In 1995, Community College of Philadelphia received a Ford Foundation grant to attend a 10-day faculty development summer seminar, “Boundaries and Borderlands: The Search for Recognition and Community in America” sponsored by the Association of American Colleges and Universities (AAC&U) as part of its multi-project initiative, “American Commitments: Diversity, Democracy, and Liberal Learning.” In designing its initiative, AAC&U purposefully linked diversity with democracy to communicate its fundamental assertion that “diversity is a civic issue,” not a special interest group (AAC&U, 1997).

According to Caryn McTighe Musil, director of American Commitments Curriculum and Faculty Development Network, “diversity tests our core democratic commitments… [to] achieve a deeper and lasting national unity” (AAC&U, 1997, pp. ix-x). Over the past five years, AAC&U has guided our work at the College with the following critical questions:

1. What must we know and understand about the multiplicity of groups and people that have been unequally acknowledged in our nation?
2. What democratic concepts can we draw on from our own U.S. history to guide us in forging new civic covenants among our citizens?
3. How are we to understand the contradictory interconnections between democratic aspiration and structural injustice?
4. What kinds of intercultural competencies will graduates need to negotiate their disparate and multiple commitments and communities, inherited and adopted?
5. What kinds of knowledge and capabilities are required for full participation in a pluralistic democracy? What kinds of values?
6. What are the crucial distinctions between recognizing/acknowledging difference and learning to take grounded stands in the face of difference? If both are goals for liberal learning, how can students develop both kinds of capabilities over time?

As a result of this type of questioning, the Liberal Arts Degree Program was revised to include an American Diversity requirement for graduation. Soon after, this requirement and the criteria for meeting it were adopted College-wide. The guidelines for American
Diversity content within program courses have since been outlined in a document entitled “Integration of American Diversity Issues into Programs and Courses at Community College of Philadelphia” (Curriculum Facilitation Team, January, 1996):

1. Activities should examine, from perspectives appropriate to their disciplines, both differences and commonalities among the perceptions, experiences, cultural expressions, issues or depictions of at least three groups of different origins represented in the U.S. population, including groups such as those based on gender identification, ethnicity, class, religious tradition, and attributed race.
2. Concepts or groups considered should include those of both European and non-European cultural/intellectual heritage and ancestry.
3. Attention should be paid to the perspectives, experiences, ideas and cultural artifacts of women as well as men.
4. As and where appropriate, according to the norms of the discipline, historical context should be considered, and the relationship between diversity and American ideals (such as democracy, community, equality and individual liberty) explored.
5. Texts, whether written, visual or aural, should include perspectives both from within and from outside the groups being studied (i.e., how people in a group represent themselves and how others represent them).
6. Because the study of American Diversity is designed to support the College Mission by improving intercultural understanding, course writers and instructors are encouraged to incorporate learning experiences which engage students actively with some aspect of American Diversity as represented in the campus or Philadelphia environment.
7. Course writers and instructors should demonstrate approaches to their course material which foster within students an informed and reasoned openness to, though not necessarily acceptance of, ideas and practices different from their own.

While the College had made these attempts to address areas of diversity, the construction of isolated courses has created an isolated experience. One hope was that we would develop a core diversity course. Unfortunately, two courses that were specifically designed to meet the American Diversity requirement, HIST 160, _The History of American Diversity_ and ENGL 170, _Folklore in American Life_ have not run. Needless to say, the College intends to continue to maximize the potential of its demographic diversity and operate in a culturally competent manner. It enrolls thousands of students each year into academic programs that need to communicate the value of inclusiveness and pay close
attention to outcomes. In three student focus groups held in Spring, 2002, students reported that at times they have felt discrimination in the classroom. They also reported that they have been encouraged to withdraw from courses at the first sign of academic difficulty. To tackle such complaints, the College would need to identify an operational definition of discrimination and cite sample incidents. A possible long-term goal for the College as a result of this Plan may be to provide a context for helping students with such complaints to cope with their difficulties and thrive at the College.

