

Hennepin Technical College

Diversity Plan

2014-2018



Hennepin Technical College™

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INTRODUCTION

Hennepin Technical College (HTC) was founded in 1972 and is Minnesota's largest technical college. The College serves students at campuses in Brooklyn Park (BPC) and Eden Prairie (EPC). HTC is a member of the Minnesota State Colleges and Universities system (MnSCU), which is comprised of 31 institutions including 24 two-year colleges and 7 state universities. HTC provides affordable tuition, quality instruction, and hands-on training in outstanding facilities with state-of-the-art equipment. The College embraces quality and innovation in career and technical education, workforce development and lifelong learning.

COLLEGE'S COMMITMENT TO DIVERSITY

Hennepin Technical College recognizes, respects, and honors diversity existing in society due to an individual's age, ethnicity, national origin, race, color, sex, sexual orientation, gender identity, gender expression, disability, marital status, familial status, religious beliefs, creeds, and socioeconomic status. The college is committed, through its programs and policies, to embracing diversity, fostering inclusiveness, and advancing equity in creating a work and educational environment that empowers individuals to live and work productively in an ever-changing global society. Hennepin Technical College's commitment to diversity compels it to confront prejudicial, discriminatory behaviors and policies. The college supports aggressive steps and programs intended to remedy the historical underrepresentation of persons of color, women, veterans, and persons with disabilities in the workforce, and in ensuring a learning environment that is inclusive and equitable for all.

DEVELOPMENT & SCOPE OF DIVERSITY PLAN

Initial development of the Diversity Plan began in summer 2013 by the Office of Diversity & Affirmative Action, Diversity Committee, Office of the President, and Office of Institutional Research. A final draft was completed by the end of spring 2014. Feedback from campus stakeholders occurred in fall 2014 (President's Advisory Council) and spring 2015 (Shared Governance, and Student Senates). In fall 2015, the college was charged to "develop a campus diversity plan, integrated into the college overall Student Success plan, as part of MnSCU's Charting the Future Initiative 1.3.1. The outcome is this comprehensive diversity plan which includes guiding principles from HTC's Vision 2020, Strategic Enrollment Management Plan (SEM), and Affirmative Action Plan (AAP), as well as MnSCU's Charting the Future – Diversity & Equity, and Diversity & Equity Work Plan.

COLLEGE MISSION STATEMENT

To provide excellence in career and technical education for employment and advancement in an ever-changing global environment.

COLLEGE VISION

Embracing quality and innovation in career and technical education, workforce development, and lifelong learning.

COLLEGE VALUES

Collaboration, Continuous Improvement, Diversity, Innovation, Integrity, Passion, Pride, Respect, and Trust that fosters Employee Engagement, Quality Service, and Student Success

HTC LEARNER OUTCOMES

Skills and competencies for successful employment that are demonstrated by all HTC students at the time of graduation: Oral and Written Communication, Critical Thinking and Problem Solving, Technological Literacy, and Mathematical and Scientific Reasoning

HTC LEARNER VALUES

Values and attitudes that help make successful employees: Professionalism, Cultural and Global Awareness, Safety & Environmental Responsibilities, Leadership and Self-Direction, Creativity and Innovation, and Ethical and Social Responsibility

GUIDING PRINCIPLES

MINNESOTA STATE COLLEGES & UNIVERSITIES CHARTING THE FUTURE – DIVERSITY AND EQUITY

Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.

- 1.3.1 Develop campus diversity plans, integrated into each college/university overall Student Success plan
- 1.3.2 Diversity mapping and assessment of diversity and equity
- 1.3.3 Efforts to improve the recruitment and retention of diverse faculty and staff
- 1.3.4 Professional development to increase faculty and staff intercultural and global competency and increase understanding and use of culturally relevant pedagogy (also included in Academic and Student Affairs)

MINNESOTA STATE COLLEGES & UNIVERSITIES DIVERSITY AND EQUITY DIVISION WORK PLAN

- Goal 1: Reduce and eliminate the achievement gap
- Goal 2: Increase Diversity of our Students
- Goal 3: Increase and retain Diversity in faculty and staff

- Goal 4: Partnership with diverse communities
- Goal 5: Ensure welcoming, supportive environment
- Goal 6: Diversity of our vendors and suppliers

HENNEPIN TECHNICAL COLLEGE VISION 2020

- Strategic Direction 3: Enhance student retention and success through comprehensive student support services and increased engagement of students.
- Strategic Direction 5: Provide a working environment that promotes engagement, development, and retention of all employees.

