

ANOKA-RAMSEY COMMUNITY COLLEGE

AND

ANOKA TECHNICAL COLLEGE

STRATEGIC DIVERSITY & INCLUSION IMPLEMENTATION PLAN

2016-2020

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INTRODUCTION & BACKGROUND

With more than 100 degree, certificate, and transfer programs across three campuses, Anoka-Ramsey Community College (ARCC) and Anoka Technical College (ATC) have served the citizens of the Twin Cities and East Central Minnesota since the mid-1960s. Both institutions strive to provide excellent educational opportunities to meet the needs of the communities they serve. As the demographics of the community to which the colleges provide education have changed, the need to focus on inclusion has increased. ARCC and ATC responded by creating the Mosaic Center and Conversation Partners at ARCC, the Multicultural Center at ATC, Intercultural Development Inventory training for administration, unconscious bias training, and myriad programs for students, staff, and faculty on all campuses.

Over the past three years, the colleges embarked on a collaborative strategic planning process. This process has provided direction as aligned colleges and individual institutions. It also challenged the college communities to consider existing strengths, weaknesses, opportunities, and threats moving forward. One opportunity identified was the need for greater inclusion. While progress has certainly been made towards ensuring an inclusive environment for all students, staff, and faculty, there is still much work to be done.

Historically, the Office of Multiculturalism & Diversity led much of the work directed at an increasingly diverse student population. While that work has been significant, it became clear that the systemic change needed for a truly inclusive environment requires dedication and commitment by all levels and roles of our institutions. For more on what systemic change means in this context, see Appendix A.

In 2015, the colleges were charged by President Kent Hanson to create a MNSCU (now Minnesota State)-mandated diversity and inclusion plan that was a collaborative partnership consistent with the colleges' Academic Master Plan, Student Services Plan, Strategic Plan, and Strategic Enrollment Plan.

Inclusive excellence

Recognizing and asserting the value of inclusion as an ethical imperative and as a necessity for academic rigor, student success, and lifelong learning, **ARCC and ATC strive for inclusive excellence as part of their commitment to preparing all students and employees for success in an increasingly diverse and globalized society.** The colleges' inclusive vision and values statement states:

We promote the dignity and potential of each individual. We seek to increase cultural competence and promote mutual respect among all students, faculty, and staff. We acknowledge and seek to address the needs of traditionally underrepresented populations and students with varying levels of academic preparation.

Inclusive excellence is operationalized through campus climate and student success.

Development of the Strategic Diversity and Inclusion Plan (2015- 2016)

From January 2015 to May 2016, the Strategic Diversity and Inclusion Planning Committee composed of students, faculty, staff, and administrators from ARCC and ATC developed a Diversity and Inclusion Plan for the aligned institutions. These efforts included:

Diversity Mapping (ARCC): A form of inquiry and research methodology was used for benchmarking institutional change related to diversity and inclusion.

Campus Needs Assessment (ATC & ARCC): Students, faculty, staff, and administrators completed a short survey designed to assess inclusion-related needs.

Requests for feedback (ATC & ARCC): As the plan developed, information regarding the goals, objectives, and action steps was regularly shared with students, faculty, staff, administrators, and community partners. The committee asked for feedback from all parties.

The initial Strategic Diversity and Inclusion Plan was developed with the understanding that **actions that focus on changing one or few parts of a system are unlikely to result in lasting, meaningful change.** For example, diversity and inclusion action plans from other colleges tend to focus on: (1) diverse faculty and student representation and (2) diversity in the curriculum. While these are important, the Strategic Inclusion Planning Committee felt the need to be more comprehensive in its approach. Therefore, the scope of the initial plan includes goals related to outreach and access, student support, diversity within the curriculum, employee dialogues and training, diverse faculty and student representation, academic inclusivity, and regional

stewardship. As required, the Strategic Diversity and Inclusion Plan was sent to the Minnesota State Chancellor’s Office for approval. The plan was approved Summer 2016.

In Fall 2016, the Diversity Committee created a process for implementing the Strategic Diversity and Inclusion Plan. The committee focused on the plan’s five major goals to reach the colleges’ ultimate aim of inclusive excellence.

