

2016

A row of seven stylized human figures in various colors (green, orange, yellow, red, green, blue, orange) with some having wheelchair icons, symbolizing diversity and inclusion.

# Diversity and Inclusion Strategic Plan

**We are an academic community...**

**...that recognizes the need to build, promote and sustain a culture of excellence through intercultural skills that are developed and demonstrated throughout our diverse, evolving campus population.**



## **Introduction**

As an independent community college and an important contributor to our service area since 2005, Blue Ridge Community and Technical College (CTC) is dedicated to providing a diverse student population with collaborative programs and support services to improve the quality of life and promote economic development. The College is committed to diversity in its policies, programs, and external relationships, as well as in its effort to build, promote, and sustain a cultural of excellence through intercultural skills. We strive to be understanding, inclusive, and accepting of diverse points of view, lifestyles, and personal choices that make each person unique, and we recognize these attributes are vitally important to the success of our students, our employees, our community, and our College.

This Diversity & Inclusion Strategic Plan provides an assessment of our current environment and establishes goals and action steps that demonstrate an ongoing commitment to an inclusive workplace and learning environment that values diversity. The College recognizes this will be a continual learning process and strategy that will require dedicated effort and improvement beyond the initial work completed by the task force.

## **Background**

In March, 2015, Blue Ridge CTC President Dr. Peter Checkovich tasked the Vice President for Human Resources, Justin Ruble, with the development and recommendation of a diversity plan. Mr. Ruble developed a project charge which was reviewed and approved by the College's President and Executive Staff. The project charge commissioned a task force to conduct a situational analysis, identify gaps and develop a strategic plan to address the gaps. Members of the task force represented a broad range of positions, Schools/Divisions/Departments, and experience within Blue Ridge CTC, as well as diversity of personal backgrounds. (See Appendix A for a listing of task force members.)

The task force began meeting in July 2015 on a quarterly basis with sub-committee meetings more frequent. The task force completed the situational analysis and assessment of current environment in academic year 2015-2016 with a report to the Executive Staff. The group then shifted its focus to the identification of gaps and development of goals in academic year 2016-2017 with a finalized plan submitted for approval during the Fall 2016 semester.

## **Statement on Diversity and Inclusion**

As a community composed of students, faculty, and staff, we strive for diversity among faculty and staff to promote a variety of perspectives both inside and outside of the classroom.

Diversity transcends the variety and differences in race, ethnicity and background and extends to the people that make up those groups. Diversity involves the characteristics that make up the individuals of our faculty, staff, and students.

As a learning community, we make it a priority to promote a richly diverse environment through services & policies that support employees and students, including:

- Classroom interpretation services for American Sign Language
- Diversity in hiring practices (AA/EEO)
- Mandatory Title IX Training required of employees and students
- Veteran Services
- Accessibility through distance and eLearning technology
- Community Outreach
- Disability accommodation and translation services in the classroom
- Diversity in the curriculum (social & cultural awareness)
- Recruiting & Retention

It is our responsibility to adhere to the high standards of diversity that we set not only for ourselves, but to ensure that those whom we educate understand the importance that diversity has in our community. Therefore, we pledge to do all that we are able to in order to embrace and engage the power that a diverse culture can accomplish.

### **Assessment of Current Environment**

In order to understand the current environment at Blue Ridge CTC, the task force employed the Diversity Practices Assessment Tool, based on Juan Johnson's framework, "Seven C's of Effective Diversity Management." In this framework, diversity strategy begins with alignment to the College's Common Purpose. The framework then outlines the continuum of Compliance, Composition, Cognizance, Competence and Culture in building and supporting a diverse and inclusive workplace. The framework recognizes the critical role of Communication in facilitating and sustaining diversity/inclusion management.

Sub-committees of the task force examined each of the "C's," identifying the practices, programs, initiatives, and activities that exist at the College. A summary was completed showing strengths and opportunities within each section of the assessment. (Appendix B)

To better understand the College's current situation, the task force reviewed the following:

- Demographics of the College's service area (Berkeley, Morgan, and Jefferson counties), BRCTC student population, BRCTC workforce
- Ratings from the 2015 employee survey pertaining to diversity and inclusion
- Affirmative Action Plan findings and goals
- 2014 Office of Civil Rights Voluntary Compliance Plan

- West Virginia Chancellor’s Diversity Initiative (Higher Education Policy Commission; geared towards 4-year institutions of higher learning)
- Current initiatives at the College related to diversity/inclusion as represented publicly and through interview outcomes

(See Appendix C for a summary of these reviews.)