Since its inception in 1965, the student body of the Community College of Philadelphia has changed considerably. Whereas initially the student body was predominantly White, it now reflects a wide variety of racial and ethnic groups as well as various age and life situations. The median age of the student body is 27. The breakdown of the student body by gender is 61% female and 39% male; and, by race is 49.6% African American, 27.7% White, 15.2% Latino, 7% Asian and 0.6% Native American. The gender and racial/ethnic breakdown of employees is as follows: faculty are 51% male, 49% female and 78% White, 15% African American, 5% Asian and 2% Latino; administrators are 40% male, 60% female and 58% White, 34% African American, 5% Latino and 3% Asian; and support staff is 38% male, 62% female and 64% African American, 31% White, 3% Latino and 2% Asian. The biggest diversity discrepancy facing the College is that we have a faculty that is 78% White teaching a student body that is over 65% people of color.

The mission and vision statements of the College compel us to overcome issues resulting from misunderstandings. The mission--as it relates to diversity--states:
The Community College of Philadelphia seeks to create a caring environment, which is intellectually and culturally dynamic and encourages all students to achieve:

- greater insight into their strengths, needs, and aspirations, and greater appreciation of their own cultural background and experience;
- increased awareness and appreciation of a diverse world where all are interdependent.

The mission also includes the aim to prepare students to be “informed and concerned citizens.” In addition, The Strategic Vision for the College includes the following promise to the community:

- A learning community supportive of student success, and one which provides service to individuals and groups with special needs as well as to the general student population;
- A college environment that values and promotes diversity and is conducive to attracting and retaining a diverse student body, faculty and staff in order to enrich the institution’s academic experiences.

Although efforts such as the American Diversity requirement and the still growing ethnic, racial, gender and age diversity of the student body send the message that the College community is diverse and values diversity, there will now be a concomitant effort to enhance the knowledge, skills, and awareness of faculty and staff that are required to serve the existing student population. The Diversity Plan will help build diversity into the infrastructure and it can become part of the ongoing fabric of the institution.

II. THE FORMATION OF THE PRESIDENT’S DIVERSITY COUNCIL

The President’s Diversity Council was formed in 2000 to address diversity issues and create a comprehensive Diversity Plan for the entire College community. The Council has identified the need to increase the cultural competence of all College community members.
Cultural competence can be defined as "a set of behaviors, attitudes, information and practices that enables an individual or organization to function effectively in a multicultural environment" (adapted from Parker, Archer and Scott, 1992). In such a diverse environment, it is imperative that employees as well as students acquire the knowledge, attitudes and skills needed to participate in cross-cultural interactions. However, to do so, we must recognize that we must respect each other as we work together in this environment. The Diversity Plan is expected to reflect appropriate action that will effectively meet the need for cultural competence to benefit the College as a whole.

The Council began its first year by defining diversity and the Council’s mission and role at the College:

**Council Charge:** The President’s Diversity Council will outline strategies for valuing the contributions of diverse populations, recognizing changes in societal and workforce demographics, and enhancing campus climate. The Council will work to identify ways to infuse diversity into our curriculum, campus life, and in professional development.

**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.

**Mission Statement:** The mission of the Community College of Philadelphia’s President’s Diversity Council is to help the College build a more inclusive campus community which understands, accepts, and embraces the value of diversity among students, faculty and staff. This mission will be accomplished through comprehensive and broad initiatives, which will encourage and facilitate campus responsibility regarding developing a more sensitive and welcoming campus environment. The President’s Diversity
Council will coordinate and promote efforts to increase the visibility and coherence of campus diversity activities.

**Diversity Commitment Statement:** The Community College of Philadelphia is committed to the development of a campus environment that welcomes, celebrates, and promotes respect for all. In our commitment to diversity, we welcome people from all backgrounds, and seek to include knowledge and values from many cultures in both the curriculum and extra-curricular life of the campus community. In fulfilling this commitment we will work toward creating an environment that understands and values diversity. We will strive to create, promote, and maintain activities and programs that further understanding of individual and group diversity. We are committed to ensuring that the concept of diversity be advanced and incorporated into every activity at the College.

**Role and Functions:**

- Recommend, promote, and monitor policies, programs and other initiatives through a systematic process that will attract and retain a diverse mix of faculty, staff, and students.
- Promote and support diversity awareness education within the college
- Promote the diversity growth and development of all individuals at the College.
- Foster coordination and collaboration among existing groups, committees, and administrative bodies in order to create efficient results from their participation in the diversity work of the college.
- Communicate to the college community as a whole on proposed diversity initiatives and their subsequent outcomes.
- Examine formal and informal structures and processes that inhibit the college from being more inclusive and recommend changes that will foster greater inclusion.
- Provide assistance to managers, supervisors, and faculty on managing diversity issues.
- Develop, support and encourage programs and activities that help build relationships, improve communication, and promote acceptance, understanding and respect for all cultures.

