

Report of the **CHANCELLOR'S TASK FORCE ON DIVERSITY**

Making Virginia's Community Colleges a Model for Diversity and Inclusion



The recommendations of the Task Force listed in this report under *A Call for Action* include tangible strategies designed to result in desired outcomes linked to the strategic goals of the system.

They should **make the VCCS a model for diversity** that is reflective of our aspiration to be a high performance organization and a world-class community college system.

BACKGROUND

In the summer of 2013, Chancellor Glenn DuBois created the Chancellor’s Diversity Task Force charged with identifying strategies, actions, programs, and policies that will enable Virginia’s Community Colleges to build inclusive and representative communities (see Appendix A). Co-chaired by State Board Vice Chair Dorcas Helfant-Browning and Thomas Nelson Community College President John T. Dever, the Task Force included fifteen members representing a range of colleges and positions throughout the Virginia Community College System (VCCS). Dr. Christopher D. Lee, Associate Vice Chancellor for Human Resource Services, and others at the System Office served as staff supporting the work of the group. (See Appendix B for membership). The Task Force convened in late August of 2013 and met throughout the fall of 2013 and spring of 2014. During that time, much literature was reviewed and many people with expertise were consulted. A number of task force members attended national meetings and conferences that dealt with our work. (See Appendix C for a list of professional development activities). The report represents the distillation of what the Task Force has found to have the greatest applicability to Virginia’s Community Colleges.

The recommendations of the Task Force listed in this report under *A Call for Action* include tangible strategies designed to result in desired outcomes linked to the strategic goals of the system. They should **make the VCCS a model for diversity** that is reflective of our aspiration to be a high performance organization and a world-class community college system. The recommendations are also aimed at increasing the demographic diversity of the VCCS so that teaching faculty and leaders look more like the communities we serve. As well, the recommendations are intended to help the VCCS and colleges create inclusive communities where everyone feels empowered to fully participate and succeed.

The discussion and recommendations that follow reflect the best thinking of the Task Force members—and their personal and professional commitment—about how Virginia’s Community Colleges can advance in measurable and demonstrable ways to achieve substantially greater diversity and inclusion.

INTRODUCTION

The Chancellor's charge to the Diversity Task Force—to identify strategies, actions, programs, and policies that will enable Virginia's Community Colleges to build inclusive and representative communities—is a logical and necessary extension of the mission of the Virginia Community College System: "We give *everyone* the opportunity to learn and develop the right skills so lives and communities are strengthened." In a major speech on diversity delivered in October 2013, Chancellor DuBois explained the essential link between the success of community college students, the great majority of whom come from underrepresented populations, and the need "to construct a faculty and staff that embraces the diversity of our communities and fosters a spirit and practice of inclusivity." He specified three guiding principles: **(1) the business case for Virginia's Community Colleges determines our faculty and staff diversity; (2) we must focus not just on diversity, but also on inclusion so that all are involved in the conversation and decision-making process; and (3) fostering inclusion is a leadership competency that must permeate our organization.** The work of the Task Force is premised on these principles.

Although the benefits of diversity and inclusion are generally recognized across the VCCS, it can be said that, up to this point, the matter has not received focused attention in our system. Student success has been the major driver of the system's two strategic plans (Dateline 2009 and Achieve 2015), but the strong connection between that overriding goal and diversity and inclusion as essential components in its realization is only now being made. Data from the VCCS Diversity Dashboard (see Appendix D) show that colleges have been successful by and large in enrolling a student body that is representative demographically of the communities that they serve. However, the data show that the colleges and the system have been considerably less successful in hiring faculty and administrators that are similarly representative. The data further show that although some progress is being made over time in faculty and administrative hiring, it is uneven across the system. In our hiring practices, we have perhaps relied too much on simply complying with laws for Equal Employment Opportunity and Affirmative Action rather than developing a vision and implementing strategies that will move us forward in measured terms. As a system and as twenty-three colleges (with several notable exceptions), we have not communicated to ourselves and to prospective candidates for professional positions the value we place on diversity and inclusion.

Research suggests that having faculty who are diverse, who know how to work with diverse students, and who infuse diversity into teaching and learning will contribute to student success. Our students come not only from various races and ethnicities but also from different economic, geographic, and religious backgrounds. There is also diversity of our students in terms of age, disabilities, and sexual orientation. Important in the success of all students is our capacity to attract and retain faculty and staff who are capable of engaging with our diverse student bodies and empower them to succeed in reaching their goals.

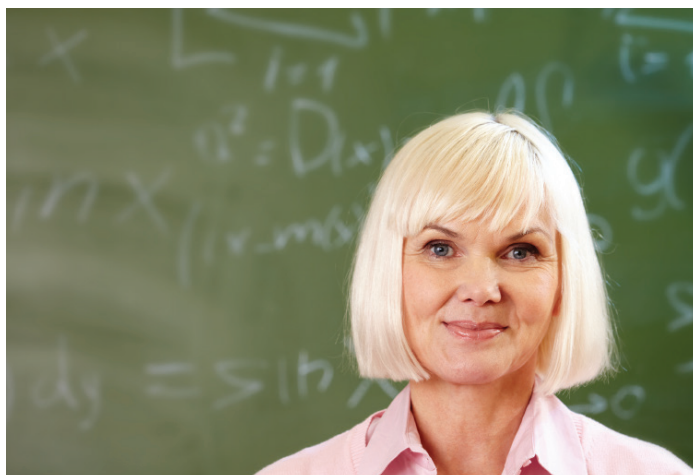
¹ Hurtado, Sylvia, and Adriana R. Alvarado. "Diversity in Teaching and Learning: Affirming Students as Empowered Learners." *Diversity & Democracy*. American Association of Colleges and Universities, Summer 2013. Web. 01 June 2014. <http://www.aacu.org/diversitydemocracy/vol16no3/hurtado_alvarado.cfm>.

² Gorman, China. "Diversity in the Workplace: It's No Longer Just the Right Thing to Do." *TLNT*. N. p., 12 Mar. 2014. Web. 01 June 2014. <<http://www.tlnt.com/2014/03/12/diversity-in-the-workplace-its-no-longer-just-the-right-thing-to-do/>>.

³ *The Diversity and Inclusion Benchmarking Report: An Analysis of the Current Landscape*, Bersin by Deloitte/Stacia Sherman Garr, March 2014. www.bersin.com/library.

