Tactical Plan for Diversity & Inclusion

2013–2018

CCAC

April 2013

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A COMMITMENT TO DIVERSITY AND INCLUSION

America's colleges and universities are educating a larger and more diverse group of students than ever before. According to a recent study conducted by the Educational Testing Service, an even greater transformation in the student body will occur over the next decade. By 2015, for example, 80% of the anticipated 2.6 million new college students will be ethnically diverse. Nationwide, the number of undergraduate minority students enrolled in colleges and universities will increase from 29.4% to 37.2%. (Minorities in Higher Education Status Report, 2010).

While we have witnessed steady growth in the diversity of the student population, we have not seen similar diversification among college faculty and staff. Despite the efforts of many colleges and universities, diverse professionals are grossly underrepresented among the faculty; they make up only 17% of the total faculty nationwide (Minorities in Higher Education Status Report, 2010), Moreover, diverse faculty are not evenly distributed across institutional types, disciplines or academic ranks.

Today, more than 55% of all traditionally underrepresented populations in higher education attend community colleges. This presence is important with respect to future workforce needs and the role of the more than 1,200 community colleges nationwide in preparing that workforce. By the year 2018, 51% of

individuals entering the workforce will be women, minorities or foreign-born individuals. Two-thirds of these jobs will require training available at most two-year institutions.

For example, according to a recent study commissioned by the Community College of Allegheny County (CCAC) and completed by the Hill Group, nursing and allied health occupations, such as health information management, at the degree and certificate levels, will continue as high-priority occupations in the foreseeable future. Retiring manufacturing workers will be replaced with individuals who learned advanced technology applications at two-year institutions. Financial services jobs will expand in Greater Pittsburgh as a result of the expansion of both PNC and the First Niagara Bank. Employers will expect, too, that workers bring complementary skills in information technology and experience as workers or interns in their chosen field.

CCAC has long been committed to ensuring diversity and inclusion for students, staff and faculty. The college is committed to a collaborative and developmental strategy that seeks to embed the goals and values of diversity and inclusion into every office, department and function. The core belief is that promoting diversity and inclusion is everyone's responsibility. The college's ability to prepare students to think and operate in a global arena is critical to helping promote the student success and the growth of the region and nation. This tactical plan will provide the road map necessary to achieve those goals.

The spirit of diversity and inclusion at CCAC is achieved through establishing an institutional culture that will enable CCAC students, faculty and staff to share, learn and apply principles of diversity that foster a climate of inclusion and understanding at the college and within the broader community. Therefore, CCAC will implement a college wide approach to diversity based on its rich foundation and actively engaging the CCAC community and external stakeholders. This approach is designed to position CCAC as a catalyst for diversity and inclusion throughout the region and nation.

DIVERSITY INITIATIVES THROUGH 2012

PRIOR TO 1990: DIVERSITY BECOMES AN ENDURING COMMITMENT

CCAC has enjoyed a long and enduring commitment to diversity and inclusion. An affirmative action policy statement was first adopted by the CCAC Board of Trustees in 1973. At that time, an executive dean was the top administrative officer responsible at each of the four campuses and the assistant to the executive dean served as the affirmative action officer on that campus. Each assistant worked directly with the CCAC Office of Human Resources to ensure, on each campus, compliance with the Board of Trustees' affirmative action and US Equal Opportunity Employment Commission (EEOC) policies.

1990–1999: PROGRAMS TO PROMOTE DIVERSITY GROW

In 1990, the Office of Multicultural Affairs was established. Later that year, the Community College African American Caucus (CCAAC) was formed. The CCAAC was dedicated to improving the condition and achievement of African American employees and students. A Black Alumni Council was formed in 1992, and a Women's Council followed in 1993. The ALCOA Foundation funded the Minority Recruitment, Retention and Transfer Program (MRRTP) from 1993 to 1995, pioneering many programs and services designed to improve African American student success.

In the late 1990s the responsibility for EEOC compliance was transferred from the campuses to the Office of Human Resources to ensure college wide adherence. Opposition to affirmative action grew nationally, illustrated by the enactment of *Proposition 209, The California Civil Rights Initiative,* concluding that achieving a diverse student body is not a compelling reason for considering race or ethnicity in awarding preference in admission or program offerings.

Despite this opposition to affirmative action, the CCAC Board of Trustees continued an aggressive course of action to advocate the advantages of a multicultural college and community. The board promoted the positive benefits and outcomes of diversity and inclusion as a means of accomplishing its aims.

2000–2008: DIVERSITY EFFORTS CENTRALIZE AND FOCUS

CCAC consolidated its diversity and inclusion initiatives in mid-2004. A Diversity Council was formed during the 2005 academic year, and a foundation was established for what would become the Office of Institutional Diversity and Inclusion (OIDI). In 2006, the CCAC Board of Trustees approved a diversity statement, which conveyed in part that the "Board of Trustees of [CCAC] commits the college to supporting cultural diversity in all college programs, extra-curricular events and community activities."