Strategic Diversity and Inclusion Plan Goal Areas

Goal 1: A Supportive, Inclusive & Empowering
Campus Environment

Goal 2: Equitable & Inclusive Recruitment

Goal 3: Equitably Increased Student Retention

Goal 4: Equity Practices in and out of the Classroom

Goal 5: Diverse Faculty, Staff, Administrators, and
College Board Members Feel Supported in their

The committee organized teams around each of these goals. Each team consisted of at least eight members with at least two administrators, staff, faculty, and students on each team. These six teams (five at ARCC and one at ATC) comprised **the Diversity and Inclusion Plan Implementation Task Force**. The resulting task force totaled 46 members—41 across ARCC’s five goal teams and 5 in ATC’s Goal 3 team. Members are listed in Appendix B. Participation by student and full-time, tenured faculty across both colleges was limited relative to staff and part-time, adjunct faculty.

The Office of Multiculturalism & Diversity and the task force embarked on a five-month process to develop action steps and measurable outcomes focusing on systemic change.

Implementation of Strategic Diversity and Inclusion Plan

The current situation at ARCC and ATC is important to understand as both colleges work towards their diversity and equity goals. The institutions need to consider factors—both barriers and strengths—that task force members identified as pivotal in the institutions’ pursuit of systemic change from their current situations to their goals. The current situation at ARCC and ATC are addressed separately.

PART 1: ANOKA-RAMSEY COMMUNITY COLLEGE

Anoka-Ramsey's Situational Factors Impacting Diversity & Inclusion Goals

The Diversity and Inclusion Plan Implementation Task Force members identified several factors of ARCC's current situation as being relevant across all five goals to the institution's achievement of inclusive excellence from the perspective of campus climate and student success. These were largely derived from the three studies as well as from task force members' personal and professional experience. **These factors influenced the action steps that ARCC has planned to achieve its outcomes.** The factors are as follows:

1. **Student recruitment** efforts including: the job market, the current socio-economic and political climate, the college's emphasis on PSEO students, typical geographical areas of recruitment, knowledge of the community's needs, and who participates in recruitment efforts.
2. The level of commitment to/investment in **recruiting, hiring, and retaining diverse faculty, staff, and administrators**, including compensating for/or addressing the decreasing number of openings resulting from declines in enrollment and diverging intercultural competence and equity practices on hiring committees and selection processes.
3. **Barriers and accessibility issues** that affect students, staff, and faculty including the college's geographic location, distance between campuses, and design of buildings; ELL support for faculty and staff to communicate with students; and a lack of accessible language/facilities/space and universal design in all materials (e.g. marketing, parking and building signs, admission applications, instruction, and student services communication).
4. The **availability of academic and career resources and support** for students, which is currently characterized by *limited* ELL support for students, writing skill development for students of all language backgrounds, tutoring center capacity, connections inside and outside the classroom, and the low numbers of students who have worked with an adviser on academic and career plans.
5. The availability of **a foundational experience to orient/on-board everyone on campus** to ARCC resources, services, culture, and expectations. This includes clear and broad definitions of diversity, intercultural competence, inclusion, equity, and justice that extends beyond statements and cultural programming to include practical action for mapping, observing, and remedying barriers for marginalized students; an ongoing

commitment to learning about diversity, culture, inclusion, and equity among students, staff, faculty, and administration; an understanding among faculty and staff of the disadvantages that first-generation students and under-represented backgrounds face in terms of testing and class placement;

6. The development, review/modification, and enforcement of **policies from the perspective of unconscious bias** to bring faculty and staff together to reach both task-oriented and relational goals; ensure, incentivize, and cultivate investment in professional development opportunities; and to review staff and faculty performance through job descriptions and recognition systems.
7. The Diversity & Inclusion Plan Implementation Task Force members identified **four action steps to move ARCC from the current situation described above to achievement of all five Diversity and Inclusion Plan goals**. If the action step goals are met, they are expected to lead to one or more measurable outcomes. Outcomes are the changes that constitute achievement of one or more goals.

