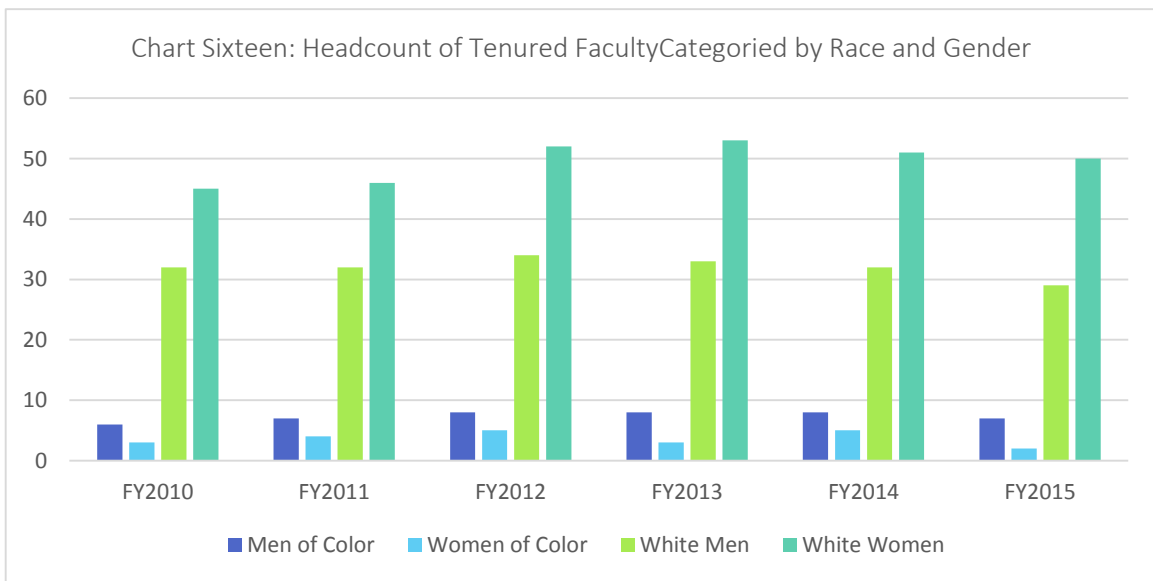
If we examine the percentages only by the race category, we see a determined trend over the five-year period. Whereas in the previous two employee groups we saw either very modest or demonstrable growth of positions held by persons of color, we see only persistence in the tenured faculty employee group. In point of fact, in FY15, the percentage of positions held by persons of color was technically the lowest of the five-year period (see Chart Seventeen).

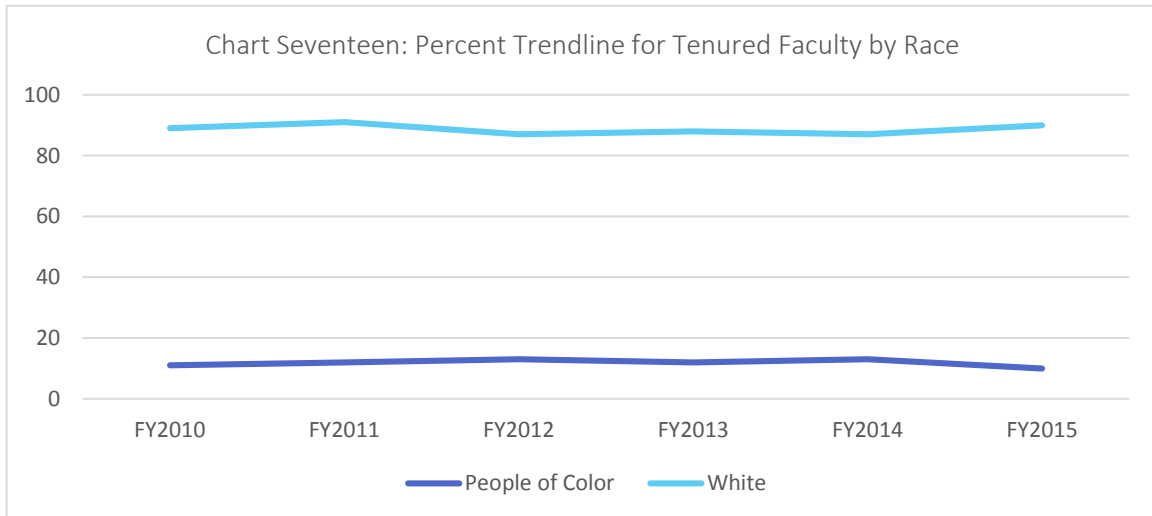Chart Seventeen: Percent Trendline for Tenured Faculty by Race

Table Eight compares Saint Paul College to both the City of St. Paul and Minnesota 2010 census data based on the category of race. Table Nine does the same, however it is based on 2014 census data. Both tables demonstrate that Saint Paul College is more aligned with Minnesota racial demographics, than the City of St. Paul. As the majority of students attending the college are from zip codes immediately adjacent to the college, this creates a situation where the college's employees do not reflect the racial diversity of the communities the students live in.

Table Eight. FY10 census data compared to Saint Paul College						
FY10 Geographic Comparison by Race	St. Paul	MN	Students	Tenured Faculty	Full Time Staff	Part Time Staff
White	60.10%	85.30%	43.40%	89.53%	81.43%	95.10%
Black or African American	15.70%	5.20%	32.00%	4.65%	8.71%	2.09%
American Indian and Alaska Native	1.10%	1.10%	0.60%	1.16%	0.37%	0.00%
Asian	15.00%	4.00%	10.80%	4.65%	6.81%	2.09%
Native Hawaiian and Other Pacific Islander	0.10%	*	0.03%	0.00%	0.00%	0.00%
Two or More Races	4.20%	2.40%	5.40%	0.00%	0.00%	0.00%
Hispanic or Latino	9.60%	4.70%	6.30%	0.00%	1.89%	0.69%
*indicates there is an actual headcount number, but it is small and statistically registers close to, but is not, 0.0%						

