

# Report to the ACCT Diversity Committee Request for Information on Diversity Best Practices

## William Rainey Harper College

September 15, 2009



**William Rainey Harper College** is a two-year public community college founded in 1965 and officially opened for classes during fall 1967. An integral part of the Illinois system of higher education, Harper College is in Illinois Community College District #512. The Harper district encompasses 23 communities in the northwest suburbs of Chicago and has an area of about 200 square miles and a population of 555,100 citizens. Harper's district, generally considered an upper-middle-class residential area, contains approximately 30,000 businesses. The College's annual FTE credit enrollment stands at approximately 22,000 students. Total headcount exceeds 40,000 and includes individuals of all ages attending credit, continuing education, customized, and extension courses at the Harper campus or at other district locations.

## Commitment to Diversity – Institutional Diversity Plan

Harper College acknowledges the importance of diversity through the organization's structure, programs, services, and course offerings and has made great strides with respect to institutional support of diversity.

### I. Institutional Diversity Plan

In Spring 2000, a committee of faculty, staff, administrators, and student leaders, worked to define diversity at Harper and create a plan that would make diversity an integral part of each area in the College. On May 24, 2001, along with the Institutional Diversity Plan, the Board of Trustees adopted a Diversity Statement for Harper College.

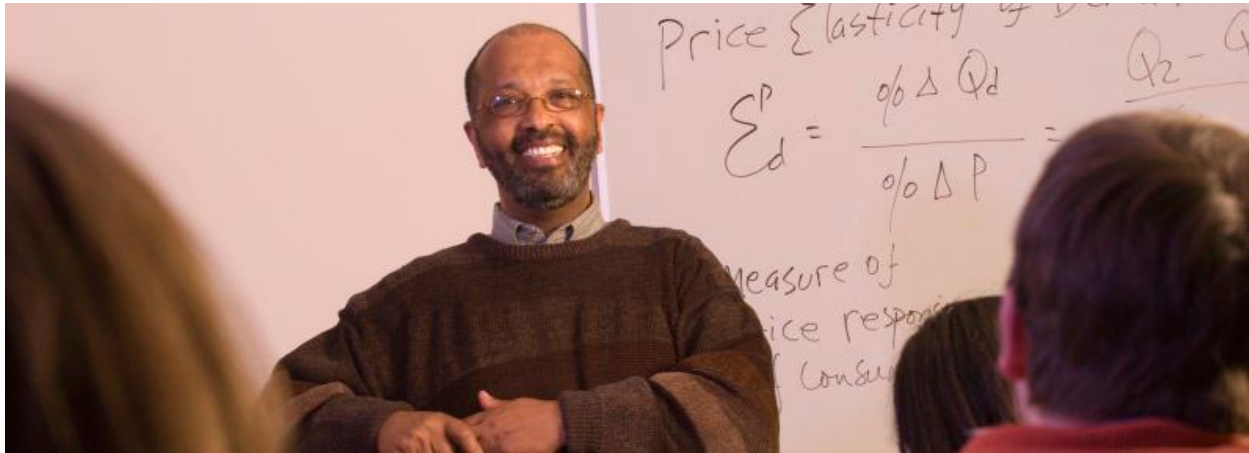
**Harper's Diversity Statement** reads as follows:

Our commitment to diversity recognizes and respects the wide variety of differences among people. Diversity exists on two dimensions. The primary dimensions of diversity encompass one's race, ethnicity, sexual orientation, gender, age, and disabilities. The secondary dimensions of diversity include, but are not limited to, religion, educational background, work experience, veteran's status, appearance, parental status, marital status, geographic location, income, personal habits, and recreational habits.

The Diversity Plan consisted of eight goals:

- **Institutionalization** – To ensure that diversity is fully reflected in the philosophy and mission statements and all other appropriate components of the College Strategic Long Range Plan.
- **Leadership Support** – To provide tangible support for the College leadership efforts in developing and advancing diversity initiatives.
- **Curriculum and Teaching** – To infuse diversity and multiculturalism into the curriculum and pedagogy.
- **Recruitment** – To recruit and retain minority students, staff and faculty.
- **Student Experience and Development** – To affirm a sense of cultural identity within diverse groups.
- **Campus / Community Connection** – To nurture community and political relationships which affirm diversity and multiculturalism.

