



Germanna Community College Diversity and Inclusion Five-Year Plan 2015 - 2020

Council Members

Judi Bartlett
Chief Craig Branch
Dean Shashuna Gray
Sherlyn A Farrish-Barner
Shavanta Hayes
Dean Ali Hieber
Wen Maier
Brian Ogle
Dr. Michael Read
Nnamdi Small
Brent Wilson

Administration Liaisons

Dr. Ann Woolford
Mr. Reggie Ryals



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The College President's Charge:

On May 20, 2014, the Germanna Community College Diversity Council [DC] was organized under the direction of Dr. David Sam, Germanna Community College President, with the Administrative support of Dr. Ann Woolford [Vice President for Academic Affairs and Student Services] and Mr. Reggie Ryals [Associate Vice President of Human Resources]. Dr. Sam charged the Council members to develop a draft College Diversity Plan that would support the Virginia Community College System [VCCS] Strategic Policies and Plan, the Mission, the Values, and Strategic Plan of the College, and to present said plan to the President by March 2015 with recommendations to be implemented as approved through normal annual and strategic planning decision-making with a goal of beginning some elements after July 1, 2015. To accomplish this, the DC is charged to:

1. Assess the current demography of students and employees and retention and success rates;
2. Research and identify best practices across to ensure equal opportunity for diverse populations served by the College, including employees and students;
3. Develop a draft five-year rolling plan with timelines, responsibilities, resource and budget, goals and tactics to be incorporated into the College's Strategic Plan;
4. Propose measures of success to be used to evaluate the results of the implementation of the plan.

This plan and measures will be consistent with VCCS goals and plans as well as with all applicable directives on diversity from the Governor and other executive institutions. The plan may address:

1. Recruitment & Retention Practices of Employees and Students
2. Curriculum
3. Professional Development
4. College Policies and Procedures
5. Events and Activities
6. Organizational Culture and Symbol



The History of Germanna Community College:

Germanna Community College [GCC] [www.germanna.edu] takes its name from a group of settlers at Germanna Ford on the Rapidan, where in 1714, Governor Alexander Spotswood established a frontier fort and settlement for the German miners and their families. In 1956, descendants of the original settlers at Germanna Ford organized the Memorial Foundation of Germanna Colonies in Virginia, Inc. In 1966, the Virginia legislature created a community college system. A site selection committee recommended that the College be located in the center of its service region. In 1969, the Memorial Foundation of Germanna Colonies donated 100 acres of property along the Rapidan to the state for a community college. The College Board unanimously chose the name Germanna Community College to recognize the gift and the history associated with it.

The 70-acre Fredericksburg Area Campus was donated by the John T. Hazel Family and opened January 1997. State funding for Phase I was acquired mainly through the efforts of Delegate V. Earl Dickinson for whom the first building is named. For Phase II, The Workforce Development and Technology Center, opened in October 2004. On September 9, 1998, the College's Educational Foundation received its largest single gift to date: 100 acres of land in Culpeper. The land was generously donated by Rose Bente Lee, Kaye and Marie Andrus, Nicholas and Flora Tomasetti, and Philip and Susan DeSiato. The Joseph R. Daniel Technology Center opened in 2006. In July 2009, Germanna opened a fourth facility with the support of the Stafford Economic Development Authority. The Science and Engineering Building and Information Commons opened in May 2012. This is the Fredericksburg Area Campus' third building and the facility provides laboratories, instructional resources, student services and more. Additionally Germanna opened a parking garage on this campus in August 2012. Finally, in September 2012, the College opened a new Automotive Center with the help of a Stafford EDA award of \$75,000 towards the construction of the facility.



Germanna Community College is one of the twenty-three colleges in Virginia that comprise the Virginia Community College System. It is a two-year public institution of higher education established in 1970. The College serves the residents of city of Fredericksburg and the counties of Caroline, Culpeper, King George, Madison, Orange, Spotsylvania, and Stafford. The mission of the college is as a public, comprehensive community college, Germanna provides accessible, quality educational and training opportunities that meet our communities' changing learning needs. The college vision supports the mission by being a college that is recognized as the region's leader and preferred partner providing excellence in accessible educational opportunities and related services to our communities. Our quality learning experiences enable students to participate effectively in the social, economic, political, intellectual, and cultural life of their communities. Germanna, a dynamic learning organization, is the premiere gateway to personal and community development.

Per Germanna's Organizational, Planning, and Assessment Department, the historical students' diversity data currently date back to 2008 only. It was this year when the Student Information System [SIS] was initiated at Germanna Community College – for more details – [see appendices D3 page 37, D5 page 39, and D6 page 40]. However, the Preliminary Draft Report of the *Chancellor's Task Force on Diversity* included the Germanna Community College Diversity Dashboard data from year 2011 – [see appendix D7 pages 41 -43]. The Student Headcount Over Time data from 2001-2012 indicated that the minority gender was lower than the non-minority gender and that the female Headcount was higher than the male Headcount in each category. The overall percentage range of the minority Student Headcount was 17% to 30%. Finally, the overall Student Headcount increased from 5,637 in 2001 to 10,685 for year 2012.



As for the employees, for Administrators Over Time for the same years, the data pattern was unchanged as the non-minority and female gender was higher in each category. However, in some years the male and female numbers for the Administrators were the same; the minority genders was the same for years 2001 [0] and 2009 [1] and for the non-minority year 2009 was it was eight for the male and female. The minority percentage range was 0% to 17%, except for the year 2011 it decreased to 7% down from 14% in year 2010, but increased to 17% in year 2012. In addition, the Administrators Over Time for all genders increased from 15 in year 2001 to 23 in year 2012, with year 2011 being the highest - 29. Finally, year 2012 had the highest percentage increase of all the years, 17% - [see appendix D7 page 41].

In regards to the Classified Over Time for the 2001 – 2012 years, the non-minority male and female categories were higher than the minority genders, which is the same gender pattern. The non-minority pattern increased at a rate much higher than the minorities genders with the biggest increase in year 2012, male = 74 and female = 130. The percentage range was 10% to 15%. Finally, the total gender increased from 50 to 241 by year 2012 – [see appendix D7 page 42].

Finally, in comparing the VCCS Dashboard for the Full-Time Teaching and the Adjunct Faculty the minority genders range were similar to the students' findings. The minority was much lower than the non-minority for both genders with the female gender always higher in each year; except in the years 2001 and 2006 it was 0 for each gender in the Adjunct Faculty minorities' category. In addition, the Full-Time Faculty total increased from 44 to 91 while the Adjunct was 206 to 295 from the years 2001 - 2012. Furthermore, the data showed that the Adjunct Faculty gender totals were consistently higher as compared to the Full-time Teaching Faculty gender for each year of data collected for 2001 – 2012. Finally, for the minority percentage for the Full-Time Teaching Faculty it was 16% in 2001 but decreased each year thereafter, while the Adjunct range was 0% to 9% with year 2011 the highest at 12% with a decrease to 9% in year 2012 – [see appendix D7 pages 42 – 43].



Chancellor Glen DuBois' Call to Action:

In the summer of 2013, Chancellor Glenn DuBois created the Chancellor's Diversity Task Force that was charged with identifying strategies, actions, programs, and policies that will enable Virginia's Community Colleges to build inclusive and representative communities. The final report, *CHANCELLOR'S TASK FORCE ON DIVERSITY: Making Virginia's Community Colleges a Model for Diversity and Inclusion* [<http://www.vccs.edu/careers/faculty-diversity-initiative>], was made available to the Council members in September 2014. In this report, Chancellor DuBois expressed that the recommendations of the Task Force under *A Call to Action* – [see appendix A pages 28 and 29] - should include tangible strategies designed to result in desired outcomes linked to the strategic goals of the system. These actions should make the VCCS a model for diversity that is reflective of our aspiration to be a high performance organization and a world-class community college system. Furthermore, the recommendations are also aimed at increasing the demographic diversity of the VCCS so that teaching faculty and leaders look more like the communities we serve. The eleven recommendations are intended to help the VCCS and colleges create inclusive communities where everyone feels empowered to fully participate and succeed.



Virginia Community College System Policy on Diversity and Inclusion:

The Virginia Community College System is committed to fostering, cultivating, and sustaining a culture of diversity and inclusion. The VCCS acknowledges the vital impact of a diverse and inclusive community on academic programs, on workforce development and other training, and on the larger communities served by our colleges. Students from diverse backgrounds, taught by faculty and assisted by staff from similarly diverse backgrounds, benefit from an abundant educational experience that prepares them for success in an increasingly interconnected and multicultural world. Therefore, it is the policy of the Virginia Community College System to employ and retain individuals that reflect our diverse society. A culture of diversity and inclusion shall be manifest in all dimensions of Virginia’s Community Colleges - <http://www.boarddocs.com/va/vccs/Board.nsf/Public#>

Virginia Community College System Defining Diversity and Inclusion:

A major issue that the Chancellor’s Task Force grappled with is the meaning of “diversity.” Historically, definitions of diversity have centered on race and ethnicity, what some have termed “inherent diversity.” Current definitions of diversity are broader and include gender, sexual orientation, economic background, nationality, disability, and other factors. The meaning of “inclusion” is also challenging. While definitions of inclusion are not as prevalent as those for diversity, an inclusive environment can be defined as, “one in which the diverse backgrounds of individuals are leveraged to drive value and results by creating an environment in which employees feel involved, respected, valued and connected.” The members of the task force agreed to adopt broad definitions of diversity and inclusion in its work.



