

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 3.7.1

Title: Diversity Policy	
Originated by: President	
Originated Approver: Board of Directors	Originated Date: 11/30/2005
Revised by: Diversity & Military Relations Committee/Vice President Student Success	Revised Date: 2/28/2017
Reviewed on: 11/2005; 2/2017; 1/2021	

Policy Statement: Manhattan Area Technical College is committed to providing a safe, equitable, and productive learning and working environment. All students, employees, and visitors will be treated fairly and with respect, irrespective of their gender, race, color, national origin, disability, sexual orientation, gender identity, religion, age, genetic information, parental status, military status, or veteran status.

Rationale: The college environment should promote understanding and appreciation of others while encouraging students to grow as individuals.

Procedure:

1. In accordance with this philosophy, MATC has developed *Principles of Community* that affirms the colleges commitment to maintaining a respectful environment for all dedicated to teaching and learning. These principles are:

Manhattan Area Technical College is an environment dedicated to the teaching and learning of professional and technical skills in an increasingly diverse and ever-changing environment. MATC is a place where all people, regardless of age, sex, gender identity, sexual orientation, ability, marital or family status, race, religion, national origin, political affiliation, and military or veteran status may learn a living. Students, staff, faculty, and administration seek to empower all persons to contribute to their families, communities, and societies. In the spirit of creating and maintaining a professional and respectful space for all who come here to learn and teach, we—students, staff, faculty, and administration—acknowledge the following:

- *We come to MATC with different experiences, expectations, values, and practices;*
- *Some of our differences are visible, others are not;*
- *Our differences may create misunderstandings, fears, and hurt feelings;*
- *We must work together to create mutual understanding;*
- *We strive to overcome the negative consequences of our differences;*
- *We seek to celebrate our shared humanity and shared goals;*

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- *We accept responsibility for creating a learning/work environment where our differences are valued and mutually accepted;*
 - *We agree to respect everyone's right to have and to share personal beliefs and opinions without fear of public condemnation;*
 - *We agree to reject prejudice, discrimination, and intolerance in the MATC community.*
2. The college strives to continually evaluate its hiring, admissions, and financial aid policies to ensure diversity and equal access within the institution. It ensures that the results of these evaluations conform to the concept of open access, the cornerstone of the two-year college mission.
 3. MATC believes that colleges are, in effect, microcosms of our greater society. As such, they should encourage and enhance the fullest understanding of human rights and responsibilities, and should teach the skills that allow their students to effectively participate in a democratic society. The college should be responsible for shaping an environment that mirrors the general culture and creates opportunities for all within the college community to interact with understanding, tolerance, and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also helps perpetuate social harmony for the future.
 4. Manhattan Area Technical College hereby endorses the following statement on the importance of diversity in higher education as published by the American Council on Education Board of Directors in June 2012.
 - A. "The American Council on Education (ACE) has a longstanding record of commitment to access to higher education for all qualified Americans and to the advancement of equal educational opportunity. This commitment is reflected in ACE's positions on public policy, its programmatic activities, and its employment practices. It has been expressed repeatedly in resolutions by the ACE Board of Directors regarding affirmative action, nondiscrimination, equity, equal opportunity, and admission standards.

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, and still others are small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 4,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society and of the increasingly global scope of the economy.

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Similarly, many colleges and universities share a common belief, borne of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a high-quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions. The reasons include:

- i. *Diversity enriches the educational experience.* We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- ii. *It promotes personal growth-and a healthy society.* Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- iii. *It strengthens communities and the workplace.* Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- iv. *It enhances America's economic competitiveness.* Sustaining the nation's prosperity in the 21st century requires us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

- B. American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of students from underrepresented minority groups, reversing decades of progress in the effort to ensure that all groups in American society have an equal opportunity for access to higher education.

Diversity on college campuses is not achieved through quotas. Nor does diversity justify or warrant admission of unqualified applicants. However, the diversity we seek and the future of the nation do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments that are appropriate for their missions. The success of higher education and the strength of our democracy depend on it.”