In a Council survey of college organizational culture (14 total respondents representing a cross section of the College), 65% of respondents agreed that students have faced discrimination by employees based on differences such as race, gender, age, and sexual orientation. In fact, their responses support the notion that there is no formal commitment
to ensure that employees are culturally competent in their work. Fifty-five percent of the respondents also concluded that faculty, staff and administrators who do not demonstrate that they value diversity are rewarded and promoted in our community. Moreover, hiring practices at the College have been implemented in a way that has allowed the disproportionate hiring of White males among the faculty and African American females among the support staff as shown in the employment statistics listed in our agency hierarchy. Further, the need to improve the interactions among diverse administrators, faculty and support staff is a concern. The efforts and people that are recognized among upper administration generally are based on a standard that supports the status quo. Several survey respondents mentioned that they feel it is not safe to voice opinions and/or concerns in the campus environment because of differences such as race, gender, religion, sexual orientation, and/or age. Since the workforce is generally ineffective at building cultural competence, one is led to wonder how students will be able to learn this important skill for success in a multicultural society. In general, students are not being systematically taught cultural competence.

In its second year, the Council turned its focus to goal setting in five specific areas: Campus Climate; Information, Communication, Celebrations and Events (ICCE); Training and Development; Classroom and Curriculum; and Assessment and Evaluation. The Council met the following goals in preparation for writing the Plan:

1. **Campus Climate**
   a. Review planning documents for language that addresses campus climate;
   b. Review videos that address problems that minorities encounter in the classroom and work with Classroom and Curriculum subcommittee to address the present issues around diversity in the classroom;
c. Review present policy for student appeal procedures and employee grievance procedures;
d. Research effective Ombudsman models for consideration; and
e. Organize a focus group of representative students to determine present climate on campus.

2. Information, Communication, Celebrations and Events

a. Coordinate a master diversity calendar of events by working with the director of Student Activities and surveying Department Heads;
b. Help coordinate efforts campus wide by marketing diversity events; and
c. Recommend events to Departments.

3. Training and Development

a. Complete four campus wide diversity-training sessions per semester, and secure co-sponsorship to help pay speakers’ fees.
b. Plan focus group discussions with representatives from a cross section of the College community.
c. Gather information from Diversity Survey (administered by the Assessment and Evaluation Subcommittee); and
d. Present a training model for the College that will include recommendations for training workshops, discussion groups, larger events, and resources (print and audiovisual).

4. Classroom and Curriculum

a. Research how other campuses are addressing diversity issues in the classroom;
b. Outline concerns about diversity issues in faculty development and in the curriculum;
c. Propose the inclusion of diversity issues in the Curriculum Facilitation course writing documentation;
d. Define the term “cultural competency” and determine goals for the cultural competency of students, staff, faculty and administrators; and
e. Attempt to obtain a grant to address the need for the training of faculty in cultural competency and the development of activities that address cultural competency in the classroom and curriculum.

5. Assessment and Evaluation

a. Write and administer pilot Diversity Survey to a representative sample of 120 staff, faculty and administrators to use as a needs assessment tool;
b. Analyze results from pilot survey of employees of the College;
c. Write and administer pilot Diversity Survey to students;
d. Analyze results from pilot survey of students; and  
e. Write the evaluation procedures for the Diversity Plan goals and activities.

Regarding a culturally competent environment at the College, the Council began with the recognition of the shared humanity of every member of the college community. This respect for every person's equal standing in the human family will be demonstrated through our conscious efforts to practice culturally competent attitudes, actions and interactions as students, faculty, staff and administrators on a daily basis.

