



**American Conference
on DiversitySM**

Valuing Diversity, Educating Leaders, Promoting Respect

**Diversity Council Report
To
Brookdale Community College**

January 17, 2008

**American Conference on Diversity
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Contents

Introduction & Methodology	3
General Awareness & Education.....	6
Hiring, Promotion, & Reclassification	10
Communications	12
Equality of Service/Quality of Service/Extracurricular	13
Diversity Across Curriculum	14
Funding for Diversity Initiatives.....	15
Philosophy & Diversity Statement	16
Appendix A – Sample Questions.....	17



**Diversity Council Report to Brookdale Community College (BCC)
January 2008**

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The following report details the recommendations, outcomes, and measurements for each of several target areas. The Council recognizes that the recommendations are numerous as the effort was to be thorough. Given the amount of activity suggested, years worth of work at a minimum, the Diversity Council stands ready to assist with implementation of any aspect of the proposal as may be deemed helpful to the overall effort.

The Council recognizes that BCC community activities and operations aren't fixed, unmoving points and wishes to acknowledge the on-going efforts and dedication of those in administration, faculty and staff to bring diversity to the front as a core value.

We recognize that this plan begins a journey and to help move the conversation forward, the Council highlights three target areas deemed of sufficient importance that they be considered as a starting point. The three target areas are General Awareness and Education; Hiring, Promotion and Reclassification; and Communication. The Diversity Council is committed to helping BCC implement diversity initiatives to promote and enhance diversity and inclusion.

Introduction:

Diversity Council is charged with addressing issues that encourage, support, and promote diversity. These efforts include: exploring issues and/or problems on campus that generate ideas for campus programs, advance awareness and appreciation of diverse issues, and create opportunities for all in the Brookdale Community – staff, alumni, faculty and students – to come together to address issues, and share personal experiences, ideas, and scholarship.

As a committee under the auspices of Governance and in accordance with the Governance philosophy, the Diversity Council is responsible for implementing the following.

The Diversity Council will do the following:



- Continue to act as a resource to assist in the planning and implementation of diversity activities and programs for the college community and the diversity of the county.
- Assist and support Brookdale Community College under the appropriate core competencies to infuse diversity into current curricula, new courses, and general education.
- Assist in the identification and promotion of educational and cultural events on diversity for faculty, staff, and students.
- Develop a virtual resource center for reference, research, and information on diversity which can be added to the library's topical website page (and linked from the Governance Diversity webpage) and investigate the need for a permanent location on campus for a resource center.
- Establish yearly goals and evaluation of these specific goals through annual reports.
- Respond to diversity issues and problems that arise and act as a resource for action and solutions.

Brookdale Community College engaged the American Conference on Diversity in November 2006 to create a development initiative to build multicultural competence among administrators, faculty, and staff. The following are the goal and objectives related to this project.

Goal:

To increase sensitivity to and awareness of diversity issues so that BCC can create work environments free from the distractions of prejudice, stereotypes, and bigotry.

Objectives:

- (1) Provide information on the best practices for responding to incidents of intolerance and bigotry in the classroom
- (2) Be prepared to develop action plans that are more reflective of and responsive to the diversity that exists within the college community
- (3) Be better prepared to advocate on behalf of individuals and groups facing bias and discrimination

Methodology:

As a partner in this process, the American Conference on Diversity created a plan that involved working with the Diversity Council through assessment, implementation of development sessions, and action planning for the Council.

To assess the current state of diversity on campus and help to inform the overall program design, the following activities were completed:

- Planning meetings with key stakeholders
- Program planning session with members of the Cabinet



- Focus Group with members of the Diversity Council to assess level of knowledge and awareness with regards to issues of diversity

As a result of the multilevel assessment, the design for the (2) two-day professional development for the Diversity Council was created and implemented. The workshop sessions focused on increasing empathy, raising awareness, and improving group cohesion and communication skills. Participants were given the opportunity to explore issues of diversity within themselves, in relation to their work environments and their interaction with students, colleagues and the overall college community.

