College Equity Strategic Plan

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Executive Summary:

Arapahoe Community College remains dedicated to diversity equity and inclusion and is continuing to put action towards this commitment. The Inclusive Excellence Council Executive Leadership Team has recently developed an College Equity Strategic Plan for the college. This plan is in direct alignment with the current 2020-2025 college strategic plan. The goals outlined within the plan are informed by the Inclusive Excellence Framework that was developed by the Association of American Colleges & Universities (Toward a Model of Inclusive Excellence). These goals address closing student equity gaps and creating a college environment where

students and employees feel a sense of belonging, are supported, and are valued. The goals and actions within the plan are informed by current student success data, employee demographic data, and recent campus climate survey and focus group results. Data used to measure outcomes will be analyzed using intersectional disaggregated data. The actions within this plan will provide guidance for the institution to embed diversity, equity, and inclusion in the classroom, in support of students and employees, and in ACC practices and procedures. Multiple constituent students, staff, and faculty groups provided feedback on this plan and adjustments were implemented.

The College Equity Plan is an extensive plan and will be revisited on an annual basis. Due to the extensive nature of this plan, it is important to highlight what the main priorities to are to jumpstart this plan and narrow the focus to attain the goals mentioned. Three priorities have been identified and are listed below.

1. Provide foundational diversity, equity, and inclusion education and programmatic engagement opportunities for students and employees through the *Student Learning and Development* goal, the *Equity-Mindedness in the Classroom* goal, and the *Employee Support and Development* goal to increase awareness and knowledge of these concepts and practices.

2. Collect and analyze disaggregated data to identify and address equity gaps in student and employee success through the *Access and Equity* goal and the *Employee Development and Support* goal.

3. Embed equity-minded practices in employee recruitment, retention and support strategies through the *Employee Development and Support* goal and *the Campus Climate* goal.

Access and Equity:

Utilize demographic data to examine, track, and report experiences and outcomes for students from historically marginalized populations

A&E– Objective 1	Ensure that all ACC students learn, express themselves and feel a sense of belonging, in an environment where all voices can be heard and students own both their intent and impact.
Actions	• Create and propose viable models to establish a Center for Inclusion and Belonging by conducting research on financial and operating models. • Design a student and employee survey regarding resources they would want to see in a Center for Inclusion and Belonging. • Identify space that could be used for Center of Inclusion and Belonging • Implement Center for Inclusion and Belonging retention programming. • Conduct Equity environmental scan for disability equity and sense of belonging for all students. • Explore the implementation of all gender restrooms and family restrooms at all campus locations.
Outcomes (Data/Metric)	• Present at least 2 options to be considered for Center Model. • 25% survey response rate for student and 50% response rate for employees. • Physical location for center identified in college master plan. • 10% Increase in Sense of Belonging measure by campus climate assessment • 10% of students engaging in programs on an annual basis • Students engaging in CI&B will have an 5% higher retention rate than comparable population of students not engaging. • 25% of college restrooms to be all gender by Fall 2023. (At least one each floor)
Timeframe(s)	• Craft and send survey: by Spring 2022 • Analyze data: by Spring 2022 • Recommend Model by Spring 2023 for campus leadership review and final launch determination.
Responsible Office/Position	• Access & Equity Subcommittee • Office of Inclusive Excellence • Dean of Students Office/Student Affairs
Funding/Resource Allocation	• Fiscal and Administrative Affairs • Explore Student Fees Model

ACC Strategic Direction Alignment	• Equity & Inclusion • Cultural Awareness (Student Learning Outcomes)