A diversity audit was commissioned in October 2006 through RDP Consulting Services to identify opportunities for the college to improve upon and "foster a climate of appreciation and acceptance of the diverse cultures in our community." Many of the recommendations have been adopted or expanded upon by the college:

- Improve the recruitment, search processes and hiring of faculty in order to identify, attract and retain underrepresented faculty
- Develop and implement diversity training for administration, staff and faculty
- Assign the consistent implementation of policies to the Human Resources department and the Office of Institutional Diversity & Inclusion
- Establish a CCAC Student Cultural Awareness Council to support the diversity policy and include student perspectives and campus issues

In December 2007, 16 college staff members representing all campuses and centers were certified in the areas of Cross Cultural Competency and Diversity at Work. The Africana and Ethnic Studies department was renamed the Ethnic and Diversity Studies department, with seven new courses reflecting the new vision. Institutional memberships in the National Association for Multicultural Education (NAME) and the National Association of Chief Diversity Officers in Higher Education (NADOHE) were secured.

During this period, CCAC sponsored many programs designed to assist minority and at-risk students including the Learning Disabled Block, the Women's Re-Entry Program, the African American Male and Female Initiative and the Three R's program (Recruit, Refer and Retain). In September 2007, the college established the Office of Institutional Diversity and Equity, later renamed the OIDI.

2008–PRESENT: CURRENT ENVIRONMENT FOSTERS DIVERSITY AND INCLUSION

In December 2007, CCAC's Board of Trustees put the commitment to diversity present in its statements and policies into practice by appointing Alex Johnson, the eighth president of CCAC. When he took office in March 2008, Dr. Johnson became the first African American president in the history of the college.

As the college's chief diversity officer, the president has ensured that CCAC has implemented and expanded upon many of the recommendations from the diversity audit. The college expanded opportunities for minority recruitment, improved the search and hiring process with respect to the inclusion of minorities and underrepresented populations and implemented diversity training programs. The special assistant for diversity and inclusion, a cabinet-level position, was assigned to manage the development of a college wide plan and the implementation of diversity and inclusion programs, including:

- Expanding disadvantaged and underrepresented student population
- Promoting diversity and inclusion awareness among faculty and staff
- Expanding public awareness of CCAC initiatives and improving community outreach
- Implementing programs to foster continued growth of the presence of underrepresented faculty and staff
- Establishing more academic-based programs that promote life in a multicultural society
- Increasing collaborations and partnerships with organizations that facilitate multiculturalism and diversity and creating CCAC signature events that demonstrate the college's commitment
- Increasing MWDBE participation
- Enforcing standards of civility for the treatment of all individuals regardless of gender, ethnicity, racial background, age, sexual orientation, religion, national origin or physical or mental ability

CCAC continues to work toward improving the recruitment and search processes and hiring of a diverse faculty and staff. Internal training programs have been conducted to help identify, attract and retain a diverse faculty, and continual review seeks to ensure that diversity standards are consistently administered. A student advisory forum is being developed to support the diversity policy and to include student perspectives and campus issues. Four campus diversity officers were hired to chair the campus diversity and equity committees and work with faculty to infuse multicultural content into the curriculum.

With construction of the K. Leroy Irvis Science Center at CCAC–Allegheny Campus, which began in 2011, CCAC sought to honor the legacy of the late speaker of the Pennsylvania House of Representatives by building his namesake facility with a focus on diversity. To this end, the nearly $18 million construction cost of the building was divided among an unusual 13 prime contracts, in the interest of encouraging smaller firms, including MWDBE contractors, to bid on the project as prime contractors. This project built on existing efforts to increase MWDBE contracting, laying a solid groundwork for future success.

In August 2009, the Board of Trustees updated the college's policy on diversity and nondiscrimination. It was subsequently revised in September 2012 to combine the college's nondiscrimination policy and the Board of Trustees diversity statement into one nondiscrimination policy:

> The Community College of Allegheny County (CCAC) and its Board of Trustees are committed to the principle of equal opportunity in education and employment for all. CCAC does not discriminate based upon race, color, religion, national origin, ancestry or place of birth, sex, gender identity or expression, sexual orientation, disability, use of a guide or support animal due to disability, marital status, familial status, genetic information, veteran status, or age. Creating, supporting and sustaining a diverse community prepares our students to be effective in the world outside of CCAC.

A PLANNED TACTICAL APPROACH TO TRANSFORMATIVE INCLUSION: 2013–2018

CCAC is committed to fostering an environment of Transformative Inclusion. The college's key goal is a framework that incorporates diversity at its core. Transformative Inclusion is a model involving grounding the academic experience of students and faculty in intellectual rigor that presupposes the importance and complexity of diversity and contributes to the development of the sophisticated intercultural skills necessary to work in a diverse society and interconnected world.

Transformative Inclusion is a commitment to fostering a campus environment that not only recognizes the perspectives, skills, experiences and talents—collectively, "abilities"—of every student, staff and faculty member and administrator, but also cultivates and utilizes those abilities to achieve a more robust, invested and creative campus environment.

In short, Transformative Inclusion is a diversity model designed to yield better participatory diversity and inclusion outcomes.

An institution that has embraced Transformative Inclusion possesses the following characteristics:

1. An open and welcoming campus climate. In concrete terms, it means identifying, promoting, acknowledging and respecting the perspectives of all members of the student body, faculty, staff and community, with particular appreciation for the diverse backgrounds that they all bring to the educational experience.