Defining Diversity and Inclusion

A major issue that the Task Force grappled with is the meaning of “diversity.” Historically, definitions of diversity have centered on race and ethnicity, what some have termed “inherent diversity.” Current definitions of diversity are broader and include gender, sexual orientation, economic background, nationality, disability and other factors. The meaning of “inclusion” is also challenging. While definitions of inclusion are not as prevalent as those for diversity, an inclusive environment can be defined as, “one in which the diverse backgrounds of individuals are leveraged to drive value and results by creating an environment in which employees feel involved, respected, valued and connected.” The members of the task force agreed to adopt broad definitions of diversity and inclusion in its work.



Contents of this Report

This report begins with making the case for diversity and inclusion by describing the associated benefits. At the same time, the strategies pursued to achieve these desirable outcomes must be adjusted to account for the vast differences among the communities across Virginia served by the twenty-three colleges. The report then goes on to describe what is needed to move the system in the direction of more diverse and inclusive environments with particular attention to the indispensable role and responsibility of campus leadership. A number of proven strategies are listed that leaders may draw from as they formulate their plans for improvement. The report then recommends putting in place specific elements of organizational infrastructure that will support efforts for diversity and inclusion, to include a system-wide recruitment and registry website, system-wide marketing and branding for faculty recruitment, review and revision of system-level and college-level professional development programs, and the appointment of a dedicated Chief Diversity Officer (CDO) for the system as well as designating individuals to serve as campus diversity representatives. The report discusses how the existing VCCS Diversity Dashboard can be used as one instrument to measure and monitor some elements of diversity while recognizing that additional instruments and measures are needed. Accountability should be ensured through several means, including goal-setting and evaluation of progress between the Chancellor and the presidents and, in turn, between presidents and their staff. A formal Policy Statement on Diversity and Inclusion is proposed for adoption by the State Board for Community Colleges. The report concludes with *A Call for Action* listing recommended action steps.

A diverse and inclusive institution is one where the work and talents of all employees are valued, where everyone feels welcomed and comfortable, and where everyone has an equitable opportunity to advance and succeed.

THE CASE FOR DIVERSITY AND INCLUSION

Business and industry have been on the forefront of defining why diverse and inclusive workplaces are essential to their success and provide them with a strategic advantage. Several recent empirical studies have explored the main reasons why high performing organizations invest resources in diversity and inclusion ^{4,5}. These studies have found that diverse workforces and workplaces improve the ability of businesses to capture and retain a diverse client base and help attract a diverse talent pool of potential workers who can serve growing numbers of diverse consumers and customers, thus providing companies a competitive advantage in the marketplace. In addition, high performing businesses invest in diversity and inclusion initiatives to enhance employee engagement, to serve customer and clients better, and to increase innovation and agility.

What business and industry have learned about the value of diversity and inclusion is instructive to the VCCS and to its twenty-three colleges. We can generalize that diverse and inclusive environments are essential to the success of our primary mission of teaching and learning. Indeed, an emerging body of research supports this inference ^{6,7,8}. A diverse workforce on our college campuses will support a diverse student body who, after achieving success through the education we provide, will contribute to society in a positive manner. **A diverse and inclusive workforce and workplace will attract further diverse faculty and staff talent who can better relate to and engage our diverse student body and help them be successful.** The risk our colleges face by not having a diverse and inclusive workforce is that we will lose both a talent pool of faculty and staff and also a talent pool of students and future leaders.

A diverse and inclusive environment has a positive impact on student success. Students who learn in a diverse and inclusive environment achieve greater intellectual growth and academic skills, and they have better educational outcomes, increased cognitive development, and increased satisfaction with the college experience. In such an environment, students can learn how to relate to people from different cultural backgrounds, which will serve them well as they prepare to compete in an increasingly global society. Diverse and inclusive institutions prepare students to be successful in an increasingly fast-changing, interconnected, and multi-cultural world.

⁴ Economist Intelligence Unit. (2008). Global Diversity and Inclusion: Perceptions, Practices, and Attitudes, , Society for Human Resource Management, Alexandria, VA.

⁵ Deloitte (2014). Diversity and Inclusion: A Summary of our Benchmarking Study and a Preview of Leading Practices. Bersin by Deloitte, Oakland, CA

⁶ Kuh, George D. (2008). "High Impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D. C.,34 pp.

⁷ Lieberman, S. A., Ainsworth, M. A., Asimakis, G. K., Thomas, L., Cain, L. D., Mancuso, M. G., Rabek, J. P., Zhang, N. and Frye, A. W. (2010), Effects of comprehensive educational reforms on academic success in a diverse student body. Medical Education, 44: 1232–1240.,

⁸ Lee, Jo Ann. (2010, June) Students' perceptions of and satisfaction with faculty diversity. College Student Journal, Vol. 44 Issue 2, p400-412, 13p

Educational Case for Diversity and Inclusion

Building on the value that business and industry see in diversity and inclusion, the Task Force developed its own *Educational Case for Diversity and Inclusion*, a statement that describes the kind of diverse and inclusive working environment that will promote strong employee satisfaction and performance; in turn, such an environment will be integral for supporting students in their learning and preparing them for success in “an increasingly fast-changing, interconnected, and multi-cultural world”:

Educational Case for Diversity and Inclusion

Virginia’s Community Colleges are committed to establishing and sustaining diverse and inclusive learning and working environments. Diverse and inclusive environments promote our mission to provide everyone with the opportunity to learn and develop the right knowledge and skills so lives and communities are strengthened. A diverse and inclusive institution is one where the work and talents of all employees are valued, where everyone feels welcomed and comfortable, and where everyone has an equitable opportunity to advance and succeed.

A diverse and inclusive environment has a positive impact on student success. Students who learn in a diverse and inclusive environment achieve greater intellectual growth and academic skills, and they have better educational outcomes, increased cognitive development, and increased satisfaction with the college experience. In such an environment, students can learn how to relate to people from different cultural backgrounds, which will serve them well as they prepare to compete in an increasingly global society. Diverse and inclusive institutions prepare students to be successful in an increasingly fast-changing, interconnected, and multi-cultural world.

Virginia’s Community Colleges are places that connect faculty, staff and students in working and learning communities that welcome, value, and benefit from diversity and inclusiveness.

Recognition of Differences in VCCS Communities

Making the VCCS and twenty-three colleges a model for diversity and inclusion is fraught with both opportunities and challenges. One important point to make is that there are vast differences among the communities served by various VCCS colleges, especially in the make-up of their student bodies and the make-up of their faculty and staff. It is clear that these differences in composition require differences in approach. **Each college needs to define its current status in relation to diversity and inclusiveness, to envision its aspiration for change, to identify the particular outcomes it plans to achieve in specified time frames, to implement from a range of available strategies listed in this report that it determines will result in advances, and to regularly track and report on its progress.**

That said, meaningful and sustainable change leading to diverse and inclusive campus environments will require that everyone has a clear understanding of the case for diversity and inclusion. Meaningful and sustainable change will especially require campus leadership to be committed to achieving significant diversity and inclusion goals. Goals must extend beyond a focus on compliance or an acknowledgement that diversity “is the right thing to do” to a focus on how diversity can increase student success.

