

Promoting Diversity and Inclusiveness

Trident Technical College

Trident Technical College is an open-door institution providing lifelong learning opportunities at four locations in the Charleston area. For more than 40 years, TTC has attracted a multicultural student body of traditional and nontraditional students and today serves more than 14,500 students in its 150+ associate degree, diploma and certificate programs.

A. Enrollment

Since Dr. Thornley's appointment as president in 1991, TTC's African American enrollment has increased from 17 percent to 26 percent in fall of 2008. The percentage of female students has been greater than 50 percent for more than 20 years. TTC also has the largest enrollment of international students among the state's 16 technical colleges, and ranks third in international students among all South Carolina colleges and universities according to the Open Doors 2008 report produced by the Institute of International Education.

1. Free tuition for low income students

To increase enrollment of minority and low income students in dual-credit classes, the TTC Foundation is providing more than \$13,000 in funding for the 2008-09 academic year. Tuition, books and materials will be provided free of charge to any high school dual-credit student in the tri-county area who qualifies for free or reduced lunch. This project aims to level the playing field for low-income, mostly minority students who frequently are unable to afford the cost of tuition to enroll in dual-credit classes.

2. TTC 2U

Sometimes, getting to the door is as important as getting through the door. To engage first-generation college students at high minority, low-income, at-risk high schools, TTC piloted a program at Stall High School called TTC 2U, in which TTC's Division of Student Services took the college's arsenal of student services into the school to assist 24 students with the college admission process. The students were able to fill out admission and financial aid applications, take the college's placement test, talk with career counselors, and learn about TTC through Orientation Services. Through this effort, eight students were admitted to TTC for the 2009-10 academic year. TTC plans to continue the program at Stall High and hopefully expand to other area high schools in the future.

3. Early Education Classes

During the 2007-2008 academic year, TTC's Division of Community, Family and Child Studies offered seven students at Burke High School, a predominately African American inner-city high school, the opportunity to take Early Childhood Development classes with 80 percent of the cost of their tuition and books paid for through the TEACH federal grant. Students earned college credit and were able to sample a potential college major. TTC is working with four additional high schools in the area for the 2009-2010 academic year.

4. Advertising

TTC places targeted ads in local minority publications, including the Black Pages (African American business directory) and the Charleston Chronicle (the largest African American circulation newspaper in the local market), as well as on radio stations with heavy minority listenership and television programs with large minority viewership. The college spent more than \$10,000 last year with The Charleston Chronicle, an amount above what distribution and readership data supports, in an effort to recruit minority students and employees and also to support minority businesses in the community. The college's Marketing Department ensures that advertising features a diverse mix of students, including females, and African American, Asian and Hispanic students.

5. Access and Equity Grant

TTC has participated in the South Carolina Access and Equity grant program since 1990. In 2008-09 the program received funding of \$23,280. One component of this grant includes recruiting outstanding African American high school seniors to take tuition-free courses at TTC. During the 2008-09 academic year, 11 students earned college credit that can be applied toward a TTC degree or transferred to another college or university. Another grant component, the African American Male Mentoring program, specifically focuses on males who are high school

juniors and seniors. This mentoring program targets the “solid C” student and provides evaluation testing, job shadowing, field trips and tuition-free college courses. The goal is to encourage more African American men to attend college after high school. The third component of the program is the TTC Pastoral Alliance, which Dr. Thornley established in 1999. The Alliance provides a formal link with ministers in the African American community. More than 40 local ministers are invited to an annual dinner meeting that provides Dr. Thornley with an opportunity to listen to the concerns of the ministers and to share information. In 2003, Dr. Thornley received the Service and Leadership Award for Promoting Access and Equity in South Carolina Higher Education from the SC Professional Association for Access and Equity.

6. Call Me MISTER

Since 2005, TTC has worked in partnership with other colleges and universities in South Carolina on the Call Me MISTER program. Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) is a scholarship teaching program developed to build leadership and meet the shortage of available teachers from a more diverse background in South Carolina’s elementary schools. The program recruits, trains and certifies individuals to become elementary school teachers in the state’s public schools. Students participating in the program at TTC can receive academic support to help assure their success, financial support for testing, supplies and books, and a cohort system for social and cultural support. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities. Eleven students received assistance during the 2007-08 year. To date, TTC has received grant funding of \$22,750 for this program.

