



Equity and Inclusion Plan 2023-2026

876



8

Goals

7

Areas

6

Domains

Equity & Inclusion Plan

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Words from the President

Dr. Terry Gaalswyk



“Our ability to reach unity in diversity will be the beauty and the test of our civilization.”

| *Mahatma Gandhi.*

Dear Minnesota West,

I want to extend my utmost gratitude to the Minnesota West's Diversity Equity and Inclusion (DEI) Committee for drafting our 2023- 2026 Strategic DEI Plan, which lays the foundation for a more equitable and just future for our community.

Here at Minnesota West, we appreciate the critical role that diversity, equity, and Inclusion play in the overall success of our community. Our DEI team intentionally set the agenda to build a more comprehensive and collectively owned institutional plan that objectively addresses the most pressing equity issues of our time.

This work is not possible without our faculty and staff's active participation and insight, whose wealth of expertise and experience have contributed to such a robust and strategic institutional plan.

Implementing this plan will require the communal involvement and support of our community and the individual initiative to apply the core principles of this plan into everyday practice. It is, therefore, in such spirit that I call to each one of you to take a leadership role in this endeavor and help build a more just and fairer future for all.

Thank you again for your commitment to diversity, equity, and Inclusion at Minnesota West. I am proud to be a part of such a dedicated and forward-thinking community, and I look forward to continuing to work with all of you as we strive to create a more inclusive and equitable campus for all.

Sincerely,

A handwritten signature in black ink that reads "Terry B. Gaalswyk". The signature is fluid and cursive.

Terry B. Gaalswyk, Ph.D.
President
Minnesota West Community & Technical College

Mission, Vision, & Value



Mission

Minnesota West prepares learners for a lifetime success.

Vision

Minnesota West is the regional college of choice.

Values

- Community Engagement
- Courage
- Diversity & Inclusion
- Innovation
- Integrity
- Student Success





Diversity Philosophy Statement

At Minnesota West, we commit to provide affordable and high-quality education to all members of our community. We recognize that access to higher education is a fundamental human right and that it should be available and accessible to every community member, regardless of their socioeconomic and/or sociocultural background.

Promoting equity and inclusion is paramount to our success as an institution. That is why we seek and demand the removal of structural and systemic barriers that can prevent community members from achieving their optimum potential. Our ultimate goal is to create an equitable and fairer future for our students, faculty, and staff.

Minnesota West makes the following commitments to advance the foregoing cause:

- Minnesota West will eliminate systemic and institutional barriers hindering student outcomes and success.
- Minnesota West will implement equitable hiring practices that attract a diverse pool of candidates and strive to foster an inclusive working environment.
- Minnesota West will offer and provide continuous and sustained professional development opportunities to faculty and staff toward diversity, equity, and inclusion.
- Minnesota West will develop a collaborative relationship with local and community organizations to collectively identify needs and allocate resources to our community's most pressing socioeconomic and sociocultural needs.
- Minnesota West will advance a civil, open, and transparent social dialogue that promotes cultural competency and collective ownership of our common future.

We believe that by fostering equity and inclusion, we can create a more dynamic and vibrant community college that can better meet all our students' needs and contribute to our community's economic and social well-being. We are committed to this work and to make our college a place where everyone feels welcome, valued, and supported.

Development of the plan

As the 2016-2021 Equity and Inclusion Plan of Minnesota West was coming to a close, the college enforced a number of initiatives to prepare for the creation of a new institutional Equity and Inclusion plan. This included the formation of an office for the Dean of Equity, Inclusion, and Student Development. This office's principal mission was to produce a plan that aligned the strategic goals and objectives of Minnesota West with those of the system-wide Equity 2030 effort.

Therefore, one of the initial responsibilities of the new dean was to explore Equity 2030's strategic 2020-2023 Plan, which highlights four primary areas of emphasis:

- I. **Diversity, Equity, & Inclusion Expertise and Strategy**
- II. Equity in Academic Outcomes
- III. Civil Rights Compliance
- IV. Campus Climate

As the three other major areas are still in the planning stages, the new dean's primary purpose was to concentrate on Area 1 (**Diversity, Equity, and Inclusion Expertise and Strategy**) using the equity 2030 strategic planning toolbox. This toolkit provides a multifaceted, step-by-step process that outlines the process of forming a committee, conducting a needs assessment, collecting and analyzing data, drafting the plan, communicating the result, and establishing a process for continuous improvement that ensures a functional and effective long-term strategic plan.

In consultation with the Minnesota West administration and the Minnesota State Office of Equity, the dean outlined his goals and submitted the project's road plan to the administration in March 2022. In May 2022, the dean presented his agenda to the college community and solicited volunteers to create the Diversity, Equity, and Inclusion (DEI) Committee at Minnesota West. This call resulted in the development of a fifteen-member group comprised of administrators, faculty, and staff.

In June 2022, the DEI committee convened for the first time to set the groundwork and develop consensus for a more unified and comprehensive DEI plan. One of the committee's initial responsibilities was to design a needs assessment survey that represented the genuine dynamics of Minnesota West. Following a comprehensive examination of an extensive meetings with the college's leadership, administration, faculty, and staff, the committee prepared a survey with the capacity to collect both qualitative and quantitative data on 19 different categories.

The electronic needs assessment survey, consisting of 30 Likert-scale questionnaires, was distributed to Minnesota West personnel in September 2022 via the office of the president and provost and ran until the end of October 2022. About a third of the institution's workforce participated in the survey, providing an invaluable amount of data to inform the development of the DEI plan.

The DEI committee tabulated the data through the formation of sub-committees, identifying a number of recurring themes and categorizing low, moderate, and high need areas. Following a number of subsequent sub-committee meetings, the team established eight goals to pursue, seven areas to improve, and six domains to monitor, providing the plan with the nickname "Plan 876".

This is not the end of Minnesota West's Equity 2030 alignment process, but rather the beginning of a journey that will see the three remaining Equity 2030 areas addressed. The second volume focuses mostly on Area 2 (academic outcomes) and establishes goals based on the data supplied in the institution's Equity Scorecard.

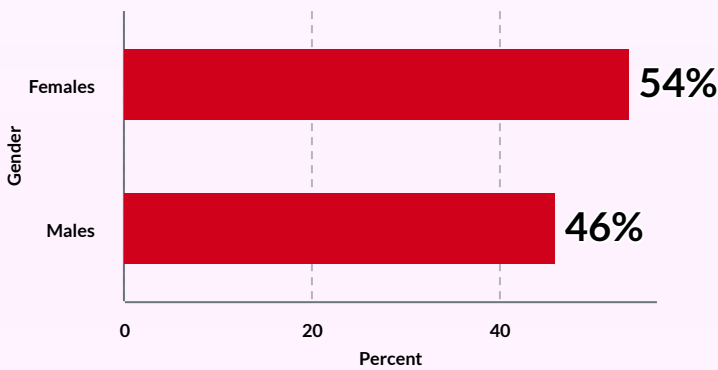
Minnesota West's Workforce Demographics

The workforce demographics provide an overview and the major characteristics of Minnesota West's workforce. This includes racial demographics, gender, disability, and veteran status.