Change will require that college campuses and the VCCS devote resources to develop organizational infrastructures that support diversity and inclusion. These investments can prevent the tendency to engage in a reaction-based change that often leads to a quick reversion back to previous norms. And genuine change will require accountability and follow-through. **Campus leaders must be responsible for ensuring diversity plans and goals are in place as well as mechanisms for measuring progress against those plans and goals.**

CAMPUS LEADERSHIP

Too often, complacency, the need to concentrate on immediate work priorities, or a lack of active attention can perpetuate a status quo in the organizational culture of a college community. In the face of these realities, campus leaders have a responsibility to make diversity and inclusion highly prominent as goals for their campuses. Committed leaders who have a vision and commitment to diversity and inclusion and who foster collaboration and partnerships are necessary to advance our system and its colleges to world-class status.

As campus CEO, the president facilitates, leads, and is ultimately responsible for developing a campus culture of diversity and inclusion. Ideally, he or she will create an environment in which the entire campus community will engage in activities that support a diverse community and promote inclusion in all aspects of college governance and operations. Four specific areas of emphasis are recommended to encourage more diversity and inclusion.

First, a focus on communication about diversity and vision sharing is essential. Leaders must ensure that diversity priorities are articulated and reiterated constantly so that the college community understands their importance in learning, interacting, and conducting business day in and day out (*Communication and Vision Sharing*).

Second, college leadership must actively and strategically recruit, develop, and retain a diverse workforce. Diverse faculty, staff and students should work and learn in an environment where they encounter and comfortably interact with people both similar to themselves and different from themselves. Further, faculty, staff and students should be able to develop themselves personally and professionally by taking advantage of a rich variety of opportunities that expand on and complement their distinctive personalities and experiences (*Recruitment and Development*).

Third, the larger external community must be engaged in helping to create a diverse environment on campus. Individuals, community groups, business and industry, and civic organizations should be brought in to engage and support diverse employees and students by providing personal support, mentorship, and growth opportunities (*Community Engagement*).

Fourth, diversity initiatives should be integrated into all aspects of the college life, including governance, professional development, student activities, and the curriculum (*Integration*).

Listed below are a variety of proven strategies that leaders can draw from in their efforts to promote a culture of diversity and inclusion on college campuses.

Communication and Vision Sharing

- Train all faculty and staff on equal employment opportunity, cultural diversity, and diversity initiatives.
- Share diversity data and initiatives at college convocations and other relevant events.
- Assess and measure diversity metrics, to include campus climate surveys, and disseminate results to the college community. Measure diversity at the discipline, division, and college levels.
- Have the president continuously share the vision and need for diversity.
- Be repetitive in the message about the importance of diversity and cultural awareness.

Recruitment and Development

- Recruit from specific geographical areas of high diversity or diverse institutions of higher education.
- Recruit a diverse student body so that diverse candidates will be drawn to our colleges.
- Promote the benefits of the local communities that are attractive to diverse candidates.
- Be intentional in engaging new diverse faculty and staff and inquiring about their experiences at the college.
- Be intentional in talking with diverse faculty and staff about development opportunities both locally and beyond.
- Position, encourage, and reward college administrators to be developers of people.
- Look at and develop diverse individuals towards career-long and system-wide opportunities.

Community Engagement

- Recruit, engage, develop, and promote diverse groups on campus and in the larger community.
- Engage outside affinity groups in the community who support and engage diverse individuals and make these groups friends of the college.
- Sponsor and participate in community activities that promote diversity.
- Provide opportunities for the campus community and larger community to learn about and participate in programs and activities that promote awareness of cultural, social, economic, racial, gender, and other forms of diversity.
- Celebrate nationally recognized heritage months, including Black History Month (February); Women's History Month (March); Asian/Pacific American Heritage Month (May); Hispanic Heritage Month (September/October); National Disability Employment Awareness Month (October); and Native American Heritage Month (November).
- Provide ongoing opportunities on and off campus for individuals from diverse backgrounds to connect with others with similar background and with totally different backgrounds.
- Encourage employees to volunteer their time to local community charitable organizations that enhance the goals of diversity and inclusion.

Integration

- Engage, train, and expose student leaders to diversity issues, the importance of differing ideas, and cultural awareness.
- Work diversity awareness into campus governance. Infuse diversity initiatives into college-wide strategic plans and unit plans. Develop specific and measurable diversity goals.
- Support inclusiveness with the investment of college resources.
- Involve Human Resources departments as a partner in diversity initiatives, including hiring for inclusiveness and monitoring results.
- Support culturally expanding experiences.
- Support experiences both on and off campus that expand cultural awareness for faculty, staff, and students.
- Infuse diversity into the general education portion of the curriculum.
- Promote advocacy for affinity groups on and off campus that embrace diversity.

INFRASTRUCTURE AND RESOURCES

Making VCCS college campuses more diverse and inclusive will require that adequate resources are devoted to initiatives that will result in an organizational infrastructure supportive of these goals.

In an effort to attract, hire, and retain individuals who can empower our students toward success, the Task Force recommends four specific actions: (1) create a statewide recruitment and registry website; (2) develop a system-wide marketing and branding strategy for faculty and administrative recruitment; (3) review system-wide and college-level professional development programs with an eye to updating them in relation to goals for cultural competence, diversity, and inclusion; and (4) establish a Chief Diversity Officer and college diversity representatives.

Statewide Recruitment and Registry Website

To broaden and systematize efforts for attracting and recruiting talent to the VCCS and all twenty-three colleges, a statewide website hosted at the system-level should be created. It would serve as both a repository for all open positions across the system and as a registry for applicants to indicate their interest. The website would be modeled after the California Community College Registry <https://www.ccregistry.org> that is currently being used by all of the 112 California community colleges.

The repository of all open positions would be a recruitment tool where potential job applicants could peruse positions by type (faculty, staff, administration), status (part-time or full-time), location/region, or by specific college or the System Office. The registry portion of the website would allow individuals interested in working at the System Office or at any of the colleges to submit their qualifications for positions currently open or for positions of interest to them that may come open.