The Germanna Community College Diversity and Inclusion Council Introduction and Background:

The Germanna's Diversity Council consists of faculty, staff, and administrators from various disciplines – [see appendix B page 30]. The members were divided into three groups with each with a designated a team leader. Each group focused initially on one of the main themes of the President's Charge of faculty, staff, student, and the public for the draft plan. The teams were responsible for assessing the current status of the college's diversity and inclusion practices, policies, and procedures for such topics including recruitment, retention, curriculum, professional development, public events & activities, and organizational culture and symbols – [see appendices C pages 31 – 34, E page 44, and F pages 45 – 47]. In addition, the teams were responsible for developing diversity and inclusion objectives, tactics, resources, and measurements for one of the designated strategic initiatives [see page 20 – 26] based on the Germanna Community College Master Plan for Academic Affairs and Student Services - <http://www.germanna.edu/presidents-office/goals-of-germanna.asp>. Furthermore, the Council made an unanimous decision to change the Council name, with Dr. Sam's approval, to Diversity and Inclusion to create an strong environment of inclusiveness.

To better prepare the Council for the task of writing the draft plan, a four-hour active learning workshop was conducted on September 19th, 2014 by Dr. Christopher Kilmartin, Ph.D. Dr. Kilmartin is a Licensed Clinical Psychologist and a Professor of Psychology at The University of Mary Washington in Fredericksburg, VA. In this session, the Council goals were:

1. To introduce the Council to the complexity of understanding and speaking about diversity
2. To help build awareness and sensitivity about difference
3. To build trust to facilitate respectful, honest dialogue
4. To help the Council model behaviors related to diversity and inclusion



The Diversity and Inclusion Council Vision Statement:

The vision of the Diversity and Inclusion Council of Germanna Community College is to actively promote demographic diversity of faculty, staff, and students to reflect the community that we serve promoting a culture of inclusiveness. This supports the College's mission statement "As a public, comprehensive community college, Germanna provides accessible, quality educational and training opportunities that meet our communities' changing learning needs."

Mission of the Diversity and Inclusion Council:

The Mission of the Diversity and Inclusion Council is to (1) draft and monitor the Diversity and Inclusion plan for the College; (2) to foster events and activities that foster a culture of inclusion, and (3) to foster diversity in thinking and in other aspects that promote to a healthy, high-performing organization to the benefit of students, employees and other stakeholders.

To accomplish this mission, the DC shall:

1. Regularly assess the demography of students and employees and their retention and success rates;
2. Research and identify best practices to ensure equal opportunity for diverse populations served by the College, including employees and students;
3. Develop and monitor the five-year rolling plan with timelines, responsibilities, resource and budget, goals and tactics to be incorporated into the College's Strategic Plan;
4. Evaluate results through appropriate measures of success;
5. Advise the President and Administration on matters affecting diversity and inclusion.



The Diversity and Inclusion Council Assessment Findings:

SWOT Analysis: The October 10, 2014, Council meeting included a Strengths, Weaknesses, Opportunities, and Threats assessment discussion of the college's Diversity and Inclusion needs:

Strengths [Positive Internal]	Weaknesses [Negative Internal]
<ul style="list-style-type: none"> • Administrative support • Diversity and Inclusion Council • Increased diversity of faculty and staff • Council members workshop 	<ul style="list-style-type: none"> • Fear of competition beyond the normal/tradition • Ineffective diversity marketing within the college • Need for broader definition of diversity • Need greater college diversity • Perception of diversity within the college
Opportunities [Positive External]	Threats [Negative External]
<ul style="list-style-type: none"> • College-wide workshops on diversity and inclusion • Community outreach • Educational awareness programs • Effective technology use • Focus groups and surveys • Formulate collaborative relationships • New employees orientation • Value diversity 	<ul style="list-style-type: none"> • College-wide resistance to change [i.e. status quo] • Resources and funds • Time constraints



The Qualitative Data Assessment Findings:

The Council sought opportunities to obtain qualitative data from the faculty and staff about current Diversity and Inclusion practices, policies, and procedures here at Germanna Community College:

1. **Fall Learning Day** – On September 23, 2014, the Council held one session with a total of 13 individuals and Council members in attendance; 53.8% rated the session as very good, while 15.4% rated it as excellent, and 30.8% felt it was good. The members gave an overview of the purpose of the Diversity and Inclusion Council. At the end of the session, the attendees and Council members were asked to reflect on the session by providing written constructive feedback on two questions:

a. Do you feel Germanna is diverse and inclusive? YES ____ NO ____

- Attendees’ Responses: [n = 20] **Yes** = 5 **No** = 4 **Yes and No** = 10 **No Answer** = 1

b. Give us one suggestion as to how Germanna can become more diverse and inclusive for employees/students/public.

Some of the attendees’ suggestions/comments included:

➤ “Embrace”	➤ “Increase awareness of differences that are not obvious – religion”
➤ “Marketing”	➤ “Speakers-recruitment-training”
➤ “Increase celebration of differences”	➤ “Welcome sexual orientation”
➤ “More teaching and training”	➤ “Role models”
➤ “See more people like them”	➤ “Gay/Lesbians/Transgender awareness”
➤ “Increase more public on campus activities”	



Based on the post Learning Day Faculty and Staff evaluation, 13 individuals completed the online anonymous survey. Using a Likert rating scale of 1 – 5 for the *Diversity Council: Introducing Germanna’s Diversity and Inclusion Council* session:

The Likert rating assessment scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Rating Count	Rating Average	Excellent	Very Good	Good	Fair	Poor
13	3.85	15.4% / 2	53.8% / 7	30.8% / 4	0%	0%

In addition, there was one comment posted on the survey: “The activities were excellent. I am very happy to see that diversity is being methodically sought after at our institution.”



2. **Spring Learning Day** – On February 10, 2015, the Council held a session at the spring 15 College Learning Day. Twenty-two individuals were given an overview of the Germanna Community College Five-Year Diversity and Inclusion Draft Plan. At the end, the attendees were asked to reflect on the information and to give constructive feedback about the plan’s strength and area of growth. Furthermore, they was able to provide additional unanimous comments about the plan:

The Plan’s Strengths	The Plan’s Areas of Improvement
<ul style="list-style-type: none"> ➤ “I like the incentive plan for faculty participation in diverse campus activities/student organizations...Investing in people is so valuable. I think this element of the plan has the potential to be the most powerful...Benchmarking makes a lot of sense – I think there may be a danger in only measuring statistically – Is there a way to measure qualitatively & quantitatively...Find ways to measure religion diversity & sexual orientation/gender identification for example: # of LGBT awareness events on campus [PRIDE Week]; measure religious tolerance similarly – celebrate Ramadan, etc.” 	<ul style="list-style-type: none"> ➤ “Wasn’t clear on the definition of Diversity, as used/addressed in the GCC Plan... Wasn’t certain that the draft goals measured the goals what we want to impact...Wasn’t sure if we need to address measure attitudes toward sexual orientation; age; other aspects of diversity. Look to be primarily focused on the “race” component of diversity”
<ul style="list-style-type: none"> ➤ “Comes from “top” so should have support...Reaches both staff & student...Good amount of training...Recognition is vital – all need even if they say they don’t...Consider demographics...What about “cultural” diversity? Most of our counties of unique cultural folks – such as “county/redneck/goth/skaters. How do they fit?” 	<ul style="list-style-type: none"> ➤ “Include definition of “minority” and non minority for appendix, eg: minority black, latino, etc?.” Who is a minority is an important question....“Objective 2.1 tactic 1A might be a little confusing – what types of events? Are they recruiting? How do we measure populations that are “underserved?”
<ul style="list-style-type: none"> ➤ “A comprehensive plan to increase diversity...Many campus – based events and programs to raise awareness are held...Campus does not tolerate hate crimes” 	<ul style="list-style-type: none"> ➤ “What is diversity? How will the LGBT community be included...Bring arts to the campus that reflect different cultures, etc. Paint large murals on campus.”
<ul style="list-style-type: none"> ➤ “Multiple methods to address methods to increase diversity...Diversity tool kit” 	<ul style="list-style-type: none"> ➤ “On tactic 2: from like colleges in SACS regions...May have different regional populations”



➤ “Lots of good plans and ideas...Thanks your for tackling this initiative”	➤ “What is our local area composition of minorities? ...Encourage LGBT Groups”
➤ “Increase presence...raising profile in community”	➤ “30% student reasonable...What “reward can be offered to get more folks helping? /Reasonable goals”
➤ “Focus on areas that we need consider as an institution”	➤ “Marketing/media “
➤ “Some initiative seem hard to measure in a valid way.”	

OTHER COMMENTS ABOUT GCC’S DIVERSITY AND INCLUSION DRAFT PLAN	
➤ “Define groups included under diversity... Teaching faculty – males are a minority”	➤ “What are you measuring?...Do you have interventions?”
➤ “Consider location and those who live in certain areas...What are we measuring – how do we know we have achieved measurements follow metrics – should follow action”	➤ “What is the definition of diversity?...What is Germanna trying to accomplish?...Does Germanna reflect the community?”
➤ “How does fear of competition [SWOT analysis] impact diversity?...Why are standardized race selection options different for students and staff?...Who is the Campus Diversity Representative?”	➤ “Benchmarking assumes all colleges are collecting exact same data so be sure the data collection is consistent...Look to the format of the plan – objectives start with numbering then is dropped”



Based on the post Learning Day Faculty and Staff evaluation, eight individuals completed the online anonymous survey. Using a Likert rating scale of 1 – 5 for the *Diversity Council: Introducing Germanna’s Diversity and Inclusion 5-Year Draft Plan* session:

The Likert rating assessment scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Rating Count	Rating Average	Excellent	Very Good	Good	Fair	Poor
8	3.55	12.5% / 1	62.5% / 5	0%	12.5% /1	12.5% /1

Additional Comments:

- a. “Presenters did a nice job”
- b. “A good start to informing the college community about the Diversity and Inclusion Council, and its role in the college”
- c. “This was the worst session I have ever attended; the lack of enthusiasm in delivery, the presentation was like an exercise that was so tedious”
- d. “I appreciate the Council and their work, but still don’t understand the Blow Pop/Ring Pop exercise.???”