2. A purposeful development and use of organizational and community-based resources to enhance student success and completion. Organizationally, it means fostering an environment conducive to success with the expectation that faculty, staff and administrators will incorporate inclusiveness in teaching, service, support and outreach.

3. A focus on the cultivation of community partnerships that impact diversity and inclusion in the greater community.

In order to promote Transformative Inclusion as the diversity model and mission for the future of CCAC, this tactical plan outlines six strategic goals, along with a series of measurable implementation actions. The goals of this initiative are to accomplish distinction in the following areas:

1. Expand representation and participation of underrepresented populations and economically disadvantaged individuals in the student body

2. Promote faculty and staff awareness of diversity and inclusion

3. Foster continued growth in the presence of faculty and staff of underrepresented backgrounds

4. Develop and cultivate collaborations and partnerships with community based organizations that promote the mission of diversity and inclusion

5. Increase and sustain MWDBE participation

6. Educate and promote standards of inclusion for the equitable treatment of all individuals
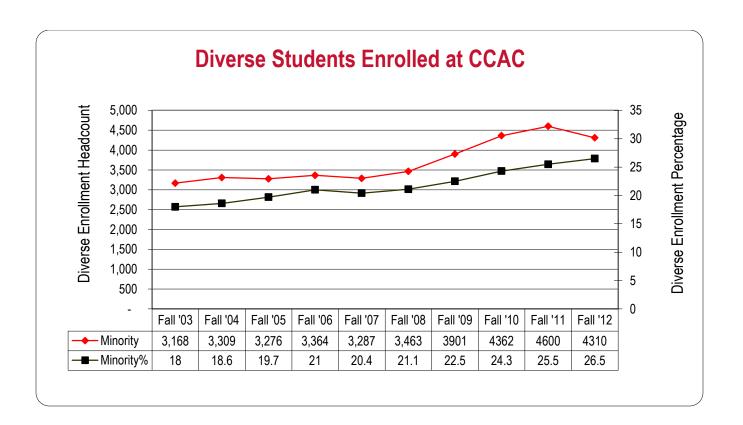
INSTITUTIONAL GOALS

GOAL ONE

EXPAND REPRESENTATION AND PARTICIPATION OF UNDERREPRESENTED POPULATIONS AND ECONOMICALLY DISADVANTAGED INDIVIDUALS IN THE STUDENT BODY

In an effort to make CCAC a more inclusive environment, the college has enacted a goal of expanding the participation and increasing the number of students from underrepresented groups—defined as American Indian/Alaskan; Black or African American; Asian/Pacific Islander; Spanish American (Latino/Hispanic); and Multiracial—as well as economically disadvantaged individuals. A minority recruitment plan was developed in December 2008 and a report presented to the CCAC Board of Trustees in June 2009. This plan will be revised and presented to the Board of Trustees in June 2013.

While CCAC is an open-admissions institution and does not require college entrance examinations, enrollment of underrepresented populations at the college has increased over the past decade (see chart below). The enrollment was 3,414 of students reporting a traditionally underrepresented race, in fall 2007. It increased to 3,568 in fall 2008. Federal reporting regulations for 2009 introduced new ethnic/racial categories and required re-reporting of all existing students. Many institutions, including CCAC, have noted a lack of participation in re-reporting under the new regulations, dovetailing with a growing number of individuals nationwide declining to respond to racial/ethnic survey questions. These factors led to a nearly 20% increase in the number of CCAC students not reporting any ethnicity for fall 2009. As a result, the minority headcount appears to drop.

However, CCAC's calculated percentage has always reflected minority students as a percentage of all domestic students who reported race. It ignores students in the "unknown" racial/ethnic category and non-resident aliens. Therefore, even though the number of students self-identifying as minority decreased for 2009, the percentage of minority students to all domestic students reporting race increased to 23%.

Diverse Students Enrolled at CCAC

	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
Minority	3,168	3,309	3,276	3,364	3,287	3,463	3901	4362	4600	4310
Minority%	18	18.6	19.7	21	20.4	21.1	22.5	24.3	25.5	26.5

With the primary objectives of increasing diverse student recruitment and student engagement, the following strategy of action will be enacted to meet the objectives of Diversity Tactical Plan Goal 1.

Component 1: Diverse Student Recruitment			
	Action	**Partners**	**Measure/Timeframe**
Action 1	Revise, coordinate and execute diversity recruitment plan	Diversity Recruitment Committee	• July 1, 2013
Action 2	Hire college diversity recruitment specialist. See Appendix 2 for detailed job description.	Human Resources (HR), Student Recruiters and North campus Dean of Student Development	• July 1, 2014
Action 3	Expand and promote self-identity selection and tracking methods	Asst. Dean of Academic Mgt., Advisors, Information Technology Services (ITS), and	• Decrease self-identity non-reporters to 15% by July 1, 2014
Action 4	Expand demographic categorization on forms and electronic format to increase the numbers of self-identified percentages	Asst. Dean of Academic Mgt., Advisors and Information Technology Services (ITS)	• Decrease self-identity non-reporters to 15% by July 1, 2014

