



MILWAUKEE AREA TECHNICAL COLLEGE

# DIVERSITY, EQUITY & INCLUSION **PLAN**

JUNE 2022

 MILWAUKEE AREA *Technical College*

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## MISSION

Education that transforms lives, industry, and community

## VISION

The best choice in education, where everyone can succeed

## VALUES

**Empowerment:** We support our students and employees with the skills, tools, and autonomy to succeed

**Inclusion:** We provide a fair and welcoming environment where all voices are heard and where all students and employees feel a sense of belonging

**Innovation:** We are agile and responsive to changing conditions, while anticipating future needs to best serve our students and communities

**Integrity:** We demonstrate honesty, professionalism, and accountability in all interactions with our students, each other, and our community partners.

**Respect:** We approach all interactions with openness and empathy, value different perspectives, and treat each other with civility and kindness.

## EQUITY & INCLUSION STATEMENT

MATC is breaking down barriers that stand between students and their academic and career success by providing a safe place where differences are valued and celebrated. We promote awareness, training, and crucial conversations to move beyond our individual biases, whether unconscious or implicit, to create an inclusive environment that welcomes, accepts, and respects all students and employees while serving the unique needs of each individual. This resonates through the attitudes and behaviors of all those who work and learn at the college.

## STUDENT DIVERSITY

MATC has a diverse student population with **55% of enrollees identifying as students of color**. While our average student is 29 years old, the college also is experiencing growth in students entering MATC right after high school graduation.

## EMPLOYEE DIVERSITY

At Milwaukee Area Technical College, our **highly qualified, dedicated employees** drive our mission: **transforming lives, industry and community**. MATC's diverse team members — **42%** of whom are people of color — work with a purpose to serve the students who make us one of the most diverse two-year institutions of higher education in the Midwest.

With 170-plus programs to get students career ready in as little as one to two years and offering students the opportunity to start a four-year degree at a fraction of the cost, **MATC is meeting the needs of the community we share** and committed to **eliminating equity gaps** in higher education. We help individuals advance to higher paying jobs and fulfill their career dreams.

## TRANSFORMATION 2025 STRATEGIC PRIORITIES

**Student Experience.** Ensure all students can succeed by delivering a personalized and holistic student experience.

**Organizational Excellence.** Advance organizational agility and excellence in a culture of innovation and informed decision-making.

**Equity.** Promote equitable outcomes for all students and employees by creating an inclusive and supportive college environment.

**Community Impact.** Strengthen community impact as a catalyst and partner to create positive change.

## MATC COMMUNITY – RACIAL DIVERSITY

### STUDENTS

Black/African American	25.9%
Hispanic/Latinx	19.3%
Asian	5.8%
Native American/ Alaskan Native	0.5%
Multiracial	3.5%
Pacific Islander	0.1%
White	37.1%
No Response	7.8%

\*\*55.1% of MATC's students identify as racially diverse

### EMPLOYEES

Black/African American	25.96%
Hispanic/Latinx	10.12%
Asian/Pacific Islander	4.73%
Native American/ Alaskan Native	1%
White	58.19%

\*\*41.81% of MATC's employees identify as racially diverse

### FACULTY

Black/African American	18.46%
Hispanic/Latinx	7.77%
Asian/Pacific Islander	4.62%
Native American/ Alaskan Native	0.5%
White	68.5%

\*\*31.35% of MATC's faculty (part-time and full-time) identify as racially diverse

### LEADERSHIP - Percentage Racially Diverse

Cabinet	33%
Executive/Administration	46.83%
Professional Non-Faculty	50.66%

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## ACKNOWLEDGMENT

We would like to thank all the employees, faculty, students, administrators, community members and external partners that provided invaluable input in developing this plan. Special thanks to each member of the President's Diversity, Equity and Inclusion task force for contributing to the creation of the plan. Thank you to the following teams for paving the way over the years at MATC: [President's Diversity Council](#), [DEI Committee](#), [Hispanic-Serving Institution Steering Committee](#).

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## PRESIDENT'S DIVERSITY, EQUITY & INCLUSION TASK FORCE

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### **Staff Members**

Julie Ashlock, Director, Center for Teaching Excellence  
Nick Brayton, HR Partner & Training  
Amanda Brooks, Student Life Coordinator (Downtown)  
Barb Cannell, Dean, Academic Services  
John Contreras, Student Life Coordinator (Mequon Campus)  
Carriel Danz, Grants Office  
Michelle Harrell, Manager, Libraries  
Kyle Hayden, Student Services Specialist  
Jeff Janz, Vice President of Retention/Completion  
Kathleen Lawson, Administrative Assistant  
Everett Marshburn, Milwaukee PBS  
Marwill Santiago, Manager, Recruitment  
Wesley Walker, Veterans Specialist  
Monika Walloch, Director of Development, MATC Foundation  
Yan Wang, Director, Office of Institutional Research  
Mai Yang, Student Services Specialist  
Erich Zeimantz, Director, Student Life

### **MATC Board Member Representative**

Ann Wilson

### **Ad Hoc - Community Members**

Sara Deida, Southeastern Oneida Tribal Services  
Brendan Kearney, Hmong American Peace Academy  
Francesca Maya Wagner – Hispanic Professionals of Greater Milwaukee  
Kahri Phelps-Okoro, Community Leader  
Sam Williams, Boys & Girls Club of Greater Milwaukee

### **Co-Chair, Eva Martinez Powless**

Chief Diversity, Equity & Inclusion Officer

### **Co-Chair, Elle Bonds**

Vice President of Human Resources

### **Faculty Members**

Dina Borysenko, Faculty, ER&D Leader  
Cynthia Galvan, English Faculty,  
DEI Committee/HSI Team  
Myra George, English Faculty; DEI Project  
Coordinator & DEI Committee Co-chair

### **Students**

Nubia Arenas Villabona, Latinx Unidos Vice President  
Jasmine Becker, Black Student Union  
Felipe Beltran, Latinx Unidos President  
Eryka Cunningham, Black Student Union President  
Thomas Fikes, Black Student Union



## EXECUTIVE SUMMARY

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A vision for equity and inclusion begins with a desire for change and doing things differently. **Our aspirational goal is to position MATC as a premier diverse and inclusive college.** Subsequently, this entails working together to promote equitable outcomes for all students and employees and by working diligently toward a more inclusive environment for everyone that works and learns at MATC. This vision is aspirational – but it must also be operational across the district within our matrixed organization.

