

Diversity and Inclusion Work Plan

2015-2017



Inver Hills Community College is a member of Minnesota State
And an affirmative action, equal opportunity employer and educator.

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INTRODUCTION

Inver Hills Community College was founded in 1970. The college offers 26 two-year degree options and 30 certificates. The college campus is comprised of nine buildings surrounded by forests and wetlands. The mission of Inver Hills Community College is to be an innovator in education, and to create a vigorous intellectual environment for emerging leaders, scholars, and professionals

The 2015 total enrollment of the college was 8,568 students, including 488 students who hold an active duty or veteran status with the United States Military. These students are 58.9% female and 39.9% male, and 32.9% of these students are eligible to receive a federal Pell grant, which is an indicator of low-income status. At this college, 29.8% of the students identify as people of color and 19.2% are first generation college students. In total, 53.7% of students at Inver Hills Community College are classified as underrepresented.

In 2015, 93% of students who attended the college were Minnesota residents. As of 2016, 19% of the students enrolled had transferred from another institution and another 6% of students were participating in a PSEO program. More than 53% of all students were enrolled part-time.

Admissions

As a public community college, Inver Hills Community College offers open admission to students with a high school diploma or equivalent. Students who do not have a high school diploma or G.E.D. may be admitted after passing a standardized test measuring academic preparedness. Students with a high school diploma do not have to take a standardized test such as the ACT or SAT to be admitted, and high school grades and class rank are not considered in the admissions decision. The average tuition rate for the 2016-17 school year is \$157.41 per credit with \$18.77 in fees per credit. The average total cost for a full time student is \$5,288 per semester. Minnesota State institutions do not charge a different rate for out-of-state or non-resident students.

As stated above, financial aid plays a crucial role in student success. In 2016, 1.1% of the total college budget was allocated for students' financial aid. The Inver Hills Foundation Office provides scholarships to students. Specific scholarships offered include scholarships for adult learners, low-income students, first generation students, and veterans. In 2016, 67.1% of the students admitted eventually enrolled in courses at Inver Hills Community College.

INSTITUTIONAL MISSION STATEMENT

Dedicated to the power and promise of education, we inspire students build careers and strengthen communities.

DIVERSITY COUNCIL MISSION STATEMENT

The Diversity, Equity, and Inclusion Council is committed to continuous reflection and improvement of our campus community's understanding of diversity, acceptance and inclusion of all people, and advocacy for a campus environment that fosters belongingness, open and respectful dialogue, and multicultural education that supports personal and professional growth.

ADMINISTRATIVE IMPERATIVES

Assessment & Accountability	Financial Commitment
Instruction and Academic Support MSCU	\$300 Student Services Exec Management
Affirmative Action Plan	\$12,400 2014-2016 recruitment costs
Instruction and Academic Support MSCU	\$24,555 Salary
Diversity and Inclusion Work Plan 2015-2017	\$3,000 Diversity Budget FY17
Diversity Outreach Recruitment Annual Report	\$800 Events to target underrepresented students
Minnesota Association of Counselors of Colors	\$425 membership