HENNEPIN TECHNICAL COLLEGE STRATEGIC ENROLLMENT MANAGEMENT PLAN (SEM)

- Drive Enrollment: Increase New Student Enrollment
- Drive Student Success: Increase Student Persistence and Completion
- Drive Programs: Capitalize on Industry Growth and Maximize Program Opportunity

HENNEPIN TECHNICAL COLLEGE AFFIRMATIVE ACTION PLAN (AAP)

- Increase Employee Diversity – Employees of Color & Other Protected Class Groups
- Increase Employee Retention – Employees of Color & Other Protected Class Groups
- Increase Campus Diversity Climate

DIVERSITY METRICS

- INCREASE EMPLOYEE DIVERSITY: Increase employees of color as a % of total employees.
- INCREASE STUDENT DIVERSITY: Increase student of color credit students as a % of total credit headcount.
- IMPROVE STUDENT SUCCESS AND COMPLETION RATES: Increase the ratio of the student persistence and completion rate for students of color to white students.
- INCREASE CAMPUS DIVERSITY CLIMATE: Increase the extent to which the college promotes contact with and understanding of diverse populations, as measured by student and employee opinions.

GOAL #1 – INCREASE EMPLOYEE DIVERSITY

DESIRED OUTCOME(S)

- Increase employees of color as percent of total employees.
- Increase number of Equal Employment Opportunity (EEO) job categories from “not improved” to “improved” with highest amount of underutilization.

ASSESSMENT

- MnSCU Accountability Dashboards FY14-18 *(data provided by Office of Institutional Research)*
- HTC Affirmative Action Plans (AAP) 2014-18 *(data provided by HR-HRIS)*
- See Appendix A for progress in FY16.

Employee Need	#	Action Steps	Aligns With	Primary Stewards	Proposed Partners	Completion Target
Training	1	Provide ongoing training for hiring supervisors and search committee members in searching for excellence and diversity in the search process.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ CHRO ○ HR Specialists 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY15 – FY18
	2	Target organizations that serve under-represented communities for online recruitment of vacancies.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR Assistant 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY16 – FY18
Recruitment	3	Promote vacancies through career fairs and outreach events that serve under-represented communities.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Outreach Staff 	Ongoing FY16-FY18
	4	Enhance social media efforts for effective HTC branding and promotion of vacancies.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ Marketing 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY15 – FY18
	5	Expand recruiting efforts to include alumni and graduate student networks.	<ul style="list-style-type: none"> ○ AAP 16-18 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR Assistant 	<ul style="list-style-type: none"> ○ Hiring Supervisors 	Ongoing FY17-FY18

Employee Need	#	Action Steps	Aligns With	Primary Stewards	Proposed Partners	Completion Target
Retention	6	Host “Coffee & Conversation with the President” listening sessions to solicit feedback for improving campus diversity climate.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #5 	<ul style="list-style-type: none"> ○ President ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee ○ Employees ○ Students 	Ongoing FY16 – FY18
	7	Create disability awareness programming to assess more accurately the number and needs of our employees with disabilities.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #5 	<ul style="list-style-type: none"> ○ CDO/AAO ○ CHRO/ADA 	<ul style="list-style-type: none"> ○ Disabilities Services Directors ○ Diversity Committee 	Ongoing FY17-FY18
	8	Enhance onboarding of new employees to include introduction to HTC history, values, and campus diversity climate for the purpose of creating community and connections with individuals in other departments.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #5 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR ○ Hiring Supervisors 	<ul style="list-style-type: none"> ○ Diversity Committee ○ BTYR Committee 	Ongoing FY17-FY18
	9	Establish mentorship pathways within departments and across the college for employees of color and other protected class group members.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #5 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR ○ Hiring Supervisors 	<ul style="list-style-type: none"> ○ Diversity Committee ○ BTYR Committee 	Ongoing FY17-FY18

Additional Action Steps for Consideration

- Recommendations from Luoma Action Team available in July 2016

GOAL #2 – INCREASE STUDENT DIVERSITY

DESIRED OUTCOME(S)

- Increase student of color credit students as a percent of total headcount.
- Increase of diverse partnerships to immigrant populations, and communities of color.

ASSESSMENT

- MnSCU Accountability Dashboards FY14-18 *(data provided by Office of Institutional Research)*
- Inventory of partnerships *(data provided by CDO/AAO)*
- See Appendix A for progress in FY16.

