

Owens Community College

**Progress Report:
Diversity Action Plan**

Prepared for the
Higher Learning Commission
of the
North Central Association of Colleges and Schools

By

Owens Community College
Toledo, Ohio

NCA-HLC Progress Report: April 2005

Table of Contents

Message from the President4

Executive Summary.....5

Introduction to Owens Community College

Part I Progress Since the Last Institutional Self Study: 2000-2005

- A. Synopsis of Self Study Activities: 2001-2005.....9**
- B. Institutional Progress: 2001-2005.....10**
- C. Integration of Diversity Planning into Institutional Mission.....12**
 - 1. Mission Statement and Institutional Vision.....12**
 - 2. Institutional Strategic Plan, 2004.....12**

Part II Owens' Comprehensive Diversity Plan: 2001-2010

- A. Diversity Goals and Rationale.....15**
- B. Measurable Outcomes and Progress Report: 2001-2005.....16**
 - 1. Student Diversity Goal: 2004 Results.....17**
 - 2. Faculty/Staff Diversity Goal: 2004 Results.....17**
- C. Implementation Strategies for Continuing Progress.....18**
 - 1. Focus on Student Success.....18**
 - 2. Improve Organizational Vitality.....20**
 - 3. Promote Institutional Advancement.....23**
 - 4. Improve Responsiveness and Increase Collaboration.....23**

5. Foster a Collaborative Culture.....24
6. Develop a Delivery Strategy for Service Regions.....26

Part III Commitment to Diversity and Plans for the Future

A. Commitment to Diversity.....27
B. Plans for the Future.....28

Acknowledgements.....29

MESSAGE FROM THE PRESIDENT:



April 25, 2005

Dear NCA-HLC Focused Report Evaluation Team:

On behalf of the Board of Trustees as well as the faculty and staff of Owens Community College, I am pleased to submit to you our Progress Report for our Diversity Action Plan.

Since the NCA-HLC decennial reaccreditation visit in 2000, the College has worked diligently to implement a comprehensive strategic planning process involving the entire College community. At the same time, the College has embedded diversity initiatives into our Strategic Plan. It is our belief that any major initiative – including the diversity action plan – must be a part of the College’s broader strategic planning initiative in order to achieve meaningful results.

Numerous Owens Community College faculty, staff and administrators have been involved in the development and implementation of the Strategic Plan as well as its embedded diversity initiatives. Our commitment to diversity is strong, and we are deeply appreciative of the Higher Learning Commission’s leadership toward ensuring diversity that is reflective of our broader society.

We proudly share with you this summary of Owens Community College’s journey to incorporate diversity into the heart of our college and into the educational experiences of our students.

Sincerely,

Christa Adams, Ph.D.
President

EXECUTIVE SUMMARY

Since the NCA-HLC decennial reaccreditation visit in 2000, the College has worked diligently to implement a comprehensive strategic planning process involving the entire College community and linking its Diversity Action Plan to clearly articulated goals and measurable outcomes. Toward this end, it was determined to base the goals of the diversity action plan on achieving a diversity profile within our student body and within our faculty and staff that reflect the diversity of the population of our service district.

Recognizing the limited opportunities for adding new positions, it was determined to establish a plan for addressing the college's diversity goals over the ten-year period, 2001- 2010. This progress report comes mid-way through the ten-year project.

At this half-way point, we have exceeded our ten-year goal for students by 1.51%. We need to increase minority faculty/staff by an additional 3.63% to reach our faculty/staff ten-year diversity goal of 12.37%. Because the plan is now embedded within and supplemented by the institution's six strategic priorities highlighted in the College's Strategic Plan, we feel we can best achieve our ten-year goals by focusing our institutional efforts on integrating our commitment to diversity with our institutional commitment to success. However, in the process of developing this progress report, we have identified three new initiatives designed to improve our abilities to monitor the existing strategies for improving faculty/staff recruitment and retention.

INTRODUCTION

About The College

Owens Community College began as a technical institute under the jurisdiction of the Ohio Department of Education. The first classes were offered in Toledo on September 13, 1965, with fewer than 200 students. Two years later, in 1967, the Ohio Board of Regents chartered the College as a technical college. In 1983, OCC opened its Findlay-area Campus at Cory and Davis streets in Findlay, Ohio.

