COMMUNITY COLLEGE OF PHILADELPHIA
OFFICE OF DIVERSITY AND EQUITY

DIVERSITY PLAN
2014 -2017

“DIVERSITY IS THE ONE TRUE THING WE ALL HAVE IN COMMON. CELEBRATE IT EVERYDAY” ANONYMOUS
Diversity Plan

2014 – 2017

Introduction

The Community College of Philadelphia is committed to the development of a campus community that values and respects human dignity and differences. We seek to be an inclusive educational community by drawing from the richness and strength reflected in the diversity of our local community, state and nation. The College also recognizes that we are citizens of a global community and, therefore, need to foster a greater understanding of cultures and perspectives different from our own. We understand that success as an excellent academic institution requires a culture that encourages, embraces, and strongly supports diversity.

Diversity is a compelling interest in higher education, is integral to all aspects of our campus and community life, is central to our mission and, is essential to our success. Diversity efforts are important in helping to produce a vital and vibrant workforce. Diversity is critical in preparing our students for full and effective citizenship in the expanding global community in which they will operate. Diversity exposes both our students and employees to broad perspectives and ideas, and aids our institution in fulfilling our stated mission, vision, and core values statements.

The 2014 – 2017 Diversity Plan is the third edition of our commitment to growing and sustaining a diverse and inclusive learning and working environment. It provides a framework for fostering opportunities for students and employees to reach their fullest potential by identifying and eliminating barriers that impede success. The purpose of this Plan is to help manage the increasing complexity of student and employee diversity and inclusion, and to encourage the institution to assimilate diversity efforts into the core institutional functions to realize the educational benefits of diversity. It provides a blueprint for the institution to infuse diversity into the recruiting, admissions, and hiring processes, into its curriculum and co-curricular activities, and into administrative structures and practices. We believe that our commitment to inclusive diversity practices is essential to the overall success of our students and employees, and to helping add value to the diverse community in which we serve.

Background

The first edition of the Diversity Plan was promulgated in 2003 to promote strategies for building a diverse and inclusive community and learning environment. The Plan was developed in partnership with the President’s Diversity Council, reviewed by the President’s Cabinet and the Board of Trustees, and fully endorsed by both groups. The second edition of the Plan (2009
– 2013) built on the success of the initial Plan and continued to emphasize our commitment to inclusive practices that advance diversity. This Plan (2014 – 2017) reaffirms our goal of creating a community environment that is welcoming, supportive, and safe for all.

Definition of Diversity

Diversity may be defined in a wide variety of ways. Soon after its establishment, the President’s Diversity Council composed this definition of diversity:

*Diversity means differences based on important human characteristics that impact an individual’s values, opportunities, and perceptions of self and others. These characteristics are broadly defined differences such as: age, ethnicity, gender, race, sexual orientation, mental/physical abilities, national origins, religion, socio-economic status, work and learning styles, work experience, education, organizational role, organizational level, and communication style, and many other variables. Diversity encompasses an infinite range of an individual’s unique characteristics and experiences.*

In the initial Diversity Plan diversity was defined as:

*Diversity refers to the fact that our community, both locally and nationally, is comprised of many individuals, each having unique attributes based on a variety of social, physical, and cultural characteristics.*

Regardless of what definition of diversity is used, it is important for the sake of this Plan to note that diversity is not about passive accommodation, or compliance, or compromise. Rather, it is about the relentless pursuit of enrichment, inclusion, and excellence.

The Importance of Our Diversity Commitment

Diversity is a compelling interest in America’s higher education system. U.S. colleges and universities are educating a larger and more diverse group of students than ever before. Current population estimates project that “minority” students will become the majority in U.S. classrooms by 2050, with an estimated 54% of all students being people of color and ethnic minorities.

According to the Educational Testing Service, by 2015 80% of the anticipated 2.6 million new college students will be ethnically diverse. Nationwide, the number of undergraduate minority students enrolled in colleges and universities will increase from 29.4% to 37.2% (Minorities in Higher Education Status Report, 2010). Women, who in the past have constituted minority
populations in colleges and universities, are now the undisputed majority. The reality is that
the students who walk through our doors are more diverse than ever before, yet the challenges
in higher education for these students remain the same, retention and graduation; paying close
attention to the issues of diversity would help defeat this challenge.

For community colleges this compelling interest in diversity is even more important. Currently,
more than 55% of all traditionally underrepresented populations in higher education reside in
community colleges. Research suggests that by 2018, 51% of all individuals entering the
workforce will be women, minorities and foreign-born individuals. Two-thirds of the available
jobs will require training available at most two-year institutions.