Figure 1	
Race	Percent
American Indian or Alaska Native	0.78%
Asian	0.39%
Black or African American	1.18%
Hispanic or Latino	1.96%
White	95.69%

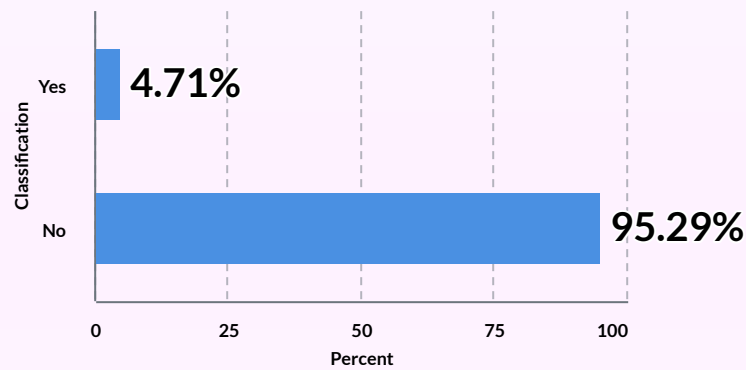
95.69% of Minnesota West's workforce identify as White, 1.96% as Hispanic or Latino, 1.18% as Black or African American, 0.78% as American Indian or Alaska Native, and 0.39% as Asian.

Figure 2 – Gender Demographics



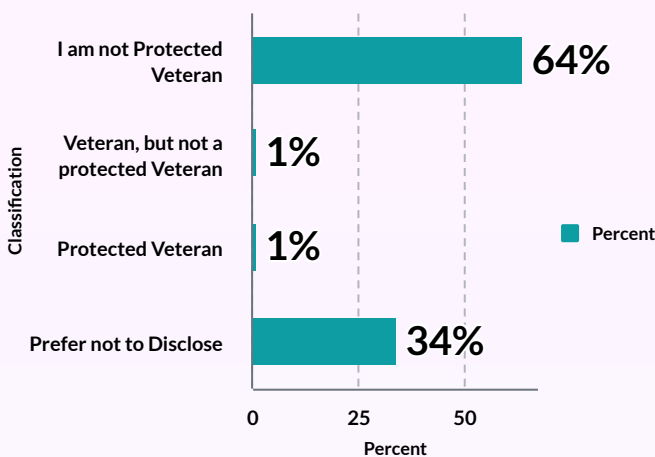
54% of Minnesota West's workforce identify as females, while 46% identify as males.

Figure 3 – Disability Demographics



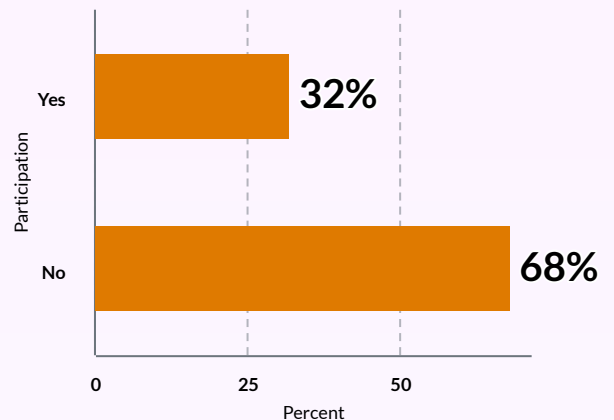
4.7% of Minnesota West's workforce indicate limitations.

Figure 4 – Veteran Status Data



Approximately 2% of Minnesota West's workforce identify as veteran.

Figure 5 – DEI Needs Assessment Survey Participation



Nearly one-third of Minnesota West's workforce has participated in this survey.

DEI Needs Assessment Results

The DEI needs assessment survey consisted of 30 Likert-scale questionnaires covering a total of 19 variables. These variables range from budget, to climate and culture, committee and taskforces, curriculum, events, history, human resources, leadership, conflict management, marketing and communication, progress measurement, institutions mission, vision, and values, projects and initiatives, and new student orientation.

The Likert criteria that the committee's data analysis subcommittee adopted were as follows:

- I. Strong disagreement + disagreement + neutrality > 50% of the total response = High Need**
- II. Strong agreement + agreement + neutrality > 50% of the total responses = Low Need**
- III. An even split between strong agreement and strong disagreement +/- neutrality = Moderate Need**

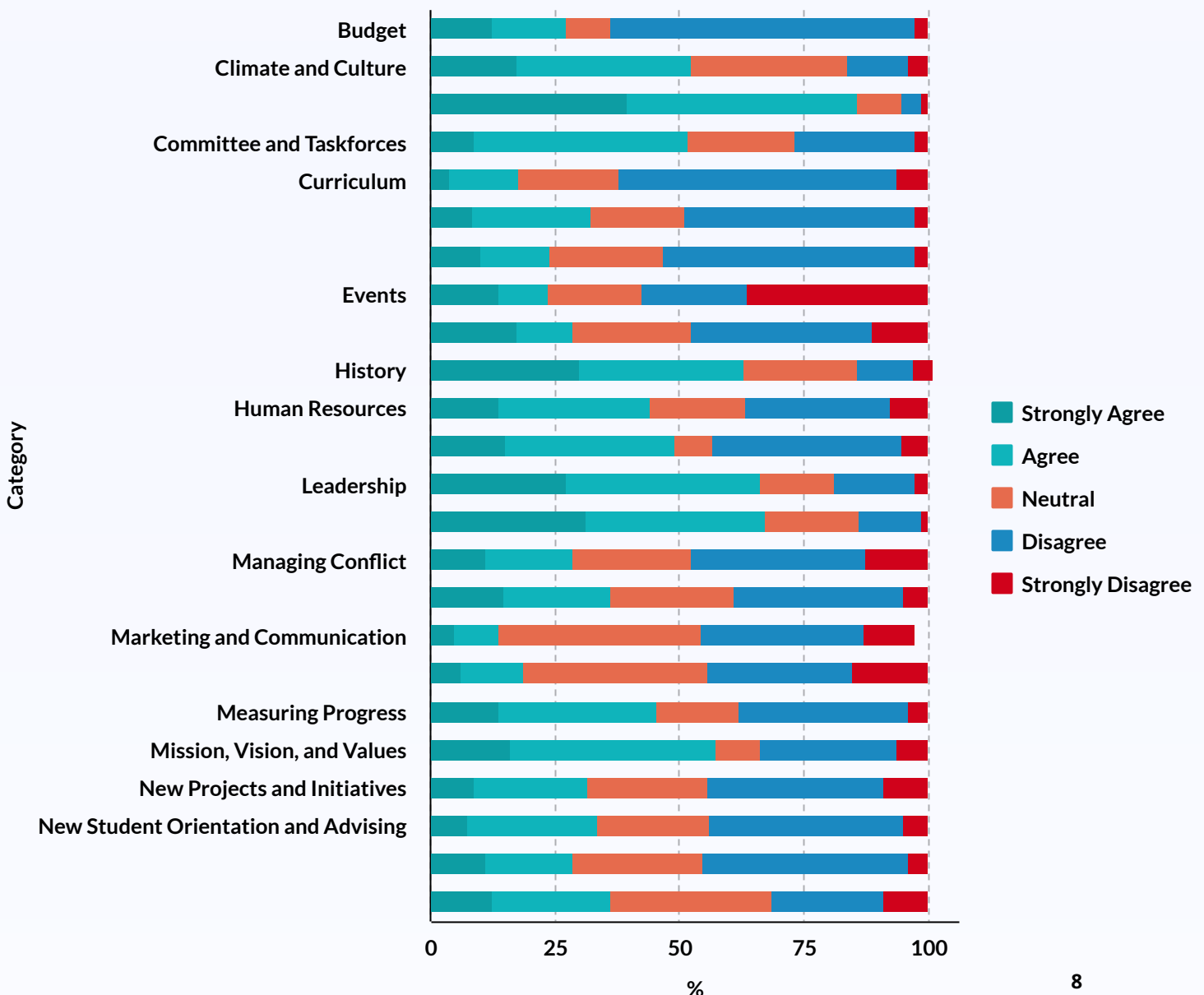
Based on the degree of severity, the study identified 8 high need areas, including curriculum, events, human resources, conflict management, marketing and communication, project management, budgeting, and student orientation.

