

Anoka-Ramsey Community College  
and  
Anoka Technical College

Strategic Diversity and Inclusion Plan  
2016 – 2020



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## INTRODUCTION

With over 100 degree, certificate, and transfer programs across three campuses, Anoka-Ramsey Community College and Anoka Technical College have served the citizens of the Twin Cities and East Central Minnesota since the mid-1960. Now, as recently aligned institutions, we recognize and assert the value of inclusion as an ethical imperative and as a necessity for academic rigor, student success, and lifelong learning. Our commitment to inclusive excellence seeks to extend beyond academic offerings to meet diverse student interests as well as regional and economic needs.

In 2015, President Kent Hanson charged the Diversity Committees of the two colleges to align their inclusion plans into a collaborative partnership consistent with the colleges' Academic Master Plan, Student Services Plan, Strategic Plan and Strategic Enrollment Plan:

President Hanson stated, "The aligned Strategic Inclusion Plan will ensure we are preparing students to effectively communicate, work, and thrive in a multicultural society. Anoka Technical College and Anoka-Ramsey Community College are committed to promoting and sustaining a learning environment that is inclusive, encourages awareness of commonalities and differences among people, and advocates respect for others within and outside of the institution. We believe the ability to be culturally competent and inclusive in thought and action is vital in succeeding in a global economy."

## RATIONALE

Anoka Technical College and Anoka-Ramsey Community College both strive to provide excellent educational opportunities to meet the needs of the communities we serve. Over the past three years, we have embarked on a collaborative strategic planning process. This process has given us direction in terms of future planning as aligned colleges and individual institutions as well as challenged us, the college communities, to think of strengths, weaknesses, opportunities and threats that exist moving forward. One opportunity we identified is the need for greater inclusion.

As the community demographics to which we provide education have changed, the need to focus on inclusion has increased. We have responded by creating the Mosaic Center and Conversation Partners at Anoka-Ramsey Community College, the Multicultural Center at Anoka Technical College, Intercultural Development Inventory training for administration, Unconscious Bias training, and myriad programs for students, staff, and faculty on all campuses.

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 and Diversity has led much of this work. While that work has been significant, the systemic change needed for a truly inclusive environment requires dedication and commitment by all levels of our institutions. As such, it is important that a Strategic Inclusion

Plan be developed to inform the work of the college. The goals and objectives of the plan target *campus climate* and *student success* as indicators of inclusive excellence:

#### Campus Climate

Anoka-Ramsey and Anoka Technical College are not alone in recognizing the importance that campus climate has on the success of students and employees. Rankin and Reason (2008) found that “Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.” Given the importance of climate on student and employee success, it is not surprising that campus climate would be a focus of this Strategic Inclusion Plan.

#### Student Success

Federal and state measures of student success include graduation, transfer, and persistence. We will also look at other measures such as satisfactory academic progress, GPA, and credit completion. These internal measures certainly help in determining if a student will graduate, transfer, or persist. The National Postsecondary Educational Cooperative in its report on student success (2006) indicates that “Some of the more difficult to measure aspects of student success are the degree to which students are satisfied with their experience and feel comfortable and affirmed in the learning environment.” This Strategic Inclusion Plan will focus on the traditional measures of student success in addition to the more difficult measures such as campus climate, cultural competence, and ability to work with people from different backgrounds.

### INSTITUTIONAL MISSION STATEMENTS

Anoka Technical College seeks to provide innovative career and technical education to help our students and communities live and learn well. Anoka-Ramsey Community College is an open-door, comprehensive higher education institution committed to excellence in teaching and learning. Anoka-Ramsey Community College is committed to responding to the educational needs of its changing communities and to providing opportunities for enhancing knowledge, skills, and values in a supportive learning environment.

While respecting the distinct identity and purpose of each college, the Anoka-Ramsey and Anoka Technical College alignment promotes collaboration and the sharing of resources, ideas, and information between both colleges and all three campuses to more effectively and efficiently serve our students and communities and to offer our students expanded opportunities for a quality liberal arts and career-focused education as well as co-curricular experiences.

### INCLUSIVE VISION & VALUES STATEMENT

Anoka-Ramsey Community College and Anoka Technical College strive for inclusive excellence in our commitment to preparing all students and employees for success in an increasingly diverse and globalized society. 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.

