



MINNESOTA STATE UNIVERSITY MOORHEAD

DEI STRATEGIC PLAN

2022 – 2025



MINNESOTA STATE UNIVERSITY
MOORHEAD

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MSUM DEI Strategic Plan Draft 2022-2025

MSUM DEI Triad = Associate Provost of Diversity, Equity, & Inclusion, Director of Diversity & Inclusion, and Vice President of Human Resources & Workplace Equity

The MSUM DEI Triad Member(s) italicized within each Component of the Strategic Plan are those that are leading the work (i.e. the actions and strategies for success) within.

Partners = Those who are involved in the work.

COMPONENT 1: Academic Success: MSUM will establish guided learning pathways that focus on academic preparation, progression, and accomplishment that will ensure all students graduate with knowledge, skills and habits of mind necessary for living and working effectively as members of a diverse, global society. Associate Provost of Diversity, Equity, & Inclusion			
	Action >>>>	Partners >>>	Strategies for Success >>>
Action 1	MSUM will encourage and support innovative and inclusive curricula, scholarship, and teaching.	<ul style="list-style-type: none"> - Faculty & Professional Learning Center (FPLC) - Office of Online Learning - Academic Affairs 	<ul style="list-style-type: none"> - Have training for faculty and staff for inclusive curricula through an intersectional framework. - Utilize various resources to encourage professional development and training in inclusive curricula, e.g. NED (Network Education Development), ELM (Enterprise Learning Management), OLC (Online Learning Consortium), QM (Quality Matters).
Action 2	MSUM will increase student retention and persistence by providing the support and opportunities necessary for their development and success.	<ul style="list-style-type: none"> - Academic Support Center - Student Relations Coordinators (SRCs) from Colleges - MSUM Counseling Center Case Manager 	<ul style="list-style-type: none"> - Identify current university committees that can collaborate with the Academic Support Center and assist with retention and persistence programs and initiatives throughout campus like Guided Learning Pathways, Early Alert, Progress Checks, etc.
Action 3	MSUM will develop innovative policies and practices to support and retain students from underrepresented communities.	<ul style="list-style-type: none"> - Office of Diversity & Inclusion (ODI) - Faculty & Professional Learning Center - Strategic Enrollment Management Committee (SEMC) Retention Subcommittee - University Diversity, Equity, & Inclusion Policy Subcommittee <ul style="list-style-type: none"> - Student Senate - Office of Student Activities - Academic Affairs 	<ul style="list-style-type: none"> - Equity by Design - TRIO program - Summer Bridge programs - Affinity groups - MinnState Applying an Equity Lens to Policy Review Toolkit - Student Climate Survey



Action 4	Integrate a person-centered language handbook focusing on inclusivity to our campus culture.	<ul style="list-style-type: none"> - Office of Diversity & Inclusion - University Diversity, Equity, & Inclusion Committee - Student Senate - Human Resources - Bargaining Units - Interdisciplinary Center for Diversity & Social Justice 	<ul style="list-style-type: none"> - Adapt MinnState’s Inclusive Style Guide. -Host Several Workshops on campus to build awareness of inclusive language
Action 5	Synergizing faculty, classroom, and curriculum efforts.	<ul style="list-style-type: none"> - Academic Affairs - Bargaining Units 	<ul style="list-style-type: none"> - Capitalizing on opportunities with the Interdisciplinary Center for Diversity & Social Justice and the Faculty & Professional Learning Center (FPLC).

COMPONENT 2: Financial Resources: MSUM’s financial resources are strategically used to minimize the economic burden of the cost for attendance. Enhance collaborations between our development foundation, financial aid, and campus departments work toward maximizing programming and scholarship opportunities for students demonstrating need. We will work to be a partnering solution to increase the number of underrepresented companies doing business with our campus as part of the workforce diversity supplier program. *Director of Diversity & Inclusion*