III. INSTITUTION-WIDE INITIATIVES

The Diversity Plan for the College will set forth realistic, attainable goals and objectives tailored to the cultural diversity that exists on our campus today, with the flexibility to grow and change as the diversity of the students, faculty, staff and administrators at the college grows and changes. The Diversity Plan will include effective measures to combat the fear that arises as a result of cultural change toward the ultimate goal of a culturally competent environment. The initial diversity plan will be a strong foundation and catalyst for the change in attitudes of every member of the college community, regardless of the level of cultural competence. The spirit of acceptance and culturally competent practices communicated by the Diversity Plan will be clear and evident to everyone who reads it and when the Plan is carried out, this spirit should be experienced by every person who enters the campus.
A. Climate

The overall goal of this area is to develop and encourage a campus environment of inclusion, knowledge, understanding and tolerance toward diversity. Campus climate embraces the cultures, habits, decisions, practices and policies that make up campus life. It is the sum total of one’s daily experiences in the campus environment and central to the comfort factor that students, faculty, staff and administrators experience on campus. The College will promote an environment where faculty, staff, and students learn to value diversity and respect individual differences that enrich the College community. It is critical that the understanding of and respect for diversity be reflected in the day-to-day activities of the College.

1. Identify practices or policies that may have negative impacts or create barriers for particular populations; develop coordinated strategies for addressing any issues identified.

2. Promote and enhance policies and procedures that address general harassment and discrimination issues, including strategies for responding to bias-motivated acts.

3. Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance and continue to increase awareness by faculty and staff regarding the needs of students with disabilities; set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences.

4. Review and broaden the orientation for new faculty, staff and students to include cultural norms, climate, services, resources and other diversity-oriented topics.

5. Promote the visibility and services of the College’s Women’s Center.

B. Information, Communication, Celebration and Events (ICCE)

The Council recommends that one committee be responsible for information, communications, diversity celebrations and events (ICCE). This committee will coordinate disseminating information and planning events for the College. It will work with various college offices and departments to coordinate a master diversity calendar of events. It will consult department heads and help to coordinate efforts campus-wide by marketing diversity events and recommending these events to the appropriate departments. It will plan diverse activities of different cultures year round.
1. All College offices and departments, such as the Office of Student Activities, the Teaching Center and academic departments and programs, that develop activities for the College community and/or for the public will be encouraged to support the College's Diversity Plan.

- ICCE will support collegiate activities, events and celebrations that support the College’s Diversity Plan.

- College offices and departments will continue to organize and support events and celebrations that support the College’s Diversity Plan, while taking into consideration the changing cultural makeup of the College community.

- College offices and departments will strive to support the College’s Diversity Plan when collaborating with faculty in the development and organization of co-curricular activities.

2. Community College of Philadelphia will have a college-wide diversity celebrations and events calendar coordinated with Student Activities and the Teaching Center.

3. Establish and promote open forums and other participation for students and the campus community to discuss diversity issues.

4. College periodic publications will provide information to the College community on diversity activities, events and celebrations.

- ICCE will coordinate information to be conveyed to the periodic publications.

5. When planning activities, events and celebrations, each office or department is encouraged to plan these activities on dates when members of the college community can participate.

6. Celebrate the diversity of the College community prominently on campus through events, programs, displays and exhibits.

C. Training and Development

The Council recommends that diversity training and development activities and resources be incorporated into the general life of the College. The Council urges the College to consider mechanisms (incentives, performance indicators, and so forth) to request participation in training in order to reach all who may benefit.
While most recommendations are offered for all constituents within the College, it is important to the Council that appropriate emphasis be placed on the type of training each group receives. The suggested activities and resources for training and development are as follows:

1. **The College will provide training to administrators, staff, faculty, and students to increase awareness of the concept of diversity, as it relates to race, religion, culture, ethnic background, physical ability, gender, sexual orientation, learning style, and position within the organization.**
   - The College will include diversity awareness as part of its orientation for staff and for students to include, but not limited to, a Statement of Commitment to Diversity from the President. The Statement should be distributed to all members of the campus and to applicants for employment and admission.
   - The College will provide ongoing diversity awareness through workshops and co-sponsorship of activities.

2. **The College will provide training to administrators, staff, faculty and students to increase knowledge and understanding of cultural diversity and its impact.**
   - The College will utilize internal resources to provide more in-depth knowledge of the various aspects of cultural diversity in a variety of presentation formats to include, but not limited to, Professional Development Week and Professional Development Day.
   - The College will bring specialists, including speakers, films, and other educational programming from a variety of areas to provide more in-depth knowledge in certain aspects of diversity (e.g., race, religion, culture, ethnic background, physical ability, gender, sexual orientation, learning style, and organizational position).
   - The College will offer and solicit proposals from units to sponsor one faculty, classified/confidential, and administrative staff member to attend a course or workshops in cultural competence each year. Representatives should be members of different departments and must create a project that will be implemented in their unit.