Table Nine. FY14 census data compared to Saint Paul College						
FY14 Geographic Comparison by Race	St. Paul	MN	Students	Tenured Faculty	Full Time Staff	Part Time Staff
White	60.20%	85.20%	39.10%	86.45%	78.35%	78.81%
Black or African American	15.50%	5.40%	30.50%	4.16%	6.49%	9.35%
American Indian and Alaska Native	0.90%	1.00%	0.80%	0.00%	0.00%	0.49%
Asian	16.00%	4.30%	14.50%	5.20%	9.90%	5.90%
Native Hawaiian and Other Pacific Islander	*	*	*	0.00%	0.86%	0.00%
Two or More Races	4.70%	2.60%	6.00%	2.08%	1.73%	2.46%
Hispanic or Latino	9.50%	4.90%	8.00%	2.08%	2.59%	2.95%
*indicates there is an actual headcount number, but it is small and statistically registers close to, but is not, 0.0%						

DEVELOPMENT & SCOPE OF INCLUSION PLAN

In reviewing the overall obligations set forth for the taskforce to complete, the taskforce developed an outline of issues that the Equity and Inclusion plan would address. Each issue is described and specific policy interventions are recommended. Below each issue statement is the Plan's corresponding objectives and goal.

Issue #1: Opportunity Gap

What does the Opportunity Gap look like at Saint Paul College? When students apply, they are deemed academically prepared for college largely through their Accuplacer™ examination scores, which they take during the admission process. If available, the college does use a student's college transcripts, for both ESOL and native English speaking students, to waive assessment testing. If students score below a 38 on the Accuplacer™, they are not eligible for developmental courses at all and are instead referred to Adult Basic Education courses in the community. Students with low Accuplacer™ scores (above a 38) are placed into Developmental Education courses at the college. However, these courses have high dropout rates, which might reflect a student's lack of support on campus, off campus, or a mixture of both. This is problematic insofar as developmental education courses are the college's primary response to assist those students who are not academically prepared for college. Moreover, the Accuplacer™ does not assess writing; it only assesses reading and math via a sequence of multiple choice questions. Additionally, the Accuplacer™ has not been tested for cultural bias, yet it is administered by the College Board which also administers the SAT, and studies reveal standardized tests to be culturally biased. The college does allow students to choose between the ESOL Accuplacer™ and the native speaker Accuplacer™. The college does not require non-native English speakers to take the ESOL Accuplacer ™, unlike other institutions.

Objective #1: Advising and Retention
Goal #1: Adopt and support a new Advising Model for the college
Goal #2: Redesign Orientation and Tailor sessions to specific student population

Issue #2: Student Advising Process

After admittance to the college, support for student success is inconsistent, and the burden is placed on the student to seek out successful pathways. Crucial information regarding academic success and financial aid literacy is not consistently provided to all students in a meaningful context with college employees. The college's traditional response to this situation is to put student resource information on the website. Yet, the college cannot quantify how this passive approach is supporting students. Moreover, staff and faculty report that we can no longer assume that students have the requisite computer skills to access D2L, e-

Services and the variety of online software the college uses. Some student populations do not use computers on a day-to-day basis.

> *Objective #1: Advising and Retention*
>> *Goal #1: Adopt and support a new Advising Model for the college*
>> *Goal #2: Redesign Orientation and Tailor sessions to specific student population*

Issue #3: Student Success – Orientation

Orientation is not mandatory for new students. Students may enroll in courses without consulting with an academic advisor regarding which courses to take or when to take them. Students may register for courses without effectively knowing what will be required of them (i.e. how much writing or math the course requires). Too often students will not discover this information until they receive either the course syllabus or their first grade on an assignment. This process is further complicated by the fact that advisors have no mechanism to know how difficult a course is, except through lived experiences working with faculty or observing trends in advisees. Numerous studies show that taking writing and study skills courses during the first term help to prepare students for more difficult courses; yet many students fear such courses due to varied past experiences in education. This fear is all indicative of the fact that advising tends to happen in silos (i.e. Transfer Center, Academic Success, Power of YOU, TRIO, and then within academic departments). This leads to confusion for students who do not know exactly who their advisor is. Due to the compartmentalized nature of advising, communication regarding changes to academic programs and requirements are not uniformly communicated to all who advise students.

> *Objective #1: Advising and Retention*
>> *Goal #1: Adopt and support a new Advising Model for the college*
>> *Goal #2: Redesign Orientation and Tailor sessions to specific student population*

Issue #4: Course Completion and Support

Compounding the problem are the following factors. Faculty currently do not know if a student is taking a course for the <u>first</u>, <u>second</u>, or even, <u>third time</u>. There are not enough College Success College Readiness (CSCR) sections for the number of students who need to take them. There is no center or department on-campus to support faculty in developing culturally responsive pedagogy. Finally, the college's tutoring and TRIO centers are coordinated by staff, but the service students receive is predominantly peer-to-peer (student-to-student). While peer-to-peer support is important, for vulnerable populations and traditionally under-served student populations, this does not necessarily meet their needs.

> *Objective #1: Advising and Retention*
>> *Goal #1: Adopt and support a new Advising Model for the college*
>> *Goal #2: Redesign Orientation and Tailor sessions to specific student population*
> *Objective #4: College Professional Development*
>> *Goal #2: Develop a Center for College Professional Development for all employees*

Issue #5: Emotional and Mental Health

Students with emotional health barriers have only one counselor on campus, and that counselor is a split position between counseling and teaching College Success, College Readiness courses. Emotional health accommodations are available through the Access and Disability Resources office only if the student has medical documentation. There is a monthly health fair with Open Cities Health Center on campus that provides emotional health counseling options, but monthly fairs are not a systemic response. This results in a campus culture that is not as supportive or knowledgeable on mental health issues.

> *Objective #2: Counseling and Personal Health*
>> *Goal #1: Increase the availability for personal counseling services and resources*
>> *Goal #2: Offer Mental Health "first-aid" training to employees*

Issue #6: Financial Literacy
Students who are Pell grant eligible face significant financial barriers, and their peers who are not Pell grant eligible have higher student success rates. Regarding the long-term effects of student loan debt, students can register for courses without receiving advising from a financial aid advisor. The most recent student loan default rate for Saint Paul College is 26.9% - one of the highest in Minnesota. The scope of financial barriers is tremendous, and can include, unreliable transportation, second or third-shift jobs, constantly changing work shifts, as well as stress associated with how to pay for basic needs such as housing, utilities, childcare, insurance, transportation and food. For many students, these financial barriers necessarily prove more important to solve and require immediate attention. This relegates their courses to second, third or even fourth priority in their lives. Students are forced to choose between making a living and earning a degree. They are then stigmatized by the college for "not being serious" about their education.