A&E – Objective 2	Identify & Track equity gaps in student persistence and retention at ACC
Actions	• Identify and examine known systemic barriers for student persistence in gateway courses, prefixes, and programs • (Report to/Share out with Equity in the Classroom/Diversity in the Curriculum) Partner with appropriate academic departments to create a plan to address the barriers faced by students • Assist departments proactively and intentionally supporting students to persist through challenges experienced in gateway courses or assist them to make alternate pathway/ career plans
Outcomes (Data/Metric)	• Student and Employee Data: Gather data via student surveys and employee surveys to examine the reasons students faced the barrier (e.g., academic preparation, academic advising, etc) • Create a template/tool for college departments to be able to close equity gaps by half within three years (equity gap)
Timeframe(s)	• Identify 1-2 Programs/ Departments to examine persistence rates: by Fall 2021 • Examine Data for identified programs: by mid Spring 2022 • Make recommendations to program/ department chairs: by Spring 2022
Responsible Office/Position	• Access & Equity Subcommittee • Program/ Department Chairs • Support from Office of Inclusive Excellence • Strategic Enrollment Management Team • Dean of Enrollment
Funding/Resource Allocation	• Office of Inclusive Excellence:
ACC Strategic Direction Alignment	• Equity & Inclusion • Student Success • Excellence in Teaching & Learning

A&E– Objective 3	Increase student enrollment, retention, transfer and completion rates, particularly amongst historically marginalized students
Actions	• Assess current recruitment and outreach practices within ACC's service area. • Assess & Identify opportunities to outreach to historically marginalized populations • Complete an equity scan of information and messaging used for enrollment purposes to increase enrollment of Black, Indigenous, and Hispanic populations. • Assess selective admissions programs and implement program specific plans to ensure programs are representative of college demographics (racial, gender, socioeconomic status-compositionally). • Support the Student Affairs strategic plan with increasing enrollment of Hispanic students to 25% • Assess student supports services (advising, tutoring, trio, workforce & community programs) and implement plans to ensure departments are serving demographics reflective of the college at minimum.
Outcomes (Data/Metric)	• Identify and Close equity gaps between Latino or Hispanic and White students and Black or African American students and White students at the credit and non-credit course, prefix, and program level. • Enrollment data will reflect service area population data. • Increase Indigenous, Black, and Hispanic graduation rates to 29.3% (ACC Average). • Increase Black and Hispanic Fall to Fall retention to a consistent rate of 43%. • Increase transfer of Indigenous, Black and Hispanic students to 24%.
Timeframe(s)	• Collect Enrollment Data for latest enrollment cycle: by end of Fall Semester every year • Analyze demographics of service area as well as trending demographics of the state: by February 15 every year • Make recommendations for Office of Admissions: by end of Spring semester every year
Responsible Office/Position	• Access & Equity Subcommittee • Office of Admissions • Support from Office of Inclusive Excellence • Strategic Enrollment Management Team • Dean of Enrollment

Funding/Resource Allocation	• Office of Inclusive Excellence • Student Affairs Division
ACC Strategic Direction Alignment	• Equity & Inclusion • Student Success

Campus Climate

Assess and respond to gaps regarding equity and inclusion in practice, procedures, processes, and culture at ACC

CC – Objective 1	**Assess and evaluate ACC policies, processes, and practices using an equity-minded framework and rubric.**
Actions	• Identify assessment tool to utilize for review of benchmarks of equity in current processes, procedures, and practices • Determine strategies to address gaps in processes, policies, and practices that yield inequitable outcomes including unwritten rules
Outcomes (Data/Metric)	• Policies, processes, and practices will yield more equitable outcomes and experiences for students, employees, and guests that will be demonstrated by the next round of the DEI climate survey distribution in 2023. • Increase International ACC Student perceived Institutional Support for Diversity and Equity to 70% at a minimum from 62% • Increase all ACC Employees perceived Institutional Support for Diversity and Equity to 50% at a minimum from 33%
Timeframe(s)	• Identify Tool Spring 2022 • Implement Tool Spring 2023 • Identify strategies ongoing annually • Ongoing annual use of assessment tool • Increases to climate survey responses expected by Spring 2024
Responsible Office/Position	• All college departments • Office of Inclusive Excellence
Funding/Resource Allocation	• IE mini grants • ACC Foundation Grants • All College Departments
ACC Strategic Direction Alignment	• Equity & Inclusion • Climate of Innovation