Developing such a website leverages resources to the benefit of both the colleges and potential applicants. Colleges of all sizes in all areas of the state could increase their recruitment coverage, thus expanding and strengthening the applicant pool for each open position at little or no additional direct cost. A recruitment and registry website would also be more attractive to potential candidates with trailing spouses or partners by reducing the search costs for dual career academic families. Having such a website would increase the likelihood that strong candidates with trailing spouses/partners would apply for open positions, thus strengthening the applicant pool of prospective talent.

It should also be noted that the past success of the Chancellor's Faculty Diversity Initiative could be leveraged into a redesigned and revitalized effort to build a more diverse recruiting pool from which to select excellent part-time faculty, a number of whom would become strong candidates for full-time positions.

System-wide Recruitment Function, Branding Strategy, and Marketing Plan for Faculty and Administrative Positions

The VCCS should create a marketing approach that appeals to specific cultural groups. Such marketing tools can be used as tangible evidence that the VCCS welcomes enhanced diversity and inclusion among its faculty and staff. Equal Employment Opportunity (EEO) statements are not enough. While important, they lack the effectiveness of communications developed for targeted groups of individuals.

Furthermore, leading with our aspiration to become model community colleges would position the VCCS to attract like-minded professionals from all backgrounds who desire to be a part of a more diverse and inclusive community. This would serve as an invitation to take up the challenge of helping us build a more diverse and inclusive community and presents an authentic and genuine portrait of where we are and where we would like to be.

Inspired by a number of colleges, universities and leading corporations who have become what is called an 'employer of choice,' there are strategies that can be undertaken to improve our workplace. These organizations reap the advantages of easier recruitment and retention by being widely known to be great places to work. Their reputations attract a disproportionate number of talented applicants. One major corporation has established four strategic diversity goals aimed at becoming (a) an employer of choice with employees, (b) service provider of choice with clients, (c) business partner of choice with suppliers, and (d) neighbor of choice within the communities that it serves. Currently three VCCS colleges have earned the Great Colleges to Work For award sponsored by the *Chronicle of Higher Education*. Though most national awards for best places to work contain diversity or climate survey components, there are similar awards for diversity including *Working Mother Magazine's* rankings and *Diverse Issues in Higher Education's* Promising Places to Work ratings.

Developing this sort of marketing posture is complementary with the VCCS Human Resources Transformation Project developed by our chief HR

officers that positions the VCCS and college HR units to be more engaged in talent recruitment and development. These goals were echoed also in the findings of the system-wide benchmarking study and opportunity assessment report. A more proactive approach to identifying and recruiting talent, in all of its forms, will assist the VCCS with meeting its diversity goals. Telling our story and sharing our aspiration will assist us in gaining more exposure to the benefits of teaching and learning within our diverse system of colleges. To galvanize this recruitment effort, the Task Force also supports the establishment of the recruitment function advanced in the Transformation Project and Opportunity Assessment reports. This system-wide recruitment function would focus on diversity candidates in addition to searching for executive and other hard-to-fill positions (e. g. nurses, biologists, key information technology professionals, etc.).

Professional Development and Cultural Awareness Programs

In order to retain the best faculty and staff, it is important that they be provided with significant opportunities to professionally grow and excel. For those who seek to advance in their careers, to serve their institutions in new ways, or to enhance their organizational effectiveness, leadership and cultural awareness programs can be an important resource.

The VCCS and individual colleges should examine current leadership and professional programs to determine the extent to which they are attracting diverse participants from all backgrounds and the extent to which they help such participants advance in their careers. On the basis of the review, revisions to existing programming and potential new programming should be developed and implemented. One example of a new leadership program is to create an administrative internship program where qualified faculty, administrators or staff serve a limited-term administrative internship at a college different from the one where they are employed. An example of a professional development opportunity is to train all employees in diversity, equal employment opportunity issues, inclusion and cultural competence, such as how to relate to students from different socio-economic backgrounds, or how our language and actions can unintentionally create challenges or intentionally create a welcoming environment. Additionally, mentoring and sponsorship programs have proven to be effective ways of building more diverse faculty and leadership teams.

A long-running and successful Institute for Diversity and Inclusion at one college brings together a cohort of faculty, staff, and administrators for weekly two-hour sessions over a nine-week period. Topics covered include generational differences, gender and sexuality, race and culture, class, disability, and religion. The discussions of individual topics all point towards the larger goal of organizational inclusion. Organizations such as the Virginia Center for Inclusive Communities and the Virginia

Hispanic Chamber of Commerce can be major resources for colleges seeking to promote awareness of diversity issues and to create organizational cultures that value inclusiveness.

Overall, it is important to create opportunities that will allow all employees to gain the necessary cultural competence so that they can adequately relate to the diversity of the student body. All employees should have the opportunity through leadership and professional development opportunities to connect to their organization, to participate and contribute to their full potential, and to enhance organizational effectiveness. A lack of faculty, staff, and leadership diversity has the potential to limit the effectiveness and excellence of our colleges and the VCCS. Because of this, current leadership and professional development programs should be reviewed to determine if participants are representative of all populations in the current VCCS workforce and these programs should be revitalized as needed.

Chief Diversity Officer and College Diversity Representatives

In order for diversity and inclusion initiatives to take root and be successful, there is a need for specific individuals who are dedicated to elevating the importance of diversity and inclusion. Individuals in these formal positions can ensure that diversity efforts move beyond simply compliance requirements. They can be champions for strategic initiatives concerning diversity and inclusion, they can be advocates for change, and they can show students, faculty, and staff the value and benefits of a diverse and inclusive campus environment. Dedicated individuals can authoritatively and persuasively state the educational case for diversity. Most importantly, in working collaboratively with campus communities, individuals in these positions can provide leadership and strategic direction for nurturing a climate that is welcoming, tolerant, inclusive, and respectful.

If diversity and inclusion goals are to be met and if diversity and inclusion are to be kept in the forefront of decision makers at all levels, **the position of a system-level Chief Diversity Officer (CDO) should be created.** This is standard practice in many major companies and institutions of higher education.

In addition, **each college should designate an existing position or establish a new position to serve as the institution's diversity representative.** This will provide a clear organizational linkage between the system-level CDO and the colleges for carrying out various projects and initiatives, and it will help ensure that the commitment to diversity and inclusion is woven into the infrastructure at each individual institution.

MEASUREMENT AND ASSESSMENT

Diversity and inclusion are often ambiguous terms, and measuring the amount of diversity and inclusion that exists on a college campus is difficult. A recent article by Jonah Newman in the *Chronicle of Higher Education* highlighted the challenge of measuring diversity.⁹ Even using quantitative means to measure diversity is fraught with complexity. Is diversity a measure of equal representation among racial and ethnic groups, or is it a measure of how closely a college's racial makeup represents the study body or the larger society? In addition to quantitative measures of diversity, there are qualitative measures including climate, engagement, and satisfaction surveys that compare and contrast how the work environment may be experienced differently by different demographic groups.

