



John Tyler Community College Diversity & Inclusion Strategic Plan

“Creating a Success Story for Anyone from Anywhere at JTCC”



March 1, 2015



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John Tyler Community College

Diversity & Inclusion Strategic Plan (2015-2020)

“Creating a Success Story for Anyone from Anywhere at JTCC”

Introduction:

John Tyler Community College, which opened in 1967, is a two-year, public institution of higher education and is the fifth largest of the 23 community colleges in the Virginia Community College system. With campuses in Chester and Midlothian and off-campus classrooms throughout the area, John Tyler offers quality and economical opportunities for students who want to earn a degree or certificate, transfer to a four-year college or university, train for the workforce, or switch careers. John Tyler primarily serves the residents of the cities of Colonial Heights, Hopewell and Petersburg, as well as the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, and Sussex.

With a commitment to the communities it serves, John Tyler’s mission is to “provide quality educational opportunities that inspire student success and community vitality.” In keeping with that mission, John Tyler began the work of developing a Diversity and Inclusion Strategic Plan to promote an environment that provides a success story for everyone. As a means of engaging both the internal and external stakeholders of the College, a commitment to diversity resulted in the development of a statement and a working definition for what is currently referred to as diversity.

Diversity Statement:

John Tyler Community College embraces a culture of diversity and inclusion that empowers anyone from anywhere to be successful in their academic and professional pursuits. We strive to provide an environment that is enriching to all by understanding and appreciating our dimensions of diversity, becoming global citizens, and welcoming new ways of engaging the unique contributions of all people.

Diversity Defined:

John Tyler Community College defines diversity as the traditional categories of race, ethnicity, gender, age, sexual orientation, socio-economic status, religion, national origin, disability status, and all intersections of identity and cultural backgrounds

In support of JTCC’s diversity commitment, each of the College Goals reflects creating an atmosphere where individuals representing various diverse backgrounds can be successful. Of particular focus are the following College Goals:

- **College Goal #2:** To provide access to educational opportunities for persons from all segments of society.
- **College Goal #4:** To develop and foster mutually beneficial relationships with external constituencies to meet the educational and economic needs of the region.
- **College Goal #8:** To strengthen a positive image of the College and effectively promote services and programs to the community.
- **College Goal #9:** To encourage a positive organization that attracts and retains a diverse and highly competent workforce.

In essence, John Tyler Community College's Mission, Vision, and College Goals along with the vision of its current president and senior leadership have positioned the college to more intently and intentionally develop, implement, and evaluate a Diversity and Inclusion Strategic Plan for 2015 – 2020.

Diversity & Inclusion Strategic Planning Approach:

The Virginia Community College System (VCCS) engaged in a collective effort to develop a system-wide approach to improving the diversity efforts of each community college in the Commonwealth and requested that each develop a Diversity Strategic Plan. This request caused the JTCC Council for Diversity and Inclusion (CD&I) to be created which also includes facilitating and advocating a Diversity & Inclusion Strategic Plan for John Tyler Community College.

Over the past few months, the CD&I created a working Definition for Diversity, Diversity Statement, and Goals, Strategies, and Timelines as a concerted effort to begin the development of a 5-year plan for diversity and inclusion at John Tyler. The following goals, strategies, and timelines have been initiated.

Diversity Areas of Emphasis, Goals, Strategies, and Timelines

In keeping with the four areas of emphasis promoted by the VCCS Diversity Taskforce, JTCC has developed at least one working goal and timeline along with working strategies for each. For a "Goals-At-A-Glance" of all working strategies, responsible persons, and timelines, see page 11.

Communication and Vision Sharing:

Goal #1: Communicate the JTCC plan for diversity and inclusion to internal and external stakeholders in a way that is accessible and easily understood on an annual basis.

Working Strategies:

1. Identify the most appropriate avenues for sharing relevant information on diversity initiatives and dashboards at JTCC with faculty, staff, students, and external stakeholders.
2. Share relevant diversity dashboard information and progress toward diversity goals in newsletters, presidential state of the College addresses, brochures, and Diversity webpage on an annual basis.
3. Create a diversity webpage that highlights the progress of diversity efforts at JTCC.

Recruitment and Development:

Goal #2: Increase the recruitment and hiring of a diverse workforce that reflects the JTCC service areas within the next five years.

Working Strategies:

1. Identify effective application websites, listserves, and publications that target and result in a greater diversity of applicants for open positions.
2. Expand the sources where faculty and staff job positions are advertised to increase the diversity of applicant pools including encouraging non-JTCC colleagues to encourage others to apply.
3. Review and revise job announcements to reflect the diversity of the College as well as emphasize expectations of promoting a diverse environment at the College for potential applicants.