Variables with moderate needs include committees and taskforces, institutional culture, job description procedures, progress measurement, policies and procedures, professional development, and programs and services.

Low-need areas include the institution's mission, vision, values, history, leadership, climate, physical environment, and supervision.

Please refer to **Figure 6** for further details.

Figure 6 – Minnesota West Diversity, Equity, and Inclusion Needs Assessment Survey Fall of 2022



Project Timeline

MAY 2022

The Dean of Equity presents to the institution's faculty and staff the new agenda to draft Minnesota West's new Equity and Inclusion Plan, and makes the call for volunteers to form the institution's DEI committee. This call attracts a total of 15 members comprising administration, faculty, and staff.

JAN 2022

Following a thorough environmental scanning, the new dean connects with the Equity 2030 personnel for consultation.

NOV 2021

Minnesota West's Equity & Inclusion Plan 2016-2021 expires, Institution hires and onboards a new Dean for Equity, and tasks the drafting of a new institutional plan that aligns with Equity 2030.

MARCH 2022

The Dean of Equity presents to the leadership the anticipated process to draft the new plan, and the need to form a Diversity, Equity, and Inclusion Committee to help oversee and guide the process.

JUNE 2022

Minnesota West's new DEI Committee holds its first meeting, laying ground foundations for the drafting of a new plan.

NOV, 2022

DEI committee forms a sub-committee for data analysis and identifies 8 goals, 7 areas to improve, and 6 domain to monitor.

SEP 2022

DEI Committee formulates, approves, and disseminates 30 Likert-scale needs assessment survey questionnaires to capture Minnesota West's most pressing DEI needs. The survey remains opened throughout the month of October and attracts a third of Minnesota West's workforce.

DEC 2022

The DEI committee drafts the rough draft of the plan and shares with the leadership and the rest of the institution.



Acknowledgement

Dear DEI Committee Members,

I want to express my deep gratitude and admiration for your hard work and dedication to delivering Minnesota West's institutional Equity and Inclusion plan for 2023-2026.

Your contributions toward this plan are a tribute to our institution's long-term agenda to make Minnesota West a more equitable and inclusive institution for all. The breadth of expertise and experiences you have brought to the table has built the groundwork for this project.

Your profound commitment to developing a strong foundation for Minnesota West's equity and inclusion initiative is priceless. It will have a lasting impact on our community. At the same time, your contribution to creating such a document will serve as a cornerstone to a more equal and just society for Minnesota West.

On behalf of the students, the faculty, the staff, and the wider community of Minnesota West Community and Technical College, thank you!

Sincerely,

A handwritten signature in black ink that reads "Abdullahi".

Abdullahi Farah Abdigaani, MPH
Dean of Equity, Inclusion, & Student Development
Minnesota West Community & Technical College

Minnesota West's DEI Committee

- Abdullahi Farah Abdigaani – Dean of Equity, Inclusion, and Student Development
- Dr. Anita Gaul – History Professor
- Anna Sandager – Occupational Therapy Assistant Faculty / Program Director
- Barb Staples – Student Services Specialist
- Beth Van Orman – Psychology Professor | Assessment Coordinator
- Celina Fonseca – Resource Specialist | Jackson
- Dr. Craig Peters – Dean of Management & Career & Technical Programs
- Heidi Tarus – Biology Professor
- Dr. Kayla Westra – Dean of Liberal Arts and K-12 Partnerships | CIO
- Maya Bledsoe – Advisor | Student Basic Needs Coordinator
- Michael Van Keulen – Student Success Coordinator
- Mike Cumiskey – Law Enforcement Professor | Program Director
- Paula Paplow – Academic Affairs Coordinator
- Roxanne Hayenga – Diversity and Customized Training Coordinator
- Salome Chonko – Advisor | Accessibility & Disabilities Coordinator
- Theresa Ireland – K-12 Collaboration Coordinator



8 Goals to Achieve

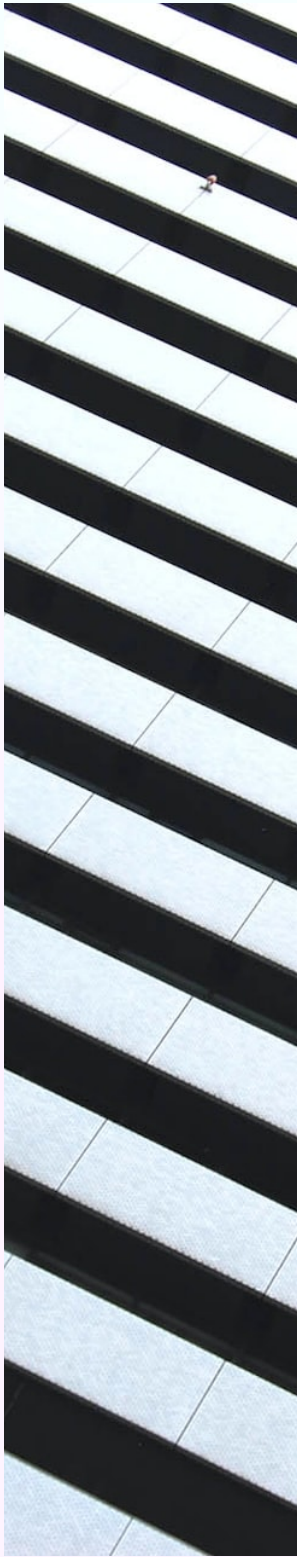


This section outlines the eight goals to achieve. These goals address areas that the needs assessment survey designated as high-need areas.

The goals include curriculum, event planning and management, search committee selection and maintenance, conflict resolution and management, marketing and communication, project management and implementation, student orientation and advising, and budget allocation and management.

Strategies accompany each goal, as well as performance indicators and expected outcomes. At the end of this section is a Gantt chart with a scheduled delivery outline.

	Variable	Goal
I	Curriculum	Integrate an inclusive perspective into all institutional curricula materials.
II	Event Planning & Management	Create a universal and “culturally inclusive” event planning process.
III	Human Resources	To encourage membership of search committees are representative of and applicable to the posted position.
IV	Conflict Management & Resolution	To develop and implement a protocol that instructs faculty, administration, and staff on how to resolve conflicts.
V	Marketing & Communication	To create and disseminate inclusive and accurate marketing and communication materials that support the college's commitment to equity and inclusion.
VI	Project Management	To create and implement a process that will provide structure and guidance to enhance diverse representation when beginning major projects and initiatives.
VII	Student Orientation & Advising	To Integrate DEI into the current practices.
VIII	Budgeting	To ensure that budgetary consideration is explicitly directed towards DEI projects and initiatives.