The task force benchmarked diversity plans at other community colleges nationally. No other community and technical college in West Virginia self-reported as having a formal diversity and inclusion strategic plan.

### **Goal Development**

After considering the information derived through its assessment activities, the task force established goals designed as a structured approach to furthering the College’s vision for diversity and inclusion:

1. Develop a communication plan
2. Ensure organizational structure that supports diversity and promotes inclusion
3. Enhance and sustain hiring and retention practices that support diversity and inclusion
4. Foster community awareness and mutual engagement
5. Foster student engagement through student campus life

The following plan outlines the strategies to be taken to achieve each goal, the measures/activities used to determine progress and the accountability assigned to ensure successful implementation.

<b>Diversity Goal #1: DEVELOP A COMMUNICATION PLAN</b>		
<i>Strategy</i>	<i>Activity(ies)</i>	<i>Leader</i>
A. Identify and establish key communication channels	<p>Develop an intranet and/or internet Diversity &amp; Inclusion webpage</p> <p>Utilize intranet for events calendar, inclusive holiday calendar, announcements, committee activity</p> <p>Leverage social media for both internal and external communication</p> <p>Include D&amp;I mission/purpose statement in all relevant College documents</p> <p>Establish a slogan</p> <p>Disband task force and implement an implementation and oversight committee with broad representation inclusive of all parties outlined in the goals</p> <p>Establish a D&amp;I Corner in the employee and student newsletters for current happenings</p> <p>Utilize a BlackBoard community for diversity and inclusion</p>	

**Diversity Goal #2:  
ENSURE ORGANIZATIONAL STRUCTURE THAT SUPPORTS DIVERSITY AND PROMOTES INCLUSION**

<i>Strategy</i>	<i>Activity(ies)</i>	<i>Leader</i>
B. Develop a standing committee	<p>Disband task force and appoint an implementation and oversight committee with broad representation inclusive of all parties outlined in the goals</p> <p>Roll out strategic plan and solicit committee membership at Faculty Council, Classified Council, advisory boards, SLA/student government</p> <p>Develop a procedural document or by-laws</p> <p>Construct an implementation plan for branding</p> <p>Secure funding through budget cycle</p> <p>Research and pursue community funding or grant opportunities</p>	
C. Develop an employee Code of Conduct	<p>Gather information by reviewing mission, values, policies and handbooks to determine core behavioral guidelines. Review sample codes and solicit input from employee to get a sense of ethical dilemmas faced at the College.</p> <p>Have the code of conduct reviewed by a target group of employees and stakeholders</p>	

	<p>who were not involved in the development</p> <p>Adopt the code of conduct</p> <p>Executive Staff introduction of the code of conduct</p> <p>Introduce and enforce the Code through communication and formal mandatory training</p> <p>Adopt training into new employee orientation</p>	
D. Partner with Cultural Events Committee	<p>Promote events</p> <p>Sponsor events</p> <p>Integration of membership</p>	

**Diversity Goal #3:  
ENHANCE AND SUSTAIN HIRING AND RETENTION PRACTICES THAT SUPPORT DIVERSITY  
AND INCLUSION**

<i>Strategy</i>	<i>Activity(ies)</i>	<i>Leader</i>
E. Develop and implement hiring committee model by job level	Train all new personnel who will participate on interview committees	
F. Identify and utilize new recruitment sources to broaden diversity of candidate pools	Explore niche job boards and local organizations for sharing of vacancies	
G. Increase exit interview participation rates	Provide exit interview information to voluntary departures prior to exit meeting	
H. Enhance employee feedback focused on retention	Develop a stay interview tactic to expand upon Comprehensive Workplace Study survey and focus groups	
I. Reenergize a mentor program for new hires	Integrate mentor program into employee onboarding  Include employee photos on organizational chart in NEOGOV and intranet	



<b>Diversity Goal #4: FOSTER COMMUNITY AWARENESS AND MUTUAL ENGAGEMENT</b>		
<i>Strategy</i>	<i>Activity(ies)</i>	<i>Leader</i>
J. Partner with Foundation	Develop a minority scholarship program  Co-sponsor events focused to specific populations	
K. Develop a list of community organizations and promote sustainable relationships	Partner with community organizations for external support and membership  Partner with community civic organizations for sponsorship of clubs	

<b>Diversity Goal #5: FOSTER STUDENT ENGAGEMENT THROUGH STUDENT EXPERIENCE</b>		
<i>Strategy</i>	<i>Activity(ies)</i>	<i>Leader</i>
L. Reintroduce student government	Transition from student leadership association model to student government	
M. Increase student organization participation	<p>Survey students</p> <p>Develop new clubs/organizations based on student feedback</p> <p>Host a recurring club/org. fair</p> <p>Examine student activities during break periods</p> <p>Utilize a BlackBoard community for diversity and inclusion</p>	