## DEVELOPMENT & SCOPE OF INCLUSION PLAN

From January 2015 to May 2016, a committee of students, faculty, staff, and administrators, known as the Strategic Inclusion Planning Committee of Anoka-Ramsey Community College and Anoka Technical College, committed to developing an inclusion plan for the aligned institutions. As part of this process, the committee worked to engage the campus and local communities. These efforts included:

- Diversity Mapping (Anoka-Ramsey Community College): A form of inquiry and research methodology was used for benchmarking institutional change related to diversity and inclusion.
- Campus Needs Assessment (both Anoka-Ramsey Community College and Anoka Technical College): Students, faculty, staff, and administrators completed a short survey designed to assess inclusion-related needs.
- Requests for feedback (both Anoka-Ramsey Community College and Anoka Technical College): As the plan developed, information regarding the goals, objectives, and action steps was regularly shared with students, faculty, staff, administrators, and community partners and feedback was requested.

The Strategic Inclusion Planning Committee also reviewed a number of diversity and inclusion action plans in the process of developing this document. Many institutions focused on two areas primarily: (1) diverse faculty and student representation, and (2) diversity in the curriculum. While these were deemed important, the Strategic Inclusion Planning Committee felt the need to be more comprehensive in its approach. Therefore, the scope of the plan includes efforts 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. Consistent with the Presidential charge to produce a four-year rolling strategic plan, the Strategic Inclusion Plan contains action steps that are targeted for completion within the next four years (Fall of 2020).

The Strategic Inclusion Plan has been developed with the intent that the document will be regularly reviewed and updated in order to meet evolving needs and opportunities. This includes the need to assess the projected impact of planned action steps. The Strategic Inclusion Plan was developed with the understanding that actions, which focus on changing one or few parts of a system, are unlikely to result in lasting, meaningful change. Therefore, when reviewing action steps, the interrelationships and interdependencies of the college system will be taken into account in an effort to promote lasting, systemic inclusion.

Additionally, the Strategic Inclusion Plan has been developed with the understanding that the development and implementation of impactful action steps requires thoughtful planning. For each action step, this process includes identifying a primary steward, proposing campus and/or

community partnerships, developing an accountability plan, identifying and securing financial resources, and assigning a target completion date. Due to the comprehensive nature of this process, the action steps in this plan will be regularly reviewed and updated with additional details.

## GOALS

GOALS for Inclusive Core Theme				
Goal #1	Goal #2	Goal #3	Goal #4	Goal #5
Ensure a Supportive, Inclusive, and Empowering Environment	Recruitment Processes are Equitable and Inclusive	Increase Retention through Equitable Student Support	Promote Equity Practices in and out of the Classroom	Support a Diverse Team of Faculty, Staff, Administrators, and College Board Members who are committed to Inclusive Excellence
Corresponding Goals				
Anoka-Ramsey Community College and Anoka Technical College Strategic Plan				
Goal 3: Foster a Vibrant, Sustainable Organization  Goal 4: Establish a Strong Identity and Reputation for Excellence	Goal 1: Commit to Student Success  Goal 5: Strengthen and Extend Meaningful Partnerships	Goal 1: Commit to Student Success	Goal 2: Promote Academic Excellence	Goal 3: Foster a Vibrant, Sustainable Organization
MnSCU Strategic Goals for Diversity: Corresponding Goals				
Goal 5: Ensure a Welcoming and Supportive Environment	Goal 2: Increase Diversity of Our Students  Goal 4: Partnerships with Diverse Communities	Goal 1: Reduce and Eliminate the Achievement/Oppor tunity Gap	Goal 5: Ensure a Welcoming and Supportive Environment	Goal 3: Increase and Retain Diversity in Faculty and Staff

## INSTITUTION DIVERSITY AND INCLUSION PLAN FRAMEWORK

### **Goal #1 Ensure a Supportive, Inclusive, and Empowering Environment**

Objective 1: Regularly Assess College Climate

Objective 2: Expand definitions of diversity for increased inclusion

### **Goal #2 Recruitment Processes are Equitable and Inclusive**

Objective 1: Develop relationships with diverse community partners

Objective 2: Develop a program for supporting diverse students in accessing college funding

### **Goal #3 Increase Retention through Equitable Student Support**

Objective 1: Ensure recruitment efforts correspond with strong retention resources for diverse populations

Objective 2: Develop customized retention efforts to support the graduation rate of diverse populations

### **Goal #4 Promote Equity Practices in and out of the Classroom**

Objective 1: Incorporate diversity content, contexts, competencies, and pedagogical techniques in the classroom

Objective 2: Provide experiences outside of the classroom that promote diversity competencies.

