

DCTC and IHCC Policy 1.2 Racial Equity

Part 1: Policy Statement

Inver Hills Community College (IHCC) and Dakota County Technical College (DCTC) are committed to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees.

To help effectuate these goals, IHCC and DCTC are committed to continually improving campus equity, inclusion, integrity, and respect. This includes acknowledging that we are on Indigenous land, the traditional territories of the Dakota people. This includes recognizing that human diversity is a fundamental strength of our community, that inclusion is fundamental to educational excellence, and that racism and oppression have caused the long lasting and grievous harm of historical trauma. This includes, but is not limited to, advancing racial equity, closing racial opportunity gaps, and fostering college access in communities that experience racial inequities.

In order to reduce racial inequities, it is necessary to address broad social, economic, and political factors that result in systemic disadvantages as well as the needs, assets, and challenges of communities experiencing racial inequities. IHCC and DCTC will provide resources to make racial equity an integral part of all programs, policies, and procedures they implement. This policy requires that considerations of racial equity—that is, fairness and justice—are embedded in decisions at all levels of the college, including leadership, operations, classrooms, pedagogy, programming, investments, facilities, and policy development. The goal of this policy is to institutionalize an approach to decision-making, pedagogy, program and policy development, implementation, and evaluation, which improves outcomes and reduces educational racial disparities and inequities for the people we serve.

Part 2. Definitions

Subpart A. Anti-Racist.

Anti-racist refers to active opposition to racism, in action and communication.

Subpart B. Historical Trauma

The cumulative emotional and psychological harm over an individual's lifespan and across generations caused by massive group trauma.

Subpart C. Historically Underserved Groups

Populations who have been systematically denied access and/or suffered institutional discrimination in the United States; this includes, but is not limited to, social, economic, educational, and civic life.

Subpart D. Inclusive Excellence

Inclusive Excellence recognizes that our commitment to equity, diversity, and inclusion is solidly grounded in our educational mission. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals.

Instead, they are multi-layered processes through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.

Subpart E. Indigenous.

Indigenous is referring to the original inhabitants of the land that is now recognized as the United States of America.

Subpart F. Racial Equity

The condition that would be achieved if racial identity no longer predicted outcomes. This includes elimination of policies, practices, and messaging that reinforce differential outcomes by race, or fails to eliminate them.

Subpart G. Racism

Intentional or unintentional prejudice, discrimination, or antagonism that contributes to a system of oppression based on race.

Subpart H. Systemic Disadvantages

The systemic patterns of behavior, policies or practices that are part of a structure which creates or perpetuates disadvantage for racialized persons.

Related Documents:

- Procedure 1.2.1 Racial Equity
- Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education
- MN Statute 16C.08
- MN Statute 16C.16
- Making Diversity Work on Campus
(<https://www.aacu.org/sites/default/files/files/mei/MakingDiversityWork.pdf>)

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