

Truth & Reconciliation Strategic Plan 2021-2022 Year-End Report

Germanna Community College Strategic Goal:

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

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

Dashboard Snapshot:

- Increase overall campus climate year-over-year.
 - Measure: INSIGHT Viewfinder Campus Climate Survey
 - Measure: Great Colleges to Work for Survey
- Increase student satisfaction level by emphasizing awareness of and experiences with diversity and inclusion in teaching and learning.
 - Measure: Community College Survey of Student Engagement
- Increase number of applications and enrollment of underrepresented populations year-over-year.
 - Measure: Number of Completed Applications
 - Measure: Number of Enrolled Students
- Increase retention and completion of underrepresented populations year-over-year.
 - Measure: Equity Gaps in Courses
 - Measure: Fall-to-Spring Retention Percentage
 - Measure: Fall-to-Fall Retention Percentage
 - Measure: Completion Rate
 - Measure: Graduation Rate
- Increase the overall number and retention of underrepresented faculty and staff.
 - Measure: Percentage increase of diverse new hires per fiscal year
 - Measure: Percentage increase in diverse workforce per fiscal year
 - Measure: Number of Underrepresented Faculty and Staff
 - Measure: Retention Percentage of Underrepresented faculty and staff

Goal 1: Develop and maintain a campus climate and culture of understanding, respect, and support for the advancement of diversity through comprehensive programming that fosters accountability and continued achievement.

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

		Summary of 2021-2022 Activities
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.	<p>Past and Continuing Events:</p> <ul style="list-style-type: none"> ● Professional Development Day Sessions: <ul style="list-style-type: none"> ○ Engaging Competing Ideas in the Classroom, ○ White Ally Toolkit ○ Using Navigate to Support Student Retention ○ Incorporating <i>Just Mercy</i> into Your Course ○ Being a Search Advocate at Germanna ○ Entrenched Narratives, Gender and Sexuality in Higher Education ○ Supporting Students with Economic Needs ○ The Impact of Alignment on your Canvas Modules and Online Courses ○ Supporting English Language Learners in the Classroom ○ Advising Students as a Faculty Member ● Professional Development Night for Dual Enrollment Faculty sessions: <ul style="list-style-type: none"> ○ Safe Zone Training ○ Supporting English Language Learners ○ Advising Students as a Faculty Member <p>Planned Events:</p> <ul style="list-style-type: none"> ● Professional Development Days ● Dual Enrollment Professional Development Night ● ISS/CTL Webinar Series: Lunch & Learn's

		<ul style="list-style-type: none"> ● Student Services/CTL/ISS Partnership Series: Webinars/Presentations on Online Safety; led by third party: EndTab (End Tech-Enabled Abuse): HERF Online Safety workshops w/Dr. Cirioni
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.	<p>Past Events:</p> <ul style="list-style-type: none"> ● Common Reads: <ul style="list-style-type: none"> ○ <i>Hidden Figures: The American Dream and the Untold True Story of the Black Women Mathematicians Who Helped Win the Space Race</i>, by Margot Lee Shetterly ○ <i>How To Be An Antiracist</i>, by Ibram X. Kendi ● Workshops: <ul style="list-style-type: none"> ○ Module Alignment in Canvas (two-parts) ○ Universal Design (three parts) ● CONTINUING: ACUE course offerings: <ul style="list-style-type: none"> ○ Inspiring Inquiry and Lifelong Learning ○ Creating an Inclusive and Supportive Learning Environment ○ Active Learning Online (x2) <p>Planned Events:</p> <ul style="list-style-type: none"> ● Instructional Support Services planned workshops ● CORA
Objective 3	Build a foundation for research about the history of race relations in the Virginia community.	VA history race relations LibGuide was established, with continuous updates based on feedback from library staff, the community, and TRHT Goal 1 Workgroup, under the leadership of Tamara Remhof. [PHASE 1 Complete]
Objective 4	Ensure representation of marginalized voices is prominently featured in high-profile events on campus. Stimulate discussion and	<p>Past Speakers:</p> <ul style="list-style-type: none"> ● Sessions: <ul style="list-style-type: none"> ○ Harvard Equity Project, Implicit Bias training workshops, <i>January 6, 2022</i>