## **APPENDIX A**

### **Diversity Task Force Members**

Megan Allen	Professional Studies & University Transfer
Paul Emanuel	Workforce Development & Engineering Technologies
Siona Escoto	Career Services
Richele Pensabene	Finance
Sue Reneker	Allied Health
Margaret Riden	Allied Health/Nursing
Justin Ruble	Human Resources (Task Force Leader)
Michelle Smith	Enrollment Management & Professional Studies and University Transfer
Taylor Tibyash	Workforce Development & Engineering Technologies
Jeremy Williams	IT Services

## Appendix B

### 7 C's Assessment Summary

7 C's	Strengths of BRCTC	Opportunities for BRCTC
<b>Compliance</b>	<ul style="list-style-type: none"> <li>• Depth and breadth of College policies and procedures.</li> <li>• Faculty and staff handbooks, HR administrative procedures, policies, guidelines, and website resources.</li> <li>• Equal Opportunity Policy and Affirmative Action Plan with consistent goal obtainment.</li> <li>• Increased focus on demographic data collection methods and analysis.</li> <li>• Training &amp; Development: Harassment/Discrimination &amp; Title IX with dedicated policies, procedures and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Code of Conduct as a behavioral guide aligned with the College's Mission and Values.</li> <li>• Comprehensive compliance training designed by job type/level.</li> <li>• Update Handbooks annually.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• College utilizes technology for candidate sourcing.</li> <li>• Hiring process provides equal access to all whom apply and the job announcements are widely available.</li> <li>• Quantity and representation of women in candidate pools, hires, College-wide composition, and in senior positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish standards for the composition of hiring committees specific to the vacant position's type/level.</li> <li>• Majority of applicants are generated by job board aggregators (i.e., Indeed.com). HR recruiting budget was strategically downsized based on sourcing strategy which now limits sourcing capabilities as an unintended consequence.</li> <li>• Develop a succession planning model adapted to business needs with continued emphasis on performance management.</li> <li>• Based on APP annual goals, utilize targeted sourcing strategy to increase underrepresented minority groups in applicant pools.</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop and sustain an employee recognition program to recognize employee retention and high performance.</li> </ul>
<p><b>Cognizance /Competence</b></p>	<ul style="list-style-type: none"> <li>• Some diversity training exists –focused on legal and policy compliance.</li> <li>• Disability service training supports faculty and staff to learn about disability services and how to respect and have sensitivity to persons with disabilities.</li> <li>• DISC training is utilized to learn strategies to connect more effectively with one another, build stronger teams, and improve workplace productivity.</li> <li>• Student services holds multicultural awareness day, multicultural groups, and participates in multicultural awareness month.</li> <li>• Full-time and part-time regular employee performance appraisals measure ethics as a competency.</li> <li>• The College has strong partnerships with some community organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Code of Conduct standards, once developed, should align with the competencies outlined in the performance appraisal.</li> <li>• Performance appraisal participation rate should increase, become more timely, and emphasize SMART goals.</li> <li>• Develop and deliver Diversity training.</li> <li>• Grow relationship with community resource organizations that support diversity.</li> </ul>
<p><b>Culture</b></p>	<ul style="list-style-type: none"> <li>• EVENTS &amp; happenings such as Manhattan Day Trip, Blue Grass and BBQ, Carnival</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of reoccurring yearly <i>Employee Theme Days at Work</i>: <ul style="list-style-type: none"> <li>▪ <i>Employee Appreciation Day</i></li> <li>▪ <i>Admin Assistant Appreciation</i></li> <li>▪ <i>Pizza Day the day grades are due</i></li> <li>▪ <i>Welcome Back 9-Monthers</i></li> </ul> </li> <li>• Employee Challenges <ul style="list-style-type: none"> <li>▪ Holiday Eating Challenge</li> <li>▪ Physical Activity/ Wellness Challenges:</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Group times for staff to take laps around the building together, to equal a mile</li> <li>• Pedometer steps per day challenge</li> <li>• Department pot lucks- themes distributed school wide</li> <li>• Employee challenge to participate in 5k races/walks together, different departments challenge others</li> </ul> <ul style="list-style-type: none"> <li>• Inter-Department Mingling- further engage new and existing employees to enhance communication between departments. <ul style="list-style-type: none"> <li>▪ <i>Meet and Greet Staff Networking</i>- once a quarter, HR hosts a mixer in the atrium for new employees to meet other employees, and give existing employees a chance to socialize.</li> <li>▪ More picnic tables and benches outside for employees in different departments to eat and socialize together.</li> <li>▪ <i>Mentor and Mentee Partners</i>- assign a new employee to a mentor in another department to learn from once a month. Activities together may include: <ul style="list-style-type: none"> <li>• Eat lunch together</li> <li>• Invitation to a committee meeting</li> <li>• Mentor may introduce mentee to everyone in their department, allowing new employee a chance to meet more staff</li> <li>• Allow employees to glimpse the interworking of other departments</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• EVENTS calendar online</li> </ul>	<p>There is an Events Calendar on our website: <a href="http://www.blueridgectc.edu/events/">http://www.blueridgectc.edu/events/</a>. However, the calendar relates to dates within the semester and student importance.</p> <p>Implement an <b>Internal Employee Calendar</b> (intranet) which would relate directly to the employees for further <i>Cultural Engagement</i>. Things on the calendar might include: staff members' birthdays, employee theme days at work, pot luck theme for the month, important dates in BRCTC's history (first day in the new building), Diversity themes related to our demographics and/or majors (such as Black History month, Cyber Security Awareness Month), etc.</p>
	<ul style="list-style-type: none"> <li>• Cultural Events Committee</li> </ul>	<p>Employees promoting group participation of outside <b>community events together</b> such as <i>Relay for Life</i> and other community volunteer opportunities. (For example - United Way Day of Caring; Assisting with events thrown by Civic Organizations)</p>
	<ul style="list-style-type: none"> <li>• Bruin Campus Connection &amp; HR list-serv Announcements act as an effective system to communicate amongst departments.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Employee Recognition Committee</li> </ul>	<p><i>Wall of Fame</i> - pictures of employees with service milestones.</p>
	<ul style="list-style-type: none"> <li>• New Hire Orientation Process - all new hires receive orientation from HR with BRCTC History, Mission, Organizational Structure, Title IX Training, etc.</li> </ul>	<p>Some current employees that have been with the college for years never received an orientation... idea to open up orientation to current employees, or making the orientation content public information for current employees, to identify new information. Or offer an exclusive current employee</p>

