



Learning, Serving, Enriching...

AUGUST 2, 2010

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BEVILL STATE
COMMUNITY COLLEGE

Anne S. McNutt, Ph.D.

President

July 28, 2010

Dear Colleagues:

In the Twenty-First Century, we truly live in a global environment. Events half a world away affect what happens in our lives and in the lives of Bevill State students. As a result of this global environment, each of us needs to be able to work effectively with individuals from diverse backgrounds who hold diverse beliefs and lead diverse lives. And as a college, we have an obligation to afford our students the experiences and opportunities to be able to thrive in today's diverse world.

Because of the nature of the global community in which we live and work, recognizing, appreciating, and valuing diversity have become increasingly important. Accordingly, I have appointed as one of the institutional standing committees the Diversity Committee to promote conversation, exchange, and an increased awareness of diversity issues affecting our college community.

Earlier this month, the Diversity Committee sponsored a successful Diversity On-Line Seminar and has been engaged in creating a Diversity Plan for the college. As this Committee continues to serve our college, I ask that you lend your full support to its work.

Warmest Regards,



Anne S. McNutt

Executive Summary

In February 2010, President McNutt appointed a Diversity Committee to develop a comprehensive Diversity Plan for the College which would outline various strategies to create an inclusive campus climate; recruit and retain students, faculty and staff of diverse backgrounds; develop curricula which promote understanding of diversity; and design programs and services to support diversity. From the beginning, the Diversity Committee conceptualized the Diversity Plan to be a dynamic document that would evolve over time as initial goals were met and new goals were established. The first set of goals will serve as the foundation for the Diversity Plan:

- Goal 1: Promote, integrate, and take action to create a college community that truly values diversity.
- Goal 2: Establish a set of programmatic objectives to increase the recruitment and retention of minority faculty, staff, and students.
- Goal 3: Promote regular training at the College for all faculty and staff to enhance sensitivity to diversity and proactive valuing of diversity principles.
- Goal 4: Encourage the development and continual improvement of a curriculum of inclusion.

The plan will be presented to the President's Cabinet for approval and input. The President's Cabinet support is the key to the implementation of the Diversity Plan. Key College administrators will be given the responsibilities to oversee the implementation of the plan. The plan will be carried out at all levels in all departments and divisions at the College. The Diversity Committee will work with the responsible person(s) to determine the best method to implement the planned/strategic actions and provide feedback to the President's Cabinet. The Diversity Committee recommends that the President assign accountability for the actions or initiatives in the plan for next the 3 years to the appropriate division of the College and/or individuals. The plan identifies what actions are necessary to meet the College's goals, but the committee decided not to prescribe how divisions/departments or individuals should implement the actions. The committee respects the creativity, capacity, and commitment that exist in the college community and anticipates that the presence of a focused and explicit plan will guide all parts of the College in creating a truly diverse educational institution. Annual progress reports will serve to provide a continuous loop of effective implementation. The Diversity Committee also is prepared to provide consultation, referrals, and assistance to divisions and departments which need support in taking the action outlined for them.

As part of the diversity initiative, a survey was conducted at the College in the spring of 2010 to determine faculty, staff, and student perceptions of the general climate of the BSCC campuses. Spring 2010 marked the first time such a study was conducted at BSCC. The primary purpose of the BSCC 2010 Diversity Survey was to collect data that would be used to assist the strategic planning process for the diversity initiative at BSCC. These results will be added to a trend database for comparison with other data in the future. Also, the Diversity Committee visited Gadsden State Community College to meet with personnel working in their Office of Diversity and received many suggestions and assistance and a commitment from the director to mentor us through this journey. The committee also reviewed other college diversity plans. The Diversity Committee sponsored a Diversity On-Line Seminar for administrators, faculty, and staff during the summer semester to enhance their awareness. The Diversity

Committee requested a budget from the President, and the President and Cabinet approved the request for the 2010-2011 academic year.

By fostering an environment where diversity in all of its forms is celebrated, affirmed, and vigorously pursued, Beville State Community College endeavors to be a leader in the Alabama Community College System and within our local communities. It is our goal to create a community of individuals that places an equal value on the understanding and appreciation of our differences as it does on our similarities.

Diversity Committee Members

The Diversity Committee consists of representatives from all college constituencies to promote diversity throughout Bevill State Community College.