Goal 1: Curriculum

To integrate an inclusive perspective into all institutional curricula materials.

1

Strategies

- Identify Student Learning Outcomes (SLO) and courses that address diversity and cultural competence.
 - Review Community College Engagement Student Survey (CCESS) questions and course evaluation questions for the relevance.
 - Seek faculty to create courses that directly focus on DEI.
-

2

Short-Term Outcome 1-2 Years

- Provide training for faculty to identify and write SLOs related to diversity.
 - Provide training to faculty on diversity and cultural competence.
 - Updated course evaluation questions (if needed).
-

3

Intermediate Outcome 3-5 Years.

- Continuously update the identified SLOs and courses.
 - Provide continuous professional development training for faculty.
-

4

Measures/Indicators

- Include SLOs and courses that address diversity and cultural competence in the yearly Assessment Report.
-

5

Stakeholders

- Community
 - Students
 - Administration, faculty, and staff
 - Partners
-

Goal 2: Event Planning and Management

To create a universal and “culturally inclusive” event planning process.

1

Strategies

- Post a global holiday calendar on the school website, then widely publicize it so that all faculty, staff, and administration will know to consult it and will know where to access it when planning courses and campus events.
- Modify course syllabus template to include a reminder to check the global holiday calendar.
- Create a tutorial for soliciting and implementing dietary preferences at events.

2

Short-Term Outcome 1-2 Years

- Global holiday calendar created and posted on school website.
- Syllabus template will include a reminder to check the global calendar.
- Guidelines for implementing dietary preferences made available to and communicated to all employees.

3

Intermediate Outcome 3-5 Years

- Seek and acquire in-built technology within institution’s calendar advising users on major global holidays and observations.
- Sustained applications of dietary preferences at all events.

4

Measures/Indicators

- Holiday calendar posted on school website
- Syllabus template modified
- End of event survey questions regarding dietary preferences.

5

Stakeholders

- Marketing
- Deans
- Administration
- Faculty
- Staff
- Students

Goal 3: HR – Search Committees

To encourage membership of search committees are representative of and applicable to the posted position.

1

Strategies

- Administrative rotation – the administrator supervising the open position must serve on the committee regardless of rotation/workload.
 - Faculty/staff service is based on position (labor management division).
 - Open Administrative positions include a rotation to prevent saturation of members.
 - Training of search members prior to reviewing applicants.
-

2

Short-Term Outcome 1-2 Years

- Have search committee membership rules published on the website.
 - Post-hire: In announcement, thank search committee members.
 - Document in office of HR those search committee members to prevent saturation.
 - Training curriculum shared on website for reference.
-

3

Intermediate Outcome 3-5 Years

- Review policies and procedures every three years or sooner if needed.
-

4

Measures/Indicators

- 100% compliance of all established procedures and expectations.
-

5

Stakeholders

- Human Resources Office
 - Union leaders
-

Goal 4: Conflict Management

To develop and implement a protocol that instructs faculty, administration, and staff on how to resolve conflicts.

1

Strategies

- Identify currently available resources.
 - Identify additional resources available through the system.
-

2

Short-Term Outcome 1-2 Years

- Prepare a conflict resolution model and propose it to the cabinet.
 - To complete a draft conflict resolution model.
-

3

Intermediate Outcome 3-5 Years

- Train faculty, administration, and staff on the new model.
-

4

Measures/Indicators

- Having a comprehensive conflict resolution model drafted and approved.
-

5

Stakeholders

- HR
 - Affirmative Action Officer
 - Representative of the Office of Civil Rights
-

Goal 5: Marketing and Communication

To create and disseminate inclusive and accurate marketing and communication materials that support the college's commitment to equity and inclusion.



1

Strategies

- Diversify the department's team
 - Seek input and feedback from the community
 - Use inclusive language and imagery
 - Regularly review and update materials
 - Collaborate with other departments and organizations
-

2

Short-Term Outcome 1-2 Years

- Marketing materials Website & Communication will reflect diversity of the student body, also be provided in multiple languages.
-

3

Intermediate Outcome 3-5 Years

- Continue to work towards inclusivity of our diverse student body in our marketing materials.
 - Translators available for students or faculty/staff/administrators able to speak more than one language.
-

4

Measures/Indicators

- Survey of marketing materials and displays to determine adequate representation and multiple language availability.
-

5

Stakeholders

- Marketing
 - Program Directors
-

Goal 6: Project Management

To create and implement a process that will provide structure and guidance to enhance diverse representation when beginning major projects and initiatives.

1 Strategies

- Identify the most common institutional groups/people (Human Resource, administration) involved at the beginning of projects and pinpoint opportunities within those areas to improve or enhance diversity.
- Develop a common path for a new project and identify intersections where diverse representation can be integrated.
- Identify best practice techniques for increasing diverse representation.

2 Short-Term Outcome 1-2 Years

- Have an established process that is implemented with most or all projects/initiatives.

3 Intermediate Outcome 3-5 Years

- Continuous review of an established process to make corrections and updates.

4 Measures/Indicators

- Having an intentional process to structure and guide diverse representation for new projects and initiatives.

5 Stakeholders

- Administration
- Faculty
- Staff

Goal 7: Student Orientation and Advising

To integrate Equity into the current student orientation and Advising practices.

1

Strategies

- Identify best practices and program learning outcomes to ensure opportunity for students to learn and practice civil discourse, management of diversity in and out of the classroom and ensure needs of diverse students are met in student onboarding.
-

2

Short-Term Outcome 1-2 Years

- Create and implement activities for new student advising and orientations in which students have an opportunity learn to manage and deal with diversity in and out of the classroom.
 - Survey students regarding their orientation experiences.
 - Provide diversity and inclusiveness facilitation training opportunities to faculty and staff.
-

3

Intermediate Outcome 3-5 Years

- Continuously review and update orientation materials and activities.
 - Review and assess program learning outcomes related to advising and orientations.
-

4

Measures/Indicators

- Orientation agenda that includes exploration, managing, and discussions of diversity issues and civil discourse. Both in our online and in person orientations.
-

5

Stakeholders

- Student Services
 - Faculty
 - Students
-

Goal 8: Budgets

To ensure that budgetary consideration is directed specifically towards DEI projects and initiatives.