- **Professional Development** – To develop and provide ongoing diversity and multicultural education and training for administrators, faculty, and staff.
- **Research and evaluation** – To provide for accountability and evaluation of the Diversity Plan.



## II. Diversity Committee

In Fall 2000, the Oversight Committee of Harper's Shared Governance structure formally approved the creation of the Diversity Committee. The founding charge of the Diversity Committee was "to assist in coordinating, implementing, and further developing the College's Diversity Plan."

## III. Strategic Long Range Plan (SLRP)

In 2004-2005, the Diversity Committee forwarded a recommendation to the Institutional Planning Committee requesting inclusion of the Diversity Plan into the Strategic Long Range Plan (SLRP); thus, further integrating and simplifying the planning process. The SWOT analysis done by the Institutional Planning Committee determined that diversity was an institutional strength; thereby, including diversity as one of 13 new institutional goals. With the adoption, in 2003, of the 13 Institutional Goals, there was no need for a separate Diversity Plan now that the College had designated Goal 13 as: "Diversity – Create a campus climate that is supportive of cultural differences and respectful of all constituents."

In addition to Institutional Goal 13, the Diversity Plan is reflected in the following Goals and Tasks:

- Goal 3 – Student Life, Task 3.1 - Offer opportunities for student exploration of values, self-identity, interpersonal competence, cultural awareness and essential life skills.
- Goal 8 – Technology, Task 8.8 – Develop and incorporate plans to utilize technology to improve access and services delivery for student life, including assistive technology for students with disabilities.
- Goal 9 – Employee Enhancement, Task 9.3 – Enhance diversity and multicultural awareness among all employees to ensure a “welcoming” environment for Harper’s constituents.



#### **IV. Board Policy**

The EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION – was adopted by the Board in 1992.

It is the policy of Harper College that job discrimination against any individual on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability, or unfavorable discharge from military services is specifically prohibited.

Harper College programs and activities are operated in compliance with federal laws and regulations. Accordingly, equal opportunity for employment in both contracted and appointed positions shall be extended to all persons; and the College shall promote equal opportunity through a positive and continuing affirmative action program. This program also applies to the recruitment and admission of students.

This equal opportunity and affirmative action program shall have as its firm objective equal opportunity in admission, recruitment, hiring, rate of pay, promotion, training, termination,

benefit plans, and all other forms of compensation and conditions and privileges of employment for all employees and applicants for employment. The plan is designed to provide equal opportunity and an atmosphere of non-discrimination with respect to minorities, women veterans and persons with disabilities.

A written statement of the College's Affirmative Action Program was updated in 2005 and is currently available to all employees through HR. The following are some statements from the Affirmative Action Program:

- Affirmative action shall take place to insure that under-represented minority groups, women, veterans and qualified persons with disabilities are included in the recruitment process and to insure that these individuals are encouraged to apply for promotion and are considered equally as promotional opportunities arise.
- All purchase orders will state, *"In the event of the contractor's noncompliance with any provision of this Equal Employment Opportunity clause, the Illinois Human Rights Act or the Illinois Human Rights Commission's Rules and Regulations for Public Contracts, the contractor may be declared non-responsible and therefore ineligible for future contracts or sub-contracts with the State of Illinois or any of its political subdivisions or municipal corporations, and the contract may be canceled or voided in whole or in part, and such other sanctions or penalties may be imposed or remedies invoked as provided by statute or regulation."*
- All bid specifications will state, *"Bidders acknowledge all awards subject to the equal employment opportunity provision of the Illinois Human Rights Act."*
- On an annual basis, letters will be sent to all vendors informing them of Harper College's intent to foster equal employment opportunity and affirmative action and informing all vendors that the College expects them to do the same.