### **Goal #5 Support a Diverse Team of Faculty, Staff, Administrators, and College Board Members Who are Committed to Inclusive Excellence**

Objective 1: Promote the recruitment and retention of diverse faculty, staff, and administrators

Objective 2: Develop a portfolio of diversity competencies and create ongoing, scaffolding professional development pathways

## GOAL #1 – Ensure a Supportive, Inclusive, and Empowering Environment:

**Outcome:** Students, faculty and staff report a more inclusive and equitable work and learning environment.

### **Measurement:**

- Faculty and Staff – Anoka-Ramsey and Anoka Technical College score at or above comparison group on PACE Racial Diversity Subscale report (or similar instrument).
- Students - The colleges show a positive mean difference on the Responsiveness to Diverse Populations scale on the SSI, or similar instrument.

<b>Objective 1: Regularly assess college climate</b>			
<b>Action Steps</b>	<b>Deliverable</b>	<b>Person Responsible</b>	<b>Target date</b>
1. Implement a campus climate assessment.	Climate assessment administered to college community	Dean of Institutional Effectiveness	<b>Summer '19</b>
2. Explore changes to the PACE, CCSSE, and other surveys to ensure that proposed climate indicators are measured.	Recommendation of climate assessment	Director of Institutional Effectiveness	<b>Fall '18</b>
3. Each college adopts a cultural competency definition in context of their programs/disciplines.	Cultural competency definition finalized and incorporated into official documents.	Deans, Faculty Chairs	<b>Fall '18</b>
4. Expand current efforts to measure cultural competency (i.e.: IDI Inventory)	Identify a schedule to administer cultural competency	Deans, Directors, Faculty Chairs	<b>Fall '19</b>

<b>Objective 2: Expand definition of diversity, equity for increased inclusion:</b>			
<b>Action Steps</b>	<b>Deliverable</b>	<b>Person Responsible</b>	<b>Target date</b>
1. Conduct a policy review with an equity lens.	All policies have been reviewed and revisions proposed.	Policy Group	<b>Spring '19</b>
2. Review written and visual materials on campus for accessibility and references/visuals depicting diversity and inclusion.	All written/visual materials have been reviewed.	Director of Marketing, Director of Multiculturalism and Diversity	<b>Fall '18</b>
3. Evaluate the physical spaces for accessibility and inclusion, including the availability of gender neutral bathrooms, prayer spaces,	Physical spaces have been reviewed and recommendations	Director of Facilities	<b>Summer '18</b>

lactation rooms, etc., that go beyond compliance	made for updates.		
<b>4.</b> Expanded definitions of diversity, culture, inclusion, and equity.	Definitions have been established and published.	Director of Marketing, Director of Multiculturalism and Diversity	<b>Spring '18</b>

**GOAL #2 – Recruitment processes are equitable and inclusive**

**Outcome:** Increase enrollment of under-represented students by 5% by 2020

**Measurement:**

<b>Objective 1: Develop relationships with diverse community partners:</b>			
<b>Action Steps</b>	<b>Deliverables</b>	<b>Person Responsible</b>	<b>Target date</b>
<b>1.</b> Identify community partners who support a diverse workforce.	List of identified current partners.	Director of Enrollment Management, Director of Admissions, Director of Marketing	<b>Fall '18</b>
<b>2.</b> Cultivate relationships with the community partners that have been identified.	Document outreach efforts to current partners.	Director of Enrollment Management, Director of Admissions, Director of Marketing	<b>Fall '18</b>
<b>3.</b> Identify diverse populations within the community that are not attending Anoka-Ramsey and Anoka Technical College.	Populations identified.	Director of Enrollment Management, Director of Admissions Marketing	<b>Fall '18</b>
<b>4.</b> Expand recruitment efforts to grow partnerships with diverse communities.	Plan established for increasing partnerships.	Director of Enrollment Management, Director of Admissions	<b>Fall '18</b>