1

Strategies

- Maintain or increase funding towards DEI office.
 - Develop funding mechanism from DEI office to other departments.
-

2

Short-Term Outcome 1-2 Years

- Review budgetary amounts and allocation areas.
 - Develop funding mechanism for other departments.
-

3

Intermediate Outcome 3-5 Years

- Review budgetary amounts and allocation areas.
-

4

Measures/Indicators

- Review budgetary amounts and allocation areas for increased allocation.
-

5

Stakeholders

- Cabinet
 - DEI Office
 - Administration
 - Faculty & Staff
-

Timeline — Goals

Goals 1: Curriculum		Timeline												Status (Started, In-progress, Achieved, not achieved)
		2023			2024			2025			2026			
Integrate an inclusive perspective into all institutional curricula materials.		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	
Task 1	Identify Student Learning Outcomes and courses that address diversity and cultural competence													
Task 2	Review CCESS questions and course evaluation questions for relevance													
Task 3	Continuously update the Identified SLOs and courses													
Goals 2: Event Planning and Management		Timeline												Status (Started, In-progress, Achieved, not achieved)
Create a universal and "culturally inclusive" event planning process.		2023			2024			2025			2026			
Task 1	Post a global holiday calendar on the school website, then widely publicize it so that all faculty, staff, and administration will know to consult it and will know where to access it when planning courses and campus events.													
Task 2	Modify course syllabus template to include a reminder to check the global holiday calendar.													
Task 3	Create a tutorial for soliciting and implementing dietary preferences at events.													
Goals 3: HR – Search Committees		Timeline												Status (Started, In-progress, Achieved, not achieved)
Encourage membership of search committees are representative of and applicable to the posted position.		2023			2024			2025			2026			
Task 1	Have search committee membership rules published on the website													
Task 2	Open Administrative positions include a rotation to prevent saturation of members													
Task 3	Document in office of HR those search committee members to prevent saturation													
Task 4	Develop training curriculum and share on website for reference													
Task 5	Review policies and procedures every three years or sooner if needed.													
Goals 4: Conflict Management		Timeline												Status (Started, In-progress, Achieved, not achieved)
To develop and implement a protocol that instructs faculty, administration, and staff on how to resolve conflicts.		2023			2024			2025			2026			
Task 1	Prepare a conflict resolution model and propose it to the cabinet													
Task 2	Complete a draft conflict resolution model.													

Timeline — Goals

Task 3	Train faculty, administration, and staff on the new model.	Goals 5: Marketing and Communication												Status (Started, In-progress, Achieved, not achieved)
		Timeline												
To create and disseminate inclusive and accurate marketing and communication materials that support the college's commitment to equity and inclusion.		2023			2024			2025			2026			
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	
Task 1	Identify and share with the marketing department an inclusive language and imagery in representative of our community.													
Task 2	Establish a recurrent review process to update materials.													
Task 3	Develop a continues feedback mechanism from the community, faculty, and staff.													
To create and implement a process that will provide structure and guidance to enhance diverse representation when beginning major projects and initiatives.		Goals 6: Project Management												Status (Started, In-progress, Achieved, not achieved)
		Timeline												
		2023			2024			2025			2026			
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	
Task 1	Develop a plan for a new project that incorporates diverse representation at key intersections.													
Task 2	Identify best practice techniques for increasing diverse representation in project and initiatives.													
Task 3	Continuous review of an established process to make corrections and updates.													
To integrate Equity into the current student orientation and Advising practices.		Goals 7: Student Orientation and Advising												Status (Started, In-progress, Achieved, not achieved)
		Timeline												
		2023			2024			2025			2026			
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	
Task 1	Integrate equity into the current student orientation and advising practices.													
Task 2	Survey students regarding their orientation experiences													
Task 3	Provide diversity and inclusiveness facilitation training opportunities to faculty and staff on Student Orientation and Advising.													
Ensure that budgetary consideration is directed specifically towards DEI projects and initiatives.		Goals 8: Budgets												Status (Started, In-progress, Achieved, not achieved)
		Timeline												
		2023			2024			2025			2026			
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	
Task 1	Develop funding mechanism from DEI office to other departments													
Task 2	Review budgetary amounts and allocation areas													
Task 3	Review budgetary amounts and allocation areas for increased allocation													

7 Areas to Improve



	Variable	Goal
I	Committee & Taskforce Formation	To encourage that diversity of members is considered in the creation of all college taskforces and committees.
II	Culture	Create a campus environment that reflects and celebrates inclusivity.
III	HR - Job Descriptions	To include language in every job description that emphasizes the importance of diversity and inclusion in the role and the expectations for promoting these values in the workplace.
IV	Measuring Progress	Implement a comprehensive review of policies and procedures and strategic plan to ensure inclusive language and practices.
V	Policies and Procedures	To Develop a checklist to evaluate all Minnesota West policies for equity and inclusion.
VI	Professional Development	To commit to professional development and review processes that ensure inclusivity.
VII	Programs and Services	To adapt programs and services that are inclusive and accessible across all institutional platforms.

This section outlines the seven areas to improve. These areas address zones that the needs assessment survey designated as moderate-need zones.

The areas include committee selection and taskforces, institutional culture, job description formats, progress metrics and measurements, institutional policies and procedures, professional development, and institutional programs and services.

Implementation Strategy/s accompany each area, as well as performance indicators and expected outcomes. At the end of this section is a Gantt chart with a scheduled delivery outline.

Area 1: Committee and Task-forces

To encourage diversity of members is a considered in the creation of all college taskforces and committees.



Area 2: Culture

To create a campus environment that reflects and celebrates inclusivity.

1 Strategies

- Promote and provide easy access to a global holiday calendar, so everyone knows to consult it prior to planning events and course schedules.
- Provide non-meat options at every school event that serves food (for those with dietary restrictions for health or religious reasons).
- Modify the academic calendar so that the holidays are accommodated.
- If holiday celebrations are held on various campuses, make sure they reflect the religious diversity of the student body.

2 Short-Term Outcome 1-2 Years

- Global holiday calendar created and posted on school website.
- Syllabus template will include a reminder to check the global calendar.
- Create a tutorial for soliciting and implementing dietary preferences at events.
- Holiday celebrations/decorations that reflect the diverse faiths, races, and cultural backgrounds.

3 Intermediate Outcome 3-5 Years

- Academic calendar modified in observance of major holidays.

4 Measures/Indicators

- Global holiday calendar posted on school website, easily found and accessible to all
- Syllabus template modified to include reminder to check the global holiday calendar when assigning due dates.
- Multiple religious holiday/celebrations observed and noted.
- Have an increase in the diversity of staff & faculty.

5 Stakeholders

- Marketing
- Deans
- Cabinet
- Administration
- Faculty
- Staff

Area 3: HR – Job Description

To include language in every job description that emphasizes the importance of diversity and inclusion in the role and the expectations for promoting these values in the workplace.

1 Strategies

- Review and update job descriptions
 - Consult with relevant stakeholders
 - Use best practices as a guide
 - Train hiring managers and recruiters
 - Monitor and evaluate
-

2 Short-Term Outcome 1-2 Years

- Develop a common language in line with Equity 2030.
 - Propose and obtain approval to implement and embed with all future vacancies.
-

3 Intermediate Outcome 3-5 Years

- To engage continues improvements on keeping the institution's job description and advertisement current and up to date.
-