3. **Faculty & Staff Survey Monkey** – A survey was conducted in January asking the employees about Germanna’s diversity and inclusion using the same questions as the Fall 2014 Learning Day session – **see page 13**. The survey was sent out January 23, 2015 with a reminder on January 30, 2015 and a closing date of February 6, 2015. At the completion of this draft, the results of the survey are pending.

4. **Climate Survey** - The College conducted a climate survey for the years of 2007, 2009, 2011, and 2013. The questions on the survey related to diversity were:
 - a. Faculty / Staff with diverse backgrounds works well together here
 - b. GCC values faculty and staff with diverse backgrounds.

The Likert rating assessment scale:

- 1 = Strongly Disagree
- 2 = Disagree
- = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

The overall findings from the Germma Commuity College survey on Diversity were:

- a. Year 2007 [n = 241] - Diversity Overall Survey Results – 4.0 Average Score
- b. Year 2009 [n = 186] - Diversity Overall Survey Results – 4.1 Average Score
- c. Year 2011 [n = 283] - Diversity Overall Survey Results – 4.1 Average Score
- d. Year 2013 [n = 269] – Diversity Overall Survey Results – 4.1 Average Score



The Quantitative Data:

Based on data from the Organizational, Planning, and Assessment Department of Germanna Community College – [see **appendices D1 page 35 and D2 page 36**], as of July 2014 most of the college’s employees are female [n = 522]. Employees have the option of self-reporting their race using standardized selections where one choice is allowed. Responses indicated that the majority of employees identified themselves as a white race [n = 708].

Based on data from GCC Data Files for academic years 2009 – 2013 – [see **appendices D3 page 37, D5 page 39, and D6 page 40**] - the majority of the students who attend and graduate from Germanna Community College are females, 24 years old, and lives in the Spotsylvania [36.4%] or Stafford [28.5%] service areas. In addition, based on student self-reporting standardized options, 73.3% of the Germanna students are Caucasian and 77% of this race did graduate from the college.

In comparison to the Department of Education’s Integrated Postsecondary Education Data System from 2012 - 2013 in the “*The Chronical of Higher Education Student Diversity at 4, 725 Institutions*”, the student diversity data was similar. Of the 7, 520 students enrolled at Germanna Community College, 61.6% were women and 67.6% were white. It is also noted that the was no male data included in the statistical document – [see **appendix D6 page 40**].

About the Data [Oct 27, 2014]: This list includes Department of Education’s Integrated Postsecondary Education Data System from less-than-two-year, two-year, and four-year degree-granting postsecondary institutions participating in Title IV federal student financial-aid programs from the 2012-13 academic year. All percentages are rounded. The category “Nonresident foreign” includes international students who could be of any race. The full racial and ethnic categories used by the Education Department are American Indian or Alaska native, Asian, black or African-American, Hispanic, Native Hawaiian or Pacific Islander, white, two or more races, race/ethnicity unknown, and nonresident alien. A person can be counted in only one category, and Hispanics may be of any race. The “Total minority” column is the share or number of enrolled students who are not categorized as white, race unknown, or nonresident.

Source: <http://chronicle.com/article/Student-Diversity-at-4725/149537?cid=megamenu>



Germanna Community College Diversity and Inclusion Five-Year Draft Plan Strategic Initiatives:

Germanna's Master Plan Strategic Initiative – 1. Become a Learning-Centered College, where quality teaching and support services foster student learning and success.

OBJECTIVE: Create a learning-centered environment where equality, diversity, and inclusion are infused in quality teaching and support services to enhance student learning and success.

Tactic 1: Explore current college policies and community training resources in relation to diversity and inclusion.

- A. Review all public facing policies and documents related to diversity and inclusion.
- B. Survey internal constituents (faculty, staff, and students) to determine current climate at Germanna Community College.

Start Year: 2015	Target Year: 2016	Responsibility: Campus Diversity Representative / Marketing / Student Services
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Resource Impact: Minimal	Resource Needs: Faculty Time / Professional Development / Survey Materials
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Measurement: Increase inclusion/diversity materials available to employees and students by 3% over the next year.

Tactic 2: Engage all employees in educational programming to recognize issues related to equality and inclusion.

- A. Offer in-service college-wide programming on Learning Day.
- B. Develop a component for diversity and inclusion education in the new employee's orientation.

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / College President, Vice-Presidents, Deans, and Student Services / Marketing
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Resource Impact: Minimal**	Resource Needs: Faculty Time / Professional Development / Resources / Website Development / Professional Trainer
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Measurement: Accomplish a 50% of participation rate for full-time Germanna employees over the next 5 years.

Tactic 3: Intentionally integrate and deliver educational information related to diversity and inclusion to students in both curricular and co-curricular forums.

- A. Offer college-wide student programming throughout the year and on Student Success Day.
- B. Offer curricular programming related to national cultural recognition programs (i.e. Black History Month, Hispanic Heritage Month, Jewish Heritage Month, and other minority celebrations).

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / College President, Vice-Presidents, Deans, and Student Services / Marketing
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Resource Impact: Moderate**	Resource Needs: Faculty Time / Professional Development / Resources / Website Development / Professional Trainer
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Measurement: Accomplish a 30% participation rate for students over the next 5 years.



Germanda’s Master Plan Strategic Initiative – 2. Develop outreach efforts, programs, and services that fulfill the promise of affordable access to educational opportunities and workforce development for all the constituents of our service area.

OBJECTIVE 2.1: Increase enrollment numbers of students from underserved populations.

Tactic 1: Supervisors encourage GCC representatives increased attendance at events held in areas identified as underserved populations.

- A. Train managers to supervise and support the college’s diverse workforce and student population in terms of diversity and inclusion.
- B. Train college recruiters to work with counselors and administration in schools representing underserved populations to better market towards potential students.
- C. Develop strategies to target students from underserved populations.

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / College President, Vice-Presidents, Deans, and Employees
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Resource Impact: Moderate**	Resource Needs: Faculty Time / Professional Development / Training Materials
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Measurement: Increased enrollment numbers in students from underserved populations by 3% over the next 5 years.

Tactic 2: Coordinate and support current student-focused diversity initiatives and student groups through the Student Services Office.

- A. Increase marketing & promotion of culturally diverse student groups and activities amongst student body.
- B. Provide incentives to faculty and staff who serve as college representatives to student cultural groups/organizations.
- C. Encourage supervisors to allow staff/faculty to participate in culturally diverse student activities during normal and outside normal working hours.

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / College President, Vice-Presidents, Deans, and Student Services / Marketing
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Resource Impact: Minimal**	Resource Needs: Campus Diversity Representative / Marketing and Public Relations Staff Expertise / Faculty and Staff Time
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Measurement: Improved participation of faculty and staff in the college culturally diverse clubs/organization as college representatives with a minimum of 3% of the employees participating.



Germanda’s Master Plan Strategic Initiative – 2. Develop outreach efforts, programs, and services that fulfill the promise of affordable access to educational opportunities and workforce development for all the constituents of our service area.

OBJECTIVE 2.2: Increase outreach into communities served by Germanda identified as underserved populations.

Tactic 1: Develop an “Advisory Committee” consisting of community members from underserved populations, including non-profits, charities, and other community organizations.

- A. Increase networking with external organizations in underserved areas and develop targeted strategies to address enrollment rates from underserved populations.

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / Marketing / IT Department / Faculty & Staff
Resource Impact: Minimal**		Resource Needs: Campus Diversity Representative / IT Support / Materials
Measurement: Increased retention rates and number of business partners in underserved populations.		

Tactic 2: Develop a community resource “toolkit” listing information on resources located throughout the Germanda service region.

- A. Routinely updated information on services supporting members of our underserved populations helping them too be more successful in college.
- B. Provide faculty with information on support agencies to better assist at risk students who may be in need of support services such as housing, daycare, transportation, etc.

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / Marketing / IT Department / Faculty and Staff
Resource Impact: Minimal**		Resource Needs: Faculty & Staff time / IT Support / Materials /Survey Tools
Measurement: Increased number of staff, faculty and students informed about community resources providing support in our region.		



Germanna's Master Plan Strategic Initiative – 3. Develop partnerships and alternative resources to better enable the College to achieve its mission.

OBJECTIVE: Insure effective use of the college's resources to support an environment of diversity and inclusion for the college community.

Tactic 1: Partner with other colleges and organizations to help enhance campus diversity and inclusion awareness.

- A. Visit and tour one or more colleges in the VCCS and/or service area to learn more about its diverse and inclusion strategies.
- B. Attend two or more conferences to increase diversity and inclusion campus awareness.
- C. Communicate with civic organizations to help grow diversity and inclusion awareness.

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / Council Members / Marketing
Resource Impact: Moderate**		Resource Needs: Other Colleges' Diversity & Inclusion Plans / Conferences Funds and Locations / Best Practices / VCCS Dashboard

Measurement:

- A. Shared VCCS info, visits, and/or conferences finding at college-wide events, such as Learning Day, College Council, GCCSA, faculty meetings, etc.
- B. Surveyed faculty and staff to determine if diversity and inclusion awareness was increased.
- C. Post findings on Germanna Central and in Compliance Assist and shared at College Council.

Tactic 2: Strengthen recruitment, selection, and retention diversity practices of faculty and staff by 5% over the next 5 years.

