Truth & Reconciliation Strategic Plan 2020-2021 Year-End Report

Germanna Community College Strategic Goal:

*Foster an intentional culture of excellence in diversity, equity, and opportunity*

**Vision Statement:** Germanna Community College repudiates racism and is committed to challenging the inequitable treatment of oppressed and marginalized groups. We are an institution where people of all identities, backgrounds, and perspectives feel welcome, safe, and included. Our administration, faculty, staff, and students will transform the learning environment to challenge and defeat hatred and ignorance with new equitable narratives reflective of diverse histories and traditions. Germanna will be at the forefront of Virginia’s reckoning with its history of slavery, the Civil War, segregation, and racial oppression. Through outreach, research, and healing dialogue, we will work to honestly assess and acknowledge the lived experiences of those disregarded or silenced throughout the Nation’s past and present.

**Summary of Truth and Reconciliation Meetings and Presentations for 2020-2021:**

- Leadership Council – June 23, 2020
- President’s Diversity Advisory Committee – July 7, 2020
- College Board Retreat – July 9, 2020
- Leadership Council – July 23, 2020
- Classified Staff – July 21, 2020
- Department Chairs – July 24, 2020
- Faculty Professional Development Days Open Forums – August 18 and 19, 2020
- Summer Faculty Meeting (Optional) – July 22, 2020
- Students – August 19, 2020
- Faculty Senate – September 18, 2020
- GCC Educational Foundation Board – September 22, 2020
- VCCS Strategic Plan 2027 Taskforce
- VCCS Council of Deans and Directors – November 2020
- VCCS Hire Ed Conference – December 2020
- Faculty Senate/Cabinet – February 12, 2021
- Leadership Council – February 25, 2021
- College Board – March 11, 2021
- Implementation Workgroups – April 13, 2021
Dashboard Snapshot:

- Increase overall campus climate year-over-year.
  - Measure: INSIGHT Viewfinder Campus Climate Survey
  - Measure: Great Colleges to Work for Survey
- Increase student satisfaction level by emphasizing awareness of and experiences with diversity and inclusion in teaching and learning.
  - Measure: Community College Survey of Student Engagement
- Increase number of applications and enrollment of underrepresented populations year-over-year.
  - Measure: Number of Completed Applications
  - Measure: Number of Enrolled Students
- Increase retention and completion of underrepresented populations year-over-year.
  - Measure: Equity Gaps in Courses
  - Measure: Fall-to-Spring Retention Percentage
  - Measure: Fall-to-Fall Retention Percentage
  - Measure: Completion Rate
  - Measure: Graduation Rate
- Increase the overall number and retention of underrepresented faculty and staff.
  - Measure: Percentage increase of diverse new hires per fiscal year
  - Measure: Percentage increase in diverse workforce per fiscal year
  - Measure: Number of Underrepresented Faculty and Staff
  - Measure: Retention Percentage of Underrepresented faculty and staff
**Goal 1:** Develop and maintain a campus climate and culture of understanding, respect, and support for the advancement of diversity through comprehensive programming that fosters accountability and continued achievement.

**Purpose:** To engage the campus community in meaningful professional development, training, and dialogue to form the foundation for cultural change.

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<tr>
<th>Summary of 2020-2021 Activities</th>
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<tr>
<th>Objective 1</th>
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- Increased integration of historically marginalized perspectives and authors into teaching and training methods. Increased instructor ability to engage with their students on topics related to diversity, equity, inclusion, and overall cultural fluency.