Student Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Outreach	1	Promote language specific, community engagement.	<ul style="list-style-type: none"> ○ SEM 1.1.3 ○ MnSCU D&E #4 	<ul style="list-style-type: none"> ○ Marketing ○ Admissions & Outreach ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee 	Ongoing FY17-FY18
	2	Promote diverse sponsorships, partnerships, & relationships.	<ul style="list-style-type: none"> ○ SEM 1.1.4 ○ MnSCU D&E #4 	<ul style="list-style-type: none"> ○ Marketing ○ Admissions & Outreach ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee 	Ongoing FY17-FY18
	3	Develop and expand partnerships with community agencies that serve immigrant populations.	<ul style="list-style-type: none"> ○ SEM 1.1.6 ○ MnSCU D&E #4 	<ul style="list-style-type: none"> ○ Faculty ○ Admissions & Outreach ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee 	Ongoing FY17-FY18
	4	Connect with leaders and elders in communities of color to build relationships.	<ul style="list-style-type: none"> ○ SEM 1.1.7 ○ MnSCU D&E #4 	<ul style="list-style-type: none"> ○ Admissions & Outreach ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee 	Ongoing FY17-FY18

Additional Action Steps for Consideration

- Recommendations from Strategic Enrollment Management Committee in FY17.

GOALS #3 & #4 – IMPROVE STUDENT SUCCESS & COMPLETION RATES

DESIRED OUTCOME(S)

- Increase the ratio of the student persistence rate for students of color to white students.
- Increase the ratio of the student completion rate for students of color to white students.
- Increase in the number of course and co-curricular activities that include Cultural and Global Awareness.
- Increase in the number of student clubs that include HTC value Diversity in their charters and participate in activities with elements of HTC learner value Cultural and Global Awareness.

ASSESSMENT

- MnSCU Accountability Dashboards FY14-18 (*data provided by Office of Institutional Research*)
- Inventory of courses and co-curricular activities (*data provided by CDO/AAO*)
- See Appendixes A & B for progress in FY16.

Student Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Cultural & Global Awareness Courses and Co-Curricular Activities	1	Provide opportunities for faculty and staff to participate in trainings for Cultural and Global Awareness.	<ul style="list-style-type: none"> ○ Vision 2020 #5 ○ MnSCU D&E #1 	<ul style="list-style-type: none"> ○ CDO/AAO ○ Diversity Committee 	<ul style="list-style-type: none"> ○ HR ○ Professional Development Committee 	Ongoing FY15-FY18
	2	Provide guided opportunities for students to develop HTC learner value Cultural and Global Awareness.	<ul style="list-style-type: none"> ○ Vision 2020 #3 ○ MnSCU D&E #1 	<ul style="list-style-type: none"> ○ CDO/AAO ○ Director of Student Life ○ Diversity Committee 	<ul style="list-style-type: none"> ○ Student Life Coordinator ○ Student Experience & Club Leaders 	Ongoing FY15-FY18

Student Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Student Success and Persistence	3	Identify onboarding, ongoing training, and professional development needs and programming for advising	<ul style="list-style-type: none"> ○ SEM 2.4.7 ○ MnSCU D&E #1 	<ul style="list-style-type: none"> ○ Faculty Advisors ○ Enrollment Advisors ○ TRiO ○ Deans (members of Advising Taskforce) ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee ○ Professional Development Committee 	Ongoing FY17-FY18

Additional Action Steps for Consideration

- Recommendations from Persistence Committee in FY17.

GOALS #5 – IMPROVE CAMPUS DIVERSITY CLIMATE

DESIRED OUTCOME(S)

- Increase the extent to which the college promotes contact with and understanding of diverse populations (student opinion).
- Increase the extent to which the college promotes contact with and understanding of diverse populations (employee opinion).
- Increase of campus engagement on how to better serve the needs of underrepresented students.

ASSESSMENT

- MnSCU Accountability Dashboards FY14-18 *(data provided by Office of Institutional Research)*
- CCSSE Student and PACE Employee Surveys *(data provided by Office of Institutional Research)*
- Inventory of campus engagement initiatives *(data provided by Diversity Committee)*
- OCR Voluntary Compliance Plan *(data provided by CDO/AAO)*
- See Appendixes A & B for progress in FY16.