Dr. Jerilyn Belle, Biology Instructor – Hamilton Campus

Jeremy Bearden, English Instructor – Jasper Campus

Sara G. Franks, Director of Upward Bound – Hamilton Campus

Derrick Flowers, Student – Pickens County Educational Center

Beverly Hardison, English Instructor – Fayette Campus/PCEC

Melissa R. Hanes, Director of Financial and Personnel Services – Jasper Campus

Karen Hendon, Student Services Office Assistant– Jasper Campus

Dewayne Jenkins, Air Conditioning and Refrigeration Instructor – Sumiton Campus

Rammie Johnson, Book Store Manager – Fayette Campus

Dr. Stephen Rizzo, Developmental English/Music Instructor – Sumiton Campus

Holly Trawick, Assistant Director of Public Relations – Jasper Campus

Tyrone T. Webb, Assistant Dean for Library/Learning Resources – Sumiton Campus -
Chairperson

Definition of Diversity

Diversity is an organizational culture in which people's differences are valued and respected and where opportunities, policies, and practices are applied fairly and equitably to all. Diversity involves differences in gender, race, age, education, socio-economic status, culture, work style, lifestyle, religious beliefs, political beliefs, geographical location, physical ability/qualities, and ideology—the specifics of which define every individual. Diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Mission Statement

The Bevill State Community College Diversity Plan is designed to promote an inclusive learning environment that fosters respect and appreciation for our similarities and differences.

Vision

In accordance with the College vision, the Bevill State Community College Diversity Committee exists to increase understanding, inclusion, fairness, acceptance, recognition, and recruitment of students, faculty, and administrators from various walks of life and to provide education, resources, and guidance for the achievement of a truly diverse learning community.

Diversity Committee

Goals and Objectives

Goal #1

Promote, integrate, and take action to create a college community that truly values diversity.

Objective #1

Appoint a Diversity Committee (rotating membership).

Objective #2

Incorporate diversity into the strategic plan and planning cycle for each academic and each support unit of the College.

Initiative #1

Utilize the spring evaluation functions of the College to solicit input from the College community regarding the status of diversity within the college.

Initiative #2

The Diversity Committee will review evaluation indicators and report results of the spring evaluations to the College-wide Planning Committee for input into the 2010-2013 Strategic Plan.

Objective #3

Within each campus Library, establish a comprehensive inventory of current diversity resources, with resources designed to strengthen and sustain a climate of preparation for a globally connected and increasingly diverse world.

Initiative #1

Campus librarians will order diversity material in all subject areas.

Objective #4

Involve the BSCC Web Master in the development and presentation of the Diversity Plan on the College Web page.

Initiative #1

Present gathered information to Web Master by FA2010.

Initiative #2

Publish the Diversity Plan on the College Web link.

Initiative #3

Streamline and finalize Diversity Web link by SP2011.

Objective #5

Create unity with minority communities to partner in events or programs that will allow the institution to create awareness, and therefore concern, for the innate value of diversity and the by-products thereof.

Initiative #1

Appoint campus-based sub-committees to contact local municipalities and Chambers of Commerce and develop a comprehensive list of potential partnerships for cultural enrichment programs.

Objective #6

Coordinate with institutional fund raising initiatives to seek outside funding for diversity projects.

Objective #7

Incorporate additional diversity statements and commitments into College promotion materials.

Objective #8

Establish a program recognizing Diversity Champions.

Goal #2

Establish a set of programmatic objectives to increase the recruitment and retention of minority faculty, staff, and students.

Objective #1

Utilize existing College programs (such as Torch Invitational, Great Escape, College Bowl, GED, Upward Bound, Talent Search) to target and recruit under-represented groups.

Initiative #1

Solicit recommendations regarding target populations from area schools (counselors, advisor, teachers, etc.)

Initiative #2

Partner with the Director of Adult Education Programs to provide outreach to minority students.

Objective #2

Develop recruitment strategies for under-represented populations.

Initiative #1

Revise scholarship application to enhance targeted, under-represented student populations.

Initiative #2

Establish two (2) scholarships to target minorities and under-represented populations.

Objective #3

Promote and encourage under-represented student membership in the College approved organizations.

Initiative #1

Establish a mentoring program utilizing Ambassadors and members of established College clubs.

Initiative #2

Establish a diversity segment for new student orientation.

Objective #4

Continue current strategies for recruitment of minority employees and also continue to look for other venues of advertisement.