Guided by MATC’s mission, vision, values and strategic priorities, we have identified goals and objectives to guide diversity, equity and inclusion (DEI) priorities at the college during the next five years. The framework presented in this plan came out of the work of the President’s Diversity, Equity and Inclusion Task Force; large group meetings; small group discussions; feedback from employee affinity groups; and feedback/input from individual employees/students and community groups in the last year. The voices of students and employees guided the planning process and development of recommendations. The plan provides a sense of direction and purpose as we engage in this transformational work together. We will be challenged to be agile, flexible, adaptable and accountable.

At the center of the work is the notion that all implementation plans can evolve and must adapt to changes in the internal and external environment. This plan is a “working and living” plan that supports current equity and inclusion efforts. The plan is in alignment with Transformation 2025 Strategic Priorities, Equity Strategic Priority, and Student Enrollment Management (SEM) Plan. As the landscape of higher education continues to change, equity and inclusion must become a way of life and part of our DNA as one of the most diverse colleges in the Midwest. DEI must be embedded within and throughout the district because that is what our mission and values call us to do. Thus, this plan addresses the needs of students, administrators, faculty and staff. It serves as a guide for administrative units, departments, programs, offices, campuses, divisions, Pillars, Pathways and district board. The plan does not only provide guidance for the next five years, but it creates a sense of urgency into four improvement areas or **Pillars for Change**: Climate, Employee Experience, Student Experience, and Institutional Commitment. (See Pillars for Change model on page 6.)

The goal is for leaders (and everyone at the college) to prioritize diversity, equity and inclusion strategies that move us forward together as a community. That is, utilizing existing human and fiscal resources, as well as finding innovative ways to accomplish our goals. During the implementation phase, the Office of Diversity, Equity and Inclusion will engage with divisional and pathway leaders on a broader discussion related to resources and innovative strategies. The Office of DEI will be positioned to provide consultation and guidance as we develop plans, implement strategies and measure progress. However, we must approach this work with a mindset that **diversity, equity and inclusion work is everyone’s work.**

The recommendations provided in the plan serve as operational strategies to help us achieve our goal to become a more equitable and inclusive college within the next five years. The plan builds on current efforts, enhances existing strategies, and develops new approaches for building leadership capacity for equity. We recognize that lasting change is only possible when we make intentional and incremental efforts toward collective goals. Through this plan, we are committed to consistent and intentional progress toward a culture of equity and inclusion. This plan gives us an opportunity for greater conversation, prioritization, accountability, benchmarking and resource allocation.

Thank you for your time, engagement and partnership as we become a more welcoming, equitable and inclusive college.

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*“... the hill we climb is a hill we climb together” - Amanda Gorman*

# PILLARS FOR CHANGE

CLIMATE

GOAL 1:  
Welcoming and  
Inclusive  
Community

Every employee, student, staff, faculty, administrator, contractor and guest will experience a welcoming, respectful and inclusive environment.

METRICS

\*Conduct racial climate study for students and employees as benchmark for culture of inclusion  
\*Improve PACE responses related to diversity, equity and inclusion  
\*Improve equity and inclusion programming and employee/student engagement  
\*Centralize DEI Office and Multicultural Student Services, etc.

EMPLOYEE EXPERIENCE

GOAL 2:  
Diverse  
Community

Recruit, retain and advance a community of diverse employees that reflect the diversity of the student body.

METRICS

\*Increase racial/ethnic diversity and diversity across the college  
\*Improved employee experience as measured by PACE survey  
\*Improved retention and turnover rates  
\*Equity in salary and pay  
\*Increased diverse candidate pools and hiring pools; increase leadership diversity  
\*Increased support/resources for employee affinity groups, etc.

STUDENT EXPERIENCE

GOAL 3:  
Equitable  
Community

Black students, students of color and underrepresented populations will experience a sense of belonging, grow and succeed holistically, and persist and graduate at greater rates.

METRICS

\*Improved student success rates of Black, Hispanic and students of color  
\*Improved racial climate, sense of belonging/student experience as measured by student satisfaction survey and racial climate study  
\*Equitable classroom experience, academic services, and student support services for all student groups (2021-2022 as benchmark), etc.

INSTITUTIONAL COMMITMENT

GOAL 4:  
Anti-Racist  
Community

MATC will engage in the journey to become an anti-racist institution by eradicating racist policies, practices, and procedures.

METRICS

\*Implement NADOHE's 10 Key Priorities for Anti-Racism at the college  
\*Conduct policy review for Title IX, recruitment, hiring/promotion  
\*Develop anti-racism oversight committee  
\*Increase employee satisfaction/culture of inclusion (PACE), etc.

## BACKGROUND & METHODOLOGY

### PLANNING PROCESS

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In March 2021, MATC hired the inaugural Chief Diversity, Equity and Inclusion Officer (formerly, Diversity, Equity and Inclusion Executive) to oversee and lead districtwide diversity, equity and inclusion efforts. Although MATC has engaged in recent equity-minded initiatives, such as Moon Shot for Equity, Achieving the Dream, M-Cubed, Men of Color Initiative, and Promise and ReStart programs, there was a critical need to understand existing equity and inclusion efforts more fully at the college that centered the lived experiences and realities of people of color and historically underrepresented populations. We knew that to live up to MATC's vision and goals to promote equitable outcomes for all students and employees, it was essential to examine existing efforts from the perspective of students, employees and academics.