## Commitment to Diversity - Organization

In 2002- 2003, Harper further embraced diversity by examining its organizational efforts to grow the diversity of Harper employees as well as create a campus climate that was more welcoming and supportive of diverse students.

### I. Human Resources

Human Resources (HR) is committed to recruiting, developing and retaining a diverse workforce. HR is responsible for processes such as affirmative action and staff diversity, employee recruitment and hiring, staff development, and employer/employee relations.

In Spring 2004, Harper instituted an annual Diversity Symposium that focuses on issues of diversity in higher education and invites regional community colleges to participate. Other noted changes facilitated by this unit since 2002 include incorporating the Diversity web site within the Employment site; creating the “Diversity Feature” for inclusion in the employee newsletter, *Inside Harper!*; establishing the Consortium for Inclusive Hiring by Community Colleges in Northwest Illinois; and in Spring 2006, creating a diverse workforce recruiter position responsible for identifying and implementing diverse workforce recruitment strategies.

#### A. Diversity Hiring Training Program

In Fall 2001, Human Resources (HR) and the Diversity Committee established a new program for all faculty and administrator searches, *Strengthening Student Learning through Responsive Hiring*. All search committee members are required to participate in a two hour training session. In Fall 2002, the training was expanded to include all searches. In Fall 2005, the Diversity Committee recommended that all employees serving on a search committee take a refresher session every two years. The updated training is now called: *Excellence in Hiring: Inclusive Hiring Strategies*. All search committee members must attend two workshops. The first workshop, Administrator and Faculty Search Process Workshop, is conducted by the Diverse Workforce Recruiter and includes information about the hiring process at Harper. Dr. Cris Cullinan, Associate Director of Organization Development and Training, facilitates the Searching for and Attracting Culturally Competent Candidates Workshop.

#### B. Diverse Workforce Recruiter

The recruiter’s primary responsibility is to identify and implement diverse workforce recruitment strategies for faculty and administrator positions. A

program of recruitment outreach was implemented that included identifying and contacting prospective administrator/faculty candidates to issue a personal invitation to apply for Harper positions. The recruiter program also includes representing Harper College as an exhibitor at diversity fairs and discipline-specific conferences and conventions.

### **C. Best Practices for Faculty & Administrator Searches**

- ❖ Advertisements emphasize “cultural competency” and Harper’s diversity. Advertisements placed in publications/websites dedicated to diversity, such as, HBCU Connect, Diverse Issues in Education, Hispanic Outlook, etc.
- ❖ Developed a recruitment advertisement branding concept to ensure that recruitment ads create and enhance the Harper image as an employer.
- ❖ Depending on faculty openings, attended discipline specific conferences as an exhibitor. This is a direct marketing approach designed to attract the target audience to Harper College.
- ❖ To enhance Harper College as an employer that values diversity, attended HACU (Hispanic Association of Colleges and Universities) and NCORE (National Conference on Race and Ethnicity) as an exhibitor.
- ❖ Depending on job category, Personnel Requisitions will include the following supplemental questions:
  - For all Academic Affairs positions and recommended for Student Affairs: *This position has responsibility for working with students from many different ethnic and cultural groups. Please give three examples that describe how your past experience has prepared you to do this effectively. (Limit 150 words)*
  - *During the interview, the search committee should refer to this question and ask the candidate how they would apply that learning to this position.*
  - For Faculty positions: *What is your philosophy on teaching in community colleges? (Limit 300 words)*
  - For Administrator positions: *What is your philosophy on administrating and managing in community colleges? (limit 300 words)*
  - To enhance the search process, phone interviews have been eliminated. Local candidates are invited to the campus for initial

interviews and out-of-the-area candidates are video conference interviewed.

