

A. Describe the past year's accomplishments and the current status of this Action Project.

The college identified teams to work on three diversity initiatives: 1) employee recruitment/retention, 2) practices, procedures and policies, and 3) classroom and curriculum.

Employee Recruitment/Retention – 1) collected and categorized internal and external practices/strategies 2) developed tool used to prioritize strategies into five recruitment and three retention recommendations upon which the college should focus its development and implementation efforts.

Practices, Procedures, and Policies – 1) revised team charge to clarify the goal of developing a model with measurable objectives 2) met with college's diversity consultant to review diversity audit findings and further refine team charge 3) conducted review of literature and contacted Illinois and League for Innovation colleges 4) after several drafts and consultant's input, developed and presented a model for Integrating Diversity into College Practices, Procedures and Policies.

Classroom and Curriculum – 1) collected external data on global education and classroom/curriculum diversity from Vanguard and other community colleges and four-year Illinois colleges. 2) conducted and tabulated an internal faculty survey which did not provide adequate data on existing internal initiatives. Tremendous internal progress has gone undocumented, as evidenced by gains in diversity education reflected in the CCSSE survey results. The need for additional internal data collection was identified.

B. Describe how the institution involved people in the work on this Action Project.

Each of these teams included representatives from across the college. All teams collected data from internal stakeholders through surveys, focus groups, review of literature and frequent discussion of the team's work with colleagues, allowing the team to collect a great deal of useful information.

C. Describe your planned next steps for this Action Project.

Employee Recruitment/Retention – 1) schedule focus groups in fall 2006 to solicit feedback from the college community concerning recommended recruitment and retention strategies 2) present recommendations to the Executive Leadership Team (ELT) and 3) pilot one or more of the recommended recruitment or retention strategies.

Practices, Procedures and Policies – 1) Model was presented to ELT in August and 2) upon ELT's approval, a group will be formed to pilot the model during the fall 2006 semester.

Classroom and Curriculum – 1) In order to collect additional internal data, the team has determined a focus group will be conducted in September 2006 with group with faculty representing College 101, career program and transfer courses 2) external and internal data will be analyzed and incorporated into a plan for next steps in diversifying classroom and curriculum and 3) plan with recommended next steps to improve diversity/inclusion in classroom/curriculum will be presented to the ELT by October 2006.

D. Describe any effective practice(s) that resulted from your work on this Action Project.

Employee Recruitment/Retention – No strategies have yet been implemented, but we plan to focus on one or more of the following: 1) focus on outreach – forming relationships and establishing partnerships with educational institutions and minority organizations to attract diverse individuals, and 2) need for professional development/training and mentoring of employees with a specific focus on diverse populations.

Practices, Procedures and Policies – The team co-chairs believe that there has already been an unintended, but important, outcome from the team's work. Even though the model developed by the team has yet to be piloted, the team stressed during its six months of work that the college must work

more effectively to foster communications between divisions. As a result, a dean from the division of Academic Affairs is now a member of the weekly meeting held by the deans from the division of Student Development.

Classroom and Curriculum – A need for resources has been identified. Therefore, a recommended best practice, yet to be implemented, is to create a set of resources faculty can use to begin introducing these objectives into their coursework.

E. What challenges, if any, are you still facing in regards to this Action Project?

Employee Recruitment/Retention – 1) recommending process improvements that fall within the parameters of the union contracts, 2) funding and resources for improving the process(es), 3) assessing employee buy-in and feasibility of program initiatives and strategies and 4) assessing employee training needs.

Practices, Procedures and Policies – The diversity consultant identified two major impediments (a) the college culture seems to focus middle management on short-term rather than long-term solutions, resulting in managers wanting to stay in their own comfort zones, and (b) some managers believe they are hindered from openly and honestly expressing opinions, resulting in the lack of open dialog. The team hopes to challenge our college to move forward in resolving these issues.

Classroom and Curriculum - A leadership change (new co-chairs) for this team toward the end of the 2005-2006 academic year resulted in the new leadership needing time to become oriented to all of the facets of the committee's work. On the positive side, the change in leadership also resulted in a refocusing of this team's work. Additionally, the summer limited the availability of committee members due to vacations and a variety of faculty schedules.

A. Describe the past year's accomplishments and the current status of this Action Project.

In year one, we focused this Action Project on the following three specific initiatives. Year two activities included:

Employee Recruitment and Retention – based on the plan completed in Year One, the following recruitment and retention strategies were approved for implementation by the Executive Leadership Team: 1) expanded media use to advertise Moraine Valley Community College positions, 2) attended five off-campus job fairs, 3) contacted 10 area colleges and universities to begin development of partnerships with those institutions, and notify their placement and graduate offices of Moraine Valley vacancies, 4) held presentations and meetings with two consulting firms specializing in employee engagement surveys, 5) began development and revision of behavioral objectives for diversity training for new hires, and 6) held training for faculty search teams on recruitment issues specifically related to diversity.