In June 2021, President Vicki J. Martin charged a task force to begin the planning process for the development of a Diversity, Equity and Inclusion (DEI) plan. Under the direction of the Chief Diversity, Equity and Inclusion Officer (CDEIO), the task force began to meet in June 2021 and spent the first months setting the foundation for collaborative decision-making and cross-functional work. We brought together stakeholders from across the college and began the planning process and deliverables. The purpose of the task force was to gain a shared understanding of MATC's equity and inclusion needs, explore short-term and long-term solutions and make recommendations to the President.

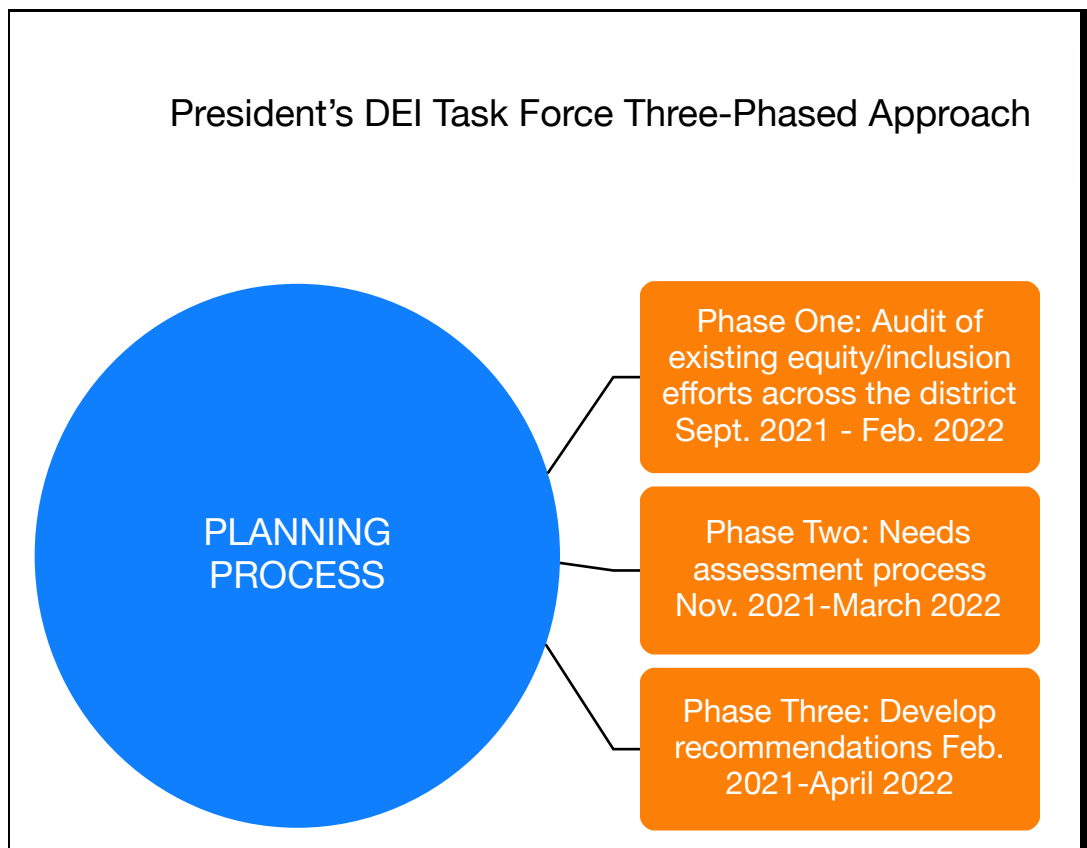
The task force was chaired by the CDEIO (Eva Martinez Powless) and Vice President of Human Resources (Elle Bonds). It included a cross-functional and diverse team of students, faculty, staff and board members. The task force sought to accomplish the following goals:

- Examine current equity and inclusion activities, initiatives and efforts districtwide.
- Improve the understanding of the challenges and opportunities related to collegewide equity and inclusion initiatives.
- Understand racial inequity and the experiences of marginalized populations from the lens of students, faculty and staff.
- Identify policies and practices that unknowingly perpetuate racism and inequities.
- Identify actions that advance racial equity, address barriers to equity, and ensure equitable and inclusive practices, policies, procedures and programs.
- Develop recommendations based on data, feedback, assessment and best practices across the higher education landscape.

### Methodology

A three-phased approach was used to guide our work, gather information needed to make data-informed decisions, and deliver recommendations to the President and Cabinet. The following chart, and subsequent sections, outline the work of the task force using a three-phased approach: *Phase One (Audit)*, *Phase Two (Needs Assessment)* and *Phase Three (Recommendations)*.