	Action >>>>	Partners >>>	Strategies for Success >>>
Action 1	Reduce institutional barriers that are currently preventing students from accessing maximum financial aid and academically benefiting from scholarship awards.	<ul style="list-style-type: none"> - Financial Aid - Business Services - Admissions - Office of Diversity and Inclusion - The Foundation - Graduate Studies - Colleges 	<ul style="list-style-type: none"> - Revise policies regarding holds, particularly for international students. - Retain more underrepresented students. - Number of students that enrolled has increased. - Drop for non-payment policy. - Review all financial holds. - Increase scholarships for part-time students.
Action 2	Create innovative best practices for student scholarships to increase the number of scholarship opportunities available and awarded to underrepresented students.	<ul style="list-style-type: none"> - Financial Aid - Office of Diversity and Inclusion - Admissions - Graduate Studies -The Foundation - Marketing & Communications 	<ul style="list-style-type: none"> - Increase the number of awards for underrepresented students. - Assess the scholarship awarding process for biases and barriers that impact underrepresented students.
Action 3	Work to provide additional support to all students who receive scholarships and financial aid because support (e.g. academic advising, intercultural support, career preparation, etc.) equals student success.	<ul style="list-style-type: none"> - Academic Success Center - Office of Diversity and Inclusion - Financial Aid - Career Development Center - Counseling Center - Information Technology - Bookstore/Library - Early Childhood Education Center/Childcare 	<ul style="list-style-type: none"> - Identify campus best practices for supporting students on scholarship and bring recommendations. - Create greater awareness to all employees about students on scholarship. - Have campus support for access to a device (1:1 campus) & WiFi (beyond campus). - Encourage the use of Open Educational Resources (OERs) as course materials. - Identify opportunities to connect scholarship recipients with the Early Childhood Education Center services.
Action 4	Strategically advance MSUM’s local financial footprint as a part of the supplier diversity programming.	<ul style="list-style-type: none"> - Business Services - Marketing & Communications - Finance & Administration 	<ul style="list-style-type: none"> - Disaggregate contract and spending data. - Increase spending to Minority, Woman and/or Veteran Businesses.

COMPONENT 3: Universal Design & Accessibility: MSUM is committed to creating an equal/equitable integrated college experience by facilitating a barrier-free environment to support students. The institution will work to ensure fully accessible and equal access for all students. *Associate Provost of Diversity, Equity, & Inclusion; Vice President of Human Resources & Workplace Equity*

	Action >>>>	Partners >>>	Strategies for Success >>>
Action 1	Create awareness and initiatives to increase universal design for learning and accessibility across campus in all formats.	<ul style="list-style-type: none"> - University Technology Committee Universal Design for Learning and Digital Accessibility Subcommittee - Office of Online Learning - Accessibility Resources Office - Faculty & Professional Learning Center (FPLC) - Human Resources - Information Technology 	<ul style="list-style-type: none"> - Have specific initiatives campus-wide to support the transition to accessibility in all areas (e.g., create PDFs in an accessible format, captioning all video content, applying alternative texts to public facing web content, make converting materials readily accessible, etc.). - Access to hardware: laptop initiative for students (1:1 campus).
Action 2	Identify opportunities for progressive development of physical accessibility on campus.	<ul style="list-style-type: none"> - Facilities, Grounds, & Safety Committee - Accessibility Resources 	<ul style="list-style-type: none"> - Perform bi-annual campus accessibility walk-through. - Publicize accessibility checklist for programmatic and institutional operations. - Create and maintain Accessibility Transition Plan.
Action 3	Examine inclusion through an emergency management lens.	<ul style="list-style-type: none"> - Facilities, Grounds, & Safety Committee - Accessibility Resources - Public Safety - Emergency Management Team (EMT) 	<ul style="list-style-type: none"> - Update the Emergency Management and Emergency Operation Plans with an inclusion focus.

COMPONENT 4: Recruitment & Partnerships: Bridge partnerships between higher education with K-12, business and industry, community-based organizations, and philanthropic partners to expand and grow current inclusive programming and identify new ways to support students. Associate Provost of Diversity, Equity, & Inclusion; Director of Diversity & Inclusion