It is important to note, however, that diversity goes far beyond ethnicity and gender. Religion,
age, disability, sexual orientation, learning styles, socioeconomic, and many other diversity
factors play a crucial role. In the global workforce of tomorrow, which places emphasis on
cultural knowledge and competency, these factors, and knowing how to relate to them, will be
very important. As the population of the United States continues to grow more diverse, as
businesses grow more global in their approach, and as consumers seek products in a broader
worldwide marketplace, it is important for higher education to meet this demand by providing
culturally transformative processes (i.e. culturally knowledgeable faculty and staff, globally
enlightened students) to meet them.

Although rapidly changing local and national demographics and the realities of global closeness
we now experience suggest importance of having a Diversity Plan, the most significant reason
for forwarding and promoting such a Plan is the imperative that we educate our students in a
manner to ensure their ability to navigate the world in which they must live. We have the
responsibility to establish a community that will enable our students, faculty and staff the
ability to learn and apply the principles of diversity that foster a climate of inclusion and
understanding in our institution which then translates to their ability to cope in the greater
local, national, and global communities.

**Goals Summary**

The primary purpose of the 2014 – 2017 Diversity Plan is to set goals and strategies to foster a
campus environment that cultivates diversity and inclusion for all faculty, staff and students.
The goals, strategies and measures are intended to guide the actions of appropriate college
divisions, departments, units, committees, and individuals in the delivery of initiatives, policies,
and practices that advance diversity and inclusion. Following are the seven essential goals
identified for the 2014 – 2017 period.
1. **College Climate**: Assess and enrich the campus climate for diversity and inclusion to create a working and learning environment where differences are welcomed and valued to ensure a climate that offers opportunity for, and support of, the success of all faculty, staff, and students.

2. **Recruitment and retention of diverse faculty and staff**: Ensure the diversity of faculty and staff. Increase and maintain the diversity of faculty and staff through targeted and innovative recruitment, retention, and professional development.

3. **Leadership and College Commitment**: Ensure senior officers prominently and publicly demonstrate leadership to promote the value of diversity throughout the College.

4. **Curriculum and Instruction**: Engage in curriculum and co-curricular transformation and professional development related to diversity. Infuse and maintain the principles of diversity in the curriculum and co-curricular activities. Promote pedagogical strategies that facilitate respect of differences. Incorporate global awareness and understanding of diversity and inclusion as appropriate to the disciplines.

5. **Student Access and Opportunity**: Strengthen recruitment, retention, achievement and graduation of diverse students. Develop strategies to attract, retain, and graduate academically prepared students who reflect a wide range of diversity.

6. **Community Engagement and Partnerships**: Develop external collaborations and partnerships designed to build capacity for extending diversity throughout the broader community, businesses, and other organizations affiliated with and/or serviced by the College.

7. **Assessment and Evaluation**: Establish a comprehensive system that measures progress toward achieving a culturally diverse academic community, and an improved campus community.
### GOAL

**College Climate:**

To create a working and learning environment where differences are welcomed and valued to ensure a climate that offers opportunity and support for the success of all faculty and staff.

### STRATEGIES

1. Monitor climate for diversity through periodic and systematic climate surveys and focus groups of faculty, staff, and students.

2. Assist and improve classroom climate for under-represented populations through training and provision of resources to faculty and students.

3. Design and implement a variety of programs and workshops for faculty, staff, and students to encourage members of the College community to treat diverse populations with dignity and respect and to improve communication, cross-cultural understanding and competence in working with diverse individuals and groups.

4. Foster a safe and supportive climate for addressing issues concerning gender identity and sexual orientation.

### MEASUREMENT

1. Workplace climate Survey.

2. Classroom climate survey, Classroom incident and other similar reports.

3. Document number and variety of programs. Survey attendees and track participation numbers.


### ACCOUNTABILITY LEADERS

Office of Diversity and Equity and President’s Diversity Council

Office of Diversity and Equity, Dean of Students and Academic Affairs

Office of Diversity and Equity, Office of Professional Development, President’s Diversity Council, Faculty Center on Teaching and Learning, Center for International Understanding, and various departments and committees.

Student Affairs Office, Office of Diversity and Equity, President’s Diversity Council, and the Women’s Outreach and Advocacy Center.
**Recruitment and Retention of Diverse Faculty and Staff:**

To increase and maintain the diversity of faculty and staff throughout targeted and innovative recruitment, retention, and professional development.

