

In addition, changes in our cultural landscape have precipitated the need for such a plan in order for both the student's and institution's success. Such changes include, but are not limited to, changing national and local demographics, heightened awareness of

every day occurrence. As a major provider of workforce development and training, community colleges must prepare themselves to meet the needs of all students.

“Colleges, businesses, and nations that ignore or fail to recognize the growing diversity of their, students, employees, or markets” will suffer grave consequences. On the other hand, those that thoroughly seek to embrace the concept of diversity consciousness will see an increase in the number of students and employees who are more innovative and adaptable, better communicators, and more productive. Retention will also improve.

Current Diversity Profile of Edgecombe County and Edgecombe Community College

Edgecombe Community College (ECC) is located on two campuses in Edgecombe County, North Carolina; one in Tarboro and one in Rocky Mount. It is also important to note the demographics of Edgecombe County taken from the last U. S. Census of 2010. The Edgecombe County 2010 census population was reported at 56,552 people with the following race designations: 57.3% Black; 37.8% White; 3.9% Hispanic/Latino; 0.1% Other/Two or more races; 0.6% American Indian; and 0.3% Asian. The census report also shows that 53.5% of the population was female and 46.5 % of the population was male in 2010. (See chart below.)

**Edgecombe County U. S. Census Figures
2010**

Population, 2010	56,552
Population, 2011 estimate	56,041
Population, percent change, 2010 to 2011	-0.9%
White persons, percent, 2010 (a)	40.7%
Black or African American persons, percent, 2010 (a)	57.3%
American Indian and Alaska Native persons, percent, 2010 (a)	0.6%
Asian persons, percent, 2010 (a)	0.3%
Native Hawaiian and Other Pacific Islander, percent, 2010 (a)	0.1%
Persons reporting two or more races, percent, 2010	1.0%
Persons of Hispanic or Latino origin, percent, 2010 (b)	3.9%

(a) Includes persons reporting only one race

(b)

**Edgecombe Community College
Administration, Staff, and Faculty
Fall 2011**

**Admin. Faculty
Curr./Con.
Ed.**

		2010-2011	2011-2012	2012-2013
	Headcount	4890	4441	4151
	Black	3076 62.9%	2828 63.7%	2597 62.6%
	White	1518 31.0%	1387 31.2%	1356 32.7%
	Other	296 6.1%	226 5.1%	200 4.8%
	Female	3626 74.2%	3274 73.7%	3001 72.3%
	Male	1264 25.8%	1167 26.3%	1150 27.7%

What Diversity Research Shows

How do students benefit from a strong institutional emphasis on diversity and multiculturalism?

A brief examination of the current literature reveals a comprehensive body of research that supports the premise that students of all racial and ethnic backgrounds benefit from a

2. Broad campus commitment to diversity increases recruitment and retention of students from underrepresented groups and student's satisfaction and commitment to improving racial understanding.
3. Diversity in the curriculum has a positive impact on attitudes toward racial issues by providing students with an opportunity to interact with those who are different. In addition, cognitive development advances among students participating in a course on multiculturalism.
4. Racially-mixed student populations have positive effects on intellectual and social self-confidence.

Colleges which feature diverse faculty and counselors can benefit both minority and majority students. Studies show that minority professors have a positive impact on the education of 96% of minority and 83% of non-minority students.² They also serve as mentors, advisors and professional role models for all students. Research also suggests that a significant percentage of minority students prefer counselors of the same race³. Minority students benefit from the insight, support, and counseling of those who have similar cultural backgrounds.⁴ In addition, all students should experience different ways of approaching problems, varying perspectives on history, and a variety of cultural traditions.

Strong institutional emphasis on diversity also benefits all faculty and staff. According

outcomes. A diverse faculty and staff make unique contributions which are an essential part of what makes us able to better serve our students.

Action Plan

After an extensive collaborative effort by the ECC Diversity and Global Connection Committee, a comprehensive action plan has been created focusing on the planning and implementation stages. Several examples of action plan items include the following:

- Host International Events throughout the academic year including the Spring and Fall Global Symposium held on campus.
- Maintain partnerships with China and Finland for student and faculty exchange.
- General Education outcome: Global and Cultural Awareness added for all graduates integrated into curriculum programs of study.
- Diversity and Global Connections Committee will meet regularly
- ECC Travel/Study Abroad Program – Student scholarships and college credit available for students and faculty annually.
- Partnership with Martin Millennium Academy for the Imagine Peace project.
- Establishment of Global Education Instructional Certificate for faculty.
- Support faculty teams to participate in World View educational opportunities annually.
- Support a participant at attend the Global World View week long residential seminar annually.
- Implement new Student Code of Conduct.
- Continue to expand the newly created International Club.

- Support the United Nations World Peace Day.

Action Plan Oversight

The Diversity and Global Connections Committee will work to:

- monitor and evaluate the activities and outcomes of the College's Diversity Plan
- support the efforts of the academy partnerships by writing mini grants for funds from the college foundation.
- annually review and update the College's Plan
- review the status of each of the planned activities in the action plan each semester to ensure that those assigned with the responsibilities for accomplishing the activities are making progress toward their achievement

¹ Smith, D. G., et al.

Washington, D.C.: Association of American Colleges and Universities, 1997.

²Turner, C.S.V.,

Association of American Colleges and Universities, 2002; and

,” Black Issues in Higher Education, August 14, 2003.

³ Bernstein, B.L., Wade, P., & Hofmann, B. (1987).

Journal of Multicultural Counseling and

Development, 15, 60-70.

⁴ Ibid.

⁵ From

Tool Kit.