ARCC Action Steps

1. Human Resources staff and Faculty Development will research, develop, implement, and monitor a comprehensive and consistent orientation and professional development plan for all staff, faculty, and administration.
2. Future Diversity & Inclusion Plan committees and the President's Cabinet will secure institutional commitment to both internal and external relationship building, partnership development, and collaboration. This could include creating a Center of Excellence (pedagogy, mindset-focused, not skills-based)
3. Institutional Research and the marketing department will facilitate ongoing engagement, feedback loops, learning, and adaptive responsiveness in line with the Diversity and Inclusion Plan goals. This could include conveying a non-threatening and non-adversarial campus environment, and ensuring access and cultural relevance (e.g., flags/ banners that say "hello" or "welcome" in multiple languages, culturally relevant food).
4. Human Resources will align recruitment and hiring practices with the needs specified in the Diversity and Inclusion Plan. This could include integrating equity and intercultural competence into the recruitment, selection, and hiring processes.

Measurable Outcomes

ARCC's Diversity and Inclusion Plan Implementation Task Force expects that the above action steps will lead to the seven inter-related outcomes. Outcomes are the changes that are expected to come out of action steps. Short-term outcomes lead to medium-and long-term outcomes, which constitute one or more goals. Some outcomes are operationalized in more detail than others. It is worth pursuing greater consistency in the extent to which these are operationalized, although it is common for those that are shorter term to be more tangible and easier to operationalize than those that take longer to achieve.

1. (Short term) **ARCC orientation/onboarding and professional development reflect a commitment to equity**, as indicated by:

- A. Increased expectations/accountability, such as continuing education credits, for shared responsibility generally and increased responsibility among supervisors in particular.
- B. More employees of color being willing to participate (e.g. if there is more buy-in, more employees of color will participate).
- C. Training for administration in union contracts and negotiations
- D. Increased knowledge of inclusive, equity practices and culturally relevant pedagogy among staff and faculty.
- E. Inclusive, equity-focused practices and culturally relevant pedagogy being increasingly used within the classroom.

2. (Short term) **ARCC supports members of its community** personally, academically, and professionally, as indicated by:

- A. Expanded definitions of diversity, culture, inclusion, and equity.
- B. Recognition of stressors and the provision of adequate financial resources, physical space/equipment, and time for all members of the ARCC community.
- C. Faculty being provided reasonable resources to support large, diverse classrooms and structure class effectively for all students.
- D. Collaborative projects taking place between faculty and staff.
- E. Faculty and staff reporting they feel more fulfilled and satisfied on the job.

3. (Medium term) **The composition of ARCC employees mirrors that of the student body**, as indicated by proportionate representation from the perspective of sexual orientation, race/ethnicity, gender, and socio-economic class.

4. (Medium term) **Prospective students experience decreased barriers in applying to and enrolling in ARCC**, as indicated by:

- A. The surrounding community having easy access to college resources.
- B. Students/families' awareness of opportunities and resources to support their academic pursuits (e.g. financial aid, transportation, academic and social support),
- C. Less developmental education that has been shown to delay completion of degrees and thus discourage enrollment.

5. (Medium term) **Students experience increased levels of support and success**, as indicated by:

- A. A steady flow of student advising appointments throughout each semester.
- B. A consistent understanding of learner duties among all students.
- C. Fewer students on probation/suspension.
- D. Engaged, curious students listening and learning rather than reacting.
- E. All students excelling in the classroom.
- F. More ARCC-educated individuals being in the workforce.
- G. ARCC graduates being able to transition from the classroom to a diverse work team.
- H. More people wanting to attend to ARCC.

6. (Medium term) **ARCC curriculum is equitable**, as indicated by:

- A. The college adopting a definition of diversity, cultural competence, inclusion, and equity in the context of its programs and disciplines.
- B. The curriculum reflecting intentional outcomes related to diversity, intercultural competence, inclusion, and equity.
- C. Critical pedagogy having been brought to scale. This means the increased diversity of students will subsequently increase the diversity of perspectives presented in classes.
- D. The course content (films, readings, studies) reflecting the diverse population of ARCC students and larger community.
- E. International partnerships and collaborations with other Minnesota State schools that excel in this area.