4. Allocate funding where appropriate to ensure advertisements are consistent with the goal of recruiting a diverse workforce.

Goal #3: Increase retention, advancement, and job satisfaction among the College's diverse workforce over the next two years.

Working Strategies:

1. Engage in an evaluation of the campus culture or quality of College life to establish a baseline for job satisfaction and likelihood of remaining at the College.
2. Utilize findings and best practices to implement initiatives that will minimize or eliminate barriers to retention and job satisfaction. (Disaggregate results by diverse attributes and characteristics outlined in the definition.)
3. Identify and employ best practices of mentoring and sponsorship that result in preparing diverse faculty for leadership and administrative positions.
4. Engage faculty and staff in professional development activities that address "unconscious bias" and other best practices to help ensure effective recruitment, retention, and promotion of a diverse workforce.

Community Engagement:

Goal #4: Establish at least one new partnership with an organization that will further the diversity initiatives of the College and its service region annually over the next five years.

Working Strategies:

1. Identify current partnerships that promote the diversity work at JTCC
2. Determine mutually beneficial efforts between the College and the partnering organization
3. Develop MOUs or other working agreements that will enhance partnerships
4. Ensure that partnerships enhance the engagement and outreach into its service communities
5. Develop intentional partnerships with HBCUs for programming and co-curricular activities

Integration:

Goal #5: Increase the number of JTCC sponsored activities within the College that celebrate diversity, enhance awareness, or promote engagement across diverse groups and issues by 30% over the next three years.

Working Strategies:

1. Identify current student organizations that promote diversity, awareness, and engagement across diverse groups and issues.
2. Annually, create and advertise a calendar of activities, events, forums, and seminars that promote diversity, awareness, and engagement across diverse groups and issues among faculty, staff, students, and the external communities.
3. Identify current courses and classroom pedagogy that promote diversity, awareness, and engagement in issues that enhance learning for students.

4. Assist and support faculty in professional development opportunities that focus on issues related to diversity, such as generations in the workplace, working effectively with diverse students in the college classroom, or gender equity in the classroom and workplace.

Goal #6: Ensure that recruitment, retention, graduation, and transfer of underserved and minority student populations at JTCC meet or exceed representation of the service area by 10% in five years.

Working Strategies:

1. Assist faculty in identifying best practices that enhance the teaching and learning of underserved and minority students.
2. Work with Student Affairs to further engage the First Year Experience of underserved and minority students.
3. Collaborate with the JTCC Foundation to establish potential donors for grants/awards that specifically support underserved and minority students.
4. Further integrate diversity into the curriculum and co-curricular activities to broaden various cultural knowledge and critical thinking across diverse issues, experiences, and opportunities.

Demographic Snapshot: Where We Are Now

In an effort to measure progress toward the working goals and strategies, a snapshot of the College's demographic diversity is provided. As the College engages in more strategies as well as evaluates its goals, the information will be further disaggregated and expanded to ensure that all aspects of diversity are addressed in the four areas of emphasis.

Teaching Faculty:

John Tyler Community College's minority full time teaching faculty has experienced growth and decline since 2001. In 2001, the minority teaching faculty was 11% and grew to 23% by 2011. However, over the next three years there was a slight decline to 19% by 2013. Further disaggregation of these data reveals that greater growth among minority full-time teaching faculty was among females. With regard to race/ethnicity, in 2009, 45% of the 11 new hires were minority teaching faculty, 33% of the new hires in 2012 were minority faculty, and of the eight (8) new hires among teaching faculty in 2013, none were identified as minority.

With regard to adjunct faculty, in 2001, of the 264 adjuncts, none were minority. Over the next decade there was a steady growth of minority adjunct faculty reaching a high of 20% in 2010 and 2011. By 2013, 19% of the adjunct teaching faculty identified as minority.

Classified Staff:

The representation of minority classified staff has remained steady from 2001 to 2013, with 30% identified as minority in 2001 and by 2013, 38% were identified as minority classified staff.

Administrative/Managers:

Similar to the full-time teaching faculty data, the representation of minorities among administrators has grown and declined over the same time period of 2001-2013. In 2001, 25% of the administrators/managers were identified as minorities. This representation declined drastically in 2009 to 6% and remained low until 2012 when it realized a significant increase to 22%, and increased even more to 23% as of 2013.

Student Diversity/Headcount:

Demographics of minority student enrollment appear to be more reflective of the service area than the other groups except for classified staff. Minority representation in the JTCC service area was 33% of the population in 2000 and 37% in 2010. The student demographics reveal that in 2001, 29% were identified as minorities and in 2010 37% were identified as minorities. For 2013-2014, minority student enrollment represented 36% of the student population.