Component 2: Diverse Student Engagement and Retention

	Action	Partners	Measure/Timeframe
Action 1	Identify designated space on campuses for dialogue, resource materials & diversity programming	CDO, Campus Presidents and Student Life department	• Identify temporary space • Identify permanent space by 2014
Action 2	Identify resources and space for inter-faith initiatives	Campus Presidents, faculty and staff	• Identify dedicated space for inter-faith initiatives by 2014
Action 3	Increase and support the number of diverse student affinity groups to promote student involvement	CDO's, Student Life, Faculty, Staff and Community partnerships	• Ongoing
Action 4	Develop course for diversity educational module for implementation into SDS 102 curricula system-wide	Student Support Specialist, Counselors and Faculty chair for Developmental Studies	• Develop and incorporate Train the Trainer facilitation module for all SDS 102 instructors by spring 2013
Action 5	Develop additional support services and resources for ESL and international students	Community based organizations, Faculty and Allegheny Campus Admissions department	• Expansion of ESL course offering college wide • Develop college wide peer mentoring program for international (F-1) students. • Ongoing
Action 6	Identify additional funding streams	Foundation	• Ongoing

PROMOTE FACULTY AND STAFF AWARENESS OF DIVERSITY AND INCLUSION

CCAC's approach to promoting cultural competency is a collaborative and developmental one. To promote an organizational culture of Transformative Inclusion, the college has committed to offering workshops each semester at the CCAC All-College Day orientation, SEIU Professional Development Day, the Summer Faculty Institute, New Faculty Orientation, College Wide Council and a sustained series of professional development programs. Workshops developed by staff in the Office of Institutional Diversity and Inclusion (OIDI) include, but are not limited to, the following:

- Differences Between Affirmative Action and Diversity
- The Blueprint for Transformative Inclusion
- Diversity, Equity & Inclusion: What We All Need to Know
- Let's Talk about Race
- Diversity is You
- Hate Crimes Against the GLBT community
- Recruitment and Retention of ESL Students
- An Introduction to Racial Micro-aggressions
- Culture and Communications
- Generational Diversity
- Diversity Trends and Institutional Impact

A measured activity log can be found below:

Year	Workshops/Lectures	Participants
2008–09	10	134
2009–10	15	307
2010–11	22	637
2011–12	26	858
Totals	73	1956

Increasingly, professional development opportunities promoting diversity awareness, multicultural competency and global understanding will be offered through webinars, lectures by visiting content experts, DVDs, movies and CCAC website modules.

	Action	Partners	Measure/Timeframe
Action 1	Maintain and expand college wide diversity training initiatives for staff, faculty and administration	HR, Academic Affairs, Campus Presidents	• Offer at least one formal college wide diversity training initiative per semester • Ongoing
Action 2	Include a diversity component to all new hire orientations	HR, Academic Affairs and Professional Development	• July 1, 2013
Action 3	Promote operational definition of Transformative Inclusion and Non-discrimination policy via website and college related print materials	HR, Marketing & Communications	• January 1, 2013
Action 5	Coordinate training program for all supervisors to include diversity component	HR	• July 1, 2013
Action 6	Incorporate a diversity workshop attendance component into annual employee evaluation process	HR	• July 1, 2014
Action 7	Expand and support promotion of Diversity & Inclusion in college curriculum	Academic Deans, Faculty Department chairs	• Ongoing

GOAL THREE

**FOSTER CONTINUED GROWTH IN THE PRESENCE OF FACULTY
AND STAFF OF UNDERREPRESENTED BACKGROUNDS**

Faculty diversification contributes directly to educational quality. A diverse faculty means better educational outcomes for all students. (ACE , *Minorities in Higher Education Status Report 2010*). According to the American Psychological Association, evidence suggests that exposure in college to a diverse faculty along with diversified curricula and teaching methods better prepares students to live and work in an increasingly complex global society (APA, *Valuing Diversity in Faculty*, 1994). A professorate marked by diversity (1) "promotes cognitive, social and emotional growth and development in students, (2) increases and raises the level of intellectual discussion within the faculty, and (3) adds multiple perspectives, theories and approaches to scholarship and the curriculum that students consume" (Milem and Hakuta 2000, *The Benefits of Racial & Ethnic Diversity in Higher Education*).

Interaction with a diverse faculty also plays a critical role in student retention and persistence. Retention and persistence are enhanced due to the fact that diverse faculty members provide students with diverse role models and help to provide more effective mentoring for students from underrepresented groups (Slaughter, J.B. 2000, *Creating the Inclusive Environment: The Essential Role of Faculty Diversity)*.

Diversity and inclusion are imperative to CCAC's mission and strategic plan. While the college continues to seek diversity in its workforce, it has made impressive gains in the area of employing diverse individuals among the ranks of administrators in the past five years.

In 2011–2012, CCAC focused HR efforts on expanding faculty applicant pools to ensure more diverse representation. This was achieved through new and ongoing initiatives:

- Development and implementation of search committee training sessions
- Incorporating diversity-related questions for all applicants at the formal interview stage
- Expanded marketing and outreach efforts for open positions to diversify applicant pools
- Review of applicant pools to ensure representative minority representation
- Consistent review of search committee compositions
- Increased participation in regional minority candidate recruitment events

CCAC will continue to expand its recruitment efforts to ensure diverse applicant pools. Knowing that diverse search committees can bring a greater variety of viewpoints to the hiring process, the college will continue to monitor the composition of its search committees, encouraging diverse committees that are equipped to find the most qualified candidates for the positions to which they apply. These efforts, among others, are expected to attract and retain more diversity hires and establish CCAC as an employer of choice.