CC – Objective 2	Conduct campus climate assessment every three years
Actions	• Aggregate and interpret data by ACC campus location, academic and college departments. • Collaborate with Institutional Research office to compare ACC demographics to survey respondent demographics and identify gaps in representation • Recommend short and long-term actions based on the campus climate survey. • Complete student and employee focus groups for specific populations/demographics. • Utilize results to inform improvements of equity-minded practices, processes and policies • Compare results to determine strengths, opportunities and challenges of Inclusive Excellence efforts at ACC • Disseminate results of survey and focus groups to broader college community
Outcomes (Data/Metric)	• Increase all ACC Student perceived Institutional Support for Diversity and Equity to 60% at a minimum from 47% • Increase Non-binary ACC Student perceived Institutional Support for Diversity and Equity to 60% at a minimum from 20% • Increase International ACC Student perceived Institutional Support for Diversity and Equity to 70% at a minimum from 62% • Increase all ACC Employees perceived Institutional Support for Diversity and Equity to 50% at a minimum from 33% • Increase LGB+ ACC Employees perceived Institutional Support for Diversity and Equity to 50% at a minimum from 29% • Increase all ACC student Overall Satisfaction with Campus climate to 80% from 62% • Increase non-binary ACC student Overall Satisfaction with Campus climate to 80% from 40% • Increase LGB+ ACC student Overall Satisfaction with Campus climate to 80% from 56% • Increase International ACC student Overall Satisfaction with Campus climate to 90% from 86% • Increase all ACC employee Overall Satisfaction with Campus climate to 65% From 50% • Increase ACC employee in the staff roles Overall Satisfaction with Campus climate to 65% From 38% • Increase LGB+ ACC employee Overall Satisfaction with Campus climate to 65% From 34%

Timeframe(s)	• Disseminate survey every three years • Achieve identified metrics by Fall 2023
Responsible Office/Position	• Office of Inclusive Excellence • Institutional Research • Human Resources • College Leadership Team
Funding/Resource Allocation	• Office of Inclusive Excellence
ACC Strategic Direction Alignment	• Equity & Inclusion • Climate of Innovation

CC – Objective 3	**Each Department will develop, implement, and measure departmental equity goals in alignment with their program review, assessment cycle, or departmental reports**
Actions	• Formulate division long-term and short-term IE goals in alignment with the college's strategic plans. • Identify and implement process for college-wide sharing of division goals to foster community and accountability • Assess Student Affairs, Administration, Instruction, and Presidential division equity goals through Campus Climate committee. • Provide a yearly professional development opportunity on how to formulate a measurable goal around an equity initiative. • Embed and highlight accomplishments of departments and programs to celebrate equity efforts in existing college gatherings
Outcomes (Data/Metric)	• Increase equity driven activity measured by the number of division goals achieved each year. • Increase visibility of equity work being pursued across the college. • Increase perceived institutional support of diversity and equity by 10%.
Timeframe(s)	• Identify process for sharing goals Spring 2023 • Assess divisional goals ongoing annually • Implement annual professional development by Spring 2022 • Share divisional accomplishments at Joint Estates Celebration annually
Departmental Collaborators	• Office of Inclusive Excellence • Human Resources • Center for Professional Enrichment • ACC Cabinet • ACC Estate Leadership
Funding/Resource Allocation	• All College Departments
ACC Strategic Direction Alignment	• Equity & Inclusion • Climate of Innovation • Quality Workplace

CC – Objective 4	Create an annual equity report to be distributed to the college on measurable progress of college and departmental equity goals.
Actions	• Distribute report templates to college divisions to collect information of progress on identified equity goals and activities • Compile data into a summary report that will include student outcome and employee data • Upload annual report onto the website
Outcomes (Data/Metric)	• Increase perceived institutional support of diversity and equity by 10%. • Equity gaps decreased as indicated in objective #2 of the Employee Support & Development goal (p. 20-21)
Timeframe(s)	• Identify process for sharing goals Spring 2023 • Assess divisional goals ongoing annually • Implement annual professional development by Spring 2022 • Share divisional accomplishments at Joint Estates Celebration annually
Departmental Collaborators	• Office of Inclusive Excellence • ACC Leadership Team • ACC Cabinet
Funding/Resource Allocation	• All College Departments
ACC Strategic Direction Alignment	• Equity & Inclusion • Climate of Innovation • Quality Workplace

Equity-Mindedness in the Classroom

Demonstrate a commitment to culturally responsive pedagogy and diversify the curriculum.