As the terms diversity and inclusion apply to VCCS employees, the principal personal characteristics that are voluntarily self-identified by individuals at the time of application are gender and race/ethnicity. These are important considerations, and the information can be grouped, reported, and tracked as a major indicator of diversity (see below). Two other indicators of diversity that are tracked for students under the umbrella of underrepresented groups include economic status as indicated by Pell Grant eligibility and first-generation status as reported by students on their admission application. These last two measures are not available for employees. Although all factors cannot be systematically tracked, colleges can work in a very intentional way to ensure that their employee communities are welcoming and inclusive of qualified and dedicated people from all backgrounds.

The difficulty and limitations in quantifying diversity and inclusion should not be an excuse for not measuring or otherwise demonstrating the extent of these vital components of institutional life. The VCCS and individual colleges should identify indicators for these goals and then establish measurement and accountability criteria to evaluate the impact of the initiatives to ensure the desired outcomes are being attained. Campus leaders must be committed to improving student success through data-informed decision making, and they must be adept in quantitative analysis and information sharing. Campus leaders should be able to interpret the relevant data on diversity and inclusion and to present the results to involved stakeholders.

Drawing on available data, VCCS Human Resource Services has developed a Diversity Dashboard that provides information on gender and minority status for students and various categories of employees at each community college as well as aggregated information for the system. In addition, service area demographics are provided. Since these data are given for a number of years, the dashboard can be used to track changes over time. (See Appendix D.) **As one means of assessing progress, the System Office should maintain, regularly update, and distribute among the colleges the Diversity Dashboard that provides institutional and system-wide longitudinal data on gender and minority status.** The System Office should also explore ways of tracking and reporting on additional indicators for diversity and inclusion.

⁹ Newman, Jonah. "How Do You Measure Diversity?" *Data Points Posts by Jonah Newman*. Chronicle of Higher Education, 05 May 2014. Web. 01 June 2014. <<http://chronicle.com/blogs/data/author/jnewman/>>.

Indicators of Progress

A framework for assessing progress to meet our diversity objectives was offered earlier. Each college should (a) complete an assessment of the status quo; (b) establish a vision for the future; (c) determine the time frame for action; (d) identify institution-specific strategies that reflect the college's unique service area and programmatic offerings; and (e) track and report on their progress on the specific goals that are aligned with their vision. A key component of setting goals and outcomes and being measured on them is to gather specific data on diversity and inclusion and to share the data in digestible formats to those being held accountable. There are four proposed measures that should be utilized in tracking the progress of the VCCS and all colleges toward our goal of being a more diverse and inclusive community.

First, the VCCS should actively utilize the Diversity Dashboard developed in 2012 and track and report on its indicators. Second, the VCCS should select a national or other reputable employee opinion, climate, or engagement survey to assess the quality of the employee work experience and then monitor how efforts to make improvements progress. In addition to comparing the perceptions of different demographic groups, many surveys have questions that speak directly to diversity and inclusion matters. Third, progress against the strategic goals outlined in this report should be measured, evaluated and reported on a predetermined schedule (see elements in the Call to Action section that follows). Fourth and finally, there should be a measure or measure(s) embedded in the VCCS's next strategic plan that duly recognize the importance of this matter to our collective success.

Strategic Planning and Measures of Progress

Since the new strategic plan that is currently being developed will be the principal vehicle by which the VCCS identifies its priorities, allocates its resources, and holds itself accountable, it is critical that some portion of it reflect the vision that animates the work of the Task Force—that Virginia's Community Colleges become a *model* for diversity and inclusion. Given the criticality of diversity for the aspirations of the VCCS to be a world-class community college system and high-performance organization, a policy recommendation by the Task Force is that increasing the diversity of teaching, administrative, and professional faculty be included among the goals or objectives of the new strategic plan being developed for Virginia's Community Colleges.

The major postulate offered in this report is that diversity and inclusion are critical to the ability of the VCCS to achieve its mission. Nationally, a greater proportion of minority and underrepresented students attend community colleges than other higher education sectors. This is true in Virginia and data suggest that our proportion of minority and underrepresented students will only increase in the coming years. **Our ability to embrace and leverage diversity is intertwined with our prospects for continued institutional success.** We must graduate minority students in greater numbers and at a rate consistent with non-minority students. We believe that having a welcoming teaching, learning, and working environment is an imperative. The VCCS's next strategic plan would be incomplete without a focus on this mission essential reality. As such, there must be one or more measures that hold us accountable for achieving the goals of greater student success for underrepresented students.

ACCOUNTABILITY

This report has laid out a number of actions that Virginia's Community Colleges should take to build inclusive and representative communities: making the educational case for diversity and inclusion tied to student success; engaging a committed campus leadership to pursue proven strategies that result in desired outcomes; putting in place the needed organizational infrastructure and resources at the system and campus levels; and developing means of measuring and assessing the extent of progress. **To ensure that these efforts are sustained over the long term, one further thing is needed: accountability.**

Elements must be in place that keep leaders and the larger college community focused on the goals with the understanding that their performance is judged by results. The Task Force recommends two items that will promote accountability: (1) make diversity and inclusion a part of annual planning and evaluation between the Chancellor and the presidents; and (2) have regular reports for the Advisory Council of Presidents and the State Board for Community Colleges.

On a more operational basis, specific qualitative and quantitative diversity and inclusion goals and outcome measurements should be negotiated annually between the Chancellor and each president and then between presidents and their leadership team. These goals and measurements should be established based on college location and demographics. Goals and measurements should demonstrate that the colleges and the VCCS are moving forward in both the short and long term.

Results of college and system-wide progress should be shared regularly with the Advisory Council of Presidents (ACOP) and with the State Board of Community Colleges through their respective Human Resources Committees. Based on analysis of what is working, best practices should be identified and promoted.

