

ONE VIRGINIA PLAN

GERMANNA

COMMUNITY COLLEGE

**CAROLINE + CULPEPER + FREDERICKSBURG + KING GEORGE + MADISON
+ ORANGE + SPOTSYLVANIA + STAFFORD**

AUGUST 1, 2021



TABLE OF CONTENTS

President’s Message	1
About Our College	2
Truth & Reconciliation Strategic Plan.....	3
Truth & Reconciliation Strategic Plan End of Year Report.....	9
Goal 1: Access and Success	18
Goal 2: Climate and Intergroup Relations	19
Goal 3: Training, Education, and Scholarship	20
Goal 4: Infrastructure and Accountability.....	22
Goal 5: Community Engagement.....	23
Reflection	24
Student Information	25
Employee Information.....	27
Credits	29

I am excited to share with you Germanna's Truth and Reconciliation Strategic Plan. The demanding work outlined in our plan demonstrates our promise to better attract and serve Black students and other students of color, who have faced years of racial injustice and discrimination. Germanna will be even stronger at advancing the lives of all students, no matter their color, age, background, perspective, or ability. Our doors are open to all and always open.

Thank you,



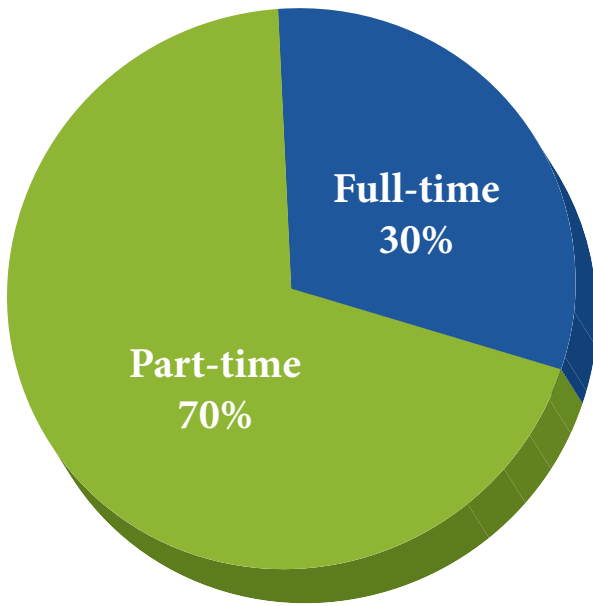
Dr. Janet Gullickson
President, Germanna since 2017



GERMANNA AT-A-GLANCE 20-21

FOUNDED 1970

STUDENTS: **12,287**



Female **63%** Age under 25 **78%**
 Male **37%** Age over 25 **22%**

Student-faculty ratio **25-to-1**
 Full-time faculty **96**
 Adjunct faculty **217**
 Retention rate **71%***

Germanna is one of **23** Virginia Community Colleges and serves **seven** counties and **one** city through **two** campuses and **five** centers

CAMPUSES

- A** Fredericksburg Area Campus
- B** Locust Grove Campus

CENTERS

- C** Automotive Technology Center
- D** Barbara J. Fried Center
- E** Caroline Center
- F** Daniel Technology Center
- G** Fredericksburg Center for Advanced Technology

Germanna ranked in the **top ten** community colleges in Virginia and recognized as an Aspen Institute **Top 150** Community College

AFFORDABILITY & FINANCIAL SUPPORT

In-state & military tuition **\$163.75** per credit hour
 Scholarship dollars awarded **\$1,224,456**
 Total grant aid received **\$12,146,172**

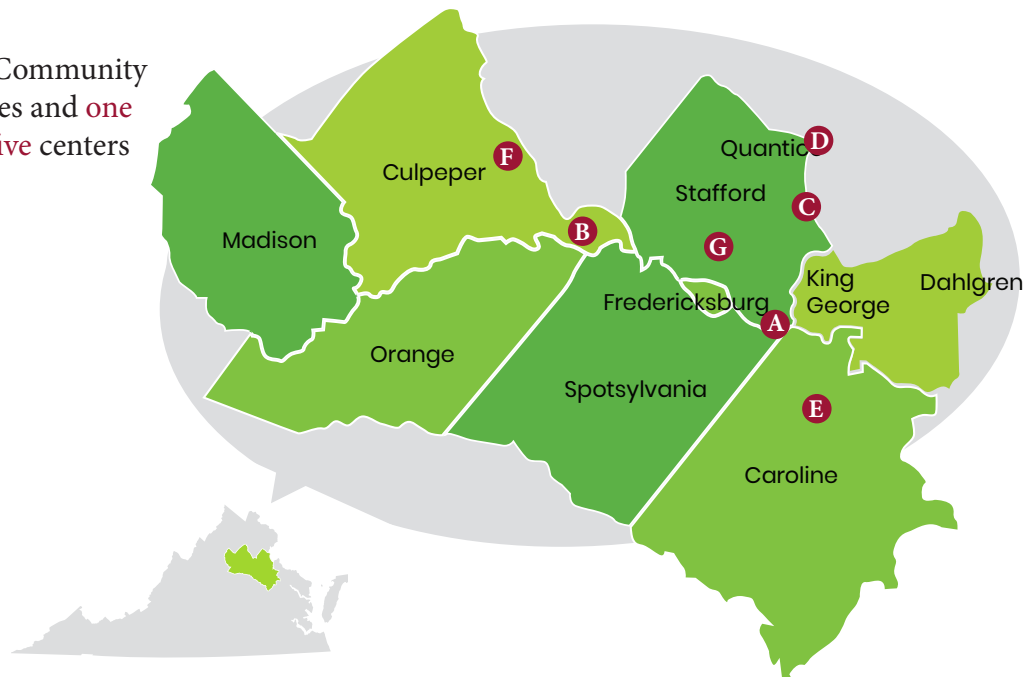
PROGRAMS

- | | |
|--------------------|----------------------------|
| Business | Public Service |
| Health Science | Science & Engineering |
| Humanities & Arts | Social Science & Education |
| IT & Cybersecurity | Technical Studies |

Short-term certifications • 2-year associate degrees
 • Workforce credentials

TOP TRANSFER PARTNERS

UMW • VCU • GMU • ODU • JMU



* Represents regular enrolled students who have not graduated

Truth & Reconciliation Strategic Plan

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.