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<th>Past Events:</th>
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- Implicit Bias Training (Dina Hackley Hunt)
- Fear of Saying the Wrong Thing (Dina Hackley Hunt) (x2)
- Institutional Racism (Dina Hackley Hunt)
- DEI Terminology (Dr. Kelly Merrill) (x2)
- Managing Our Polarities (Dr. Kelly Merrill) (x2)
- Black Minds Matter (Dr. Kelly Merrill) (x2)
- Pedagogy of Kindness (Cheryl Huff and Kellie Bradshaw)
- English Language Learners (Wen Maier and Jessica Perez)
- Inclusive Syllabi (Danielle Harkins)
- Liquid Syllabus (Corinne Graves and Wesley Kinsley)
- Students With Disabilities (Renee Garris and Win Stevens)

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<th>Planned Events:</th>
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- Asian American/Pacific Islander Panel
- White Ally Toolkit (Dr. Kelly Merrill) (x2)
- Managing Our Polarities (Dr. Kelly Merrill) (x2)
- Institutional Racism (Dina Hackley Hunt) (x2)
- Fear of Saying the Wrong Thing (Dina Hackley Hunt) (x2)
- The Arc of Northern Virginia (Lucy Beadnell)
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<tr>
<th>Objective</th>
<th>Description</th>
<th>Meetings:</th>
<th>Past Events:</th>
<th>Planned Events:</th>
<th>Past Speakers:</th>
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| **Objective 2** | Improved understanding and accountability among students, faculty, and staff through the shared experience of engaging with works by historically marginalized peoples or topics. | - Professional Development Workgroup  
  - Goal 1 Chair Meetings (Dr. Scott Ackerman and Kelley Lloyd):  
  - Goal 1 Workgroup Meeting:  
  - Planned Workgroup meetings: | - Common Read (*Just Mercy*, 32 participants, 4 sessions)  
  - Playback Theater (Engaging in Difficult Conversations)  
  - Lighthouse Training: Diversity in Computing (UVA) (for ITS faculty) | - Common Read (*Hidden Figures*)  
  - ACUE (Beginning Fall, 2021) | |
| **Objective 3** | Build a foundation for research about the history of race relations in the Virginia community. | - 6/14/21 --Collaboration with HR  
  - 4/15/21 1-2PM  
  - 6/15/21 12-1PM  
  - 5/5/21 4-5PM | | |
| **Objective 4** | Ensure representation of marginalized voices is prominently featured in high-profile events on campus. Stimulate discussion and | | | | - Dr. Tia McNair  
  - Sharon Stroye  
  - Education and Incarceration Panel |
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<th>Objective 5</th>
<th>Develop and ensure that a culture of understanding, respect, and support is built into the institutional structure at GCC.</th>
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<td>debate about issues related to diversity and inclusion.</td>
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|  | ● Dr. Timothy Rennick  
  ● Dr. Eddie Glaude  
  ● Free Bangura  
  ● Race and Politics Panel  
  ● Anthony Ray Hinton |
| Planned Speakers: | ● Dr. Paul Hernandez (October 1st, 2021)  
  ● Mildred Muhammed (October 8th, 2021)  
  ● Lucy Beadnell (October 20th, 2021)  
  ● Flower Darby (August 18th, 2021)  
  ● Philonise Floyd (September 23rd, 2021)  
  ● Margot Lee Shetterly (November 11th/18th 2021)  
  ● Dr. Charlie Nutt (winter, 2022?)  
  ● Dr. Mai Ngai (spring, 2022?)  
  ● Dr. Ibram Kendi (fall 2021/spring 2022?)  
  ● Dr. J. Luke Wood (February 11th, 2022) |
| Past Efforts: | ● Common Read (Just Mercy, 32 total participants, 4 sessions)  
  ● Added sixth Germanna Community College Strategic Goal: *Foster an intentional culture of excellence in diversity, equity, and opportunity*  
  ● Black Minds Matter in featured in collegewide “Thoughts” email  
  ● Professional Development Workgroup organized |
| Planned Efforts: | ● Efforts to increase attendance priority (Coordinate w/Marketing, President’s Office sponsors)  
  ● President’s Advisory Committee on Diversity meets monthly  
  ● Diversity Week (Spring 2022) |
**Goal 2:** Increase the emphasis on diverse and inclusive teaching and learning through a review of course content, delivery, and teaching methods to identify, understand, and address social problems and systemic barriers impacting our students and communities.