7. Diverse Pathways

The Diverse Pathways in Teacher Preparation Project is a statewide initiative funded through a five-year \$4.7 million Teacher Quality Enhancement Grant from the U.S. Dept. of Education. The program encourages and supports minority students who are interested in teaching in elementary, middle or high schools. TTC used its \$380,000 portion of the grant to partner with a local public four-year college and school district. The free program offers students the chance to observe teachers in the classroom, receive mentoring/tutoring, participate in campus tours, and take advantage of free PRAXIS assistance. Students can also join the Future Educators Association at TTC, a student organization created specifically for this cohort of students.

B. Successful completion

1. Achieving the Dream-Bridge Project

TTC recently embarked on a transformational process, becoming one of over 100 colleges in the country to participate in the Lumina Foundation’s Achieving the Dream Initiative. Achieving the Dream: Community Colleges Count is a multi-year national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. The project emphasizes the use of data to drive change. TTC’s research confirmed that minorities are more heavily represented in developmental studies courses at TTC than the general college population. Minorities also have lower rates of success in “gatekeeper” courses (courses that are key to completing many programs of study). To address core issues in student success, TTC’s Achieving the Dream project, known as the BRIDGE (Building Readiness in Developmental and Gatekeeper Education) Initiative, will focus on increasing students’ success in their first year of enrollment through better placement, orientation, advising, and college skills training. Steps will also be taken to increase students’ course completion rates in math, which are crucial gatekeeper courses that often keep students from completing their chosen program of study.

2. The Male Mentoring Program

TTC created the Mentoring Our Male African-American and Hispanic Students program with an initial grant from the BellSouth Foundation in an effort to increase retention and success rates of TTC students in 2002. In 2007, the results from this grant program led to the development of The Male Mentoring Program. In this program participants are matched with mentors from the college and the community who help students design academic action plans, set goals, work on their professional and personal growth, and develop coping mechanisms to deal with the challenges they face. By offering a support network that counteracts the isolation often experienced by minority students, the project has been very successful. This program serves Trident Technical College’s commitment to provide support resources beyond the classroom to help male students achieve their academic and

personal goals. Students have gone on to graduate from TTC and attend such four-year colleges and universities as the College of Charleston, South Carolina State University, University of South Carolina, Claflin College and Morehouse College.

C. Participation in better paying, higher mobility college majors

1. Pilot Projects

TTC is piloting several projects to increase minority access to high-wage, in-demand jobs.

a. Keystone Program

Keystone is a collaborative program between TTC and the College of Charleston that helps low-income, first-generation and minority students overcome barriers to earning a four-year degree. Keystone gives students the ability to try out a four-year college course for free, while also earning credits at TTC. Students in the program pay for three or four courses per semester at TTC and take one course each semester at the College of Charleston for no additional fees. Keystone students meet with academic advisors and participate in academic support programs and student activities at both colleges. By attending TTC first, the cost of a four-year degree is made much more affordable.

b. High School Welding Project

During the 2007-08 academic year, TTC piloted a program for 12 students attending North Charleston and Stall high schools, both of which are high-minority, high-poverty schools. Students took welding courses on TTC's Main Campus, which provided hands-on training in a hot career field that offers above average wages. TTC is currently working with other high schools in the area to expand on the success of this program.

c. Inmate Welding Project

In 2007, TTC's Division of Continuing Education and Economic Development worked with the Charleston County Detention Center and a local manufacturer to provide welding training to 56 inmates incarcerated for nonpayment of child support. Approximately 65 percent of the participants were minority. Inmates were offered jobs upon completing the program at above average wages, allowing them to both return to the work force and make restitution for back child support.

d. Heads Under Hoods Project

Working with the Stall High School principal, North Charleston's mayor and local automotive dealerships, TTC developed the "Heads Under Hoods" pilot project. During Spring 2009, a total of 9 juniors and seniors at Stall High took Automotive Technology classes at TTC to prepare for well-paying jobs in the automotive industry. Automotive dealerships are providing paid internships, which may lead to permanent full-time employment.