In 1994, the College was chartered as a comprehensive state community college with a service district encompassing Lucas, Wood and Hancock counties, as well as portions of Ottawa and Sandusky counties. Since then, the College has emerged as a leader in higher education due to skyrocketing enrollments, expanding program choices, new state-of-the-art facilities, and a committed cadre of highly qualified and competent faculty, staff and administration.

Service

Owens serves more than 45,000 credit and non-credit students annually. Since opening its doors in 1965, OCC has provided higher education to more than 250,000 students through two-year professional degree programs and majors, associate of arts and associate of science degree transfer programs, certificates, personal interest courses, workforce training and continuing education opportunities. Student enrollment has more than doubled during the decade since the 1994 comprehensive community college conversion. For the Fall Semester, 2004, enrollment on our two campuses totaled 20,160 students.

Access

Owens is committed to serving a diverse population by providing a compassionate and accessible college education. Students may attend classes during the day, evening, and on the weekend. The rapidly growing e-College allows students to take classes from remote locations.

Personalized Education

The average class size at Owens is 15 students. An emphasis on access and student services personalizes the college experience of every student, including those from diverse backgrounds or geographical areas, as well as those with physical challenges.

Faculty

At the heart of the Owens experience are over 1,000 full- and part-time quality faculty, many of whom enjoy national recognition. More than 80% of the full-time faculty have advanced degrees. Faculty members create numerous opportunities to increase awareness of diversity and expand skills for working with diverse populations.

Student Academic Support and Assistance

Owens provides extensive free, professional academic assistance and support both to enhance the educational experience and to help students achieve their educational goals. These include Financial Aid Advising, Academic Advising, Transfer Advising, Selective Health Program Advising, Counseling, Student Athlete Advising, Tutoring, General Studies Courses, Developmental Education, Common Computer Labs, Language Lab, Learning Center, Writing Center, Natural Sciences Learning Center, Child Care Technology Centers, Disability Services, Student & Alumni Job Placement, and a variety of academic organizations and student activities.

Library Services

The College has a state-of-the-art library system that features an automated card catalog and checkout system, group study rooms, audio-visual viewing room with over 4,000 titles, and a computer lab for electronic research. Students have access to over 40,000 titles in the Owens Library and are able to request over seven million books from any Ohio state college or university through the College's OwensLINK membership.

Technology

The College's facilities are equipped with the latest technologies to provide students with convenient on-line services, such as web registration and billing, as well as allow students to gain hands-on experience that they can take with them into the workforce.

Part I Institutional Progress Since the Last Self Study: 2000-2005

Following the NCA-HLC Evaluation Visit in 2000, the Evaluation Team recommended that Owens Community College (OCC) file a progress report on the college’s plan to increase the diversity of its faculty and staff. Since the team was also recommending a focus visit to address strategic planning and assessment of learning outcomes, it was suggested that the college provide a report on progress toward development of the comprehensive diversity plan at the same time as the Focus Visit scheduled for 2004.

President Dan Brown announced his retirement in late 2000. Following a national search, Dr. Christa Adams was selected as the college’s first woman president in the summer of 2001. Upon her arrival, she instituted a review of the initiatives underway as a result of the 2000 decennial accreditation visit.

A. Self Study Related Activities Since 2000

In 2001, the college requested a one-year extension for the Diversity Action Plan Progress Report. This extension allowed for the new Coordinator of EEO/AA/Diversity Programs to implement initiatives to increase diversity on campus. This extension was granted, establishing the current date for the Progress Report, May 1, 2005.

Synopsis of Institutional Self Study Activities: 2000-2005

2000	October 30 – November 1	Decennial Reaccreditation Visit
2001	October 16	Extension Granted for Progress Report on

		Diversity Action Plan
2004	April 19-20	Focus Visit on Assessment and Planning
2005	May 1	Progress Report on Diversity Action Plan

B. Institutional Progress: 2001-2005

Since becoming a comprehensive community college in 1994, Owens Community College has had twenty-eight semesters of consecutive enrollment increases. The fastest growing college in Ohio, Owens is proud of its success, but suffers from the strain of its rapid expansion in a state which has decreased subsidy for higher education significantly over the past five years. In order to respond to change of this magnitude and create a climate for diversity, College leadership has worked strategically since 2001 to develop new academic programs, update facilities, consolidate faculty and staff, and integrate administrative positions to create a climate for diversity.