	<p>debate about issues related to diversity and inclusion.</p>	<ul style="list-style-type: none"> ○ Disability and Higher Education, Deborah Lately, Disability Resource Center ○ Culturally Responsive Pedagogy, Dr. Brittany Garvin-Hudson, University of Mary Washington ○ Civil Rights for Persons with Disabilities, Lucy Beadnell, ARC of Northern Virginia ○ Antisemitism in the United States, Rabbi Michael Knopf, Temple Beth El, Richmond ● Convocation speakers: <ul style="list-style-type: none"> ○ Matthew Rennick ○ Ms. Flower Darby ○ Dr. Paul Hernandez ● Germanna Community Conversations Speaker/Panel Series: <ul style="list-style-type: none"> ○ Race and Politics, featuring: Fredericksburg Mayor Mary Katherine Greenlaw, former U.S. Ambassador Pamela Bridgewater, Spotsylvania NAACP President Moe Petway, former Fredericksburg Diversity, Equity and Economic Advancement Officer Angela Freeman, and Spotsylvania County School Board Member Baron Braswell. ○ Philonise Floyd, brother of George Floyd ○ Mildred Muhammed, wife of the DC Sniper, Scared Silent ○ Margot Lee Shetterly, Hidden Figures and the Meaning of the American Dream ○ Dr. J. Luke Wood, Men of Color in Community Colleges ○ Dr. Holly Pinheiro, The Families Civil War: Black Soldiers and the Fight for Justice ○ Dr. Ibram X. Kendi, The Work of Being an Antiracist in Higher Education ○ ‘Roots’ and Slavery and Memory in Spotsylvania County with Mr. Alex Haley and Dr. Charles Chavis ○ Book Burning Panel <p>Planned Speakers:</p> <ul style="list-style-type: none"> ● S.E. Cupp (September 15, 2022) ● Allen Hornblum (September 28, 2022; Prison Experiments)
--	--	--

		<ul style="list-style-type: none"> ● Dr. Shawn Harper (November 3, 2022) ● Michele Norris (October 20, 2022) ● Dr. Kristen Lee (October 14, 2022; Convocation) ● Dr. Frank White (February 2023) ● Dr. Mooega Cooper (March 2023) ● Montpelier Panel (TBA)
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"> ● Diversity Week 2022 ● Common Reads: <ul style="list-style-type: none"> ○ <i>Hidden Figures: The American Dream and the Untold True Story of the Black Women Mathematicians Who Helped Win the Space Race</i>, by Margot Lee Shetterly ○ <i>How To Be An Antiracist</i>, by Ibram X. Kendi <p>Planned Efforts:</p> <ul style="list-style-type: none"> ● Continued efforts to increase attendance priority (Coordinate w/Marketing, President's Office sponsors) <ul style="list-style-type: none"> ○ Making it a requirement for FT faculty ● President's Advisory Committee on Diversity meets monthly ● Planning of the SPRING 2023 Diversity Week ● President's Advisory Committee on Diversity meets monthly
New Objectives for 2022-2023		
Objectives Completed and Removed	Objective 3: Completed Phase I (but will continued to be updated and expanded)	

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.

		Summary of 2021-2022 Activities
Objective 1	Identify and select strategies for providing diverse and inclusive curriculum, co-curricular programming, service-learning, and leadership opportunities and training for students.	<ul style="list-style-type: none"> ● In AY21-22, the new general education competency Intercultural Fluency was fully approved and is now officially included in our General Education Assessment Plan with SCHEV notification and approval. ● In Spring 22, the GEAC and Goal 2 began the first attempt to map assessment for Intercultural Fluency emphasizing degree programs. With this initial map drafted, the GEAC will work to add specific courses to fill out the target assessment headcount for each learning outcome, and work with departments/disciplines to create assessment instruments/rubrics in the Fall 22. Then the GEAC will look to see some pilot work conducted in Spring 23. ● Currently, Goal 1 and CTL have conducted a tremendous co-curricular programming campaign. As the assessment for the Intercultural Fluency competency comes to fruition, Goal 2 can work with the GEAC and CTI to plan, conduct, and evaluate co-curricular programming tied to content and assignments completed in the classroom.
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	<ul style="list-style-type: none"> ● In AY21-22, the college invested in ACUE professional development for faculty. One of the core modules of this training focused on diversity and inclusion support in the online learning environment. ● Approximately 20 teaching faculty completed the Creating an Inclusive Learning Environment module in Spring 22. ● Goal 2 plans to recruit several experienced faculty who completed this module to serve as pilot peer group to assist in developing the review

