

TYLER

Diversity, Equity & Inclusion **STRATEGIC PLAN**

2021 – 2027

“A success story for every student.”



J O H N T Y L E R C O M M U N I T Y C O L L E G E

Table of Contents

Introduction	4
Diversity Definition	4
Equity Definition	4
Inclusion Definition	4
Diversity, Equity, & Inclusion Statement	5
Diversity, Equity & Inclusion Strategic Planning Approach	5
Diversity Goals, Strategies, & Timelines	5
Demographic Snapshot: Where We Are Now	8
<i>Teaching Faculty (Full Time and Adjunct)</i>	
<i>Classified Staff</i>	
<i>Administrative/Managers</i>	
<i>Students</i>	
Roles & Responsibilities	10
Tyler Diversity & Inclusion Strategic Planning “Goals-At-A-Glance”	12

Acknowledgements

Message from Dr. Edward “Ted” Raspiller, President

Our 2021-2027 Diversity, Equity and Inclusion Plan reflects our ongoing efforts to ensure our college is a welcoming place for all; is an organization that works to actively identify and knock down barriers; and is an institution that empowers anyone from anywhere to be successful in their pursuits. This is important work, and it is at the heart of what we do to support our students, our employees and our communities.

As you read through this plan, you will notice something immediately. The word “equity” is part of the plan title and is now embedded in the name of the council that guides this work. Our Council on Diversity, Equity and Inclusion believes, as do I, that we must find and eliminate equity gaps and strive to make sure each student has what they need to be successful.

This plan is designed to help all of us grow and to learn how to work across differences. This is a collegewide effort, going beyond our curriculum and Human Resources. It is our ongoing commitment to making sure diversity, empathy and justice are reflected across our entire college community.

The Council for Diversity, Equity & Inclusion

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John Tyler Community College

Diversity, Equity & Inclusion Strategic Plan (2021-2027)

“Creating a Success Story for Anyone from Anywhere”

Introduction:

John Tyler Community College, which opened in 1967, is a two-year, public institution of higher education and one of the largest of the 23 community colleges in the Virginia Community College System (VCCS). With campuses in Chester and Midlothian, off-campus classrooms throughout the area, and online course offerings, 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. 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, Tyler’s mission is to “provide quality educational opportunities that inspire student success and community vitality.” In keeping with that mission, Tyler began the work of reevaluating and creating a new Diversity, Equity and Inclusion (DEI) Strategic Plan to continue promoting 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, equity and inclusion resulted in the development of a statement and a working definition for these terms.

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, ability status, and all intersections of identity and cultural backgrounds.

Equity Defined:

John Tyler Community College defines equity as the existence of an environment in which policies, practices and beliefs are grounded in the principle of fairness and that acknowledges structural racism, gender disparities and systemic poverty, while honoring the diversity of humanity. This environment explicitly prioritizes the success of all students to ensure they have the necessary resources to fulfill their college and career goals.

In an effort to align with the VCCS, we used the “equity” definition provided in the current VCCS Strategic Plan.

Inclusion Defined:

John Tyler Community College defines inclusion as an authentic and empowered participation of all people and a college climate that creates a true sense of belonging for all.

Diversity, Equity & Inclusion Statement:

John Tyler Community College embraces a culture of diversity, equity, 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.

In support of Tyler’s commitment to diversity, each of the College Goals reflects the creation of an atmosphere where individuals representing 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

The goals listed above have been modified by the college and will be replaced with four new goals that are in alignment with the listed goals. The new goals will go into effect July 1st, 2021.

Tyler’s mission, vision and college goal along with the vision of its current president and senior leadership, support the college’s intentional and ongoing efforts to advance diversity, equity and inclusion, which include building upon its 2015 – 2020 Diversity and Inclusion Strategic Plan.