The following list represents noteworthy examples of this progress:

- In 2001, the Board of Trustees hired a new President, the first woman President in the College's 40-year history.
- The President converted the Academic Vice President's position to Provost, and added an Associate Vice President to work with academic standards and retention—issues that create success for diverse students.
- The Vice President for College Advancement incorporated the Foundation and added the Alumni Association, integrating these roles with Public Relations and Marketing--stressing in ads and publications Owens' commitment to open access

for all students, and adding scholarships to benefit low-income students and those from diverse backgrounds.

- The Executive Assistant to the President position was created to work with key initiatives college wide, including those that represent diversity challenges.
- New offices for Government Relations and for Community Relations were developed to build stronger communications and collaborations with government and the community.
- The Office of Institutional Research added Planning and Grants, including initiatives focused on diversity.
- The Chief Technology Officer, along with Information Technology Systems staff, upgraded and automated electronic systems, especially those related to Student Services.
- Student Services integrated offices, developing the International Students Office and providing opportunities for academically or physically challenged students.
- The Middle College concept merged with the retention effort, stressing opportunities for academically challenged students.
- New academic programs, including the new Center for Fine & Performing Arts, added variety for both career- and transfer-oriented students.
- The Fire & Police Training Center for Professional Development and Homeland Security, nearing the end of Phase I development, has welcomed the School of Public Safety and Emergency Preparedness, serving police, fire, military, maritime and medical personnel throughout Ohio and beyond.

- The new Findlay-area Campus, featuring a spacious 120,000 square-foot facility, is complete and will open Fall Semester, 2005.

C. Integration of Diversity Commitment into Institutional Strategic Planning

Since becoming president, Dr. Adams has led the college through a process of re-envisioning its mission and commitment to service, and she has led the development of a strategic plan aimed at addressing the challenges of focusing the college as it continues rapid growth accompanied by decreasing state subsidies. This process has led the college to re-articulate its service mission:

MISSION: We believe in serving our students and our communities.

Your success is our mission.

VISION: Owens faculty and staff are committed to strengthening the community by providing a superior educational experience through *excellence, innovation, and collaboration.*

As the college's first woman president, Dr. Adams encouraged the college to focus on success and to integrate its commitment to diversity directly into the strategic planning process.

The Strategic Planning Process

Therefore, in 2001, the College embarked upon a thoughtful, in-depth strategic planning process that resulted in the following:

- In 2002, the creation of a College Planning Council (CPC) charged with the development of a dynamic, overall Strategic Plan. The CPC originally consisted of 39 members representing every employee group and operational area.

- In 2003, the development of 6 strategies and 28 associated objectives for the Strategic Plan. The CPC was reconstituted as a smaller unit – still representative of the entire College community – to develop specific action steps for the Strategic Plan and to implement and monitor the Plan’s progress.
- As a result of the development of the 6 strategies, in Fall 2003, the creation of the College Diversity Enhancement Team (CDET), whose mission was to ensure that a diversity component was embedded in each of the six strategies.
- In 2004, the adoption of new Mission and Vision Statements, and the college-wide kick-off of the Strategic Plan by unveiling the completed Plan with 106 action steps. The College Planning Council retains the overall responsibility for implementation and monitoring the Plan’s progress.
- In April 2005, the CPC’s report that the Strategic Plan was 40% complete.

Because the college recognized that enhancing diversity is central to the college’s overall success, the Diversity Action Plan is now directly integrated into the college’s new mission and its new strategic plan. By linking diversity to the strategic plan, President Adams assured that the Diversity Action Plan would have a central role in the institution’s priorities and would be supported with the necessary institutional resources. Paralleling the strategic planning process, college-wide discussions began shortly after the new President’s arrival, and Human Resources added a full-time Diversity Coordinator, a position now filled by a long-term Human Resources specialist, Betty J. Valentine, Director of Employee Relations & Diversity. Following are critical steps in the development of the Owens Community College Diversity Action Plan:

- In 2002, OCC created the College Planning Council (CPC), charged with the development of a comprehensive Strategic Plan with an embedded commitment to diversity. The CPC conducted a gap analysis and identified strategic priorities and related action steps.
- In 2003, Human Resources created the College Diversity Enhancement Team (CDET), comprised of employees from all areas of the College, whose mission was to ensure that a diversity component was embedded into the Strategic Plan and to work on a diversity plan.
- Using data obtained from the College Planning Council's gap analysis and goals, CDET members related the diversity initiatives directly to the priorities of the strategic plan. The following six central strategies were developed to shape the future direction of the college as a whole. It is through these six strategic initiatives that the Diversity Action Plan derives its substance:

Strategy 1. Focus on Student Success

Strategy 2. Improve Organizational Vitality

Strategy 3. Promote Institutional Advancement

Strategy 4. Improve Responsiveness and Increase Collaboration

Strategy 5. Foster a Collaborative Culture

Strategy 6. Develop a Delivery Strategy for Service Regions

Part II Owens' Comprehensive Diversity Plan: 2001-2010

Recognizing both the importance of educating students to live and work in an increasingly diverse society and the historical exclusion of women and minorities from various academic disciplines and occupations, Owens Community College has reaffirmed its commitment to creating and maintaining a campus community that reflects the rich diversity of the communities we serve. The College's position is based on the following concepts:

- Diversity enriches the educational experience by providing students with the opportunity to learn from individuals who differ from themselves.
- Diversity promotes personal growth and a healthy society by challenging stereotyped preconceptions, encouraging critical thinking and helping students learn to communicate effectively with people of varied backgrounds.
- Diversity strengthens communities and the workplace by preparing students for citizenship in an increasingly complex, multicultural society, and fostering mutual respect and teamwork.
- Diversity enhances the country's economic competitiveness by effectively developing and using the talents of all citizens.

A. Diversity Goals and Rationale

In reaffirming its commitment to diversity, the college also recognizes that the future success of its Diversity Action Plan depends upon the articulation of clear goals and measurable outcomes that can be achieved through a reasonable implementation plan. Toward this end, it was determined to base the goals of the diversity action plan on achieving a diversity profile

within our student body and within our faculty and staff that reflect the diversity of the population of our service district.

It was also determined that bringing about a significant change in the diversity profile of the college could be achieved more quickly in the student population, for which annual recruitment strategies allow faster modifications, than for the diversity profile of the college's faculty and staff. The additions of faculty and staff are determined by a number of factors less easily influenced, including budget restraints and the requirements of collective bargaining agreements. Therefore, it was determined to establish a plan for setting the college's diversity goals of matching the profile of our service area by 2010 at 100% for students and 75% for faculty and staff. This progress report comes mid-way through this ten-year project.

B. Measurable Outcomes and Progress Report

The two tables below summarize the measurable outcomes for the Diversity Action Plan and summarize the institution's progress midway through the ten-year plan. This plan benchmarks our goals against the diversity profile of our service area as reflected in the 2000 census, which reflects data for the year 1999. The tables show our progress for students and for faculty/staff as of the year 2004 and project our goals for the year 2009.

Note that the student profile indicates that the institution effectively matches and even exceeds the profile of the service area.

Student Diversity Goal: Achieve 100% of Service Area Profile by 2009.

Student Diversity Goals: 1999-2009

	2000 U.S. Census	1999 Student Profile	2004 Student Profile	2009 Student GOAL
Total % Minority	16.49%	15.40%	18.00%	16.49%
% Black	11.60%	10.30%	12.00%	11.60%
% AI/AN	0.24%	0.50%	0.50%	0.24%
% Asian	1.12%	0.70%	0.90%	1.12%
% Other	1.69%	0.20%	0.50%	1.69%
% Hisp/Lat	4.13%	3.50%	4.13%	4.13%

2004 Results: At half-way, we have exceeded the Student Diversity Goal by 1.51%.

The faculty/staff profile chronicles our biggest diversity challenge: recruiting and retaining qualified faculty and staff matching our service area's diversity profile. Recognizing the difficulty of creating new positions during a period of declining state subsidy, the institution is targeting a goal of 75% of the service area's diversity profile.

Faculty/Staff Diversity Goal: Achieve 75% of Service Area Profile by 2009.