Initiative #1

Develop contact list for HBCU's (Historically Black Colleges and Universities) and other organizations such as Urban League, black fraternities and sororities.

Goal #3

Promote regular training at the College for all faculty and staff to enhance sensitivity to diversity and proactive valuing of diversity principles.

Objective #1

Provide diversity training for faculty and staff.

Initiative #1

Provide diversity training at Faculty Orientation.

Initiative #2

Provide diversity training for student services personnel engaged in registration, advising, and counseling.

Initiative #3

Develop diversity handouts for New Employee Orientation.

Initiative #4

Bring visiting professionals from other cultures and ethnic groups for workshop activities.

Initiative #5

Establish contacts with other two and four-year colleges in order to develop a speaker's bureau.

Initiative #6

Research available diversity training programs and select those that best reflect an approach suited for initial steps in developing an organization's cultural commitment to diversity.

Initiative #7

Include diversity training in the College's budget for the 2011-2012 fiscal year.

Goal #4

Encourage the development and continual improvement of a curriculum of inclusion.

Objective #1

Curriculum: Increase experimental learning in diversity throughout the curriculum.

Initiative #1

Encourage faculty to seek outside resources for diversity inclusion.

Initiative #2

Review strategies to make classrooms more inclusive and supportive of students.

Initiative #3

Develop and integrate diversity studies into appropriate courses.

Objective #2

Continue to develop and broaden the Diversity Plan so that it serves as a living document, responsive to ever-changing diversity needs.

Initiative #1

Examine the Diversity Plan each fall, incorporating new ideas and new directions and replacing those items deemed non-functional.

Initiative #2

Develop programs, presentations, and non-credit courses on diversity topics.

Dissemination of the Diversity Plan

The College's Diversity Plan and related administrative and personnel policies will be made available via the College website. In addition, regular communications will be sent to College employees via e-mail, president's update, employee orientations and training programs, constituency group meetings, and posted in various areas around the College campuses.