OBJECTIVE #1 – REDUCE AND ELIMINATE THE ACHIEVEMENT OPPORTUNITY GAP

GOAL #1: Improve Student Success, Retention and Completion Rates

DESIRED OUTCOME(S)						
<ul style="list-style-type: none"> • Improve the retention and completion rates of identified underrepresented student populations and students of color that are already provided retention/academic support services • Increase awareness of IHCC scholarship and financial aid opportunities among identified underrepresented student populations and students of color • Increase the number of underrepresented and underserved students that participate in on-campus student clubs and groups 						
ASSESSMENT						
Fact Book 2016 Accountability Dashboard Student Right-to-Know Graduation and Transfer Rates Satisfaction and Student Engagement Survey Results IHCC Students Participating in Clubs or Organizations						
Student Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Cultural & Global Awareness Courses and Co-Curricular Activities	1	Narrow the achievement gap	SP Goal 1.1, 1.2, 1.3, 1.4 & 1.5 MAC 1.1, 1.2, 1.3, 1.4, 1.5 & 1.6	DC AD	AAP ADM CAD DC FAD MKTG MNSCF	2015-2017
	2	Increase the diversity in the student body	SP Goal 1.1-1.5 MAC 1.1-1.6, 2.1-2.3, 3.1-3.5 & 4.1-4.4	DC	ADM CAD FAD MKTG IHCCF	2015-2017
	3	Analyze data and set direction to fine tune targeted strategies	CF SEM	DC SEM IR SL	IR AD SL	2015-2017
	4	Campus Cultural competence training	CF	DC	DC ADD SL SR	2015-2017

Additional Action for Consideration

Inver Hills Offers a variety of Learning Communities (LCOMs) that target the underprepared population, courses designed to help students develop study and non-cognitive skills.

OBJECTIVE #2 – ACCESS, EQUITY & OPPORTUNITY

GOAL #2: Increase Student Diversity

DESIRED OUTCOME(S)						
<ul style="list-style-type: none"> • Increase number of new underrepresented students and students of color • Build relationships with local communities, community resource centers for outreach and recruitment of diverse students • Increase number of adult, online, alternative school learners and veterans 						
ASSESSMENT						
Accountability Dashboard						
Institutional Research						
Diversity Outreach Recruitment Annual Report						
Student Access Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Outreach	1	Recruit students to TRIO program and participate in TRIO College Fair	SP Goal 1.2 & 1.3, MAP 1.2, 1.5, 1.6	ADM TRIO CAD	TD MnACC	2015-2017
	2	Attend at least two college fairs targeted towards diverse student populations	IHCC Strategic Goals 2.1, 2.2	ADM	MnACC NACF DCJ MKTG	2015-2017
	3	Complete five High School classroom presentations per year regarding opportunities at IHCC	IHCC Strategic Goal 4.1	ADM FAD ENRD	Local high schools AVID	2015-2017
	4	Strengthen awareness and availability of student financial	SP Goal 1.4	ADM	ENRD FAD AAD CAD MKTG	2015-2017

		resources				
	5	Maintain relationships with academic and career counselors in high schools who can then connect students directly with staff at IHCC.	IHCC Strategic Goal 4.1	ADM MKTG FAD	Local high schools HSCL	2015-2017
	6	Participate in the College Knowledge Month	MNSCF	ADM FAD	ADM	2015-2017
	7	Build relationships with local communities, community resource centers and alternative learning centers for outreach and recruitment of diverse populations.	SEM	ADM MKTG	ADM	2015-2017

Additional Action Steps for Consideration

The Diversity and Inclusion Work Plan will also be in alignment with the strategic enrollment management plan, which will focus, in part, on the recruitment, enrollment, retention, and success of underrepresented students.

Inver Hills has been recognized for its overall value and the education and service provided to adult learners. On September 2016, Inver Hills and DCTC will receive an award from the Federal Department of Education Title III Grant worth \$3.2 million over a five year period.

OBJECTIVE #3 – EMPLOYEE DIVERSITY & INCLUSION

GOAL #3: Increase and Retain Diversity in Faculty and Staff

DESIRED OUTCOME(S)						
<ul style="list-style-type: none"> Strengthen campus community awareness of diversity, inclusion and equity Recognize members of the campus community (faculty, staff, students, administrators, others) who have gone above and beyond the call of duty to promote diversity on campus and in the community Build strong relationships with Community Partners to further enhance diversity efforts at IHCC 						
ASSESSMENT						
Accountability Dashboard Institutional Research Affirmative Action Plan Campus Climate Survey Dashboard System Office						
Employee Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Recruitment, Retention and Training	1	Continue using various recruitment methods to recruit faculty and staff	SP Goal 2.3 MNSCF MAC 4.3	HR DC AAP	HERC MnACC	2015-2017
	2	Create campus wide awareness of the college's Affirmative action plan and diversity plan to create a more inclusive environment	AAP ADA OCR SP Goal 2.3 IHCC MAP 4.3	CHRO	CDO HR DC	2015-2017
	3	Provide at least four educational presentations related to diversity for the campus community each academic year	AAP ADA OCR SP Goal 2.3 MAP 4.3	CHRO, CDO, HR	MKTG DC PDC ADC	2015-2017
	4	Have at least one new community partner come to Diversity Council meeting to talk about their	AAP ADA OCR IHCC SP Goal 2.3 MAP 4.3	CHRO, CDO HR	MKTG DC	2015-2017