Faculty/Staff Diversity Goals: 1999-2009

	2000 Census	1999 Faculty /Staff Profile	2004 Faculty /Staff Profile	2009 Faculty /Staff GOAL
Total % Minority	16.49%	7.38%	8.74%	12.37%
% Black	11.60%	2.78%	4.39%	8.70%
% AI/AN	0.24%	1.22%	0.50%	0.18%
% Asian	1.12%	1.65%	1.61%	0.84%
% Other	1.69%	0.0%	0.11%	1.27%
% Hisp/Lat	4.13%	1.74%	2.11%	3.10%

2004 Results: At half-way, we are 3.63% below the Faculty/Staff Diversity Goal.

D. Implementation Strategies for Continuing Progress

Owens Community College's Diversity Action Plan has specific goals with measurable outcomes. At the half-way point in our ten-year plan, we have exceeded our ten-year goal for students by 1.51%, and we need to increase by minority faculty/staff by an additional 3.63% to reach our faculty/staff ten-year diversity goal. Because the plan is now embedded within and supplemented by the institution's six strategic priorities highlighted in the College's Strategic Plan, we feel we can best achieve our ten-year goals by focusing our institutional efforts on integrating our commitment to diversity with our institutional commitment to success. However, we are fully aware that our Diversity Action Plan requires highest priority and continuous monitoring to insure success. The following lists, grouped by institutional strategic priorities, detail our on-going Diversity Action Plan initiatives followed by their current implementation status.

Strategy 1: Focus on Student Success

This strategy involves (1) the creation of an environment that is welcoming for all individuals and (2) recruiting, retaining and graduating greater numbers of ethnic minority students.

Achievement of a community supportive of a diverse population will require coordinated efforts from all departments to enhance those activities that have already produced results and to support the development of new initiatives that will assist in greater achievement of the goals for diversity. Each President's Council member will be held accountable to the President for the degree of success that is reached in achieving a greater sense of community in their area on campus that is characterized by a climate of inclusion.

- We have developed a program to train advisors in “Team Advising” so advisors are trained in specialties that will more adequately meet the needs of our students. In order to stay current and up to date with the programs and changes that occur constantly, we plan to create an Advising Guide Book with policies, procedures, curriculum changes and the most up-to-date program/catalog information available to use as we advise students. [\(Complete.\)](#)
 - The full-time employees of the Enrollment Services Department are serving as team leaders and will work collaboratively with the divisions/departments to make sure the latest information is brought to the regularly scheduled update meetings for inclusion in the Advising Guide Books. [\(Complete\)](#)
- We have created an assessment workbook to be used by each Student Services department to evaluate successes measured against service goals. The Assessment Workbook provides suggestions for various methods of assessing success (outcomes) to make sure we are servicing the students to the best of our ability. [\(Complete\)](#)
- We are developing a comprehensive orientation program with optional workshops to welcome and familiarize students to the college, campus and its activities. [\(In progress.\)](#)
- We are developing a systematic tutoring program for students with an assessment to determine if the program is effective. For students who need close attention, we have increased the tutoring to one-on-one. [\(In progress.\)](#)
- We have established a “Middle College” to support our retention initiatives, especially for students with specific needs (non-traditional students, displaced homemakers, ex-military as well as “at-risk” students). The concept of the Middle College uses three prongs of retention, (1) to get students to the point where they think of college as an

opportunity, (2) to serve as a support system to get them back into the learning mode and (3) to identify and provide support for our current students who are struggling. (In progress.)

- We have assured that curriculum materials and college services are available to assist faculty in creating a classroom climate that is welcoming and in which all students have the opportunity to succeed.
 - The Library is charged with providing the resource materials in support of curriculum development and maintenance. The Library serves all segments of the campus community as well as the community at large. The Library has been instrumental in building a resource on the college intranet.
 - The Faculty Development Committee has provided a forum for discussions relative to training of faculty, department, division and faculty needs in building inclusive classrooms.

Strategy 2: Improve the College's Organizational Vitality

The objectives of this strategy are to assess areas of need, to increase staffing levels with a diverse faculty and staff that mirrors local demographics, and promote opportunities for current employees. These objectives require continuous review of the appropriateness of College policies and procedures in relation to the evolving student and workplace populations.