- To obtain more meaningful Letters of Recommendations for faculty candidates, the personnel requisition includes the following verbiage:
  - *We respectfully request that letters of recommendation focus on one or more of the following: (1) your teaching ability, (2) your cultural competence and (3) your ongoing professional development.*
- Define the length of time for the faculty search process so that good candidates are not lost due to an overly long search.
- Practical Guide to Employee Recruitment workshop is available to staff and administrators. This workshop reviews interview techniques and process when searching for staff.
- The College joined GC-HERC, the Greater Chicago Higher Education Recruitment Consortium. The GC-HERC job site includes all member job openings and markets to dual career couples who are looking for positions in the Chicago area. Collaboration with regional workforce recruiters to enhance efforts to attract and retain a diverse workforce – specifically as it relates to faculty and administrators from underrepresented groups – have been fostered.
- Marketing Harper – Human Resources will continue to work on issues of visibility and Harper branding. There is an increased visibility of the Harper College name and recruitment brand as well as positioning the College as a welcoming environment for people from underrepresented groups, as “a good place to work”. A Harper College recruitment ‘branding’ concept was created and is now used for all recruitment advertisements. New marketing brochures were created using Harper campus photos and targeting faculty and administrator candidates. Trends indicate that a more direct and accessible approach to recruitment is needed. Branded recruitment messages relay not only the specific job openings but the culture of the organization. Increasingly, candidates look for not just a job but a ‘career home’ that can appreciate and accept them.
- A prospective faculty/administrator candidate database was created for the Harper College job site. People who come to the jobsite but do not find their teaching discipline listed may self identify on this website for future opportunities.

## II. Center for Multicultural Learning

A broad-based approach was launched in 2002 that expanded multicultural education. The Center for Multicultural Learning (CML) was created in response to the changing demographics in the Harper district and a recognition that the College needed to create a more responsive environment that promotes equity in education. A fundamental shift was made in Harper's approach to multiculturalism, away from the traditional student service model to one of teaching and learning. The new philosophy became that true multicultural change cannot be left only to one group or place on campus. The CML focuses on the need to work with faculty preparation for the changing demographics in their classroom while also engaging student with outreach programs/services and case management to assist with their success.

Specifically, the Center for Multicultural Learning (CML) was created to work with underrepresented minority students and create a safe and welcoming environment for students of color. Faculty from the CML deliver personal and academic counseling and other support services for underrepresented minority students as well as deliver support programs that foster respect for all aspects of diversity, including, but not limited to race, gender, sexual orientation, age, and socio-economic class. However, as stated above, the uniqueness of the CML is that the Center is also charged with working with academic faculty in understanding and preparing for the demographic changes the faculty are experiencing in their classrooms. The CML provides professional development opportunities for faculty in the area of multicultural education.



The following are five examples of innovative programming implemented the creation of the Center for Multicultural Learning in 2002:

### **A. R.E.A.C.H. Summer Bridge Program**

The R.E.A.C.H. (Retention Efforts for Academic Completion at Harper) Summer Bridge Program was successfully launched in Summer 05. The Summer Bridge Program was created in order to better transition under-prepared (3<sup>rd</sup> and 4<sup>th</sup> quartile in their graduating class), first generation students from high school to college. The desired outcome of the Summer Bridge Program is to better provide under-prepared students with the skill sets needed to succeed in college. The R.E.A.C.H. summer cohort has increased from 34 students in Summer 05 to 109 in Summer 09.

Students gain skills in math, reading, writing, computer usage, and the following success strategies: reasons for pursuing college; time management; study skills; stress, health, and wellness; learning styles and communicating with faculty; diversity; career planning; and transfer/educational planning. The students also receive one-hour credit for First Year Experience (FYE) 101. In addition to participating in the Summer Bridge Program, the students enroll, in the fall semester, as a cohort in Psychology 107 (Understanding self).

#### Evidence of Success

The desired outcomes of each cohort are 75% academic success (2.0 G.P.A.) and 90% fall retention and 80% fall to spring retention. For example, the Summer 08 Cohort performed as follows:

- 82% achieved a 2.0 or higher Fall G.P.A.
- 100% of the Bridge students were retained through Fall semester.
- 82% of the Bridge students were retained from Fall to Spring semester.