		<p>“reorientation” once a quarter...It could be called the <b>Orientation and Employee Reboot</b>.</p>
	<ul style="list-style-type: none"> <li>• BRCTC Faculty &amp; Staff Handbooks - Covers policies and procedures for BRCTC employees.</li> </ul>	<p>Add a component of <b>Culture</b> to the handbook, so employees from day one understand that Employee Culture is important and inclusive of the <i>Values</i> on page 11 of the BRCTC Faculty Handbook.</p> <p>Creation of definitive <b>Culture Statement</b> and <b>Pillars of Culture</b> (examples include: <i>Personal Responsibility, Integrity, Work Ethic, Welcoming, Community, Team Work, Congruency</i>) to BRCTC as a whole and make posters to inform. Tie to Mission, Values and Code of Conduct.</p>
	<ul style="list-style-type: none"> <li>• Employee Exit Interviews</li> <li>• Employee Satisfaction/Engagement Survey</li> </ul>	<p>Complete an <b>internal survey</b> of how people feel about the current environment of their <u>department</u>, before they decide to leave, or <b>Internal Department Transfer</b> exit interviews to gauge the temperature of how ethical and inviting the different BRCTC departments are run, versus the College as a whole.</p>
<p><b>Common Purpose /Communication</b></p>	<ul style="list-style-type: none"> <li>• We communicate our organizational commitment to diversity through our mission, vision, and core values.</li> <li>• We are active in determining plans to establish opportunities to effectively communicate diversity/inclusion-related programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently communicate our values and expectations of diversity and inclusion through our actions.</li> <li>• Provide employees and students with a clear definition of diversity and inclusion by offering additional trainings and seminars.</li> <li>• Develop communication among peers through the formation of diverse clubs/organizations.</li> <li>• Integrate a wider range of diversity and inclusion in the classroom by offering specific elective credits, non-traditional courses, and international education.</li> <li>• Bring diversity-related programs together under one committee or department with one strategy, one communication plan, and a budget to support action.</li> </ul>



