HENNEPIN TECHNICAL COLLEGE ACCESS TO SUCCESS STRATEGIC PLAN 2020-2025
STRATEGIC DIRECTION EQUITY AND INCLUSION: METRICS AND HLC CRITERIA

HTC STRATEGIC DIRECTION	GOAL	MN STATE PERFORMANCE METRIC	HLC ACCREDITATION CRITERIA
EQUITY AND INCLUSION: Institutional Culture	1. Provide an accessible, inclusive, and safe campus environment 2. Integrate HTC Learner Value Cultural & Global Awareness into academic courses and co-curricular activities	• Student Diversity • Student Success - Persistence and Completion Rates Students of Color to White Students • Campus Diversity Climate	**CRITERION 1. MISSION** **1.B.** The institution's mission demonstrates commitment to the public good. **1.C.** The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves. **CRITERION 3. TEACHING & LEARNING: QUALITY, RESOURCES, & SUPPORT** **3.B.** The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. **3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services. **CRITERION 4. TEACHING & LEARNING: EVALUATION & IMPROVEMENT** **4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.
EQUITY AND INCLUSION: Employee Retention and Development	1. Increase retention of protected group employees	• Employee Diversity • Campus Diversity Climate	**CRITERION 1. MISSION** **1.B.** The institution's mission demonstrates commitment to the public good. **1.C.** The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves. **CRITERION 2. INTEGRITY: ETHICAL & RESPONSIBLE CONDUCT** **2.A.** The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff. **CRITERION 3. TEACHING & LEARNING: QUALITY, RESOURCES, & SUPPORT** **3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services.
EQUITY AND INCLUSION: Civic Engagement	1. Increase engagement with community partners	• Campus Diversity Climate	**CRITERION 1. MISSION** **1.B.** The institution's mission demonstrates commitment to the public good. **1.C.** The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected **CRITERION 3. TEACHING & LEARNING: QUALITY, RESOURCES, & SUPPORT** **3.B.** The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

STRATEGIC DIRECTION EQUITY AND INCLUSION: INSTITUTIONAL CULTURE

DESIRED OUTCOME(S): Key Performance Indicators
• Increase student of color credit students as a percent of total headcount.
• Increase the ratio of the student persistence and completion rates for students of color to white students.
• Improve campus spaces for accessibility, inclusivity, and personal safety.
• Increase of academic courses and co-curricular activities with HTC Learner Value Cultural & Global Awareness.
• Advance faculty and staff intercultural competence through professional development and training opportunities.
ASSESSMENT
• Minnesota State Accountability Dashboards FY 2020-2025 *(data provided by Institutional Research, Effectiveness & Assessment)*
• Office of Civil Rights (OCR) Voluntary Compliance Plan (*data provided by Office of Equity & Inclusion*)
• HLC Criterion: 1, 3-4
• Inventory of academic courses and co-curricular activities with HTC Learner Value Cultural & Global Awareness (*data provided by Office of Equity & Inclusion*)
• See Appendix for action strategies and status updates

Goal	#	Objective	Aligns with Plan	MN State Metric/HLC	Resources *(Primary budget in bold)*	Champion/Partners *(Champion in bold)*
1. Provide an accessible, inclusive, and safe campus environment	1.1	To gather feedback yearly from students and employees about campus spaces to assess their needs for accessibility, inclusivity, and personal safety.	o Technology 3.1 o Resources 3.1/3.1.2	OCR/HLC 1.B/1.C	o **Access & Opportunity** o IREA	o **Equity & Inclusion** o Institutional Research, Effectiveness & Assessment (IREA) o Equity & Inclusion and Facilities Committees
	1.2	To examine and improve campus spaces to increase a sense of belonging and personal safety for students and employees.	o Facilities	OCR/HLC 1.B/1.C	o **Facilities** o Equity & Inclusion	o **Facilities** o **Equity & Inclusion** o Equity & Inclusion and Facilities Committees
	1.3	To review and grow culturally-based **affinity groups** and programs for underrepresented students to support their sense of belonging and safety.	o Student Success	Student Success and Completion/ HLC 1.B/1.C, 4.B	o **Access & Opportunity** o SLCD	o **Equity & Inclusion** o Student Life & Career Development (SLCD)
2. Integrate HTC Learner Value Cultural & Global Awareness into academic courses and co-curricular activities	2.1	To inventory and continue development of a collection of academic courses, co-curricular activities, and delivery methods **culturally relevant** to students.	o Technology Goal 1.1 o Quality Education	Student Success and Completion/ HLC 1.B/1.C, 4.B	o **ASA VPs & Deans** o Access & Opportunity	o **ASA VPs & Deans** o **Equity & Inclusion** o Institutional Research, Effectiveness & Assessment (IREA) o Academic and Standards Council
	2.2	To offer trainings and dialogues yearly for faculty and staff to increase their **intercultural competence**.	o Quality Education	Student Success and Completion/ HLC 1.B/1.C, 3.B/3.C	o **Access & Opportunity** o ASA VPs & Deans	o **ASA VPs & Deans** o **Equity & Inclusion** o Human Resources o Equity & Inclusion and Professional Development Committees