Each Summer Bridge cohort has completed evaluations in order to verify the effectiveness of the Program. As a direct result of their participation in the program, students indicated that they gained experience in the following areas (the percentages are an average of each cohort):

- Identifying ways to utilize Strengths for academic success: 92% of students reported an increase
- Becoming familiar with campus resources: 93% of students reported an increase
- Having a clearer sense of direction with life/career choices: 86% of students reported an increase
- Learning to manage time better: 83% of students reported an increase

- Understanding how to use the Harper educational system: 92% of students reported an increase
- Feeling a sense of community and belonging: 90% of students reported an increase

Upon completion of the Program students retook the COMPASS exam (placement) in the areas of reading, writing, and math. Using the Summer 2008 cohort, here are some notable highlights:

- 9 students tested completely out of reading
- 3 students went from English 098 to English 101
- 7 students went from developmental English to English 101
- 3 students went from Math 055 to College level math
- 1 student went from Math 060 to Math 140 (Pre-Calculus)



## **B. Multicultural Faculty Fellows Program**

This program is now in its eighth year. It provides leadership in diversity training and multicultural curriculum enhancement to teaching faculty. The program includes training and research opportunities for faculty to become multicultural experts in their academic disciplines. The Multicultural Faculty Fellows Program involves the following five components:

- Faculty from Academic Affairs are selected each year based upon a submitted proposal to research and develop innovative ways to infuse diversity into their curriculum or discipline.
- The selected Faculty Fellows participate in a multicultural curriculum infusion training program coordinated by the Center for Multicultural Learning during which they explore their own biases in the classroom, and learn about multicultural education. They also participate in outside professional development to explore ways to infuse diversity within the curriculum.

- The Faculty Fellows spend time over the course of the year researching and developing their discipline-based infusion projects.
- During Faculty Orientation each fall, the Multicultural Faculty Fellows present their projects at an open forum as well as to their respective departments, and where possible or appropriate to their division.
- The Faculty Fellows act as mentors for the new Multicultural Faculty Fellows during the subsequent year. Additionally, they become their department liaison for Multicultural Learning.



The Program offers faculty opportunities to discover ways to enhance their curriculum by infusing multicultural content. Since the program is discipline specific, the faculty fellows bring their ideas back to their departments for others to use. Thirty-one full-time faculty have been trained to date – 10 more than anticipated when goals were established in Fall 2002. The program has reached all College divisions and 22 disciplines. Examples of projects completed by the Multicultural Faculty Fellows are:

- Library Resources: Creation of the Multicultural and Diversity Resources web site:  
<http://www.harpercollege.edu/library/multiculturalism/index.shtml>
- English: Literature Module Confronting Diverse Sexualities - The creation of a three-week module for ENG 102 courses focused on how literature represents, reinforces, and interrogates sexualities.
- Physics: Historical Non-European Astronomy - The infusion of a historical view of astronomy from a non-European perspective – i.e. Islamic astronomers, astronomy in Mesoamerican cultures, Far-eastern astronomers prior to the 1800's.

- Biology: Heredity, Evolution and Culture - Revision of the course content in order to make BIO 105 the first Biology course selected as meeting the new Diversity Graduation Requirement.
- Early Childhood Education: Anti-Bias / Multicultural Awareness for Educators of Young Children - Revamped the ECE 115 course syllabus creating a four-week module focusing on: Diversity and Multicultural Education; Storytelling and Messages in the Media; and Anti-Bias Curriculum Infusion.
- Math: Multicultural Perspectives in Math - Developed basic arithmetic modules for Math 055 validating multicultural approaches to addition, subtraction, multiplication and division.
- Philosophy: Feminism and Islam: Muslim Feminist Concerns - Developed a course module for PHI 190, Feminist Philosophy course titled, "Gender issues in a cultural context".
- Accounting: Business Culture / Business Practices Studies - Infused curriculum dealing with business cultures around the world.