Dashboard:

- Increase overall campus climate year-over-year.
 - o Measure: INSIGHT Viewfinder Campus Climate Survey
 - o 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.
 - o Measure: Community College Survey of Student Engagement
- Increase number of applications and enrollment of underrepresented populations year-over-year.
 - o Measure: Number of Completed Applications
 - o Measure: Number of Enrolled Students
- Increase retention and completion of underrepresented populations year-over-year.
 - o Measure: Equity Gaps in Courses
 - o Measure: Fall-to-Spring Retention Percentage
 - o Measure: Fall-to-Fall Retention Percentage
 - o Measure: Completion Rate
 - o Measure: Graduation Rate
- Increase the overall number and retention of underrepresented faculty and staff.
 - o Measure: Percentage increase of diverse new hires per fiscal year
 - o Measure: Percentage increase in diverse workforce per fiscal year
 - o Measure: Number of Underrepresented Faculty and Staff
 - o Measure: Retention Percentage of Underrepresented faculty and staff

<p>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.</p>			
<p>Purpose: To engage the campus community in meaningful professional development, training, and dialogue to form the foundation for cultural change.</p>			
Strategies		Actions	Unit(s) Responsible (<i>Lead Unit in Bold</i>)
Objective 1	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.	Identify and recruit faculty, staff, and/or external facilitators to assist with the development of diversity, equity, and inclusion training workshops for faculty and staff.	Center for Teaching and Learning; Academic Affairs; Multicultural Coalition for Diversity and Inclusion; Faculty; Human Resources; Equity Advancement
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.	Develop a campus read program for faculty and staff with accompanying thematic professional development and/or student activities.	Center for Teaching and Learning; Multicultural Coalition for Diversity and Inclusion; Faculty
Objective 3	Build a foundation for research about the history of race relations in the Virginia community.	Develop a culture of inclusion, belonging, and support among Germanna faculty, students, staff, and the Virginia community. Establish a database of literature around race, Civil War, and segregation.	Library Services; History and Humanities Faculty; Center for Teaching and Learning
Objective 4	Ensure representation of marginalized voices is prominently featured in high-profile events on campus. Stimulate discussion and debate about issues related to diversity and inclusion.	Identify and recruit outside speakers to give addresses, presentations, or panel discussions about any manner of diversity-related topics.	Center for Teaching and Learning; Academic Affairs; Faculty; Student Services; Equity Advancement
Objective 5	Develop and ensure that a culture of understanding, respect, and support is built into the institutional structure at GCC.	Begin building an Institute for Diversity, Equity, and Inclusion.	Equity Advancement; Academic Affairs; Faculty; Center for Teaching and Learning; Marketing; Multicultural Coalition for Diversity and Inclusion; Educational Foundation; President's Office
<p>Tactics:</p> <ul style="list-style-type: none"> ● Increase in the number of diversity, equity, and inclusion related professional development opportunities for faculty and staff ● Increase in underrepresented histories/authors/materials incorporated into classroom materials ● Increase in the number of discussion series events available to students, faculty, and staff ● Increase the number of community engagement opportunities for faculty and students ● Increase the number of outside speakers brought to campus for diversity and inclusion speaking engagements ● Increase the number of faculty able to do peer-to-peer diversity, equity, and inclusion training 			

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.

Strategies		Actions	Unit(s) Responsible (<i>Lead Unit in Bold</i>)
Objective 1	Identify and select strategies for providing diverse and inclusive curriculum, co-curricular programming, service-learning, and leadership opportunities and training for students.	Organize a joint Academic Affairs and Student Services committee to provide leadership in selecting, planning, and implementing diverse and inclusive co-curricular activities and leadership opportunities for students to emphasize service and outreach for underrepresented and marginalized groups. The General Education Assessment Committee will develop a strategy for developing and assessing diversity and inclusion in the general education curriculum.	Student Services; Academic Affairs; Faculty; Equity Advancement; Multicultural Coalition for Diversity and Inclusion; Student Government Association; General Education Assessment Committee
Objective 2	Create an interdisciplinary faculty peer group to perform internal peer review of courses for diversity and inclusion in the course content, delivery, and teaching practices utilizing; develop protocols and rubric to be utilized in course review	Recruit and train a team of faculty in diversity and inclusion practices for teaching and learning and establish a peer group of the trained faculty for an internal review of courses.	Academic Affairs; Faculty; Center for Teaching and Learning; Faculty; Equity Advancement
Objective 3	Provide all students training and assessment in diversity and inclusion as a core competency of the overall student learning experience.	Develop and deliver mandatory diversity and inclusion training modules for students in Student Development (SDV) courses.	Student Services; Academic Affairs; Faculty; Equity Advancement
Objective 4	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 content, delivery, and teaching practices.	Facilitate focus groups for students to share and discuss perceptions of and experiences with diversity in the curriculum and inclusiveness in the classroom.	Institutional Research and Effectiveness; Equity Advancement; Faculty; Student Government Association
Objective 5	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.	Develop and include end-of-course evaluation questions focused on student perceptions of and experiences with and exposure to diversity in course content, delivery, and teaching practices.	Institutional Research and Effectiveness; Equity Advancement; Faculty; Center for Teaching and Learning

Tactics:

- Increase student awareness of diversity and inclusion in curricular, co-curricular, leadership, and service-learning learning activities
- Develop and implement diversity and inclusion general education learning outcomes and assessment strategies for improving student learning achievement and experiences
- Increase awareness of diversity and inclusion in course content, delivery, and teaching practices through formal internal review of courses and course content
- Increase opportunities for students to openly share perceptions of and experiences with diversity in the curriculum and inclusiveness in the classroom and co-curricular activities
- Increase student satisfaction with exposure to diversity in content, delivery, and teaching practices

- Increase percentage of students successfully completing diversity and inclusion training to prepare for engagement and interaction as members of the GCC learning community

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.

