

EQUITY AND INCLUSION PLAN

HTC Strategic Direction	Goals	Objectives
EQUITY AND INCLUSION: Institutional Culture	1. Provide an accessible, inclusive, and safe campus environment.	<p>1.1 To gather feedback yearly from students and employees about campus spaces to assess their needs for accessibility, inclusivity, and personal safety.</p> <p>1.2 To examine and improve campus spaces to increase a sense of belonging and personal safety for students and employees.</p> <p>1.3 To review and grow culturally-based affinity groups and programs for underrepresented students to support their sense of belonging and safety.</p>
EQUITY AND INCLUSION: Institutional Culture	2. Integrate HTC Learner Value Cultural & Global Awareness into academic courses and co-curricular activities	<p>2.1 To inventory and continue development of a collection of academic courses, co-curricular activities, and delivery methods culturally relevant to students.</p> <p>2.2 To offer trainings and dialogues yearly for faculty and staff to increase their intercultural competence.</p>
EQUITY AND INCLUSION: Employee Retention and Development	3. Increase retention of protected class group employees	<p>3.1 To provide an onboarding program to increase organizational knowledge and social integration for protected class group employees during their first year of employment at HTC.</p> <p>3.2 To provide leadership development to protected class group employees through intentional mentorship for advancement opportunities.</p> <p>3.3 To offer college-wide professional development yearly for all HTC employees to build leadership competencies that contribute to an inclusive work environment.</p>
EQUITY AND INCLUSION: Civic Engagement	4. Increase engagement with community partners	4.1 To establish a baseline of community partners from diverse communities and measure engagement yearly in being culturally responsive to the needs of students and the workforce.

Equity and Inclusion: We will intentionally remove barriers and develop strategies for the success of individuals from historically underrepresented populations.

Bold words – see additional definitions in Glossary of Terms

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Glossary of Terms

Affinity Group: A group of people with common interests, background, and experience that come together to support each other. (<https://www.nais.org/learn/independent-ideas/november-2017/how-racial-affinity-groups-saved-my-life/>)

Co-curricular: Activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. (<https://www.edglossary.org/co-curricular/>)

Culturally Relevant/Responsible: Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives. (<https://minnstate.edu/system/equity/glossary.html>)

HTC Learner Values: Values and attitudes that help make successful employees. (<https://www.hennepintech.edu/about-htc/president-message/mission-vision-values.html>)

(Inter) Cultural Competence: An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence comprises four components: (1) awareness of one's own cultural worldview, (2) attitude towards cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills. (<https://minnstate.edu/system/equity/glossary.html>)

Leadership Competencies: The Leadership Competencies describe the knowledge, skills and attributes required to be successful as a leader in the MN State system at any level and in any role or function. They represent the common characteristics across all leaders in our system. (https://www.minnstate.edu/system/hr/talent_management/documents/Leadership%20Competencies%20list_Nov2016.pdf)

Onboarding: Successful onboarding makes a new employee feel welcome, helps them build the networks they need and lets them quickly and easily understand their role in the organization. (http://minnstate.edu/system/hr/talent_management/Onboarding.html)

Protected class: Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, familial status and membership or activity in a local human rights commission are protected classes in employment. (<https://www.minnstate.edu/board/policy/1b01.html>)

Underrepresented: Any individuals who are historically underrepresented in American higher education in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, gender identity, gender expression, age, or spirituality/religiosity/philosophy. (<https://minnstate.edu/system/equity/glossary.html>)