> *Objective #3: Financial Literacy*
>> *Goal #1: Embed financial literacy into all student interactions at the college*

Issue #7: Affirmative Action Plan
There is another side of the opportunity gap, and that is the college's employees. The college has an Affirmative Action plan to integrate its workforce which expires in 2016. The hiring goals for 2014-2016 were for a total of twelve new hires: women, racial/ethnic minorities, individuals with disabilities, and veterans for the following categories: professional, faculty, office/clerical, and service maintenance. The college increased the overall percentage of minority employees between 2007 and 2013 by approximately 7%. The overall percentage of racial minorities at the college is 19.2%. However, the racial integration of employees at Saint Paul College consistently lags behind the student population. Approximately 61% of non-white students are racially diverse at the college. The student African-American population alone was consistently 30% between 2010 and 2014. On this same metric, Saint Paul College is also behind the City of St. Paul. In FY14, 40% of the City self-identified as non-white. This creates a reality where students are coming to a campus whose employee population is less racially diverse than the communities within which they live in. The community college does not look like the community.

> *Objective #5: College Administrative Commitment*
>> *Goal #2: Update college's Affirmative Action strategies and evaluate current structure in college administration*

Issue #8: Data Limitations on Diverse Categories
In addition, the college only collects limited gender identity data (male and female categories only), and has no data on sexual orientation (LGBTQI). While transgender, intersex and LGBTQI persons do not count as affirmative action hires, their lived experiences contribute to the diversity of the college, and their needs as employees are unique to their communities.

> *Objective 6: College Climate*
>> *Goal #2: Create and administer a campus wide diversity survey to better assess our diversity and inclusion needs*

Issue #9: Professional Development Plan
The college is in the process of creating a college-wide professional development plan for all employees to provide foundational training on equity issues. Individual staff and faculty members may engage in training related to culturally relevant pedagogy or intercultural competence through individual development plans (administered through HR). However, while there is emerging leadership on campus, there is no centralized office or committee to guide, lead or provide diversity, equity and inclusion resources for the college. The Chief Diversity Officer role is a split position, currently .25 FTE. The Affirmative Action Officer position is also a split position.

Objective #4: College Professional Development
>   *Goal #1: Adopt and support a Professional development Plan including equity training*
>   *Goal #2: Develop a Center for College Professional Development for all employees*
Objective #5: College Administrative Commitment
>   *Goal #1: Create a full-time Chief Diversity Office Position*
>   *Goal #2: Update college's Affirmative Action strategies and evaluate current structure in college administration*
Objective 6: College Climate
>   *Goal #1: Establish a standing Equity and Inclusion Committee*

Issue #10: Regional and System Barriers
Finally, the taskforce identified several structural issues that are beyond the scope of this plan, and in some instances beyond the ability of the college to affect. For example, the college is located in Minnesota a state that consistently is in the lowest quartile for high school graduation rates, health care equity, homeownership and pay equity for communities of color. The college is also a member institution of Minnesota State system, which dictates many of the college's procedures and policies. For example, Minnesota State determines what can be required qualifications in a faculty job posting, preventing the college from adding intercultural competence as a required qualification. The college is also required to use the same student and employee applications that all other Minnesota State institutions use; therefore we are unable to change how demographic data is collected. As an example, the college has sizable populations of Black students, as well as second generation students whose parents emigrated to the U.S. from African countries. While Minnesota State considers this one category of students, these communities do not consider themselves the same. Additionally, the state Legislature dictates rates of tuition based on their appropriations to Minnesota State. Saint Paul College is an affordable option compared to the University of Minnesota or the state's private colleges and universities. However, when compared to its peers through Integrated Postsecondary Education Data System (IPEDS) reporting, or nationally to public two-year institutions, Minnesota Community and Technical Colleges (including Saint Paul College) rank as some of the most expensive based on tuition and/or net price.

OBJECTIVES AND GOALS
Inclusive Core Themes

OBJECTIVES for Inclusive Core Theme		
Student Success		
Objective #1	*Objective #2*	*Objective #3*
Saint Paul College provides accessible and equitable advising and support services for all current and incoming students.	Saint Paul College provides accessible and equitable counseling and personal health services for all students.	Saint Paul College provides financial literacy resources to assist students in interpret and better understanding all aspects of college financial materials.
Advising and Retention	Counseling and Personal Health	Financial Literacy

OBJECTIVES for Inclusive Core Theme		
Equitable Campus		
Objective #4	*Objective #5*	*Objective #6*
Saint Paul College offers an array of Intercultural Competency programming and support for Professional Development for all Student, Staff, Faculty and Administration.	Saint Paul College improves its assessment and accountability for and inclusive and equitable campus.	Saint Paul College creates a campus wide inclusion committee and develops a survey to truly identify and celebrate the diversity of the campus for students and employees.
Intercultural Competency and College Professional Development	College Administrative Commitment	College Climate

Inclusive Plan Framework

Saint Paul College Inclusion Plan Framework		
Student Success		
Objective #1 Advising and Retention Saint Paul College provides accessible and equitable advising and support services for all current and incoming students.	*Objective #2* Counseling and Personal Health Saint Paul College provides accessible and equitable counseling and personal health services for all students.	*Objective #3* Financial Literacy Saint Paul College provides financial literacy resources to assist students in interpret and better understanding all aspects of college financial materials.
Goal #1: Adopt and support a new Advising Model for the college.	Goal #1: Increase the availability for personal counseling services and resources.	Goal #1: Embed financial literacy into all student interactions at the college.
Goal #2: Redesign orientation and tailor sessions to specific student populations.	Goal #2: Offer Mental Health "first-aid" training to employees.	

Saint Paul College Inclusion Plan Framework		
Equitable Campus		
Objective #4 Intercultural Competency College Professional Development Saint Paul College offers an array of Intercultural Competency programming and support for Professional Development for all Student, Staff, Faculty and Administration.	*Objective #5* College Administrative Commitment Saint Paul College improves its assessment and accountability for and inclusive and equitable campus.	*Objective #6* College Climate Saint Paul College creates a campus wide diversity survey to truly identify and celebrate the diversity of the campus for both students and employees.