2021 – 2027 Diversity, Equity & Inclusion Strategic Planning Approach:

The Council for Diversity, Equity, and Inclusion (hereafter referred to as “the Council”), having reached the conclusion of the initial Diversity & Inclusion Strategic Plan for John Tyler Community College, appointed a task force to review and revise the plan for 2021 – 2027. The task force assessed the initial plan’s success and redefined the goals for the college’s new plan. Central to the task force’s approach was a commitment to accountability and transparency. The task force reviewed the 2021 – 2027 Virginia Community College System (VCCS) Strategic Plan and noted points of alignment between both plans. The following goals, strategies and timelines have been initiated.

Diversity, Equity and Inclusion Goals, Strategies and Timelines

Supporting the mission of the college and with a focus on the college and VCCS strategic plans and, working goals, aligned strategies and timelines have been developed. “Goals-At- A-Glance,” which provide an overview of all working strategies, responsible persons, and timelines, may be found on pages 12 - 16.

Goal #1: Communicate the college's initiatives and outcomes for diversity, equity and inclusion.

Working Strategies:

1. Share relevant information on diversity, equity and inclusion initiatives.
 - In collaboration with the college Public Relations and Creative Services offices, the Council Communications subcommittee will share information on the website, intranet, social media, at campus-wide meetings, in email, press releases and other relevant platforms.
 - In collaboration with the college's Office of Institutional Effectiveness (OIE), the Council subcommittee will develop a reporting form to be completed by departments each semester (fall, spring, summer) on DEI initiatives (OIE departmental reporting process).
 - The Council Communications subcommittee will be responsible for collecting, sharing and reporting on DEI initiatives to stakeholders, as well as working closely with the VCCS Communications Committee as part of a system-level communication plan.
2. Conduct a DEI Strategic Survey (internal and/or system-wide) periodically that will inform, among other initiatives, the VCCS public-facing dashboard.
 - A Council subcommittee will periodically review data from the DEI Strategic Survey and formulate an action plan that responds to results.
 - The Council will review the action plan and outcomes of the plan periodically and report findings to stakeholders, including faculty and staff to assist in identifying and supporting student needs.

Goal #2: Broaden the recruitment process to encourage a world-class cadre of diverse full-time and adjunct faculty who are focused on equity-minded principles and practices in teaching and learning and committed to student success.

Working Strategies:

1. Utilize effective application websites, listservs and publications that target and result in a greater diversity of applicants for open positions.
2. Utilize the Search Advocate Program to review and revise job announcements that reflect the diversity of the college as well as emphasize expectations of promoting a diverse, equitable, and inclusive environment at the college. Train, at a minimum five, new search advocates each academic year.
3. The college's Diversity Officer will provide an annual report of hiring results to the Council.
4. The Council Employee Hiring and Retention subcommittee will periodically evaluate hiring results and provide recommendations to further strengthen diversity and inclusion and to encourage a diverse workforce.

Goal #3: Utilize findings from campus and climate surveys to identify and minimize or eliminate barriers to employee retention and job satisfaction.

Working Strategies:

1. Conduct an annual evaluation of the campus culture or quality of college life to establish a baseline and demonstrate results of continuous improvement measures toward faculty and staff retention (one section of DEI Strategic Survey).
2. Identify and employ best practices of mentoring and sponsorship in an effort to prepare diverse faculty for leadership and administrative positions.
3. The Council DEI Strategic Survey subcommittee will review data from the DEI Strategic Survey and formulate an action plan.
4. The Council will review the action plan and outcomes of the plan periodically and report out to stakeholders.

Goal #4: Evaluate new and existing community partnerships for their impact on the college's diversity, equity and inclusion plan and develop and leverage those partnerships that support the college's plan.

Working Strategies:

1. Create a rubric to evaluate new and existing partnerships through the lens of diversity, equity, and inclusion.
2. Periodically, departments will complete a partnership evaluation and submit via the DEI Strategic Survey.
3. A Council subcommittee will review the data and formulate an action plan.
4. The Council will review the action plan and outcomes of the plan periodically and report out to stakeholders.