		<p>criteria, process, and rubric translated for all forms of learning environments including in-person, hybrid, and online (synchronous and asynchronous).</p>
Objective 3	<p>Provide all students training and assessment in diversity and inclusion as a core competency of the overall student learning experience.</p>	<ul style="list-style-type: none"> ● A mandatory DEI assignment was added to all SDV classes in June 2021. From June 2021 through May 2022, 1,837 students completed the Identities and Inclusion module utilizing the Get Inclusive platform. ● An interactive DEI training for all club leaders and Advisors was held on October 21, 2021. Over 40 students and Club Advisors attended the online training
Objective 4	<p>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.</p>	<ul style="list-style-type: none"> ● As we continue to make progress towards goals one and two, the committee determined that it would be best to establish some baseline data to determine student’s current perceptions of diversity, equity and inclusion in and out of the classroom. A subcommittee was formed to generate a draft definition of a culturally responsive classroom. The subcommittee created a draft that was shared with the larger committee in spring 2022. This will be a starting point for the committee when faculty return in the fall. Once we have an approved definition, focus group questions can be developed and baseline data can be collected. <p>Cultural Responsiveness Working Draft</p> <p>Definition:</p> <p>Cultural responsiveness is the ability to learn from and relate respectfully with people of one’s own culture as well as those from other cultures. Acknowledging the variety of cultural values and experiences is the foundation of cultural responsiveness. Culturally responsive practices include:</p> <ul style="list-style-type: none"> ● Developing Diverse Environments- Considering and respecting the variety of backgrounds and cultures represented in the classroom. ● Recognition- Acknowledging the diversity within the classroom to build respectful relationships ● Encouragement- Encourage students to draw on their own experiences while also broadening the understanding of different cultures for the entire class

		<ul style="list-style-type: none"> ● Develop Community- Building common ground through dialogue and understanding to create a sense of belonging ● Celebration- Acknowledging and celebrating the diversity of experience and culture in the classroom as well as the things that students have in common
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.	<ul style="list-style-type: none"> ● Beginning AY21-22, the end-of-course surveys included the following question: <ul style="list-style-type: none"> ○ Diversity and inclusion are important to Germanna. I would rate this instructor’s commitment to these values as: ● Group 2 will work with the IE Department to review the collegewide results to this question to determine students’ perceptions of diversity and inclusion in “teaching practices.” ● Group 2 will also be determining two additional questions to add to the end-of-course survey to measure student perceptions of diversity and inclusion in “course content” and “course delivery.” These will be based on the foci of both the Intercultural Fluency competency and the working definition of a Culturally Responsive Classroom currently being developed by the workgroup.
New Objectives for 2022-2023		
Objectives Completed and Removed		

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 2021-2022 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.	<p>Continued to provide outreach and marketing for <i>Community Conversations</i> speaker series during fall and spring term.</p> <ul style="list-style-type: none"> ● Grow email list through event registration and email sign-up form on website ● Worked with VCCS system office to share opportunities across all 23 colleges ● Developed lock-up based on new Germanna branding ● Created dedicated landing page, Facebook events, print advertising, flyers, and campus TV slides for all events <p>Supported outreach for our Faith & Community event held in fall 2022</p> <ul style="list-style-type: none"> ● Developed communication and marketing materials to support event participation and outreach including event identity and lock-up, email communications, and overall art direction for day-of event collateral <p>Supported Business Leaders event held in spring 2022</p> <ul style="list-style-type: none"> ● Developed Community Connections umbrella brand to create consistency in community outreach and create continuity in community outreach events <p>Included Truth & Reconciliation Strategic plan in 2021 Annual Report and provided an introduction to our new Office of Equity Advancement</p>