Goal #1: Adopt and support a Professional Development Plan including equity training and intercultural competence curricular and co-curricular learning opportunities.	Goal #1: Create a full-time Chief Diversity Office Position.	Goal #1: Establish a standing Equity and Inclusion Committee
Goal #2: Develop a Center for College Professional Development for all employees.	Goal #2: Update college's Affirmative Action strategies and evaluate current structure in college administration.	Goal #2: Create and administer a campus wide diversity survey to better assess our diversity and inclusion needs.

Objective #1— Advising and Retention

Goal #1: Adopt and support a new Advising Model for the college. (Issues 1-4)

#	Action Steps	Primary Stewards	Target Date
1	1.1.1 - Adopt and support Advising Model as proposed by Advising and Retention Committee	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Services	Fall 2016
2	1.1.2 - Implement the use of SmarterMeasure with a pilot cohort of up to 500 students in FY17 academic year, which in addition to Accuplacer™ can begin the shift to a multiple measure framework in placing students.	* VP of Student and Academic Affairs	Fall 2016
3	1.1.3 - Establishing structured Pathway Advising for students, where advising roles are clarified on campus, academic and career planning is aligned, and advisors better collaborate with academic programs	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Success	Fall 2016
4	1.1.4 - Support the increased access measures, including additional hours, multiple advising opportunities (including online options), and reforming policies to make advising mandatory.	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Success	Summer 2017

Metrics and Assessment	1.	Increased fall to spring retention of new students.
	2.	Increased fall to fall retention of new students.
	3.	Increased transfer rate.
	4.	Increased graduation rate.
	5.	Baseline data created for use of Smarter-Measure.

Outcome	Saint Paul College has advising model that meets the needs of its traditionally under-represented and under-served students leading to increased success rates.

Objective #1: Advising and Retention

Goal #2: Redesign orientation and tailor sessions to specific student populations. (Issues 1-4)

#	Action Steps	Primary Stewards	Target Date
1	1.2.1 - Hire a Multicultural Program Coordinator to develop, redesign and tailor Orientation sessions to specific student populations (including Veterans, LGBTQI, students of color, working professionals, etc…)	* Dean of Engagement, Persistence, and Success * Director of Equity, Inclusion and Student Life * Multicultural Programs Coordinator	October 2016
2	1.2.2 – Realign management of Orientation to Office of Student Life & Diversity. Make Orientation participation opt-out, not opt-in for students. Include corresponding online option for those students who cannot attend in person. Orientation should provide content that includes differences on types of courses (i.e. hybrid, online, face-to-face) and the different type of preparation needed for each type of course.	* Dean of Engagement, Persistence, and Success * Director of Equity, Inclusion and Student Life	Fall 2016
3	1.2.3 – Expand Orientation so that new students receive information necessary for acclimating to the college. The tradition of meeting with an advisor during Orientation should continue.	* Director of Equity, Inclusion and Student Life * Multicultural Programs Coordinator	Spring 2017
4	1.2.4 – Offering Orientation sessions throughout the year to address issues about preparing for graduation, transferring, etc.	* Director of Equity, Inclusion and Student Life * Multicultural Programs Coordinator	Fall 2017

Metrics and Assessment	1.	Increased participation in Orientation and establish baseline data.
	2.	Increased fall to spring retention of new students.
	3.	Increased fall to fall retention of new students.

Outcome	Orientation recognizes and values student cultural differences and develops from the beginning of a student's time at the college a strong relationship between the college and the student. Students feel better equipped to navigate the college experience.

Objective #2 – Counseling and Personal Health
Goal #1: Increase the availability for personal counseling services and resources. (Issue 5)

#	Action Steps	Primary Stewards	Target Date
1	2.1.1 - Increase number of contact hours and availability for the counselor to full-time counseling.	* Dean of Engagement, Persistence, and Success	August 2016
2	2.1.2 – Increase, review and promote existing counseling resources.	* Dean of Engagement, Persistence, and Success	Fall 2016
Metrics and Assessment	1. Benchmark of how many students are utilizing services.		
	2. Increased participation rates.		
	3. Increased awareness of resources available to students.		
Outcome	Students are aware of and engage personal counseling to support them during the enrollment at the college.		

Objective #2 – Counseling and Personal Health
Goal #2: Offer Mental Health "first-aid" training to employees. (Issue 5)

#	Action Steps	Primary Stewards	Target Date
1	2.2.1 – Offer Mental Health First Aid Training to employees. Currently, two employees of the college are certified through the National Alliance on Mental Illness-Minnesota (NAMI-MN) to provide Mental Health First Aid Training. According to NAMI-MN, the training is "designed to teach the basic first aid skills needed to help a person who is experiencing a mental health problem or crisis, this 8-hour course is aimed at improving mental health literacy. Understanding and recognizing the signs that someone needs help, is the first step in getting that person appropriate care and treatment. Participants will receive a course manual and certificate."	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Success	September 2016
2	2.2.2 - Increase and promote existing counseling resources.	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Success	Fall 2016
Metrics and Assessment	1. Number of employees participating from various divisions and departments.		
Outcome	Shift towards a supportive and knowledgeable campus culture related to mental health issues. Employees have specific skills to provide mental health first aid.		

Objective #3 – Financial Literacy
Goal #1: Embed financial literacy into all student interactions at the college. (Issue 6)

#	Action Steps	Primary Stewards	Target Date
1	3.1.1 – Utilizing and expand existing resources through Financial Aid, embed financial literacy components into all student interactions, including Orientation, advising, student activity programming, and coursework.	* Director of Equity, Inclusion and Student Life * Director of Financial Aid * Associate Dean of Student Success	Spring 2017
2	3.1.2 - Inclusion of programming that helps students interpret and better understand all aspects of tuition statements, master promissory notes, and FAFSA. The taskforce recommends embedding this into all student interactions to create a sense of urgency around the issue.	* Director of Financial Aid * Associate Dean of Student Success	October 2016
3	3.1.3 - Institutional Research develops analyzes number of programs and courses using financial literacy resources, identifies gaps to work on for FY18.	* Dean of Institution Research * Director of Financial Aid	Summer 2017
Metrics and Assessment	1.	Number of students attending.	
	2.	Number of students using online tools.	
	3.	Decrease in Loan Default Rate.	
Outcome	Saint Paul College creates a culture of financial literacy where key concepts and resources are embedded into all student interactions and students understand the long term impacts of their Financial Aid utilization.		