Component 1: Continue to develop and implement equitable hiring practices

	Action	Partners	Measure/Timeframe
Action 1	Revise and standardize search committee training process	HR and Hiring Administrators	Develop search committee evaluation tool by July 1, 2013
Action 2	Establish search process debriefing sessions for periodic assessment	Hiring Administrator, Search Committee members	Develop by July 1, 2013
Action 3	Identify a greater number of diverse candidate pipelines (regional & national)	HR and Marketing & Communications	• Increase applicant pools and marketing efforts for open positions • Ongoing
Action 4	Hire additional staff in HR to focus on diversity recruitment. See Appendix 2 for detailed job description	HR	Establish position in 2014

Component 2: Retention and Professional Development of New Hires

	Action	Partners	Measure
Action 1	Incorporate diversity component into institutional succession plan	HR, Academic Affairs and Campus Presidents	July 1, 2014
Action 2	Introduce and expand participation of campus employee resource or affinity groups for staff and faculty	HR, Academic Affairs and Campus Presidents	Introduce/establish Campus Wellness, Young Professionals, and Interfaith Exploration employees resources groups by July 1, 2014

GOAL FOUR

DEVELOP AND CULTIVATE COLLABORATIONS AND PARTNERSHIPS WITH COMMUNITY-BASED ORGANIZATIONS THAT PROMOTE THE MISSION OF DIVERSITY AND INCLUSION

CCAC understands that it is crucial to not only serve internal constituents but also to impact the greater community and to continue to be a regional asset. CCAC has forged partnerships with a number of organizations that have diversity and inclusion as their primary mission. Among them are the Diversity Subcommittee, Pennsylvania Commission on Higher Education; Western Pennsylvania Diversity Initiative (WPDI); Pittsburgh Folk Festival; Afro American Music Institute (AAMI); Global Pittsburgh, PERSAD, YWCA Center for Gender & Racial Equity; Vibrant Pittsburgh; Urban League of Greater Pittsburgh; and the UPMC Center for Inclusion in Health Careers.

In 2009, the college initiated the CCAC Vanguard Diversity Awards, which are given to the individuals, non-profit organizations and businesses that have demonstrated exemplary leadership, vision or service in promoting diversity and inclusion in Allegheny County and the greater Pittsburgh area. The Vanguard Awards have developed into a signature event for the college and a recognized event in the region.

In 2010 CCAC formed the first educational partnership with the August Wilson Center for African American Culture and co-sponsored the Pittsburgh Folk Festival. The institutional affiliation with the August Wilson Center includes benefits for students, faculty and staff regarding center programming, and many options are being explored for cooperative activities and shared resources and talent. The Pittsburgh Folk Festival collaboration enabled CCAC to benefit from the more than two dozen ethnic group members, including dance and cultural groups from Europe, the Middle East, the Americas and Asia. Additional opportunities exist for interactions with performers at the event and at CCAC's campuses as well as reaching the thousands of visitors to the event with information about CCAC.

In 2011, CCAC entered a formal partnership with the City of Pittsburgh Office of Personnel in an effort to increase diversity in the applicant pools of the police and fire departments. CCAC developed and implemented a civil service exam preparation course for identified applicants. This partnership proved to be extremely successful by serving over 750 individuals and leading to improving overall test scores for applicants.

	Action	Partners	Measure/Timeframe
Action 1	Identify new partnership opportunities and enhance existing partnerships	Community based organizations, Diversity Committee and CDO's	One new collaborative initiative annually beginning July 1,2013/Ongoing
Action 2	Identify and engage local and national diversity experts as presenters	Professional Development, Community Partners, Diversity Committee, CDOs and Student Life	Develop content expert, diversity speaker bureau by July 1, 2015
Action 3	Sustain and foster participation in local diversity boards	Community based organizations, governmental board and Business & Industry	Ongoing
Action 4	Reestablish participation in the CCAC Diversity Advisory Committee	CDO's, Community based organizations	• Identify internal constituents • Host first meeting of committee in January 2013

GOAL FIVE

INCREASE AND SUSTAIN MWDBE PARTICIPATION

CCAC has surpassed the goal of 15% MWDBE participation and exceeded expectations related to the participation of minority and women-owned businesses as indicated in the chart below. In fact, total participation has steadily increased from 8.9 percent of total dollars spent in 2006-07 to meet or exceed the 15% goal in all but one year out of the last five years. This increase is largely due to increasing employee awareness of the issue and the attendant goal of increasing the participation of minority- and women-owned vendors. The college has also worked hard over the past several years to alert minority and women-owned businesses of our desire to increase total participation. See Appendix 1 for a more detailed analysis of MWDBE purchasing.