3. **The College will provide training to administrators, staff, faculty, and students to increase effective means of interaction (verbal and non-verbal communication and behavior) as it relates to diversity.**
• The College will utilize internal specialists to teach skills in the areas of communication, conflict-resolution (including preventative models), and interpersonal/behavioral change models to all faculty, staff, and students in leadership positions.

• The College will bring in specialists in the areas of human resources, psychology, and social change to supplement skills training in the areas of communication, conflict-resolution (including preventative models), and interpersonal relationship development.

• The College will strengthen the supervisor’s training that has begun through the Employee Assistance Program by including diversity awareness, cross-cultural communication, conflict resolution, motivating diverse employees, and sexual harassment.

• Student Leadership development activities will include diversity awareness, cross-cultural communication, and conflict resolution skill development.

• The Office of Affirmative Action and the College’s legal counsel will offer workshops, web-based training, and print material for all employees designed to define what constitutes violations of law such as sexual harassment and other overt discrimination.

• Legal issues will be incorporated into new employee orientation.

4. The College will collect, evaluate, and coordinate resources to be made available to faculty, staff, and students to supplement cultural diversity training through a separate resource facility within the College that will:

• House information regarding diversity through a library of literature, print and multi-media materials, listings of internal and external resources, training modules including video and computer software programs.

• Serve as a repository of the College’s collective efforts in the area of diversity (historical documentation through video tapes and collected printed material disseminated).

• Create a listserv discussion group for dialogue about diversity issues on campus. The group will be open to all staff, faculty, and administrators to discuss issues that arise in their department/position.
• Publish a monthly newsletter that features national and local news events; new resource releases; the in-house annotated bibliography excerpts; commentary on the state of cultural competence at the College; major accomplishments in diversity education or initiatives that further the diversity related components of the mission by College students, staff, faculty and board members; conferences; and, a calendar of cultural events and celebrations at the College and in the greater Philadelphia area.

• Create and manage a diversity web page highlighting the College's diversity activities.

• Engage in grant writing along with the Institutional Advancement Office for campus-wide training.

• Offer diversity awareness training to the College as well as interested organizations in the community.

• Create a speakers' bureau among faculty and staff who will be available for classroom presentations or departmental meetings to facilitate workshops or provide presentations in varied areas of diversity. Offerings will minimally include in-depth examination of cultural groups represented in the student body and the workforce at the College as well as inter- and intra-cultural group dynamics and communications.

5. Enhance participation in the campus's diversity training programs and other strategies such as diversity forums, information exchange, arts programs and community partnerships that enhance the Campus climate for all students.

6. Include significant diversity training in the Student Leadership Development Program for all SGA officials and club leaders.

7. Include significant diversity training in the College's new Leadership Institute.

8. Establish and enhance diversity programs and activities at the College's regional centers.

9. Establish a formal Diversity Lecture Series that responds to important diversity issues and concentrates on building a campus climate that values diversity.
D. Classroom and Curriculum

The College will make cultural competency a vision and mission to be advanced. It will work with each academic department to advocate a shared commitment to creating a climate of mutual respect where all individuals and groups have a sense of individual and shared value. The College should be a community within which all individuals are secure to explore and develop their identities, including gender, race, mental and physical abilities, culture, age, sexual orientation, size, language, and economics. Cultural competence can be advanced through materials, curricula, syllabi, policies and interactions of students, faculty and administrators. Strategic Principle 4 asks that the College provide documented quality, innovation and effectiveness in the delivery of programs and services.

1. The College will promote diversity in professional development.

   - develop links with other diversity efforts.
   - implement a lecture series on diversity-related topics.
   - seek grant funding to address the need for the training of faculty in a range of disciplines across the College in cultural competency and the development of activities that address cultural competency in the classroom and curriculum.
   - host a summer institute to assist faculty who are interested in infusing multicultural perspectives into existing courses.
   - conduct workshops regarding different learning styles and modes of diverse cultures (ethnicity, class, gender) to help facilitate effective learning among such student groups.
   - create a series of seminars designed to demonstrate student-centered approaches to learning that will feature best practices in the classroom of multicultural, working class, inner city and multigenerational students.