	Action >>>>	Partners >>>	Strategies for Success >>>
Action 1	Provide programming opportunities to bridge the transition of students to higher education and build awareness of accommodations in the classroom environment.	<ul style="list-style-type: none"> - Enrollment Management and Student Affairs (EMSA) Departments - Admissions Office - Accessibility Resources 	<ul style="list-style-type: none"> - Summer bridge/Upward bound. - Get to know/meet reps from affinity groups. <ul style="list-style-type: none"> - SMART Start. - Grit Program. - First Year Experience (FYE) course. - P20 Committee – Transition Plan.
Action 2	Provide resources online, in person and when requested at MSUM to guide students and support K-12 educators in understanding the shift of accommodations and access to the college experience.	<ul style="list-style-type: none"> - Accessibility Resources Office - Admissions Recruiters - Office of Online Learning - Academic Success Center - First Year Program Director - MSUM Web Team - Marketing & Communications 	<ul style="list-style-type: none"> - Online Learning aid people to design the experience, create objects, etc. <ul style="list-style-type: none"> - College for Kids and Teens. - Student Orientation and Registration (SOAR) Programming. - Create resources that are able to promote MSUM’s DEI efforts
Action 3	Develop a stakeholder workgroup to look at campus involvement off campus.	<ul style="list-style-type: none"> - Community Engagement Director - The Foundation - Admissions Office - Graduate Studies 	<ul style="list-style-type: none"> - Align campus events and maximize resources. - Identify a point person to maintain a current repository of events. - Develop a process to engage community vendors and build campus opportunities. - Create and maintain an accessibility events checklist.
Action 4	Building public/private partnerships that would encourage students to engage.	<ul style="list-style-type: none"> - Community Engagement Director - The Foundation - Colleges - Career Development Center 	<ul style="list-style-type: none"> - Bring K-12 students to campus to participate in coordinated projects or events. - Support coordinated opportunities for current MSUM students to engage with K-12 students to engage in inclusive programming. - College for Kids and Teens.



COMPONENT 5: Student Engagement: MSUM fosters holistic student development and engagement, both academic and non-academic, and supports resources to meet students’ basic needs. Successful engagement consists of building meaningful relationships between students and the campus community, cultivating a sense of belonging and increasing students’ agency over their education both in and outside the classroom. Associate Provost of Diversity, Equity, & Inclusion; Director of Diversity & Inclusion

	Action >>>	Partners >>>>	Strategies for Success >>>
Action 1	Streamline programming across campus, with greater focus on a truly co-curricular model with intentional collaboration between Student Affairs and Academic Affairs.	<ul style="list-style-type: none"> - Student Life Pathways Board - University Diversity, Equity, & Inclusion Onboarding & Programming Subcommittee - Office of Diversity & Inclusion - Faculty & Professional Learning Center (FPLC) - Colleges 	<ul style="list-style-type: none"> - Create incentives for co-sponsorship of Signature Events, History and Heritage Month programming, and other speakers, including building such events into course syllabi. - Utilize Faculty Development Committee/Center to establish incentives (ex., funding unlocked once certain programming goals are met).
Action 2	Increase student use of on- and off-campus resources, services, and supports to meet basic needs (e.g. SNAP, housing assistance, childcare, etc.) and reduce the stigma attached to such assistance.	<ul style="list-style-type: none"> - Dean of Students Office - Counseling Services - IT (website accessibility) - CARE Team - Career Development Center - Student Senate & organizations/leaders - University Diversity, Equity, & Inclusion Policy Subcommittee 	<ul style="list-style-type: none"> - Work with First-Year Programs, Marketing & Communication, the Dean of Students, the Food Insecurity Workgroup, MSUM Navigator, etc. to increase awareness and utilization of resources starting in year one. - Course Syllabus Statement/D2L Brightspace. - Create a resource(s) for students looking for goods and services that address/support their personal and cultural needs.
Action 3	Increase opportunities for student involvement in campus decision-making and create equitable processes for student appointments, greater transparency (e.g., committee process and language), and compensation of students for their time.	<ul style="list-style-type: none"> - Curriculum-related academic unit committees - Student Senate - Recent graduates of academic programs - Committee on Committees 	<ul style="list-style-type: none"> - Engage Student Senate to develop and share a universal onboarding process for students joining university committees. - Research and disseminate best practices on including student voices in institutional decision-making. - Examine policy language around student participation in university decision-making (e.g., students as primary stakeholders).
Action 4	Develop student leadership opportunities and grow the cultural competency of student leaders.	<ul style="list-style-type: none"> - Student Senate - Staff working with student leadership opportunities - Career Development Center - All Faculty & Staff - Office of Diversity & Inclusion - Center for Global Engagement - Accessibility Resources 	<ul style="list-style-type: none"> - Identify any disparities between students in paid vs. voluntary (i.e., unpaid) leadership positions across campus. - Identify barriers to equitable job offerings, hiring practices, and student leadership participation on campus. - Disseminate a set of best practices on campus to mentor/advise marginalized students into leadership positions. - Design and implement diversity, equity, and inclusion (DEI) trainings for all student employees.