Practices, Procedures, and Policies — In fall 2006, the recommendation to pilot the team's model was accepted by ELT. The next phase involved selecting a diverse population of college employees to participate in the pilot group. In July 2007: 1) selected the college's bidding process to pilot the Practices, Polices, and Procedures Model, 2) the committee discussed the current bidding process, and was assigned "homework" to 2a) think about the diversity and inclusion definition for this pilot phase and 2b) review the bidding process flow chart and identify where/how the college could be more inclusive and diverse.

Classroom and Curriculum – 1) formalized 11 General Education Learning Outcomes for all students including valuing diversity, 2) recent revision of curriculum development process to include Curriculum Development group, which assists those initiating new or improving existing curriculum. Group membership intentionally includes key stakeholders from student development and academic affairs to ensure high quality curriculum that meets the ever-changing needs of the diverse college district, 3) the college's mandatory freshman transition course (COL 101) ensures that all first-time, full-time students gain understanding of the importance of valuing diversity through exploration of interpersonal relations from multiple perspectives as it relates to the diverse world in which we live, 4) the Campus-Wide Diversity Committee is responsible for academic and social diversity programming and co-curricular workshops to support continuous learning and appreciation of local and global perspectives, people, and cultures.

B. Describe how the institution involved people in the work on this Action Project.

During Year One, teams developed plans with recommendations for improvements within the three specific initiatives. Once these teams had completed their plans and recommendations, they were disbanded. In Year Two, new implementation teams were formed to implement the recommendations of the Year One planning teams. The implementation teams include representatives from across the college that have direct responsibility for the three initiatives. As appropriate, implementation teams include leadership from both academic affairs and student development which serves to improve communication among stakeholders.

C. Describe your planned next steps for this Action Project.

Employee Recruitment and Retention – Implementation will continue on each recommendation: 1) expand use of media 1a) Once college branding initiative is finalized, Human Resources will redesign ads aligned with the brand and develop diversity tag line/phrase for employment ads, and 1b) expand where and how the college advertises positions, 2) develop additional partnerships with educational institutions and build relationships with area businesses, 3) increase number of job fairs by holding on-site and attending off-site fairs and determine feasibility of adjunct faculty job fair, 4) create database of employees with connections to diverse communities, 5) reunite the original diversity team to develop updated diversity training for new and current employees, and 6) establish mentoring program for new

employees.

Practices, Procedures, and Policies – The pilot group will meet to finalize definition of diversity for this project and make determinations as to where the institution can be more inclusive and diverse in the bid process.

Classroom and Curriculum – 1) form a team of those identified as leaders in diversifying classroom and curriculum and charge team with selecting and prioritizing emerging strategies for addressing the project goals. These include formalizing the organization and processes of improved 1a) communication among participants, 1b) campuswide awareness of the various initiatives, 1c) more deliberate coordination of initiatives, and 1d) improved strategies for embedding current administrative and faculty work on diversity topics into classrooms.

D. Describe any effective practice(s) that resulted from your work on this Action Project.

All three implementation teams are in the initial stages of start up and have not yet identified effective practices.

E. What challenges, if any, are you still facing in regards to this Action Project?

Employee Recruitment and Retention – 1) adequate resources to provide training, 2) faculty and staff buy-in to diversity, and 3) communicating diversity statement and a consistent diversity message throughout the college.

Practices, Procedures, and Policies – Challenges remain to be seen as the pilot is fully implemented.

Classroom and Curriculum – This initiative has not been widely considered until now. Some fundamental questions need to be addressed in order for progress to be made.

Annual Update: 2008-09-11

A. Describe the past year's accomplishments and the current status of this Action Project.

This Action Project includes three components: 1. Employee Recruitment and Retention, 2. Policies, Procedures and Practices, and 3. Curriculum and Classroom. Employee Recruitment & Retention – During Year Three, 1) Developed and piloted new staff mentoring program; 2) Coordinated the Minority Faculty Network; 3) Offered diversity workshop entitled “Ouch! That Stereotype Hurts”; 4) Developed Diversity Lecture series with first presentation in April; 5) Represented MVCC at job fairs; 6) Conducted faculty search team training and evaluated the process; 7) Selected consulting firm to provide diversity training to new employees. Practices, Procedures & Policies – During Year Three, piloted the Diversity of College Practices, Procedures and Policies model using the bidding process. A committee used the model to review the entire bidding process. As a result, it was decided that different advertising methods would be pursued. Purchasing added bid advertising in predominantly minority newspapers to their current advertising venues and tracked the results. The College also formed a relationship with the Minority Business Opportunity Center of Chicago. Classroom & Curriculum – During Year Three, 1) Courses developed: African American Literature, Women in Literature, three Humanities courses - African & Middle Eastern, Asian and Oceanic, and Native American. 2) Offered 16 workshops on diversity and global education topics: a) Exploring Personal Effectiveness in a Diverse Community College Environment, b) Teaching to a Diverse Linguistic Population, c) Understanding Our Students: The Arab Community; and d) Infusing Diversity into the Curriculum. In addition, in spring 2008, nineteen full-time and adjunct instructors participated in enhanced mandatory COL101 Teaching Training. This enhanced training focused on strengthening skill sets, facilitation techniques, and student learning outcomes by providing instructors with supportive and effective teaching materials on cultural diversity and inclusion.