Objective #4 – Intercultural Competence and Professional Development
Goal #1: Adopt and support a Professional Development Plan including equity training and intercultural competence curricular and co-curricular learning opportunities. (Issue 9)

#	Action Steps	Primary Stewards	Target Date
1	4.1.1 - Adopt and support College Professional Development Plan, including equity trainings offered during in-services funded by Minnesota State to attend.	* Chief Human Resource Officer	Fall 2016
2	4.1.2 - The equity trainings on racial, gender, social class, ability, sexual orientation and religious equity will be offered through in-services, using the Diversity Grant awarded in February 2016.	* Chief Human Resource Officer Academic Deans	Fall and Spring 2016-17
3	5.1.3 - Implement the College Professional Development Plan proposed by the management team. Creates a timeline of resources and actions steps from recruitment to on-boarding, to development opportunities considering the holistic timeline of an employee at the college. Consider providing financial incentive for adjunct faculty to attend in-service or offer workshops at different times (besides in-services) for adjunct faculty.	* Chief Human Resource Officer	May 2017
4	5.1.4 – Develop a curriculum plan that creates transfer pathways and courses for intercultural competence that needs and meets the requirements for Metro State University RIGR courses.	* Academic Deans * VP of Student and Academic Affairs	Spring 2017
5	5.1.5 – Review and evaluate student interactions and multicultural group dialogues that bridge differences. Expand our marketing and programming of intercultural competency activities and curriculum.	* Academic Deans * VP of Student and Academic Affairs	Spring 2017
6	5.1.6 – Develop and expand our service learning activities to include more regional multicultural communities.	* Academic Deans * Service Learning Coordinator	Summer 2017

Metrics and Assessment	1.	Equity awareness and skills raised on campus as measured through training evaluations.
	2.	Participation rates of in-service trainings.
	3.	Retention of minority employees.
	4.	Increase involvement of students in the St. Paul community
	5.	Increase in multicultural courses and programs

Outcomes	Saint Paul College creates a culture of equity by providing all employees with fundamental trainings on equity (as related to race, gender, sexual orientation, social class, ability and religion). College creates culture of investing in professional development of its staff. College creates an inclusive intercultural competent student body and staff.

Objective #4 - Intercultural Competence and Professional Development
Goal #2: Develop a Center for College Professional Development for all employees. (Issues 4 and 9)

#	Action Steps	Primary Stewards	Target Date
1	4.2.1 - Develop over FY17 (to be launched in FY18) a Center for College Professional Development for all employees. This center would focus on providing trainings and resources to develop culturally responsive pedagogy in the classroom, culturally competent customer service in student affairs, and equitable and inclusive decision making from the college leadership.	* VP of Student and Academic Affairs	FY 2017
2	4.2.2 - Equity and Inclusion Committee develop budget proposal, mission, and staffing proposal for Center for College Professional Development.	* VP of Student and Academic Affairs * Equity and Inclusion Committee	Fall 2016

Metrics and Assessment	1.	Decrease in Opportunity Gap.
	2.	Increase in campus climate as measured specifically by PACE (NILIE).

Outcome	Employees have dedicated center on campus to support the development of culturally responsive pedagogy, as well as the development of in-services, workshops, and trainings to increase intercultural competence.

Objective #5 – College Administrative Commitment
Goal #1: Create a full-time Chief Diversity Officer Position. (Issue 9)

#	Action Steps	Primary Stewards	Target Date
1	5.1.1 - Create Chief Diversity Officer (CDO) position that reports directly to the President. In creating position description, consider a potential re-organization of current positions that can report to the CDO to support their work.	* Dean of Engagement, Persistence, and Success * VP of Student and Academic Affairs	FY 2017
Metrics and Assessment	1. Position Description completed, includes Minnesota State and National Association of Diversity Officers in Higher Education Core Competencies.		
	2. Funding secured.		
	3. Position posted.		
	4. Interviews completed and offer extended.		
Outcome	Executive level leadership to advance diversity, equity and inclusion goals		

Objective #5 – College Administrative Commitment

Goal #2: Update college's Affirmative Action strategies and evaluate current structure in college administration. (Issue 7 and 9)

#	Action Steps	Primary Stewards	Target Date
1	5.2.1 - Change and evaluate the geographic area of the college's next Affirmative Action Plan (August 2016-August 2018) from "Minnesota" to "Twin Cities Metropolitan Area". This will increase the college's underutilization rate thus ensuring we are moving towards an employee population that is representative of the city the college operates in.	* Chief Human Resource Officer	FY 2017
2	5.2.2 – Create targeted recruitment relationships with Higher Education graduate programs (both Masters and PhD programs), as well as industry and organizational partners of the college to recruit new and diverse talent into the college.	* Chief Human Resource Officer	December 2016
3	5.2.3 - Consider best place where Affirmative Action Officer duties may exist and transfer duties of the Affirmative Action Officer to another position. Keeping Affirmative Action Officer duties with Chief Human Resources Officer creates conflict of interest and this structure often renders the AAO responsibilities invisible. If Chief Diversity Officer is a full-time position, consider placing duties with that position. Publicize the position responsibilities and role so that it is more visible on campus.	* Chief Human Resource Officer	October 2016

Metrics and Assessment	1.	Affirmative Action Plan completed.
	2.	Graduate Programs identified for stafe recruitment.
	3.	Marketing materials created to distribute to potential new employee candidates.
	4.	Relationships with Graduate Programs established.

Outcome	Underutilization rates in Affirmative Action plan decline, and percentage of minorities on campus better reflects student population. Increase in diversity metrics for hiring pools. More time devoted to implementation of Affirmative Action Plan. Increased visibility of college's Affirmative Action Plan.