**Purpose:** To infuse all educational programming with course content and course delivery methods that engage students in diverse histories, traditions, and perspectives.

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<th>Objective 1</th>
<th>Summary of 2020-2021 Activities</th>
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| Identify and select strategies for providing diverse and inclusive curriculum, co-curricular programming, service-learning, and leadership opportunities and training for students. | **Workgroup Meeting: May 5, 2021 (First Meeting)**  
- Reviewed finalized TRHT Plan along with Goal 2 and its Objectives.  
- Each team member was asked to respond to two questions to kick-off the work - one focused on setting subgroups and one focused on brainstorming strategies. Initial results here: [https://drive.google.com/file/d/1L5amc59wRDLzFltBZQmGHFK-gkfA500n/view?usp=sharing](https://drive.google.com/file/d/1L5amc59wRDLzFltBZQmGHFK-gkfA500n/view?usp=sharing) |

**Upcoming Meetings Scheduled:**
- June 22nd 12:00 - 1:00 pm  
- July 22nd 3:00 - 4:00 pm

**Joint Academic Affairs and Student Services committee:**
- For now, the Workgroup consists of representatives from Academics and Students Services that can serve in this role for the upcoming AY while so much is being designed and piloted.  
- This should become an official committee assignment by AY 2022-23 and will go through the processes to establish it as such this AY.

**Key Focus: General Education Competency**
Much of the work for Objectives 1-3 rely heavily on the final product for the General Education Competency, tentatively titled “Diversity Education.”

The small group of Breanna Lutterbie, Kelley Lloyd, and Eric Vanover are weeding through all the feedback from faculty from Spring 2021, as well as researching best practices and current successful models at other institutions. Thus far, we believe the formula for building the Civic Engagement competency is best suited for “Diversity Education” insomuch that it provides flexibility for assessment. This team is tasked with developing the competency definition and 4-5 learning outcomes as a draft that will go to the Goal 2 Workgroup for review/feedback as well as the General Education Assessment Committee in August. Once approved in these two groups, it will go to the faculty and then through the governance structure for final approval this fall (Target Final Approval Date: October 15, 2021)

- The first draft of the competency will be brought to this workgroup in the June 22nd meeting for review and feedback.
- The finalized competency will dictate the content of the tentative SDV module described in Objective 3 and the pilot date. Tentative pilot dates: Spring 2022 SDV courses.

Addressing this objective in Goal #2 will be a long-term project with heavy faculty involvement as the key facilitators in:

1. Creating a review rubric for assessing the status of diversity in course content, delivery, and teaching practices
2. Forming a faculty peer review team that serves on a rotational basis to review selected courses each AY

Again, the Diversity Education competency definition and learning outcomes will serve as an institutional lens for expectations in courses.

In its current draft, we expect students to have opportunities to gain or demonstrate Awareness, Recognition, Reflection, Advocacy and Action through the competency.
learning outcomes. These may be options for serving as broad rubric themes/areas but that will ultimately be up to the faculty-led workgroup.

Target goals for AY 2021-22 are as follows:

- Identify first group of faculty to serve as Faculty Peer Review Team
- Train faculty in recognizing and providing feedback on diversity in course content and teaching practices
- Develop a diversity focused peer review rubric and solicit input/feedback from faculty/administrator stakeholders
- Develop protocols for conducting course review process that can be shared with participating faculty
- Select a course type (i.e., PHI 100) for pilot review to a) test review protocol and b) test effectiveness of the rubric
- Revise protocol and rubric as needed to prepare for larger scale course review in AY 2022-21