- A. Examine the current recruitment methods and audit the college's recruiting practices for faculty and staff.
- B. Encourage faculty and staff to reach out to diverse individuals in the service area.
- C. Seek recruiting and selection input from Diversity and Inclusion community outreach programs/groups.
- D. Review the VCCS Stateside Recruitment and Registry Website.
- E. Make applicant pool 25% diverse.

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / Council Members / HR Associate Vice President / Organizational Planning & Assessment Executive Director
Resource Impact: Moderate**		Resource Needs: HR Recruitment Policy / Organizational Planning & Assessment report on faculty and staff diversity/Compliance Assist Access / Community Outreach Programs / Best Practices / VCCS Website

Measurement:

- A. Determined the percentage of diversity increase of faculty and staff over 5 years.
- B. Compared and analyzed the current data for the diversity of the faculty and staff.



Germanna’s Master Plan Strategic Initiative – 4. Invest in people through professional development, recognitions, and rewards systems.

OBJECTIVE: Through professional development, enhance employees’ awareness of diversity and inclusion.

Tactic 1: Implement diversity and inclusion campus-wide and online training / workshops.

- A. Hire a consultant to train employees in diversity and inclusion.
- B. Develop and implement a mandatory college-wide diversity and inclusion sensitivity training/workshops for employees.

Start Year: 2015	Target Year: 2017	Responsibility: Campus Diversity Representative / Human Resources / Marketing / All Managers
Resource Impact: Moderate**		Resource Needs: Consultant / Professional Development / Marketing / Diversity Software / Workshop Budget
Measurement: A minimum of 50% of employees attended mandatory workshops/training the first year of the Plan.		

Tactic 2: Publically recognize and award the Diversity and Inclusion achievements of faculty, staff, and students.

- A. Include the achievements within the various college’s award programs, employees’ evaluations, etc.
 - Multicultural Enrichment Faculty Awards Recognition
 - GSSA Staff Excellence Awards Recognition
 - Student Awards Recognition Ceremony
 - Faculty and Staff annual evaluations

Start Year: 2015	Target Year: 2020	Responsibility: Campus Diversity Representative / Marketing / Human Resources / Student Services
Resource Impact: Moderate**		Resource Needs: Awards Finding / Event Celebration Dates / Professional Development / Marketing Cost
Measurement: Diversity and inclusion recognitions and awards posted on the Germanna homepage, in the GCC Annual Report, local newspapers, shared at College Council, etc.		



Germanna’s Master Plan Strategic Initiative – 4. Invest in people through professional development, recognitions, and rewards systems.

Tactic 3: Include marketing strategies that represents and supports the diversity and inclusion of the faculty, staff, and students.

- A. Assess current college marketing strategies and publications to insure diversity and inclusion representation.
- B. Seek input from community-based organizations, experts, faculty, staff, students, etc to enhance marketing strategies.
- C. Increase the college funding and support at community and on campus sponsored events that reflect diverse populations.

Start Year: 2015	Target Year: 2017	Responsibility: Campus Diversity Representative / Marketing / Organizational and Planning
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Resource Impact: Moderate**	Resource Needs: Awards Finding / Event Celebration Dates / Professional Development / Marketing Cost
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Measurement: Effective marketing strategies during annual review was included on GCC website, in the Annual Report, in Compliance Assist, at college-wide events, etc.

Germanna’s Master Plan Strategic Initiative – 5. Develop systems of continuous improvement and a cultural of accountability to be better stewards of the resource and mission in our care.

OBJECTIVE: Create accountability for employees to implement a diversity and inclusion plan.

Tactic 1: The President, Leadership Team, and Supervisors must accept diversity and inclusion as their personal responsibility.

- A. Set clear expectations and a system of accountability for all administrators of the college.
- B. Provide mandatory training for faculty and staff to educate them about the benefits and challenges of diversity and inclusion [e.g. teambuilding, communication styles, decision-making, and conflict].
- C. Involve faculty and staff in supporting diversity & inclusion throughout the college organization [e.g. mentoring programs, advisory groups, etc].

Start Year: 2015	Target Year: 2016	Responsibility: Campus Diversity Representative / Human Resources / Diversity & Inclusion Council / President / Leadership Team / Supervisors
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Resource Impact: Moderate**	Resource Needs: Training Software / Professional Diversity and Inclusion Speakers / Diversity & Inclusion Budget
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Measurement:

- A. Climate Survey reflects accountability of administrations and employees.
- B. Review Integrated Postsecondary Education Data System data.



Tactic 2: Develop a list of comparable colleges to be used as benchmarks for diversity and inclusiveness.

- A. Collect and analyze data from like-size colleges inside the VCCS Southern regions.
- B. Collect and analyze data from like-size colleges outside the VCCS Southern regions.

Start Year: 2015	Target Year: 2020	Responsibility: Diversity Representative / Human Resources / Diversity and Inclusion Council /President / Leadership Team / Organizational & Planning Department
Resource Impact: Moderate**		Resource Needs: Qualitative and Quantitative Colleges Data / Organizational & Planning Department Statistical Data

Measurement: Statistically compare the data from the various colleges for diversity and inclusion.

Tactic 3: Revise the Climate Survey to reflect the need for employees’ accountability in diversity and inclusion.

- A. External awareness using website to share the college’s philosophy on diversity and inclusion.

Start Year: 2015	Target Year: 2016	Responsibility: Diversity Representative / Human Resources / Diversity and Inclusion Council /President / Leadership Team / Organizational & Planning Department/ Independent Council
Resource Impact: Moderate**		Resource Needs: Revised Climate Survey Cost / Consulting Estimation Cost

Measurement:

- A. A revised survey that reflects the need for employees’ accountability in diversity and inclusion.
- B. Website developed promoting diversity and inclusion.

****Minimal Resources = < \$25,000 / Moderate = \$25, 000/Maximal = > \$50,000**



The Diversity and Inclusion Council Recommendations:

1. The Council recommends that the college President, Deans, Administrators, and Leaders overtly embrace and support the diversity and inclusion concept, see the VCCS Best Practice findings.
2. The Council recommends a mandatory annual diversity and inclusion sensitivity training / workshop for all administrators, employees, and students to promote a sense of embracing the concepts fully. This will help to insure that diversity and inclusion is seen as important in the college setting and to the community that we serve.
3. The Council recommends that Germanna Community College students be actively involved with the Diversity and Inclusion Council to help promote a stronger representation from the student body.
4. The Council recommends that a separate diversity and inclusion strategic initiative be included on the next College Master Plan for Academic Affairs and Student Service – as stated in the Chancellors' *A Call to Action* statements - #7 – page 29.
5. The Council recommends that the college institute a Diversity and Inclusion Webpage on the GCC Homepage to show increasingly public show support.
6. The Council recommends that the questions on the College's Climate Survey be more embrative of in-depth diversity and inclusion findings. In addition, the Council would like to have input on the next Climate Survey regarding the questions selection.
7. The Council recommends that the various college committees, departments, programs, student clubs, etc collaborate to combine resources to better promote the concept of campus and community wide diversity and inclusion.
8. The Council recommends that the College Diversity and Inclusion Representative have a formal written expectation description that includes 3-hours of release time and/or monetary compensation.



APPENDICIES

Appendix A: Chancellor Glenn Dubois's Call to Action Statements:

[Based on the *“Report of the CHANCELLOR’S TASK FORCE ON DIVERSITY: Making Virginia’s Community Colleges a Model for Diversity and Inclusion”*]: In fulfillment of the Chancellor’s charge to identify strategies, actions, programs, and policies that will enable Virginia’s Community Colleges to build inclusive and representative communities, the Task Force offers the following summary of action steps that are recommended in this report:

1. The leadership of each of Virginia’s Community Colleges and of the System Office should do an initial review of their current status in relation to diversity and inclusion. On the basis of the review, each college and the System Office should identify one or more strategies it intends to pursue for each of the following areas as discussed under Campus Leadership: Communication and Vision Sharing; Recruitment and Development; Community Engagement; and Integration. Each college and the System Office should submit a report of its review and proposed strategies to the Chancellor by March 1, 2015.
2. The System Office should create a Statewide Recruitment and Registry Website to be used by all colleges and the System Office. The website should be operational no later than October 1, 2015.
3. In association with the creation of the Statewide Recruitment and Registry Website and in consultation with the colleges, the System Office should develop a system-wide recruitment function, branding strategy, and marketing plan to attract diverse candidates seeking faculty and administrative positions in Virginia’s Community Colleges. This should be completed by October 1, 2015.



4. The colleges and System Office should review any existing professional development and leadership programs that they sponsor to determine the extent to which they are attracting diverse participants and the extent to which they help such participants advance in leadership roles. On the basis of the review, revisions to existing programming and potential new programming should be developed and implemented. Results should be provided in regular reports to the Advisory Council of Presidents and State Board.
5. A position for Chief Diversity Officer should be established and filled at the system-level with appropriate staff support. Each college should designate an existing position or establish a new position to serve as the institution's diversity representative. This should be completed by March 1, 2015.
6. As one means of assessing progress, the System Office should maintain, regularly update, and distribute a Diversity Dashboard that provides institutional and system-wide longitudinal data on such matters as gender and minority status.
7. The goal of Virginia's Community Colleges becoming a model for diversity and inclusion should be included in the new VCCS Strategic plan.
8. Starting with the planning for 2015-2016, the Chancellor and college presidents should agree on goals for diversity and inclusion to be included in the annual planning goals and subsequent reports for each college.
9. Reports on progress in diversity and inclusion should be regularly included as agenda items for the Human Resources Committees of the Advisory Council of Presidents and the State Board for Community Colleges.
10. The State Board for Community Colleges should consider approving the recommended VCCS Policy Statement on Diversity and Inclusion.
11. A system-wide steering committee should be established to shepherd the implementation and tracking of the actions that are adopted from this report.



