

Chattanooga State Community College
Updated Diversity Plan – Working Document
November 2011

MISSION STATEMENT

The mission of Chattanooga State Community College is to provide excellence in teaching and learning while transforming the lives of students. The college will be the primary resource for educational advancement, career preparation, and cultural opportunities within its service area and beyond. Chattanooga State serves at the forefront of higher education as an exemplary model of a community college.

DIVERSITY STATEMENT

For Chattanooga State, diversity and inclusion are not just words on paper; they drive the core values and goals of the institution. Chattanooga State is committed to maintaining an environment of open access to learning, while providing an enriched curriculum and environment that celebrates diversity. We recognize the strength of our differences and celebrate our diversity as one of our strengths. Chattanooga State views diversity and inclusion as an educational imperative and essential for career preparation. Rather than the obligation to assimilate into the larger culture, diversity at Chattanooga State means acceptance, appreciation, and celebration of differences. Diversity for Chattanooga State is not just a “social imperative”—diversity is about the strengths and differences and the genuine consideration given to be inclusive in every aspect of the campus.

ORGANIZATION

Chattanooga State assembled a cross section of faculty and staff to serve on the College’s Access, Diversity, and International Education Committee (ADI).

The ADI committee seeks to formulate a diversity plan which assists the college in bridging the educational gap and producing 21st century citizens who understand the dynamics of cross-cultural competencies, multicultural literacy and global competitiveness.

In addition to addressing issues that are specifically focused on diversity and inclusion, the Diversity Plan has been incorporated into the College’s 2010-2015 Strategic Plan, under the Access Goal 1.2.1-Diversity, and the Quality Goal 3.2.2, which specifically addresses Student learning Outcomes, including Global and Cultural Awareness.

Listed below are the current ADI subcommittees:

The Executive Subcommittee

- Regularly assess, evaluate, improve and communicate diversity efforts of the college.

Committee Chair, Mary Knaff

Curriculum and Academic Personnel Subcommittee

- Ensure curriculum content, pedagogical strategies, and academic personnel reflect a commitment to diversity.

Committee Chair, Dr. Mosunmola George-Taylor

Enrollment Management Subcommittee

- Recruitment, academic achievement, persistence and graduation of a diverse student body.

Committee Chair, Ms. Michelle Olson and Ms. Sandy Kluttz

Human Resources Subcommittee

- Recruit, retain, advance, recognize and promote a diverse faculty, staff and administration.

Committee Chair, Mr. Jerome Gober

Study Abroad and International Education Subcommittee

- Enhance programs and activities that increase the understanding for international education.

Committee Chair, Dr. Lori Lammert

Transitional Education Subcommittee

- Provide programs which bridge the gap for students entering or reentering the college (e.g. GED/ESL/Disabilities/Veterans) from nontraditional educational or work experiences.

Committee Chair, Suzanne Elston

ADI Executive Subcommittee

CLIMATE:

Goal 1: Provide a climate that is inclusive, safe and respectful for all people.

Leaders: ADI Subcommittee Chairs, the Vice Presidents, the Associate Vice President of Institutional Research and other designees as assigned.

Objective: To foster a campus environment of inclusion, knowledge and understanding in which students, faculty, and staff learn to value diversity and to respect the individual differences that enrich the college.

Strategy 1: Review campus climate impact study data and identify issues determined as barriers to student access and success.

Benchmark Timeline:

2011 Baseline – Review data gathered from the 2010-2011 campus climate impact study conducted by ETSU for Chattanooga State

2012 – Identify barriers (attitudes, policies, procedures, etc.) that may have negative impact or create obstacles

2013 – Disseminate information to campus departments and develop strategies for improvement (ex. diversity training, diversity forums, focus groups, etc.)

2014 – Evaluate and update strategies

2015 – Revise and update strategies

Outcome(s): Conduct a new climate study to determine if prior concerns identified have been addressed.

Strategy 2: Establish and enhance systems for generating feedback from students, faculty, and staff on campus climate issues.

Benchmark Timeline:

2011 Baseline – Review current climate feedback systems (surveys, focus groups, etc.).

2012 – Research best practices on obtaining climate feedback from students, faculty, and staff.

2013 – Enhance current feedback systems and develop new systems based on best practices

2014 – Evaluate enhanced feedback systems

2015 – Revise feedback systems based on evaluations

Outcome(s): The establishment of an institutional system which gathers feedback and distributes the data to the various departments in order for appropriate action to be taken.

Goal 2: Provide Diversity and Global Educational Opportunities.

Leaders: ADI Committee, Office of Multicultural and International Student Services, Activities Programming Board, Chattanooga State Marketing department, and other designees as assigned.

Objective: Provide multi-sensory experiences for students, faculty, and staff that will enhance awareness of multicultural issues and foster an appreciation for diversity.

Strategy 1: Establish and enhance diversity training programs designed for students, faculty, and staff to improve campus climate.

Strategy 2: Encourage existing student, faculty, and staff governance organizations to develop specific strategies for supporting diversity initiatives.