7. (Long term) Visitors and members of the ARCC community experience the campus as **welcoming, safe, and valued**, as indicated by:

- A. The public attending college events, a wider range of staff and faculty connecting with and researching surrounding community populations, and ARCC being seen as a community resource for diversity, culture, inclusion, and equity.
- B. Communities of color, people that are undocumented and from “banned” countries, and LGBTQA+ individuals feeling physically, emotionally, spiritually, intellectually, and professionally/financially secure on campus and in the community.
- C. The student body reflecting the changing community’s demographics.
- D. Students and their families feeling welcomed and experiencing little to no language and cultural barriers on campus.
- E. All students being treated fairly in the classroom and on tests, with no systematic bias in terms of the race, ethnicity, gender, or class of students.
- F. Students experiencing a sense of belonging at ARCC and a connection with the larger community.
- G. Both tenured and adjunct faculty reporting that they feel heard and valued, having healthy, productive relationships with each other, and adjunct and probationary staff feeling professionally/financially secure.
- H. Students, faculty, and staff reporting a more inclusive and equitable work and learning environment.
- I. ARCC security not being alarmed by racial justice and other “controversial” events. ARCC community members perceiving encounters with diversity as welcome opportunities rather than threats, and being open to difficult conversations and challenging themselves.

To carry out the action steps that are expected to lead to the above outcomes, ARCC’s task forces identified the following related resources:

- Allocation of budget, space, time
- Staff/faculty recruited or trained with appropriate skill sets
- New policies
- Research/knowledge/information

PART 2: ANOKA TECHNICAL COLLEGE

Anoka Technical College's Situational Factors Impacting Diversity & Inclusion Goals

ATC's Goal Team members identified **several factors of their current situation as being relevant to its achievement** of its one goal: **equitably increased student retention**. Again, these were largely derived from the three studies as well as from Goal Team members' personal and professional experience.

1. **Students' success** in assignments and activities, including: attendance, presentation in classes, completion of classroom assignments, and the universality of particular course types (e.g., hands-on, seated, hybrid) from the perspective of student success. Do some succeed more in certain types of classes as opposed to others?
2. The **availability and/or required participation in a structured first-year experience**, which is associated with increased retention. This includes student participation in a college orientation or structured experience for new students and enrollment in a student success course.
3. The **connection among students, faculty, and advising**, which includes students' limited use of ATC email for school-related communications and the subsequent need for faculty to be available to them on campus, students' limited discussion ideas from readings or classes with instructors and interaction with faculty outside the classroom, limited academic advising and career path planning, the college's limited ability to assist students with non-academic responsibilities and concerns that affect their academic performance, and the sense that students are not being listened to but just passed around.
4. **The diversity of values and experiences**, which are currently characterized by a relatively homogenous faculty, low reported perception that diversity is important to the institution, low reported perception of the institution's emphasis on encouraging contact among students from differing backgrounds, a lack of serious conversations regarding difference, and a lack of understanding across groups.
5. The **sense of a college community and sense of belonging**, including a person to greet students when they enter the building, the availability of cohort classes and student participation in learning communities, college-sponsored activities, and community-based projects.

ATC's Action Steps

1. AASC will implement procedural changes that minimize confusion and increase transparency for students.
2. Student Services will provide additional support for first-generation/first-year students
3. Faculty Development and Staff Development, with the Office of Multiculturalism & Diversity, will educate faculty and staff for equity via trainings and revised professional development and performance reviews
4. Faculty Development, with the Office of Multiculturalism & Diversity, will facilitate experiences and pedagogy based on culturally relevant pedagogy and in-class activities and discussions of diversity, culture, inclusion, and equity
5. Program Faculty, with Student Affairs, will advance consistent and accessible advising
6. Support Services will create a welcoming environment for all campus community members

Measurable Outcomes

ATC's Goal Team expects that the above action steps will lead to four inter-related outcomes. Again, outcomes are the changes that are expected to come out of action steps. Short-term outcomes lead to medium- and long-term outcomes, which constitute one or more goals. In this case, ATC has one goal—equitably increased student retention.