Strategies		Actions	Unit(s) Responsible (<i>Lead Unit in Bold</i>)
Objective 1	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.	Identify and recruit a coalition of community partners as a rich source of perspectives, knowledge, resources, and influence to address issues of racial healing and cultural change within the college and the community.	President; Equity Advancement; Cabinet; Educational Foundation; Faculty
Objective 2	Develop or identify a communication and an outreach and community engagement toolkit.	Create a guide for use by Germanna offering a glossary of terms (such as the Racial Equity Tools Glossary) to support communication within the campus and beyond the campus.	Marketing & Recruitment; Equity Advancement; Faculty
Objective 3	Establish and/or strengthen partnerships with organizations that provide services to underrepresented populations.	Create a database for immediate access to resources and services for our students, employees, and partners.	Student Services; Care Team; Equity Advancement; Faculty
Objective 4	Ensure representation of underrepresented and, historically marginalized individuals are well represented on all college boards and instructional program advisory committees.	Organize diverse representation on advisory external boards and committees to ensure nontraditional voices are heard in college and curriculum decision making.	President's Office; Educational Foundation; Academic and Workforce Leadership; Faculty; Department Chairs; Equity Advancement
Objective 5	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.	Ensure greater recruitment, enrollment, and transfer rates for underrepresented and marginalized student populations utilizing shared goals and achievement benchmarks.	Concierges; President; Academic and Workforce Leadership; Faculty; Career and Transfer Services; Marketing & Recruitment; Equity Advancement

Tactics:

- Increase in community partnerships
- Increase in minority representation on college boards and advisory committees
- Increase in the number of services available to traditionally marginalized populations
- Increase in minority applications and registrations from K-12 to Germanna
- Increase in minority transfer from Germanna to UMW
- Increase number of community programming of meetings/events

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.			
Strategies		Actions	Unit(s) Responsible (<i>Lead Unit in Bold</i>)
Objective 1	Increase the number of full-time faculty members of color to mirror the community in which the college exists.	Revise recruitment, retention practices, and hiring practices.	Human Resources; Cabinet; Faculty
Objective 2	Provide search advocate training for all staff/faculty engaged in the hiring process.	Establish an ongoing budget line item to fund training and recruitment materials, establish a timeline and procedure for all searches in each job category.	Human Resources
Objective 3	Recruit and hire position(s) for Equity Advancement.	Establish an ongoing budget line item to fund the position.	Cabinet; Human Resources
Objective 4	Ensure that pay and promotion processes for diverse individuals are administered equitably.	Track salary and promotion rates to ensure they are equitable and adjust accordingly if any inequities are found, provide an annual report of the salary study based on demographics.	Human Resources; Cabinet
Objective 5	Provide mandatory diversity training during the onboarding and orientation process for new hires.	Establish an HR budget item for diversity training materials and courseware and add a diversity module into the orientation process.	Human Resources; Equity Advancement
Tactics:			
<ul style="list-style-type: none"> ● Increase in minority representation in faculty and staff through the development of a diversity recruitment plan ● Increase in the number of retention practices and events happening in the staff and faculty populations ● Develop diversity onboarding training series for all incoming employees ● Increase in staff-focused professional development opportunities ● Increase in the number of HR mandated professional development in diversity and inclusion for all Germanna employees, including HR and peer-led conversations on inclusivity ● Demonstrate equity and pay in promotion practices among all Germanna employees to provide equal access to opportunities and advancement 			

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.			
Strategies		Actions	Unit(s) Responsible (<i>Lead Unit in Bold</i>)
Objective 1	Develop a sense of belonging and support between students and faculty or staff by training and matching faculty/staff	Develop and implement a staff-student mentorship program for underrepresented student populations.	Equity Advancement; Student Services; Academic Affairs; Faculty

	mentors with students to ensure that students remain on track to completion.		
Objective 2	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.	Develop and deliver mandatory diversity training for all student club and organization leaders, as well as club and organization advisors.	Student Activities; Equity Advancement; Multicultural Coalition of Diversity and Inclusion; Faculty
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.	Recruit and hire a College Recruiter position specifically focused on underrepresented and marginalized communities.	Marketing and Recruitment; Human Resources
Objective 4	Improve student success and completion rates for underrepresented and marginalized populations by setting metrics, ensuring accountability, and data availability.	Develop a dashboard with metrics and a timeline to track and close identified achievement gaps among student populations.	Institutional Research and Effectiveness; Equity Advancement
Objective 5	Create a baseline for the campus climate related to diversity and equity as a source for developing programming and initiatives to improve institutional culture.	Conduct INSIGHT Viewfinder Campus Climate Survey.	Institutional Research and Effectiveness
<p>Tactics:</p> <ul style="list-style-type: none"> ● Increase in minority student applications for admission with intentional and proactive recruitment practices ● Increase in minority student population with streamlined onboarding and focus on student support ● Increase in fall-to-spring retention, fall-to-fall retention rates, and completion for minority students by offering holistic, wrap-around student services ● Increase in diversity training opportunities for all students 			



Truth & Reconciliation Strategic Plan

2020-2021 Year-End Report

Germanna Community College Strategic Goal:

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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:

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<p>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.</p>		
<p>Purpose: To engage the campus community in meaningful professional development, training, and dialogue to form the foundation for cultural change.</p>		
		<p>Summary of 2020-2021 Activities</p>
<p>Objective 1</p>	<p>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.</p>	<p>Past Events:</p> <ul style="list-style-type: none"> ● 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) <p>Planned Events:</p> <ul style="list-style-type: none"> ● 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)
		<p>Meetings:</p> <ul style="list-style-type: none"> ● Professional Development Workgroup <ul style="list-style-type: none"> ○ 6/14/21 --Collaboration with HR ● Goal 1 Chair Meetings (Dr. Scott Ackerman and Kelley Lloyd): <ul style="list-style-type: none"> ○ 4/15/21 1-2PM ○ 6/15/21 12-1PM ● Goal 1 Workgroup Meeting: <ul style="list-style-type: none"> ○ 5/5/21 4-5PM ● Planned Workgroup meetings: <ul style="list-style-type: none"> ○ August 31st
<p>Objective 2</p>	<p>Improved understanding and accountability among students, faculty, and staff through the shared experience of engaging with works by historically marginalized peoples or topics.</p>	<p>Past Events:</p> <ul style="list-style-type: none"> ● Common Read (<i>Just Mercy</i>, 32 participants, 4 sessions) ● Playback Theater (Engaging in Difficult Conversations) ● Lighthouse Training: Diversity in Computing (UVA) (for ITS faculty) <p>Planned Events:</p> <ul style="list-style-type: none"> ● Common Read (<i>Hidden Figures</i>) ● ACUE (Beginning Fall, 2021)
<p>Objective 3</p>	<p>Build a foundation for research about the history of race relations in the Virginia community.</p>	<ul style="list-style-type: none"> ● Developing (by the implementation group- incl. Tamara Remhof) plans for research, displays, and information sessions (Fall, 2021?) ● VA history race relations LibGuide ● Further plans forthcoming (Summer and Fall 2021)
<p>Objective 4</p>	<p>Ensure representation of marginalized voices is prominently featured in high-profile events on campus. Stimulate discussion and</p>	<p>Past Speakers:</p> <ul style="list-style-type: none"> ● Dr. Tia McNair ● Sharon Stroye ● Education and Incarceration Panel