### **C. Developmental Counseling/Advising**

Individual appointments are conducted with a focus on the whole student - primarily for under-represented academically at-risk students to help them achieve their academic and personal goals. Counselors may assist students in planning appropriate course work with career, transfer or both in mind. In particular, counselors will address issues that are specific to students of color who may be first generation in college. They also may assist students in clarifying their choice of college major or transfer institution. Overall, counselors facilitate student expression of needs, help them develop success strategies and, in general, tailor their approach to the unique goals of the student so they are better able to meet their objectives. In support of this goal, counselors also provide a wealth of information about Harper academic programs and assist transfer-oriented students with planning a program of study that will allow for the most efficient transition to the 4-year institution of their choice.

### **D. Multicultural Club Advising**

Black Student Union, Harper Pride, Indian-Pakistani Student Association, and Latinos Unidos are all part of the Center for Multicultural Learning. The CML counseling faculty have fostered relationships with all CML Multicultural student clubs by advising the clubs, attending club meetings and events and meeting monthly with the executive boards to plan club meetings and recruitment of new members. Over the last three fiscal years, the multicultural clubs have reached an average of 2,200 students each year. The increase in student participation has provided CML staff with more opportunities to reach underrepresented minority students. As

advisors, the faculty counselors plan and initiate a variety of workshops for the club members designed to support them academically and personally. An example of such a workshop would be a study skills presentation offered at mid-terms. Once a year, the club officers are all taken on a leadership retreat that is designed to develop them as leaders and build coalitions between the clubs.

The CML acquired an additional space adjacent to the CML in order to create a Multicultural Drop-in Center. Each multicultural club's executive board is provided with their own study carol equipped with a desk, file cabinet, computer, and phone. In addition, there are 3 computer stations in an open area for any student to use. The Drop-in Center is used for weekly multicultural club meetings and other diversity programs. The Drop-in center serves as the gathering place for many student of color.

### **E. LGBT Advocacy**

Support for the Lesbian, Gay, Bisexual, and Transgendered community has gained institutional support on campus by formally becoming part of the Center for Multicultural Learning. The CML has taken on the function of raising awareness, reducing prejudice, and supporting LGBT students. One faculty member in the CML is designated as the advisor to Harper Pride – the LGBT club for students - and chair of the LGBT Advocacy Team. This team is charged with reducing homophobia on Harper's campus via Rainbow Week (a week-long event that includes both educational and celebratory events for the LGBT community), classroom infusion presentations, workshops that are offered during Wellness Week, and the Safe Space Training Program. The Safe Space Ally training program has been expanded to require a prerequisite workshop titled, "Homophobia 101". The purpose of this prerequisite is to ensure that those attending the Ally training are actually ready and prepared to serve as an Ally to the LGBT community.

## **III. Admissions Outreach**

During the past decade, strong connections have been forged between Harper College and various cultural communities, through programs and interactions for district high schools, organized by Admissions Outreach.

### **A. The Black Teen Summit**

The Black Teen Summit was created with the intent to focus on African-American high school students in the northwest suburbs of Chicago. This one-day workshop is dedicated to improving the academic performance of these targeted

students by providing emotional, academic and motivational support to complete high school and attend college.

The Black Teen Summit has been held in February, during Black History month to help provide a culture of success, and instill a sense of pride in Black heritage. The Summit strives to address concerns among African-American students, parents and high school influencers by providing students with information about careers, college and financial aid. Students also interact with other African-American students that are experiencing the same concerns. These concerns are addressed by successful African-American college students, who serve as role models and encourage students to work towards academic excellence by demonstrating the correlation between education and financial stability. This provides a comfortable and safe forum to discuss contemporary issues with peers.

Over 300 students attend, annually. During the summit, students hear from African-American working professionals, college representatives from private, state, community college, and historically black institutions. Some of the topics discussed during the workshops center around the societal issues and concerns that impact the Black community in general and on college campuses. Such topics have been: Improving Black Achievement in High School”, “Coping with Prejudice at predominately White Colleges and Universities”, “Dealing with Peer Pressure and Academic Competition in School”, “Personal Responsibility to the Black Community; Why Stay in School.” Every year, there is a guest motivational speaker with a theme to address the students.