Objective #6 – College Climate
Goal #1: Establish a standing Equity and Inclusion Committee. (Issue 9)

#	Action Steps	Primary Stewards	Target Date
1	6.1.1 - Create a standing Equity and Inclusion Committee. Representation as follows: Four Faculty (2 Blue Contract, 2 Green Contract), Chief Diversity Officer, Five Staff (2 AFSCME, 2MAPE, 1 MMA), Three Students, Two Community Partners, Two Administrative Deans.	* President * Cabinet	Fall 2016
2	6.1.2 - Mission of the Equity and Inclusion committee is to review and assess campus Diversity Plan, Affirmative Action Plan, and conduct Racial Equity Impact Assessments (REIAs) on all policy and programmatic decisions made by Cabinet and Management Team. With the exception of the CDO, membership should not include Cabinet members to encourage an open and safe space for dialogue on policies and recommendations.	* Cabinet * Equity and Inclusion Committee	Fall 2016

Metrics and Assessment	1.	Mission formalized and authorized by President's Cabinet.
	2.	Membership nominations submitted.
	3.	Committee members announced.
	4.	Equity and Inclusion Committee starts regular meeting schedule.

Outcome	Diversity Plan assessed on regular basis for effectiveness. Affirmative Action plan assessed on regular basis for effectiveness. College-decision making assessed regularly for Racial Equity Impact. Campus Climate scores increase (as measured by Minnesota State Performance Metrics, PACE survey, CCSSE survey).

Objective #6 – College Climate
Goal #2: Create and administer a campus wide diversity survey to better assess our diversity and inclusion needs. (Issue 8)

#	Action Steps	Primary Stewards	Target Date
1	6.2.1 - Create and administer a statistically valid and reliable campus wide diversity survey to truly identify and celebrate the wide variety of diverse populations on campus for both students and employees. Survey should look to expand beyond Federal racial categories (for example, get beyond a single category, such as Asian, to the actual cultural community a respondent self-identifies with, i.e. Hmong, Vietnamese, Indian, Pakistani, etc.).	* Dean of Institution Research	Fall 2016
2	6.2.2 – The survey instrument should include questions on gender identity, sexual orientation, social class, ability (include physical, emotional health, and learning ability questions), faith, parental status (is the respondent a parent) and national origin. The survey should be informed by Intersectionality theory and also seek to expand the college's understanding of how multiple identities intersect in the lives of students and employees.	* Dean of Institution Research * Equity and Inclusion Committee	Spring 2017
3	6.2.3 – Develop a communication plan that expresses the need and why this is necessary to encourage as many people to take the survey as possible (use PACE and SSI survey communication plans as a model). The survey should be confidential and anonymous.	* Director of Marketing	Fall 2016

Metrics and Assessment	1.	Survey designed.
	2.	Target survey population (n) identified.
	3.	Participation rate in survey.

Outcome	The college will have a better understanding of the variation of identities, and for the first time have valid and statistically reliable data on gender identities, sexual orientation, social class, and national origin of the College population. The College can create better programming and policies to meet the needs of our students and employees.

COMMUNICATION PLAN

Communication and awareness-building will play a critical role in a successful implementation of Saint Paul College's Equity and Inclusion Plan. This communication plan is designed to ensure that the Equity and Inclusion Plan created by the Diversity and Racial Equity Taskforce is understood, shared, implemented and embraced by target audiences. Effective communication of this Plan will include leveraging the voices of senior leadership, including the President's Cabinet and the Academic and Student Services Deans. The new Equity and Inclusion committee and the Saint Paul College Management Team will also play a vital role in championing the plan. These groups will be essential in ensuring communication takes place at every level of the institution. This communication plan is comprised of three strategies, each defined by specific tactics, communication channels, intended results, constituents and a timeline;

- Strategy 1: Ensure that employees have the opportunity to be heard and receive feedback, have appropriate access to critical information, and that diverse ideas and viewpoints are respected, valued, and encouraged.
- Strategy 2: Make information easily available and accessible so that it may be regularly referenced.
- Strategy 3: Deliver key messages at every level of the organization to increase awareness of diversity and inclusion goals, expectations and performance measurements by using existing communications channels.

Strategy 1: Ensure that employees have the opportunity to be heard and receive feedback, have appropriate access to critical information, and that diverse ideas and viewpoints are respected, valued, and encouraged.

#	Action Steps	Primary Stewards	Target Date
1	1.1 - Discussion with Cabinet with Taskforce Leaders to provide guidance about implementing the plan into the college's Strategic Plan.	* Chief Diversity Officer * President	June 2016
2	1.2 - Discussion with Management Team to make sure the team is aware of the recommendations and the process for moving forward.	* Chief Diversity Officer	June 2016
3	1.3 - Message to the community – Craft and develop a communication strategy that will solicit feedback on the Plan	* Chief Diversity Officer * President	July 2016
4	1.4 - Meeting with Faculty and College Bargaining Units (MSCF, MMA, AFSCME, MAPE) to give an overview of the plan. Ask for feedback, reiterate timeline and next steps.	* Chief Diversity Officer * President	August 2016
5	1.5 - Meeting with Student Senate to present an overview of the Plan. Ask for feedback, reiterate timeline and next steps.	* Chief Diversity Officer	September 2016
6	1.6 - President's Advisory Council to give an overview of the plan. Ask for feedback, reiterate timeline and next steps.	* Chief Diversity Officer	November 2016
7	1.7 - Friends of Saint Paul College to give an overview of the plan. Ask for feedback, reiterate timeline and next steps.	* Executive Director, Friends of Saint Paul College, *, President	December 2016
Outcome	Employees are familiar with the plan and onboard with the goals. To solicit feedback, gain support of the plan and make an agreement that the plan will move forward.		

Strategy 2: Make information easily and readily available that can be regularly referenced.

#	Action Steps	Primary Stewards	Target Date
1	2.1 – Create external Online Resource – Webpage on SaintPaul.edu, linked in the about us section- content provided by Taskforce, developed by Marketing	* Chief Diversity Officer * Director of Marketing	September 2016
2	2.2 – Create internal online resource – Folders with resources on the intranet – Taskforce to request folder. Create a place where meeting minutes and updates can be read by employees, additional resources, professional development, etc…	* Chief Diversity Officer * Director of Marketing	August 2016
Outcome	Create pages and content on the website to include the Plan, activities, glossary, tools, resources etc. keep audiences up to date on progress.		