	debate about issues related to diversity and inclusion.	<ul style="list-style-type: none"> • Dr. Timothy Rennick • Dr. Eddie Glaude • Free Bangura • Race and Politics Panel • Anthony Ray Hinton <p>Planned Speakers:</p> <ul style="list-style-type: none"> • 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)
Objective 5	Develop and ensure that a culture of understanding, respect, and support is built into the institutional structure at GCC.	<p>Past Efforts:</p> <ul style="list-style-type: none"> • Common Read (<i>Just Mercy</i>, 32 total participants, 4 sessions) • Added sixth Germanna Community College Strategic Goal: <i>Foster an intentional culture of excellence in diversity, equity, and opportunity</i> • Black Minds Matter in featured in collegewide "Thoughts" email • Professional Development Workgroup organized <p>Planned Efforts:</p> <ul style="list-style-type: none"> • Efforts to increase attendance priority (Coordinate w/Marketing, President's Office sponsors) • President's Advisory Committee on Diversity meets monthly • Diversity Week (Spring 2022)
<p>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.</p>		
<p>Purpose: To infuse all educational programming with course content and course delivery methods that engage students in diverse histories, traditions, and perspectives.</p>		
		<p>Summary of 2020-2021 Activities</p>
Objective 1	Identify and select strategies for providing diverse and inclusive curriculum, co-curricular programming, service-learning, and leadership opportunities and training for students.	<p>Workgroup Meeting: May 5, 2021 (First Meeting)</p> <ul style="list-style-type: none"> • 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. <p>Upcoming Meetings Scheduled:</p> <ul style="list-style-type: none"> • June 22nd 12:00 - 1:00 pm • July 22nd 3:00 - 4:00 pm <p>Joint Academic Affairs and Student Services committee:</p> <ul style="list-style-type: none"> • 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. <p>Key Focus: General Education Competency</p>

		<ul style="list-style-type: none"> ● 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” inasmuch 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.
Objective 2	Create an interdisciplinary faculty peer group to perform internal peer review of courses for diversity and inclusion in the course content, delivery, and teaching practices utilized; develop protocols and rubric to be utilized in course review	<p>Addressing this objective in Goal #2 will be a long-term project with heavy faculty involvement as the key facilitators in:</p> <ol style="list-style-type: none"> 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 <p>Again, the Diversity Education competency definition and learning outcomes will serve as an institutional lens for expectations in courses.</p> <p>In its current draft, we expect students to have opportunities to gain or demonstrate Awareness, Recognition, Reflection, Advocacy and Action through the competency</p>
		<p>learning outcomes. These may be options for serving as broad rubric themes/areas but that will ultimately be up to the faculty-led workgroup.</p> <p>Target goals for AY 2021-22 are as follows:</p> <ul style="list-style-type: none"> ● 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
Objective 3	Provide all students training and assessment in diversity and inclusion as a core competency of the overall student learning experience.	<p>Discussion:</p> <ul style="list-style-type: none"> ● 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.
Objective 4	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	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:

	content, delivery, and teaching practices.	<ul style="list-style-type: none"> 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. <p>These broader focus groups should continue at the end of each semester moving forward.</p> <p>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.</p>
Objective 5	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.	<p>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.</p> <p>During this review, the following question was added to end-of-course evaluations:</p> <ul style="list-style-type: none"> 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" <p>This question emphasizes the students' perceptions of the instructor's commitment to diversity and inclusion.</p>
		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.

		Summary of 2020-2021 Activities
Objective 1	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.	<ul style="list-style-type: none"> Presidential presentations of Truth and Reconciliation Plan and equity positions to: <ul style="list-style-type: none"> 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 <i>White Fragility</i> Reading Circle

		<ul style="list-style-type: none"> ● Participation with VCCS Statewide Research Project into Black Student Enrollment, spring 2021
Objective 2	Develop or identify a communication and an outreach and community engagement toolkit.	<ul style="list-style-type: none"> ● Launched the Black Minds Matter campaign, Summer 2020 <ul style="list-style-type: none"> ○ Ran full page ads in all local papers ○ Message took over Germanna’s social and homepage for a week ○ Developed a landing page with messages from Germanna leaders ○ Published Germanna faculty resources ○ Published Truth & Reconciliation Strategic Plan ○ Provide links to access recorded Germanna Community Conversations events ● Presented Black Minds Matter and Truth & Reconciliation Strategic Plan in 2019-20 Annual Report published November 2020 ● Launched Germanna Community Conversations promotion in support of free series of public events in early spring 2021: <ul style="list-style-type: none"> ○ Launched Germanna Community Conversations landing page promoting: <ul style="list-style-type: none"> ■ April 9, Community & Law Enforcement faculty-led panel discussion ■ April 13, Speaker: Hayden Kristal ■ April 15 • Race & Politics faculty-led panel discussion ■ April 21 • Speaker: Anthony Ray Hinton ○ Established and grew an email list for event promotion ○ Sent email promotion and reminders ○ Ran event promotion in local papers ○ Created Facebook events and published organic social posts for promotion ○ Identified additional community calendars to publish public events ● Development of updated Diversity & Inclusion webpage, spring 2021
Objective 3	Establish and/or strengthen partnerships with organizations that	<ul style="list-style-type: none"> ● President’s equity advocacy on <ul style="list-style-type: none"> ○ Community Foundation of the Rappahannock River Region Board and its Development Committee ○ Central Virginia Partnership for Economic Development
	provide services to underrepresented populations.	<ul style="list-style-type: none"> ○ Fredericksburg Regional Alliance ○ Region 9 GO Virginia ● Leadership Development Program for people of color ● Strengthening partnership with local OneStop to offer monthly information sessions to start July 2021 ● Working with LUCHA Ministries and Impactando Culpeper to promote fall ESL course offerings, summer 2021 ● Working with FailSafe organization to support their clients as returning citizens and their opportunities at Germanna, spring 2021
Objective 4	Ensure representation of underrepresented and, historically marginalized individuals are well represented on all college boards and instructional program advisory committees.	<ul style="list-style-type: none"> ● Solicitation of people of color to serve on these boards continues
Objective 5	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.	<ul style="list-style-type: none"> ● Plans forthcoming (Summer and Fall 2021)