CAMPUS NEED	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Sense of Belonging	1	Host Coffee & Conversation with the President Listening Sessions.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #3&5 	<ul style="list-style-type: none"> ○ President ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee ○ Employees ○ Students 	Ongoing FY16-FY18
	2	Conduct Student Focus groups.	<ul style="list-style-type: none"> ○ Vision 2020 #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ Student Senate Leaders 	<ul style="list-style-type: none"> ○ Diversity Committee ○ Students 	Ongoing FY17-FY18
Sense of Place & Safety	3	Increase the accessibility of campus facilities.	<ul style="list-style-type: none"> ○ OCR ○ MnSCU D&E #5 	<ul style="list-style-type: none"> ○ VP Finance & Operations ○ Assoc. VP Operations ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Disability Services Directors/ADA Coordinator ○ Diversity Committee 	Ongoing FY15-FY18

CAMPUS NEED	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
					○ Facilities Committee	
	4	Increase the inclusivity of campus facilities.	○ OCR ○ MnSCU D&E #5	○ VP Finance & Operations ○ Assoc. VP Operations ○ CDO/AAO	○ Diversity Committee ○ Facilities Committee	Ongoing FY15-FY18
Intercultural Awareness	5	Provide opportunities for training, growth, and dialogue to the campus on issues of diversity, equity, and inclusion.	○ AAP 16-18 ○ MnSCU D&E #5	○ CDO/AAO ○ Diversity Committee	○ Faculty ○ Student Experience & Club Leaders	Ongoing FY17-18
	6	Conduct professional development trainings on the ancient indigenous tradition of Circle dialogue to facilitate conversation about diversity, equity, and inclusion.	○ AAP 16-18 ○ MnSCU D&E #5	○ CDO/AAO ○ Diversity Committee	○ Student Experience & Club Leaders ○ Professional Development Committee	Ongoing FY17-FY18
	7	Provide cross-cultural experiential learning where employees are provided opportunities to learn with and from people and/or places of culture different from their own.	○ AAP 16-18 ○ MnSCU D&E #5	○ CDO/AAO ○ Diversity Committee	○ Student Experience & Club Leaders ○ Professional Development Committee	Ongoing FY17-FY18

Additional Action Steps for Consideration

- Recommendations from Coffee & Conversations with the President and Student Focus groups in FY17.

ACRONYMS, KEY TERMS & DEFINITIONS

There may be many definitions of the words or phrases below, but the definitions provided indicate how Hennepin Technical College has defined them for the purposes of this document.

AAO – Affirmative Action Officer
AAP – Affirmative Action Plan
ADA – American Disabilities Act
BTYR – Beyond the Yellow Ribbon
CDO – Chief Diversity Officer
CHRO – Chief Human Resources Officer
CCSSE – Community College Survey of Student Engagement
D & E – Diversity and Equity
EEO – Equal Employment Opportunity
FY – Fiscal Year
HR – Human Resources
HRIS – Human Resources Information Systems
HTC – Hennepin Technical College
MnSCU – Minnesota State Colleges and Universities
OCR – Office of Civil Rights
PACE – Personal Assessment of the College Environment
SEM - Strategic Enrollment Management
VP – Vice President

ACHIEVEMENT GAP: refers to the disparity between the educational performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed on a variety of measures including standardized test scores, grade point average, participation, completion and persistence rates. *(Dr. Damon Williams, "Strategic Diversity Leadership")*

AFFIRMATIVE ACTION: Specific actions in recruitment, hiring, upgrading and other areas designed and taken for the purpose of eliminating the present effects of past discrimination, or to prevent discrimination. It is one aspect of the federal government's efforts to ensure equal employment opportunity. Executive Order 11246 prohibits federal contractors from discriminating against employees on the basis of race, sex, religion, color, or national origin, and requires contractors to implement affirmative action plans to increase the participation of minorities and women in the workplace. Pursuant to federal regulations, affirmative action plans must consist of an equal opportunity policy statement, an analysis of the current work force, identification of problem areas, the establishment of goals and timetables for increasing employment opportunities, specific action-oriented programs to address problem areas, support for community action programs, and the establishment of an internal audit and reporting system. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

COMPLETION RATE: Percent of an entering cohort of full-time undergraduate regular and transfer students that has completed. Completion is measured as graduation or transfer by the end of the third spring after entry at the colleges. *(Accountability Dashboard Minnesota State Colleges and Universities' System Office Research)*

DIVERSITY: Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, familial status, 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. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

EQUITY: refers to the process of creating equivalent outcomes for members of historically underrepresented and oppressed individuals and groups. Equity is about ending systematic discrimination against people based on their identity or background. *(Dr. Damon Williams, "Strategic Diversity Leadership")*

FIRST GENERATION MN: A first generation student is a student neither of whose parent received any postsecondary education. *(Definitions HTC Fact Book)*

INCLUSION: exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate in majority culture as full and valued members of the community, shaping and redefining that culture in different ways. *(Dr. Damon Williams, "Strategic Diversity Leadership")*

INDIVIDUAL WITH A DISABILITY: Any person who:

- 1) has a physical or mental impairment that substantially limits one or more major life activities; 2) has a record of such impairment; or 3) is regarded as having such an impairment. The following are general definitions as to the meaning of 'disability'
- a) Physical or Mental Impairment means i) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; muscles; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or ii) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The term 'physical or mental impairment' includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, drug addiction and alcoholism.
- b) Major Life Activities: functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning & working.
- c) Has a Record of Such an Impairment means has a history of a mental or physical impairment that substantially limits one or more life activities.
- d) Is Regarded as Having an Impairment: i) a physical or mental impairment that does not substantially limit major life activities but that is treated by an employer as constituting such a limitation; ii) a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or iii) none of the impairments defined above but is treated by an employer as having such an impairment.
- e) Substantially Limits means the degree the impairment affects employability. A handicapped individual who is likely to experience difficulty in securing, retaining or advancing in employment will be considered substantially limited. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

OPPORTUNITY GAP: is the unconscionable disparity in access to the quality educational resources needed for all students to be academically successful. *(Dr. Damon Williams, "Strategic Diversity Leadership")*

PROTECTED CLASSES: Groups identified in Executive Order 6 (minorities, women, persons with disabilities and Vietnam Era Veterans) that are specifically protected against employment discrimination. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

RACIAL/ETHNIC GROUPS: The four racial/ethnic groups protected by Federal equal employment opportunity laws are Blacks, Hispanics, Asians or Pacific Islanders, and American Indians or Alaskan Natives. Racial/ethnic groups are defined by the Federal Government as follows:

White (not of Hispanic origin): Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin): Persons having origins in any of the Black racial groups of Africa.

Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander: Persons having origins in any of the original peoples of the Far East, Southeast Asia (i.e., Cambodian, Hmong, Laotian, Thai, Vietnamese), the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

STUDENT PERSISTENCE AND COMPLETION: Percent of a fall entering cohort of full-time regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment. *(Accountability Dashboard Minnesota State Colleges and Universities' System Office Research)*

UNDER REPRESENTED STUDENTS: This group includes underserved students (African Americans/Black, Asian, Hispanic, American Indian and multiracial) plus first generation students and low income students. (In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.) *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

UNDER SERVED STUDENTS: These are students who have been traditionally excluded from full participation in our society and its institutions. The basis of exclusion has primarily been race and color including African Americans/Black, Asian, Hispanic, American Indian and multiracial. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

UTILIZATION ANALYSIS: A comparison of the percentage of minority, women, persons with disabilities, and veteran employees actually in a job group with the percentage of minorities, women, persons with disabilities, and veterans in the relevant labor market. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

VETERAN: A person who served in the Armed Forces of the United States during a period specified and was honorably discharged or was released under honorable circumstances. Armed Forces is defined as the Army, Navy, Marine Corps, Air Force and Coast Guard, including all components thereof, and the National Guard when in the service of the United States pursuant to call as provided by law on a full-time active duty basis, which does not include active duty for training purposes. The specified periods of service are: 12/7/41 - 9/2/45, 6/26/50 - 1/31/55, and 1/1/63 - 5/7/75. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

VETERAN, RECENTLY SEPARATED: a veteran, as defined in section [197.447](#), who has served in active military service, at any time on or after September 11, 2001, and who has been honorably discharged from active service, as shown by the person's form DD-214. *(2015 Minnesota Statutes)*

DIVERSITY COMMITTEE MEMBERS 2015-16

Anna Poteryakhin	Enrollment Advisor
Brenna Hucka	Student Life Coordinator
Caren Abdelaal	Faculty - English Language Learners
Corey Young	Recruiter
Ebenazar Addy	Maintenance
Gloria Watkins	Student
Jean Kreutter	Director of Disability Services
Jean Maierhofer	Director of Diversity & Affirmative Action
Jeremy Clark	GEAR UP Advisor
Jessica Lauritsen	Director of Student Life
Jill Kirschner	Human Resources Assistant
Joe Martinez	Faculty - Emergency Medical Services
Lamia Jano	Faculty - Biology
Mary Vang	GEAR UP Director
Melissa Rach	Graduate Assistant for Student Life
Monica Erling	Faculty - Sociology
Monica Wigdahl	Library Technician
Monir Johnson	Director of Admissions
Niema Ahmed	Student
Nikole Brothen	Faculty - English Language Learners
Randy Roehrick	Director of Security & Emergency
Sharon Mohr	Director of Human Resources
Teresa Clark	Registration Support
Therese Salber	Academic Dean
Todd Carlton	Enrollment Advisor
Walid Safwat	Enrollment Advisor
Yolanda Martinez-Pineda	Recruiter