STRATEGIC DIRECTION EQUITY AND INCLUSION: EMPLOYEE RETENTION AND DEVELOPMENT

DESIRED OUTCOME(S): Key Performance Indicators
• Increase employees of color as percent of total employees.
• Increase # of Equal Employment Opportunity job categories from "not improved" to "improved" with highest amount of underutilization.
• Increase of equity and inclusion leadership competencies in professional development plans.
ASSESSMENT
• Minnesota State Accountability Dashboards FY 2020-2025 *(data provided by Institutional Research, Effectiveness & Assessment)*
• HLC Criterion: 1-3
• HTC Affirmative Action Plans (AAP) 2020-2022 *(data provided by HR-HRIS)*
• Inventory of equity and inclusion leadership competencies in professional development plans *(data provided by HR and Office of Equity & Inclusion)*
• See Appendix for action strategies and status updates

Goal	#	Objective	Aligns with	MN State Metric/HLC	Resources *(Primary budget in bold)*	Champion/Partners *(Champion in bold)*
3. **Increase retention of protected class group employees**	3.1	To provide an **onboarding** program to increase organizational knowledge and social integration for protected class group employees during their first year of employment at HTC.	AAP	Employee Diversity/ HLC 3.C.	o **Access & Opportunity** o Human Resources	o **Equity & Inclusion** o **Human Resources** o Supervisors o Equity & Inclusion Committee
	3.2	To provide leadership development to protected class group employees through intentional mentorship for advancement opportunities.	AAP	Employee Diversity/ H 3.C.	o **Access & Opportunity** o Human Resources	o **Equity & Inclusion** o **Human Resources** o Supervisors
	3.3	To offer college-wide professional development yearly for all HTC employees to build **leadership competencies** that contribute to an inclusive work environment.	AAP	Campus Diversity Climate/ HLC 1.B/1.C, 2.A, 3.C	o **Access & Opportunity** o Human Resources	o **Equity & Inclusion** o **Human Resources** o Supervisors o Equity & Inclusion Committee

STRATEGIC DIRECTION EQUITY AND INCLUSION: CIVIC ENGAGEMENT

DESIRED OUTCOME(S): Minnesota State Performance Measure, HLC Accreditation Criteria, and Key Performance Indicators
• Increase the extent to which the college promotes contact with and understanding of diverse populations (student & employee opinions).
• Increase the number of community partnerships for historically underrepresented populations.
ASSESSMENT
• Student and Employee Surveys *(data provided by Institutional Research, Effectiveness & Assessment)*
• HLC Criterion: 1 & 3
• Inventory of community partnerships *(data provided by Office of Equity & Inclusion)*
• Inventory of curricular and co-curricular initiatives *(data provided by Institutional Research, Effectiveness & Assessment and Office of Equity & Inclusion)*
• See Appendix for action strategies and status updates

Goal	#	Objective	Aligns with	MN State Metric/HLC	Resources *(Primary budget in bold)*	Champion/Partners *(Champion in bold)*
4. **Increase engagement with community partners**	4.1	To establish a baseline of community partners from diverse communities and measure engagement yearly in being **culturally responsive** to the needs of students and the workforce.	o Resources o Student Success	Campus Diversity Climate/ HLC 1.B/1.C, 3.B	o **Access & Opportunity** o Academic Affairs o Finance & Operations o Advancement	o **Equity & Inclusion** o **Academic Affairs** o **Finance & Operations** o **Advancement** o Student Life & Career Development (SLCD) o Robbinsdale Area Schools

TERMS OF EQUITY AND INCLUSION

The following is a reference guide; a glossary of terms and language commonly used in reference to equity and inclusion. It is a tool for developing a list of reference items to increase understanding of equity and inclusion efforts. It should not be considered exhaustive or comprehensive.

Affinity Group: A group of people with common interests, background, and experience that come together to support each other. (https://www.nais.org/learn/independent-ideas/november-2017/how-racial-affinity-groups-saved-my-life/)

Co-curricular: Activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. (https://www.edglossary.org/co-curricular/)

Culturally Relevant/Responsible: Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives. (https://minnstate.edu/system/equity/glossary.html)

HTC Learner Values: Values and attitudes that help make successful employees. (https://www.hennepintech.edu/about-htc/president-message/mission-vision-values.html)

(Inter) Cultural Competence: An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence comprises four 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. (https://minnstate.edu/system/equity/glossary.html)

Leadership Competencies: The Leadership Competencies describe the knowledge, skills and attributes required to be successful as a leader in the MN State system at any level and in any role or function. They represent the common characteristics across all leaders in our system. (https://www.minnstate.edu/system/hr/talent_management/documents/Leadership%20Competencies%20list_Nov2016.pdf)

Onboarding: Successful onboarding makes a new employee feel welcome, helps them build the networks they need and lets them quickly and easily understand their role in the organization. (http://minnstate.edu/system/hr/talent_management/Onboarding.html)

Protected class: Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, familial status and membership or activity in a local human rights commission are protected classes in employment. (https://www.minnstate.edu/board/policy/1b01.html)

Underrepresented: Any individuals who are historically underrepresented in American higher education in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, gender identity, gender expression, age, or spirituality/religiosity/philosophy. (https://minnstate.edu/system/equity/glossary.html)