4 Measures/Indicators

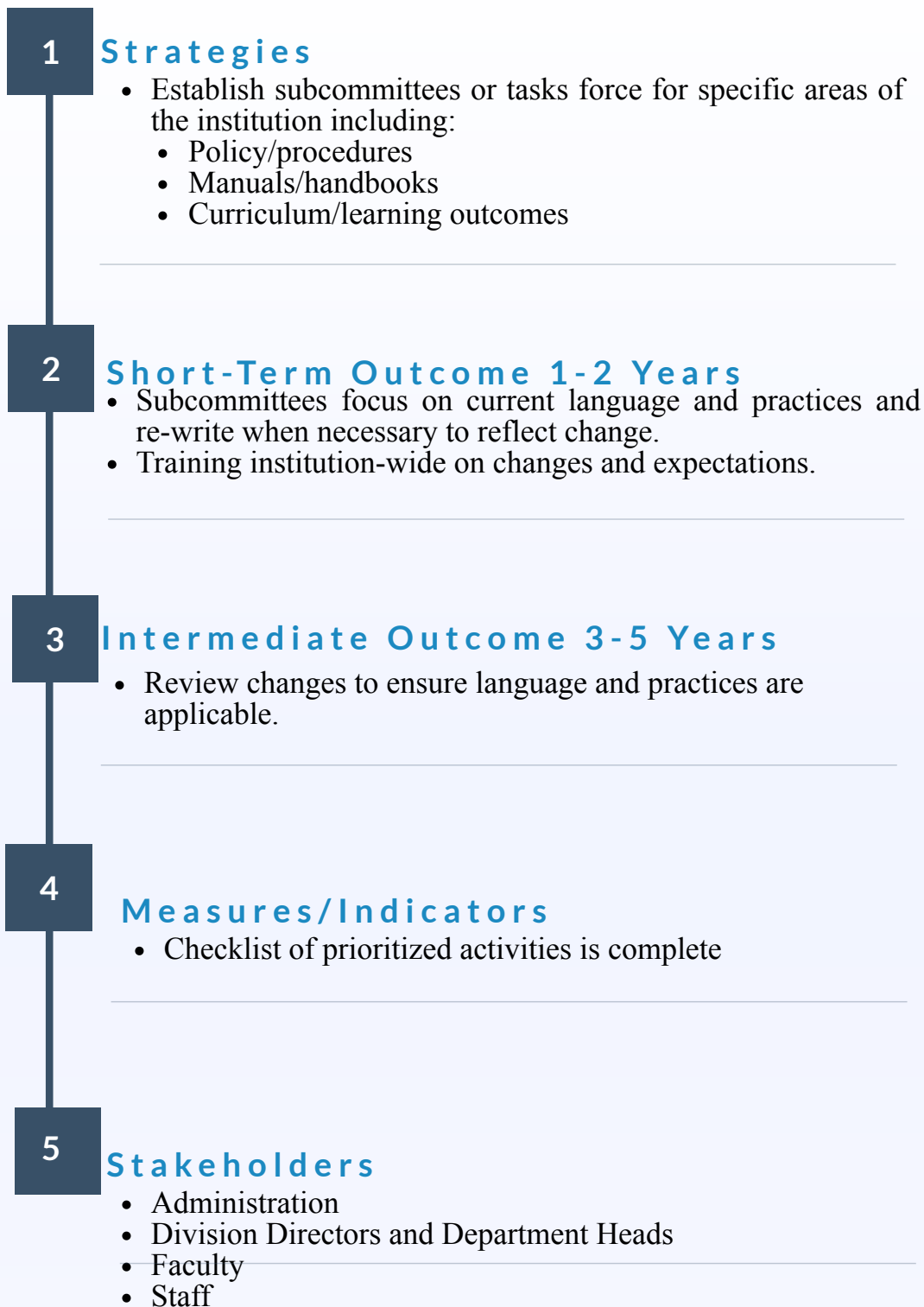
- 100% compliance with all advertised vacancies.
-

5 Stakeholders

- Faculty
 - Staff
 - Administration
-

Area 4: Measuring Progress

To implement a comprehensive review of policies, procedures, and strategic plan to ensure inclusive language and practices.



Area 5: Policies and Procedures

To enact a college-specific policy to prioritize and advance equity.

1

Strategies

- Consider other institutions' equity policies.
 - Provide drafted versions for review within our institution. Propose adding an equity policy to the cabinet.
-

2

Short-Term Outcome 1-2 Years

- Have the new equity policy approved for the new strategic plan beginning in 2024.
-

3

Intermediate Outcome 3-5 Years

- Continue reviewing language to maintain currency as well as inclusivity.
-

4

Measures/Indicators

- Having a college policy that prioritizes and advances equity.
-

5

Stakeholders

- Cabinet
 - Administration
 - Faculty
 - Staff
 - Students
 - Community
-

Area 6: Professional Development

To commit to Professional Development (PD) and review process that ensures inclusivity.

1 Strategies

- Review current performance review forms with the task force.
 - Provide opportunities for PD in this area.
-

2 Short-Term Outcome 1-2 Years

- Provide recommendations to HR (staff) and Shared Governance (faculty).
 - Offer professional development in various forms for all employees.
-

3 Intermediate Outcome 3-5 Years

- Use new forms starting in Fall 23
 - Review expenditures
-

4 Measures/Indicators

- Review effectiveness of updated forms/review process.
-

5 Stakeholders

- Cabinet
 - Shared Governance
 - Supervisors
 - Faculty PD team
-

Area 7: Programs and Services

To adapt programs and services that are inclusive and accessible across all institutional platforms.

1 Strategies

- Review platforms utilized by the college to ensure all sound is closed captioned, language is inclusive, and forms can be completed online.
- Timelines for postings and events are communicated across the college community and to stakeholders.
- Continually update and refresh website and marketing materials to reflect current student bodies. Marketing and/or printed materials need to be reviewed annually.

2 Short-Term Outcome 1-2 Years

- All newly created materials must conform to the new measures.
- Use inclusive language as well as close captioning (including on athletic streams), use translating tool in Zoom for students or stakeholders that understand information in their native language.
- Start to review old information and update to reflect new standards.
- Provide training on utilizing close captions and zoom with different languages.
- Creating all new information reflects current and future(desired) student body and stakeholders.

3 Intermediate Outcome 3-5 Years

- Establish a continues improvements process that ensures compliance with the new standards.

4 Measures/Indicators

- Review library of materials utilized every 6 months to make sure that inclusive standards are being applied.

5 Stakeholders

- Marketing
- Faculty Staff
- Administration
- Stakeholders and partners

Timeline — Areas

Area 1: Committee & Task forces		Timeline												Status	
To encourage that diversity of members is a consideration in the creation of all college taskforces and committees		2023			2024			2025			2026			(Started, In-progress, Achieved, not achieved)	
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall		
Task 1	Engage HR and stakeholders to identify best practices for implementation.														
Task 2	Develop a guide in collaboration with the HR to lead committee and taskforce formation.														
Task 3	Train faculty, administration, and staff on the new guide.														
Area 2: Culture		Timeline												Status	
To create a campus environment that reflects and celebrates inclusivity.		2023			2024			2025			2026			(Started, In-progress, Achieved, not achieved)	
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall		
Task 1	Create global holiday calendar and post it on the institution's website.														
Task 2	Create a tutorial for soliciting and implementing dietary preferences at events.														
Task 3	Modify the academic calendar so that the holidays are accommodated.														
Area 3: HR – Job Description		Timeline												Status	
To include language in every job description that emphasizes the importance of diversity and inclusion in the role and the expectations for promoting these values in the workplace.		2023			2024			2025			2026			(Started, In-progress, Achieved, not achieved)	
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall		
Task 1	Develop a common language and literature in job descriptions that are in-line with Equity 2030.														
Task 2	Propose and obtain approval to implement and embed with all future vacancies.														
Task 3	Train hiring managers and recruiters														
Task 4	Implement a continues improvements processes that keeps the institution's job description and advertisement current and up to date.														
Area 4: Measuring Progress		Timeline												Status	
To implement a comprehensive review of policies and procedures, and strategic plan to ensure inclusive language and practices.		2023			2024			2025			2026			(Started, In-progress, Achieved, not achieved)	
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall		
Task 1	Establish subcommittees or tasks force for specific areas of the institution including: <ul style="list-style-type: none"> Policy/Procedures Manuals/Handbooks Curriculum/Learning outcomes 														
Task 2	Offer institution-wide training on changes and expectations.														

