

## **Best Practices that Promote Diversity & Inclusiveness September, 2009**

**Overview.** *Madison Area Technical College's response to the changing nature of diversity -- which includes, but is not limited to gender, race, sexual orientation, ethnicity and disability -- requires a commitment by each member of the Madison Area Technical College community to create and sustain a learning environment built on respect for the unique potential of all. This ensures that Madison Area Technical College is preparing students personally and professionally to become active and successful participants in a complex, diverse world*

*Madison Area Technical College's best practices follow below in three broad categories:*

1. *Student-Centered Initiatives*
2. *Employee-Centered Initiatives*
3. *Community Strengthening Initiatives*

**Student-Centered Initiatives: These programs and efforts are designed to increase student success in their academic, professional and personal life.**

- Implementation of the Equity Scorecard, a tool used to determine equity in student outcomes, which includes measures related to equitable enrollment of a diverse student population. Even more important, however, the Equity Scorecard stresses the access, retention, institutional receptivity and excellence of minority students. The results of the Equity Scorecard are reported to the District Board every year.
- Inclusion of criteria related to diverse student recruitment, enrollment, retention, and support activities in MATC's program review process, the Learning Systems Quality Improvement Process (LSQIP). As part of each program review process, the program receives data including five-year trends of racial/ethnic minority student enrollment and course success. Based on this data, the Learner Success faculty ensures that they are meeting the college's diversity commitment and can develop goals if racial/ethnic participation targets are not being met.
- Identification in the college's Perkins Grant specific goals for racial/ethnic minority enrollment in all programs, as well as goals for non-traditional gender occupation (NTO) programs. In 2006-07, 12.56 percent of MATC students participated in these programs which exceeded the NTO target of 12.49 percent.
- Renovation and expansion of MATC's campus located in the heart of the most diverse section of south Madison with significant low-income residents and a large immigrant population; this site will better meet the needs of this area, especially in college transfer and health care areas.
- Creation of an International Education office, which helps domestic and international students gain skills and knowledge to compete in a global economy. The college now offers services such improvements in admissions and enrollment systems, greater support for student visa applications and federal reporting, academic advising, housing and cultural orientation, and the development of structured opportunities for intercultural learning.

- Development of a Mentoring Minority Males Scholars program (3MSP). In its second year, the program is designed as a learning community for minority males who progress through the P.O.W.E.R. Learning text in a bi-weekly format. Scholars are paired with an internal or external male mentor. Thirteen of the sixteen students who began last year, returned to the college this year to continue their studies.
- Development of collaborative partnerships within Learner Success to address significant retention issues in key programs. The initial phase of this work focused on the college's Nursing Program. Utilizing a Minority Retention Grant, a cross-functional Nursing Student Support Team was developed, whose work was to better prepare students on the nursing waiting list with pre-program options. It also provided students and faculty with immediate support when students were identified as being "at risk" of failing. Study groups and supplemental instruction tools were developed and scheduled to parallel with gate-keeping courses. As a result, there is an upward trend in the number of minority students achieving grades of "C" or better in the core nursing curriculum courses.
- Instruction provided in other languages, including Spanish and Hmong, in the areas of early childhood education, computer/business technology, supervisory management, diesel technology and other occupational and avocational areas. The college is committed to initiating new bilingual or non-English credit/non-credit offerings each year. In addition, special workshops are offered in several languages throughout the year. This includes childcare updates and educational opportunities workshops.
- Through the use of federal grants, MATC is helping migrant and seasonal agricultural workers in obtaining their General Education Development (GED) certificate or High School Equivalency Diploma (HSED). Since its inception in 2001, the program has continually surpassed its graduation goal and is now working on reaching a graduation goal of 65% for participants.
- The "Girl Tech" program encourages girls in sixth through ninth grade to take part in a week-long summer camp that includes hands-on activities in information technology, biotechnology and electronics. Girl Tech's goal is to encourage young women to consider future careers in science and technology. The program, after two years, has become so popular that it is now a model for other colleges throughout the Midwest.
- The "Women in Computer Technology Expo" was implemented four years ago to provide women information about high-paying information technology careers in web development, programming, networking, and security.
- Sponsorship of several student clubs geared toward minority issues, such as the Black Student Union, the Asian American Student Union, Orgullo Latino, and the Native American Student Union. Student members participate in service learning, volunteering and other co-curricular activities.
- The bridging of language barriers is eased by the employment of bilingual/bicultural staff to assist Spanish- and Hmong-speaking students. A roster of college staff who speak other languages is available to all employees. Additionally, a toll-free number for assistance in Spanish is available. The college has embraced the concept of multilingual signage in key locations written in a number of different languages, such as Hmong, Ho-Chunk, Spanish and Chinese.