2. Project ASSIST

Since 1999, almost a thousand students have received support through TTC's Project ASSIST program, which is designed to increase retention and graduation rates of students in technology-based fields. The federally funded program (\$701,461 for 2008-09) targets economically disadvantaged students, especially women and minorities. The program encourages students to enter nontraditional career fields, which offer better-than-average wages. Eligible students may qualify for individual, group, academic, personal and career counseling, assistance with educational supplies, and other support services.

3. Workforce Training

In the past year alone, TTC's Division of Continuing Education and Economic Development used more than \$697,796.00 in partnership with the Workforce Investment Act funding to train unemployed or underemployed people (a majority of whom are female and minority) in courses including Certified Nursing Aide, Basic EKG, Medication Technician, Basic Phlebotomy and Pre-apprentice Manufacturing.

D. Campus environment

1. Locations

TTC offers classes at three campuses and one new site. The college's Palmer Campus, located in a predominately African American inner-city neighborhood, offers residents easy access to career-oriented programs, as well as university transfer programs. In fall 2008, the college re-opened a newly renovated space to expand the Culinary Institute of Charleston at this downtown location, giving students the opportunity to master skills needed in the area's No. 1 industry – tourism.

In 2008, the college opened its latest site in St. Paul's Parish in lower Charleston County, a rural area with a large minority population. This new site offers residents, as well students at the predominately African American Baptist Hill High School, the opportunity to take academic and continuing education courses close to home. Students who do not have computer access can use the site's computer lab to participate in online courses in health care, interior design, travel agent certification and more.

2. Professional Development

In May 2008, five TTC instructors visited and studied in West Africa as part of the prestigious Mano River Fulbright program. The faculty studied in Sierra Leone and Guinea for approximately five weeks, attending lectures and visiting local schools. The instructors experienced daily life and customs of West Africa, which allowed them to draw connections among Gullah, Geechee, and West African cultures. The instructors will share lessons learned with their students and the larger community.

3. Black History Committee

Each year, TTC's Black History Committee holds a series of events exploring African American history and culture. The committee sponsors Dr. Martin L. King Jr. Day events and Black History Month events.

4. Global Awareness Week

Each year, the college's Global Awareness Committee presents a week-long exploration of cultures from around the world. Through art, lectures, panel discussions, dance and film, students and the public are invited to discover the rich cultures of the seven continents.

5. Director of Mentoring

TTC created a new position in 2007, the Director of Mentoring, which has been filled by an African American male. The director is responsible for development, implementation, and coordination of mentoring programs and services for the college. This position also supports activities within The Learning Center, which offers developmental courses for students who need to strengthen basic skills before attempting college-level course work. The director and two colleagues currently offer an academic coaching program for students in The Learning Center. Minority students are more heavily represented in developmental studies courses than in the general college population. This new program will provide them with the assistance and tools they need to succeed.

E. Employment and promotion

1. Human Resources and Hiring

TTC has been very successful in its efforts to hire and promote a diverse faculty and staff. TTC ranked among the top 5 of the state's 16 technical colleges in EEO goal attainment and third in EEO goal attainment among the 15 state agencies of a similar size. TTC runs weekly HR recruiting ads in the Charleston Chronicle (the largest African American circulation newspaper in the local market) and sends e-mails to the Affirmative Action E-mail List of 105,000 job candidates as part of its advertising on highered.com. TTC also posts current positions on NeoGov, South Carolina's State website.

2. Administration

TTC's president is female and four of TTC's seven vice presidents are women. Both the vice president of Student Services and the director of the Palmer Campus are African-American women. An African American man holds the position of assistant vice president of instruction. Half of the college's deans are female and the dean of Allied Health Sciences is a Hispanic male. The key position of Director of Human Resources is held by an African American female and the Director of Facilities Management is an African American male.