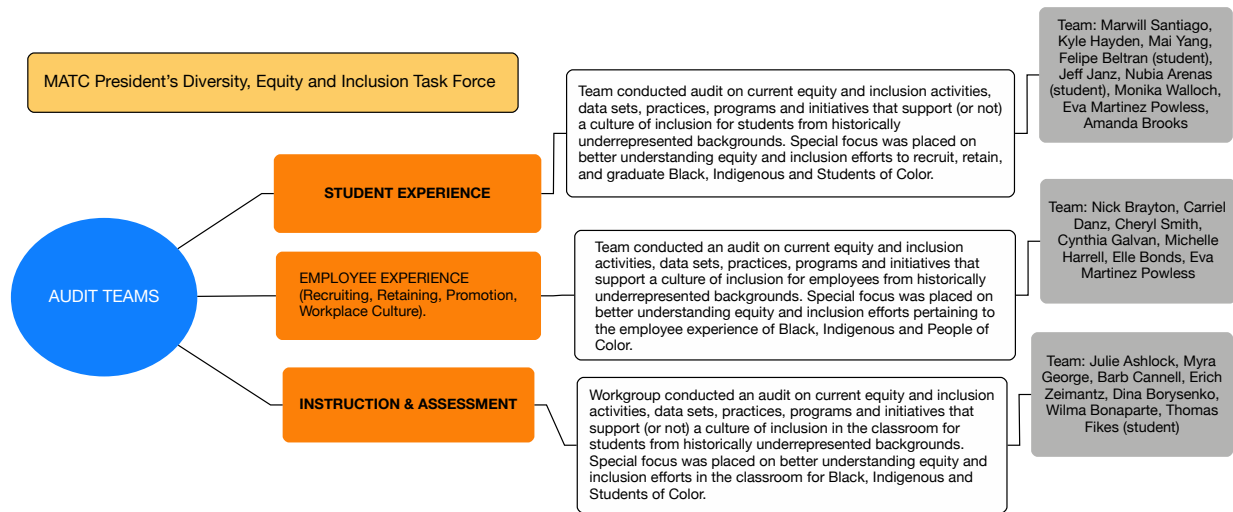
### Phase One: Audit Process

One of the first and most important action steps for the task force was to gather information about existing equity and inclusion efforts at the college. In September 2021, the task force delegated *Phase One - Audit* work for further discussion and review of current equity and inclusion efforts to three constituent working groups. The task force engaged in what we called the “Equity and Inclusion Audit” – a process for generating a baseline and shared understanding of diversity, equity and inclusion activities and conditions at the college. This was a critical first step for understanding the MATC DEI story because the process provided opportunities for deeper dialogue and conversation about current efforts and whether existing efforts centered the experiences and realities of Black, Indigenous, People of Color (BIPOC) students and employees.

We assembled three inclusive teams or workgroups that engaged in gathering information from across the college. Teams were divided into three groups related to the student experience, employee experience and instruction/assessment. Each team worked collaboratively to gather information and enter the information in the Equity and Inclusion Audit Excel Spreadsheet (divided by three topics). Each team met separately outside task force meetings to conduct respective audits and gather information. We also provided opportunities to engage in deeper dialogue, discuss progress and address challenges. Audit teams were instructed to ask questions related to: What has been done and what is currently being done (or not) to advance equity and inclusion with a specific focus on racial equity?

After the information was collected, the task force spent several meetings working through the data gathered and asking critical questions of the data. Some of the main questions included: How does this effort or activity

address racial equity? Does this activity or effort address an equity and inclusion issue? Is this activity addressing equity gaps for specific student populations – or is this activity for all students or all students of color? The chart below shows a snapshot of three constituent audit groups and the list of team members.



*Audit Challenges:* As we engaged as a team working on the audit, we soon realized that we needed to adapt to the methodology. The spreadsheet originally used to conduct the audit was adapted to meet the needs of each workgroup. Because this work has not been done at MATC previously, we were working from the ground up. That is, we engaged in a process that required problem-solving, flexibility and adapting. We also experienced time constraints. For example, we adjusted task force meetings to ensure we had participation from most of the membership. It was important for us to ensure that task force members had ample opportunities for engagement and input. Lastly, we cannot know if we captured everything in the audit. We might find additional equity and inclusion efforts that were not listed on the spreadsheet.

## Phase Two: Needs Assessment Process

### *Student-Centered Approaches*

The equity and inclusion audit provided a holistic understanding of current equity and inclusion efforts, challenges and opportunities. The process was a key milestone because it outlined the good work taking place at the college, but it also highlighted opportunities for growth and development. For example, efforts like Moon Shot for Equity, Dual Enrollment, M-Cubed, MATC Dreamkeepers, MATC Gap Year, MATC Promise and others are moving the needle in some areas; however, these initiatives provide blanket services to all students (in some cases to all students of color) and do not specifically focus on racial equity or improving the holistic experiences of BIPOC students. Initiatives like Moon Shot for Equity attempt to eliminate equity gaps for all student of color populations but do not intentionally allocate resources to specific student of color populations (e.g., Black student success). This is a trend throughout the data gathered; most initiatives provide a “one-size-fits-all” philosophy but do not address the needs of specific student of color populations or historically underrepresented students.

Although we disaggregate student data by race where disparities exist, the interventions or strategies tend not to be disaggregated by race. For example, student success gaps are widest for Black students in several categories, but we have very few interventions specifically for Black students. Although Black students make up the largest ethnic population at MATC (25.9%), equity and inclusion efforts for Black students are merely non-existent. The audit, along with Institutional Research Student Equity Data, provide evidence for the need to create (and sustain) intentional high-impact practices that focus on the recruitment, enrollment, persistence, retention and graduation of Black students, students of color and historically underrepresented student populations. The data shows that our Black, Hispanic and Native American students continue to struggle academically. They face significant equity gaps. (See Appendix A.) The chart below provides a snapshot of initiatives identified through the audit process and disaggregated interventions for three constituent groups.

	Student Experience	Employee Experience	Instruction & Assessment
Total Initiatives Identified	53	29	27
Initiatives for African Americans Only	3*	1	0
Initiatives for Hispanics Only	2*	2	0
Initiatives for Native Americans Only	1*	0	0
Initiatives for Asians Only	1*	1	0
Initiatives for People of Color	6	0	2
“Rising Tide” Approach			6
<i>*Preference given, but not inclusive</i>			

Other observations from the equity and inclusion audit

- a. **Data Sources.** MATC has a data-rich environment; yet, many times when teams were asked to provide the data that suggests a disparity exists, they relied on assumptions and intuition (e.g., students with low English proficiency *may* experience challenges understanding the policies; housing insecure students *might* have problems accessing the internet). Additionally, the college has established definitions for terms such as diversity, inclusion and equity; however, these definitions have not yet become part of the culture. For example, dozens of dimensions of diversity exist but we rarely specify the type of diversity (e.g., X% of new hires have been diverse). There seems to be strong reluctance to refer directly to race and/or intersectionality (e.g., X% of new hires have been women of color). As one of the most diverse higher education institutions in the Midwest, it is important for faculty and staff to have access to interactive equity data related to race to make data-informed decisions. An interactive equity dashboard and equity rubric are listed in the recommendations as a strategy to address this gap.
- b. **Emphasis on Bilingual Education.** Often, when an initiative is described as bilingual, it is Spanish and English only. In other words, bilingual is used synonymously with Spanish-centered. Additionally, initiatives and strategies designed for Hispanic students often center language barriers, literacy, and translation. This overlooks Hispanic students for whom language is not a major concern or who experience life bicultural. There was no clear timeline for when other languages will be included. In the recommendations, we focus on the Hispanic-Serving Institution Office and Office of Bilingual Education as a strategy to address the issues at hand.