Timeline — Areas

Task 3	Review changes to ensure language and practices are applicable.																							
		Timeline																						
Area 5: Policies and Procedures																								
To enact a college-specific policy to prioritize and advance equity.																								
Task 1	Earmark regional and national institutions for equity-specific policies that advance diversity and inclusion.																							
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall					
Task 2	Propose adding an equity policy to the cabinet.																							
Task 3	Continue reviewing language to maintain currency as well as inclusivity.																							
Area 6: Professional Development																								
To commit to professional development and review process that ensures inclusivity.																								
Task 1	Review current performance review forms with DE taskforce																							
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall								
Task 2	Provide recommendations to HR (staff) and Shared Governance (faculty)																							
Task 3	Offer professional development in various forms for all employees.																							
Area 7: Programs and Services																								
To adapt programs and services that are inclusive and accessible across all institutional platforms.																								
Task 1	Review platforms utilized by the college to make sure all sound is closed captioned, language is inclusive, forms are all able to be completed online.																							
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall								
Task 2	Create a vetting process that ensures that all newly created materials conform to the new standards measures.																							
Task 3	Implement the use of inclusive language on close captioning (including on athletic streams), translating tools in zoom and other information management systems.																							
Task 4	Start to review old information and update to reflect new standards.																							
Task 5	Provide training on utilizing close captions and zoom with different languages. 1.																							
Task 6	Establish a continues improvements process that ensures compliance with the new standards.																							

6 Domains to Monitor



This section outlines the six domains to monitor. These domains address variables that the needs assessment survey designated as low-need areas.

The areas include Institution's mission, vision, and values, history, leadership, climate, physical environment, and supervision.

Implementation Strategy/s accompany each domain, as well as performance indicator/s and expected outcomes. At the end of this section is a Gantt chart with a scheduled delivery outline.

	Variables	Goal
I	Mission, Vision, and Values	To integrate an inclusive excellence statement within Minnesota West's Mission, Vision, and Values.
II	History	To develop a historical perspective that promotes the cultural evolution of Minnesota West.
III	Leadership	To ensure "inclusive leadership" that is accessible to students, faculty, and staff.
IV	Climate	Create a climate that is welcoming to members of all identities, backgrounds and experiences.
V	Physical Environment	To maintain décor that is representative of our community.
VI	Supervision	To encourage supervisors to demonstrate openness to everyone.

Domain 1: Mission, Vision, and Value

To integrate an inclusive excellence statement within Minnesota West's mission, vision, and value.

1 Strategies

- Define, refine, and apply "inclusive excellence" language in Minnesota West's mission, vision, and value.
 - Make a proposal to the cabinet.
-

2 Short-Term Outcome 1-2 Years

- To implement and adapt the new mission, vision, and value and include it in the new strategic plan, when the current one expires in 2023.
-

3 Intermediate Outcome 3-5 Years

- To keep the language of our statement consistent with that of the system office.
-

4 Measures/Indicators

- To have a new approved mission, vision, and value that clearly states the term "an inclusive excellence".
-

5 Stakeholders

- -Cabinet
 - -Administration
 - -Faculty
 - -Staff
-

Domain 2: History

To develop a historical perspective that promotes the cultural evolution of Minnesota West.

1 Strategies

- Review historical records to ensure they include all perspectives.
-

2 Short-Term Outcome 1-2 Years

- Review historical records / archives to ensure they include all perspectives.
-

3 Intermediate Outcome 3-5 Years

- Update historical records / archives to ensure they include all perspectives.
-

4 Measures/Indicators

- Review and update completed and documented.
-

5 Stakeholders

- College archivist/Librarian
 - Marketing
-

Domain 3: Leadership

To ensure an “inclusive leadership” that is accessible to students, faculty, and staff.

1 Strategies

- Continue using hiring sites that provide access to diverse candidates.
- Continue diversity & equity training for all staff.
- Research different trainings and sites that promote diversity.
- Focus on inclusivity during next Strategic Plan.
- Continue Talks with Terry and Pizza with the President.
- Continue Cabinet Convening.
- Continue Open Door policy of administration.

2 Short-Term Outcome 1-2 Years

- Next strategic plan can focus on inclusivity and support of Equity 2030.
- Survey staff to see additional ways they’d like to approach senior staff.

3 Intermediate Outcome 3-5 Years

- Continue focus on hiring
- Implement strategic plan

4 Measures/Indicators

- Have an increase in the diversity of staff & faculty.
- Have a strategic plan with specifics focused on DEI.
- Ensure access to senior staff is still good through a survey.

5 Stakeholders

- Cabinet
- Administration
- Faculty & Staff
- Cabinet
- Administration

Domain 4: Climate

To create a climate that is welcoming to members of all identities, backgrounds and experiences.

1

Strategies

- Create representative marketing materials and displays.
 - Enact hiring practices that promote the hiring of diverse administration, staff & faculty.
 - Provide training in cultural awareness for current faculty, staff, and administration.
 - Provide translation help for ESL students.
-

2

Short-Term Outcome 1-2 Years

- Marketing materials and displays will reflect diversity of student body, also provided in multiple languages.
 - Training opportunities in cultural awareness provided for faculty, staff, and administration.
 - Provide opportunities for faculty, staff and administrators to learn another language.
-

3

Intermediate Outcome 3-5 Years

- Composition of faculty, staff, and administration reflect the diversity of the student body, achieved through proactive hiring policies that promote diversity.
 - Translators are available for students or faculty/staff/administrators able to speak more than one language.
-

4

Measures/Indicators

- Survey of marketing materials and displays to determine adequate representation & multiple language availability.
 - Staff, faculty and administrators complete at least one cultural awareness training.
-

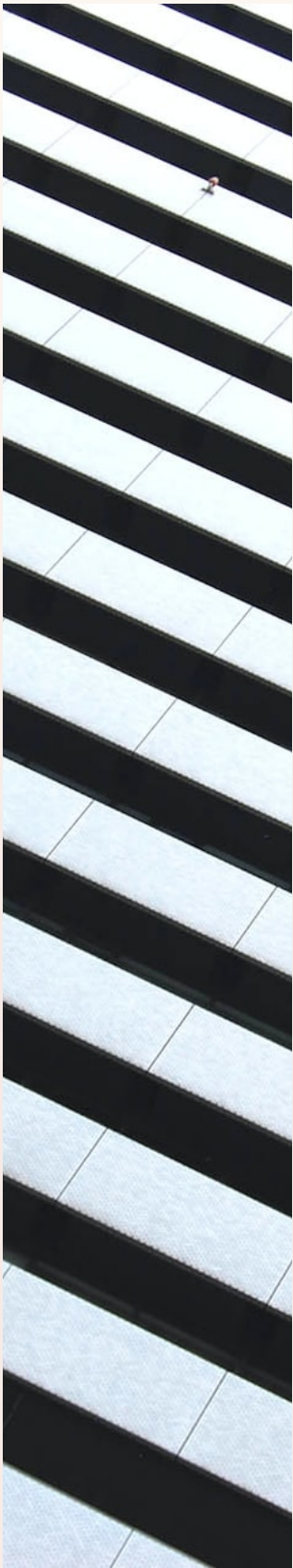
5

Stakeholders

- Marketing
 - Human Resources/Hiring Committees
 - Student Services
 - Administration/CTL Planning Committee
 - Minnesota State Colleges and Universities
-

Domain 5: Physical Environment

To maintain décor that is representative of our community.