Strategy 3: Encourage existing academic, professional and student clubs and organizations to develop specific strategies for supporting campus diversity initiatives.

ADI Committee, the Office Multicultural and International Student Services, will continue to collaborate with academic departments and clubs and organizations, on specific initiatives, such as: observance of Heritage Months, International Education Week, the International Speakers series, etc.

Benchmark Timeline:

2011 -- Baseline: determine the number of diversity programs offered and collaborating partners

2012 -- Develop a plan for collaborative initiatives and implement initiatives

2013 -- Evaluate new initiatives

2014 – 15 Continuous planning, implementation of new initiatives and evaluation

Outcome(s): A campus wide calendar provides innovative opportunities for broader participation in diversity related activities.

STUDENT ACCESS AND OPPORTUNITY:

Goal 3: Ensure that historically underrepresented populations are provided access to postsecondary education.

Leaders: ADI Committee, Office of Multicultural and International Student Services, Institutional Research, Marketing, Recruitment, and other designees as assigned.

Objective: Increase the enrollment of underrepresented populations as reflected by the demographic data of the College's service area.

Strategy 1: Identify through enrollment data those populations which are underrepresented.

Benchmark Timeline:

2011 Baseline – Review of historical enrollment data (starting with fall 2007) to determine underrepresented populations

2012 – Investigate possible barriers to matriculation for underrepresented populations

2013 – Develop and/or enhance highly focused recruitment strategies toward targeted populations, including initiatives such as: increase participation by targeted groups in pre-college programs (ex. Early College, Middle College, Project AHEAD, etc.)

Expand participation in programs designed to bring high school students to campus, specifically from identified underrepresented targeted populations.

2014 – Evaluate programs effectiveness through enrollment data of targeted populations.

2015 – Review and update strategies

Outcome(s): An increase in enrollment of the targeted populations. Numerical percentage TBD

Goal 4: Ensure traditionally underserved populations are provided an environment in which they can succeed and achieve their educational goals.

Leaders: ADI Subcommittee Chairs, the Vice Presidents, the Associate Vice President of Institutional Research and other designees as assigned.

Objective: Increase retention graduation rates for underserved students to a level commensurate with the College's service population.

Strategy 1: Identify through historical graduation data those populations which are underserved.

Benchmark Timeline:

2011 Baseline – Examine historical data (starting with fall 2007) on the College's persistence and graduation trends to determine underserved populations

2012 – Identify underserved population and foster student engagement and persistence through effective support services, co-curricular activities, mentoring, and technology.

2013 – Implement programs and services to better serve targeted populations.

2014 – Evaluate programs and services to determine their effectiveness.

2015 – Revise programs and services as needed.

Outcome(s): An increase in persistence and graduation rates of targeted population. Numerical percentage to TBD

Strategy 2: Identify educational needs of underrepresented and underserved populations within STEM and Health Profession programs and courses.

Benchmark Timeline:

2011 Baseline – Using historical data (starting with fall 2007) analyze trends in enrollment, retention and graduation rates, and degrees awarded

2012-13 – Define the educational needs of underrepresented and underserved populations

2014 – Develop and implement programs and services targeted at meeting the educational needs of the populations

2015 – Evaluate programs to determine if they are meeting the appropriate educational needs of the identified populations

Outcome(s): An increase in the persistence from semester to semester retention and graduation rates. Numerical percentage to TBD

ADI Curriculum and Academic Personnel Subcommittee

Goal 1: Assist faculty members with infusing diversity-related components into their academic courses to improve students understanding and appreciation for diversity.

Leaders: ADI Curriculum Subcommittee Chair, Deans' and Department Heads', VP for Academic Affairs, and other designees as assigned.

Objective: Encourage faculty to incorporate diversity-related content into their courses. Build and maintain a faculty that reflects a broad range of talents, backgrounds, experiences, and personal characteristics, including but not limited to race, age, gender, ethnicity, socioeconomic background, and geographic origin.

Strategy 1: Provide instruction and training on how to infuse diversity related components into different courses.

Strategy 2: Provide training and professional development opportunities for faculty and staff.

Benchmark Timeline:

2011 – Baseline: determine the number of courses with diversity components and the number of diversity training opportunities available during 2010-2011

2012 – Provide training through various channels (workshops, webinars, speakers, etc) and collaboration with the Teaching and Learning Academy, which offers diversity training opportunities that address cultural norms, cultural business protocol, and work ethic.

2013 – Evaluate trainings, workshops and other resources

2014-15 – Continuous evaluation, planning, and implementation of appropriate changes and additions

Outcome(s): Increase the number of courses with diversity components by five, and increase the number of training opportunities by ten.

ADI Enrollment Management Subcommittee:

A campus wide Enrollment Management Committee is being formed as of November 21, 2011. This section will be evaluated in the context of the campus wide committee's goals and objectives

Goal 1: Seek financial resources to support recruitment and success initiatives.

Leaders: TBD based on formation of the Enrollment Management Committee

Objective: Explore alternative funding opportunities through the community or other external agencies.

Strategy: Identify grant opportunities with a focus on recruitment and strategies to promote the success of a diverse student population.