		services and how they could further help enhance success efforts at IHCC				
5	Sponsor breakout sessions on Student Success Days	AAP ADA IR MAP 4.3 OCR SP Goal 2.3 & 2.2	CHRO CDO HR	SSD AAP	2015-2017	
6	Bring presenters to IHCC to speak on issues of Diversity	MNSCF	DC	DC SL	2015-2017	
7	Sponsor Diversity Events for College	MNSCF	DC	DC SL AAP ADD SSD	2015-2017	
8	Provide a platform to award individuals who show commitment to diversity		DC	DC MKTG	2015-2017	
9	Implement posting language or minimum qualifications for faculty, staff and student employees; candidate must possess competency in cultural awareness and sensitivity to diverse populations.	AAP ADA OCR SP Goal 2.3 MAP 4.3	CHRO	CDO HR Supervisors DC	2015-2017	
10	Target organizations that serve underrepresented communities for online recruitment of vacancies.	AAP ADA OCR SP Goal 2.3 MAP 4.3	CHRO CDO HR	MKTG DC PDC ADC	2015-2017	
11	Promote vacancies	AAP	CHRO	MKTG	2015-2017	

		through career fairs and outreach events that serve underrepresented communities to increase diversity in faculty (alternate recruitment efforts)	ADA OCR SP Goal 2.3 MAP 4.3	CDO HR	DC	
	12	Enhance on-boarding of new employees to include introductions IHCC history, values and campus diversity climate for the purposes of creating community and connections with individuals in other departments	AAP ADA IR MAP 4.3 OCR SP Goal 2.3 & 2.2	CHRO CDO HR	Supervisors	2015-2017
	13	Implement posting language or minimum qualifications for faculty, staff and student employees; candidate must possess competency in cultural awareness and sensitivity to diverse populations.	AAP ADA OCR SP Goal 2.3 MAP 4.3	CHRO	CDO HR Supervisors DC	2015-2017
	14	Target organizations that serve underrepresented communities for online recruitment of vacancies	AAP ADA OCR SP Goal 2.3 MAP 4.3	CHRO CDO HR	ADC DC MKTG PDC	2015-2017
	15	Promote vacancies through career fairs and outreach events that serve	AAP ADA OCR SP Goal 2.3	CHRO CDO HR	MKTG DC	2015-2017

		underrepresented communities to increase diversity in faculty (alternate recruitment efforts)	MAP 4.3			
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Additional Action Steps for Consideration

Affirmative Action Plan pending state approval 2016-2018

OBJECTIVE #4 – STRENGTHENS STRATEGIC PARTNERSHIPS AND COMMUNITY RELATIONSHIPS

GOAL #4: Build Partnerships with Diverse Communities

DESIRED OUTCOME(S)						
<ul style="list-style-type: none"> Partner with organization groups of color Facilitate engagement with community organizations and foundations and other local organizations that are focused on inclusion 						
ASSESSMENT						
Institutional Research Center for Experiential Learning Year End Report Affirmative Action Plan						
Inver Hills Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
	1	Increase the number of community partnerships	MAP 4.1-4.6 SP 4.1-4.4	DC	SEM CEL CAD ADM MKTG IHCCF	2015-2017
	2	Classrooms incorporate community-based learning practices	SP goal 1.3 MAP 3.2	DC	ADD CEL	2015-2017
	3	College-sponsored events held in diverse communities	MNSCF	ADM	Local High Schools Local organizations	2015-2017
	4	Collaborate with organizations that serve to prepare underrepresented	MNSCF	CHRO	ADM Local High School TRIO SSS	2015-2017

		students for college				
	5	Continue connecting students with local resources	MAP 4.6	DC Counseling Department	The Open Door - Mobile Pantry VISTA	2015-2017
	6	Serve as space for conference, expos and events	SP 4.1	ADM DC MKTG	Local High Schools Local organizations	2015-2017