EMC – Objective 1	Increase instructor engagement around equity-oriented teaching and inclusive pedagogy
Actions	• Increase instructor participation in the Equity-Minded Teaching Academy, Inclusive by Design, equity-focused PTCs and Book Groups, and other equity-focused workshops offered by ACC • Gather data on instructor participation in equity-focused trainings to set specific goals for increasing participation
Outcomes (Data/Metric)	• Determine goal increase after finding out current enrollment trends • Increase part-time instructor participation in the EMTA by 10% • Increase course pass rate by 2% each year and close course pass rate equity gap by 2% each year.
Timeframe(s)	• Full-time faculty complete EMTA by Spring 2024, • Collect data by end of Fall 2021 • Increase participation in both EMTA and training by Fall 2023
Responsible Office/Position	• Center for Professional Enrichment (CPE) • Office of Inclusive Excellence • Program Chairs
Funding/Resource Allocation	• Department Budgets • CPE Budget
ACC Strategic Direction Alignment	• Student Success • Equity & Inclusion • Excellence in teaching and learning

EMC – Objective 2	Increase enrollment in diversity-oriented courses.
Actions	• Review the CCNS to determine which culturally diverse courses already exist • Determine IE similar courses that already transfer to 4 years colleges and universities • Increase the number of IE courses offered and develop new IE-oriented courses • Create the Diversity and Global Learning Certificate • Utilize pathway model to include culturally diverse classes to be highlighted in Navigate and train advisors • Determine current enrollment in diversity-oriented courses and set goals for increasing enrollment in these courses
Outcomes (Data/Metric)	• Determine enrollment data before setting a goal • Confer the first Diversity and Global Learning Certificate (DGLC) within 3 years of implementation • Set specific goal for number of students completing the certificate in the first 5 years
Timeframe(s)	• Complete CCNS search by Fall 2022 • Confer first certificate by Spring 2024 • Confer 5 certificates by Spring 2025
Responsible Office/Position	• Faculty • Navigate staff • EMC Subcommittee Members
Funding/Resource Allocation	• Department budgets • The Foundation
ACC Strategic Direction Alignment	• Equity and Inclusion • Student Success • Climate of Innovation

EMC– Objective 3	Provide quality teaching and learning through culturally relevant high impact practices, technology integration and ongoing faculty professional development to foster a caring and welcoming environment for each student. High impact learning practices include, but are not limited to service learning, study abroad, work-based learning, undergraduate research programs, learning communities, writing intensive courses, collaborative assignments and projects, diversity/global learning experiences, ePortfolios, community-based learning, internships, capstone courses and projects and first-year experiences.
Actions	- Offer classroom observations and coaching sessions for faculty and instructors - Identify an advisory group for faculty and instructors to support implementing equity-minded teaching practices - Incorporate student success strategies into classes (study skills, time management, course plans, etc.) - Develop a D2L resource shell where faculty and instructors can share equity-minded syllabi, resources, policies, readings, and other course materials - Train program and department chairs in how to conduct equity trainings and incorporate equity conversations in department meetings - Offer course and syllabus audits to faculty and instructors to review course content and suggest resources for reflecting diverse social identities in the class - Add equity questions to student evaluation forms or suggest equity questions for faculty and instructors to add - Include skills to enhance students' abilities to interact within diverse groups - Offer workshops/trainings to faculty and instructors to teach them how to implement these high impact practices in their classes - Include these practices as topics for IEC meeting professional development (PD) hours

Outcomes (Data/Metric)	- Develop instructor and faculty feedback survey on professional development efforts - Review needs assessment data on equity related practices - Course content will reflect diverse voices, imagery, and viewpoints. - Course syllabi will contain equity and inclusivity references. - Development of alternative assessment options and practices. - Student feedback will reflect positive engagement with culturally diverse content and experiencing a sense of belonging in the classroom - Provide at least one service-learning class in each of the pathway programs. - Provide appropriate study abroad programs that are accessible to students and facilitated by well-trained instructors and faculty. - Expand opportunities for internships and apprenticeships - Have at least one session on one of these topics each Summit Day and BCC Week - Track and compare retention, completion, and transfer student outcomes of students who participate in HIPs
Timeframe(s)	- Set up initial D2L shell by end of Fall 2021 - Review needs assessment by Fall 2021 - Develop an advisory group by Fall 2022 - Hours for PD, start implementation by Fall 2022 - Complete the shell in D2L by end of Spring 2022 - Add equity question by end of Spring 2022 - Syllabus audits begin by Spring 2023 - Train program and department chairs by end of 2025 - Increase skills with diverse groups by Spring 2025 - Workshops and training developed by 2025.