Benchmark Timeline:

2011-15 – Write grants to secure funding for Access and Diversity initiatives and evaluate the effectiveness of Access and Diversity related grants.

Outcome(s): Submit at least 3 Access and Diversity grants each year from 2010-2015.

Goal 2: Determine the effectiveness of the Student Empowerment Access & Diversity grant.

Leaders: Student Empowerment Committee, ADI Student, Financial Aid, and other designees as assigned.

Objective: Utilize access and diversity resources to implement best practices for increasing participation levels of traditionally underserved populations.

Strategy: Review the Student Empowerment Grant application, procedures for awarding the grant, the demographics of the grant recipients to determine if the targeted student populations are being served.

Benchmark Timeline:

2011 - Baseline: Review current reporting system

2012 - Evaluate effectiveness of current tracking system

2013 – Make necessary improvements of current tracking system to improve effectiveness

2014 -2015 Continuous evaluation, implementation of necessary improvements, monitoring of effectiveness and efficiency

Outcome(s): Determine the number of grant recipients who have graduated/transferred.
Determine the number of grant recipients who are on track to graduate, or being retained

ADI Human Resources Subcommittee:

Goal 1: Examine Chattanooga State’s employment processes to determine opportunities for enhancing diversity.

Leaders: Human Resources, Academic Affairs, and other designees as assigned.

Objective: Implement processes that ensure diversity in the recruitment, retention, advancement, and promotion of faculty, staff, and administration.

Strategy 1: Review new hires, promoted, and tenured faculty/staff for diversity representation.

Benchmark Timeline:

2011 - Baseline: Determine the number of diverse faculty and staff employed. Revise policy of the use of Faculty/Staff Access and Diversity Funds.

2012 - Confer with divisions and departments on specific strategies (recruitment practices, professional development opportunities, etc.) to increase diversity among faculty/staff; and monitor progress according to employee group.

2013 Implement strategies

2014-15 Continuously monitor new data, evaluate the effectiveness of strategies, and make necessary improvements.

Outcome (s): The number of diverse faculty and staff will increase by a percentage to be determined upon gathering baseline data.

Strategy 2: Explore potential for a “grow-your-own” and succession planning programs as means of creating diversity opportunities in employment.

Benchmark Timeline:

2012 - Involve divisions and departments in reviewing the promotion and experience equivalency policies as a means of creating a ‘grow-your-own’ program to further diversity opportunities.

2013 Baseline data provided for campus at large and by department, Gather promotion and tenure data

2014 Design appropriate strategies to increase the percentages of diverse populations

2015 Evaluate strategies and implement changes as deemed appropriate by the committee

Outcome(s): The promotion numbers of faculty and staff will show an increase in diverse populations.

ADI International and Travel Abroad Subcommittee:

Goal 1: Promote and increase opportunities for global experiences for students on campus, paying particular attention to students with disabilities, economically disadvantaged students, and members of underrepresented groups.

Leaders: Office of Multicultural and International Student Services, ADI Study Abroad and International Education subcommittee chair, and other designees as assigned.

Objective: Develop and enhance programs and activities that increase the understanding of diverse cultures through study abroad and international exchange.

Strategy 1: Propose an International Student fee to assist with internationalizing the campus.

Benchmark Timeline:

2011 - Baseline: International Fee approved – policies and procedures are being established

2012 - Develop a plan to internationalize the campus

2013 - Implement the plan

2014 - Evaluate the effectiveness of the plan

2015 - Update and revise

Outcome(s): Increase in the number of students who can study abroad. Increase in international and multicultural programming on campus

ADI Transitional Educational Subcommittee:

Goal 1: Provide programs that broaden the concept of diversity to include services for nontraditional students, students transitioning from GED/ESL programs, veterans, and students with disabilities in order to create a more inclusive climate on campus.

Leaders: ADI Transitional Education Committee Subcommittee, Academic Deans, Transitional Studies, Student Life and other designees as assigned.

Objective: Bridge the educational gap for students transitioning to college from nontraditional educational experiences.

Strategy 1: Develop and/or enhance existing programs aimed at GED, ESL, Veterans and students with disabilities, including such initiatives as:

- Coordinate outreach programs targeting underserved communities

- TOEFL classes
- Build partnership with the college to have an Access Coach for GED and ESL students from our Adult Basic Education Program and the Plaza Comunitaria
- Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance
- Provide workshops/training on the needs of Veterans

Benchmark Timeline:

2011 – Baseline: determine what initiatives are underway: 1) facilitator of the TOEFL test; 2) creating a registry of languages spoken by faculty and staff to be used as a referral list for the campus

2012 – Evaluate current initiatives; develop and implement new initiatives, such as: having the college catalog translated into Spanish

2013-15 – Continuously evaluate needs of diverse populations, GED, ESL, Disabilities and Veterans. Implement new strategies to target needs and monitor participation rates and strategy effectiveness.

Outcome(s): Four student populations will be identified (GED, ESL, Students with Disabilities and Veterans). An increase in these populations will be represented in enrollment data gathered; numerical percentage to TBD.