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<th>Objective 3</th>
<th>Provide all students training and assessment in diversity and inclusion as a core competency of the overall student learning experience.</th>
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<td>Discussion:</td>
<td>The state requires diversity and inclusion training in the current SDV course. However, each college is permitted to organize and build this module at the local level much like our Civic Engagement module currently in SDV. Starting Summer 2021, all SDV courses now include an identities and inclusion module. Discussion regarding the creation of a Germanna specific diversity and inclusion module is in the initial stage. The assessment developed for a new General Education Outcome related to diversity and inclusion may serve this purpose in the future.</td>
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<th>Objective 4</th>
<th>Provide students with a safe space through focus group opportunities to deliver qualitative feedback discussing their perceptions of and experiences with diversity and inclusion in course</th>
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<td>For the purposes of this goal and understanding the current experience of students with diversity and inclusion, below is the proposed plan for facilitating focus groups:</td>
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<td>Objective 5</td>
<td>Provide students with a safe space to evaluate their coursework experiences with diversity and inclusion with an emphasis on course content, delivery, and teaching practices.</td>
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- Develop a series of open-ended questions designed to provide students an opportunity to describe their perceptions of and experience with diversity and inclusion in the curriculum and co-curriculum.
- Conduct first focus groups in September and November 2021 with second-year students (30 plus credits completed).
- Use the first focus group to refine questions and process.
- Use data collected from both focus groups to inform work in Objectives 1 and 2 through a lens of student expectations.
- Use data from both focus groups to set benchmark satisfaction rates for the upcoming AY.
- Disseminate findings from focus groups to the faculty and larger college community to help inform each groups’ work with students.

These broader focus groups should continue at the end of each semester moving forward.

As Objectives 1 and 2 come to fruition we can begin to target student groups enrolled in peer reviewed courses and who participate in co-curricular or extra-curricular activities designed in the context of the culturally responsive curriculum.

In Spring 2021, a group led by a representative of the Department Chairs and Faculty Senate reviewed and updated the current IOTA Course Evaluation questions for the upcoming AY 2021-22.

During this review, the following question was added to end-of-course evaluations:

- Diversity and inclusion are important to Germanna. I would rate this instructor’s commitment to these values as “Excellent”, “Good”, “Satisfactory”, “Unsatisfactory”, or “Very Unsatisfactory”

This question emphasizes the students’ perceptions of the instructor’s commitment to diversity and inclusion.
As the work for Objectives 1 and 2 progresses, this section of the course evaluations should become more specific. The committee will work in the Fall 2021 to establish at least three end-of-course survey questions - one for course content, one for course delivery, and one for overall teaching practices similar to the question provided above.

**Goal 3:** Increase college outreach, dialogue, and involvement with regional leaders, underrepresented and marginalized communities to build trust and promote engagement and change through meaningful relationships and partnerships.

**Purpose:** To leverage relationships and fully involve all stakeholders in the engagement, recruitment, and enrollment of underrepresented populations in the college.

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| ● Presidential presentations of Truth and Reconciliation Plan and equity positions to:  
  ○ SCHEV Governing Board  
  ○ Chancellor Glenn DuBois and various VCCS employees  
  ○ National site developers and Fredericksburg Regional Alliance  
  ○ UMW Women’s Colloquium  
  ○ Women’s Club of Fredericksburg  
  ○ Mary Washington ElderStudy  
  ○ Federal Reserve of Richmond Podcast  
  ○ Leader2Leader Podcast  
  ○ ClassLink Company  
  ○ Selected VCCS Presidents  
  ○ VCCS Auditor’s Office  
  ● Presidential Leadership of ACOP Presidents *White Fragility* Reading Circle |