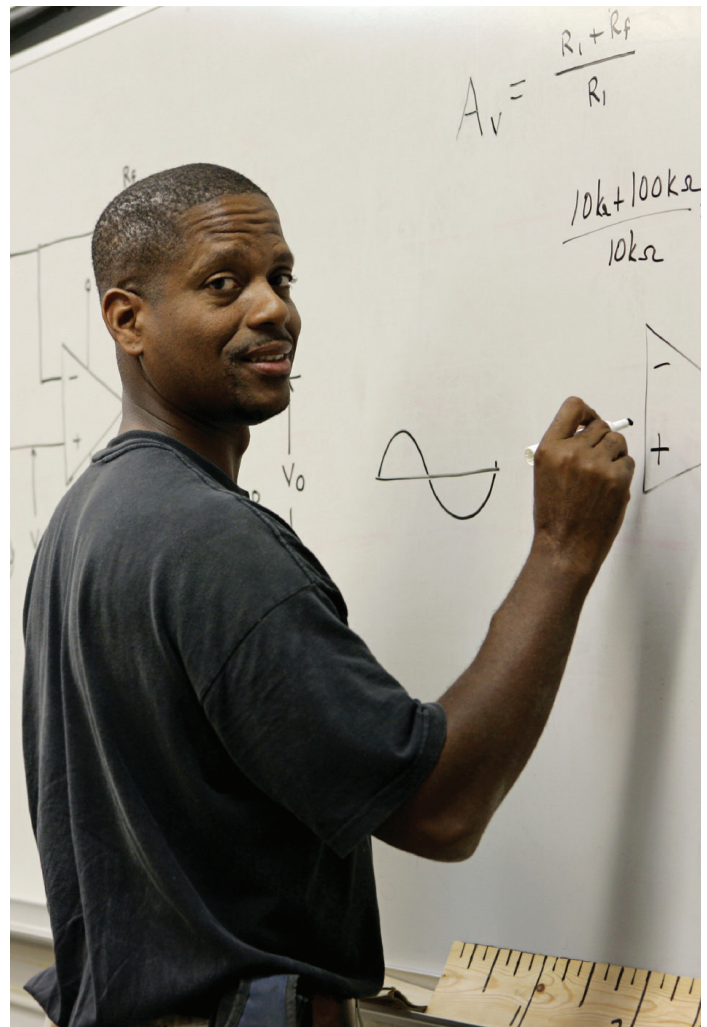
Each college needs to define its current status in relation to diversity and inclusiveness, to envision its aspiration for change, to identify the particular outcomes it plans to achieve in specified time frames, to implement from a range of available strategies listed in this report that it determines will result in advances, and to regularly track and report on its progress.

RECOMMENDED VCCS POLICY ON DIVERSITY AND INCLUSION

As a way of affirming and formalizing the VCCS commitment to diversity and inclusion, the Task Force recommends that the State Board for Community Colleges adopt the following policy statement:

The Virginia Community College System is committed to fostering, cultivating, and sustaining a culture of diversity and inclusion. The VCCS acknowledges the vital impact of a diverse and inclusive community on academic programs, on workforce development and other training, and on the larger communities served by our colleges. Students from diverse backgrounds, taught by faculty and assisted by staff from similarly diverse backgrounds, benefit from an abundant educational experience that prepares them for success in an increasingly interconnected and multi-cultural world.

Therefore, it is the policy of the Virginia Community College System to employ and retain individuals that reflect our diverse society. A culture of diversity and inclusion shall be manifest in all dimensions of Virginia's Community Colleges.



A CALL TO ACTION

In fulfillment of the Chancellor's charge to identify strategies, actions, programs, and policies that will enable Virginia's Community Colleges to build inclusive and representative communities, the Task Force offers the following summary of action steps that are recommended in this report:

1. The leadership of each of Virginia's Community Colleges and of the System Office should do an initial review of their current status in relation to diversity and inclusion. On the basis of the review, each college and the System Office should identify one or more strategies it intends to pursue for each of the following areas as discussed under Campus Leadership: Communication and Vision Sharing; Recruitment and Development; Community Engagement; and Integration. Each college and the System Office should submit a report of its review and proposed strategies to the Chancellor by March 1, 2015.
2. The System Office should create a Statewide Recruitment and Registry Website to be used by all colleges and the System Office. The website should be operational no later than October 1, 2015.
3. In association with the creation of the Statewide Recruitment and Registry Website and in consultation with the colleges, the System Office should develop a system-wide recruitment function, branding strategy, and marketing plan to attract diverse candidates seeking faculty and administrative positions in Virginia's Community Colleges. This should be completed by October 1, 2015.
4. The colleges and System Office should review any existing professional development and leadership programs that they sponsor to determine the extent to which they are attracting diverse participants and the extent to which they help such participants advance in leadership roles. On the basis of the review, revisions to existing programming and potential new programming should be developed and implemented. Results should be provided in regular reports to the Advisory Council of Presidents and State Board.
5. A position for Chief Diversity Officer should be established and filled at the system-level with appropriate staff support. Each college should designate an existing position or establish a new position to serve as the institution's diversity representative. This should be completed by March 1, 2015.
6. As one means of assessing progress, the System Office should maintain, regularly update, and distribute a Diversity Dashboard that provides institutional and system-wide longitudinal data on such matters as gender and minority status.
7. The goal of Virginia's Community Colleges becoming a model for diversity and inclusion should be included in the new VCCS strategic plan.
8. Starting with the planning for 2015-2016, the Chancellor and college presidents should agree on goals for diversity and inclusion to be included in the annual planning goals and subsequent reports for each college.
9. Reports on progress in diversity and inclusion should be regularly included as agenda items for the Human Resources Committees of the Advisory Council of Presidents and the State Board for Community Colleges.
10. The State Board for Community Colleges should consider approving the recommended VCCS Policy Statement on Diversity and Inclusion.
11. A system-wide steering committee should be established to shepherd the implementation and tracking of the actions that are adopted from this report.

APPENDICES

Appendix A: Chancellor's Diversity Task Force Charge

Appendix B: Membership of the Chancellor's Diversity Task Force

Appendix C: Task Force Professional Development Activities

Appendix D: VCCS Diversity Dashboard



RESOURCES

(Available in the VCCS' HR Department)

- I. Chancellor's Remarks Delivered at Nevada System of Higher Education Diversity Summit
- II. Annotated Bibliography: Diversity Challenges and Opportunities in Higher Education
- III. Unconscious Bias and the Affect on Faculty and Staff Selection: White Paper
- IV. Diversity Best Practices : Survey List
- V. References and Links to Additional Resources



APPENDIX A – BUILDING COMMUNITY

Chancellor's Diversity Task Force 2013 Charter

Charge: To identify strategies, actions, programs, and policies that will enable the VCCS to build an inclusive and representative community.

Preamble: We give everyone committed to excellence an equal opportunity to teach and learn, develop and practice their professional skills, and to fully participate in the VCCS community, as we work together to enrich the lives of others and strengthen Virginia's communities.

Diversity Definition: Underrepresented populations including minority race and ethnicity; gender, socio-economic, location, and generational factors that mirror and support our Achieve 2015 goals.

Guiding Principles: Inclusion, Identity, Representation, Participation, Ownership, Effectiveness, Civility, Shared Values and Perspectives.