Additional Action Steps for Consideration

Inver Hills with a collaboration of Open Door offer the Mobile Pantry. The mobile pantry offers healthy food option. It is available every Wednesday from noon to 3p.m.

Student Life partnered with the Minnesota Humanities Center to host the Why Treaties Matter Exhibit for the spring 2017 semester.

OBJECTIVE #5 – COMMUNITY ENGAGEMENT

GOAL #5: Build a Sustainable Initiative to Increase Diversity in our Vendors and Suppliers

DESIRED OUTCOME(S)						
						<ul style="list-style-type: none"> Develop an assessment method to comply with the System Office recommendation Track and Annual report to the board Expand involvement of TMB
ASSESSMENT						
CFO reports						
Inver Hills NEED	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Task	1	Assess partnerships with diverse communities	MNSCF	DC	Vice President and Chief Financial Officer Board of Trustees Business Office	2015-2017
	2	Develop sustainable task force	MNSCF	DC	Vice President and Chief Financial Officer	2015-2017

					Board of Trustees Business Office	
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Additional Action Steps for Consideration

The Diversity Council was not able to assess objective five. We will develop more time and effort in the near future.

OBJECTIVE #6 – SUPPORTIVE CAMPUS ENVIRONMENT

GOAL #6: Ensure a Welcoming & Supportive Campus Environment

DESIRED OUTCOME(S)						
<ul style="list-style-type: none"> • Provide students personal development • Assess college experience and satisfaction • Assess college strengths and challenges • Assess responsiveness to diverse populations 						
ASSESSMENT						
Ruffalo Noel Levitz Student Satisfaction Inventory Community College Survey of Students Engagement						
Inver Hills Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Campus Climate	1	Provide a student satisfaction survey	MNSCF	DC	Ruffalo Noel Levitz	2016
	2	Review mandatory training for students, faculty and staff	MNSCF	DC	IR, AAP and HR	2015-2017
	3	Review concerns and incidents	MNSCF	DC	IR Campus Security Student Code of Conduct Employee	2015-2017

					Code of Conduct	
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Additional Action Steps for Consideration

Satisfaction and Student Engagement Survey reported May/2016

<https://inverhills.edu/Leadership/InstitutionalResearch/html/IHCC-SSI-Year-to-Year-05-2016.html>

DIVERSITY COUNCIL

DESIRED OUTCOME(S)						
<ul style="list-style-type: none"> • Provide at least four educational presentations related to diversity for the campus community each academic year • Recognize members of the campus community (faculty, staff, students, administrators, others) who have gone above and beyond the call of duty to promote diversity on campus and in the community • Build relationships with Community Partners to further enhance Diversity Efforts at IHCC • Strengthen Diversity Awareness at IHCC 						
ASSESSMENT						
Diversity and Inclusion Work Plan						
Student Persistence Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Diversity and Equity	1	Develop and implement a campus-wide cultural diversity plan	MNSCF 1.3.1 SP Goal 2.1 2.2 2.3 APP	DC APP	DC APP	2015-2017
	2	Diversity mapping and assessment of diversity and equity	MNSCF 1.3.2 SP Goal 2.1 2.2 2.3	DC	DC MNSCF	2015-2017
	3	Professional development to increase faculty and staff intercultural and global competency and increase understanding and use of culturally relevant pedagogy	MNSCF 1.3.1 SP Goal 2.3	DC	DC CDE SL others, etc.	2015-2017

	4	Administer IHCC Diversity Awards (individual and department awards)	MNSCF 1.3.2	DC APP	Administration DC	End Spring 2017
	5	Efforts to improve the recruitment and retention of diverse student, faculty and staff	MNSCF 1.3.4 SP Goal 2.3 AAP	AAP AC	AAP DC MNSCF	2015-2017

Additional Action for Consideration

Javier Salinas Vega became the Director of Diversity and Underrepresented Student Recruitment on January 20, 2017.