B. Describe how the institution involved people in work on this Action Project.

Employee Recruitment & Retention – Team members representing campus departments developed staff mentoring program and selected diversity training vendor. Faculty were invited to Minority Faculty Network meeting. Diversity lecture series advertised campuswide. Practices, Procedures & Policies – The employees on the pilot committee represented process stakeholders and results were presented to campus groups. Classroom & Curriculum – The college has incorporated diversity into core values, strategic priorities and general education principles. Strategies to reinforce diversity principles in curriculum and classroom include faculty interaction with students and student learning. Two positions spearhead curriculum and classroom diversity initiatives: Dean, Academic Initiatives and Accountability and Coordinator for Global Education.

C. Describe your planned next steps for this Action Project.

Employee Recruitment & Retention – 1) Present mentoring pilot results to leadership for approval to fully implement program; 2) Hold Train-the-Facilitator training for current employees to facilitate new employee diversity training; 3) Continue minority faculty network, diversity workshops and speakers, job fairs, faculty search team training. Practices, Procedures & Policies – In collaboration with other college departments, hold a multi-faceted vendor fair, and facilitate use of the diversity model to review other college processes. Classroom & Curriculum - Monitor effectiveness: 1) Faculty/student participation in workshops and classes; 2) Staff formal and informal responses; 3) Faculty reports of perceived changes in student speech, writing, behaviors, and interactions as it connects to curriculum and classroom.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

Since these Action Project components are still in the initial phases, no best practices have yet been identified.

E. What challenges, if any, are you still facing in regards to this Action Project?

Employee Recruitment & Retention – The college has experienced some stops and starts related to diversity. The staff member dedicated to diversity left in June 2008. Position should be filled shortly, and the focus on diversity must remain a priority. Practices, Procedures & Policies - A concern with how we select the departments and processes that should be reviewed, and how results will be dealt with if findings are difficult to accept or operationalize. Increasing participation of minority-owned businesses.

Classroom & Curriculum – On the surface, there is an inherent tension between course content and desire for respecting diversity that permeates the entire college culture. We aspire to a culture that is completely comfortable and fluent with diversity. In the short-term, diversity as a curriculum component sometimes feels forced. In the long-term, diversity will be seen less as a component and more as a way of seeing the world and our place in it.

Annual Update: 2009-09-01

A. Describe the past year's accomplishments and the current status of this Action Project.

- Represented the college at on and off-campus job fairs
- Redesigned and conducted faculty search team training, January 2009
- Held Train-the-Facilitator training for 10 faculty and staff members on 9/9 – 9/10/08 who were certified to facilitate diversity training for new employees.
- Began offering diversity training to new faculty and staff in October 2008; 5 sessions held to date
- Collaborated with the college's TRIO program to offer a series of 10,1 hour diversity training sessions to high school students in the Upward Bound program
- Partnered with the college's advertising agency to redesign the college's on-line and print position advertising; focused efforts on advertising to attract a more diverse applicant pool by advertising on minority recruiting boards
- Participated on the planning committee for the annual Richland Community College diversity conference, June 2009
- Began a new staff mentoring program in March 2009 with a focus on retention of minority staff.

B. Describe how the institution involved people in work on this Action Project.

- Hired a full-time Diversity & Employment Manager, November 2008
- Put together a team of faculty and staff across campus to participate in diversity facilitator training, September 2008
- Distributed diversity calendars to all faculty and staff at the college's spring Inservice, January 2009
- Included an overview of the college's diversity efforts at the staff orientation presentation by Human Resources

C. Describe your planned next steps for this Action Project.

- Continue efforts listed in question 1
- Create a database of employees with contacts in the community related to diversity for recruitment purposes
- Hold diversity related workshops to be offered through the college's Center for Teaching and Learning
- Explore how to more effectively and efficiently report diversity initiatives
- Investigate whether additional train-the-facilitator sessions will need to be held to secure more diversity training facilitators.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

- Diversity training for all new faculty and staff
- Faculty search team training
- New staff mentoring program

E. What challenges, if any, are you still facing in regards to this Action Project?

- Keeping focused. The college's Manager of Diversity & Employment does a very good job of keeping the college focused on diversity. The challenge is to keep employees focused on the importance and business case for diversity in the light of so many other initiatives the college is currently under taking (sustainability, Datatel implementation, new AQIP initiatives, new building construction, etc