5. Develop specific recruitment strategies for diverse student populations.	Plan established for recruitments efforts for identified populations.	Director of Enrollment Management, Director of Admissions	Fall '18
6. Explore language translations for print materials and offer alternative formats for individuals with disabilities.	Identify languages to offer materials, hire translators.	Director of Enrollment Management, Director of Admissions, Director of Marketing	Spring '19

Objective 2: Develop a program for supporting diverse students in accessing college funding:			
Action Steps	Deliverable	Person Responsible	Target date
1. Identify existing barriers for diverse students' college access and funding.	Barriers identified and strategies created to address.	Dean of Student Affairs, SA Directors	Fall '18
2. Create financial aid informational workshops for diverse populations (including support systems such as parents, family, community mentors, etc.).	Schedule of workshops developed and published.	Director of Financial Aid TRIO Program Directors	Fall '18
3. Develop a scholarships program for diverse student	Scholarships created.	Executive Director of Foundation	Spring '19

GOAL #3 – Increase retention through equitable student support

**Outcome:** The implementation of a comprehensive program which retains underrepresented students by 5% by 2020

**Measurement:** Second fall persistence and completion rate for underrepresented students (MnState performance metrics).

**Objective 1: Ensure recruitment efforts correspond with strong retention resources for diverse populations.**

<b>Action Steps</b>	<b>Deliverable</b>	<b>Person Responsible</b>	<b>Target date</b>
<b>1.</b> Map existing support programs for diverse students.	Support programs mapped.	Dean of Student Affairs, SA Directors	<b>Fall '18</b>
<b>2.</b> Based on program mapping identify gaps to support underrepresented student population.	Needed programs identified and created.	Dean of Student Affairs, SA Directors	<b>Spring '19</b>
<b>3.</b> Implement new support programs for underrepresented student population.	New programs implemented	Dean of Student Affairs, SA Directors	<b>Fall '19</b>

**Objective 2: Develop customized retention efforts to support the graduation rate of diverse populations.**

<b>Action Steps</b>	<b>Deliverable</b>	<b>Person Responsible</b>	<b>Target date</b>
<b>1.</b> Identify retention/graduation gaps for diverse students by college, program, and level of academic goal (certificate, diploma, degree, etc.).	Gaps in retention/graduation identified.	Dean of Student Affairs, SA Directors, Dean of IE	<b>Fall '18</b>
<b>2.</b> Develop an academic support system that customizes retention-graduation efforts for diverse students.	Create and implement strategies to address graduation/retention gaps.	Dean of Student Affairs, SA Directors	<b>Spring '19</b>
<b>3.</b> Include diversity within the orientation process.	Diversity module created and implemented.	DSA Directors	<b>Fall '18</b>
<b>4.</b> Develop an Ambassador/mentoring program.	Ambassador program	Director of Student Development	<b>Spring '18</b>

	developed and implemented.		
5. Track progress of academic department focus on diversity and student learning.	Academic departments' evaluation of efforts.	Deans, Dean of IE	Fall '19
6. Develop more ELL support initiatives.	Identify needed ELL support and create programs to address.	ELL faculty, Dean, Dean of IE	Fall '19

**GOAL #4 – Promote equity practices in and out of the classroom:**

**Outcome:** Students and faculty will expand their understanding, gain tools to become more prepared for the 21<sup>st</sup> century challenges.

**Measurement:** Student outcomes will be measured using the Responsiveness to Diverse populations scale from the Student Satisfaction Inventory (SSI).

Faculty and staff will be measured using the Racial Diversity Subscale in the PACE survey

<b>Objective 1: Incorporate diversity content, contexts, competencies and pedagogical techniques into the classroom:</b>			
<b>Action Steps</b>	<b>Deliverable</b>	<b>Person Responsible</b>	<b>Target date</b>
1. Undertake a comprehensive evaluation to review the extent to which culturally relevant pedagogy is incorporated into classrooms.	Evaluation completed and results shared.	Faculty Chairs, Dean of IE	Fall '18
2. Provide professional development opportunities for faculty on culturally relevant pedagogy practices.	Development opportunities scheduled.	Faculty Development Chairs, Director of Multiculturalism and Diversity	Fall '18
3. Collaborate with existing faculty groups (Key Communicator, faculty development) to share best practices and encourage implementation.	Sessions/schedule to share best practices identified.	Faculty Development Chairs, Director of Multiculturalism and Diversity	Fall '18
4. International partnerships and collaborations with other Minnesota State schools that excel in this area.	Partners identified and contacted.	Faculty Development Chairs, Director of	Fall '19