F. Involvement of college in minority community

1. Clemente Course in the Humanities

Since the spring of 2005, TTC has offered the Charleston Clemente Course, a free humanities course, to approximately 240 homeless, low-income, disadvantaged people in the Charleston area. This course operates on the premise that a study of literature, philosophy and history can offer a way out of poverty through intellectual

freedom. Approximately 60 percent of Clemente Course students are African American. The program has been such a success that the college now serves as the Southeast Clemente Center, helping other colleges start their own Clemente programs.

3. Hispanic Outreach

This year, The Human Services Leadership class, in conjunction with the Partners for Change in Communities and Families student organization, sponsored the Alcanse' Community Information Fair outreaching to the Hispanic community in the Charleston area.

4. Basic Construction Trades Program

In Fall of 2008, TTC offered a Basic Construction Trades pilot program at Baptist Hill High School, a high minority, high poverty, at-risk high school. This course was offered to 5 students on site at the high school.

5. Gullah Heritage

Because of the rich local history associated with Gullah cuisine, a Culinary Institute of Charleston (CIC) faculty member, who is also a cookbook author, is mentoring a local African American Gullah cook and restaurant owner. The instructor found two companies that have offered to publish the woman's cookbook, and she is helping to edit the recipes for the book. Another CIC faculty member is offering his culinary help as well as the kitchens of the Culinary Institute to the restaurant owner and her daughter, who is a CIC student. The trio will test the recipes in the CIC kitchens and complete the cookbook editing process.

6. Building Bridges

TTC's Culinary Institute of Charleston invited Chef Alex Askew of New York City, co-founder and president of the BCA (formerly the Black Culinarian Alliance) to visit the college and Charleston in fall of 2007. The BCA's mission is to create exposure and provide educational and professional opportunities for culinary and hospitality professionals of color. Askew is a culinary consultant to national and international companies and has made it his mission to help people of color rise through the foodservice ranks. During his visit, Chef Askew met with local restaurateurs, and visited resorts and tourism sites. A luncheon held in his honor at the CIC was attended by prominent African American business and community leaders, as well as local and state elected officials. This event launched TTC's ongoing partnership with the BCA to create the second BCA Student Chapter in the country. CIC intends that this chapter will work as a vehicle for students to embrace diversity in their industry. In 2010, CIC will align with the BB&T Wine and Food Festival to present the CIC/BCA Diversity Dinner. The dinner will promote the CIC's BCA chapter and the six-course dinner will feature guest celebrity chefs Chef Marvin Woods, Peng Looi, Roberto Santibanez, Kyle Ketchum, Ron Duprat and Erika Davis.

7. International Learning Opportunity

For the first time in TTC's history, in 2007 the college offered its Nursing students an international clinical rotation opportunity. After receiving approval from TTC administrators, the college's dean of Nursing and the clinical nursing instructor presented the proposal to the S.C. Board of Nursing, which approved the proposal. In summer 2007 a group of nursing students traveled to Kenya. The clinical setting included two hospitals in Kitale, as well as several medical clinics in the Kiwawa. This innovative program is still in effect.

G. Representation of Board and Trustees, Committee and Advisory Groups

1. TTC Area Commission

The TTC Area Commission has nine members; two members are women and two are African American.

2. Program Advisory Boards

TTC's 42 Academic Advisory Committees include almost 450 leaders from diverse backgrounds and communities. The college's goal is to be certain that every Advisory Committee has a diverse composition. TTC has a strong commitment to maintaining diversity in all of the internal and external committees, task forces and advisory groups with which it is associated.

3. TTC Foundation Board

The TTC Foundation Board includes two African American community leaders.

H. Contracting and vendor participation with the college

Minority Contractors and Vendors

TTC is strongly committed to including women and minorities among its contractors and vendors as are our procurement staff members. TTC procurement staff participates in the S.C. Governor's Office of Small and Minority Business Assistance (OSMBA) programs. One procurement staff member, an African American female serves as the college's liaison to minority business enterprises, implementing the MBE utilization plan and increasing the college's participation level.

College procurement officers attend minority workshops sponsored by OSMBA and Procurement Procedures Committee. This past year, the procurement officers participated in minority business fairs sponsored by OSMBA in Columbia, and will attend a "Successfully Implementing a MBE Program" in September, 2009.