<p>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.</p>		
<p>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.</p>		
		<p>Summary of 2020-2021 Activities</p>
<p>Objective 1</p>	<p>Increase the number of full-time faculty members of color to mirror the community in which the college exists.</p>	<ul style="list-style-type: none"> ● 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.
		<ul style="list-style-type: none"> ● 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
<p>Objective 2</p>	<p>Provide search advocate training for all staff/faculty engaged in the hiring process.</p>	<ul style="list-style-type: none"> ● 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.
<p>Objective 3</p>	<p>Recruit and hire position(s) for Equity Advancement.</p>	<ul style="list-style-type: none"> ● Veronica Curry is assuming responsibility for the Director of Equity Advancement ● Equity Advancement Coordinator position hired
<p>Objective 4</p>	<p>Ensure that pay and promotion processes for diverse individuals are administered equitably.</p>	<ul style="list-style-type: none"> ● 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. ● Share more details about the equity review process during faculty and classified meetings, etc.

<p>Objective 5</p>	<p>Provide mandatory diversity training during the onboarding and orientation process for new hires.</p>	<ul style="list-style-type: none"> ● Presentation given about Truth and Reconciliation at New Employee Orientation ● DHRM put together asynchronous training called <i>The Road to Cultural Competence</i>. 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.
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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.

		<p align="center">Summary of 2020-2021 Activities</p>
<p>Objective 1</p>	<p>Develop a sense of belonging and support between students and faculty or staff by training and matching faculty/staff mentors with students to ensure that students remain on track to completion.</p>	<p>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.</p> <ul style="list-style-type: none"> ● Reviewed goal, objectives, our charge ● Discussed in-progress activities and conducted brainstorming discussion on future implementation ideas
		<ul style="list-style-type: none"> ● Workgroup decided to focus on one objective and related tactics per meeting; will expand on activities following subsequent meetings and provide updates <hr/> <ul style="list-style-type: none"> ● 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

		<ul style="list-style-type: none"> Added Student Service staff support for early college students
Objective 2	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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 programming and initiatives to improve institutional culture.	<ul style="list-style-type: none"> Updates for this objective pending fall semester workgroup meetings; next meeting Aug 30



Goal 1: Access and Success

Goal 3 (Outreach) of Germanna's Truth and Reconciliation Strategic Plan seeks to 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. The purpose of this goal is to leverage relationships and fully involve all stakeholders in the engagement, recruitment, and enrollment of underrepresented populations in the College. The College seeks to establish and strengthen partnerships with organizations that provide services to underrepresented populations, as well as collaborate with K-12 and university partners to better serve all populations and improve student success outcomes. The College will prioritize representation of underrepresented and historically marginalized individuals on all college boards and instructional program advisory committees. Solicitation of people of color to serve on these boards is ongoing. ***See Page 6 of Truth & Reconciliation Strategic Plan***

Goal 4 (Human Resources) of Germanna's Truth and Reconciliation Strategic Plan seeks to recruit, hire, retain, and promote an increased percentage of historically underrepresented and other diverse faculty and staff by focusing on equity, cultural awareness, and a sense of belonging throughout the employee recruitment, onboarding, and retention processes. By doing so, the College can garner new ideas and different perspectives from a more diverse workforce which will contribute to more successful outcomes. It will also allow the College to have faculty and staff who mirror the diverse communities it serves. ***See Page 7 of Truth & Reconciliation Strategic Plan***

Goal 5 (Student Engagement) of Germanna's Truth and Reconciliation Strategic Plan is to 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. This goal seeks to promote an inclusive student experience, emphasizing belonging and support. The College will achieve this goal through the establishment of a college-wide mentoring program, for which the first program, Germanna M.E.N, was implemented this past academic year and additional mentoring support and programming for other populations will be added, to include military affiliated and Early College students. Additionally, this goal includes objectives for attracting and recruiting students from diverse backgrounds, building meaningful relationships with K-12 partners, as well as tracking and measuring achievement gaps among student populations. ***See Pages 7-8 of Truth & Reconciliation Strategic Plan***



Goal 2: Climate and Intergroup Relations

Goal 1 (Professional Development) of Germanna's Truth and Reconciliation Strategic Plan is to 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. The College will continue to create professional development training and education opportunities that speak to diverse perspectives and cross-cultural and interpersonal collaboration. This work builds on the professional development and training previously provided during this past academic year, which includes, but is not limited to speakers, common reads, faculty forums, roundtables, and workshops that are focused on diversity, equity, and inclusion. **See Page 4 of Truth & Reconciliation Strategic Plan**