Appendix B: The Diversity & Inclusion Council Members and Meeting Dates:

Group #1	Group #2	Group #3
FOCUS: Employees Recruitment/ Retention/ Curriculum /Professional Development Practices with College Policies & Procedures	FOCUS: Students Recruitment/ Retention/ Curriculum with College Policies & Procedures	FOCUS: Employees/Students/Publics Events / Activities and Organizational Culture and Symbols with College Policies & Procedures
Strategic Initiative Focus #5 Improvement & Accountability	Strategic Initiative Focus #2 Outreach Efforts, Programs, & Services	Strategic Initiative Focus #1 Learning Centered College
Strategic Initiative Focus #3 Partnerships and alternative resources & #4 Invest in people were addressed by Chairperson Sherlyn A Farrish-Barner		
<p>Judi Bartlett [Faculty, Admin, &Team Leader]</p> <p>Sherlyn A Farrish-Barner [NUR Faculty Chairperson] Dr. Ann Woolford & Mr. Reggie Ryals [Admin Liaison]</p>	<p>Nnamdi J Small [Assistant to the Vice President, Community Relations Coordinator & Team Leader]</p> <p>Sherlyn A Farrish-Barner [NUR Faculty Chairperson] Dr. Ann Woolford & Mr. Reggie Ryals [Admin Liaison]</p>	<p>Brent Wilson [Faculty Automotive Technology & Team Leader]</p> <p>Sherlyn A Farrish-Barner [NUR Faculty Chairperson] Dr. Ann Woolford & Mr. Reggie Ryals [Admin Liaison]</p>
<p>1. Shavanta Hayes [Admin Assistant Student Services]</p>	<p>1. Chief Craig Branch [Chief of Police]</p>	<p>1. Dean Ali Heiber [Dean of Enrollment Service & Registrar]</p>
<p>2. Dr. Michael Read [Faculty Biology]</p>	<p>2. Brian Ogle [Student Success Coach]</p>	<p>2. Dean Shashuna Gray [Dean of Arts & Science]</p>
	<p>3. Wen Maier [Faculty English]</p>	

2014 and 2015 Meeting Dates				
May 20, 2014	August 22, 2014	September 30, 2014	November 21, 2014	January 16, 2015
July 16, 2014	September 5, 2014	October 10, 2014	December 5, 2014	January 23, 2015
July 22, 2014	September 19, 2014	October 27, 2014	January 6, 2015	January 30, 2015
July 29, 2014	September 23, 2014	October 31, 2014	January 15, 2015	February 6, 2015



**Appendix C: Diversity & Inclusion Best Practices from the VCCS Human Resources Department:
How To Create a Successful Diversity Initiative - Private Sector**

Ten Elements for Creating a World-class Corporate Diversity and Inclusion Program	Foundation for Successful Diversity Initiatives
<ol style="list-style-type: none"> 1. Understand The Difference Between Diversity And Inclusion 2. Make The Business Case For Inclusion 3. The CEO And Leadership Team Must Accept Diversity As Their Personal Responsibility 4. Assess Needs And Formulate A Specific Diversity Plan 5. Define “ What’s In It For Me?” (Getting All Employees Involved) 6. No Blame—Shared Responsibility 7. Set Clear Expectations And A System Of Accountability 8. Create Measures To Assess Progress 9. Create A Broad-Ranging Initiative 10. Provide Sufficient Resources And An Appropriate Infrastructure <p>http://c.ymcdn.com/sites/www.fuelmilwaukee.org/resource/resmgr/diversity_toolkit/10_elements_mike_hyter.pdf</p>	<ul style="list-style-type: none"> • Senior management is responsible for creating the strategic direction/vision. • A strong communications strategy is in place, ensuring communication up and down the organization. • The general counsel is committed to the success of the plan. • The general counsel or his/her direct reports are responsible for the execution of the plan. • Diversity initiatives and objectives are linked to the business plan. • Law departments develop their diversity plan to model and link to the corporate plan. • Law department diversity goals are linked to corporate goals. • Law department leaders are held accountable for goals outlined in the diversity plan. • A diversity council is empowered to implement the plan and works with management to ensure its proper execution. • The metrics are reviewed by senior managers in the law department. • Key aspects of human resources--recruitment, retention, performance management, succession planning and career development--are linked to the diversity plan initiatives. <p>http://www.mcca.com/index.cfm?fuseaction=page.viewpage&pageid=605</p>

The Success of Diversity and Inclusion in the Workplace Starts with the Top Management

1. **Organization** - highlight: a sustained council of middle and senior level management to set direction and execute Inclusion and Diversity initiatives for NIPSCO.
2. **Employee Awareness** - internally created and developed a poster campaign to get our employees to think differently about inclusion and diversity differently, meaning more than just race and gender.
3. **Training** - we rolled out a consistent approach of interviewing candidates to all our leaders. We've also created and have rolled out to our leaders an interactive Inclusion and Diversity workshop called, Building a House of Inclusion, developed by one of our employees, Deloras Jones, PhD.
4. **Supplier Diversity** - we have hosted Diverse Supplier fairs, developed and communicated a process for supplier to engage NIPSCO, and participated in the Supplier Diversity IEA (Indiana Energy Association) workshop.
5. **External Awareness** - highlight: We have an Inclusion and Diversity section on our website, including a message from our BU CEO, Jimmy Staton and our philosophy.
6. **Talent Retention and Acquisition** - we set a metric around qualified diverse applicant pools of 25 percent. This is different than setting a hiring target. The theory behind this was if you increase applicant pool to include more diverse candidates then you should increase your diverse hires.

http://www.nwitem.com/the-success-of-diversity-and-inclusion-in-the-workplace-starts/article_0e0398d0-86e4-5e36-8fb7-80f44a770702.html

Society for HR Management Global Diveristy and Inclusion: Perceptions, Practices, & Attitudes

- **Management Structures**
 - A. Lead the effort from the top.
 - B. Make Diversity a core value.
 - C. Build an infrastructure to support Diversity.
 - D. Focus on Diversity in the entire talent pipeline.
 - E. Network intensively with business-unit managers.
 - F. Leave room for national variation in implementation.
 - G. Revise business processes to support Diversity.
- **Metrics and Rewards**
 - A. Set clear Diversity targets.
 - B. Establish metrics and track progress.
 - C. Offer appropriate management incentives.
- **Internal Communications and Training**
 - A. Make Diversity training a way of life.
 - B. Use training programs to learn from employees.
 - C. Emphasize mentoring and coaching, including through employee networks.
 - D. Allocate resources to teambuilding exercises.
 - E. Pay attention to Diversity of thought, not only to demographic Diversity.
 - F. Focus on the business case for Diversity.
- **External Outreach**
 - A. Cast a wide recruiting net.
 - B. Partner with outside organizations to broaden recruitment efforts.
 - C. Use employee networks to support external outreach

https://www.shrm.org/Research/SurveyFindings/Articles/Documents/Diversity_and_Inclusion_Report.pdf



**Appendix C: Diversity & Inclusion Best Practices from the VCCS Human Resources Department:
How To Create a Successful Diversity Initiative - Colleges and Universities**

UNIVERSITY OF CALIFORNIA, BERKELEY

- **Best Strategies for Working with Diversity**

Organizations must provide employees with skills for operating in a multicultural environment, so that employees can understand their own as well as other cultures, values, beliefs, attitudes, behaviors, and strengths and weaknesses.

The experts we consulted said that the six best strategies for working with diversity are:

- training and education programs
- organizational policies that mandate fairness and equity for all employees
- mentoring programs for minority employees
- more systematic career guidance and planning programs
- performance appraisal systems that are non-discriminatory
- outreach programs, such as internship programs, scholarships, targeting recruitment in the community, and lectures at schools

<http://ncrve.berkeley.edu/CW82/Diversity.html>

UNIVERSITY OF ARIZONA

1. **COMMUNICATION:** To ensure visibility of our commitment, we shall maintain a web page with information on initiatives and ensure our communication efforts highlight university activities related to diversity.
2. **UNIVERSITY DIALOGUE:** Launch and maintain multi-year initiatives, spearheaded by the Office of the Executive Vice President and Provost's Office of Academic Excellence and Inclusion, to promote dialogue and discussion among students, staff and faculty about the issues and challenges related to diversity.
3. **COLLEGE/SCHOOL FOCUS:** Recruitment and retention of a diverse faculty and staff is everyone's responsibility, however, deans and academic chairs/directors have a special role to play in this regard and will be rewarded for their success in recruiting, retaining, and promoting excellent faculty and staff from underrepresented groups.
4. **TRAINING FOR CHAIRS AND DEANS :** ASU will incorporate diversity training into leadership programs for chairs, deans, and associate deans.
5. **BUILDING SYNERGY:** There are a number of organizations and units that deal with issues of diversity on a regular basis. These include the Chicano Latino Faculty and Staff Association, Committee for Campus Inclusion, Commission on the Status of Women, the Faculty Women's Association, Ubiquity: ASU Lesbian, Gay, Bisexual and Transgender Faculty and Staff Organization, and University Career Women. It would be advantageous to examine ways to build greater synergy arising from their collective efforts to increase the impact within ASU.
6. **BUILDING PRIVATE INVESTMENT TO ADVANCE DIVERSITY:** Creating bridges to the community and identifying (external) resources to support faculty, staff and students are responsibilities of the deans and the central administration. http://graduate.asu.edu/sites/default/files/Diversity_Plan.pdf

Management Programs in Public Organizations: Lessons from Policy Implementation Research

- **What Works: Lessons for Diversity Management**

- A. The more resources devoted to diversity management programs, the more likely they are to be fully implemented.
- B. The more specific the components of the program, the more likely it is to be fully implemented.
- C. Communication related to the program should be clear, consistent, frequently repeated, and articulated from credible sources.
- D. While the program should be implemented from the top down, support should be garnered from all levels of the organization during the formulation stage.