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<td>Establish college as a convener and leader in actively opposing racism by educating and advocating for change. Transform and strengthen relations and partnerships in the region using approaches that are driven and guided by community and college assets and accountability.</td>
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Final Draft – 6/21/2021
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<th>Objective 4</th>
<th>Provide services to underrepresented populations.</th>
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<td>• Fredericksburg Regional Alliance</td>
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<td>• Region 9 GO Virginia</td>
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<td>• Leadership Development Program for people of color</td>
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<td>• Strengthening partnership with local OneStop to offer monthly information sessions to start July 2021</td>
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<td>• Working with LUCHA Ministries and Impactando Culpeper to promote fall ESL course offerings, summer 2021</td>
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<td>• Working with FailSafe organization to support their clients as returning citizens and their opportunities at Germanna, spring 2021</td>
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<th>Objective 5</th>
<th>Cultivate a college collaboration with local k-12 and the university (UMW) that focuses on successful practices and outcomes for traditionally marginalized populations and social responsibility in our region.</th>
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<td>• Solicitation of people of color to serve on these boards continues</td>
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|             | • Plans forthcoming (Summer and Fall 2021)
**Goal 4:** Recruit, hire, retain, and promote an increased percentage of historically underrepresented and other diverse faculty and staff by focusing on equity, cultural awareness, and sense of belonging throughout the employee recruitment, onboarding, and retention processes.

**Purpose:** To ensure the faculty and staff are composed of individuals that are diverse, vibrant, and hold a dynamic worldview to model our college community.

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| Increase the number of full-time faculty members of color to mirror the community in which the college exists. | - Revamped talent acquisition process focused on equity and inclusion  
- Training provided for search committee members  
- Plan to take full advantage of VCCS Minority Professional Teaching Fellows program. Further increase our exposure through our website. Better position Germanna to better serve applicants. Faculty should connect with the applicants. All applications need to be forwarded to Deans for consideration.  
- Check with HBCUs and determine if they have a mentor program.  
- Contact career services directly with schools. Tap into Virginia State University, Virginia Union University, Morgan State University, Howard University, Norfolk State University, and Hampton University  
- Take a deeper look at how we are recruiting. Need to represent the community at job fairs. Have individuals from Germanna and HR go out to high schools, other colleges, and job fairs together. This would be a good way to involve staff.  
- Create video on website and social media of minority employees talking about Germanna Community College  
- Candidates for Professional & Technical studies are usually retired. Maybe advertise through AARP. Find a better outreach channel for retirees.  
- Look at other out-of-state colleges and determine what they are doing. Check with EAB. |
| Objective 2 | Be more intentional working with Dahlgren and Quantico. Check into Military Wife Assistance programs. Melody Crenshaw goes to Quantico and recruits students. Maybe we can go and recruit faculty and staff.  
|            | Develop minority employee retention program |
| Objective 2 | Trained 41 search advocates  
|            | Search Advocate Program is integrated into the talent acquisition process  
|            | Developed talent acquisition toolkit that includes procedures and processes along with an estimated timeline for each employee group.  
|            | Provide an incentive for search advocates to serve on search committees.  
|            | Provide a refresher course for already trained advocates. Establish time for all search advocates to meet and hear from each other. They can share ideas. Do this once a quarter.  
|            | Provide a list of FAQs for search advocates.  
|            | Feature search advocate stories in college newsletters: why important, what they have learned. |
| Objective 3 | Recruit and hire position(s) for Equity Advancement.  
|            | Veronica Curry is assuming responsibility for the Director of Equity Advancement  
|            | Equity Advancement Coordinator position hired |
| Objective 4 | Ensure that pay and promotion processes for diverse individuals are administered equitably.  
|            | Cabinet conducts annual equity review of salaries for all full and part-time employees (December-Classified/Wage, May-FT and PT teaching and A&P faculty)  
|            | Faculty promotions policy has been revised so that everyone is clear on the process. Includes detailed instructions of what information must be in packages submitted by faculty and timeline for steps in the process.  
<p>|            | Share more details about the equity review process during faculty and classified meetings, etc. |</p>
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<th>Objective 5</th>
<th>Provide mandatory diversity training during the onboarding and orientation process for new hires.</th>
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|  | ● Presentation given about Truth and Reconciliation at New Employee Orientation  
  ● DHRM put together asynchronous training called *The Road to Cultural Competence*. Suggest all departments at Germanna take this class. It could be part of the mandatory training for onboarding.  
  ● Develop our own in-house quarterly or semi-annual training  
  ● Contract with Kelly Merrill and Dina Hackley Hunt (who are in eVa) and partner with them to develop a training module. These individuals have been well received during DEI Terminology, Managing Polarities, and Truth & Racial Healing trainings. They are familiar with Germanna. Scott Ackerman has their contact information. |