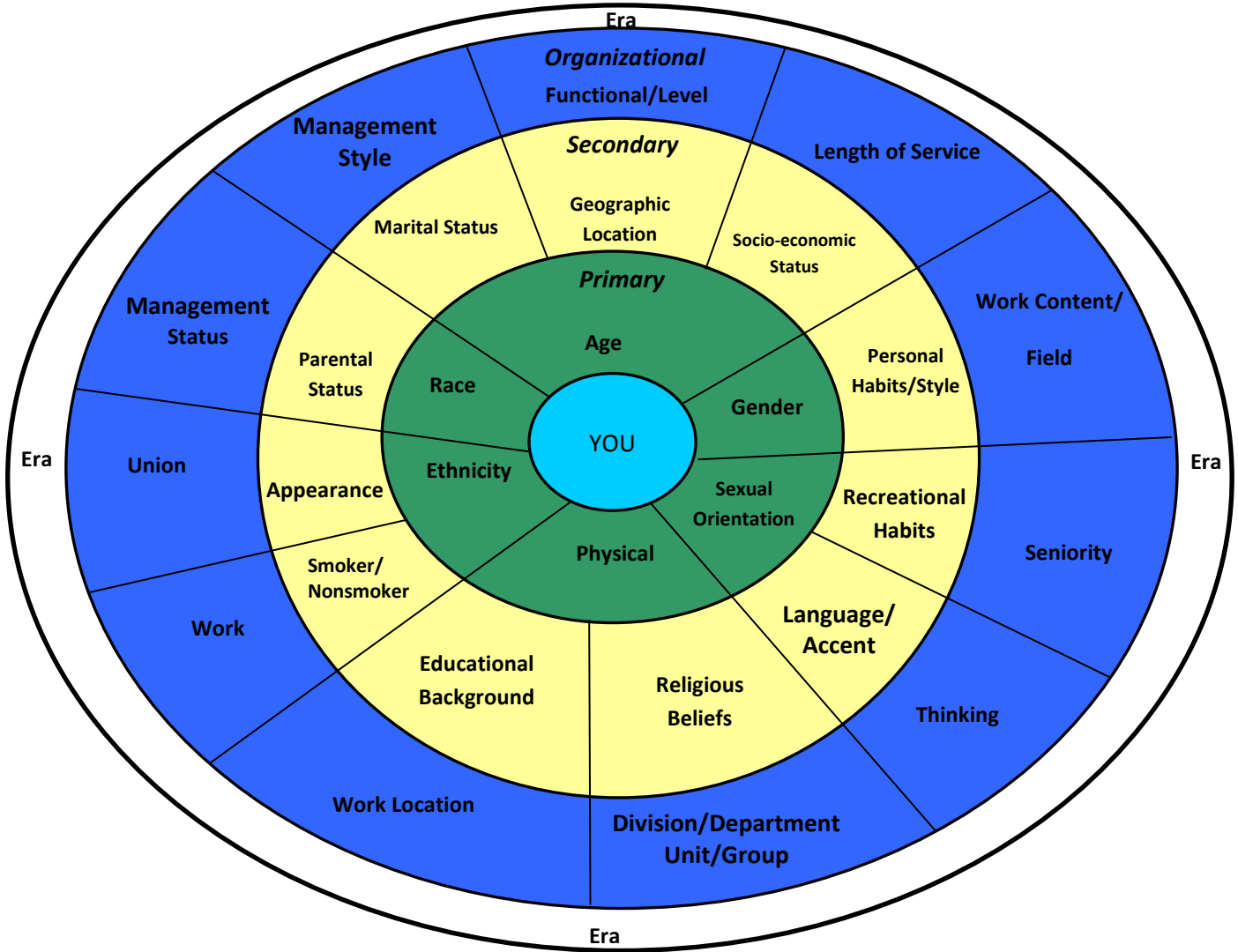
Responsibility for Implementation

All employees have an important role in the implementation of a successful Diversity Plan and may be assigned additional duties and responsibilities as required. The President, however, has the ultimate authority for the implementation of the Plan and will provide ongoing direction to the Committee.

APPENDICES

Appendix A

Diversity Dimensions



Diversity includes all of us. Diversity is more than race and gender. Each of us has various dimensions that make us unique. These can include your division unit, job experience, work/family balance, professional affiliation, beliefs, marital status, parental status, appearance, age and more.

Workforce America! : Managing Employee Diversity As A Vital Resource (Hardcover)
 Publisher:McGraw-Hill (Nov. 1990)
 By [Marilyn Loden](#) and [Judy B. Rosener](#)

Appendix B

Summary of Applicable Laws

The following laws, regulations, and order constitute some the legal requirements for equal employment, educational opportunities and affirmative action:

Age Discrimination Act of 1975

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance. While the Department of Health and Human Services is the lead agency for developing general regulations, any Federal agency which extends Federal financial assistance shall seek to achieve compliance with the agency's regulations.

Age Discrimination in Employment Act of 1967

The Age Discrimination in Employment Act prohibits discrimination for persons age 40 and over except where age is a BFOQ (bona fide occupational qualification). It is very rare for age to ever be a BFOQ at Bevill State Community College, however, there may be a few exceptions such as related to the hiring of an actor or actress for a college play where age may be allowed to factor into the selection criteria but will never be sole factor in the selection process. The Equal Employment Opportunity Commission enforces this law.

Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008

Bevill State Community College will ensure that no qualified person with a disability shall, on the basis of the disability, be subjected to discrimination in employment, recruitment, training, admissions, testing, program of study, student activities, etc. As a part of the college's plan, we will implement an awareness program that will educate potential supervisors, faculty and other BSCC staff about the contributions, capabilities and needs of persons with disabilities in the work force and in postsecondary education. Information regarding appropriate, reasonable accommodations is provided on a continuing basis. The 504/ADA coordinator will be consulted on matter of reasonable accommodation, as necessary.

On September 25, 2008, the ADA Amendments Act (ADAAA) was signed into law. It became effective on January 1, 2009. The U.S. Senate and the U.S. House of Representatives both unanimously passed the ADAAA.

The ADAAA focuses on the discrimination at issue instead of the individual's disability. It makes important changes to the definition of the term "disability" by rejecting the holdings in several Supreme Court decisions and portions of Equal Employment Opportunity Commission's (EEOC) ADA regulations. The Act retains the ADA's basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it changes the way that the statutory terms should be interpreted.

The Equal Pay Act of 1963 and Lilly Ledbetter Fair Pay Act of 2009

The Equal Pay Act, amended by the Education Amendments of 1972, covers all employers who are covered by the Fair Labor Standards Act of which it is a part. This act forbids pay differentials on the basis of sex; it is enforced by the Equal Employment Opportunity Commission. The Lilly Ledbetter Fair Pay Act of 2009 is an Act of Congress enacted by the 111th United States Congress and signed into law by President Barack Obama on January 29, 2009. The bill amends the Civil Rights Act of 1964 stating that the 180-day statute of limitation for filing an equal-pay lawsuit regarding pay discrimination resets with each new discriminatory paycheck.