- Disability Resources Services (DRS) supports and empowers students with disabilities to succeed at the college through ongoing support and case management as well as academic and career advising and tools for learning, including a new student orientation. Program participation resulted in a 30 percent retention increase during the second semester compared to those who did not attend orientation. A recent graduate survey indicated that students with disabilities at MATC reported a 75 percent employment rate; 20 percent higher than the national average of about 55 percent.

**Employee-Centered Initiatives: Our goal is to attract, develop and support a diverse, well-qualified staff that make a positive contribution to the college in an environment that is equitable and contractually sound.**

- Our five-year Equal Opportunity/Affirmative Action Compliance Plan includes recruitment and hiring goals to increase MATC's minority employees and employee training to create an environment that embraces diversity.
- The creation of an Associate Vice President of Diversity and Community Relations office ensures the inclusion of diversity within college curriculum and the retention of minority students, in addition to supporting diversity initiatives for incoming students.
- The establishment of the Inter-Cultural Council (ICC), a cross-functional team of employees that work toward: an inclusive campus climate; recruitment, retention, graduation and placement of a diverse and successful student body; increased staff and faculty effectiveness in serving diverse populations; stronger community and stakeholder connections; diversification of curriculum; and improved accountability on these and other Affirmative Action and Diversity Plan efforts.
- Inclusion of Equal Employment Opportunity (EEO) representatives (trained volunteers knowledgeable in EEO laws and anti-discrimination practices) on every hiring committee.
- Use of a grouping methodology developed by Metropolitan Community College that places candidates into one of four categories during the hiring selection process (Traditional, Rising Star, Diverse, and Internal), with equal numbers of candidates from each category selected for interviews.
- Creation of a paid minority faculty internship program that offers individuals lacking teaching experience a one-year contract and mentoring opportunities.
- Addition of a representative from our ethnic/diverse communities on all hiring committees to provide an outside perspective to the process.
- Required Educational Diversity training for all new employees, which introduces them to the basic terms, concepts and laws relevant to interaction within a diverse educational setting. In addition, all full- and part-time faculty are required to complete an Educational Diversity certification course to assist them in supporting inclusiveness in all their classes.

**Community-Strengthening Initiatives – These efforts ensure a strong connection with our ethnic minority communities.**

- The office of Diversity and Community Relations (DCR) represents a significant investment by MATC to ensure the success of the district's minority residents and is charged with building and strengthening relationships with the college's ethnic minority communities. This Office implemented four Community Councils of Color whose membership is comprised of minority leaders from respective African American, Hispanic, Asian, and Native American communities. Meeting at least twice each year, these Councils provide feedback and input on MATC's learning programs and community involvement efforts.
- The college supports extensive engagement and involvement in our communities, including significant sponsorship and participation in many events focused on racial/ethnic minorities. MATC supports organizations such as the African Association of Madison, Centro Hispano, the Madison Metropolitan Chapter of Links, the NAACP, 100 Black Men of Madison, the Southern Wisconsin Hmong Association, the Urban League of Greater Madison, the Wisconsin Indian Education Association, and the Wisconsin Women of Color Network. Several racial/ethnic minority advocacy groups use MATC facilities at no cost.
- Development of a collaborative Multicultural Business Resource Center that serves as a catalyst for economic development, especially for ethnic and minority entrepreneurs interested in starting their own business. More than 20 local, state and federal agencies provide services including business planning, entrepreneurial support groups, financial debt and credit counseling, and business-related workshops and seminars.
- MATC's Affirmative Action Plan emphasizes the college's commitment to support minority- and female-owned businesses and vendors through procedures that prohibit discrimination on the basis of race, gender and ethnicity. The District Board of Trustees has determined that all bids and proposals must include provisions that encourage minority and female applicants. During the 2006-07 fiscal year, 7.06 percent of MATC's total goods and services were purchased from minority- and female-owned businesses.
- MATC's Business Procurement Assistance Center (BPAC) assists minority- and female-owned businesses compete for government contracts. During 2006-07, over 100 minority owned small businesses and over 185 woman owned small business were served by BPAC. This resulted in over \$13 million in government contracts awarded to minority and women owned businesses. In addition, 45 small businesses owned by disabled veterans were awarded almost \$17.5 million in contracts as a result of BPAC assistance.

*For more information about Madison Area Technical College's best practices that promote diversity and inclusiveness, please contact Maria Banuelos, Associated Vice President for Learner Success, Diversity & Community Relations, at (608) 246-6460 or [mbanuelos@matcmadison.edu](mailto:mbanuelos@matcmadison.edu).*