Goal #5: Ensure full-time faculty and staff are professionally developed and that college constituents are provided with opportunities to engage with diversity, equity and inclusion (DEI) initiatives.

Working Strategies:

1. Professional Development - Faculty and staff will participate in at least one new or continued professional development opportunity in DEI periodically.
 - Full-time faculty will periodically discuss their DEI goal(s), which may also be listed as Annual Performance and Professional Development Objectives, (APPDOs), with their dean. Examples of potential goals could include:
 - Review and/or revise course texts and materials for diverse author and perspective representation
 - Participate in DEI professional development opportunities
 - Practice implementing culturally responsive teaching methods in at least one section of a course

- Revise course materials and use universal design in all teaching modalities to improve accessibility for all learners.
- Faculty and staff will attend a diversity statement workshop and develop a personal diversity statement for their syllabi or departmental webpage.

2. Pedagogy - Faculty will incorporate DEI into their teaching practices to foster an environment that recognizes the value of diversity and prioritizes equitable outcomes for students.

- General Education courses will continue to be identified for incorporation of DEI outcomes and assessments.
- A DEI criterion will be added to all course evaluation rubrics.
- The college diversity, equity and inclusion statement will be added to the syllabus template in all Canvas shells.

3. Employee DEI Statement

- An ad hoc committee will be formed to develop language for inclusion on all employee performance evaluation related to DEI initiatives. The committee will include: The Chief Diversity Officer, a Public Relations representative, and members of the Council.

4. Student Activities – The Office of Student Activities (OSA) will provide opportunities for students to participate in diversity driven events and student clubs.

- The OSA will offer at least 3 DEI driven events each academic year.
- The OSA will create or sustain at least 5 student clubs that offer the opportunity for underrepresented populations to assemble and network.

Goal #6: Ensure that recruitment, retention, graduation, and transfer of historically underrepresented and underserved student populations at the college meet representation of the service area.

Working Strategies:

1. Ensure Career Coaches & Outreach Coordinators know and understand best practices in student onboarding support to historically underrepresented and underserved student populations.
 - Career Coaches will engage and establish appointments at service area high schools to assist students and parents who need onboarding support in becoming enrolled at our college.
2. Work with student services departments to further engage historically underrepresented and underserved students to help them persist and be successful.
 - The Council will periodically review transfer and graduation rates provided by OEI to review and make recommendations as needed.

Demographic Snapshot: Where We Are Now

In an effort to measure progress toward the DEI Strategic Plan's working goals and strategies, a snapshot of the college's demographic diversity is provided. As the college engages in more strategies and evaluates its goals, the information will be further disaggregated and expanded to ensure all aspects of diversity are addressed. Employee information in this snapshot covers the years 2015 to 2018, from implementation of the previous Diversity and Inclusion Strategic Plan to the most recent data available on the VCCS Diversity Dashboard.

Teaching Faculty:

Between 2015 and 2018, the ratio of minority full-time teaching faculty employed at the college increased slightly from 19% to 21%. Further disaggregation of the data reveals a slight decrease of male minority faculty during this time period (from 8 to 6) with an increase in minority female faculty (from 13 to 17). In 2018, the overall male to female ratio of full-time faculty was 37% male and 63% female, which is nonetheless a smaller gap than that between minority male full-time faculty (26%) to minority female full-time faculty (74%). In 2015, minorities comprised only 14% of new hires for full-time teaching faculty, whereas in 2018 that percentage more than doubled to 38%, suggesting a focused effort on diversifying the college's faculty during that time frame.

With regard to part-time faculty, the overall minority ratio was identical to that of full-time faculty in 2015 at 19%. In 2018, the minority part-time faculty ratio increased only slightly more than that of full-time faculty, up to 22% for part-time and 21% for full-time. It should be noted that in 2018 the ratio of male to female part-time faculty was much more balanced, with 44% identifying as male.