1. (Short-term) Students experience **effective and accessible advising** as indicated by:
 - A. Advising and other help being available all the time and in different ways;
 - B. All students being assigned to and engaged with an adviser;
 - C. Students regularly meeting with faculty for advising and other concerns;
 - D. Students' questions being answered (or raised) before the student asks or knows to ask them.

2. (Medium-term) **Classroom content and activities are inclusive, relevant, and accessible to all students**, as indicated by:
 - A. Students and faculty alike engaging in more discovery work;
 - B. A variety of authors and texts being used in classrooms;
 - C. More group work (discussion, research) in classrooms;
 - D. The college community, surrounding community, and students' communities serving as the lab;
 - E. Students using a critical lens to examine life.
3. (Medium- to Long-term) **Individuals at ATC feel that they belong to a community** that includes but extends beyond their background and identity. For example:
 - A. Any student can walk in, sign up, and feel that they will succeed;
 - B. Students report feeling included and comfortable when they walk in the door;
 - C. Students report feeling a sense of belonging on campus;
 - D. Students of different backgrounds eat or hang out together;
 - E. Students and faculty will report positive interactions with each other;
 - F. All graduates attend the graduation ceremony;
 - G. The Anoka area community sees ATC as a place where everyone succeeds in an applicable education (e.g. it has no reputation for failure or "easiness").
4. (Long-term) **Retention rates increase** from year to year, for example:
 - A. Program completion rate increase;
 - B. Withdrawal/drop rates are proportionate (e.g. no one cohort or group will drop out more frequently than another).

To carry out the action steps that are expected to lead to the above outcomes, ATC's Goal Team identified the following related resources:

- Facilities for student services work
- Time and opportunities for faculty development, staff development, the Office of Multiculturalism & Diversity, program faculty and student services work
- People to do the labor for AASC's work implementing procedural changes, student services work, faculty development, staff development, the Office of Multiculturalism & Diversity, program faculty, student affairs, and academic affairs work
- Strategic Planning Implementation funds for all of the above

CONCLUSION OF FULL REPORT

The initial Strategic Diversity & Inclusion Plan identified **campus climate and student success as ARCC and ATC's main aim of inclusive excellence**. Climate refers to the prevailing condition that affects satisfaction and productivity at a particular point in time. The PACE study conducted at ARCC and ATC defines climate as a subset of culture. Culture refers to a total communication and behavioral pattern within an organization. Changing campus climate does not necessarily change campus culture. While culture is deeply embedded and difficult to change, cultural change is possible at learning organizations. Learning organizations are those in which knowledge generation “is not a specialized activity...it is a way of behaving, indeed, a way of being, in which everyone is a knowledge worker” (Nonaka, 1991, p. 97, cited in Garvin, 1993). Garvin continues:

Learning organizations are skilled at five main activities: systematic problem solving, experimentation with new approaches, learning from their own experience and history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organization. (1993, para. 15)

Continued application of a systemic approach toward inclusive excellence will require a central role for ARCC and ATC's Institutional Research and PR/Marketing departments. These roles will involve, respectively, testing and disseminating interim and final results of the plan to the multiple campus communities. To create systemic change, these results would need to form the basis of discussion, ideally sponsored by the Office of Multiculturalism & Diversity and the President's Cabinet. From discussion, learning and responsive action can take place.

A systemic approach to implementing the Strategic Diversity & Inclusion Plan also calls for campus-wide engagement with the effort. Such engagement represents an acknowledged change. Achieving campus-wide engagement will require thinking and talking about currently observed differences in ways that do not reinforce existing perceptions that a rising tide lifts all boats and that achieving equity and justice is a zero-sum game (Young, 2011).

Instead, **targeted universalism** offers “a frame for designing policy that acknowledges common goals, while also addressing the sharp contrasts in access to opportunity between differently situated sub-groups” (powell, Heller, & Bundalli, 2011, p. 47). While paying particular attention to the needs of those who have been harmed by existing structures, targeted universalism also considers the needs of those who may continue to benefit from them to varying degrees. It does this by **focusing on structures and systems rather than on individual-level actions and reactions**, and by focusing on shared outcomes rather than on disparities and differences in identity.