- c. **Continuous Quality Improvement.** In several instances, team members knew about a strategy or intervention; however, they did not have information about whether the strategy was effective or whether it created any unintended consequences. This trend came up during large group conversations and small group discussions. It may suggest that data exist but the information may be difficult to find – or perhaps that we are not consistent in applying PDCA (Plan, Do, Check, Adjust) cycles. It was mentioned that we don't always establish clear measures before we introduce a strategy. This area deserves further exploration, and it is likely to come up in the PACE survey. Triangulating the data would be beneficial to better understand the whole picture. As a key strategy of this plan, each recommendation is connected to student and employee metrics and benchmarks.
- d. **Accountability and Ownership.** In several instances, teams struggled to identify the person or department who was accountable for an initiative. This vague sense of ownership is amplified by the absence of physical locations for important initiatives (e.g., Where does one go to find the Office of HSI Initiatives? Where does the Chair of Social Justice sit? Does a DEI Office exist?). As we centralize and coordinate diversity, equity and inclusion efforts, there must be clear communication and clear structures for major initiatives at the college. In the recommendations, we propose changes to Multicultural Student Services and Office of Bilingual Education. Additionally, we propose physical spaces for Office of Diversity, Equity and Inclusion, and Hispanic Initiatives.
- e. **Sustainability.** Significant initiatives are tied to grant dollars, and sustainability plans have not always been developed or have not always been shared. There is a potential risk that initiatives will end when funding ends. There is a need to explore this topic in greater depth at the college.

## IMPLEMENTING THE PLAN

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Leaders at the college will work toward the equity and inclusion plan by aligning their efforts with Transformation 2025 – Equity Strategic Priority, Affirmative Action Plan, Student Enrollment Management (SEM) Plan, Academic Multiyear Plan and Retention Plan.

Clear benchmarks for accountability are needed to measure progress in respective areas and provide oversight of the work. The Office of Diversity, Equity and Inclusion will work with leaders to develop benchmarks that are aligned with existing equity and inclusion work to ensure key drivers are in place to implement and assess the plan across the district. Transformational change in the area of diversity, equity and inclusion can only be accomplished when equity and inclusion become part of the DNA of the institution and a way of life within the structures, divisions, Pathways, Pillars, programs and departments. The next section outlines a list of recommendations that will help us become a more diverse, equitable and inclusive college.

## PHASE 3: RECOMMENDATIONS

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A key aspect of the task force planning process and audit discussion points included conversations and discussions around racial equity and student-centered approaches to eliminating equity gaps. All of the discussions, feedback and input contributed to the development of the recommendations in the plan. The sections that follow highlight the four pillars for change (*Climate, Employee Experience, Student Experience and Institutional Commitment*) and respective goals/objectives. A snapshot of the recommendations timeline is provided in Appendix H, as well as a link to the electronic timeline document.

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## RECOMMENDATIONS

### CLIMATE

#### GOAL 1:

#### Welcoming and Inclusive Community

Every employee, student, staff, faculty, administrator, contractor, and guest will experience a welcoming, respectful, and inclusive environment.

#### OBJECTIVES

- A. Develop the infrastructure for the Office of Diversity, Equity and Inclusion by identifying a physical space for the office and allocating human and fiscal resources. (See Appendix B for DEI Office proposed structure.)
- B. Develop leadership capacity for equity and inclusion by empowering and holding leaders accountable for advancing diversity, equity and inclusion across the district.
  - I. In partnership and consultation with Chief Diversity Officer, Council members will integrate and embed DEI within strategic plans using metrics and benchmarks to increase recruitment, enrollment, retention and graduation of Black students, students of color, and underrepresented populations.
- C. Reconcile the college's history and legacy of racism, remove symbols and artifacts that express racism, and identify tangible ways to account for the legacy.
- D. Prepare the next generation of equity-minded leaders.
  - I. Develop and implement Emerging Leaders Academy.
  - II. Develop Employee Affinity Groups through a cohort-based Inclusion Champions Program.
- E. Increase diversity representation and inclusion in the classroom and across MATC locations by conducting a cultural audit.

#### OBJECTIVES

- F. Develop opportunities for difficult conversations, racial healing, restorative justice, community circles, mediation and intervention.
- G. Increase awareness of Native American community by establishing Land Acknowledgment Committee.
- H. Develop Academic Diversity Officer faculty position.
- I. Review and update policies, procedures, and practices related to universal design, health and wellness, accessibility, accommodation, holistic care, and campus signage.
- J. Encourage the exchange of ideas using institutional values as guidelines. Example: WE CARE Standards, Equity and Inclusion Values. Support SOP (standard operating procedure) for protests at the college.
- K. Increase cultural awareness, sense of belonging and a culture of inclusion by centralizing diversity, equity and inclusion programming, education and training (for both students and employees).
- L. Programming: Hispanic Heritage, LGBTQ+ History Month, Native American Month, Trans Day of Remembrance, MLK Day, Black History Month, Women's Month, Asian Pacific Islander Month, Pride Month, etc.
- M. Develop and institutionalize planning guidelines to ensure that all campus programs, presentations, activities, services and events are inclusive and accessible.
- N. Develop annual Equity and Inclusion symposium (students/faculty/staff).