Finally, as a follow-up activity, the American Conference on Diversity worked with the Diversity Council over eight sessions to create the following report. At the initial follow-up session, Diversity Council members agreed on the following as the overall tone of the report to be submitted:

Respectful	Visionary
Values & Standards of BCC	Perspective
Constructive	Honest
Supportive	Integrity
Questioning	Positive
Inclusive	Useful
Dynamic	Sustainable
Informative	Foundation
Meaningful	Measurable
Dominant ⇔ Non Dominant	

Additionally, members brainstormed and decided on the following target areas as focal points for their action plan.

1. General Awareness & Education (overall campus community & stakeholders)
2. Hiring, Promotion, & Reclassification
3. Communications
4. Equality of Service/Quality of Service/Extracurricular
5. Diversity in Curriculum
6. Funding for Diversity Initiatives



Target Area 1. General Awareness & Education (overall campus community & stakeholders)

The Council focused on the goal to build Cultural Competence across the campus and its Higher Education Centers. Members feel strongly that institutional expectations in the form of values and standards should relate to “living reality” for all members of the BCC community as stakeholders in the successful development of diversity as a way of life on campus and at Higher Education Centers. Diversity initiatives then can be implemented to advance that goal.

Recommendations

- 1.1. Overall Campus-wide – The Council recommends that rather than use the word “diversity,” as the symbol of initiatives on campus, implement initiatives and activities which reflect the values embodied in diversity. Follow a “learn by doing” approach.
 - 1.1.1. Brand diversity as a BCC value across the campus with a Diversity Philosophy – a marketing effort including statements/posters etc.
 - 1.1.2. Share County diversity demographic information with all Faculty, Staff & Administration.
 - 1.1.3. Implement a consistent vehicle or mechanism to communicate diversity issues and initiatives on campus.
 - 1.1.4. Create and demonstrate a climate of safety on campus to discuss diversity issues, perhaps through small group programs/discussions such as “Brookdale Conversations” a concept to allow and encourage dialogue.
 - 1.1.5. Continue to re-enforce the importance of diversity values to BCC through public communications like the annual report and website.

Outcomes

- Positive attitudes towards conversations on diversity
- All groups feel comfortable in engaging in dialogue about diversity issues as it relates to their BCC experience.
- BCC is positioned as a diverse and inclusive institution that is reflective of its greater community.

Measurement

- Post reflective questionnaire following year 1 of implementation that measures campus attitudes towards issues of diversity
- Visual assessment of campus wide “diversity marketing effort.”

Recommendations

- 1.2. Students



- 1.2.1. Freshman Orientation – make diversity component, specific workshops and experiences, a part of the Freshman Orientation Program.
- 1.2.2. Clubs – All student clubs can be brought into the BCC diversity initiatives. Clubs can focus on developing experiences for their members, which can capture the diversity of the student body and enhance the college experience. Ideally, Club advisors should reflect the diversity of the student body.
- 1.2.3. Develop an on-going formalized program for students to build cultural competency, which would enhance BCC campus life as well as prepare students for the next phase of their education, work experience and their community lives. The program can include specific diversity related extracurricular activities throughout the academic year.

Outcomes

- Students will demonstrate an increased level of cultural competency in preparation for the work place, community life and further education.
- Increased interest and participation in diversity related events for students.
- First year students will demonstrate a commitment and level of competency towards diversity and inclusion.

Measurement

- Add specific questions to the Student Opinion Report that measures the overall influence of BCC diversity experiences, e.g. “As a result of my educational and extracurricular experiences here at BCC, I am more comfortable interacting in social situations with diverse audiences.” Sample questions attached.
- Student Satisfaction Survey that measures students interest and participation in diversity related events throughout the year.
- Evaluations for incoming first year student orientation will gather data that demonstrates students’ current knowledge of diversity related issues.
- Add diversity related questions to the follow-up survey for recent graduates.

Recommendations

1.3 Faculty

- 1.3.1. Include diversity as a component of the faculty professional development plan.
- 1.3.2. Include Adjunct Faculty in the diversity process – utilize reception for Adjunct Faculty and share information.
- 1.3.3. Add a diversity component to TLC Roundtables.
- 1.3.4. Add a diversity component to the new employee orientation and new faculty development program.
- 1.3.5. Review Leadership Brookdale for diversity components.