<p>Objective 2</p>	<p>Develop or identify a communication and an outreach and community engagement toolkit.</p>	<ul style="list-style-type: none"> ● Developed Community Connection umbrella brand to strengthen community events and proposed regular Community Connection email newsletter to keep community partners engaged and up-to-date on opportunities to engage with Germanna ● Continued to develop and publish monthly High School Partners newsletter to keep high school partners engaged and up-to-date on what’s happening at Germanna and opportunities to engage
<p>Objective 3</p>	<p>Establish and/or strengthen partnerships with organizations that provide services to underrepresented populations.</p>	<ul style="list-style-type: none"> ● Provided weekly dedicated hours at One Stop in Fredericksburg starting in August 2021. Expanded coverage in spring 2022 to two days a week ● Held a spring 2022 High School Counselor Open House with a focus on non-credit and vocational training programs
<p>Objective 4</p>	<p>Ensure representation of underrepresented and historically marginalized individuals are well represented on all college boards and instructional program advisory committees.</p>	<ul style="list-style-type: none"> ● Our College Board has three People of Color and four women as members. Even though these positions are appointed by localities, we suggest People of Color as possible appointees. Additionally, our incoming Foundation Board Chair is a Woman of Color. It is both a stated and monitored goal to have broad representation on our boards and advisory committees. ● A group of Black business leaders was and will continue to be convened to advise Germanna on supporting Entrepreneurs of Color. ● The college also hosted a local fraternity with Black business leader membership, who agreed to become mentors to our students.
<p>Objective 5</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Securing the Title III grant in support of minority student success allows significant strides going forward in K-12 and higher education. ● Additionally, expanding the Gladys P. Todd Academy to all Spotsylvania High Schools will attract more first-generation students. ● College Everywhere agreements with UVA, ODU, GMU and UMW expands opportunities for students of color in that program. Finally, Community

		Conversations speakers are shared virtually across the VCCS, resulting in increasing awareness and action across the Commonwealth.
New Objectives for 2022-2023		
Objectives Completed and Removed		

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.

Summary of 2021-2022 Activities

Objective 1

Increase the number of full-time faculty members of color to mirror the community in which the college exists.

- Created a talent acquisition process. This entails trained search advocates and search committees, diverse committee membership, search committee charge, job descriptions, postings, advertising channels, evaluation criteria, interviews, selection, and onboarding and integration. Embedded the Search Advocate Program into the process. Have ongoing review of the talent acquisition process for effectiveness and efficiency.
- VCCS is revamping the Minority Professional Teaching Fellows program. They will be doing a training/awareness session with Deans and others to relaunch the program.
- Created Onboarding Buddy Program for Classified and A&P Faculty. This Program was launched in early March 2022. Training has been provided to prospective onboarding buddies.
- HBCU's and other universities with master's degree programs have been contacted. Meetings are being set up with these schools. Have already met with George Mason and are developing relationships.
- In an effort to create more avenues for recruiting, HR coordinated several adjunct hiring fairs both in-person and online. These were well attended and we are in the process of hiring some of them. We are also working with local businesses to determine if there are potential faculty who may want to teach as adjuncts.
- Awarded Title III Strengthening Institutions Program Grant for advancing instructional equity and student achievement

		<ul style="list-style-type: none"> ● Created a recruitment video which has been posted on our website and social media sites ● Explored avenues for recruiting retirees. Have partnered with AARP for an advertising channel
Objective 2	Provide search advocate training for all staff/faculty engaged in the hiring process.	<ul style="list-style-type: none"> ● Currently have 50 search advocates. A refresher training hosted by VCCS took place in February. Additional training has taken place in February, March, and April. ● Created incentive compensation for faculty who serve on search committees during the summer months and adjuncts who serve year-round. ● Held our first quarterly meeting in February 2022. Obtained feedback from them relative to what's working well and what is challenging. ● Currently working on FAQs for search advocates. Will feature search advocate stories in college newsletters: why it is important and what they have learned.
Objective 3	Recruit and hire position(s) for Equity Advancement.	<ul style="list-style-type: none"> ● Created and recruited for Director of Equity Advancement and Advancement Coordinator. These positions have been filled.
Objective 4	Ensure that pay and promotion processes for diverse individuals are administered equitably.	<ul style="list-style-type: none"> ● We are committed to annual reviews of salaries (December-classified and wage, May/June full and part-time teaching faculty, and A&P faculty. ● Review and analysis are conducted annually by Cabinet considering years of service with Germanna, compa-ratio (salary/midpoint), gender, race, performance and competitive labor market. ● Details about the equity process will be communicated during classified and faculty meetings. ● Faculty promotions policy has been revised so that everyone is clear on the process. Policy includes detailed instructions of what information must be in packages submitted by faculty. Additionally, there is a timeline for steps in the process. ● Integrated DEI into our Recognition and Rewards Program.