## **B. The Latino Summit**

According to the U.S. Census Bureau Department of Hispanic Statistics, Latino youth are twice as likely to drop out of high school as any other group. In fact, the dropout rate for Latinos is 30% compared to 7% for Caucasians. Latino students also tend to drop out at an earlier age. In particular, first generation students benefit from contact with professionals and college students who act as role models.

The Latino Teen Summit is held each semester and is designed to motivate and encourage Latino students to stay in high school and pursue higher education. The overall mission is to improve student achievement among Latino students by providing them with the opportunity to meet successful Latino professionals and

current Latino college students, as well as college representatives. Specifically, these students have the opportunity to meet with 40 Latino professionals from over 20 industry sectors. In addition, 30 current Latino/Hispanic college students share their experiences with these high schools students.

Over 300 high school Latino/Hispanic high school students attend the Summit each semester.



## C. Outreach Marketing

In an effort to reach the community we serve, Harper has created some of its student service and marketing pieces in Spanish. Utilizing our multicultural-recruiters strengths and providing them with the tools necessary to do their jobs, this outreach provides information to the students and their parents. A great number of the Spanish population at Harper are first-generation college students. The decisions are made by the families, so the parents need to understand the importance of a college education for their children and these pieces help in this process.

**¿por qué harper college?**

Opciones flexibles para el aprendizaje— Toma clases por la mañana, por la noche o electrónicamente.

- Reciba certificados con rapidez— ¡Comience una carrera en sólo 16 semanas!
- Programas que son transferibles— Comienza en Harper y termina los últimos dos años de tu título universitario en una universidad de cuatro años.
- Clases del inglés como segunda lengua (ESL).
- Solicita ayuda financiera o haz uso del plan de pagos para pagar tus estudios.

Para más información, visita [harpercollege.edu](http://harpercollege.edu) o llama al 847.925.6700.

**why harper college?**

Flexible learning options—Take classes in the morning, evenings or online.

- Quick certificates—Start a career in as little as 16 weeks!
- Transfer programs—Start at Harper, then finish the last two years of your bachelor's degree at a four-year college.
- English as a Second Language (ESL) classes.
- Financial aid and tuition—Apply for funds to help pay for your college education.

To learn more, visit [harpercollege.edu](http://harpercollege.edu) or call 847.925.6700. (Se habla español)

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**es tiempo de mejorar su futuro**

**it's time to better your future**

**asista a la sesión informativa del colegio Harper presentada en español**

Entérrase de las oportunidades que lo pueden preparar para la carrera que usted merece.

**Durante la sesión informativa aprenderá sobre:**

- la importancia de obtener una educación superior
- los programas académicos que lo pueden preparar para una nueva carrera en el futuro
- el programa de inglés como segundo idioma (ESL)
- las opciones financieras para ayudarlo a pagar su educación superior
- cómo iniciar su camino en el colegio Harper

No se pierda esta oportunidad de aprender cómo una educación superior puede ayudarlo a lograr las metas en su vida.

**Miércoles 29 de julio del 2009, 6 p.m. o**  
**Sábado 15 de agosto del 2009, 10 a.m.**

Harper College, Student Center, Salón A242  
1200 West Algonquin Road, Palatine, IL  
Entre por Algonquin Road y estacionese en el lote 1.

**Preguntas?**  
Si tiene preguntas sobre la sesión informativa, llame a Susana Martínez al 847.925.6206.

**learn how by attending a Harper College information session presented in Spanish**

Come to Harper College's information session, presented in Spanish, and learn about opportunities that can prepare you for the career you deserve.

**During the information session, you will learn about:**

- the importance of obtaining a college education
- academic programs that can prepare you for a new career in the future
- the English as a Second Language (ESL) program
- financial options to help you afford a college education
- how to get started at Harper

Don't miss this opportunity to learn how a college education can help you achieve your life goals.