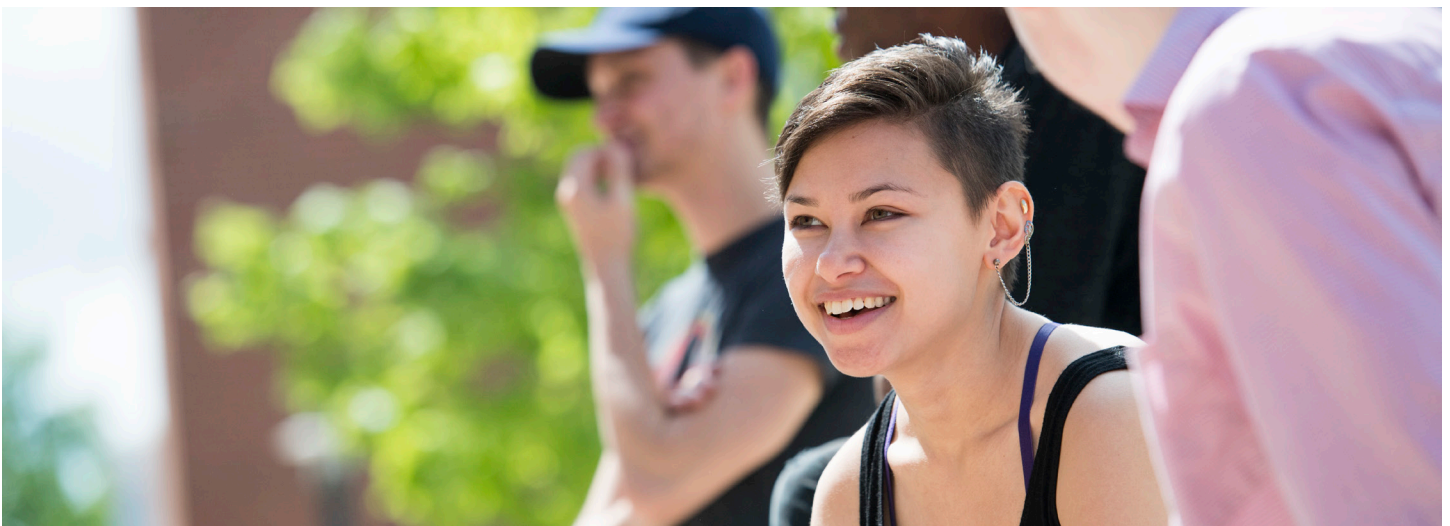
Goal 5 (Student Engagement) of Germanna's Truth and Reconciliation Strategic Plan directs Institutional Research and Effectiveness, along with the Office of Equity Advancement to develop a dashboard with metrics, timelines for implementation, and conduct climate surveys to track achievement gaps among student populations. This data will shape diversity, equity, and inclusion programming and initiatives that value, recognize, and honor diversity and promote inclusion. Additionally, the College will provide physical spaces and support staff to better serve this diverse student population. This will also include the implementation and oversight of a Multicultural Student Center. **See Pages 7-8 of Truth & Reconciliation Strategic Plan**



Goal 3: Training, Education, & Scholarship

In support of Goal 1 (Professional Development) of Germanna's Truth and Reconciliation Strategic Plan, during academic year 2020-2021, the Center for Teaching and Learning offered numerous professional development opportunities for faculty that develop, maintain, and promote a campus climate and culture of understanding, respect, and support. These opportunities included, but were not limited to; training workshops on Introducing Diversity, Equity and Inclusion Terminology and Implicit Bias, speakers such as Dr. Eddie Glaude and Mr. Anthony Ray Hinton, and community conversation panel discussions on Race and Politics. In the coming academic year, the College will expand these opportunities through sustained training and programming around topics such as the White Ally Toolkit, advocating for students with disabilities, fostering inclusive classrooms, while also broadening our community reach with speakers such as Philonise Floyd, the brother of George Floyd, and *Hidden Figures*' author Margot Lee Shetterly. **See Page 4 of Truth & Reconciliation Strategic Plan**

Goal 2 (Curriculum/Co-Curriculum) of Germanna's Truth and Reconciliation Strategic Plan is to 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. This goal requires a systematic approach to engage all members of the Germanna community (faculty, staff, and students), keeping the College's diversity, equity, and inclusion goals in the forefront. Course content and delivery, for those classes that are designated as being a part of General Education Assessment Intercultural Fluency (tentative title) competency, will be reviewed with the goal of helping students encounter opportunities for interpersonal communication and personal reflection designed to build stronger, more respectful relationships and empower them to advocate for meaningful change in their own communities (tentative definition). This will be accomplished through creating a review rubric for assessing the status of diversity in course content, delivery, and teaching practices, the creation of a module that will be embedded in all Student Development courses to prepare students for diversity and inclusion in their educational experience, and the development of focus groups and course evaluation survey items designed to provide students an opportunity to describe their perceptions and experiences with the goal of continuous improvement of the College. Student Activities will work with faculty to develop co-curricular programming, alongside other leadership and service opportunities for students that are focused on diversity and inclusion. All student leaders including the Student Government Association will be required to participate in diversity, equity, and inclusion training annually. **See Page 5 of Truth & Reconciliation Strategic Plan**



Goal 3 (Outreach) of Germanna's Truth and Reconciliation Strategic Plan is to engage students, faculty, staff, alumni, and the community in learning varied perspectives of domestic and international diversity, equity, inclusion and social justice through education, scholarship, and professional development to enable students, faculty, and staff to develop the skills to collaborate, develop knowledge, create, and innovate. The College is committed to increasing outreach, dialogue, and involvement with regional leaders, underrepresented and marginalized communities to build trust and promote engagement and change through meaningful relationships and partnerships. To do so, we have or are in the process of establishing the College as a convener and leader in actively opposing racism by educating and advocating for change, developing or identifying a community engagement toolkit, establishing or strengthening partnerships with organizations that provide services to underrepresented populations, ensuring representation of underrepresented and, historically marginalized individuals on all college boards and instructional program advisory committees, and cultivating a collaboration with local K-12 partners and the University of Mary Washington that focuses on successful practices and outcomes for traditionally marginalized populations and social responsibility in our region. ***See Page 6 of Truth & Reconciliation Strategic Plan***

Through Goal 5 (Student Engagement) of Germanna's Truth and Reconciliation Strategic Plan, a mandatory diversity training will be implemented and delivered, allowing student leaders and advisors to have an opportunity to confront biases, engage in critical dialogue, and understand the importance of equity and inclusion in the global environment. In addition, Multicultural Coalition of Diversity and Inclusion team members will implement various diversity, equity, and inclusion programming, events and learning opportunities held throughout the year. Numerous events were held that focused on diversity, equity, and inclusion training and education during the prior year. We will continue to build on these offerings not only for students, but for staff and faculty, as well. ***See Pages 7-8 of Truth & Reconciliation Strategic Plan***