Executive Order 11246 (1965)

Executive Order 11246 covers all employers with government contracts or subcontracts of more than \$10,000, with some rare exceptions. It also applies to contractors and subcontractors of construction projects financed in whole or in part by Federal funds. It required that every contract contain a clause against discrimination because of race, color, religion, sex or national origin. In addition, Revised Order No. 4, based Executive Order 11246, requires contractors and subcontractors with 50 or more employees and contracts totaling \$50,000 or more to develop and carry out written Affirmative Action Program. As of October 1, 1978, this Executive Order is enforced by the Office of Federal Contract Compliance of the Department of Labor for all Federal contracting agencies.

Pregnancy Discrimination Act

Amends Title 7 to prohibit discrimination based on pregnancy, childbirth or related conditions; requires employers to treat pregnancy the same as any other temporary disability.

Rehabilitation Act of 1973

The Rehabilitation Act of 1973, amended by the Rehabilitation Act Amendments of 1974, prohibits discrimination on the basis of disability in employment by Federal contractors with contracts of \$10,000 and in programs and activities receiving Federal financial assistance. This Act is administered by U.S. Department of Labor.

Title IX of the Education Amendments of 1972

Title IX prohibits sex discrimination in education programs or activities which receive Federal financial assistance. The law is enforced by the Office for Civil Rights, Department of Education.

Titles VI and VII of the Civil Rights Act of 1964 and Civil Rights of 1991

Title VI prohibits discrimination on the basis of race, color or national origin and gender in programs or activities receiving Federal financial assistance. The law is enforced by the Office for Civil Rights, Department of Education. Title VII of the Civil Rights Act of 1964, amended by the Equal Employment Opportunity Act of 1972, with some very limited exceptions, applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, gender or national origin. It covers all terms and conditions of employment, including but not limited to hiring, transfers, promotions, compensation, access to training. This law also prohibits sexual harassment and harassment

based on other protected categories. Title VII is administered and enforced by the Equal Employment Opportunity Commission.

Vietnam Era Veteran's Readjustment Assistance Act of 1972 (amended in 2002 by the jobs for Veterans Act)

The Vietnam Era Veteran's Readjustment Assistance Act of 1972 was amended by the Vietnam Era Readjustment Assistance Act of 1974 and requires government contractors with contracts of \$10,000 or more to take affirmative action to employ, and advance in employment, disabled veterans of the Vietnam Era. Responsibility for administration and enforcement of the Act is delegated to the U.S. Department of Labor. Contractors with federal contracts of \$25,000 or more must file a supplemental report, titled VETS-100 by September 30 of each year.

Vocational Education Act of 1963

The Vocational Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national vocational education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education so as to overcome sex discrimination and sex stereotyping and thereby furnish equal educational opportunities in vocational education to persons of both sexes. This law is administered by the Office for Civil Rights of the Department of Education. The Vocation Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education so as to overcome sex discrimination and sex stereotyping, and thereby furnish equal educational opportunities in vocational education to persons of both sexes. This law is administered by the Office for Civil Rights of the Department of Education.

Fair Labor Standards Act of 1938

The Fair Labor Standards Act of 1938 (Pub. L.75-718) (FLSA, ch. 676, 52 Stat. 1060, June 25, 1938, 29 U.S.C. ch.8) also called the Wages and Hours Bill, is United States federal law that applies to employees engaged in interstate commerce or employed by an enterprise engaged in commerce or in the production of goods for commerce, unless the employer can claim an exemption from coverage. The FLSA established a national minimum wage, guaranteed time and half for overtime in certain jobs, and prohibited most employment of minors in "oppressive child labor," a term defined in the statute.