Classified Staff:

The representation of minority classified staff remained relatively steady from 2015 to 2018, with 36% identified as minority in 2015 and 38% identified as minority in 2018.

Administrative/Managers:

In contrast to full-time teaching faculty, the representation of minorities among administrators declined over the same time period of 2015-2018. In 2015, 29% of administrators/managers were identified as minorities, whereas in 2018 that number had declined to 26%.

Students:

The college's Office of Institutional Effectiveness provided a Tyler Student Demographic Profile covering a five-year period, from the 2015-2016 academic year to 2019-2020. The categories listed under RACE/ETHNICITY include Other, White, Black, Hispanic, Asian, American Indian/Alaskan, Hawaiian/Pacific Islander, Not Applicable, and 2 or More. In 2015-2016 58.5% of students identified as White, 25.2% of students identified as Black, 7.4% of students identified as Hispanic, 3.2% of students identified as Asian, and 4.2% of students identified as 2 or More. In 2019-2020, White and Black student

ratios declined to 56.5% and 21.6% respectively. Students identifying as Asian increased slightly to 3.5%, while greater increases were seen in the percentage of 2 or More (5.1%) and Hispanic (10.8%) students. The overall ratio of non-White identifying students increased two percentage points from 41.5% to 43.5% during this time period. With regard to gender, the college's male to female student ratios show little to no change with 41% male / 59% female in 2015-2016 and 41.4% male / 58.1% female in 2019-2020, with .5% identifying as neither male or female.

Service Area:

Based upon projections from the U.S. Census Bureau, in 2019 the college's service area was comprised of the following populations disaggregated by Race/Ethnicity: American Indian/Alaskan 0.3%, Asian 2.7%, Black 28.9%, Hawaiian/Pacific islander 0.1%, Hispanic or Latino 7.6%, Other 0.2%, Two or More 2.6%, and White 57.6%. The greatest disparities between service demographics and college enrollment during the same time period are in the Black (21.6% vs. almost 30%), Hispanic (10.8% vs. 7.6%), and Two or More (5.1% vs. 2.6%) populations. In 2019, 42.4 % of the college's service area identified as non-White, while at the college 43.5% of students identified as non-White.

The Goal:

Using a 43% regional and student minority population as a baseline, and assuming that the demographics of current employees remains consistent with the 2018 Diversity Dashboard, in order to more accurately reflect the communities that we serve, the college would need to increase overall diversity among full- and part-time teaching faculty by 20% and the ranks of administrative/managers by over 15%. Finally, the college must commit to periodically reviewing the retention, completion, transfer, and employment rates of its student populations through the lens of diversity to identify disparities and develop equitable strategies that support students' attainment of educational and workforce goals. It is in doing this work that the college can best ensure a success story for all students.

Roles & Responsibilities:

In addition to expanding the comprehensiveness of the previous Diversity & Inclusion Strategic Plan, the task force engaged in a review of the roles and responsibilities of the Council and determined a new subcommittee structure. The task force created the following subcommittees:

- Employee Hiring & Retention
- Communications
- DEI Strategic Survey
- Partnership Evaluation
- Professional Development

Each subcommittee is responsible for oversight and reporting of the individual goals in the strategic plan. The task force further determined the name of the Council should be revised to include equity. We believe the responsibility for the Council is to uphold the charge presented by our President in his June 2020 address "Enough is Enough":

"Tyler is committed to equity. One of our stated goals is that 'we empower anyone from anywhere to be successful in their academic and professional pursuits' [We are committed to] substantive, enduring, and systemic changes at John Tyler Community College."

Ensuring Momentum

Finally, operating from a mantra that “what is monitored, measured, and mentioned, matters,” the Council will periodically report on the DEI Strategic Plan’s 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.