Task Force Leadership and Membership:

Chair: Dr. John Dever

Presidents (2)

Academic Vice Presidents (2)

Finance VP (1)

Workforce VP (1)

Student Services Representative (1)

Chief HR Officers (2)

Ex-Officio: Christopher D. Lee, Associate Vice Chancellor of HR

Co-Chair: Ms. Dorcas Helfant-Browning

Students (2)

State Board Member (1)

CFAC Chair

Faculty Member

Academic Dean

Department Chair/Program Head

Time Horizon:

Task Force Horizon: July 2013 – June 2014

Activity Horizon: November 2013 – October 2015

Outcomes: Recommendations will include tangible strategies to enable the VCCS to accomplish the following:

A. Make the VCCS a model for diversity that is reflective of its aspiration to be a world-class community college system (High Performance Organization).

B. Increase the demographic diversity of the VCCS so that teaching faculty and leaders look more like the communities we serve or reflect the available recruitment pools.

C. Create an inclusive community where everyone (i. e. faculty, staff, students, and all stakeholders) feels empowered to fully participate and succeed.

D. Link our diversity efforts to Achieve 2015 and other strategic goals.

E. Include measures that will verify VCCS progress toward its diversity goals.

APPENDIX B

Membership of the Chancellor's Task Force on Diversity

Co-Chair: Dr. John T. Dever, President, Thomas Nelson Community College,

Co-Chair: Ms. Dorcas Helfant-Browning, Vice Chair for the State Board for Community Colleges

Ms. Amy Bradshaw, Vice President for Administration and Finance, J. Sargeant Reynolds Community College

Ms. Carol E. Carr, Instructor of Biology, John Tyler Community College

Dr. Tara Y. Carter, Dean of Mathematics, Physical Sciences and Technology, Blue Ridge Community College

Dr. Elizabeth Crowther, President, Rappahannock Community College

Dr. John R. Donnelly, Vice President for Instruction and Student Services, Piedmont Virginia Community College

Mr. Brandon R. Dotson, Dean of Student Services, Mountain Empire Community College

Ms. Lori McCarty, Human Resource Director, Patrick Henry Community College

Ms. Sharon Peery, Dean, Community Workforce & Economic Solutions, Southwest Virginia Community College

Dr. Ron E. Proffitt, President, Virginia Highlands Community College

Ms. Jackie Spiker, Human Resource Director, Paul D. Comp Community College

Mr. Paul J. Weitzel, Associate Professor of Accounting, Eastern Shore Community College

Dr. Van Wilson, Assistant Vice Chancellor for Academic Services and Research

Mr. Michel Zajur, Member, State Board for Community Colleges

Staff:

Dr. Christopher D. Lee, Associate Vice Chancellor for Human Resource Services

Mr. Jerry Armstrong, Human Resource Director, VCCS

Ms. Katherine MacLeod, Human Resources Intern, VCCS

Ms. Catherine Puckett, Human Resource Consultant, VCCS

APPENDIX C

Professional Development Activities of the Task Force

Annual Diversity and Inclusion in Higher Education and the Workplace Conference, May 8-9, 2013, Conference Board, Boston, MA

The Inclusion Dividend (webinar) – August, 2013, Soundview Executive Summaries

The Inclusion Summit, September 9-10, 2013, Talent Management Alliance Washington, DC

Diversity and the Future of the Academic Hiring Process (webinar), September 19, 2014, Inside Higher Education

10th Annual Hispanic Gala, October 15, 2013, Virginia Hispanic Chamber of Commerce (VAHCC)

Awaken the Spanish Within Language and Cultural Diversity Training, Lisa Zajur, Spanish Within; October Task Force meeting, Richmond, VA

Diversity and Inclusion Conference, October 28-30th, Society for Human Resource Management, San Francisco, CA

National Conference on Diverse Recruitment, Retention and Campus Enrichment, November 4-6, 2013, The Academic Network, Scottsdale, AZ

National Trends in Higher Education Diversity; Presentation by Kevin Christian, Chief Diversity Officer, with American Association for Community Colleges, December Task Force Meeting, Roanoke, VA

National Association of Diversity Officers in Higher Education, national conference, March 10-12, 2014, San Diego, CA

Succession Planning for Diverse Leadership in the 21st Century, American Association for Community Colleges, Annual Meeting, April 5, 2014, Washington, DC

Recruiting, Hiring, and Retaining Diverse Faculty, E-Course, Academic Impressions

Achieving Success Through Inclusion – October 30th, Public Relations Society of America

How To Implement An Innovative & Interactive Diversity Training Program On Your Campus (webinar), January 28, 2014, Innovative Educators

Diversity Policies and Programs, March 7, 2014, Presentation by Katherine MacLeod, Task Force Meeting, Williamsburg, VA

How Diversity + Strategic Leadership = Breakthrough Business Impact (webinar), February 26, 2014, Talent Management Alliance.

Successes with TNCC's Diversity Institute, March 7, 2013, Presentation by Michele Woods Jones, City of Hampton and the Director of TNCC's Diversity Institute, Task Force Meeting, Richmond, VA

Successes Increasing NVCC Faculty Diversity, March 7, 2014, Shelli Jarvis, Director of Strategic Initiatives, NVCC; Task Force Meeting, Richmond, VA

The Business Case for Diversity, March 28, 2014, Richmond Area Diversity Roundtable (RADR), Richmond, VA

Diversity & Inclusion: The Window to Innovation, April 17, 2014, The Central Virginia Annual Diversity & Inclusion Breakfast, Richmond, VA

SREB – State Doctoral Scholars Program: Successfully Charting a Course for Faculty Diversity; June 4, 2014, Presentation by Dr. Ansley Abraham, Director, with Southern Regional Education Board, Mid-Atlantic Higher Education Recruitment Consortium (HERC), Richmond, VA

APPENDIX D

Virginia's Community Colleges Diversity Summary

Summary of Percent Minority

Year	Full-Time Faculty	Adjunct Faculty	Classified Staff	Administrators/Managers	Students	Virginia
2013	18%	20%	37%	28%	39%	
2012	17%	17%	33%	25%	38%	36%
2011	18%	17%	35%	20%	37%	
2010	13%	15%	30%	18%	37%	31%
2009	11%	15%	29%	19%	33%	
2006	12%	*	29%	19%	31%	
2001	11%	*	24%	14%	29%	