Outcomes

- Faculty will incorporate diversity related materials in their respective curriculums (see Target Area 5).



- Faculty will create an inclusive environment within their classrooms.
- Increased participation in diversity related dialogue within TLC Roundtables and throughout faculty development.
- Increased participation of faculty in diversity related activities, events, and lectures on campus.

Measurement

- Completion of faculty year-long faculty development plan including diversity
- Sign-in sheets from diversity related events, activities and lectures
- Year-end post reflective questionnaire/focus group
- Diversity related questions on the Student Opinion Report

Recommendations

1.4 Staff

- 1.4.1. Provide mandatory diversity development for all department staffs.
- 1.4.2. Create a professional development program for staff; include Diversity and inter-personal relations modules.

Outcomes

- Increased participation in diversity related events, activities and lectures throughout the year
- Increased level of cultural competency and interpersonal skills to create an atmosphere of inclusion within work environment
- Decrease in number of diversity related grievances reported to HR

Measurement

- Completion of year-long staff development plan focused on diversity
- Sign-in sheets from diversity related events, activities and lectures
- Year end human resources data on diversity related grievances
- Year-end post reflective questionnaire/focus group

Recommendations

1.5. Administration

- 1.5.1. Create a Chief Diversity Officer position responsible to develop & implement diversity initiatives, measure effectiveness of and oversee diversity issues for BCC and all of its campuses, reporting at the highest level possible within the institution, ideally to the President or a chief cabinet position.
- 1.5.2. Each department has its own “officer of diversity” to help monitor flow and implementation of diversity activities.
- 1.5.3. Formalize a regular forum for communication with Administration, perhaps a monthly breakfast with the President and/or Chief Diversity Officer or include the Chief Diversity Office as an ex-officio member of the Diversity Council.
- 1.5.4. Implement Diversity Development Session for the Cabinet & Administration.



Outcomes

- All cabinet and administration to participate in diversity development process.
- An established responsibility for Diversity will be created at a high institutional level to manage diversity related activities and initiatives on BCC.
- A safe environment for communication/discussion on diversity issues is created.

Measurement

- Evidence on participation records of regular diversity forums with participation from Cabinet and Administration
- Post reflective questionnaire/focus group assessing attitudes related to diversity issues for president, Cabinet and administration



Target Area 2 – Hiring, Promotion, and Reclassification

Administration, faculty and staff diversity is a key issue on campus. The Council recognizes it is difficult to hire and retain diversity within the BCC Community reflective of Monmouth County's and Central Jersey's diversity, the stated goal of this effort. Ensuring diverse points of view and experience are consistently represented on interview committees is recommended. More and different voices "at the table" will lead to a refreshed process, which will continue to reflect the academic values of the institution with enhanced diversity in hiring. The Council unanimously noted that there is a climate of "unevenness" in how policies are practiced by departments. While the policies appropriately reflect the value of diversity and are written to encourage growth and advancement, departments tend to operate in silos, and the Council encourages a review of policies and the procedures to implement these policies to provide growth opportunities for faculty and staff in their areas.

Recommendations

- 2.1. Diversity concepts added to job descriptions and performance evaluations.
- 2.2. Objectify the interview process & selection for administration, faculty and staff by developing a policy for the composition of Search and Interview Committees, including developing interdisciplinary Interview Committees. Of a 3-5 member committee, the Diversity Council suggests: 50% Departmental Staff, 25% Other Departmental Staff and 25% Diversity Council members.
- 2.3. Develop more inclusive "on the job development" opportunities.
- 2.4. Review the practice, leading to the development of a policy regarding hourly positions so that campus-wide equal opportunity is encouraged.
- 2.5. Develop a Retention Plan for underrepresented administration, faculty and staff.
- 2.6. Create more structured Diversity Development Plan guidelines for promotion and education.
- 2.7. Review policies on Professional Development to ensure that opportunities are open to all staff with uniform compliance and that time is allowed and encouraged for staff to improve their learning and skills through professional development.
- 2.8. Expand the opportunity to provide diversity education for search committee members.