		<ul style="list-style-type: none"> - Student organizations - Office of Student Activities 	
Action 5	Promote belonging on campus for students of color, queer and gender non-conforming students, students with disabilities, and students from other marginalized populations.	<ul style="list-style-type: none"> - Information Technology (website) - Marketing & Communications - Admission requirement decision-makers - Office of Diversity & Inclusion - Center for Global Engagement - Accessibility Resources - Student organizations - Academic Affairs 	<ul style="list-style-type: none"> - Collaborate with the Office of Student Activities to track student organization membership along with retention and graduation rates of officers. - Utilize data from the Multi-institutional Study of Leadership (MSL) survey in spring of 2022 and spring 2024 as well as other survey data to track belonging and measure campus climate. - Conduct a student experience/engagement survey every 3 years.
Action 6	Increase student wages/wage caps for on-campus jobs.	<ul style="list-style-type: none"> - Career Development Center - Business Services - Finance & Administration - Graduate Studies 	<ul style="list-style-type: none"> - Tuition waivers. - Increase student wages, student wage caps, and student wage funding on campus.
Action 7	Increase student employment opportunities on campus and recruit additional employers/businesses to campus (e.g., technology company or business firm renting space & offering jobs and internship opportunities, theater space rental, food vendors/offerings, etc.).	<ul style="list-style-type: none"> - Career Development Center - Business Services - Dean, Chairs, and/or Program Coordinators - CIO/Finance & Administration - Comstock Memorial Union 	<ul style="list-style-type: none"> - Create non-work-study positions on campus, as well as support materials for aiding students and employers with onboarding. - On-campus job shadowing/internship. - Encourage outside employers and businesses to come to campus and set up their business allowing additional student opportunities (employment or internship) via the business (e.g. technology company or business firm renting space and offering not only jobs, but also internship opportunities, theater art space rental, food vendors/offerings, etc.).
Action 8	Create training opportunities for students especially focusing on topics of privilege, power, inclusion, & difference.	<ul style="list-style-type: none"> - Office of Diversity & Inclusion - University Diversity, Equity & Inclusion Committee - Office of Student Activities - Career Development Center 	<ul style="list-style-type: none"> - Create an annual professional development plan for students. - Regular inclusive student leader training. - Be mindful to include marginalized voices while avoiding tokenizing, for example, using students as consultants.

COMPONENT 6: Evidence-based: MSUM will build an inclusive technological infrastructure and expand capacity for deeper data analytics. The institution aspires to establish a culture of accountability around diversity initiatives, practices, and policies. *Associate Provost of Diversity, Equity, & Inclusion; Director of Diversity & Inclusion; Vice President of Human Resources & Workplace Equity*