From a gender perspective, female student enrollment has declined slightly over the past decade while male student enrollment has grown. In fall 2008, 61% of the students were female and 39% were male, and six years later in 2013, 57% were female students and 43% were male student enrollees.

These findings revealed that in order for JTCC to meet its goal of increasing the diversity among its workforce to reflect the service area, there will need to be intentional strategies to increase its diverse teaching faculty by 18%, its administrative/managers by 14%, and maintain a steady or exceed minority enrollment of 37% among students and employment of classified staff at 38%. Finally, JTCC will review graduation/transfer/certification rates of its student populations by diverse groups (i.e., race/ethnicity, gender, age, etc.) to ensure there are no disparities in attainment of educational goals.

Inclusion & Engagement: We Are More than Numbers

Beyond these basic efforts of “presenting the numbers,” JTCC aspires to promote active engagement of all its students, faculty, staff, collaborators, and beneficiaries external to the College to ensure a culture of success for anyone from anywhere. This will include measuring the culture and climate and using the information to implement best practices and strategies to create the desired environment. The desired environment will ensure that all individuals regardless of background, academic preparedness, or life experiences and exposure, will enter a college culture that supports their academic and professional pursuits.

To ensure a culture of inclusion is created at JTCC additional strategies that go beyond the numbers will be implemented as well. Currently, JTCC has identified other information and data that are currently available for measure such as religion, national origin, disability status, military status, rank/status of faculty and staff, age, SES, and enrollment status of students. Disaggregating the satisfaction and climate findings by these characteristics and relevant intersections of identity will provide greater depth and breadth of the JTCC experience. Data that are expected to be gathered include diversity-designated courses, sensitivity training among faculty and staff, and campus climate. Furthermore, an evaluation and continuous review of campus activities, student experiences, and intentional engagement across diverse groups and issues will strengthen the culture of inclusion to enhance a sense of belonging, understanding, and respect that go beyond tolerance.

Next Steps: Where We Go From Here

To move the College in the direction of creating and promoting an inclusive culture, a comprehensive and more robust approach to enhancing the Diversity & Inclusion Strategic Plan will be developed over the next 12 to 18 months while simultaneously tracking and monitoring the goals and strategies outlined above. As a result, the JTCC Council for Diversity & Inclusion will employ the Strategic Planning in Higher Education Framework which includes seven (7) phases with four imperatives (Leadership, Communication, Assessment, and Culture) embedded in each.

- **Phase I: Mission, Vision, Goals/Values.** This phase was accomplished in the initial D&I Strategic Plan and will allow for the current and future strategies and practices to be aligned with the College's vision, mission, and goals. In addition, JTCC will participate in measuring the perspectives, expectations, and experiences of its internal and external publics over the five year period to ensure alignment with the Diversity Statement.
- **Phase II: Identification of Collaborators and Beneficiaries.** To further explore the opportunities and challenges of ensuring a culture of diversity and success, JTCC will identify collaborators that are those groups or individuals whose support will ensure the success of the D&I Strategic Plan. Collaborators will include both internal and external individuals and groups. Internal collaborators include students, faculty, staff, and administrators. External collaborators include, but are not limited to, alumni, college board members, community leaders, business and industry, elected officials (local and state), and K-12 feeder schools. Beneficiaries are those individuals who will benefit from the diversity efforts of the College.
- **Phase III: Environmental Scan.** An environmental scan of the collaborators' and benefactors' needs and expectations of JTCC's commitment to providing a diverse educated workforce. The environmental scan will include multiple forms of gathering data from the collaborators and benefactors regarding their needs and expectations of JTCC's commitment and engagement with diversity and inclusion. Although stakeholders include both internal and external groups, the determination of being a collaborator or benefactor will be considered within each of these two primary groups. For example, students of JTCC can be considered internal benefactors while business and industry can be considered both external collaborators and benefactors.
- **Phase IV: Goal Development.** As a result of the findings from the environmental scan, the goals of the diversity plan will be reviewed, strengthened, or expanded where appropriate. The goals will also be aligned with VCCS' expectations, the VCCS diversity benchmarks, and the mission, vision, and goals/values of JTCC. The goals will continue to be SMART goals (specific, measurable, attainable, realistic, and timely).
- **Phase V: Strategies and Action Plans.** Once the comprehensive goals are finalized, strategies and action items will be revisited and improved as appropriate. These strategies/action items will include the implementation/execution aspects of the SMART goals along with responsible parties/offices, accountability strategies, and specific evidence of progress as appropriate.
- **Phase VI: Plan Review and Development.** Although the initial D&I Strategic Plan has been developed and submitted to VCCS, the additional information and review of strategies and actions will result in a more comprehensive, inclusive, and specific set of measurable indicators from which JTCC will continue to engage in creating an inclusive environment.
- **Phase VII: Outcomes and Achievements.** Utilizing information devised in Phase V (Strategies and Action Plans), the metrics and indicators for determining if the goals are being met will be measured. These measures can take 3 to 5 years to become evident.