**Goal 5:** Rectify achievement gaps among student populations by providing academic and personal support that promotes student success by increasing opportunities for students, faculty, and staff to engage together in student activities and programming.

**Purpose:** To promote an inclusive student experience in which students feel a sense of belonging and support for the purpose of their overall achievement.

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|  | Workgroup meetings held on April 27 and June 8. Next meeting is scheduled for August 30 and we have scheduled meetings through the fall semester.  
  ● Reviewed goal, objectives, our charge  
  ● Discussed in-progress activities and conducted brainstorming discussion on future implementation ideas |
Workgroup decided to focus on one objective and related tactics per meeting; will expand on activities following subsequent meetings and provide updates

- Implemented college-wide mentorship program focusing on African American male students (Germanna M.E.N.) - Fall 2020
- 14 students matched with faculty/staff mentors; mentees and mentors participated in monthly events, a swag drive-up and pinning ceremony
- Recruited and completed training sessions for mentors - Fall 2020; Spring 2021
- Held monthly supplemental training for mentors and regular check-ins with mentees
- Expanding mentoring to include other populations; program for military and veteran students in the works - July/August 2021 implementation
- Will onboard new AmeriCorps Vista Mentor Coordinator to assist with coordinating all mentoring groups - Aug 2021
- Implemented ELL subject-specific study groups/connections through ACE writing center
- Updated college website, adding mentorship section to expand awareness and further connect with students, staff and faculty interested in mentoring - Fall 2020
- Expanding peer mentoring - will add Germanna M.E.N. peers - Fall 2021
- Implemented a “non-traditional” student peer group; Advisors leading the group connect with students monthly - Spring 2021
- ADJ faculty implemented a criminal justice student group; involves mentoring, connections and events
- Using Grizzley Connect to promote mentoring events and activities
- Added Veteran focused SDV 101 course - Fall 2021
- Held Disability Services summer bridge program
- Expanded summer bridge to include special SDV summer session with scholarship incentive for DE students finishing high school and planning to attend Germanna
- Held Early College student check-in sessions with college leadership and program coordinators, will embed check-ins and engagement activities in fall class program
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<th>Objective 2</th>
<th>Provide student leaders with an opportunity to confront biases, engage in critical dialogue, and understand the importance of equity and inclusion in the global environment.</th>
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|            | • Added Student Service staff support for early college students  
• Conducted Diversity in the Workplace training for student leaders during Student Leadership Development Seminar - March 2021  
• Further updates pending fall semester workgroup meetings - next meeting Aug 30. |
| Objective 3 | Build meaningful relationships with individuals, K-12 partners, and community organizations to attract and recruit an increased number of students from diverse backgrounds and strengthen partnerships within the community. |
|            | • Updates for this objective pending fall semester workgroup meetings; next meeting Aug 30 |
| Objective 4 | Improve student success and completion rates for underrepresented and marginalized populations by setting metrics, ensuring accountability, and data availability. |
|            | • Presidential requests of faculty and deans to address equity gaps with strategies reported back  
• Mentorship program leads working with IE to assist with data collection and summary reports of those involved in mentoring programs. Will continue to develop strategies to address gaps / areas measured; i.e. GPA, and academic progress; retention |
| Objective 5 | Create a baseline for the campus climate related to diversity and equity as a source for developing |
|            | • Updates for this objective pending fall semester workgroup meetings; next meeting Aug 30 |
programming and initiatives to improve institutional culture.