Outcomes

- More diversified administration, faculty and staff search committees
- Underrepresented administration, faculty and staff will communicate increased level of acceptance
- Increased number of underrepresented administration, faculty and staff
- Lower turnover rate of underrepresented administration, faculty and staff
- Increased accountability of diversity competencies within job description



- Administration, faculty and staff search committees will make diversity a consideration when filling vacant positions.

Measurement

- Creation and completion of structured retention plan
- Evidence of diversity related competencies on individual year end evaluation
- Track the number of hourly employees that transition to full time positions.
- Review human resources data for retention figures.
- Review search committee outcomes for diverse membership and diverse candidate recommendations.
- Completion of departmental Diversity Development Plan



Target Area 3 - Communications

An essential element to a successful diversity initiative is a communications strategy which blends actions and activities with meaningful messages, subtle and overt, to create the climate of valuing diversity across the BCC community. It is suggested that all aspects of communications from the President's Messages, campus-wide learning, guest lecturers, special events and community/public messages convey the importance of diversity values for BCC. Highlights of accomplishments on various diversity initiatives can then be placed in context as they are shared within the BCC family and community at large.

Recommendations

- 3.1 Continue & develop an overall diversity message for BCC – The Philosophy.
- 3.2 Examine current internal and external communication vehicles for ways to incorporate diversity statements and messages.
- 3.3. Continue & develop a diversity communication plan that is top-down and focuses on the central message which will be communicated campus-wide on a regular and on-going basis as a message integrated and communicated at all levels (president, Cabinet, faculty, staff & students).
- 3.4. Continue diversity commitment communicated across governance and within standing committees to focus attention on individual and overall change.
- 3.5. Review all corporate/governance documents to ensure the Diversity Message is included.
- 3.6. Develop a structured plan to communicate outcomes of the diversity plan i.e. include outcomes in the Matrix.
- 3.7. Include the diversity messages and the Diversity Philosophy prominently in the Matrix, on buildings, in the student handbook, faculty handbook, newsletters, personnel policies, website (“one click”), and college relations.
- 3.8. Establish a communications clearinghouse for diversity related activities.
- 3.9. Continue to highlight diversity activities and the value of diversity in internal & external communications.

Outcomes

- Diversity related academic information that is usable and easily accessible for students, faculty, and staff
- A diversity statement and philosophy that communicates a BCC commitment towards issues of diversity.
- Resource, event, and activity management system where the campus community can easily access information on diversity and multicultural activities.

Measurement

- Evidence of diversity statement and philosophy and documentation of its use throughout campus
- Evidence of usage of Diversity and Multicultural Activity management system e.g. documentation on number of “on-line hits”



Target Area 4 - Equality of Service/Quality of Service/Extracurricular

The Diversity Council recommends continuing assessments on an on-going basis to compare the availability of services and activities within and between the Lincroft Campus and Higher Education Centers. Recognizing that all programs and services can't be duplicated for both practical and financial reasons, the main focus of the recommendations seeks to identify any gaps that could be reviewed related to the quality and depth of the BCC experience for all students.

Recommendations

- 4.1. Review Higher Education Centers vs. Main Campus Center for available resources, services and opportunities for students. Determine how to best integrate the whole for students, programs, staff, and resources including evaluating technical and financial commitments to decrease gaps.
- 4.2. Review and ensure accessible services/transportation.
- 4.3. Review diversity of courses at Higher Education Centers.
- 4.4. Review extracurricular student activities to promote cultural awareness in the Main Campus as well as Higher Education Centers.
- 4.5. Review value and equity in student activity fees and services.
- 4.6. Review diversity of courses to reflect educational needs of the population e.g. ESL classes.