2. The College will work with departments to promote diversity efforts.

Each academic department will

   - Adhere to the Commitment to Diversity Statement
Ascertain that faculty members assigned to teach required American Diversity courses have been given the appropriate information and guidelines

Value and reward diversity efforts

Recognize faculty for contributions to diversity

Seek candidates who are culturally competent

3. The College will provide career, academic, and personal guidance in a manner that is respectfully aware of the differences students bring to us including age, mental and physical abilities, race, gender, sexual orientation, culture, socio-economic level, and life experiences.

The College will work to provide diversity training opportunities for Program Coordinators, Counselors and Academic Advisors.

The College will update Counselors, Program Coordinators and Academic Advisors on the American Diversity Requirements.

Program Coordinators, Counselors and Academic Advisors will be offered training and development opportunities that discuss how differences in culture, values and traditions of those represented in the student body may lead to misinterpretation of institutional expectations, values, policies and procedures. iv

4. The College will promote training in cultural competency and a culturally responsive pedagogy, which “teaches to and through [students’] personal and cultural strengths, their intellectual capabilities, and their prior accomplishments” (Gay, 2000, p. 24).

Academic difficulties should not be connected to personal worth in such a way that individuals are deemed failures by their instructors. Instructors will be encouraged to maximize the potential for all learners to be successful in their courses. Recommendations herein will move the College toward a commitment to teach to the strength and vitality of cultural diversity. v

The division of Academic Affairs will create a pilot program in which a group of interested instructors from a variety of backgrounds will attend a series of workshops on the latest information on cultural competency and learning modalities. For example, each instructor could revise one class syllabus for the following semester based on what was learned in the workshop.
• The College will require that all new full-time instructors attend faculty development orientations that introduce a variety of learning styles\textsuperscript{vi} and techniques\textsuperscript{vii} that they can incorporate into classroom activities.

• The College will institute measures for hiring and promotion linked to instructors’ ability to integrate culturally responsive pedagogy into the curriculum.

• The College will offer Teacher Education Seminars to students in curricula that are teacher-training programs such as Education and Early Childhood Education Curricula. Facilitators will organize seminars that will introduce students to models of Multicultural Education and teach them how to incorporate all approaches into their teaching.

E. Assessment and Evaluation

1. Write assessment and evaluation procedures for the Diversity Plan goals and activities.

Assessment

To begin assessment of the current climate on campus, the Diversity Council is in the process of analyzing a pilot survey administered to a representative sample of 120 faculty, staff, and administrators. A student survey has been developed and will be administered during the Fall 2002 semester. In addition, the Council ran three student focus groups to obtain immediate feedback from three separate student populations: ESL, CAP, and mainstream college students.

Evaluation

In his framework for understanding campus diversity, Daryl G. Smith (1997) suggests four interrelated dimensions: access and success, campus climate and inter-group relations, education and scholarship, and institutional viability and vitality.

• Access and success: The College will focus its evaluation on attrition rates by diverse categories such as race, age, ethnicity, gender, sexual orientation, mental/physical abilities, national origins, religion, socio-economic status, work and learning styles, and work experience.

• Campus climate and inter-group relations: The College will evaluate perceptions of the overall climate from the perspective of diverse groups. Evaluation will document patterns and levels of interaction, the conditions
under which diverse groups interact, group memberships, and effectiveness of diversity programs on campus.

- **Education and scholarship:** The College will evaluate the current curriculum and scholarship for educating all students for a pluralistic society by focusing on the availability of diversity-related courses and the impact of these courses on students. The College will also examine the effectiveness of diverse teaching and learning strategies, the diversity of the faculty, and professional development efforts to train faculty to teach our diverse student body.

- **Establish or enhance systems within the College community, main campus and regional centers for generating feedback from students, faculty and staff about the status of campus climate; utilize focus groups and survey information in formulating future strategies.**

- **Institutional viability and vitality:** The College will conduct an institutional audit to ascertain the perceptions of the institution held by diverse constituencies and determine if the articulation of institutional mission clearly communicates our commitment to diversity.