CCAC MWDBE Purchasing Activity July 1, 2006, through June 30, 2012

	Number MWDBE Orders	Amount MWDBE Orders	Total # Purchase Orders	Total Purchase Amount	Percent of Orders	Percent of Dollars
2006–07	1,185	$1,455,757	5,652	16,274,402	21.0%	8.9%
2007–08	1,256	$3,328,919	5,657	17,407,246	22.2%	19.1%
2008–09	1,149	$2,993,646	5,564	17,077,720	20.7%	17.5%
2009–10	1,113	$1,791,396	5,671	13,628,786	19.6%	13.1%
2010–11	1,150	$2,680,188	5,690	17,868,498	20.2%	15.0%
2011–12	925	$7,125,225	5,003	22,613,523	18.5%	31.5%
2012–13* *Through September	267	$2,286,176	1,584	9,549,950	16.9%	23.9%

Continued focus will be placed upon increasing participation of minority- and women-owned businesses. This will be done through greater involvement in the African American Chamber of Commerce, MWDBE Government Committee and other organizations as well as receptions for MWDBE vendors and annual trade and opportunity fairs.

	Action	Partners	Measure/Timeframe
Action 1	Attend MWDBE Various Opportunity Fairs	Purchasing	Ongoing
Action 2	Distribute RFQ, RFP, and bid opportunities through MWDBE agencies for release to their membership (listed in Appendix 1).	Purchasing	Ongoing
Action 3	Prepare quarterly reports identifying MWDBE participation	Purchasing	Ongoing
Action 4	Continue to pursue subcontracting opportunities for MWDBE vendors on construction and other applicable contracts	Purchasing and Facilities	Ongoing

	Action	Partners	Measure/Timeframe
Action 5	Insert an MWDBE participation clause in appropriate bids and RFPs, emphasizing the college's goals.	Purchasing	June 1, 2013
Action 6	Update and distribute the MWDBE vendor list to appropriate departments, staff and administrators.	Purchasing	Ongoing
Action 7	Improve upon the utilization of existing contracts that CCAC can "piggy-back" on with the Commonwealth of Pennsylvania, the Federal Government, or other governmental subdivisions that have been awarded to MWDBE companies.	Purchasing	Ongoing

CCAC's nondiscrimination and diversity policies and practices are in compliance with all federal civil rights legislation to ensure equal access to education and equitable treatment for all students and staff. To maintain compliance with civil rights legislation, CCAC has designated a Title IX Coordinator as well as an ADA/Title 504 Coordinator. These designees are responsible for addressing and reconciling issues of discrimination in accordance with institutional policies and procedures. The designees will also be responsible to provide information and guidance to all internal constituents and serve as liaisons to related regional, state and federal agencies.

Civil rights information and updates will be disseminated on an ongoing basis to internal constituents in the following venues:

- New Student Orientation
- New Employee Orientation
- All College Days
- College Wide Council
- Summer Faculty Institute
- Student Forums

In an effort to create a truly inclusive environment, it is imperative that all members of the college community gain greater awareness, acceptance and appreciation of an increasingly diverse student and staff population. Informational and educational offerings will be provided to students and staff, focusing on but not limited to the following topics:

- Standards of Conduct
- Dignity & Respect
- Multicultural Awareness
- Cultural Competency
- Global Competencies
- Culture & Communication
- Global Citizenship
- Diversity Dynamics

For inclusion to be achieved, all members of the CCAC community deserve to feel included, respected and valued.

	Action	Partners	Measure/Timeframe
Action 1	Provide information on consistent basis to internal constituents in the form of orientation and ongoing training	Student Life, HR, Deans of Student Development, Campus Risk Management Officers	• Create a way for students to sign off on awareness information • All students and new employees to sign off on newly created document • Complete by 2014
Action 2	Revise and standardize reporting process for civil rights violation issues	Deans of Students, Academic Deans, HR, Title 504 Coordinator, Legal Counsel (as needed)	• Develop a separate grievance procedure for civil rights complaints by 2014
Action 3	Designate programming for all professional development platforms	College wide and community based resources	• Develop annual professional diversity competency calendar • Establish a sharable database of diversity related, trainings, resources, webinars, presentations and regional content experts • Ongoing
Action 4	Establish diversity research internship program	Community based organizations (i.e. CORO) and regional graduate programs (diversity competency areas)	Complete by 2014
Action 5	Develop materials for student life to incorporate into New Student Orientation	Student Life	Ongoing

A FRAMEWORK FOR CONTINUED GROWTH

As CCAC moves forward, this tactical plan will identify individuals and units ultimately responsible for meeting the challenge of diversity and inclusion at CCAC. Among the most important will be consistent dedicated staff in the Office of Diversity and Inclusion, such as the Special Assistant to the President for Diversity and Inclusion, who is responsible for communications, outreach and the promotion of college wide and community diversity initiatives, and a Director of College and Community Diversity Initiatives, who will focus specifically on issues of institutional equity, campus internationalization and development.

It should be noted that the accountability for Transformative Inclusion and the promotion of diversity is the responsibility of everyone within the CCAC community. It is also important to note that this tactical plan, with its vision and goals, is a fluid document that serves as a structure for the continued progression of improvement at CCAC. It is a consensus document that reflects the common bonds and goals of the greater college community and will be reviewed annually. Additions, updates and revisions will be executed as necessary to continue fostering Transformative Inclusion into the culture of CCAC. The tactical plan is meant to be inclusive of all members of the college community, focusing particularly on addressing issues on inequity with regard to historically or currently underrepresented groups.