## RECOMMENDATIONS

### EMPLOYEE EXPERIENCE

#### GOAL 2:

##### Diverse Community

Recruit, retain and advance a community of diverse employees that reflects the diversity of the student body.

#### OBJECTIVES

- A. In partnership and consultation with Chief Diversity Officer and VP of Human Resources, Council members will integrate and embed DEI within strategic plans using metrics and benchmarks to increase the recruitment and retention of employees/faculty of color and diverse populations.
  - I. Develop Faculty Equity teams within Pathways.
  - II. Develop academic inclusion champions.
- B. Hold units, departments, Pathways, Pillars and divisions accountable for implementing inclusive strategies into recruitment, retention and hiring process (*as outlined in 2019-2025 Affirmative Action Plan; see Appendix C*).
  - I. Collaborate with Talent Acquisition department and Office of Diversity and Inclusion to develop intentional strategies for increasing diverse candidate pools and bilingual Spanish-speaking staff and faculty.
  - II. Engage in active partnerships with community organizations for the recruitment of faculty and staff.
- C. Allocate permanent fiscal resources to high-impact faculty pipeline programs. Example: Diversity Fellows Program.
- D. Ensure that search committees are diverse.

#### OBJECTIVES

- E. Identify benchmarks for Office of Diversity, Equity and Inclusion.
  - I. Conduct a comprehensive racial climate study to be used as a benchmark for DEI work at the college.
  - II. Develop SOP (standard operating procedure) to improve diversity, equity and inclusion communication about policies, services, programming and progress.
- F. Conduct a comprehensive audit of recruitment, hiring, and promotion policies and procedures.
- G. Utilize employee surveys and exit interviews as metrics for understanding employee turnover.
- H. Provide opportunities for skill-building related to conflict resolution, race conversations, and bullying.
- I. Allocate additional staffing resources to increase support for equal employment opportunity (EEO) investigations.
- J. Expand equity and inclusion engagement opportunities as outlined in Affirmative Action Plan (Appendix C).
- K. Develop and expand diversity and inclusion advertising/marketing strategies focused on diverse employee stories.



## RECOMMENDATIONS

### STUDENT EXPERIENCE

#### GOAL 3:

#### Equitable Community

Black students, students of color and underrepresented populations will experience a sense of belonging, grow and succeed holistically, and persist and graduate at greater rates.

#### OBJECTIVES

- A. Consistent with best practices and multicultural student services models across higher education, expand support services for students of color by changing the reporting structure of the Multicultural Center/Student Services team from the Advising Office to Office of Diversity, Equity and Inclusion. (See Appendix D for Proposal/Rationale.)
- B. Streamline reporting structure of the Office of Bilingual Education: Bilingual student services to report to the Office of DEI; bilingual programs to report to Learn Pillar. (See Appendix E for HSI Team's Rationale.)
- C. Develop, build and sustain high-impact programs.
  - I. Develop and build intercultural engagement space(s) or multicultural centers across the district to support students' sense of belonging, development and success.
  - II. Increase Black students' sense of belonging and supports for success by allocating resources to the Men of Color Initiative and development of African American Male Initiative. Example: Allocate one full-time coordinator.
- D. Allocate permanent resources to academic programs focused on building and sustaining a culture of inclusion. Example: Social Justice Chair, Center for Cultural Wealth.
- E. Develop an anti-racist community of scholars by providing racial justice and anti-racism education within the curricular and co-curricular.
  - I. Enhance cultural competency in the classroom.

#### OBJECTIVES

- F. Increase Black alumni/alumni of color engagement.
- G. Improve student bias incident response process by developing Bias Incident Response Team.
- H. Address districtwide equity gap for Black students, Hispanic students and students of color.
  - I. Hire Black Student Initiatives specialist and new positions within Office of Diversity and Inclusion.
  - II. Develop oversight committee to measure progress, equity practices and overall experience of Black students.
  - III. Use SOP and metrics to remove barriers in the enrollment and retention process for Black and Hispanic students.
  - IV. Address existing gaps in the recruitment of Black and Hispanic students.
  - V. Address financial challenges for Black and Hispanic students.
  - VI. Address registration challenges for Black and Hispanic students.
  - VII. Address academic challenges for Black and Hispanic students.
  - VIII. Address advising barriers for Black and Hispanic students.
  - IX. Re-establish HBCU articulation agreements.
  - X. Increase Black and Hispanic students' sense of belonging and supports for success.
  - XI. Increase representation in Mental Health/Counseling department to better serve the needs of Black students and Black male students.

## RECOMMENDATIONS

### STUDENT EXPERIENCE

#### GOAL 3:

##### Equitable Community

Black students, students of color and underrepresented populations will experience a sense of belonging, grow and succeed holistically, and persist and graduate at greater rates.

#### OBJECTIVES (continued from page 14)

- I. Expand and broaden the scope of the faculty mentoring program to meet the needs of Black students and students of color.
- J. Address student inclusion and equity issues through a more streamlined process.
- K. Identify and eliminate educational barriers to success related to the classroom experience, student-faculty relationship, persistence, retention, and support services.
  - I. In alignment with the Academic and Retention Plan, and in collaboration with Pathway deans, utilize DEI Task Force Instruction & Assessment Audit Results (Appendix F) to develop actionable steps for improving the success of Black students, students of color and historically underrepresented populations.
- L. Develop and implement a comprehensive Hispanic-Serving Institution (HSI) Plan for the college.
- M. Develop a plan for increasing the enrollment of students of color in the Dual Enrollment program.
- N. Develop a plan for increasing the number of students of color served through M-Cubed.
- O. Enhance the student experience for veterans, single parents, first-generation students, low-income students and students with diverse abilities.
- P. Develop oversight committee for Student/Employee Preferred Names.

## RECOMMENDATIONS

### INSTITUTIONAL COMMITMENT

#### GOAL 4:

##### Anti-Racist Community

MATC will engage in the journey to become an anti-racist institution by eradicating racist policies, practices and procedures.