- **Each separate committee on the Diversity Council will evaluate its area of the Diversity Plan annually and adjustments will be made to accommodate new information.**

F. **Recruitment and Retention**

Recruitment/employment and retention programs are complementary to, and complemented by, our efforts to improve the diversity of the College. Therefore, they merit consideration in this plan. The overall goal in this area is to make and sustain substantial annual increases of women and minority faculty and staff in order to reach the long-range goal of having our workforce mirror the service areas we serve in the full and part time faculty and staff. Increasing the diversity particularly of faculty is a very important objective that will have a substantial impact on all other objectives.

1. **Ensure that the College conducts aggressive national searches with emphasis on developing pools that include qualified women and minority candidates for faculty and administrative positions.**

- The EEO/AA Office will continue to monitor hiring committees’ search process and assist with the identification of sources.
• The Academic Affairs Office will hold Deans and Department Chairs accountable for encouraging and monitoring women and minority faculty recruitment.

• The Academic Affairs Office and Faculty Federation will work to expand the Minority Fellowship Program and provide greater support to the program.

• College deans and department chairs will work to ensure a climate within each unit that is welcoming to all faculty, including women and individuals from diverse backgrounds.

• The Academic Affairs Office will develop a plan to recruit, train, and mentor minority faculty to seek academic administration positions such as department chairs, deans, as well as other academic administrative positions.

• A plan will be developed to mentor, train, and recruit minority administrators for high level management positions.

• A career ladder will be developed to support the advancement of classified/confidential employees.

• College policies will be reviewed to ensure there are no impediments to upward mobility and career enhancement for women and minority employees.

IV. SUMMARY

If it is agreed, as Manning Marable states, that we need to have an historical context for our practices and not fall into the trap of celebratory “corporate multiculturalism,” we must constantly strive for events, activities, programs and practices that inform about our peculiar U.S. history regarding race and culture and its relationship to global concerns of colonialism, neocolonialism, imperialism, and other forms of oppression and exploitation. Those who write, rewrite, and revise curricula should include global historical and cultural realities, and they must also
look forward to the future of the institution so that our students can not only cope but thrive in their careers. There should be more concern for such inclusion in curricular planning and development. As Geneva Gay indicates in *Culturally Responsive Teaching*, “The achievement patterns among ethnic groups in the United States are too persistent to be attributed only to individual limitations. The fault lies as well within the institutional structures, procedures, assumptions, and operational styles of schools, classrooms, and the society at large” (p. xiv).

The Council recognizes that the inability to understand ethnic, cultural and individual distinctions will increase the risk that any of us will impose our own notions onto others, unaware of any cultural bias or insult. It also recognizes that in a culturally diverse environment, such as Community College of Philadelphia, cultural competence awareness training must be an obligatory and necessary part of professional development. Therefore, the infrastructure suggested herein should be used to support employees to become culturally competent. Diversity encompasses an infinite range of an individual’s unique characteristics and experiences. Differences in 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, communication style, and many other variables must all be considered to create an environment that is a microcosm of how we can live and work together while respecting differences. It is imperative that employees and students acquire the knowledge, attitudes and skills needed to participate in cross-cultural
interactions. Employees need to be trained and held accountable for this training.

In doing so, the Council hopes that the College can play a significant role in developing a more equitable society.
v. REFERENCES


Chen, D. (year?). *Developing cultural competence*.


VI. ENDNOTES


2 Annual Statistical

iii An extended definition of cultural competence has been offered by David Chen (year?) It is the awareness of cultural differences and the ability to acculturate these differences into appropriate attitudes and behavior thereby enhancing one’s capacity to respond effectively in multicultural settings. Chen advises that in order to become culturally competent, we need to become aware of our own cultural values and beliefs and recognize how they influence our own attitudes and behaviors. We also need to become aware of the cultural values and beliefs of others and understand how they influence attitudes and behaviors. Practicing cultural competence requires openness to change, acknowledgement of diversity and the continuing inequities that exists, knowing and respecting norms of other groups, understanding and accepting those differences as well as the ability to be non-judgmental and inclusive.