		Multiculturalism and Diversity	
5. Process for requesting resources to support large, diverse classrooms and structure class effectively for all students.	Process created and implemented.	Faculty Chairs, Deans	Fall '19

**Objective 2: Provide experiences outside of the classroom that promote diversity competencies.**

Action Steps	Deliverable	Person Responsible	Target date
1. Create meaningful intercultural opportunities for students outside the classroom through diversity events, community partnerships and service learning.	Schedule of opportunities for students throughout the year.	Director of Student Development, Student Activities Coordinators, Coordinator of Diversity Inclusion and Leadership	Fall '18
2. Develop and enhance the relationship with the local community.	Current relationships and new opportunities identified.	Director of Student Development, Student Activities Coordinators, Coordinator of Diversity Inclusion and Leadership	Fall '18
3. Increase the number of student life efforts that promote diversity to increase student's competency (intercultural communication, conflict resolution, etc.).	Student Life programming created, with an increase in number of opportunities that promote diversity.	Director of Student Development, Student Activities Coordinators, Coordinator of Diversity Inclusion and Leadership	Fall '18

4. Collaborative projects taking place between faculty and staff.	Number of collaborative projects. Identify a process to propose projects.	Faculty Chairs, Deans, SA Directors	Spring '19
5. Institutional Research and the marketing department will facilitate ongoing engagement, feedback loops, learning, and adaptive responsiveness.	Schedule developed for facilitating forums and focus groups.	Director of Marketing, Director of IE	Spring '19

GOAL #5 – Support a diverse team of faculty, staff, administrators, and college board members who are committed to inclusive excellence

**Outcome:** A diverse college community that will contribute intellectual and interpersonal skills in making the college community more innovative.

**Measurement:** Decrease employee turnover as reported in D27 – Anoka-Ramsey Community College 11.3% and Anoka Technical College 16.5%.

<b>Objective 1: Promote the recruitment and retention of diverse faculty, staff and administrators.</b>			
<b>Action Steps</b>	<b>Deliverable</b>	<b>Person Responsible</b>	<b>Target date</b>
1. Provide diversity/inclusion competency training to all employees.	Training developed. Schedule of training identified.	Chief Human Resources Officer; Director of Multiculturalism and Diversity	Fall '18
2. Develop an orientation and on-boarding process for new staff and faculty that includes follow-up with employees to increase retention.	On-boarding process created and implemented.	Chief Human Resources Officer	Spring '19
3. Ensure that all employees serving on search committees complete the Search Advisory Manual Modules, Affirmative Action, including the one on implicit bias.	Tracking method developed. Training modules developed and offered.	Chief Human Resources Officer	Fall '18
4. Develop a system where all search committees are following a uniform procedure.	Uniformed Search committee process identified and adopted.	Chief Human Resources Officer	Fall '18

<p>5. Develop an affinity group for faculty, staff and administrators from diverse populations to connect with each other with the goal of lowering isolation and raising retention.</p>	<p>Affinity groups developed and established.</p>	<p>Director of Multiculturalism and Diversity</p>	<p><b>Spring '18</b></p>
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<p><b>Objective 2: Develop a portfolio of diversity competencies and create ongoing, scaffolding professional development pathways</b></p>			
<p><b>Action Steps</b></p>	<p><b>Deliverable</b></p>	<p><b>Person Responsible</b></p>	<p><b>Target Date</b></p>
<p>1. Develop a taskforce to research effective best practices to develop a required training program that provides competency training for staff and faculty development.</p>	<p>Taskforce created. Best practices identified. Program created and implemented.</p>	<p>Chief Human Resources Officer; Director of Multiculturalism and Diversity</p>	<p><b>Spring '19</b></p>
<p>2. Build a diversity/inclusion culture through consistent and regular evaluation and assessment.</p>	<p>Identify areas to be evaluated. Establish an evaluation/assessment schedule.</p>	<p>Director of IE Administration Director of Multiculturalism and Diversity</p>	<p><b>Fall '18</b></p>

## KEY TERMS & DEFINITIONS

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

**Academic Success** – Demonstrated student achievement through indicators such as grade point average, rigorous coursework, acceptance to program major, persistence towards graduation, and graduation.