Responsible Office/Position	• EMC Subcommittee • Faculty and instructors • Learning Leadership • Advisory board for faculty and instructors • Center for Professional Enrichment (CPE) • Service-Learning Center • Study Abroad Coordinator • First Year Programs Manager
Funding/Resource Allocation	• Department Budgets • CPE
ACC Strategic Direction Alignment	• Equity and Inclusion • Student Success • Excellence in teaching and learning • Climate of Innovation

Employee Support & Development

Focus on the systematic practices that lead to growth, development and accountability for employees as it relates to diversity, equity, and inclusion.

ESD-Objective 1	Provide Equity-Minded professional development for all ACC employees
Actions	• Offer Equity Training series once a semester • Train 10 internal facilitators to conduct training • Collaborate with Center for Professional Enrichment and E-learning to provide resources and opportunities to faculty and part-time instructors to utilize for an equity-minded approach to learning. • Create a cohort- based academy for equity minded teaching practices (Equity-Minded Teaching Academy) for faculty and instructors • Train eight faculty/instructor facilitators for academy • All faculty will complete the Equity Minded Teaching Academy •

Outcomes (Data/Metric)	• Increase in employee perceptions of institutional support for DEI from 31% to 50% on 2023 campus climate survey • ACC employees will have a higher satisfaction on the climate survey and will have an increase in sense of belonging. • All ACC staff will complete Equity-Minded training. • ACC faculty and instructors will have decreased equity gaps in courses they teach, and increased pass rates for all students. • Increase African American Student Retention by 3% each year and close equity gap by 4% each year. • Increase completion rates by 2% each year and close completion equity gap by 1% each year. • Increase transfer rates, course pass rates, and close equity gaps by1% each year. • Increase American Indian or Alaska Native student retention by 5% each year and close equity gap by 5% each year. • Increase completion and transfer rates by 1% each year and. Close transfer equity gap by 2% each year. • Increase course pass rate by 2% each year and close course pass rate equity gap by 2% each year. • Increase Hispanic/Latinx student retention by 3% each year and close equity gap by 2% each year. • Increase course pass rate, completion, and transfer by 1% and close equity gaps by 1%. • Increase retention for Multiracial students by 2% each year and close equity gap 1% each year. • Increase completion rate by 1% each year and close equity gap by 1% each year. • Increase transfer rate and close equity gap by 2% each year. • Increase course pass rate and close equity gap by 1% each year. • Increase retention rate for Native Hawaiian or Pacific Islander students by 5% year, and close equity gap by 1% each year. • Increase transfer rate and close equity gap by 2% each year. • Increase retention rate of first-generation students by 1% each year and close equity gap by 2% each year. • Increase transfer rate and close equity gap by 2% each year. Increase course pass rates by 1% each year. • Increase retention rate for Pell eligible students by 1% each year and close equity gap by 3% each year.

	• Increase transfer rate by 1% each year and close equity gap by 2% each year. Increase course pass rate by 1% each year. • Increase retention for students of color by 2% each year and close equity gap by 1% each year. • Increase completion rates by 1% each year and close equity gap by 2%. • Increase transfer rate by 1% and close transfer equity gap by 2%. • 20% of instructors to complete the Equity-Minded Teaching Academy in next five years •
Timeframe(s)	• Ongoing • Reach all metrics by Spring 2025
Responsible Office/Position	• Office of Inclusive Excellence • Center for Professional Enrichment • Office of Human Resources • E-Learning
Funding/Resource Allocation	• Office of Inclusive Excellence • HR • Center for Professional Enrichment • Instruction • Grant opportunities e.g. Title III
ACC Strategic Direction Alignment	• Quality Workplace • Equity & Inclusion • Teaching Excellence