Goal 4: Infrastructure and Accountability

Goal 2 (Curriculum/Co-Curriculum) of Germanna's Truth and Reconciliation Strategic Plan is to 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. To accomplish this end, faculty members, as well as staff, and in collaboration with students and Student Services, will engage in panels, workshops, course content and delivery reviews, peer groups, and roundtables concerning diversity, equity, inclusion, as well as best and fair teaching practices. Thus far, the work has included the formation of a Joint Academic Affairs and Student Services committee and the drafting of a General Education Assessment Plan competency that is now going through the governance approval process. To support the College's goal of infrastructure and development concerning diversity and inclusion, a form is being proposed (housed in Student Activities) to document student participation in qualifying events and activities. Peer groups, forms, and survey climate checks (to be completed by students) supports the goal of continuous review and improvement at the institutional level. ***See Page 5 of Truth & Reconciliation Strategic Plan***

Goal 4 (Human Resources) of Germanna's Truth and Reconciliation Strategic Plan establishes a new Office of Equity Advancement, reporting directly to the Vice President of Student Services and Equity Advancement (Chief Diversity Officer) and two new positions – the Director of Equity Advancement and the Coordinator of Equity Advancement. ***See Pages 7 of Truth & Reconciliation Strategic Plan***

Through Goal 5 (Student Engagement) of Germanna's Truth and Reconciliation Strategic Plan, the College will provide mentoring programs, events, and outreach, in addition to relationship building with K-12 and community partners. ***See Pages 7-8 of Truth & Reconciliation Strategic Plan***



Goal 5: Community Engagement

Goal 3 (Outreach) of Germanna's Truth and Reconciliation Strategic Plan seeks to establish the College as a convener, leader, and advocate for change and opposition to racism through increased outreach, public programming, and community engagement. Objectives to support this goal include strengthening partnerships with community organizations, collaborating with K-12 and four-year partners, increasing diversity of representation on college boards and program advisory committees, expanding services, and enhancing communication and outreach tactics to engage, represent, and recruit underrepresented populations. Work to achieve this goal, to date, has included an active presidential calendar of activities, participation in state-wide research, a strong external messaging campaign, and launching a series of free public educational programs exploring issues around racism. The College has also engaged with local community organizations to strengthen and expand its reach to underrepresented populations including returning citizens and low-income families. *See Page 6 of Truth & Reconciliation Strategic Plan*





Reflection: Continuum of Inclusive and Equitable Organizational Development.

For Germanna to best assess its position on the *Continuum of Inclusive and Equitable Organizational Development*, the College conducted a short survey to gauge the opinion of the campus community. The survey garnered the following responses:

Where do you believe Germanna Community College is on the Continuum of Inclusive and Equitable Organizational Development?

Answer Choices	Responses
Stage 1: Excluding	0 (0.00%)
Stage 2: The Club	8 (3.32%)
Stage 3: Compliance	23 (9.54%)
Stage 4: Affirming	69 (28.63%)
Stage 5: Redefining	90 (37.34%)
Stage 6: Inclusive	51 (21.16%)
TOTAL	241 (100.00%)

Based on the ongoing work related to the Truth and Reconciliation Strategic Plan, the establishment of the Office of Equity Advancement and appointment of a Chief Diversity Officer, and the cross-functional collaboration through the Multicultural Coalition of Diversity and Inclusion, the College assesses itself at **Stage 4: Affirming**.

In the coming year, the College will continue implementing and refining the objectives of the Truth and Reconciliation Strategic Plan – seeking not only inclusion among its campus community but belonging. The substantive work to come includes curriculum and policy review, which will remove barriers, promote inclusion, and become further entrenched within the core function of the College – teaching and learning – and beyond.

Student Information

DEMOGRAPHICS OF STUDENT BODY

STUDENT ENROLLMENT BY RACE/ETHNICITY AND GENDER

	2019-2020		2020-2021	
Gender	F	M	F	M
African American/Black	954	562	1,160	558
Asian American/Pacific Islander	184	128	230	145
Hispanic/Latinx	813	467	770	396
Native American	21	17	21	19
White	3,448	2,196	3,825	2,208
Two or more races	401	228	449	246
International	26	21	19	17
Unknown	108	77	219	140
Annual Grand Total	5,974	3,704	6,711	3,736

SPECIAL POPULATIONS ENROLLMENT

	2019-20	2020-21
Veterans	1,170	1,253
Disabilities	596	507
First Generation	1,933	1,603

FASTFORWARD NON-CREDIT ENROLLMENT

	2020			2021		
Gender	F	M	U	F	M	U
White	103	1,159	33	93	879	29
African American	26	338	8	30	340	11
Hispanic	8	85	1	13	90	1
Asian	8	114	4	13	100	6
American Indian/Alaskan	.	15	.	.	6	.
Hawaiian/Pacific Islander	.	1	.	.	3	.
Two or More Races	5	29	.	2	25	.
Unknown/Not Specified	14	302	218	29	190	91
Grand Total	164	2,043	264	180	1,633	138

DISTRIBUTION OF AWARDS BY RACE/ETHNICITY

	2019-2020			2020-2021		
	C	NC	T	C	NC	T
African American/Black	229	278	160	255	192	.
Asian American/Pacific Islander	44	115	44	86	80	.
Hispanic/Latinx	251	52	130	270	56	.
Native American	8	12	8	2	2	.
White	1,172	1,000	745	1,208	671	.
Two or more races	107	27	80	126	14	.
International	6	.	7	4	.	.
Unknown	29	395	30	32	184	.
Annual Grand Total	1,849	1,880	1,208	1,992	1,201	.

