

2016-2017 Inclusive Excellence Grant Awardees

Developing a Community of Culturally Competent Resources and Care to Support the Mental and Emotional Health of Students of Color (Century College)

Students of color in need of mental health care often experience cultural differences and barriers in accessing and benefiting from services on campus and in our communities. Century college's project will further develop cultural understanding, sensitive care-giving practices, and referral resources among college employees and key departments to improve the assistance provided to and health outcomes of students of color in need of mental health and emotional health. This project includes the following components: an inclusivity campaign and focused training for college staff, faculty, and student leaders.

Equity Training Series (Saint Paul College)

The Equity Training Series is aimed at improving equity competencies of employees to ensure a more inclusive campuses climate. Led by the Chief Diversity Officer and the Diversity and Equity Racial Task Force, an intersectional frame will allow Saint Paul College to institutionalize equity practices. The project will provide all employees with an introduction to theoretical frameworks, vocabulary and basic skills in the following areas: Social class equity, racial and gender equity, LGBTQI equity, interfaith equity and ability & access equity.

Absent Narrative Traditions (Minnesota State University Moorhead)

The purpose of the Absent Narratives/Traditions Pilot Workshop Project is to develop a program to infuse, transform, and strengthen the curricula of the MSU Moorhead School of Teaching and Learning by working in partnership with the Moorhead Public Schools, local communities of color and New Americans. This program will allow MSUM to infuse knowledge from diverse communities into the curricula. MSU Moorhead School of Teaching and Learning anticipates that this project will allow faculty, along with the pre-service teachers and the P-12 teachers who participate in the program, to move toward a more diverse and inclusive curriculum, allowing them to more effectively teach all students.

Indigenous Arts and Sciences Project (Minnesota State University Moorhead)

For students learning through the pedagogical model of Culturally Based Education (CBE), relevancy between culture and academic goals reaps multiple benefits, many proven to boost overall academic achievement. The proposed project aims to tap into the underrepresented and historically marginalized gifts Native students and communities and proposes to incorporate an Indigenous Arts and Sciences project. This work convenes the expertise and resources of MSUM faculty and staff, the Regional Science Center, White Earth Tribal College, Native Harvest, White Earth Land Recovery Project, and others to address student retention and success through intergenerational opportunities, culture-based service-learning, habitat restoration, and co-curricular projects that focus on land stewardship through recognition and education about the cultural, biological, and economic importance of manoomin (wild rice) to the Anishnabeg.

Remedial Math and College Success (Fond du Lac Tribal and Community College)

Fond du Lac Tribal and Community College proposes an enhanced learning community pilot project beginning in fall 2016. This project stems from experienced success at the college by incorporating Adult Basic Education in the class. The proposed program will help underrepresented students who qualify for development math courses succeed in completing Match credits needed for completing their degree. Student will participate in a co-instructed (College and ABE instructor) Developmental Math course for 3 credits and a Special Topics course for 1 credit. Upon completion they will move into a 1000 level Math course (taught by college faculty) and a lab (led by an ABE instructor).