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<th>GOAL</th>
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<tr>
<td>Recruitment and Retention of Diverse Faculty and Staff:</td>
<td>1. Develop, support, and continue to review recruitment policies, strategies, and processes that ensure equal opportunity and progressively expand the number of highly qualified and diverse candidates for faculty and staff vacancies.</td>
<td>1. Increased effectiveness of diversity strategies, increase in diversity of candidate pools, interview pools, and hires.</td>
<td>Office of Diversity and Equity, Human Resources Office, President’s Cabinet and President’s Diversity Council.</td>
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<td>2. Better understand the factors related to successful recruitment and retention of a diverse workforce by seeking input from the campus community for strategies and insight on how to recruit and retain diverse faculty.</td>
<td>2. Surveys, focus groups, brown bag programs, etc., presented to elicit information. Improvement in the number of hires.</td>
<td>Office of Diversity and Equity, Human Resources Office and President’s Diversity Council.</td>
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<td>3. Strengthen the Minority Fellowship Program.</td>
<td>3. Increased participation in program and number of hires from the Minority Fellowship Program.</td>
<td>Minority Fellowship Coordinator, Minority Fellowship Advisory Committee and Vice President for Academic Affairs.</td>
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<td>4. Support mentoring and professional development opportunities for diverse faculty growth.</td>
<td>4. Increase the number of mentoring and professional development activities.</td>
<td>Office of Academic Affairs, Office of Professional Development, Human Resources Office and Diversity and Equity Office.</td>
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<td>5. Proactively seek to fill open administrative leadership positions with hires from diverse groups to increase opportunities and enrich the campus experience for all.</td>
<td>5. List of activities implemented and subsequent results of each activity.</td>
<td>Human Resources Office, Office of Diversity and Equity, President’s Diversity Council and Professional Development.</td>
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### GOAL

**Leadership and College Commitment:**

To ensure campus leaders prominently and publicly demonstrate leadership related to the value of diversity at the College.

### STRATEGIES

1. Leadership communicates and models clear expectations for faculty, staff, and students to create an inclusive and respectful environment.

2. Leadership will actively support, model, and encourage employees to attend diversity training and programs throughout the year.

3. Develop and implement accountability measures for managers to implement the Diversity Plan.

4. Require yearly divisional diversity performance reports outlining each division’s attempts to address the goals of the Diversity Plan.

5. College departments, committees, and individuals develop diversity-related activities in support of the Diversity Plan.

### MEASUREMENT

1. Communications to employees during the year.

2. Document the number of programs attended by campus leaders and all other employees.


4. Number of reports.

5. Document the increased number and variety of programs.

### ACCOUNTABILITY LEADERS

- Extended President’s Cabinet
- Office of Diversity and Equity and Extended Cabinet
- Extended Cabinet and supervisors
- Office of Diversity and Equity and Extended Cabinet
- President’s Cabinet and Deans
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| **Curriculum and Instruction:**  
To infuse and maintain the principles of diversity in the curriculum. To promote pedagogical strategies that facilitates respect of differences in perspective and circumstances. Encourage student involvement and prepare students for success in a world ever growing more diverse and complex. | 1. With collaboration and leadership from the Academic Affairs Office, strengthen existing curriculum and pedagogical practices to include the experiences of diverse peoples.  
2. Provide professional development opportunities to faculty to increase cultural competency and encourage the development of a culturally sensitive educational experience for the College’s students.  
3. Examine ways to emphasize the expectation of a respectful classroom environment.  
4. Strengthen co-curricular activities focused on diversity and inclusion. | 1. Document the number of courses infused with diversity elements. Increase the number of courses meeting the American Diversity Standard.  
2. Document the number of professional development opportunities available to faculty involving cultural competency learning during the year and faculty attendance.  
3. Document the various strategies used.  
4. Number of co-curricular activities offered during the year. | Deans, Department Heads and Faculty.  
Faculty Center on Teaching and Learning, Office of Professional Development, President’s Diversity Council and the Office of Diversity and Equity and the Center for International Understanding.  
Deans, Department Heads and Faculty.  
Academic Affairs Office, Faculty Center on Teaching and Learning, Deans and Department Heads and the Office of Student Affairs. |
### GOAL

**Student Access and Opportunity:**

Ensure equal access and opportunity for a quality education among all students, including members of racial/ethnic groups that are traditionally underrepresented in higher education.