One illustration of the way targeted universalism can work is the successful adoption of **universal design** to many buildings. Universal design refers to broad-spectrum ideas meant to increase access for people with disabilities, older people, and people without disabilities. Rather than simply increasing access for those in wheelchairs, ADA-mandated ramps and automatic doors have increased access for multiple other populations including anyone—regardless of age or a mobility-related disability—with luggage, a laptop case, a stroller, or their hands full.

Older people and people with disabilities share interests derived from their ongoing shared experience of existing structures. Segments within these populations have formed social groups and developed distinctive cultures. Disability activists and organizers chose not to frame the problem and corresponding solution in terms of cultural identity or focus their efforts on the positive or negative intentions of individuals as opposed to the wide impact of specific structures. Had they done so, it is possible that multiple groups would not have benefited from the changes they effected. Still, for multiple groups to benefit, it was not enough for the activists and organizers to approach the inequity in their lack of access structurally. It was equally important for them to center their lived experiences as a social group with the least physical access to buildings.

ARCC and ATC are poised to enact changes from which few individuals are likely to feel threatened and multiple groups are likely to benefit. The Diversity & Inclusion Plan Implementation planning process and intervention efforts focus on **structural arrangements rather than individual intentions**. At the same time, the plan centers those at ARCC and ATC who experience the highest levels of cultural dominance, violence, exploitation, marginalization, and powerlessness. Ongoing measurement, dissemination, discussion, and responsive action—associated with learning organizations and cultural change—can help rally the college communities around a campus-wide campaign/shared vision to metaphorically move the institutions toward all five goals.

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APPENDIX A

Systemic Change

Systemic change involves an understanding of systems thinking and system dynamics, which are described below.

Systems thinking requires a shift from linear notions of cause and effect, wherein analysts identify and isolate proximate causes for any given effect, toward an approach that recognizes that each effect has multiple causes, and each cause has multiple effects, many of which may be distal. Disparate and disproportionate outcomes that analysts observe today are a product of multiple, reciprocal interactions within the system that may have started long ago (powell, 2010). Multiple, mutual, and cumulative causality lead the whole to be greater than the sum of its parts and explain why discrete changes rarely produce measurable effects when it comes to systemic problems like disparate and disproportionate outcomes. Systemic change, in contrast, involves coordinated changes in multiple areas and levels of the institutions involved.

System dynamics include the boundaries, structured relationships, and different perspectives or interests involved in any particular situation (Flood, 2010; Stave & Hopper, 2007; Williams & Hummelbrunner, 2011).

Boundaries apply to both space and time. Systemic change involves a spatial expansion of the boundaries around the current unit of analysis—beyond the knowledge, behaviors, and conditions of individual students, staff, faculty, or administrators to consider the interpersonal relationships that shape individual-level knowledge, behaviors, and conditions as well as the structural arrangements among and within institutions that shape those interpersonal relationships (Reskin, 2003). With regard to time, it involves expanding the view of present-day disparities and disproportionalities as the ongoing legacy of structures that are rooted in this country's historical foundation and that specified that the division of labor, participation in decision making, and subsequent access to resources be differentiated by classifications of race, class, gender, sexuality, ability, etc.

Structured relationships may be oppressive or they may be enabling, and thus equitable and just. Examples of oppressively structured relationships are those that involve not only cultural dominance and violence but also those that entail exploitation, marginalization, and powerlessness (Young, 2011). All relationships are structured through mechanisms that determine the dynamics among and within the individuals involved (Reskin, 2003), and all relationships change over time, such that what may work in the short-term may not work in the

longer term, and may actually cause harm unless the layers of relationships are considered in planning an intervention.