This DEI Strategic Plan was not created in a vacuum. Rather, the goals of diversity, equity and inclusion are woven throughout the VCCS strategic plan *Opportunity 2027*, the college’s 2027 Strategic Plan, and the college’s proposed Quality Enhancement Plan. Thus, DEI goals and strategies will be implemented in conjunction with these and other emerging initiatives, and resulting data will be used to inform decision-making at all levels of the college.



Diversity, Equity & Inclusion Strategic Planning GOALS-AT-A-GLANCE

Working Goal	Strategic Alignment	Working Strategy	Responsible Subcommittee	Timeline
<p>Goal #1: Communicate the college's initiatives and outcomes for diversity, equity and inclusion.</p>	<p>VCCS Strategic Plan Goal 1 & 3 Virginia One Plan Goal 2 and 4</p>	<ol style="list-style-type: none"> 1. Share relevant information on diversity, equity and inclusion initiatives. <ul style="list-style-type: none"> • In collaboration with the college Public Relations and Creative Services offices, the Council Communications subcommittee will share information on the website, intranet, social media, at campus-wide meetings, in email, press releases and other relevant platforms. • In collaboration with the college's Office of Institutional Effectiveness (OIE), the Council subcommittee will develop a reporting form to be completed by departments each semester (fall, spring, summer) on DEI initiatives (OIE departmental reporting process). • The Council Communications subcommittee will be responsible for collecting, sharing and reporting on DEI initiatives to stakeholders, as well as working closely with the VCCS Communications Committee as part of a system-level communication plan. 2. Conduct an annual DEI Strategic Survey (internal and/or system-wide) that will inform, among other initiatives, the VCCS public-facing dashboard. <ul style="list-style-type: none"> • A Council subcommittee will annually review data from the DEI Strategic Survey and formulate an action plan that responds to results. • The Council will review the action plan and outcomes of the plan annually and report findings to stakeholders, including faculty and staff to assist in identifying and supporting student needs. 	Communication	Ongoing/Annually
<p>Goal #2: Broaden the recruitment process to encourage a world-class cadre of diverse full-time and adjunct faculty who are focused on equity-minded principles and practices in teaching and learning and committed to student success.</p>	<p>VCCS Strategic Plan Goal 2 Tyler Strategic Plan, strategy 4.1 One Virginia Plan Goal 1 and 4</p>	<ol style="list-style-type: none"> 1. Utilize effective application websites, listservs and publications that target and result in a greater diversity of applicants for open positions. 2. Utilize the Search Advocate Program to review and revise job announcements that reflect the diversity of the college as well as emphasize expectations of promoting a diverse, equitable, and inclusive environment at the college. Train, at a minimum five, new search advocates each academic year. 3. The college's Diversity Officer will provide an annual report of hiring results to the Council. 4. The Council Employee Hiring and Retention subcommittee will annually evaluate hiring results and provide recommendations to further strengthen diversity and inclusion and to encourage a diverse workforce. 	Employee Hiring & Retention	Ongoing/Annually

Working Goal	Strategic Alignment	Working Strategy	Responsible Subcommittee	Timeline
<p>Goal #3: Utilize findings from campus and climate surveys to identify and minimize or eliminate barriers to employee retention and job satisfaction.</p>	<p>Tyler Strategic Plan, strategy 4.2 & 4.3 One Virginia Plan Goal 1 and 4</p>	<ol style="list-style-type: none"> 1. Conduct an annual evaluation of the campus culture or quality of college life to establish a baseline and demonstrate results of continuous improvement measures toward faculty and staff retention (one section of DEI Strategic Survey). 2. Identify and employ best practices of mentoring and sponsorship in an effort to prepare diverse faculty for leadership and administrative positions. 3. The Council DEI Strategic Survey subcommittee will review data from the DEI Strategic Survey and formulate an action plan. 4. The Council will review the action plan and outcomes of the plan annually and report out to stakeholders. 	<p>DEI Strategic Survey</p>	<p>Ongoing/Annually</p>
<p>Goal #4: Evaluate new and existing community partnerships for their impact on the college's diversity, equity and inclusion plan and develop and leverage those partnerships that support the college's plan.</p>	<p>VCCS Strategic Goal 4 One Virginia Plan Goal 3, 4, 5</p>	<ol style="list-style-type: none"> 1. Create a rubric to evaluate new and existing partnerships through the lens of diversity, equity, and inclusion. 2. Each year, departments will complete a partnership evaluation and submit via the DEI Strategic Survey. 3. A Council subcommittee will review the data and formulate an action plan. 4. The Council will review the action plan and outcomes of the plan annually and report out to stakeholders. 	<p>Partnership Evaluation</p>	<p>Ongoing/Annually</p>