ESD – Objective 2	Review and revise inclusive hiring and retention practices using an equity-minded and anti-racist framework
Actions	- Revise job description templates (faculty, instructor, staff, & administrative) - Develop Implicit Bias Awareness Training - Require all members of search committees to complete implicit bias training - Identify and disaggregate racial equity gaps related to hiring and promotions of candidates and employees at ACC. - Train hiring managers on new inclusive hiring protocol - Collaborate with Human Resources to monitor Equal Employment Opportunity data of candidates and make recommendations to diversify applicant pools. - Require an equity statement from all applicants - Formalize hiring process for tutors and part-time instructors using inclusive hiring practices - Review and revise exit interview process using equity assessment
Outcomes (Data/Metric)	- Increase in new hires from historically marginalized populations by 5% each year for staff, faculty, and instructors - Employee demographics will reflect larger community populations: Hispanic/Latino (10.3% community, 15.3% student, 8.7% employee – increase by 2% per year); Black (1.5% community, 2.4% student, 2.8% employee – increase by 1% per year); Asian/Pacific Islander (1.4% community, 4.1% student, 3.7% employee – increase by 1% per year); Native American (.5% community, .4% student, .9% employee – increase by .5% per year); 2 or more races (1.8% community, 4.4% student, 0.8% employee - increase by 1% per year) - Increase faculty and instructors of color demographics by 2% each year for Arican American, Asian American Pacific Islander, Hispanic/Latino, Native American, and Two or More Races,
Timeframe(s)	All metrics by Spring 2025
Responsible Office/Position	- Instruction - Human Resources - Office of Inclusive Excellence

Funding/Resource Allocation	• Instruction • Human Resources
ACC Strategic Direction Alignment	• Quality Workplace • Equity & Inclusion

ESD – Objective 3	**Develop and support employee affinity groups to increase retention of employees**
Actions	• Solicit interest in employee affinity groups. • Identify chairs for each group • Support development and structure for each group • Provide $2000 budget for each group per year
Outcomes (Data/Metric)	• Track retention of employees who participate in EAG's and measure against non-participant data. • Survey group members on impact of their participation each year • Increase perception of institutional support for DEI by 10% (from 31% to 41%) on 2023-2024 campus climate survey
Timeframe(s)	• Ongoing
Responsible Office/Position	• Office of Inclusive Excellence • Human Resources
Funding/Resource Allocation	• Office of Inclusive Excellence
ACC Strategic Direction Alignment	• Quality Workplace • Equity & Inclusion

ESD– Objective 4	Revise employee performance plans to include measurements for implementing equity-minded practices.
Actions	• Review current performance plan templates for full-time faculty and full-time administrative professional technical employees to include equity minded language in core factor definitions • Employee evaluations will indicate an increase in equity-minded competency related to their position and contributions to ACC. • Implement examples of equity-minded goals • Require at least one annual goal to be equity-minded • Supervisors collect equity goals and include summary of them in annual report
Outcomes (Data/Metric)	• Increase in employee perceptions of institutional support for DEI from 31% to 50% on 2023 campus climate survey • Increase in reported equity-focused goals • Increased DEI competency demonstrated from pre/post assessments from Equity Training Series
Timeframe(s)	• Template review by Spring 2022 • Equity focused goal measure ongoing
Responsible Office/Position	• Supervisors
Funding/Resource Allocation	• Human Resources • ACC Departments
ACC Strategic Direction Alignment	• Quality Workplace • Equity & Inclusion

ESD – Objective 5	Develop Inclusive Excellence Champion awards for students, faculty, instructor, and staff
Actions	• Include DEI components into existing "Of the Year Awards" for criteria • Review process for "of the year awards" to examine any inequitable outcomes and make recommendations for change • Create IE Champion awards for students, faculty, and staff, and recognize them at the end of year celebration meeting. Include $500 one-time stipend for each awardee
Outcomes (Data/Metric)	• Award applications will reflect reporting of equity work • Increase in employee perceptions of institutional support for DEI from 31% to 50% on 2023 campus climate survey
Timeframe(s)	• Spring 2023
Responsible Office/Position	• Inclusive Excellence Council
Funding/Resource Allocation	• Human Resources • Fiscal Services
ACC Strategic Direction Alignment	• Quality Workplace • Equity & Inclusion