**Wednesday, July 29, 2009, 6 p.m. or**  
**Saturday, August 15, 2009, 10 a.m.**

Harper College, Student Center, Room A242  
1200 West Algonquin Road, Palatine, IL  
Enter off of Algonquin Road and park in lot 1.

**Questions or R.S.V.P.:**  
Contact Susana Martínez at 847.925.6206 or [smartinez@harpercollege.edu](mailto:smartinez@harpercollege.edu)

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## Commitment to Diversity – Other Programs and Services

**International Studies and Programs Committee** – The International Studies and Programs Committee continues to develop international awareness through collaborative programs such as study abroad opportunities for Harper students; hosting Fulbright Scholars-in-Residence; International Faculty Exchanges; Read around the World book discussions; and organizing colloquia and symposia on international issues.



**World Cultures and Diversity Graduation Requirement** – The graduation degree requirement was proposed by the Diversity and International Studies Committees and formally accepted by the Curriculum Committee in Fall 2005. The Diversity Requirement was created in order: “for students to become more aware, appreciative, and understanding of perspectives of cultural groups other than their own in order to live and work in a global society;” “to better articulate Harper’s curriculum with the General Education requirements of transfer institutions;” and “to have the curriculum reflect Harper’s diverse district.” (Curriculum Committee Guidelines, Section 9)

**Access and Disability Services (ADS)** – The mission of ADS is to create a comprehensively accessible environment where individuals are viewed on the basis of ability, not disability. ADS is the department on campus that ensures compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

ADS provides legally mandated access and accommodations and has expanded such services as specialized instruction, tutoring, and advising. ADS is also developing a Deaf Institute that will promote instruction and services to improve the educational outcomes of deaf and hard of hearing students.

Legally mandated access and accommodations are available to anyone who registers with ADS and provides documentation about the functional impact of his/her disability. New students go through an interview and then develop an Accommodation Plan as well as an Educational/Career Plan. Medical and psychological information is kept confidential.

Legally mandated access and accommodations may include support such as:

- Sign language interpreters
- Readers or scribes for exams
- Modifications in testing procedures

- Note taking assistance
- Use of specialized technology
- Relocation of classes to more accessible spaces or use of specialized furniture
- Modifications in procedures: priority registration, reduced course loads
- Conversion of materials into other formats: Braille, large print, audio

**Women's Program** – The Women's Program provides grant-funded education, career, and personal support services for individuals who meet low-income guidelines and one of the following criteria:

- Displaced Homemaker - an individual who has experienced the loss of family income due to divorce or pending divorce, separation, death of a spouse, unemployment of a spouse, or disabled spouse
- Single Parent - an individual who is a single pregnant women or an unmarried individual who has custody of at least one minor child
- Non-Traditional Career Seeker - an individual pursuing a career for which one's gender comprises less than 25 percent of those employed

**International Student Office** – Harper's International Student Office (ISO) works to enhance the educational, cultural, and social experience of all international students studying at Harper on F-1 visas. In addition to working with individual students, the ISO is responsible for maintaining student records and student exchange visas.



**Academic Enrichment and Language Studies** – An Intensive English Program as well as part-time offerings help non-native speakers develop English language skills. The Non-native Literacy (NNL) program provides English as a Second Language (ESL) instruction to students with less than nine years of education. A General Educational Development (GED) program is offered free of charge for community members. Both the NNL and GED programs instruct students in computer literacy, employment skills, and preparation for the United States Citizenship Exam. A one-year program, Career Foundations, provides job preparation for students with developmental disabilities.

**New Faculty Course – Diversity Session** - As of Fall 2002 all new full-time faculty are expected to participate in the New Faculty Course where they participate in a three hour session on diversity provided by the Associate Dean and faculty of the Center for Multicultural Learning. The session introduces new faculty to the reality of the changing

demographics at Harper; the disparity between students of color and the faculty teaching them; dealing with personal biases in the classroom; discussing multicultural education; and introducing them to the Multicultural Faculty Fellows Program. More importantly, the new faculty spend 45 minutes with underrepresented minority students – including students with disabilities, LGBT students, and women.