Working Goal	Strategic Alignment	Working Strategy	Responsible Subcommittee	Timeline
<p>Goal #5: Ensure full-time faculty and staff are professionally developed and that college constituents are provided with opportunities to engage with diversity, equity and inclusion (DEI) initiatives.</p>	<p>VCCS Strategic Plan Goal 3 Tyler Strategic Plan, Strategy 1.3 & 4.4 One Virginia Plan Goal 3 & 4.</p>	<ol style="list-style-type: none"> 1. Professional Development – Faculty and staff will participate in at least one new or continued professional development opportunity in DEI annually. <ul style="list-style-type: none"> • Full-time faculty will annually discuss their DEI goal(s), which may also be listed as Annual Performance and Professional Development Objectives, (APPDOs), with their dean. Examples of potential goals could include: <ul style="list-style-type: none"> – Review and/or revise course texts and materials for diverse author and perspective representation – Participate in DEI professional development opportunities – Practice implementing culturally responsive teaching methods in at least one section of a course – Revise course materials and use universal design in all teaching modalities to improve accessibility for all learners. • Faculty and staff will attend a diversity statement workshop and develop a personal diversity statement for their syllabi or departmental webpage. 2. Pedagogy – Faculty will incorporate DEI into their teaching practices to foster an environment that recognizes the value of diversity and prioritizes equitable outcomes for students. <ul style="list-style-type: none"> • General Education courses will continue to be identified for incorporation of DEI outcomes and assessments. • A DEI criterion will be added to all course evaluation rubrics • The college diversity statement will be added to the syllabus template in all Canvas shells. 3. Employee DEI Statement <ul style="list-style-type: none"> • An ad hoc committee will be formed to develop language for inclusion on all employee performance evaluation related to DEI initiatives. The committee will include: The Chief Diversity Officer, a Public Relations representative, and members of the Council. 4. Student Activities – The Office of Student Activities (OSA) will provide opportunities for students to participate in diversity driven events and student clubs. <ul style="list-style-type: none"> • The OSA will offer at least 3 DEI driven events each academic year. • The OSA will create or sustain at least 5 student clubs that offer the opportunity for underrepresented populations to assemble and network. 	<p>Professional Development</p>	<p>Ongoing/Annually</p>

Working Goal	Strategic Alignment	Working Strategy	Responsible Subcommittee	Timeline
<p>Goal #6: Ensure that recruitment, retention, graduation, and transfer of historically underrepresented and underserved student populations at the college meet representation of the service area.</p>	<p>Tyler Strategic Plan strategy 1.4 One Virginia Plan Goal 1 VCCS Strategic Plan Goal 3</p>	<ol style="list-style-type: none"> 1. Ensure Career Coaches & Outreach Coordinators know and understand best practices in student onboarding support to historically underrepresented and underserved student populations. <ul style="list-style-type: none"> • Career Coaches will engage and establish appointments at service area high schools to assist students and parents who need onboarding support in becoming enrolled at our college. 2. Work with student services departments to further engage historically underrepresented and underserved students to help them persist and be successful. <ul style="list-style-type: none"> • The Council will periodically review transfer and graduation rates provided by OEI to review and make recommendations as needed. 	<p>Communications</p>	<p>Ongoing/Annually</p>