1 Strategies

- Create a checklist to assist facility personnel in determining if campus displays are representative.
-

2 Short-Term Outcome 1-2 Years

- Obtain clearance for the checklist and incorporate it into display-setting procedures.
 - Train personnel on the rationale, significance, and application of the checklist.
-

3 Intermediate Outcome 3-5 Years

- Revisit progress and implement in a continues improvement process.
-

4 Measures/Indicators

Having an operational document integrated within the day-to-day operations of the facilities.

5 Stakeholders

- Cabinet
 - Administration
 - Faculty
 - Staff
-

Domain 6: Supervision

To encourage supervisors to demonstrate openness to everyone.

1 Strategies

- Maintain and expand the employees and supervisors' opportunities for professional growth.
 - Set up a system for communicating staff feedback to management.
 - Take a poll to gauge employee satisfaction.
-

2 Short-Term Outcome 1-2 Years

- Advances in Equity 2030.
 - Changes made due to survey of Equity 2030.
-

3 Intermediate Outcome 3-5 Years

- Monitor progress of Equity 2030 campaign.
 - Review professional development of supervisors.
-

4 Measures/Indicators

- Ensure progress through survey.
-

5 Stakeholders

- Cabinet
 - Administration
-

Timeline — Domain

Domain 1: Mission, Vision, and Value		Timeline												Status (Started, in-progress, Achieved, not achieved)	
To integrate an inclusive excellence statement within Minnesota West's mission, vision, and value.		2023			2024			2025			2026				
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall		
Task 1	Perform literature review on the term – “Inclusive excellence” – and propose a plan that integrates it into Minnesota West’s Mission, Vision, and Value.														
Task 2	Integrate the new inclusive language into Minnesota West’s new 2024 strategic plan.														
Task 3	Establish a process that keeps Minnesota West’s Mission, Vision, and Values current.														
Domain 2: History		Timeline												Status (Started, in-progress, Achieved, not achieved)	
To develop a historical perspective that promotes the cultural evolution of Minnesota West.		2023			2024			2025			2026				
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall		
Task 1	Make a retrospective as well as prospective review of Minnesota West’s history to ensure inclusivity.														
Task 2	Create a tutorial for soliciting and implementing dietary preferences at events.														
Task 3	Establish an inclusive process that ensures Minnesota West’s history accommodates the dynamics of our community.														
Domain 3: Leadership		Timeline												Status (Started, in-progress, Achieved, not achieved)	
To ensure an “Inclusive leadership” that is accessible to students, faculty, and staff.		2023			2024			2025			2026				
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall		
Task 1	Introduce language that promotes an “Inclusive leadership in Minnesota West’s new strategic plan of 2024.														
Task 2	Develop a survey to staff that explores additional leadership styles they would like to see practiced at Minnesota West.														
Task 3	Conduct a literature review on contemporary leadership practices and share with leadership.														
Domain 4: Climate		Timeline												Status	

Timeline — Domain

		2023		2024		2025		2026		(Started, in-progress, Achieved, not achieved)		
Create a climate that is welcoming to members of all identities, backgrounds and experiences.												
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum		Fall	
		Task 1 Establish a DEI sub-committee with a recurrent review sessions of Minnesota West's marketing materials to ensures inclusivity and representativeness of marketing materials.										
		Task 2 Develop and provide training in cultural awareness for current faculty, staff, and administration										
Task 3 Establish a process that ensures translating services for all our non-native English-speaking student population.												
Timeline												
Domain 5: Physical Environment		2023		2024		2025		2026		(Started, in-progress, Achieved, not achieved)		
		To maintain a décor that is representative of our community.										
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum		Fall	
		Task 1 Create a checklist to assist facility personnel in determining if campus displays are representative.										
Task 2 Obtain clearance for the checklist and Incorporate it into display-setting procedures.												
Task 3 Train personnel on the rationale, significance, and application of the checklist.												
Timeline												
Domain 6: Supervision		2023		2024		2025		2026		(Started, in-progress, Achieved, not achieved)		
		To encourage supervisors, demonstrate openness to everyone.										
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum		Fall	
		Task 1 Increase supervisor and employee professional development opportunities.										
Task 2 Set up a system for communicating staff feedback to management.												
Task 3 Take a poll to gauge employee satisfaction.												

Closing Statement from the Provost

Dr. Arthur Brown



Dear Minnesota West,

I would like to congratulate Minnesota West's Diversity, Equity, and Inclusion (DEI) Committee, the faculty, and the staff for helping create our institution's 2023-2026 strategic DEI plan. It is the commitment and dedication that all of you have shown that made it possible to put together such a comprehensive and inclusive document.

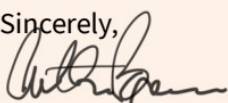
As a regional leader in higher education, we recognize that creating an institutional culture that is not only equitable but also inclusive is an overriding principle. A principle that articulates our success in the long run, where everyone is appreciated and accounted for, towards a shared and common future.

On such note, I would like to emphasize the significance of your continued support and participation in the implementation of this new plan. Achieving equity is not individual work, teamwork, or even college work. It is community work that demands the active and persistent participation of every one of us.

Drafting this plan is not the end of our journey toward an equitable future, but the beginning of a new one. A journey that will see the synthesis and the completion of Equity 2030 priority areas. As this plan addresses area one (DEI), with the support of the DEI committee Minnesota West, areas two (Student Outcomes), three (Civil Rights Compliance), and four (Campus Climate) will follow respectively, in subsequent and individual volumes.

Thank you again for your commitment to diversity, equity, and inclusion at Minnesota West. I look forward to continuing to work with all of you as we strive to create a more inclusive and equitable community for all.

Sincerely,



Arthur Brown, DBA

Provost

Minnesota West Community and Technical College

Words and Definitions

- **Accessibility:** The quality of being easily reached or entered, or the state of being able to be used or seen by people with disabilities.
- **Affirmative action:** Policies or practices that actively seek to increase the representation of underrepresented groups in areas such as employment, education, and contracting.
- **Cultural competency:** The ability to understand, communicate with, and effectively interact with people from different cultures.
- **Diversity:** The presence of differences within a group or organization, including differences in race, ethnicity, gender, sexual orientation, age, religion, ability, and socio-economic status.
- **Equity:** The state of being fair and just, including the provision of equal opportunities and resources to all individuals.
- **Inclusion:** The act of creating a diverse and welcoming environment where all individuals feel valued and supported.
- **Inclusive language:** Language that is respectful and considerate of all individuals, regardless of their identity.
- **Inclusive leadership:** Leadership that values diversity and actively promotes inclusion.
- **Recruitment:** The process of attracting and hiring candidates for employment.
- **Retention:** The act of keeping employees within an organization over a period of time.
- **Workplace diversity:** The representation of a range of differences within an organization, including race, ethnicity, gender, sexual orientation, age, religion, ability, and socio-economic status.
- **Workplace equity:** The fair and just treatment of all employees within an organization, including the provision of equal opportunities and resources.
- **Workplace inclusion:** The active effort to create a diverse and welcoming work environment where all employees feel valued and supported.