Code: C (Credit), degree completion; NC (Non-Credit), certificate or other program (Fast Forward, for example) completion; T (Transfer), transfers to four-year institutions

FALL-TO-FALL RETENTION PERCENTAGES

	2018			2019		
	HC	Retained		HC	Retained	
	Sum	N	%	Sum	N	%
White	794	484	60.96	766	449	58.62
African American	190	99	52.11	194	102	52.58
Hispanic	187	116	62.03	203	107	52.71
Asian	40	30	75.00	41	27	65.85
American Indian/Alaskan	5	3	60.00	4	2	50.00
Hawaiian/Pacific Islander	3	2	66.67	3	1	33.33
Two or More Races	109	51	46.79	92	57	61.96
Non-Resident Alien	7	5	71.43	6	3	50.00
Unknown/Not Specified	26	19	73.08	28	16	57.14
Total	1,361	809	59.44	1,337	764	57.14

GRADUATION RATES (WITHIN 150% OF NORMAL TIME)

	2019	2020
American Indian or Alaska Native	25%	20%
Asian	50%	24%
Black or African American	29%	33%
Hispanic	32%	34%
Native Hawaiian	0%	n/a
White	38%	39%
Two or more races	36%	33%
unknown	50%	14%
Nonresident alien	0%	100%
Total	37%	36%

Employee Information

EMPLOYEE CATEGORY: CLASSIFIED

FALL 2019

FALL 2020

	F		M		All		F		M		All	
	n	%	n	%	n	%	n	%	n	%	n	%
By Race/Ethnicity												
American Indian or Alaska Native	.	.	1	3%	1	1%	.	.	1	3%	1	1%
Asian	.	.	1	3%	1	1%	1	2%	1	3%	2	2%
Black or African American	9	18%	6	16%	15	17%	11	21%	6	17%	17	19%
Hispanic or Latino	1	2%	.	.	1	1%	1	2%	.	.	1	1%
Nonresident alien	.	.	1	3%	1	1%	.	.	1	3%	1	1%
Two or more races	.	.	1	3%	1	1%	1	2%	1	3%	2	2%
White	40	80%	28	74%	68	77%	38	73%	26	72%	64	73%
By Minority and Non-Minority												
Minorities	10	20%	9	24%	19	22%	14	27%	9	25%	23	26%
Non-Minority	40	80%	29	76%	69	78%	38	73%	27	75%	65	74%
Employee Category Total	50	100%	38	100%	88	100%	52	100%	36	100%	88	100%

EMPLOYEE CATEGORY: TEACHING FACULTY

FALL 2019

FALL 2020

	F		M		All		F		M		All	
	n	%	n	%	n	%	n	%	n	%	n	%
By Race/Ethnicity												
Asian	3	5%	1	3%	4	4%	3	4%	1	3%	4	4%
Black or African American	8	12%	2	7%	10	11%	10	14%	3	10%	13	13%
Hispanic or Latino	1	2%	1	3%	2	2%	1	1%	1	3%	2	2%
Two or more races	.	.	.	.	.	.	.	.	.	.	.	.
White	53	82%	25	86%	78	83%	55	80%	24	83%	79	81%
By Minority and Non-Minority												
Minorities	12	18%	4	14%	16	17%	14	20%	5	17%	19	19%
Non-Minority	53	82%	25	86%	78	83%	55	80%	24	83%	79	81%
Employee Category Total	65	100%	29	100%	94	100%	69	100%	29	100%	98	100%

EMPLOYEE CATEGORY: ADJUNCTS

FALL 2019

FALL 2020

	F		M		All		F		M		All	
	n	%	n	%	n	%	n	%	n	%	n	%
By Race/Ethnicity												
American Indian or Alaska Native	.	.	1	1%	1	0%	.	.	.	.	.	.
Asian	1	1%	4	4%	5	2%	2	2%	2	2%	4	2%
Black or African American	19	12%	11	10%	30	11%	15	12%	8	9%	23	11%
Hispanic or Latino	1	1%	3	3%	4	1%	1	1%	3	3%	4	2%
Nonresident alien	1	1%	1	1%	2	1%	.	.	.	.	.	.
Race/ethnicity unknown	.	.	1	1%	1	0%	.	.	1	1%	1	0%
Two or more races	2	1%	2	2%	4	1%	2	2%	2	2%	4	2%
White	130	84%	91	80%	221	82%	104	84%	77	83%	181	83%
By Minority and Non-Minority												
Minorities	23	15%	21	18%	44	16%	20	16%	15	16%	35	16%
Non-Minority	131	85%	93	82%	224	84%	104	84%	78	84%	182	84%
Employee Category Total	154	100%	114	100%	268	100%	124	100%	93	100%	217	100%

EMPLOYEE CATEGORY: MANAGERS**FALL 2019****FALL 2020**

	F		M		All		F		M		All	
	n	%	n	%	n	%	n	%	n	%	n	%
By Race/Ethnicity												
Black or African American	10	19%	1	8%	11	17%	11	22%	1	6%	12	18%
Two or more races	2	4%	.	.	2	3%	2	4%	.	.	2	3%
White	41	77%	11	92%	52	80%	36	73%	16	94%	52	79%
By Minority and Non-Minority												
Minorities	12	23%	1	8%	13	20%	13	27%	1	6%	14	21%
Non-Minority	41	77%	11	92%	52	80%	36	73%	16	94%	52	79%
Employee Category Total	53	100%	12	100%	65	100%	49	100%	17	100%	66	100%

PRESIDENT'S CABINET DEMOGRAPHICS (2020-2021)

	Ethnicity	Gender	Veteran	Disability Status	First Generation
President	White	Female	N/A	N/A	N/A
Vice President of Academic Affairs and Workforce Development	African American/Black	Female	N/A	N/A	N/A
Vice President of Administrative Services	White	Male	N/A	N/A	N/A
Vice President of Student Services and Equity Advancement	African American/Black	Female	N/A	N/A	N/A
Associate Vice President of Human Resources	White	Female	N/A	N/A	N/A
Special Assistant to the President for Institutional Advancement	White	Male	N/A	N/A	N/A

Credits

Portions of the report have been developed by the following individuals:

- Dr. Janet Gullickson, President
- Dr. Shashuna Gray, Vice President of Academic Affairs and Workforce Development
- Dr. Tiffany Ray, Vice President of Student Services and Equity Advancement
- Laurie Bourne, Associate Vice President for Human Resources
- Dr. Eric Vanover, Acting Dean of Arts and Sciences
- Pam Frederick, Dean of Student Development
- Mark Haines, Associate Dean of Student Development
- Dr. Scott Ackerman, Coordinator, Center for Teaching and Learning
- William Berry, Director of Marketing and Recruitment
- Veronica Curry, Director of Equity Advancement
- Kelley Lloyd, Faculty

This report is submitted by:

Dr. Tiffany Ray
Vice President of Student Services and Equity Advancement
August 1, 2021

This report has been reviewed and approved by:



Dr. Janet Gullickson, President
August 1, 2021