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<td>1. Increase the retention/continuation rate for students of color and underserved students in all of the College’s programs and certificates.</td>
<td>1. Improve percentage rate for retention of students of color and underserved students in the College’s programs and certificates consistent with the goals established in the Enrollment Management Plan.</td>
<td>Office of Student Affairs and the President’s Cabinet.</td>
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<td>2. Increase the transfer and graduation rates for students of color and other underserved students in all College-wide programs.</td>
<td>2. Demonstrated increase in graduation and transfer rates for students of color and underserved students consistent with established goals in the Enrollment Management Plan.</td>
<td>Office of Student Affairs and President’s Cabinet.</td>
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<td>3. Increase fundraising and resource development for students of color and other underserved student populations.</td>
<td>3. Increase available financial resources for students of color and other underserved students.</td>
<td>Office of Institutional Advancement, Student Affairs Office and President’s Cabinet.</td>
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<td><strong>Community Engagement and Partnerships:</strong></td>
<td>To develop external collaborations and partnerships designed to build capacity for extending diversity through the broader community, businesses, and other organizations affiliated with and/or services by the College.</td>
<td>1. Document and increase the number/percentage of minority and women-owned business contracts with the College.</td>
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<td>1. Strengthen the minority and women-owned vendor programs through outreach, partnerships and recognition. Continue to increase engagement with minority and women-owned businesses.</td>
<td>2. Increase the number of College diversity related programs and events with outside speakers and presentations.</td>
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<td>2. Identify and engage local and national experts on diversity issues as presenters for College sponsored events and programs.</td>
<td>3. Increase the number of external organizations working with College entities on diversity or multicultural related matters.</td>
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<td>3. Establish partnerships with corporations and other institutions to collaborate on issues related to the identification and implementation of effective diversity management practices.</td>
<td>4. Track the number of students and employees engaging in community service activities.</td>
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<td>4. Identify and encourage College engagement in community service.</td>
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**Assessment and Evaluation:**

To establish a comprehensive system that measures progress towards the achievement of a culturally diverse academic community and an improved campus community.

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<td>Assessment and Evaluation:</td>
<td>1. Establish systems within the College for generating feedback from faculty, staff and students regarding diversity.</td>
<td>1. Publication and dissemination of assessment and inventory results.</td>
<td>Office of Diversity and Equity and President’s Diversity Council.</td>
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<td>2. Review and evaluate College policies and procedures to ensure consistency of fair treatment and compliance with diversity and non-discrimination commitments.</td>
<td>2. Annual review and evaluation of internal College policies and procedures to ensure compliance with College commitments.</td>
<td>Office of Diversity and Equity and President’s Diversity Council.</td>
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<td>3. Incorporate support for diversity as a meaningful element of the performance assessments of management and senior management personnel at the College.</td>
<td>3. Ensure performance evaluations include assessment of diversity efforts by management.</td>
<td>Office of Diversity and Equity, Human Resources Office and President’s Cabinet.</td>
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<td>4. Continue to refine assessment and reporting processes that systematically measure and communicate progress toward implementing all goals of the Diversity Plan.</td>
<td>4. Evaluation and publication of Vice Presidential annual goals reports regarding diversity efforts.</td>
<td>Office of Diversity and Equity, President’s Diversity Council, and President’s Cabinet.</td>
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SUMMARY

The Diversity Plan for 2014-2017, reaffirms Community College of Philadelphia’s commitment to provide fair treatment, access, opportunity, and advancement for all; this commitment is at the heart of our mission as a community college. Philadelphia’s diverse demographics, along with the College’s strong desire and obligation to building a diverse and inclusive community and learning environment will ensure the success of the goals articulated in the Plan.

Finally, as a closing summary of all diversity should and could be, here are quotes from prominent Americans which were included in our previous Diversity Plan.

“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter their color.” Maya Angelou, American Poet

“If we cannot end our differences, at least we can help make the world safe for diversity.” John Fitzgerald Kennedy, American President

“Diversity has been written into the DNA of American life; any institution that lacks a rainbow array has come to seem diminished, if not diseased.” Joe Klein, American Journalist

What we have to do...is to find a way to celebrate our diversity and debate our differences without fracturing our communities.” Hillary Clinton, Secretary of State

“ULTIMATELY, AMERICA'S ANSWER TO THE INTOLERANT MAN IS DIVERSITY…” Robert Francis Kennedy, American Politician