ESD – Objective 6	Align ACC budget priorities to Equity & Inclusion Strategic Direction
Actions	• Hire four positions to the department of Inclusive Excellence • Include a $500 one-time stipend for each Inclusive Excellence Champion awardee • IE Mini grant awards to IEC members who identify a special project • Review current college budget to ensure allocations are tied to equity initiatives for the college and support generating equitable outcomes for students and employees • Establish and seek external partnerships to increase resource support for DEI at ACC and within surrounding communities
Outcomes (Data/Metric)	• Increase in employee perceptions of institutional support for DEI from 31% to 50% on 2023 campus climate survey
Timeframe(s)	• Two Positions by Spring 2023 • Two Positions by Spring 2025 • Mini-Grants by Spring 2024 • Award Stipends Spring 2023
Responsible Office/Position	• Office of Inclusive Excellence • Cabinet
Funding/Resource Allocation	• Fiscal
ACC Strategic Direction Alignment	• Quality Workplace • Equity & Inclusion

Student Learning and Development

Provide opportunities for students to engage in experiences that increase their knowledge and develop their skillset in diversity, equity, and inclusion.

SL&D – Objective 1	Create a repository of resources for students related to Diversity, Equity and Inclusion
Actions	• Create Lib Guides (collection of resources like on the library page) for students and employees to access concerning diversity, equity, and inclusion topics such as learning about microaggressions, anti-racism, social identities, and power privilege, and oppression. • Develop a promotional plan for the guides for both students and employees and link from intranet shells • Include resources on IE website
Outcomes (Data/Metric)	• Conduct pulse survey to students and expect 50% to report that they are aware that the DEI Lib Guides exist • Conduct pulse survey to students and expect 25% of students report that they have accessed the DEI Lib Guides
Timeframe(s)	• Completed website resources by Fall 2023 • Complete Lib Guides by Fall 2024 • Complete promotional plan Fall 2024
Responsible Office/Position	• ACC Library and Learning Commons • E-learning • Inclusive Excellence Council
Funding/Resource Allocation	• Employee Time
ACC Strategic Direction Alignment	• Equity & Inclusion • Student Success

SL&D – Objective 2	Redesign AAA to embed diversity, equity, and inclusion throughout the curriculum.
Actions	• Collaborate with the First Year Programs Manager and AAA101 Program Chair to develop DEI content for all AAA101 courses. • Assist with development of training for AAA instructors. • Identify DEI assessment method for AAA101 courses. • Expand AAA to include transfer and readmitted students
Outcomes (Data/Metric)	• 80% of students who complete the redesigned AAA course report that they have had their knowledge of DEI increase
Timeframe(s)	• Complete development by Fall 2024
Responsible Office/Position	• First Year Programs Manager • AAA101 Program Chair • Office of Inclusive Excellence
Funding/Resource Allocation	• Employee Time
ACC Strategic Direction Alignment	• Equity & Inclusion • Student Success • Excellence in Teaching and Learning

SL&D – Objective 3	Develop co-curricular programs for students to engage in learning about social identity, power and privilege, and experiences and contributions of historically marginalized populations

Actions	• For Student Organizations:
	   o Establish and support student clubs and affinity groups to provide a space for students to build community with one another and find support for their identities.
	   o Create and embed IE training for student organization/club officers and for employees who advise student organizations so they may understand their role in creating inclusive and equitable spaces
	• For Student Programming:
	   o Develop programming that addresses definitions related to DEI common terms
	   o Offer programs that increase student learning and awareness in the areas of privilege, equity, diversity, and microaggressions
	   o Provide training opportunities for DEI leadership for students
	   o Create a self-discovery D2L course that engages students in DEI competencies
	   o Develop programming for students that explains and defines institutional policies related to harassment and discrimination and how and when to report incidents.
	   o Create an event planning guide that details how to infuse diversity, equity, and inclusion into all programming
	• Create a Center for Inclusion and Belonging
	• Engage student voices to inform college decisions on DEI programming and the creation of a Center