	Action >>>>	Partners >>>	Strategies for Success >>>
Action 1	Develop a comprehensive system of accountability and assessment that will quantify University's performance in relation to the Strategic Anchors 1 & 2.	<ul style="list-style-type: none"> - Human Resources - Center for Community Engagement - Faculty & Professional Learning Center (FPLC) - Enrollment Management & Student Affairs Departments (EMSA) - University Diversity, Equity, & Inclusion Committee - Office of Institutional Effectiveness (OIE) - Assessment Coordinator 	<ul style="list-style-type: none"> - Assessment plan is created and take the opportunity to share the plan with the campus community. - Data collection points are identified: <ul style="list-style-type: none"> • Guided Learning Pathways • Equity Scorecard
Action 2	Collect data and communicate results of institutional efforts to eliminate equity gaps to internal and external constituents.	<ul style="list-style-type: none"> - Assessment Coordinator - Office of Institutional Effectiveness 	<ul style="list-style-type: none"> - Individuals/offices responsible for collecting data are identified as: <ul style="list-style-type: none"> • Assessment Coordinator • Office of Institutional Effectiveness
Action 3	Use information to make data informed decisions to make continuous improvements to closing the equity gap.	<ul style="list-style-type: none"> - University Diversity, Equity & Inclusion Committee - Human Resources - President 	<ul style="list-style-type: none"> - Improved Equity Scorecard ratings in the following areas: retention, graduation, campus climate aligned with evidence procured from data gathered from DEI events, elements, areas, etc.
Action 4	Develop data literacy on campus.	<ul style="list-style-type: none"> - University Diversity, Equity & Inclusion Committee - Office of Diversity & Inclusion - Office of Institutional Effectiveness 	<ul style="list-style-type: none"> - Create shared terminology. - Disseminate climate and culture assessment information. - Develop and maintain UpToDate Enrollment Retention. - Training/Workshop for all students and employees.
Action 5	Expand understanding of inclusive qualitative/quantitative assessment and data democratization on campus.	<ul style="list-style-type: none"> - Assessment Coordinator - Office of Online Learning - Office of Institutional Effectiveness - University Diversity, Equity & Inclusion Committee 	<ul style="list-style-type: none"> - Create a process for students, employees, and community to gather, analyze, interpret, and request data. - Create a repository or system of engagement with key data points. - Assessment Coordinator role gain greater understanding of the impact of the data collection on students and faculty.

COMPONENT 7: Workforce & Talent Diversity: MSUM will proactively respond to local and national context, along with the changing student and employee demographics and needs, to expand inclusive hiring practices, develop cultural competence of employees and improve campus culture. *Vice President of Human Resources & Workplace Equity; Associate Provost of Diversity, Equity, & Inclusion*

	Action >>>>	Partners >>>	Strategies for Success >>>
Action 1	Create training opportunities for employees especially focusing on topics of privilege, power, inclusion, & difference.	<ul style="list-style-type: none"> - Human Resources - Faculty & Professional Learning Center (FPLC) - Office of Diversity & Inclusion - University Diversity, Equity & Inclusion Committee - Interdisciplinary Center for Diversity & Social Justice - Office of Online Learning 	<ul style="list-style-type: none"> - Create an annual professional development plan. - Regular inclusive leader/workforce training. - Student-centered cohort as incentivized professional development for faculty. - Highlight staff & faculty with expertise to provide some workshops and training on campus.
Action 2	Create and develop opportunities to promote individuals from within our campus and system.	<ul style="list-style-type: none"> - Office of Diversity & Inclusion - University Diversity, Equity & Inclusion Committee - Human Resources - Bargaining Units - Interdisciplinary Center for Diversity & Social Justice - Academic Affairs 	<ul style="list-style-type: none"> - Find ways to improve the annual evaluation to highlight contributions. - Create and promote opportunities to purposefully lift up employees for meaningful campus contributions. - Create a path to leadership for interested employees, especially leading to an academic dean role.
Action 3	Increase and retain diversity in faculty and staff by increasing employees of color and marginalized groups.	<ul style="list-style-type: none"> - Deans - Hiring Managers - Affirmative Action Officer - Human Resources - Bargaining Units - Interdisciplinary Center for Diversity & Social Justice - Office of Diversity & Inclusion - University Diversity, Equity & Inclusion Committee 	<ul style="list-style-type: none"> - Create specialized opportunities for orientation/onboarding, offboarding, training and professional development, organizing affinity or support groups, etc. - Create a Diversity Advocate Program. - Support and encourage the formulation of Campus Employee Resource Groups (ERG) or share information on MinnState ERGs. - Create and utilize an Onboarding Buddy Program. - Create a resource(s) for faculty and staff that are newly hired and looking for goods and services that address/support their personal and cultural needs.

Glossary

Accessibility Resources - Accessibility Resources leads collaborations with students, faculty, staff, and the administrators to cultivate an inclusive environment, and facilitates the removal of existing barriers for the full inclusion of people with disabilities. As identified under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, we offer services, accommodations, and provide options for equal access and opportunity to ensure your successful transition to and experience at MSUM.

Accessibility – Inclusive practice of ensuring there are no barriers that prevent interaction with, or access to, by people with a disability or condition

Accessible manner – This terminology refers to content/environment is accessible for individuals.