#### OBJECTIVES

- A. Integrate the DEI Plan into Transformation 2025, SEM Plan, Facilities Plan, Academic Multiyear Plan, Retention Plan, Strategic Enrollment Plan.
  - I. Require divisions, Pathways, departments and programs to develop action plans within existing structures.
- B. Engage in the journey to become an anti-racist college.
  - I. In partnership with Moon Shot for Equity, Achieving the Dream, Human Resources, DEI Steering Committee and Student Success Council – build the infrastructure for implementing Anti-Racism Priority Areas, as outlined in the “Framework for Advancing Anti-Racism Strategy on Campus.” (See Appendix G.)
- C. Develop institutional buy-in and leadership capacity for equity and inclusion by developing DEI board policy.
- D. Conduct a comprehensive audit of Equal Opportunity, Title IX, Civil Rights, Americans with Disabilities Act (ADA).
- E. Increase collaboration/compliance within the Office of Diversity, Equity and Inclusion and Human Resources for Equal Employment Opportunity/Title VII Non-Discrimination Process.

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## RECOMMENDATIONS

### INSTITUTIONAL COMMITMENT

#### GOAL 4:

##### Anti-Racist Community

MATC will engage in the journey to become an anti-racist institution by eradicating racist policies, practices and procedures.

#### OBJECTIVES (continued from page 15)

- F. Review college symbols, rituals, traditions from an anti-racist and equitable lens.  
Example: Establish Mascot Review Committee.
- G. Equip senior leaders with skills, mindsets and tools to dismantle racism by providing continuous opportunities for unlearning racism, and 360 feedback.
- H. Develop communication strategy to report on the progress of DEI initiatives.
- I. Develop Equity Compliance SOP/position.
- J. Implement required education and training for all faculty and staff.
  - I. Implement anti-harassment and discrimination training; second phase includes required training for all faculty, staff and administration as annual course that includes analysis and skills needed for dismantling racism.

#### OBJECTIVES

- K. Increase equity communication and transparency/process.
  - I. Develop equity dashboard and equity rubric for equity-minded decision-making at the college.
- L. Establish an Office of Hispanic Initiatives.
  - I. House HSI office in the Office of Bilingual Education & Walker's Square and establish presence across the district. Office of Bilingual Education – Student Services report to Office of DEI; bilingual programs report to academic dean.
  - II. Provide comprehensive academic support services and wraparound services for bilingual students to address needs.
  - III. Develop Latinx U.S. History class; begin conversation to develop ethnic studies.