All individuals' **perspectives and interests** are necessarily influenced by their identification with one or more social groups. In contrast to prevailing notions of culture and identity, which are generally believed to determine social group membership, however, both are actually *constituted by* social group membership. In other words, individuals who share particular experiences of cultural dominance, violence, exploitation, marginalization, or powerlessness as a result of their being considered different develop perspectives and interests rooted in those experiences. They identify with other individuals who share the same experiences, perspectives, and interests, forming social groups—which come to develop associated cultures—in the process (Young, 2011). Heteropatriarchy and the Three Pillars of White Supremacy illuminate how indigenous peoples, peoples of African descent, and peoples of Asian and Latin American descent each (like other groups) have different perspectives and interests that are rooted in their different experiences of oppression—specifically white supremacy—and require solutions that accommodate and honor those differences. Importantly, however, this process of social group interest identification applies both to those who benefit from particular structural arrangements as well as those who may be harmed or oppressed by them (Bonilla Silva, 1997).

Individuals' perspectives and interests represent their motivations and intentions. With regard to equity and justice, what is important is expanding the boundary beyond individual motivations to consider the structural mechanisms that allow those motivations to result in particular interpersonal dynamics and individual-level impacts—both of which can easily be empirically observed and measured—rather than focusing on the motivations of the individuals themselves, which cannot be. It is structural mechanisms that can either allow or blunt the effects of individual intentions to discriminate against other individuals. It is also structural mechanisms that can either allow—and ideally amplify—or blunt the effects of individual intentions to support individuals experiencing difficulty or advance equity and justice (Reskin, 2003). As such, a systemic effort toward inclusive excellence involves more than individual-level motivations and intentions and even more than improved interpersonal relationships. It requires structural changes designed to change the interpersonal and internalized dynamics within the system.

APPENDIX B

ARCC Task Force Members

Goal 1	Ensure supportive, inclusive and empowering environment.	Objective: Regularly Assess College climate. Expand definitions of diversity for increased inclusion	A- Kent Hanson A- Lisa Harris F- Melody Hoffmann F- Hillary Gokey F- Alison McBride S- Rebecca Anderson ST- Shamsa Hussein
Goal 2	Recruitment Processes are Equitable and Inclusive	Objective: Develop relationships with diverse community partners. Develop a program for supporting diverse students in accessing college funding.	F- Kirsten Doneen S- Ricardo Gonzalez S- Abbie Huttenburg S- Polly Harrison-Townsend
Goal 3	Increase Retention through Equitable Student Support	Objective: Ensure recruitment efforts correspond with strong retention resources for diverse populations. Develop customized retention efforts to support the graduation rate of diverse populations	F- Fernande Deno F- Kirsten Olsen F- Jami Jones F- James Heu F- Colleen Snell S- Lauren Atkinson S- Corey Hemphil-Crowder S- Belinda Mulligan S- Nicholas Taylor S- Brian Wullom S- Kari Anderson
Goal 4	Promote Equity Practices in and out of the Classroom	Incorporate diversity content, contents, competencies, and pedagogical techniques in the classroom. Provide experiences outside of the classroom that promote diversity competencies	A- Deidra Peaslee A- Greg Rathert F- Kelly Meyer F- Jennifer Kraipowich S- Christa Hayes S- Linnea Janas S- Joyce Traczyk S- Clifford Anderson S- Victor Quinones S- Clarissa Johnson
Goal 5	Support a Diverse Team of Faculty, Staff, Administrators and College Board Members who are committed to Inclusive Excellence	Promote the recruitment and retention of diverse faculty, staff, and administrators. Develop a portfolio of diversity competencies and create ongoing, scaffolding professional development pathways.	A- Jay Nelson A- Luanne Hogan F- Jennifer Liberty Clark F- Lisa Weaver F- Ann Pelzel S- Clarissa Kostka S- Cat Hillyard

**ANOKA TECHNICAL COLLEGE
Task Force Committee**

Goal 3	Increase Retention through Equitable Student Support	Objective: Ensure recruitment efforts correspond with strong retention resources for diverse populations. Develop customized retention efforts to support the graduation rate of diverse populations	F- Erica Stene F- Stephanie DenHartog F- Julie Myers F- Kristyn Vanderwaal S- Jamaica Delmar S- Sharon Wolfgram S- LeAnna Wangerin
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