ADA – [The American Disabilities Act \(ADA\)](#) prohibits discrimination on the basis of disability and mandates equitable and timely access to programs, services and activities for individuals with disabilities.

Data democratization - means that everybody has access to data and there are no gatekeepers that create a bottleneck at the gateway to access the data

Data Literacy - the ability to read, understand, create, and communicate data as information.

Digital accessibility – Technology plays an increasingly important role in education at all levels. For example, computers are used in traditional classrooms, electronic book readers that supplement or replace paper textbooks, online classes, online registration and class scheduling.

Diversity - The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio- economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Emergency Management Lens – the practice of protecting communities by coordinating/integrating all daily activities to mitigate against, prepare/respond to and recover from threats (natural/acts of terrorism/man-made disasters).

Equity - The proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

First Generation Federal Definition (1st Gen) - Federal (TRIO) definition: a student both of whose parents did not complete a baccalaureate degree.

Inaccessible technology – an individual with a disability/condition is unable to access content, which pertains to any facet of a university process or operation. For instance, if a student with vision loss is applying for housing and the application is inaccessible with a screen reader for access, the process is then inaccessible, and an alternative would need to be identified to ensure access for any individual with a functional need.

Inclusion - Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power.

IPEDS - is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES)

Intersectionality - a theoretical framework developed by Black feminist scholars and activists describing multiple threats of discrimination when an individual's identities overlap with a number of marginalized classes at once (ex. race, gender, sexual orientation, disability, etc.). A means of analyzing identity and its relationship to power needed in order to intervene in effective ways to create equity.

New Entering Freshmen (NEF) – Students with no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Office of Diversity and Inclusion (ODI) - celebrates identities and accomplishments, develops critically conscious leaders, and drives success by empowering all students to shape their own destinies, particularly those historically under- represented or marginalized in higher education.

Pell Eligible/Low Income- Based on a Pell Award existing for the student.

Persistence- is defined as continued enrollment (or degree completion).

Physical accessibility – the abilities and opportunities to reach desired goods, services, activities and destinations.

Retention- continued enrollment (or degree completion) within the same institution for the fall semesters of a student's first and second year

Rainbow Dragon Center (RDC)- campus resource and identity center providing support for the LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual and allied) community at MSUM. The RDC proactively works to abolish homophobia, transphobia, heterosexism, and other interlocking systems of oppression impacting our diverse queer community.

Section 504 - [Section 504](#) of the Rehabilitation Act states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that receives Federal financial assistance.

Section 508 - In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily. [Section 508](#) was enacted to eliminate barriers in information technology, open new opportunities for people with disabilities and encourage development of technologies that will help achieve these goals. On January 18, 2017, Section 508 was refreshed to include formal adoption of WCAG 2.0 Level AA as the minimum compliance standard for accessibility.

Student of Color (SOC) - Defined based on IPEDS race/ethnicity definition. Students of Color include the following categories: Black or African American, Asian, Hispanic of any race, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or two or more races.

UDLDAC (Universal Design for Learning and Digital Accessibility Committee) – MSUM committee which makes recommendations for universal design through strategic planning and initiatives.

Underrepresented Student - A student is classified as “Underrepresented” if any one of the following criteria are true:

- The student is a Student of Color, OR
- The student is Low Income (using Pell Award), OR
- The student is a First-Generation student, according to the Federal definition.

WCAG 2.0 Level AA - Web Content Accessibility Guidelines ("WCAG") refers to standards for web content accessibility that have been developed by the World Wide Web Consortium ("W3C"), an international community where member organizations, a full-time staff, and the public work together to develop Web standards. State entities must adhere to WCAG version 2.0 Level AA according to the [State of Minnesota Accessibility Standard](#).

Women's and Gender Studies (WGS) - interdisciplinary academic program centering feminist history and research methods and exploring the impact of gender on important issues such as the workplace, healthcare, family life, politics and education.

Women's Center (WC) - campus resource and identity center working to increase understanding of issues impacting women of diverse backgrounds through dialogue, collaboration, and purposeful action. The WC seeks to inspire a collective commitment to dismantling interlocking systems of oppression, not just sexism.

January 18, 2023