http://www.aysps.gsu.edu/publications/2006/downloads/Pitts_ImplementationDiversity.pdf

Strategies for Increasing Faculty Diversity

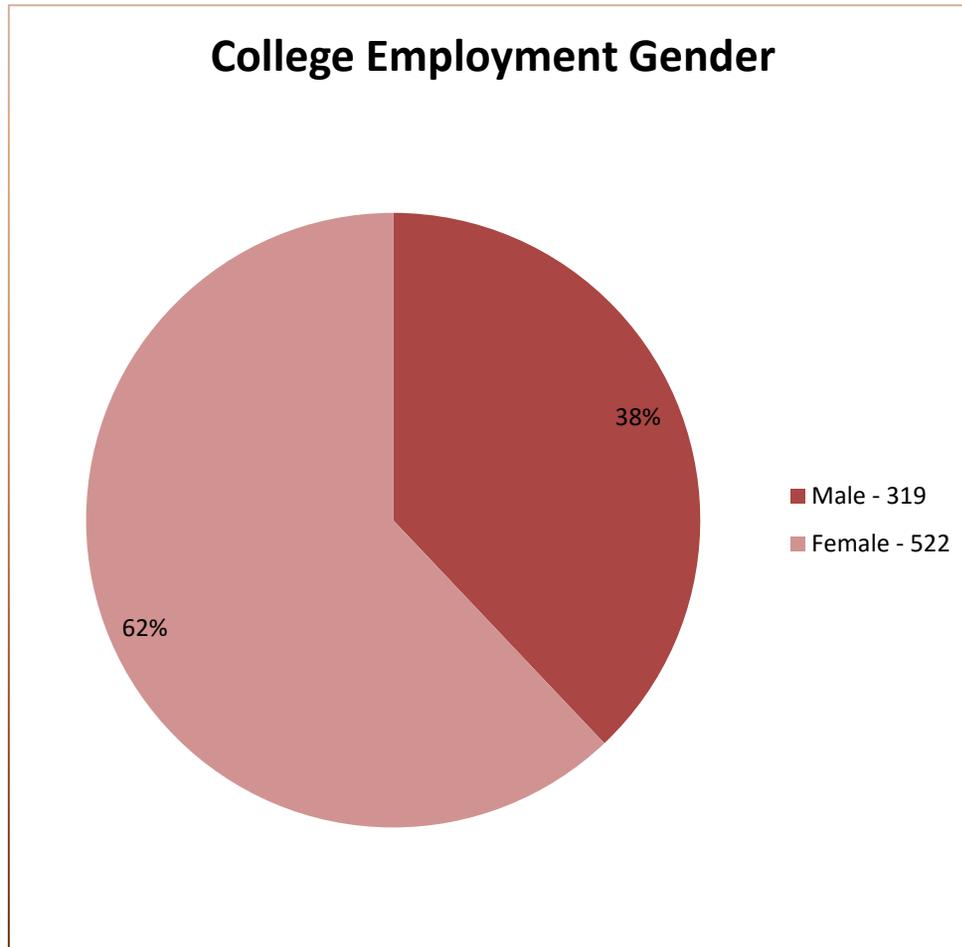
- Garner support from the top and from the bottom.
- Individualize the program to focus on your specific mission and goals.
- Use a qualitative researcher to develop internal documents, case studies and processes as part of the program.
- Obtain critical reviews of the program’s content from across the campus, including key staff.
- Take lessons from the literature on organizational learning: Include all members of the search committee in the faculty diversity program.
- Identify and utilize internal experts and their success stories.
- Be up-front about institutional values throughout the program.
- Create Web-based “Tools of the Trade” information banks for easy access.
- Incorporate a measure of accountability into the program.
- Allocate fiscal resources to support the program.
- Utilize “Time on Target” as an excellent tool for creating leaders who are willing to support institutional transformation.
- Evaluate the program regularly.
- Communicate success to internal campus community frequently.
- Include faculty diversity data in all annual reports to the campus community.

<http://www.wihe.com/printBlog.jsp?id=387>



Appendix D: Germanna Community College Diversity & Inclusion Quantitative Data:

- D1: College Self-Reporting Employment Status Based on Gender [n = 841]:

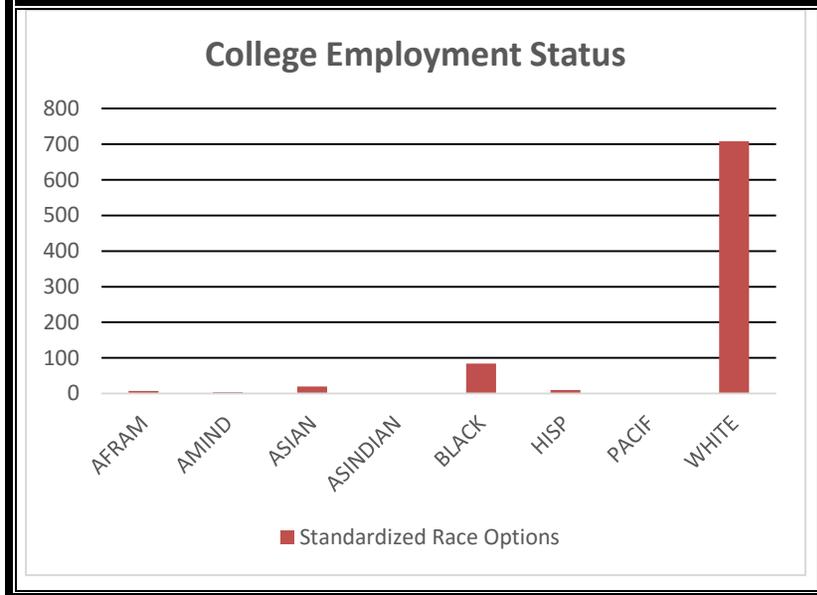


Source: Germanna Community College Organizational, Planning, and Assessment Department



- **D2: College Employment Status Based on Standardized Race Options [n = 841]** Source: GCC Organizational, Planning, and Assessment Dpt:

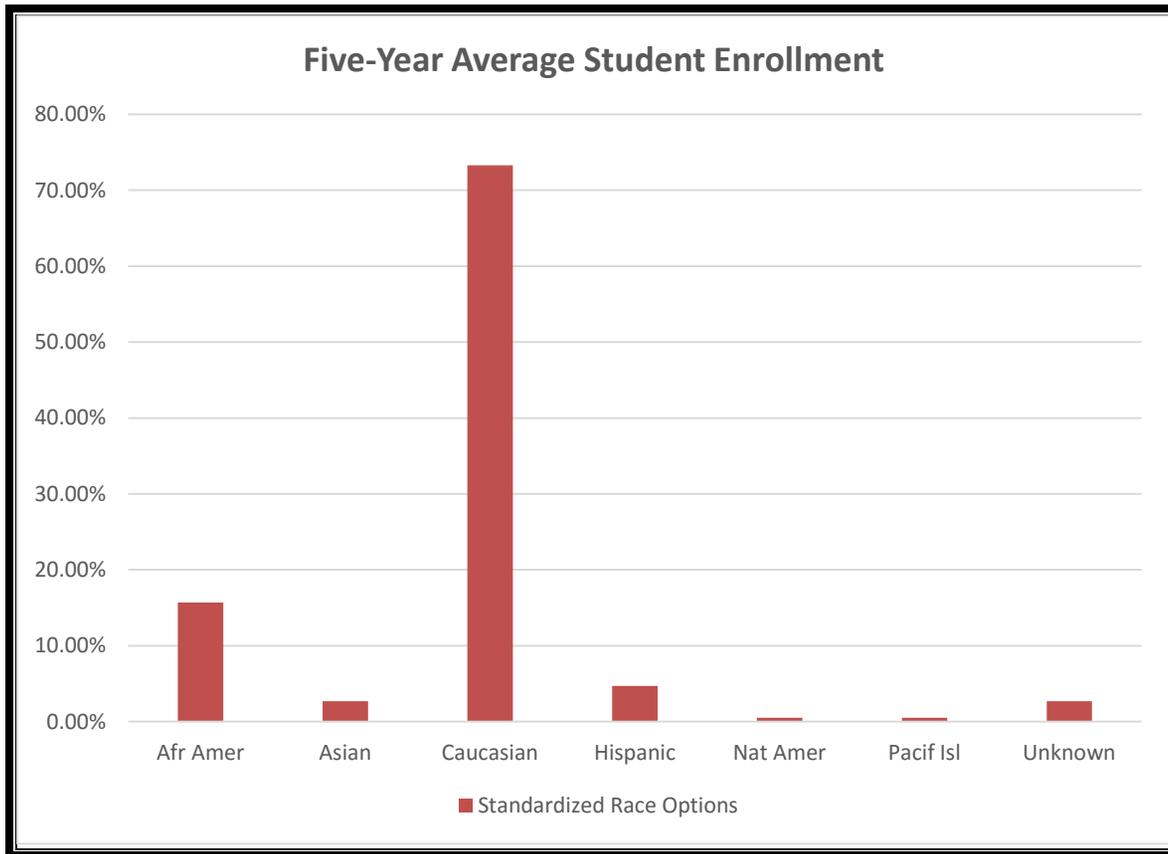
Self-Reported Race	Total Employees
• AFRAM [African American]	7
• AMIND [American Indian]	4
• ASIAN	20
• ASINDIAN [Asian Indian]	1
• BLACK	84
• HISP	6
• HISPA [Hispanic American]	10
• PACIF	1
• WHITE	708