Employee Polygraph Protection Act

The Employee Polygraph Protection Act prohibits most private employers from using lie detector tests either for pre-employment screening or during the course of employment. Employers are generally prohibited from requiring or requesting an employee or job applicant to take a lie detector test, and from discharging, disciplining, or discriminating against an employee or prospective employee for refusing to take a test or for exercising other rights under the Act. Federal, State and local governments are not affected by the law. Also, the law does not apply to tests given by the Federal Government to certain private individuals engaged in national security-related activities. The Act permits polygraph (a type of lie detector) tests to be administered in the private sector, subject to restrictions, to certain prospective employees of security service firms (armored car, alarm, and guard), and pharmaceutical manufacturers

and dispensers. The Act also permits polygraph testing, subject to restrictions, of certain employees of private firms who are reasonably suspected of involvement in a workplace incident (theft, embezzlement, etc.) that resulted in economic loss to the employer. Where polygraph tests are permitted, they are subject to numerous strict standards concerning the conduct and length of the test. Examinees have a number of specific rights, including the right to a written notice before testing, the right to refuse or discontinue a test, and the right not to have test results disclosed to unauthorized persons.

Family and Medical Leave Act of 1993

The Family and Medical Leave Act of 1993 (FMLA) was signed into law on February 5, 1993. FMLA requires any employer with at least 50 employees to offer up to 12 work weeks of unpaid leave to eligible employees to care for a newborn or newly adopted child, to care for a seriously ill family member, or for the employee to care for his or her own serious illness. Under FMLA, the employer must return the employee to the same or an equivalent position and employment benefits if the employee returns after the leave. If the employee returns to work, the employee cannot lose any benefits accrued before the period of leave—other than vacation or leave allowance that was used for the leave. Employment benefits include (but are not limited to) group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions – regardless of whether these constitute ERISA-covered benefits and regardless of whether such benefits are provided by a practice or through written policy. Under the FMLA, the employer must continue health care coverage (e.g., medical, dental, vision, hearing, and health care spending accounts) to the employee during the leave, and on the same basis as if the person had been actively at work. The FMLA regulations give specific options for employer collection of employee contributions and require that the employer provide the employee advance written notice of the terms and conditions under which those payments must be made. The employer is allowed to charge the employee retroactively for the employer’s portion of health care premium cost during unpaid FMLA leave, if the employee does not return to work after the leave for reasons other than health conditions or some other reason beyond the employee’s control.

Medical and Health Care Continuation Act (COBRA)

The Consolidated Omnibus Budget Reconciliation Act was passed to help assure that all individuals and their families have access to group medical insurance. COBRA offers health insurance policies to certain individuals who have lost their health coverage due to certain specified conditions. While COBRA can be very useful for those individuals who qualify, the policies can also be extremely expensive.

Immigration Reform and Control Act

Immigration Reform and Control Act prohibits employers from knowingly hiring, recruiting, referring, or continuing the employment of aliens who are not authorized to work in the United States because they have entered the country illegally or their immigration status does not permit employment.

Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check

writing histories, medical records, and rental history record). For more information about your rights, go to www.ftc.gov/credit

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 was enacted by the U.S. Congress in 1996. Title I of HIPAA protects health insurance coverage for workers and their families when they change or lose their jobs. Title II of HIPAA, known as the Administrative Simplification (AS) provision, requires the establishment of national standards for electronic health care transactions and national identifiers for providers, health insurance plans, and employers. The Administrative Simplification provision also addresses the security and privacy of health data. The standards are meant to improve the efficiency and effectiveness of their nation's health care system by encouraging the widespread use of electronic data interchange in the U.S. health care system.

Employee Retirement Income Security Act

The Employee Retirement Income Security Act of 1974 is an American federal statute that establishes minimum standards for pension plans in private industry and provides for extensive rules on the federal income tax effects of transactions associated with employee benefit plans. ERISA was enacted to protect the interests of employee benefit plan participants and their beneficiaries by requiring the disclosure to them of financial and other information concerning the plan; by establishing standards of conduct for plan fiduciaries; and by providing for appropriate remedies and access to the federal courts.

Appendix C

Phases of the Diversity Plan

Phase I

1. Establishment of the Diversity Committee
2. Definition of Diversity
3. Mission Statement
4. Goals and Objectives
5. Surveys
6. Diversity Workshops for faculty, staff, and administrators
7. Budget

Phase II

1. Marketing of the diversity plan
2. Cultural programs College-wide
3. Diversity Training for students
4. Evaluations
5. Sub-Committees (e.g. Community outreach program, building relationships HBCU)
6. Diversity Summit

Phase III

1. External Committees (e.g. Community)
2. Surveys
3. Evaluation
4. The Plan – revisions, etc.
5. Create a speaker's bureau
6. Sponsors