Outcomes (Data/Metric)	• Increase average student participation in discussions, training, or activities that influence their support for diversity and equity to 60% from an average of 43.2% with non-significant statistical deviations between identity groups • In assessment for self-discovery D2L course, 80% of students who complete it report that they have had their knowledge of DEI increase • Students give a majority positive responses for qualitative assessment of the student affinity groups (either via interview or qualitative form) • Increased level of understanding demonstrated through mixed methods survey tool at the program level • Increased sense of belonging for historically marginalized students measured climate assessment • Increased awareness and knowledge demonstrated by White persons, cis-gender persons, male persons, heterosexual persons identifying as students in the campus climate assessment
Timeframe(s)	• Student Organization actions finalized by Fall 2024 • Student Programing actions finalized by Fall 2023 • Center for Inclusion and Belonging created by Fall 2025 • Engagement of student voices in ongoing
Responsible Office/Position	• Student Life Office • Office of Inclusive Excellence • Dean of Students Office • Inclusive Excellence Council
Funding/Resource Allocation	• Student Life Office • Fiscal • Office of Inclusive Excellence
ACC Strategic Direction Alignment	• Equity & Inclusion • Student Success

Common Language

Diversity: Differences of groups, characteristics, and individual identities of people. This includes but not limited to race, sexual orientation, gender identity, ability, sex, age, religion, veteran status, national origin, ideas, geographic location, and political affiliation.

Equity: A commitment to creating opportunities for historically marginalized groups to gain fair and just access to and participation in educational, social, cultural and political experiences and positive outcomes without sacrificing their identities. This is a focus on getting students and employees what they need rather than treating everyone the same with the recognition that not everyone is accessing education from an equal standpoint due to systemic and historical disparities.

Inclusion: Intentional and on-going engagement from all members of the community with a focus on the people whose voices have historically been left out of college operations, decisions, culture and practice due to their marginalized identities and societal disparities. When inclusion is present, there is a high value placed on including these voices, their experiences and perspectives to inform practices, processes and policies.

Inclusive Excellence: An institutional commitment to create an environment in which excellence is more expansive for students, faculty, staff, and the community. For the institution to be excellent, practitioners must focus on embedding equity, diversity, and inclusion into practices, procedures, and culture in support services, curriculum, and classrooms. Efforts go beyond diversity in recruiting, admissions and hiring, but are embedded throughout the organization. .

Equity-Mindedness: *A frame in which to identify and address patterns of inequities in student and employee outcomes. This frame focuses attention on educational practices, policies and processes that create barriers to student and employee success rather than solely on the work of the individual. This framework requires awareness of social and historical exclusionary practices to inform equitable changes needed to address outcome gaps among students and employees of different identities. Equity-mindedness requires practitioners to be accountable for these*

Historically Marginalized Populations: Refers to groups of people in the U.S. context, who have historically experienced intentional and unintentional oppression that has limited their access to be able to fully thrive in all sectors of society in regard to education, housing, healthcare, environment, legal systems, and the marketplace that has resulted in disparate outcomes. These groups include

but are not limited to (people of color, women, the LGBQI+ population, people who are non-binary, non-U.S. Citizens, people w/disabilities, people from low-income backgrounds, people whose second language is English)

Anti-Racism -active process of identifying challenging and confronting racism. This active process requires confronting systems, organizational structures, policies, practices, behaviors, and attitudes. This active process should seek to redistribute power in an effort to foster equitable outcomes. Kendi, Ibram (2019, p. 64). *How to Be an Antiracist*. Bodley Head.

Justice: The outcome of fair and equitable access, opportunity, and treatment which allows someone to achieve their full potential in all aspects of life and society, including but not limited to education, career, health, and housing. As societal institutions, structures, and systems have not been historically set up for the benefit of all, justice is a goal for which to strive. In order for justice to be achieved, the voices of and input from historically marginalized populations must be heard and validated, and an awareness by and advocacy from those in dominant social identities must be realized.