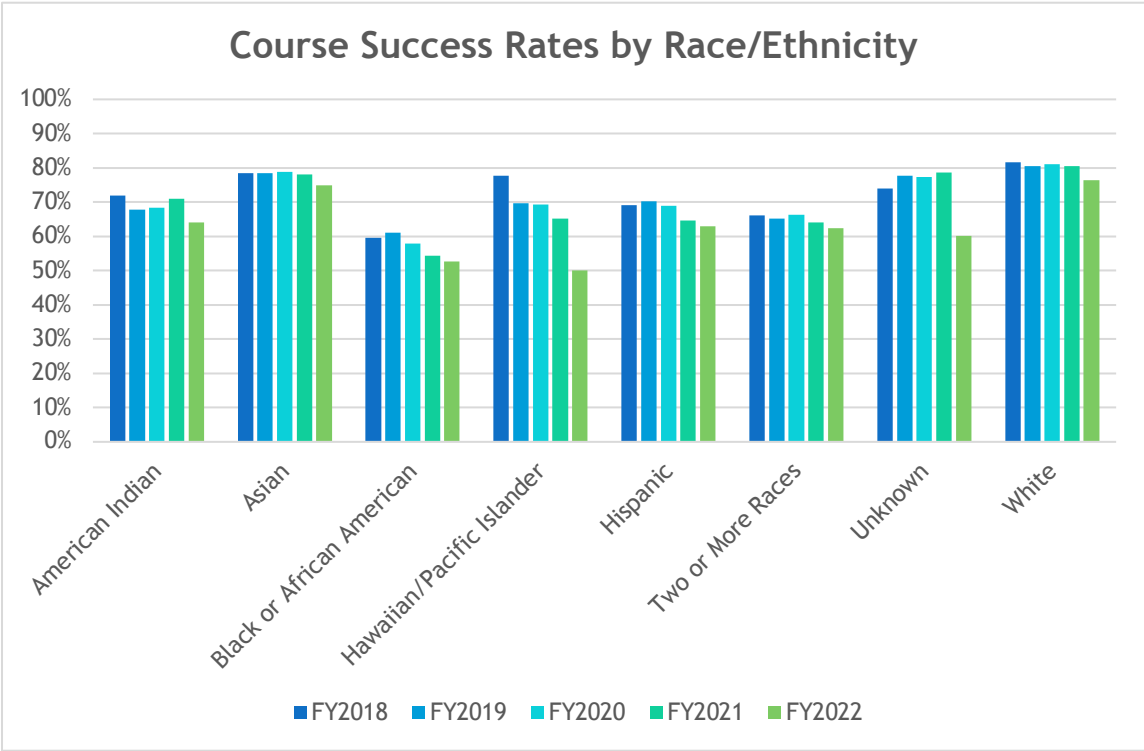
APPENDICES

APPENDIX A: SNAPSHOT OF STUDENT OF COLOR EQUITY GAPS

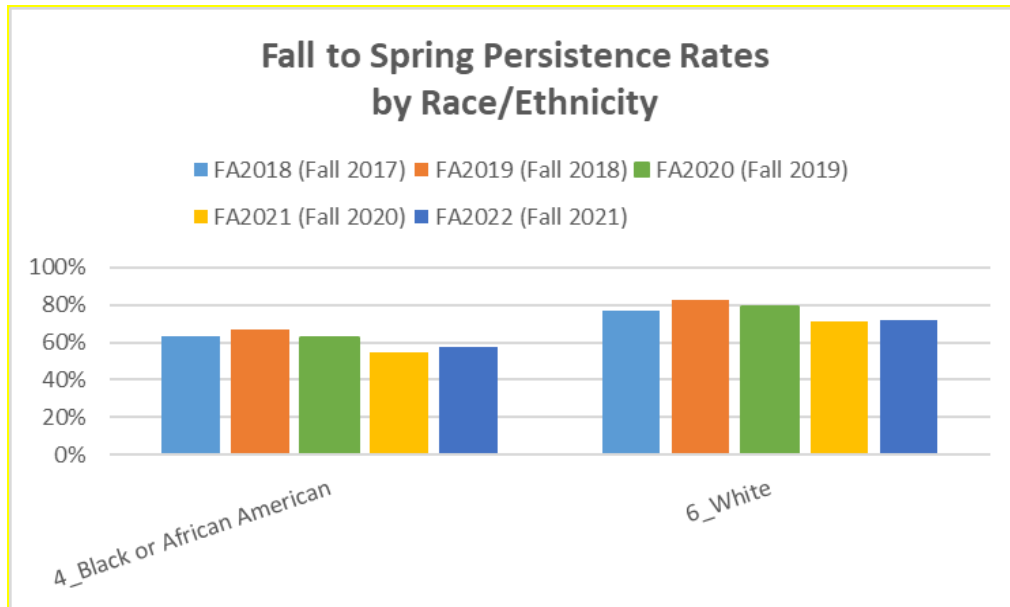
I. Course Success Rates

Link: [Summary of Course Success Data by Race](#)

Source: Institutional Research Student Success Dashboard

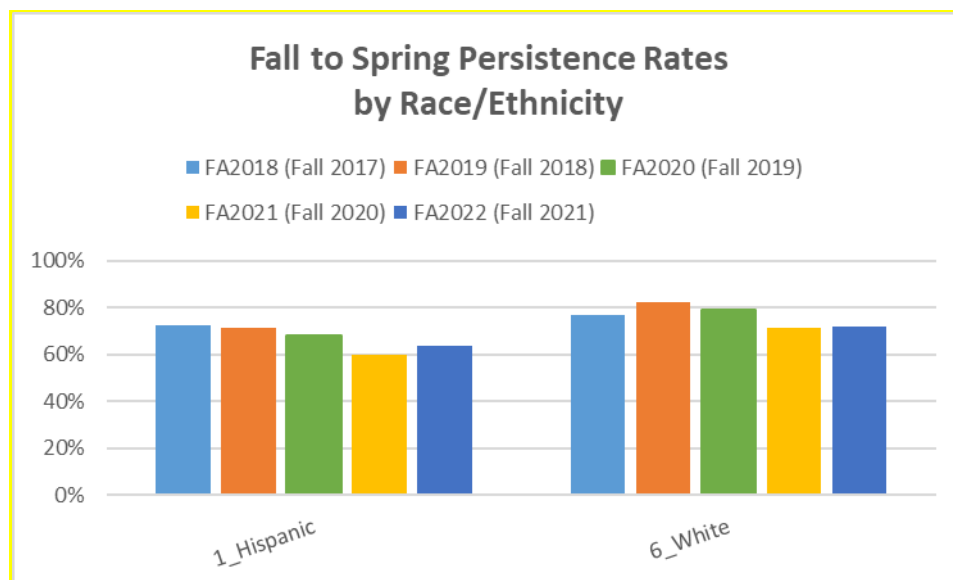


- II. **Fall to Spring Persistence Rate - MATC Students Reporting Identifying as White and Black or African American.** *“Of first-time, degree-seeking MATC students, 72% of White students persisted from Fall, 2021 to the Spring, 2022. 57% of Black or African American students persisted from Fall, 2021 to the Spring, 2022. This demonstrates a 15% lower persistence rate for Black or African American students compared to White students.”*



Source: Institutional Research, MATC; March 2022

- III. **Fall to Spring Persistence Rate - MATC Students Reporting Identifying as White and Hispanic.** *“Of first-time, degree-seeking MATC students, 72% of White students persisted from Fall, 2021 to the Spring, 2022. 64% of all Hispanic students persisted from Fall, 2021 to the Spring, 2022. This demonstrates an 8% lower persistence rate for Hispanic students compared to White students.”*



Source: Institutional Research, MATC; March 2022





## **APPENDIX F: PRESIDENT'S DEI TASK FORCE - INSTRUCTION & ASSESSMENT AUDIT RESULTS**

Electronic Link: [President's DEI Task Force Instruction & Assessment Equity Audit](#)

Link: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:cf50af96-7fe8-3d63-8818-f64da49dc728>

## **APPENDIX G: NADOHE FRAMEWORK FOR ADVANCING ANTI-RACISM STRATEGY ON CAMPUS**

*National Association for Diversity Officers in Higher Education (NADOHE)*

Website: <https://www.nadohe.org/>

Electronic Link: [Framework for Anti-Racism](#)

Link: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8fb7e8ca-e80a-3463-a77a-afef3da93f3b>

## **APPENDIX H: DEI PLAN TIMELINE**

Electronic Link: [Plan Timeline](#)

Link:

<https://docs.google.com/spreadsheets/d/1rUsuoWv1gPiPPsONkjMnefSeGspgRnuuV1PoPSVrNh0/edit?usp=sharing>

THANK YOU FOR TAKING THE TIME TO REVIEW MATC'S DEI PLAN.

FOR MORE INFORMATION ABOUT MATC'S DEI PLAN, PLEASE CONTACT  
CHIEF DIVERSITY, EQUITY & INCLUSION OFFICER  
EVA MARTINEZ POWLESS

Marte176@matc.edu

414-297-6080

[matc.edu/diversity](https://matc.edu/diversity)