In summary, developing an approach to continue the planning of the Diversity & Inclusion Strategic Plan will be rigorous, engaging, and inclusive. As the indicators of success and measurements of progress are provided, JTCC will continue to share the outcomes in the various communication venues identified with various groups.

Clarify Roles & Responsibilities:

In addition to expanding the comprehensiveness of the Diversity & Inclusion Strategic Plan, the College will engage in a review of the roles and responsibilities of (1) a chief diversity officer, (2) the Council for Diversity & Inclusion (CD&I), (3) senior leadership including the President and direct reports, (4) students, (5) faculty and staff, and (6) College liaisons (i.e., College Foundation Board). JTCC recognizes that creating and maintaining a culture of diversity and inclusion as an organizational goal is not a one-time set of activities, but a long term commitment that continues through personnel and enrollment transitions. To ensure this culture at JTCC, there will be a need to consistently review and evaluate the key roles and responsibilities of every community member as well as implement a program of incentives and recognitions for the diversity work of the College.

Reporting Opportunities (VCCS & JTCC):

Finally, operating from a mantra that “what is monitored, measured, and mentioned, matters” an annual diversity and inclusion report will reflect the year-to-year progress of the goals, strategies, and emerging needs via an evaluation of all efforts. This report will include evaluation activities internal to the College, external partnerships, demographic dashboards, and any other information gathered on overall experiences.

In addition to reporting to VCCS, this report will be shared and reviewed by the Council for Diversity & Inclusion at JTCC and the Administrative Council for feedback and consideration of further action to reflect continuous improvement. The process of continuous improvement will provide evidence of progress toward meeting the diversity and inclusion goals of the strategic plan. In addition, measuring impact on the culture of the College and a review of data-gathering strategies and analyses will be conducted to inform whether or not appropriate and relevant information are being provided as evidence of creating an environment of inclusion and success for all members of the JTCC community.

John Tyler Community College

Diversity & Inclusion Strategic Planning Goals-At-A-Glance

VCCS Area of Emphasis	Working Goal	Working Strategy	Responsible Person(s)	Timeline
<i>Communication & Vision Sharing</i>	Goal #1: Communicate the JTCC plan for diversity and inclusion to internal and external stakeholders in a way that is accessible and easily understood on an annual basis.	1. Identify the most appropriate avenues for sharing relevant information on diversity initiatives and dashboards at JTCC with faculty, staff, students, and external stakeholders.	CD&I, Diversity Officer, and Senior Leadership	➤ On-going ➤ Annually
		2. Share relevant diversity dashboard information and progress toward diversity goals in newsletters, presidential state of the College addresses, brochures, and on the JTCC website on an annual basis.	CD&I, Diversity Officer, and Senior Leadership	➤ On-going ➤ Annually
		3. Create a webpage that highlights the progress of diversity efforts at JTCC	CD&I, Diversity Officer, IT	Summer 2015 <i>(Semester Review)</i>
<i>Recruitment & Development</i>	Goal #2: Increase the recruitment and hiring of a diverse workforce that reflects the JTCC service areas within the next 5 years.	1. Identify effective application websites, listserves, and publications that target and result in a greater diversity of applicants for open positions.	Faculty Teams, Diversity Officer, and HR	Summer 2015 <i>(Review Annually)</i>
		2. Expand the sources where faculty and staff job positions are advertised to increase the diversity of applicant pools including encouraging non-JTCC colleagues to encourage others to apply.	Faculty Teams, Diversity Officer, and HR	Summer 2015 <i>(Review Annually)</i>
		3. Review and revise job announcements to reflect the diversity of the College as well as emphasize expectations of promoting a diverse environment at the College.	HR and Diversity Officer	Summer 2015 <i>(Review Annually)</i>
		4. Allocate funding where appropriate to ensure advertisements are consistent with the goal of recruiting a diverse workforce.	HR and Senior Leadership	Summer/Fall 2015 <i>(Review Annually)</i>