DIVERSITY COMMITTEE MEMBERS 2015-2017

Ann Deiman-Thornton	Dean of Liberal Arts
Ariel Mendoza	Inver Hills Student/Student Senator
Chong Moua	Academic Advisor
Christina Royal	Vice-President of Academic Affairs *no longer at Inver Hills
Gregory Dahlstrom	English Faculty
Hannah Asfaw	Interim Director of Diversity Fall 2016 semester
Javier Salinas-Vega	Director of Diversity and Underrepresented Student Recruitment
Jenni Yamada	Activities Coordinator
Joan Marchio	Administrative Assistant
Katie Nelson	Anthropology Faculty
Laura Funke	English and Reading Faculty
Matt Kruger	TRIO SSS Director
Matt Traxler	Dean of Students & Enrollment Management/Title IX Coordinator
Mike Opoku	Interim Director of Diversity and Equity 2015
Praise Olowokere	Inver Hills Student Senate Treasurer Student
Rebecca Merton	Director of Disability Services
Ruby Murillo	TRIO SSS & Travelers EDGE Advisor
Sally Dahlquist	Paralegal Program Director
Shane Stroup	Philosophy Faculty
Thomas Reis	Human Services; Interdisciplinary Studies Faculty
Vicky Knickerbocker	Human Services and Sociology Faculty
Wendy Robinson	Vice President of Student Affairs

ACRONYMS, KEY TERMS & DEFINITIONS

AAP	Affirmative Action Plan
AD	Accountability Dashboard
ADC	Administrative Development Committee
ADD	Academic Development Day
ADM	Admissions Department
CAD	Counseling & Advising Department
CCS	Campus Climate Survey
CDE	Center for Diversity and Equity
CDO	Chief Diverse Officer
CEL	Center for Experiential Learning
CHRO	Chief Human Resources Officer
CWOAR	College Wide Outcomes Assessment Results AY15-16
DC	Diversity Council
DCJ	Dakota County Jail
DOR	Diversity Outreach Recruitment Annual Report
ENRD	Enrollment Department
FAD	Financial Aid Department
FB	Fact Book 2016
HERC	Upper Midwest Higher Education Recruitment Consortium
HLC	Higher Learning Commission
HR	Human Resources
HSCL	High School Counselor Luncheon
IHCC MPRP	IHCC Marketing and Public Relations Plan
IHCCF	Inver Hills Community College Foundation
IR	Institutional Research
MAP	Master Academic Plan 2014-2017
MKTG	Marketing Department
MnACC	Minnesota Association of Counselors of Color
MNSCF	MN State Charting the Future
NACF	Native American College Fair
PDC	Professional Development Committee
SEM	Strategic Enrollment Management
SLD	Student Life Department
SP	Strategic Plan
SR	Student Resiliency
SRKGTR	Student Right-to-Know Graduation and Transfer Rates
SSD	Student Success Days
SSESr	Satisfaction and Student Engagement Survey Results 2016

TD	TRIO Day
TRIO SSS	TRIO Student Support Services

ACRONYMS, KEY TERMS & DEFINITIONS

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: Neither parent received any postsecondary education. This definition was established by the Minnesota Legislature and can be found in Laws of Minnesota 2003, Chapter 133, Article 1, Section 3, Subd. 3. This definition is commonly used by Minnesota State. (Definitions HTC Fact Book)

FIRST GENERATION: Refers to whether a student is the first generation in his or her family to attend college. There are different definitions of first generation used by the Federal and Minnesota state governments (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)*