Outcomes

- Deeper understanding of student needs at the Main Campus as well as Higher Education Centers
- Increased level of customer satisfaction for students at Higher Education Centers

Measurement

- Continued needs assessment to gather data on the perspective students utilizing the Higher Education Centers
- As plans are implemented post experience survey that measures satisfaction on services received at the Higher Education Centers



Target Area 5 – Diversity Across the Curriculum

A key element of the educational experience at BCC enhances learning that embraces diversity in curriculum. Diversity Across the Curriculum (DAC) was developed on campus several years ago and BCC was a leader in sharing it with other institutions. The Diversity Council unanimously believes that the strength of incorporating DAC or a similar formalized initiative to BCC learning increases student preparedness to live, work and lead in a diverse society. Recognizing that some curricula do have a diversity component, a review of all would be helpful.

Recommendations

- 5.1. Review the past DAC Initiative with a goal to ensure a diversified curriculum in all areas; any implementation should be a joint charge between the Diversity and Academic Council.
- 5.2. Consider flagging diversity collection/subjects in the campus library's on-line catalogue.
- 5.3. Given the rapidly changing society, examine how other institutions are currently handling this challenge.
- 5.4. The initiative would deal with multiple learners and learning styles and ensures full department support of courses that reflect diversity.
- 5.5. Monitoring to ensure the continuance of a diversity issues course as a student requirement consistent with new state regulations on general education credits
- 5.6. Evaluate interdisciplinary study for diversity issues across the curriculum.

Outcomes

- An understanding and acknowledgement of areas within BCC where DAC informally exists
- Faculty utilizing DAC concepts to create curriculum for their respective classes
- All academic areas to re-initiate DAC concepts in curriculum
- BCC as a learning centered community on all levels for students, faculty, staff, and administration

Measurement

- Qualitative survey to assess current status of DAC concepts within existing curricula
- Diversity components included in end of semester student evaluations
- Departments to report on ways in which DAC concepts are utilized within curricula



Target Area 6 – Funding for Diversity Initiatives

The Diversity Council recognizes the importance of diversity at BCC and urges a sustained commitment to diversity initiatives as a serious long-term commitment.



Brookdale Community College Philosophy

Brookdale's commitment to diversity is based on the premise that the future development of this society is contingent upon positive interaction, change and growth involving individuals of all backgrounds. We believe our role is to serve as change agents/role models in that process.

At Brookdale Community College we affirm that:

BCC is a learning-centered community where student experiences prepare them for work and life in a diverse society.

BCC is a respectful and inclusive institution, which values differences in all people, not only in thought and point of view but also in ability status, age, culture, ethnicity, gender, race, religion, and sexual orientation.

BCC is an integral part of our communities and as such, BCC's administration, faculty, staff and students mirror the diversity of Monmouth County and Central New Jersey.

BCC reflects the richness of the diversity of Monmouth County and Central New Jersey in its internal and external communications, college life, curriculum and student services.

BCC reflects its diverse community and encourages personal growth and advancement in hiring policies, practices and professional development for its employees.

Definition of Diversity

Diversity encompasses a complex mosaic of many cultures, ages, beliefs and identities. Valuing diversity seeks to identify similarities and connectedness concurrently with promulgating an understanding and respect for the different intellectual traditions and social perspectives among the many diverse groups that comprise our society and the multicultural global community.



Appendix A – Sample Questions

Taken from “Students’ Experience with Social Diversity” (X. Zúñiga, University of Massachusetts-Amherst)

- Used to examine levels of cross-cultural communication, beliefs about social justice, and inter-group interaction; results can be used to build inclusiveness within the student body.

- Suggested questions:
 - Describe the ethnic / racial makeup of your friends on campus.
 - How frequently have you socialized with someone of a different ethnicity / race?
 - How comfortable do you feel asking people from other ethnic / racial backgrounds about their views on racial issues?
 - To what degree do you think about society’s influence on my behaviors, feelings, and thoughts?
 - How frequently have you had discussions about sexism with someone of the opposite sex? How positive or negative have these discussions been?
 - How likely would you be to challenge other people who make jokes that are offensive to any group?
 - During this academic year, how many times have you participated in cultural programs?
 - To what extent do you agree that you are able to confront others’ opinions when you feel that they are misinformed?
 - How likely are you to join with others to confront discrimination?