<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"> ● We are using DHRM’s training called <i>The Road to Cultural Competence</i> as a required training for new and existing employees. ● Hosted a spring DEI week-long conference including guest speakers, food, music, and activities. It was well received and well attended.
<p>New Objectives for 2022-2023</p>	<ul style="list-style-type: none"> ● Objective 6: Ensure a positive culture of diversity, equity, and inclusion <ul style="list-style-type: none"> ○ Action Plan- Review Great Colleges to Work For survey results and take appropriate action <ul style="list-style-type: none"> ■ Status - A subcommittee has been established with representation of HR, Equity Advancement, and Academic Affairs. Survey results should be available by fall of 2022. ○ Action Plan- Review Diversity Climate survey results and take appropriate action. Determine what other types of survey instruments may be useful in gauging our progress. <ul style="list-style-type: none"> ■ Status - Institutional Effectiveness and Equity Advancement will explore other options. 	
<p>Objectives Completed and Removed</p>	<p>Objective 3: Recruit and hire position(s) for Equity Advancement.</p>	

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.

		Summary of 2021-2022 Activities
Objective 1	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.	<ul style="list-style-type: none"> ● Increased number of students matched with a mentor by 12% <ul style="list-style-type: none"> ○ As of 06/14/2022, 32 students are in the pipeline to be matched with mentors, which will exceed our goal of increasing mentoring by 30% ● All Early College students are assigned a mentor ● Three students in the Germanna M.E.N. graduated in Spring 2022 <ul style="list-style-type: none"> ○ One student will return to Germanna to serve as a Peer Mentor ● Received approval and hired a Mentorship Program Coordinator, Kyle Dobyms ● All new mentors received initial onboarding training, in addition to supplemental training during the academic year ● Equity Advancement partnered with Human Resources to establish an Onboarding Buddy Program in March 2022. ● 1 Classified Employee, 1 Wage Employee and 1 A/P Faculty member were assigned Onboarding Buddies for their first 90 days. ● Equity Advancement hosted a <i>Community Conversations</i> event with African American leaders to support African American Men at Germanna and in the community. Several new mentors were identified through this outreach. ● Pilot launched for Smart Start - summer bridge program for first-generation students (July 25-28) ● Expanded Academic support and student life for early college programs <ul style="list-style-type: none"> ○ Hosted 15 events for students in the entire academic year

<p>Objective 2</p>	<p>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.</p>	<ul style="list-style-type: none"> ● 26 Student Leaders participated in <i>Just Cause Bias Training</i> which was hosted by Student Activities. ● Diversity Week was planned and marketed to all Germanna students, including Student Leaders from Student Government Association (SGA) and Student Clubs & Organizations. ● Equity Advancement and Student Activities are researching vendors to deliver ongoing training to student leaders on diversity, equity, inclusion, and belonging.
<p>Objective 3</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Hosted a Business Leaders Luncheon on April 12, 2022, with 26 participants. ● Established the Germanna Community Connections program ● Hosted first annual Faith + Community outreach event; 37 community members, faculty and staff ● Established an outreach team to collaborate with community members to review our programs, propose collaborative efforts, and support the mission of Germanna Community College. ● The Equity Advancement team participated in several events with places of worship to meet with leaders and congregations to promote Germanna. ● Two (2) College Recruiters hired to focus on increasing the number of students from diverse backgrounds.
<p>Objective 4</p>	<p>Improve student success and completion rates for underrepresented and marginalized populations by setting metrics, ensuring accountability, and data availability.</p>	<ul style="list-style-type: none"> ● Created a Truth and Reconciliation Dashboard that is currently on the Institutional Effectiveness webpage. ● Dashboard contains metrics assessing areas such as campus climate, student satisfaction, learning outcomes, applicants and enrollments, student success, and faculty and staff.
<p>Objective 5</p>	<p>Create a baseline for the campus climate related to diversity and equity as a source for developing</p>	<ul style="list-style-type: none"> ● VCCS Diversity Climate Survey was administered in Spring 2021. ● Survey results were evaluated and strategies are under development to remedy areas of concern. ● CCSSE Race/Ethnicity Pilot Survey is currently being administered in Spring 2022.

	programming and initiatives to improve institutional culture.	
New Objectives for 2022-2023		
Objectives Completed and Removed		