These details for Strategy 2 include the following:

- Emphasis on minority recruiting through advertisements in minority publications, visits to campuses rich in minority culture, and open candidate pool requirements.
(Current practice)

- Inclusion of the affirmative action statement in all personnel advertising: “Owens Community College is an Affirmative Action/EOE.” (Current practice)
- Human Resources representation on all searches to ensure openness and consistency in searches. (Current practice.)
- Participation by the Vice President of Human Resources or his designee in the screening and hiring of all faculty and executive-level administrators to ensure openness and consistency in searches. (Current practice)
- Inclusion of broad website marketing, such as academic minority websites; historically Black colleges and universities (HBCUs); career fairs; and external mailings to applicants on file to expand marketing of underrepresented groups. (In progress)
- Consideration of an on-campus presence at HBCUs and other institutions with high minority populations. (Under development; pending, Fall 2005)
- Establishment of a practice to retain talent by encouraging internal job bidding prior to external advertising of vacancies. (Complete)
- Development of a comprehensive orientation program and welcome packet for new staff. (Complete)
- Development of a mentoring program to aid in the retention of minority faculty. (In progress)
- To reward longevity and broaden cultural leadership opportunities, establishment of a series of professional development programs within the College:
 - A leadership program that serves as a bridge into faculty, staff and administrative positions. (In progress)

- The Owens Leadership Academy, an extensive in-house professional development experience balanced by diversity and open to participation from all employees groups. (Complete)
- A tuition assistance program open to all faculty and staff to build skills through the pursuit of higher degrees and certifications. (Current practice.)
- The Owens College/University of Toledo Master's/Ph.D. Program in Higher Education, offered on the Owens Toledo Campus, and open to all Owens faculty and staff pursuing advanced degrees. (Complete)
- A collaborative program with four-year institutions to “grow our own” by steering minorities and select graduates through transfer programs with the ultimate goal of bringing them back as faculty members upon graduation. (In progress)
- Opportunities that encourage administrators, faculty and staff to attend leadership workshops and credit-bearing classes to enhance their knowledge of diversity issues. (Current practice) Some recent examples follow:
 - A Findlay-campus faculty member was nominated by the President and completed the national Kaleidoscope program for women of color, following up the experience with a presentation to the Board of Trustees.

Other initiatives also continue our institutional focus on improving the college organizational vitality. For example, the Office of Human Resources is currently reviewing software packages that will analyze recruiting pools, benchmark comparisons, and track internal progress as the College's diversity efforts grow. Human Resources is also developing a Supervisory Training Series that will address the supervisor's role in diversity and diversity initiatives.

Strategy 3: Promote Institutional Advancement

The objective of this strategy is to heighten community awareness of the college and its programs and initiatives through a marketing strategy that targets the community, future employees and students with emphasis on the college's commitment to diversity. Our programs and instruction carry a well-established reputation for quality and demonstrate a clear commitment to inclusion

We look forward to having improved opportunities to celebrate diversity in the performing arts through our new Performing Arts Center. We are sandwiched between two major universities that are part of the Mid-American Conference (MAC) and are part of a community that has strong support for high school sports. Being a commuter campus, we continue to address these challenges with a cadre of programs designed to broaden and enrich our students through live performances, gallery exhibits, lectures, and other programming celebrating diversity.

Strategy 4: Improve Responsiveness and Increase Collaboration

The object of this strategy is to develop more partnerships with community entities and increase our involvement in diversity-related activities and events both on and off campus

while addressing the needs of our students, the underserved populations of the community and our workforce.

Service Learning helps to establish positive collaborations between educational institutions and community organizations. It allows students to contribute thousands of hours of service to non-profit organizations, often solving problems or meeting needs that would not be possible without this partnership between the classroom and the community. Student participants develop a sense of social responsibility and a lifelong commitment to civic engagement through a positive service learning experience.

Because of differing goals, needs and expectations, developing educational institution/community organization service-learning partnerships will take at least two years to establish. Educational institutions in Northwest Ohio have a growing interest in service learning; however, the region lacks a coordinated system that can help educational institutions and community organizations develop the partnerships necessary to increase the number of quality service learning experiences that are offered to students.

We will:

- Join the Ohio Campus Compact and the consortium of Northwest Ohio colleges and universities to work toward solutions to the concerns and issues that are impacting the ability to offer quality service learning programs at our respective institutions. Having secured a dialog grant to work on service learning, we have established Fall Semester 2006 as the implementation date for a coordinated service-learning program.

Strategy 5: Foster a Collaborative Culture

Our objective is to build a culture of mutual respect across college constituencies that improve relationships and increase participation in diversity enhancement activities and events through extracurricular activities, training, environment, increased communication and appropriate measurements.