• **D3: College Students Enrollment Based on Standardized Race Options:**

Demographic Percentage	Afr Amer	Asian	Caucasian	Hispanic	Nat Amer	Pacif Isl	Unknown
Five-Year Average [2008 – 2013]	15.7%	2.7%	73.3%	4.7%	0.5%	0.5%	2.7%

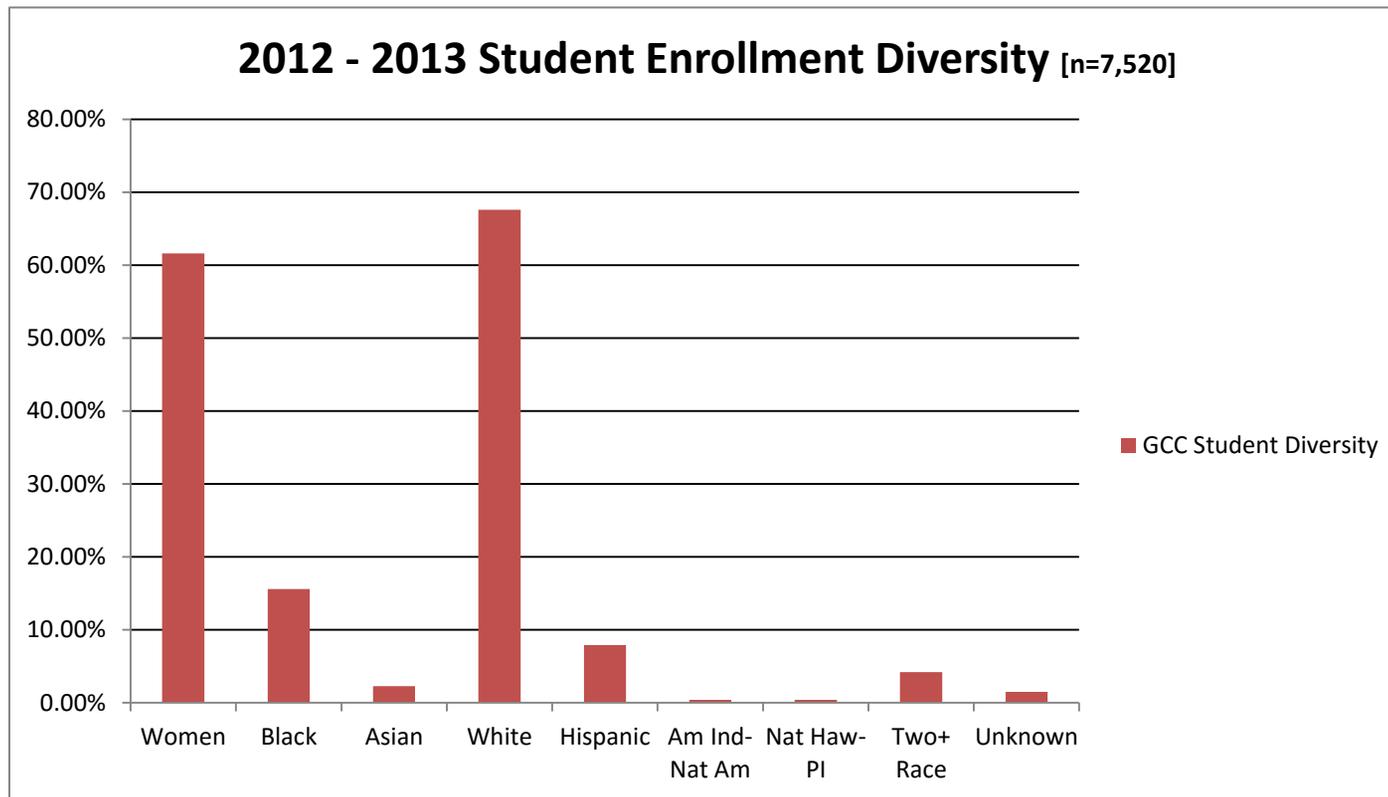


Source: Germanna Community College Organizational, Planning, and Assessment Department



• **D4: Germanna Community College Students Enrollment Diversity Data:**

Demographic	Enrollment	Women	Black	Asian	Caucasian	Hispanic	Amer Indian Nat Amer	Native Hawaii Pacif Isl	Two or More races	Un known
2012 - 2013	7,520	61.6%	15.6%	2.3%	67.6%	7.9%	0.4%	0.5%	4.2%	1.5%

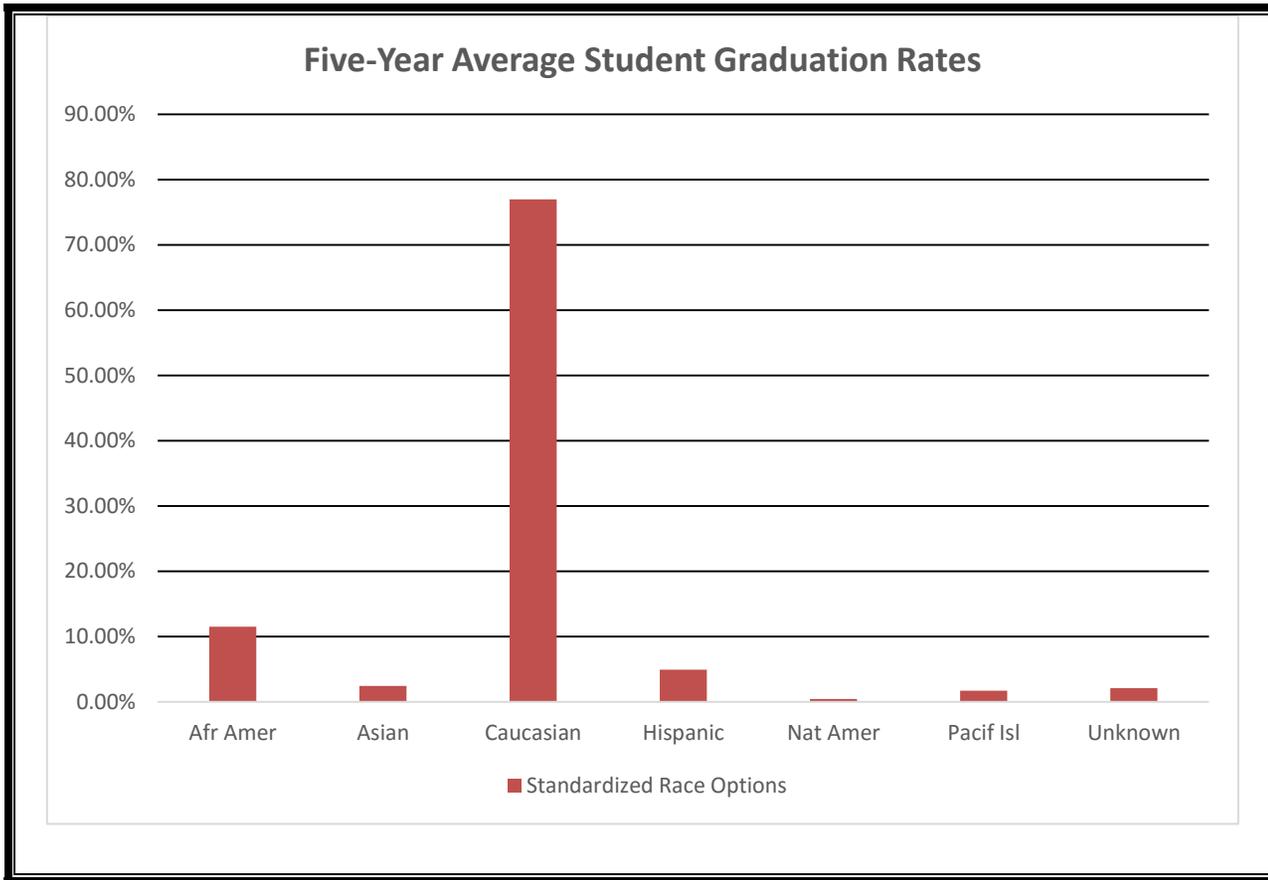


Source: Based on The Department of Education's Integrated Postsecondary Education