VCCS Area of Emphasis	Working Goal	Working Strategy	Responsible Person(s)	Timeline
<i>Recruitment & Development (Continued)</i>	Goal #3: Increase retention, advancement, and job satisfaction among the College’s diverse workforce over the next two years	1. Engage in an evaluation of the campus culture or quality of College life to establish a baseline for job satisfaction and likelihood of remaining at the College.	Diversity Officer, CD&I, Senior Leadership, External Consultant	Fall 2015 <i>(Three Year Review)</i>
		2. Utilize findings and best practices to implement initiatives that will minimize or eliminate barriers to retention and job satisfaction. (Disaggregate results by diverse attributes and characteristics outlined in the definition.)	CD&I, Diversity Officer	Fall 2015 <i>(Review Annually)</i>
		3. Identify and employ best practices of mentoring and sponsorship that result in preparing diverse faculty for leadership and administrative positions.	Faculty Diversity Teams, CD&I, Managers/Adm.	Spring 2016 <i>(Review Annually)</i>
		4. Engage faculty and staff in professional development activities that address “unconscious bias” and other best practices to help ensure effective recruitment, retention, and promotion of a diverse workforce.	Faculty Diversity Teams, CD&I, HR, Managers/Adm.	Fall 2015 <i>(On-going)</i>
<i>Community Engagement</i>	Goal #4: Establish at least one new partnership with an organization that will further the diversity initiatives of the College and its service region, annually, over the next five years.	1. Identify current partnerships that promote the diversity work at JTCC	Diversity Officer, College Foundation, Senior Leadership	Summer 2015 <i>(Review Annually)</i>
		2. Determine mutually beneficial efforts between the College and the partnering organization.	Diversity Officer, College Foundation, Senior Leadership	Summer 2015 <i>(Review Annually)</i>
		3. Develop MOUs or other working agreements that will enhance partnerships.	Diversity Officer, Senior Leadership	Fall 2015 <i>(Review Annually)</i>
		4. Ensure that partnerships enhance the engagement and outreach into its service communities.	Diversity Officer, Senior Leadership	Fall 2015 <i>(Review Annually)</i>
		5. Develop intentional partnerships with HBCUs for programming and co-curricular activities.	Diversity Officer, Senior Leadership	Fall 2015 <i>(Review Annually)</i>

VCCS Area of Emphasis	Working Goal	Working Strategy	Responsible Person(s)	Timeline
Integration	Goal #5: Increase the number of JTCC sponsored activities within the College that celebrate diversity, enhance awareness, or promote engagement across diverse groups and issues by 30% over the next three years.	1. Identify current student organizations that promote diversity, awareness, and engagement across diverse groups and issues.	CD&I, Student Affairs, Diversity Officer	Summer 2015 <i>(Review Annually)</i>
		2. Annually, create and advertise a calendar of activities, events, forums, and seminars that promote diversity, awareness, and engagement across diverse groups and issues among faculty, staff, students, and the external communities.	CD&I, Student Affairs, Diversity Officer	Fall 2015 <i>(Review Annually)</i>
		3. Identify current courses and classroom pedagogy that promote diversity, awareness, and engagement in issues that enhance learning for students.	CD&I, Faculty Teams, Diversity Officer, Deans/Dept. Heads	Fall 2015 <i>(Review Annually)</i>
		4. Assist and support faculty in professional development opportunities that focus on issues related to diversity, such as generations in the workplace, working effectively with diverse students in the college classroom, or gender equity in the classroom and workplace.	CD&I, Faculty Teams, Diversity Officer, Deans/Dept. Heads	Fall 2015/Spring 2016 <i>(Review Annually)</i>
	Goal #6: Ensure that recruitment, retention, graduation, and transfer of underserved and minority student populations at JTCC meet (or exceed by 10%) representation of the service area in five years.	1. Assist faculty in identifying best practices that enhance the teaching and learning of underserved and minority students.	CD&I, Faculty Teams, Diversity Officer, Deans/Dept. Heads	Fall 2015/Spring 2016 <i>(Review Annually)</i>
		2. Work with Student Affairs to further engage the First Year Experience of underserved and minority students.	CD&I, Student Affairs, Diversity Officer	Summer 2015 <i>(Review Annually)</i>
		3. Collaborate with the JTCC Foundation to establish potential donors for grants/awards that specifically support underserved and minority students.	Diversity Officer, College Foundation, Senior Leadership	Fall 2015/Spring 2016 <i>(Review Annually)</i>
		4. Further integrate diversity into the curriculum and co-curricular activities to broaden various cultural knowledge and critical thinking across diverse issues, experiences, and opportunities.	CD&I, Faculty Teams, Diversity Officer, Deans/Dept. Heads	Spring 2016 <i>(Review Annually)</i>