A large part of the retention process is making sure everyone on campus feels he/she is a part of the campus “family.” Our plan is to:

- Establish a multicultural center to house all of the student groups and provide faculty and staff an opportunity to interact and take leadership roles in guiding the students through certain aspects of their planned activities. A Black Student Union has been established. (Complete)
- Establish formal groups for students/faculty/staff members with alternative lifestyles and provide training to all employees in order to dispel myths and misinformation. A GLBT group has been established. (Complete)
- Make connections with other colleges and universities to provide collaborative activities. (Complete)
- Acknowledge the international students on our campus by hanging flags from each country represented on campus in order to establish pride and generate discussions with a global perspective. (Complete)
- Plan and schedule activities for each of the historical months celebrated on a national level. Include a month for lesser-known ethnic Europeans. (In progress)
- Prepare appropriate meals in both the Culinary Lab and the student dining areas to coincide with the appropriate historical months and international week. (Complete)

- Form a World Cultures Committee on the Findlay campus and match activities with the Toledo campus. (Will be initiated with the move in Fall 2005)
- Schedule diversity training to occur each semester. (In progress)
- Establish and maintain an up-to-date diversity website with information that includes subjects of particular interest to all cultures on campus. (Complete)
- Provide on-campus entertainment of interest to all cultures as part of our Center for Fine and Performing Arts annual schedule and advertise in a manner to inform all segments of the community. (Always in progress)
- Communicate all diversity information via hard copy and e-news (web) on a monthly basis. (Partially complete)

Strategy 6: Develop a Delivery Strategy for the Service Regions

The object of this strategy is to increase safe access to all campus buildings and sidewalks, provide the college with dependable transportation services throughout campus and provide accurate and appropriate information regarding campus transportation services in accessible and visual campus locations; and to establish procedures for ensuring accessibility for all campus planned activities and events.

In order to respond more quickly to requests for service, we will:

- Provide on-line information regarding ADA and how to request accommodations.
(Complete)
- Provide computer software for the Visually Impaired to translate text into Braille and to use the Internet. (Complete)
- Ensure Campus facilities are readily accessible through ramps and electronic doors.
(Complete)

- Ohio College Access Network (OCAN) This statewide initiative is designed to recruit underrepresented populations and at-risk students provides a full-time person at The Source in downtown Toledo who works with high schools students in the schools on a daily basis to increase awareness of higher education opportunities. Owens is a participating member of this initiative.
- MDRC. This national research group is based in New York, and is funded by the Ford Foundation, the U.S. Department of Labor, the Gates Foundation, the Lumina Foundation, and the U.S. Department of Education. Owens is one of 6 colleges in the nation chosen to participate in looking at evidence-based research on successful student retention initiatives.

Part III. Commitment to Diversity and Plans for the Future

Recognizing both the importance of educating students to live and work in an increasingly diverse society and of the historical exclusion of women and minorities from various academic disciplines and occupations, Owens Community College reaffirms its commitment to creating and maintaining a campus community that reflects the rich diversity of our service area.

Specifically, OCC recognizes that racial and ethnic diversity should be factors considered in admissions and hiring, but that many other characteristics (e.g., gender equity and embracing students and applicants with physical challenges) also apply. OCC also acknowledges that student enrollment should reflect the diversity within our communities. The College's position is based on the following concepts:

- Diversity enriches the educational experience by providing students with the opportunity to learn from individuals who differ from themselves.
- Diversity promotes personal growth and a healthy society by challenging stereotyped preconceptions, encouraging critical thinking and helping students learn to communicate effectively with people of varied backgrounds.
- Diversity strengthens communities and the workplace by preparing students for citizenship in an increasingly complex, multicultural society, and fostering mutual respect and teamwork.
- Diversity enhances the country's economic competitiveness by effectively developing and using the talents of all citizens.

With this renewed commitment and with the recognition that the college has made significant progress over the past five years, Owens Community College also realizes that, over the next five years, we will need to make adjustments in our strategies to realize our goals.

These include the following new initiatives in recruiting and retaining of a diverse faculty:

- Development of a tracking system that tracks for each search the number of candidates for each position, the number of qualified candidates, the number of minority candidates and the number of qualified minority candidates.
- Development of an exit survey that can isolate any factors that affect minority faculty/staff retention.
- Publication of an annual report assessing the effectiveness of the six Strategies for Continuing Progress detailed above.

Acknowledgements

Thanks to all who assisted in compiling the information contained herein.

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