• **D5: College Students Graduation Rates Based on Standardized Race Options:**

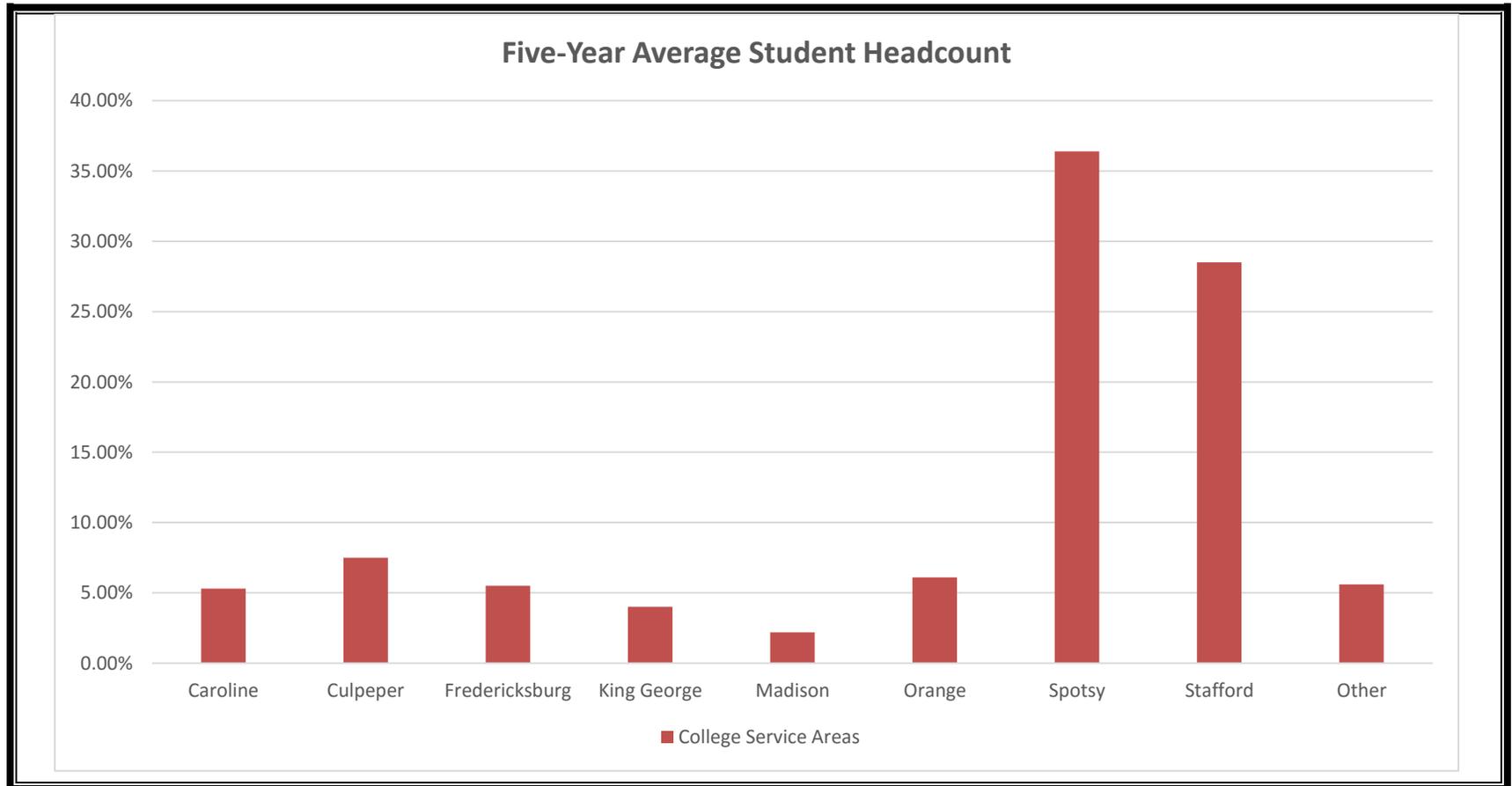
Demographic Percentage	Afr Amer	Asian	Caucasian	Hispanic	Nat Amer	Pacif Isl	Unknown
Five-Year Average [2008 – 2013]	11.5%	2.4%	77.0%	4.9%	0.4%	1.7%	2.1%



Source: Germanna Community College Organizational, Planning, and Assessment Department

• **D6: College Students Jurisdictions** - Source: Germanna Community College Organizational, Planning, and Assessment Department:

Jurisdiction Headcount	Caroline	Culpeper	Fredericksburg	King George	Madison	Orange	Spotsylvania	Stafford	Other
Five-Year Average [2008 – 2013]	5.3%	7.5%	5.5%	4.0%	2.2%	6.1%	36.4%	28.5%	5.6%





- D7: VCCS Dashboard Data [Year 2011]: Germanna Community College Diversity Dashboard**

Student Headcount Over Time						
YEAR	Minorities Male	Minorities Female	Non-Minority Male	Non-Minority Female	TOTAL [ALL GENDERS]	% Minority
2012	1,212	1,969	2,841	4,663	10,685	30%
2011	1,104	1,785	2,903	4,731	10,523	27%
2010	961	1,618	2,646	4,549	9,774	26%
2009	791	1,351	2,595	4,380	9,117	23%
2006	489	904	1,979	3,628	7,000	20%
2001	322	615	1,694	3,006	5,637	17%

Administrators Over Time						
YEAR	Minorities Male	Minorities Female	Non-Minority Male	Non-Minority Female	TOTAL [ALL GENDERS]	% Minority
2012	1	3	5	14	23	17%
2011	0	2	12	15	29	7%
2010	1	2	9	9	21	14%
2009	1	1	8	8	18	11%
2006	0	1	5	17	23	4%
2001	0	0	7	8	15	0%

Classified Over Time						
YEAR	Minorities Male	Minorities Female	Non-Minority Male	Non-Minority Female	TOTAL [ALL GENDERS]	% Minority
2012	10	27	74	134	241	15%
2011	6	6	28	46	86	14%
2010	4	8	28	44	84	14%
2009	3	9	26	42	80	15%
2006	2	7	25	48	82	11%
2001	2	3	9	36	50	10%

Full-Time Teaching Faculty Over Time						
YEAR	Minorities Male	Minorities Female	Non-Minority Male	Non-Minority Female	TOTAL [ALL GENDERS]	% Minority
2012	1	13	21	56	91	15%
2011	2	9	19	46	76	14%
2010	3	7	20	44	74	14%
2009	3	4	20	42	69	10%
2006	4	4	22	25	55	15%
2001	4	3	19	18	44	16%

Adjunct Faculty Over Time						
YEAR	Minorities Male	Minorities Female	Non-Minority Male	Non-Minority Female	TOTAL [ALL GENDERS]	% Minority
2012	12	15	124	144	295	9%
2011	19	20	123	166	328	12%
2010	12	18	137	160	327	9%
2009	9	14	130	150	303	8%
2006	0	0	142	174	316	0%
2001	0	0	103	103	206	0%

****NOTE: The VCCS Human Resource provided the diversity dashboard data over time from the *Preliminary Draft Report: Report of the Chancellor's Task Force on Diversity*. There are significant gaps between the data years: 2001, 2006, 2009, 2010, 2011, and 2012. The report did not specially define the terms minorities and non-minority and limited the data to gender only. The System Office plans to track, maintain, report, regularly update, and distribute the Diversity Dashboard data to the VCCS Colleges.**



• **Appendix E: Germanna Community College Diversity and Inclusion Policies and Statements:**

Population	Current Policies & Statements
Employees	<ul style="list-style-type: none"> • Dpt of Human Resource Management Policy 2.05 – 2.30 Equal Opportunity and Employment Practices • Dpt of Human Resource Management Handbook • Germanna Community College Faculty and Adjunct Handbooks • Title IX • VCCS Policy on Diversity & Inclusion
Students	<ul style="list-style-type: none"> • Freedom of Speech • College and Student Handbook • Title IX • VCCS Policy on Diversity and Inclusion
Public/Community	<ul style="list-style-type: none"> • Title IX • VCCS Policy on Diversity and Inclusion



Appendix F – Germanna Community College Diversity and Inclusion Activities/Events:

NAMES	ACTIVITIES and EVENTS
<ul style="list-style-type: none"> • Center for Workforce Community Development 	<ul style="list-style-type: none"> • Startup Weekend Fredericksburg • Women in Leadership Panel Discussion • Workforce Career and Information Fair
<ul style="list-style-type: none"> • College Academic 	<ul style="list-style-type: none"> • Bb Site • e2campus • Faculty’s Brown Bag Book Club • Germanna’s Scholars Program • Germanna’s Engineering CANstruction • Foreign Language Courses • SAILS • VCCS/GCC Mobile App • Veteran/Military Cultural Competency Training • VA College International Exchange
<ul style="list-style-type: none"> • College Campus 	<ul style="list-style-type: none"> • Annual College Tour and Transfer Fair • Black History Month • Depression Screenings • Diversity and Inclusion Council Members Workshop • Diversity Campus-wide Workshop [Center for Excellence in Teaching and Excellence – Feb 2015] • International Students Mentoring • January National Stalking Awareness Month • Learning Day [each semester] • Multiple campuses [LGC/FAC] and sites [DTC/Stafford]

	<ul style="list-style-type: none"> • Rape Aggression Defense System (RAD) • Red Alert: Contagious Disease Prevention [SRMC] • Storytelling Graphic Novelist and Illustrator G. E. Gallas • Super Saturday Financial Aid Workshop • Veteran – From Boots on Ground to Books at Hand • Veterans Muster and Veterans Day Celebration • Welcome Day
<ul style="list-style-type: none"> • College Committees 	<ul style="list-style-type: none"> • College Council • Diversity and Inclusion Council • International Education Committee • WOW – Windows of the World
<ul style="list-style-type: none"> • Public Events 	<ul style="list-style-type: none"> • African American Outreach Advisory Committee • GCC Dental Hygiene Students Give A Kid A Smile • Motown Sound Party Tour [Oct 25th, 2014 DTC] • Silent Witness Virginia [Domestic Violence Awareness Month - Oct]
<ul style="list-style-type: none"> • Recruitment 	<ul style="list-style-type: none"> • Land of the Promise Church Youth Conference [Sept 27th, 2014] • Staff Recruiter
<ul style="list-style-type: none"> • Student Activities 	<ul style="list-style-type: none"> • Asian/Pacific American Heritage [Oct 22nd, 2014] • Character Drawing • Constitution Day Celebration [Sept 17th, 2014] • Depression Screenings • Disabilities Awareness [Oct 28th, 2014] • Fortune Teller • Latin Fest [Sept 2014] • Men of Distinction [Oct 15th, 2014] • Milestone Award Disability Services Award [Nov 2014] • Native American Month [Nov 6th, 2014]

	<ul style="list-style-type: none"> • Oxygen Bar • Veteran Day Event at LGC [fall 2014] • Wellness Workshops • Wellness and De-Stress sp15 [Sandra Roszel] • Winter Formal
<ul style="list-style-type: none"> • Student Services 	<ul style="list-style-type: none"> • Disability Services and Disability Services Newsletter • Disability Awareness Month w/ speaker Matt Glowacki • Edge Seminar • eprint it • G.R.I.T Workshops Series • New Student Orientation [Face-to-Face and Online] • SAILS • Student Success Coaches • Student Success Day • Title IX • VCCS On Site Civil Rights Review [Feb 2015] • Veteran Services