Strategy 3: Deliver Key Messages at every level of the organization to increase awareness of diversity and inclusion goals, expectations and performance measurement by using existing communications vehicles.

#	Action Steps	Primary Stewards	Target Date
1	3.1 – Article and Highlights of the Plan – Repeat messaging and reiterate timeline and keep employees up to date on progress and plan changes.	* Chief Diversity Officer	Continuous
2	3.2 – Message to the community and updates on progress – message from the President	* Chief Diversity Officer * President	October 2016
3	3.3 – Social media post (Facebook, Twitter, Instagram, LinkedIn, etc…). Keep diversity and equity work in the spotlight, promoting our commitment to the Plan to serve as a constant reminder of our objectives and goals.	* Director of Marketing * Chief Diversity Officer	Continuous
4	3.4 – Equity and Inclusion a standing item on meeting agendas and progress reports in each area to keep the goals and commitment to the plan current and available. (Highlight annual dates, community events, upcoming learning opportunities for faculty and staff, trends, and issues related to the committee work).	* President * Management Team * Committee Chairs	Continuous
5	3.5 – Equity and Inclusion standing items on Weekly Dean Agenda and report on progress in each academic area.	* Vice President of Academic and Student Affairs	Continuous
Outcome	To keep the goals top of mind and to keep diversity/equity work in the spotlight, promoting our commitment to the Plan, to serve as a constant reminder of objectives and goals.		

KEY TERMS AND DEFINITIONS

This section provides definitions to key concepts and theories referenced throughout this Diversity and Equity plan. Much credit is due to Racial Equity Tools for providing an accessible compilation of terms. Their full glossary can be accessed at www.racialequitytools.org.

Achievement Gap
A term used by policy makers and academics to refer to the gap in student success rates (graduation, transfer, retention) between groups of students (typically examining rates between racial and gender groups). It is a highly problematic term that stigmatizes students because it implicitly indicates that the problem lies with students' ability to perform. The preferred term is Opportunity Gap which considers the context a student finds themselves in and how they navigate higher education with a lack of access to the resources needed to succeed.

Ally
A person who commits to analyzing their own privilege in relation to oppressed groups based on markers of difference (gender, class, sexual orientation, age, ethnicity, race, ability, etc.). This person commits to reducing their own complicity and collusion in systems of oppression and openly takes action in solidarity with oppressed groups.

Bigotry
A prejudice an individual espouses that glorifies their own group membership in such a way that specifically denigrates, attacks or victimizes another group(s).

Campus Climate (Minnesota State definition)
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 institution 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.

> Reference: *MnSCU System Strategic Diversity Plan 2011-2015*. Retrieved from:
> http://www.diversity.mnscu.edu/resources/reviews/docs/MNSCUfinal1.pdf

Collusion
An intentional act to perpetuate oppression or discrimination. Example: Cisgendered persons refusing to install gender neutral bathrooms on campus because of costs. Able-bodied persons refusing to support accessible classrooms due to additional expenses in labor.

Cultural competency (Minnesota State definition)
Refers to an ability to interact effectively with people of different cultures. Cultural competency has four components: 1) awareness of one's own cultural worldview, 2) attitude toward cultural differences, 3) knowledge of different cultural practices and worldviews, and 4) cross-cultural skills. Developing cultural competency results in an ability to understand, communicate and effectively interact with people across cultures. Also known as Intercultural Competency.

Colonialism
The invasion, dispossession and/or subjugation of a people. While not necessarily military in nature, it is the forcible intrusion by one or more groups of people onto other, resulting in the dispossession of land

and material possessions of the colonized group. The loss of land and material possessions is used exclusively to benefit the colonizers. The resulting relationship between the colonizer/colonized groups is structural and systematic inequity, usually codified through colonizer legal systems.

Critical Race Theory

The Critical Race Theory (CRT) movement is a collection of activists and scholars in studying and transforming the relationship among race, racism, and power. The movement considers many of the same issues that conventional civil rights and ethnic studies discourses take up, but places them in a broader perspective that includes economics, history, context, group- and self-interest, and even feelings and the unconscious.

> Reference: *Critical race theory: An introduction.* by Richard Delgado and Jean Stefancic. NYU Press, 2nd ed., 2001.

Cultural Appropriation

The unauthorized use, or outright theft, of one or more elements from another culture (including symbols, art, language, customs) for private or corporate profit and/or commodification. Typically this is done without any credit, acknowledgement and/or understanding of the original culture.

Diaspora

The voluntary or forcible movement of peoples from their homelands into new regions...a common element in all forms of diaspora; these are people who live outside their natal (or imagined natal) territories and recognize that their traditional homelands are reflected deeply in the languages they speak, religions they adopt, and the cultures they produce.

> Reference: "The Culture of Diasporas in the Postcolonial Web." By Leong Yew. Retrieved from:
> http://www.postcolonialweb.org/diasporas/ashcroft.html

Diversity (Minnesota State definition)

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.

Implicit Bias

Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

> Reference: *State of the Science Implicit Bias Review*. By Cheryl Staats, Kirwan Institute, Ohio State University 2003.

Intersectionality

Berger and Guidroz (2009) argue, "Race, class, and gender were once seen as separate issues for members of both dominant and subordinate groups. Now, scholars generally agree that these issues (as well as ethnicity, nation, age and sexuality) – and how they intersect – are integral to individuals' positions in the social world. These intersections are referred to as the race-class-gender matrix, the intersectional paradigm, interlocking systems of oppression, multiple axes of inequality, the intersection, and intersectionality; like most authors, we use the term "intersectional approach" to refer to the research application of these concepts. Scholars using the intersectional approach will socially locate individuals in the context of their "real lives". They also examine how both formal and informal systems of power are deployed, maintained, and reinforced through axes of race, class, and gender." (p. 1)

> Reference: *The Intersectional Approach: Transforming Women's and Gender Studies*. By M. Berger and K. Guidroz (eds), University of Chapel Hill. 2009.

Microaggression

First coined by Pierce in 1970, the term refers to "subtle, stunning, often automatic, and non-verbal exchanges which are 'put downs'" (Pierce, Carew, Pierce-Gonzalez, & Willis, 1978, p. 66). Racial microaggressions have also been described as "subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously" (Solorzano et al., 2000). Simply stated, microaggressions are brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group.