iv 1) There are students who find themselves caught between the cross-cultural influences of their parents who have emigrated from other countries and the influences of their peers and the media that promote conflicting values. It is our goal to assist them in preserving their cultural values and traditions while helping them to assimilate to the procedures and processes of living in the US and attending CCP. 2) There are students who come from other countries and are here only to study and then return to their native country. But while here, they are caught up in both the pressures from home and of living in the US. They report to us the difficulties of helping their families back home, financially while adjusting to the difficult demands of working and studying in the US. 3) There are students with disabilities who are entitled by law, to be given access to education, and to all student activities and services and benefits with reasonable accommodations. Diversity to include students with disabilities requires us to look at inclusion here as well.

v Assertions that improve student achievement (Gay, 2000):

- Culture counts: Teaching methods depend on cultural frames of reference.
- Conventional reform is inadequate: Claims of cultural neutrality and deficit models (e.g., "at-risk") cause students to replace ethnic and cultural identities for academic gain.
- Intention without action is insufficient: Good intentions without skill proficiency lead to "benign oversight"; awareness and appreciation of cultural differences are simply not enough to provide effective education. Just as harmful is the "colorblind" view (i.e., Academic success has nothing to do with race and culture.). Race, culture and ethnicity are inextricably bound if we are to teach to the whole person.
- Test scores and grades are symptoms, not causes, of achievement problems: Deficit models, such as blaming the student for lack of motivation or lack of interest or ability begs the question. “Effective teaching and learning for diverse students are contingent upon the thorough disaggregation of achievement data by student demographics and types of academic skills” (Gay, 2000, p. 17).

vi Learning Styles (Felder, 1993):

- **Sensory**: sights, sounds, and physical sensations
- **Intuitive**: memories, ideas, and insights
• **Visual:** pictures, diagrams, graphs, and demonstrations
• **Verbal:** sounds, written and spoken words and formulas
• **Inductive:** facts and observations are given, and underlying principles are inferred
• **Deductive:** principles are given; consequences and applications are deduced
• **Active:** through engagement in physical activity or discussion
• **Reflective:** through introspection
• **Sequential:** logical progression of small incremental steps
• **Global:** holistically in large jumps

Teaching Techniques to Address All Learning Styles (Felder & Silverman, 1988):

- Motivate Learning. As much as possible, relate the material being presented to what has come before and what is still to come in the same course; relate it to material in other courses, and particularly to the student’s personal experience (inductive/global).
- Provide a balance of concrete information (facts, data, real or hypothetical experiments and their results (sensing) and abstract concepts (principles, theories, models) (intuitive).
- Balance material that emphasizes practical problem-solving methods (sensing/active) with material that emphasizes fundamental understanding (intuitive/reflective).
- Provide explicit illustrations of intuitive patterns (logical inference, pattern recognition, generalization) and sensing patterns (observation of surroundings, empirical experimentation, attention to detail). Encourage students to exercise both patterns (sensing and intuitive). Do not expect either group to be able to exercise the other group’s processes immediately.
- Follow the scientific method in presenting theoretical material; provide concrete examples of the phenomena the theory describes or predicts (sensing/inductive); then develop the theory or formulate the model (intuitive/inductive/sequential); show how the theory or model can be validated and deduce its consequences (deductive/sequential); and present applications (sensing/deductive/sequential).
- Use pictures, schematics, graphs and simple sketches liberally before, during and after the presentation of verbal material (sensing/visual). Show films (sensing/visual); provide demonstrations (sensing/visual), hands-on if possible (active).
- Use computer-assisted instruction when possible sensors respond very well to it (sensing/active).
- Do not fill every minute of class time lecturing and writing on the board. Provide intervals, however brief, for students to think about what they have been told (reflective).
- Provide opportunities for student to do something active besides transcribing notes. Small-group brainstorming activities that take no more than 5 minutes are extremely effective for this purpose (active).
- Assign some drill exercises to provide practice in the basic methods being taught (sensing/active/sequential), but do not overdo them. Also provide some open-ended problems and exercises that call for analysis and synthesis (intuitive/reflective/global).
- Give students the option of cooperating on homework and class assignments to the greatest possible extent (active). Active learners generally learn best when they interact with others; if they are denied the opportunity to do so they are being deprived of their most effective learning tool.
- Applaud creative solutions, even incorrect ones (intuitive/global).
- Talk to students about learning styles, both in advising and in classes. Students are reassured to find their academic difficulties may not all be due to personal inadequacies. Explaining to struggling sensors or active or global learners how they learn most effectively may be an important step in helping them reshape their learning experiences so that they can be successful (all types).