* data not available

Full-Time Teaching Faculty Over Time*

Year	Minority		Non-Minority		Total	% Minority
	male	female	male	female		
2013	176	285	901	1,168	2,530	18%
2012	167	274	937	1,206	2,584	17%
2011	172	238	880	1,052	2,342	18%
2010	114	170	912	1,032	2,228	13%
2009	95	146	914	1,014	2,169	11%
2006	110	149	927	920	2,106	12%
2001	89	115	906	774	1,884	11%

* Source: IPEDS

Administrators/Managers Over Time*

Year	Minority		Non-Minority		Total	% Minority
	male	female	male	female		
2013	118	316	373	757	1,564	28%
2012	84	251	361	668	1,364	25%
2011	45	73	218	255	591	20%
2010	37	66	216	250	569	18%
2009	38	70	214	242	564	19%
2006	40	69	214	237	560	19%
2001	36	30	225	185	476	14%

* Source: VCCS Annual Unduplicated Files

Adjunct Faculty Over Time*

Year	Minority		Non-Minority		Total	% Minority
	male	female	male	female		
2013	603	1,034	2,983	3,389	8,009	20%
2012	493	903	3,189	3,773	8,358	17%
2011	516	832	2,934	3,455	7,737	17%
2010	416	751	3,009	3,523	7,699	15%
2009	381	655	2,793	3,210	7,039	15%
2006	0	0	8,283	3,068	11,351	0%
2001	0	0	5,354	580	5,934	0%

* Source: IPEDS

** data not available

Student Headcount Over Time*

Year	Minority		Non-Minority		Total	% Minority
	male	female	male	female		
2013	43,201	59,845	72,961	91,619	267,626	39%
2012	43,299	61,174	74,631	95,180	274,284	38%
2011	41,984	62,902	78,919	102,029	285,834	37%
2010	41,661	62,720	76,712	100,146	281,239	37%
2009	33,324	52,718	76,563	99,839	262,444	33%
2006	27,422	44,689	68,246	93,108	233,465	31%
2001	25,478	39,865	68,164	90,708	224,215	29%

* Source: VCCS Annual Unduplicated Files

Classified Staff Over Time*

Year	Minority		Non-Minority		Total	% Minority
	male	female	male	female		
2013	367	622	668	1,029	2,686	37%
2012	321	532	664	1,038	2,555	33%
2011	372	738	730	1,293	3,133	35%
2010	291	646	757	1,463	3,157	30%
2009	277	627	741	1,442	3,087	29%
2006	267	570	653	1,417	2,907	29%
2001	210	412	622	1,330	2,574	24%

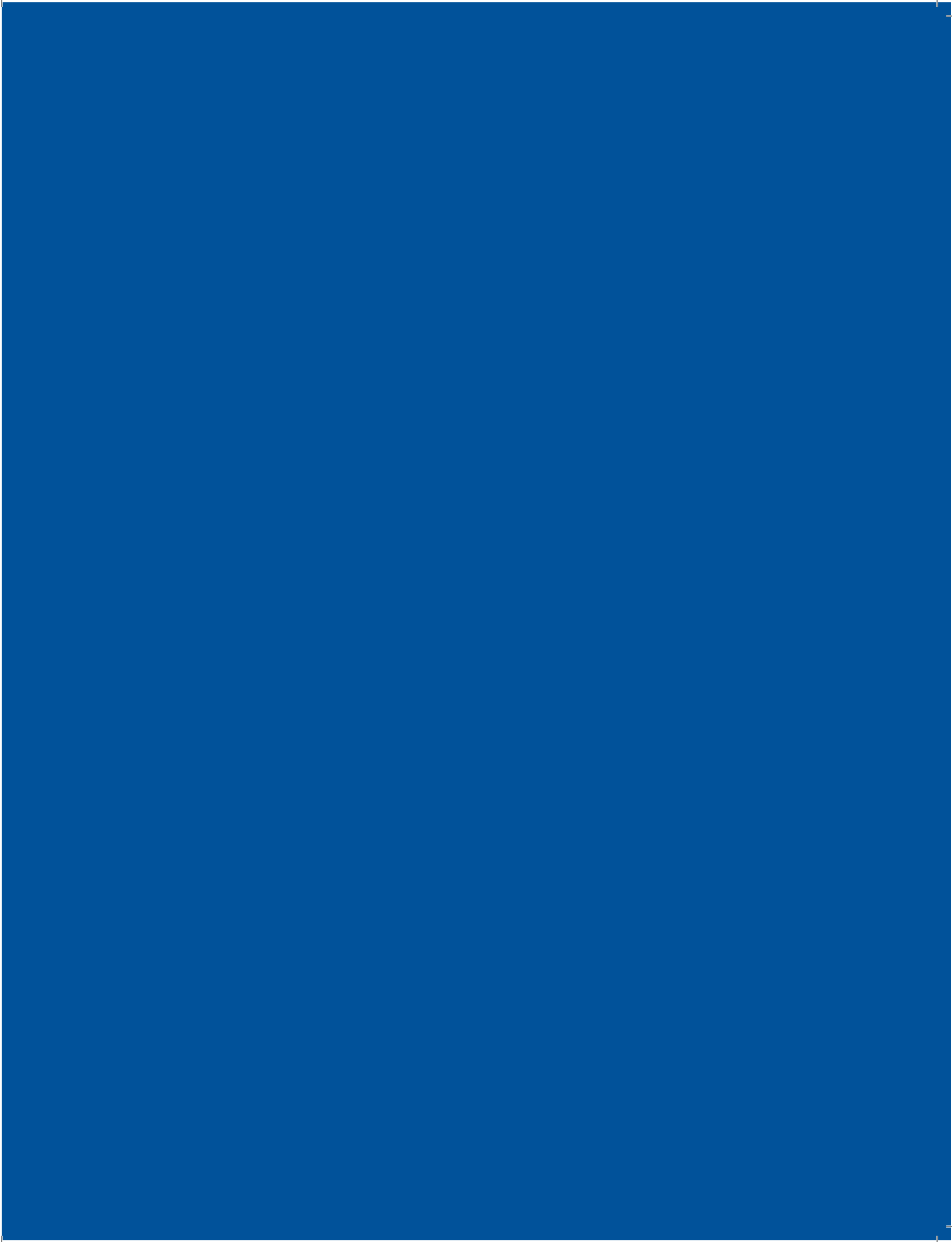
* Source: IPEDS.

Virginia Demographics*

Year	Minority	Non-Minority
2012	36%	64%
2010	31%	69%
2000	28%	72%

* Source: 2000 and 2010 U.S. Census. For 2010 U.S. Census data people of hispanic or latino origins who identified themselves as white were included in non-minority category.

2012 American Community Survey 1-Year Estimates. Race data for people of hispanic or latino origins are not available. All hispanic or latino population is included in minority category.





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