APPENDIX 1

CCAC MWDBE PURCHASING ACTIVITY
JULY 1, 2006, THROUGH JUNE 30, 2012 (GOAL 6)

	Number of MWDBE Orders	Amount of MWDBE Orders	Type of Firm	Total Purchase Orders	Total Purchase Amount	Percent Orders	Percent Dollars
Under $10,000							
FY2006-2007	651	$370,719	MBE	5,446	$5,173,354	12.0%	7.2%
	516	$320,001	WBE			9.5%	6.2%
Subtotal	1167	$690,720				21.4%	13.4%
FY2007-2008	786	$324,508	MBE	5,493	$4,967,239	14.3%	6.5%
	457	$250,653	WBE			8.3%	5.0%
Subtotal	1243	$575,161				22.6%	11.6%
FY2008-2009	550	$331,714	MBE	5,388	$5,200,757	10.2%	6.4%
	587	$348,378	WBE			10.9%	6.7%
Subtotal	1137	$680,092				21.1%	13.1%
FY2009-2010	553	$345,275	MBE	5,529	$5,381.597	10.0%	6.4%
	533	$305,756	WBE			9.6%	5.7%
Subtotal	1086	$651,031				19.6%	12.1%
FY2010-2011	596	$446,553	MBE	5,521	$5,690,726	10.8%	7.8%
	537	$469,642	WBE			9.7%	8.3%
Subtotal	1133	$916,195				20.5%	16.1%
FY2011-2012	515	$381,963	MBE	4,824	$4,895,520	10.7%	7.8%
	392	$324,781	WBE			8.1%	6.6%
Subtotal	907	$706,744				18.8%	14.4%
FY2012-2013	151	$109,491	MBE	1,503	$1,615,208	10.0%	6.8%
*	104	$74,839	WBE			6.9%	4.6%
Subtotal	255	$184,330				17.0%	11.4%
$10,000 to $30,000							
FY2006-2007	12	$147,990	MBE	136	$2,201,349	8.8%	6.7%
	3	$64,013	WBE			2.2%	2.9%
Subtotal	15	$212,003				11.0%	9.6%
FY2007-2008	6	$112,690	MBE	89	$1,479,112	6.7%	7.6%
	2	$50,259	WBE			2.2%	3.4%
Subtotal	8	$162,949				9.0%	11.0%
FY2008-2009	6	$126,612	MBE	111	$1,819,587	5.4%	7.0%
	3	$45,745	WBE			2.7%	2.5%
Subtotal	9	$172,357				8.1%	9.5%
$10,000 to $30,000							
FY2009-2010	4	$78,697	MBE	94	$1,547,229	4.3%	5.1%

	Number of MWDBE Orders	Amount of MWDBE Orders	Type of Firm	Total Purchase Orders	Total Purchase Amount	Percent Orders	Percent Dollars
	6	$110,706	WBE			6.4%	7.2%
Subtotal	10	$189,403				10.6%	12.2%
FY2010-2011	5	$71,164	MBE	98	$1,552,889	5.1%	4.6%
	6	$87,923	WBE			6.1%	5.7%
Subtotal	11	$159,087				11.2%	10.2%
FY2011-2012	8	$136,495	MBE	114	$2,001,474	7.0%	6.8%
	4	$61,562	WBE			3.5%	3.1%
Subtotal	12	$198,057				10.5%	9.9%
FY2012-2013	2	$30,868	MBE	44	$854,250	4.5%	3.6%
*	4	$55,540	WBE			9.1%	6.5%
Subtotal	6	$86,408				13.6%	10.1%
Over $30,000							
FY2006-2007	1	$30,603	MBE	70	$8,728,960	1.4%	0.4%
	2	$229,137	WBE			2.9%	2.6%
Subtotal	3	$259,740				4.3%	3.0%
FY2007-2008	0	$0	MBE	75	$10,753,056	0.0%	0.0%
	5	$2,007,43	WBE			6.7%	18.7%
Subtotal	5					6.7%	18.7%
FY2008-2009	1	$34,624	MBE	65	$8,569,150	1.5%	0.4%
	2	$221,771	WBE			3.1%	2.6%
Subtotal	3	$256,395				4.6%	3.0%
FY2009-2010	2	$185,017	MBE	48	$6,455,099	4.2%	2.9%
	3	$451,484	WBE			6.3%	7.0%
Subtotal	5	$636,501				10.4%	9.9%
FY2010-2011	5	$788,702	MBE	71	$10,342,043	7.0%	7.6%
	1	$253,828	WBE			1.4%	2.5%
Subtotal	6	$1,042,530				8.5%	10.1%
FY2011-2012	2	$160,351	MBE	60	$7,621,106	3.3%	2.1%
	2	$273,485	WBE			3.3%	3.6%
Subtotal	4	$433,836				6.7%	5.7%
FY2012-2013	2	$343,358	MBE	28	$3,758,879	7.1%	9.1%
*	3	$158,026	WBE			10.7%	4.2%
Subtotal	5	$501,384				17.9%	13.3%
FY2006-2007							
Bulldog		$170,739	WBE		$170,739		
Subcontracts		$91,917	MBE				
Subcontracts		$30,638	WBE				
FY2007-2008							
Bulldog		$207,839	WBE		$207,839		
Subcontracts		$341,998	MBE				
Subcontracts		$33,929	WBE				
FY2008-2009							
Bulldog		$227,618	WBE	Note 1	$227,618		
AVI		$1,260,608	WBE	Note 2	$1,260,608		
Subcontracts		$137,514	MBE	Note 3			