> Reference: Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., Esquilin, M. (2007). "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist*, 62(4), p.271-286.
> Retrieved from: http://www.consumerstar.org/resources/pdf/RacialMicroaggressions.pdf

Oppression

Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

> Reference: *WPC Glossary from 14th Annual White Privilege Conference Handbook*, White Privilege Conference, 2013.

Opportunity Gap

Preferred term to express the lack of opportunities students have to access the resources they need to succeed in higher education. The Opportunity Gap is demonstrated in statistical analysis (typically using racial and gender categories) that shows students with fewer opportunities will graduate, transfer or be retained at lower levels than those students with opportunities to succeed.

Power

Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital to organizing for progressive social change.

> Reference: *Intergroup Resources*, 2012

Prejudice
A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

> Reference: *Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit*. Retrieved at: http://www.coloursofresistance.org/definitions/prejudice/

Privilege
Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.
> Reference: *Colors of Resistance Archive*.
> Retrieved at: http://www.coloursofresistance.org/definitions/privilege/

Race
A social, political and legal construction intended to classify human beings into groups with two over-arching goals. First, to concentrate social, political, legal and economic power into the group labeled "white." Second, to justify the genocide, enslavement, deprivation, oppression, colonization, and inequitable treatment of "non-white" persons.

Racial Equity
Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

Racial Justice
Racial Justice is defined as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

> Reference: Center for Assessment and Policy Development. *Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report*, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.

Racial Healing
To restore to health or soundness; to repair or set right; to restore to spiritual Wholeness.

> Reference: *Racial Equity Resource Guide*, W.K. Kellogg Foundation, Michael R. Wenger, 2012.

Racial Identity Development Theory
Racial Identity Development Theory discusses how people in various racial groups and with multiracial identities form their particular self-concept. It also describes some typical phases in remaking that identity based on learning and awareness of systems of privilege and structural racism, cultural and historical meanings attached to racial categories, and factors operating in the larger socio-historical level (e.g. globalization, technology, immigration, and increasing multiracial population).

Reference: *New Perspective on Racial Identity Development: Integrating Emerging Frameworks*, Charmaine L. Wijeyesinghe and Bailey W. Jackson, editors. NYU Press, 2012.

Structural Racism

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.

For example, we can see structural racism in the many institutional, cultural and structural factors that contribute to lower life expectancy for African American and Native American men, compared to white men. These include higher exposure to environmental toxins, dangerous jobs and unhealthy housing stock, higher exposure to and more lethal consequences for reacting to violence, stress and racism, lower rates of health care coverage, access and quality of care and systematic refusal by the nation to fix these things.

Reference: *Structural Racism for the Race and Public Policy Conference*. Keith Lawrence, Aspen Institute on Community Change and Terry Keleher, Applied Research Center. *Flipping the Script: White Privilege and Community Building.* Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. 2005.

White Privilege

Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

Structural White Privilege: A system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal. The system includes powerful incentives for maintaining white privilege and its consequences, and powerful negative consequences for trying to interrupt white privilege or reduce its consequences in meaningful ways. The system includes internal and external manifestations at the individual, interpersonal, cultural and institutional levels.

The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequities in life-expectancy and other health outcomes, income and wealth and other outcomes, in part through different access to opportunities and resources. These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms and other behaviors and assumptions that maintain them.

Interpersonal White Privilege: Behavior between people that consciously or unconsciously reflects white superiority or entitlement.

Cultural White Privilege: A set of dominant cultural assumptions about what is good, normal or appropriate that reflects Western European white world views and dismisses or demonizes other world views.

Institutional White Privilege: Policies, practices and behaviors of institutions -- such as schools, banks, non-profits or the Supreme Court -- that have the effect of maintaining or increasing accumulated advantages

for those groups currently defined as white, and maintaining or increasing disadvantages for those racial or ethnic groups not defined as white. The ability of institutions to survive and thrive even when their policies, practices and behaviors maintain, expand or fail to redress accumulated disadvantages and/or inequitable outcomes for people of color.

Reference: *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies*. Peggy McIntosh. 1988. *Transforming White Privilege: A 21st Century Leadership Capacity*, CAPD, MP Associates, World Trust Educational Services, 2012.

White Supremacy
White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

Reference: *Challenging White Supremacy Workshop*, Sharon Martinas. Fourth Revision. 1995.

DIVERSITY & RACIAL EQUITY TASKFORCE

The President's Cabinet accepted nominations to the taskforce from all unions, including MSCF, MMA, MAPE, and AFSCME, as well as from the Student Senate, the college's administration, and community partners. The taskforce was approved in November 2015. The college's Chief Diversity Officer John Parker – Der Boghossian facilitated the taskforce. Membership included:

- Tanaya Walker, Student Senate President
- Ibrahim Abdalla, Student Senate Diversity Officer
- Jodi Larson, Student, SkillsUSA President
- Jane Graupman, International Institute of Minnesota, Executive Director
- Montquice McCoy, Neighborhood House, Human Resources Manager
- Roxanne Anderson, AFSCME, Administrative Assistant, Trade, Technical & Apprenticeship Programs
- Diana Lundell, AFSCME, Library Technician
- Ayesha Shariff, MSCF, Faculty Member – History
- Mary Crispin, MSCF, Faculty Member – English
- Francois Nguyen, MSCF, Faculty Member - Mathematics
- Michael Ojibway, MMA, Director of TRIO
- Kathleen Gordon, MMA, Director of Power of YOU
- Kristen Raney, Administration, Dean of Engagement, Persistence and Student Success
- Milford Muskett, Administration, Dean of Liberal Arts & Fine Arts
- Tam Knapton, MAPE, Academic Success Coordinator
- Marti Docken, MAPE, Instructional Technologist

The taskforce met bi-monthly from December 2015 through March 2016, and then weekly April 15, 2016 through May 13, 2016. Their process included the following stages:
- Reaching initial agreement, creating team norms (how do we want to operate as team?)
- Formulating issue statement (what do we want the resulting plan to address?)
- Searching for solutions (what solutions address the issues we identified?)
- Evaluating solutions (how are we ranking these solutions for effectiveness?)
- Formulating draft of plan
- Recommending plan to President's Cabinet