**Access(ible)** – Opportunities for students to participate in curricular and co-curricular offerings provided by an educational institution. Removing barriers and providing support for historically underserved or underrepresented students to take advantage of those opportunities.

**Affinity Groups** – Groups or programs that connect individuals based on interests, identities, and circumstances.

**Campus Climate** – The perceived level of respect for individual needs, abilities, and potential reflected in the attitudes, behaviors, and standards of the college community.

**Co-curricular Learning** – Learning that takes place outside of a traditional classroom (or curriculum) that directly relates to an education experience. Examples include clubs, organizations, workshops, study abroad, internships, symposia, conferences, and lectures.

**Culturally Relevant/Responsible** – Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives.

**Culture** – The ideas, values, beliefs, norms, language, traditions, and artifacts of a particular group.

**Diversity** – Differences in age, ethnic origin, national origin, race, color, sex, sexual orientation, gender expression, gender identity, marital status, ability, religious beliefs, creeds, and income.

**Early Alert** – A process in which faculty can refer student behaviors that have been deemed strong indicators for dropping out of college.

**Equity/Equitable** – Not to be confused with equality, which seeks parity in the treatment of individuals and groups, equity seeks parity in the achievement of desired outcomes. Equity may, in fact, require “unequal” treatment, such as a deaf or hard of hearing student receiving an ASL interpreter to successfully complete a course.

**Ethnicity** – A distinct concept from race, the U.S. Census Bureau defines ethnicity or origin as

“the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States.”

**First - Generation Student** – A student whose parent(s)/legal guardian(s) have not completed a recognized bachelor’s degree at a four-year college or university.

**Gender Expression** - A term that refers to the ways in which we each manifest gender, often involving aspects of masculinity or femininity. It is usually an extension of our “gender identity,” our innate sense of our gender. Each of us expresses gender every day by the way we style our hair, select our clothing, or even the way we stand. Our appearance, speech, behavior movement, and other factors signal that we feel—and wish to be understood—in a certain way relating to gender.

**Gender Identity** - The sense of “being” male, female, genderqueer, agender, etc. For some people, gender identity is in accord with physical anatomy. For transgender people, gender identity may differ from physical anatomy or expected social roles. It is important to note that gender identity, biological sex, and sexual orientation are separate and that you cannot assume how someone identifies in one category based on how they identify in another category.

**Global** –Learning experiences directly connected to international communities, cultures, and contexts.

**Inclusion** – Organizational strategies and practices that promote meaningful social and academic interactions among persons and groups who differ in their experiences, their views, and their traits.

**Inclusive Excellence** – Inclusive excellence strives to exceed policies and quotas to create a vibrant, welcoming community for all. It shifts the responsibilities of diversity and inclusion away from a particular office or department to all members of the college community. Above all, inclusive excellence is the recognition that diversity, inclusion, and cultural competence are essential to the overall excellence of any higher education institution that seeks to prepare its students for an increasingly diverse and globalized society.

**(Inter)Cultural Competence** – An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. Areas of cultural competence include awareness of one’s own cultural worldview, attitude towards cultural differences, knowledge of different cultural practices and worldviews, and cross-cultural skills.

**Intercultural Engagement** – Educational opportunities, events, and programs that invite individuals to experience new cultural contexts with the intent of developing greater cultural competence.

**Intergroup Dialogue** – A facilitated face-to-face discussion with the objective of creating understanding and healthier interaction between two or more social identity groups.

**Learning Communities** – A group of people actively engaged in learning together and learning from each other to explore common themes and encourage partnerships with professors and peers.

**LGBT, LGBTQ, LGBTQA, TBLG** - These acronyms refer to Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Asexual or Ally. Although all of the different identities within “LGBT” are often lumped together (and share sexism as a common root of oppression), there are specific needs and concerns related to each individual identity.

**Multicultural** – A collective variety of cultures. Goals for multicultural education include cultural competence, equity, accessibility, and inclusion.

**Personal Safety** – A person’s sense of safety as it relates to social, intellectual, physical, and cultural interactions and spaces.

**Safe Spaces** – Spaces where students, community members, and employees feel socially and physically safe to represent their full identities and share their unique perspectives.

**Underrepresented** – Groups whose participation in higher education, particularly in the state of Minnesota, has been historically impeded due to age, ethnic origin, national origin, race, color, sex, sexual orientation, gender expression, gender identity, marital status, disability, religious beliefs, creeds and income.