**APPENDIX C**

**Current Environment**

**Demographics**

	<b>Service Area</b>	<b>Blue Ridge CTC Employees</b>		<b>Blue Ridge CTC Students</b>
	183,663	130	129	2,208
		Full-time	Part-time	
<b>Race/Ethnicity</b>				
Asian or Pacific Islander	1.2%	0.8%	2.3%	1.6%
Hispanic	5.9%	1.5%	0.0%	5.3%
Native American	0.3%	0.8%	0.0%	1.6%
Black/African American	6.5%	6.2%	6.2%	10.7%
White/Non-Hispanic	83.6%	90.8%	91.5%	77.0%
Two or More/Unknown	2.5%	0.0%	0.0%	3.7%
<b>Gender</b>				
Female	50.7%	67.7%	61.2%	64.5%
Male	49.3%	32.3%	38.8%	35.5%
<b>Age</b>				
BRCTC employee average age: 46 years for full-time employees and 48 years for part-time employees				
BRCTC students: 49.8% are age 24 and under; 52.2% are age 25 and over				

The Diversity Task Force noted:

- The percentage of male employees and students is considerably lower than the service area.
- Student population is more diverse than service area.
- The percentage of Hispanic employees is lower than the service area.
- The percentage of White employees is higher than the service area.

*Sources of Information:*

*Service area figures are from US Census QuickFacts 2014*

*BRCTC employee figures are from 2014-2015 IPEDS*

*Student figures are from Fall 2015 degree-seeking enrollment*

**Affirmative Action Plan**

2013 AAP	2014 AAP	2015 AAP
Underutilization for Minorities for Executive/Administrative/Managerial Job Group (1 of 20); Goal 24.0% for minorities	Underutilization for Minorities for Executive/Administrative/Managerial Job Group (0 of 18); Goal 24.1% for minorities	Underutilization for Minorities for Executive/Administrative/Managerial Job Group (0 of 19); Goal 23.7% for minorities
	Underutilization for Minorities for Faculty; Goal 3.7% for minorities (0 of 36)	
Underutilization for Minorities for Lecturer Job Group (1 of 21); Goal 24.0% for minorities		
Underutilization for Minorities for Adjunct Faculty Job Group (6 of 116); Goal 24.1% for minorities		
Adverse Impact for Hires for Females In Lecturer Job Group (7 male hires of 19 male apps, 8 female hires of 55 female apps)		
Adverse Impact for Promotions for Females for Executive/Administrative/Managerial Job Group (15 total pool with 10 female; all 3 PROMOS were male of 5 males in pool)		
	Adverse Impact for Termination for Minorities in Executive/Administrative/Managerial Job Group (1 of 1 TERMS in a Pool of 20)	
	Adverse Impact for Termination for Minorities in Faculty Job Group (1 of 6 TERMS in a Pool of 35)	
		Adverse Impact for Male hires in Technical & Paraprofessional Job Group (1 male hire from 39 apps; 2 female hires from 5 female apps)
N/A	0% Protected Veteran Status with goal of 7.2% (Benchmark Year)	

N/A	Disability 7% goal not met for 8 of 8 job groups	Disability 7% goal not met for 7 of 8 job groups; Technical & Paraprofessional goal met
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2015 Goals/Strategies:

- Develop a Succession Planning Model for 2016 – 2020 Strategic Plan (Opportunity and Access) w/ Executive Staff
- Utilize alternative recruitment sources when necessary to attract more qualified external applicants in underutilized areas or where adverse impact exists
- Consult with Outsolve! (AAP vendor) regarding best practice guidance for incumbent disability voluntary reporting
- Conduct a AAP Self-Audit with Goals/Action Steps

**Statements from 2015 Employee Satisfaction Survey Related to Diversity and Inclusion**

	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
The College fosters an environment that invites diversity of people, thoughts and ideas.	4.69	4.02	0.67
The College climate encourages inclusiveness.	4.48	3.97	0.51
Employees are treated fairly and with respect.	4.94	4.00	0.94
There is a spirit of teamwork and cooperation at the College.	4.69	3.93	0.76
The College consistently follows clear processes for selecting new employees.	4.45	3.75	0.70
Hiring procedures are fair and impartial.	4.52	3.83	0.69
I have adequate opportunities for advancement.	4.33	3.56	0.77
I have adequate opportunities for training to improve my skills.	4.55	4.05	0.50
I have adequate opportunities for professional development.	4.49	3.97	0.52

For each statement, employees were asked to rate Importance (1 = not important, 5 = important) and Satisfaction (1 = dissatisfied, 5 = satisfied). The larger the resulting gap, the greater the opportunity for improvement. Particular attention should be given to gaps over 1.00.

The Diversity Task Force noted that no results had a gap >1.00. The greatest opportunity presented by survey results was "treated fairly and with respect."

126 Respondents (All employees, sans student employees, eligible to participate: 300 recipients on email list-serv)

Margin of Error: 5.6%; Confidence Level 90%