	Number of MWDBE Orders	Amount of MWDBE Orders	Type of Firm	Total Purchase Orders	Total Purchase Amount	Percent Orders	Percent Dollars
Subcontracts		$259,062	WBE	Note 4			
FY2009-2010							
Bulldog		$244,861	WBE	Note 1	$244,861		
Subcontracts 2008	2 1	$4,895 $4,950	MBE WBE	Note 2 Note 2			
Subcontracts 2009	4 5	$17,164 $42,591	MBE WBE	Note 2 Note 2			
FY2010-2011							
Bulldog		$282,840	WBE	Note 1	$282,840		
Subcontracts 2010		$93,600	MBE WBE	Note 2 Note 2			
Subcontracts 2011		$49,796 $136,140	MBE WBE	Note 2 Note 2			
FY2011-2012							
Bulldog		$224,348	WBE	Note 1	$224,348		
Subcontracts		$150,404 $254,302	MBE WBE	Note 2 Note 2			
Subtotal	923	$1,967,691		4,998	$14,742,448	18.5%	13.3%
K. Leroy Irvis Science Center	1 1	$5,038,059 $119,475	MBE WBE	5	$7,871,075	20%	65.5%
Totals	925	$7,125,225		5,003	$22,613,523	18.5%	31.5%
FY2012-2013*							
Bulldog		$68,519	WBE	Note 1	$68,519		
Subcontracts		$33,798 $52,062	MBE WBE	Note 2 Note 2			
Subtotal	266	$926,501		1,575	$6,296,856	16.9%	14.7%
K. Leroy Irvis Science Center	1 0	$1,359,675	MBE WBE	9	$3,253,094	11.1%	41.8%
Totals	267	$2,286,176		1,584	$9,549,950	16.9%	23.9%
TOTALS **FY2006-2007** **FY2007-2008** **FY2008-2009** **FY2009-2010** **FY2010-2011** **FY2011-2012** ***FY2012-2013**	 1185 1256 1149 1113 1150 925 267	 $1,455,757 $3,328,919 $2,993,646 $1,791,396 $2,680,188 $7,125,225 $2,286,176		 5,652 5,657 5,564 5,671 5,690 5,003 1,584	 $16,274,402 $17,407,246 $17,077,720 $13,628,786 $17,868,498 $22,613,523 $9,549,950	 21.0% 22.2% 20.7% 19.6% 20.2% 18.5% 16.9%	 8.9% 19.1% 17.5% 13.1 15.0% 31.5% 23.9%

NOTE 1: BULLDOG - CCAC's Master Purchase Agreement vendor for college wide purchase of office supplies accessible on line by every CCAC department and a certified Women Owned Business Enterprise.

NOTE 2: SUBCONTRACTS - Subcontracts on CCAC's construction and renovation projects awarded by Prime Contractors to MWDBE Subcontractors. There are two numbers for two years because there is ongoing subcontracting work from the previous fiscal year not previously counted. CCAC Purchasing monitors these subcontracting arrangements closely and holds Prime Contractors accountable for their Bid Estimates.

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
ADMINISTRATIVE JOB DESCRIPTION

DATE CREATED: April 2013   CAMPUS: Allegheny, Boyce, North, South

DEPARTMENT: Human Resources

JOB TITLE: COLLEGE DIVERSITY RECRUITMENT SPECIALIST

REPORTS TO: Vice President for Human Resources

SALARY GRADE: 14

REQUIREMENTS: Bachelor's degree in education, social science, human resources or related field and a minimum of two years' experience. Master's Degree preferred. Training or experience in marketing and admissions. Ability to work independently and in a team setting. Ability to multi-task. Strong organizational and follow-up skills. Related professional position in higher education.

PRIMARY
FUNCTION: Conducts recruitment activities to increase diverse student & staff recruitment and retention at CCAC.

DUTIES:

1. Collaborates with enrollment management to develop and implement a strategic enrollment management plan encompassing the adult and high school market.
2. Coordinates job requisition, recruitment/advertising, hiring and temporary employment services.
3. Works closely with Human Resources to develop and maintain database of diverse candidate resources, regional & national job sites and pipelines
4. Assists with coordination and content development for new student & new employee orientations.
5. Trains search committees on Equitable Hiring Practices
6. Coordinates the college's Diversity Recruitment Plan and related initiatives
7. Conducts high school recruitment visits and participates in college fairs targeted at diverse high school students.
8. Conducts visits and participates in other recruitment or promotional activities at businesses, non-profits and other organizations to recruit diverse adult/non-traditional students.
9. Records recruiting activity outcomes, maintains contact lists and databases and analyzes enrollment data.
10. Conducts and/or provides support for on-campus recruitment/admissions activities including meeting with potential students and parents to discuss college enrollment process.
11. Represents the college at employment fairs for diverse candidates
12. Develops and maintains relationships with personnel representing diverse high schools, social agencies and organizations, the business community and external constituencies.
13. Provides assistance and service to applicants and CCAC employees via email/phone.
14. Performs other duties as assigned.