

## Truth & Reconciliation Strategic Plan 2022-2023 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 2022-2023 Activities**

[TRHT Narrative for 2022-2023.docx](#)

<p><b>Objective 1</b></p>	<p>Increased integration of historically marginalized perspectives and authors into teaching and training methods. Increased instructor ability to engage with their students on topics related to diversity, equity, inclusion, and overall cultural fluency.</p>	<p>Workshops and Trainings (Attendee numbers in parenthesis):</p> <ul style="list-style-type: none"> <li>● Fear of Saying the Wrong Thing (17)</li> <li>● Implicit Bias (x2)-(24 combined)</li> <li>● White Ally Toolkit (x2)--(26 combined)</li> <li>● Polarity Management (x2) (57 combined)</li> <li>● Culturally Responsive Pedagogy in Science and Math (9)</li> <li>● Culturally Responsive Pedagogy in Humanities and Social Sciences (13)</li> <li>● Safe Zone Training (8)</li> <li>● <i>Three Mothers</i> Common Read Discussion (32)</li> <li>● Psychological Safety with TIVC (76)</li> <li>● Cultural Humility with TIVC (73)</li> <li>● Germanna’s Night Out (20)</li> <li>● Equity Minded: Closing the Gender Pay Gap (40)</li> <li>● Black Mental Health Matters (43)</li> <li>● The Power of Advocacy: ADA Workshop (29)</li> <li>● Germanna Community Conversations: Faith + Community (51)</li> </ul>
<p><b>Objective 2</b></p>	<p>Improved understanding and accountability among students,</p>	<ul style="list-style-type: none"> <li>● Faculty Focus: Compassionate Accountability (13)</li> <li>● Faculty Focus: Controversial Topics in the Classroom (11)</li> </ul>

	faculty, and staff through the shared experience of engaging with works by historically marginalized peoples or topics.	<ul style="list-style-type: none"> <li>● Social Justice Training (68)</li> <li>● Supporting Student Success Through Early Intervention (230)</li> <li>● Political Discussions and Creating a Supportive Learning Environment (230)</li> <li>● Open Educational Resources (23)</li> <li>● Building a Culturally Responsive Classroom (21)</li> </ul>
<b>Objective 3</b>	Build a foundation for research about the history of race relations in the Virginia community.	<b>Completed</b>
<b>Objective 4</b>	Ensure representation of marginalized voices is prominently featured in high-profile events on campus. Stimulate discussion and debate about issues related to diversity and inclusion.	<p>Community Conversations:</p> <ul style="list-style-type: none"> <li>● S.E. Cupp: The Media and Modern Conservatism (115)</li> <li>● Allen Hornblum: Acres of Skin: Prisoners as “Lab Rats” (132)</li> <li>● Michele Norris: How Do We Talk About Racial Differences? (85)</li> <li>● Dr. Shawn Harper: Teaching and Relational Practices for Underserved Students (76)</li> <li>● Dr. Frank Harris: Equity, Student Services and Online Learning: What Works? (60)</li> <li>● Dr. Gaila Sims: A Singular Community: African American History in Fredericksburg, Virginia (110)</li> <li>● Dean Jelani Cobb: The Half-Life of Freedom: Race and Justice in America Today (70)</li> <li>● Rabbi Michael Knopf: Antisemitism in Virginia and the Nation (45)</li> <li>● Dr. Moogega Cooper: Diversity in S.T.E.A.M. (52)</li> <li>● Dr. Anna Malaika Tubbs: How Mothers Shape the World (40)</li> </ul> <p>Other Relevant Speakers:</p> <ul style="list-style-type: none"> <li>● Dr. Newton Miller (226)</li> <li>● Dr. Bonnie Nakasuji and Dr. George Uba (52)</li> </ul>
<b>Objective 5</b>	Develop and ensure that a culture of understanding, respect, and	<p>Association of College and University Educators Microcredential:</p> <ul style="list-style-type: none"> <li>● Creating An Inclusive and Supportive Learning Environment (11)</li> <li>● Promoting Active Learning Online (26)</li> </ul>

	<p>support is built into the institutional structure at GCC.</p>	<ul style="list-style-type: none"> <li>● Fostering a Culture of Belonging (x3) (75)</li> <li>● Designing Learner Centered Course Outcomes (13)</li> </ul> <p>Workshops:</p> <ul style="list-style-type: none"> <li>● Supporting Students with Germanna Cares (210)</li> <li>● Supporting Students Who Are Working Mothers (210)</li> <li>● Scaffolding Assignments with Learning Support (210)</li> <li>● Americans with Disabilities Act and Disability Inclusion at Germanna (28)</li> <li>● Free Speech on Campus: Tabletop Exercises and Discussion (10)</li> <li>● Advising Fundamentals to Help Ensure Student Success (210)</li> <li>● Backwards Design and Your Courses, Parts 1 and 2 (x2) (32)</li> <li>● Self-Determination Theory and Pandemic Era Instruction (19)</li> <li>● The Story of US: We are Germanna (47)</li> <li>● The Story of US: A Focus on Family Traditions (22)</li> <li>● The Story of US: #Black Excellence Edition (23)</li> <li>● People First with Paradigm Shift (22)</li> <li>● Work-Life Balance (38)</li> </ul> <p>Other Relevant Speakers:</p> <ul style="list-style-type: none"> <li>● Dr. Kristen Lee: (326)</li> </ul>
<p><b>New Objectives for 2023-2024</b></p>	<p>Establish institutional partnerships for around course content and design that deepen student and faculty knowledge of underrepresented or marginalized voices (tentative)</p>	
<p><b>Objectives Completed and Removed</b></p>	<p>Objective 3: Build a foundation for research about the history of race relations in the Virginia Community.</p>	

**Goal 2:** Increase the emphasis on diverse and inclusive teaching and learning through a review of course content, delivery, and teaching methods to identify, understand, and address social problems and systemic barriers impacting our students and communities.

**Purpose:** To infuse all educational programming with course content and course delivery methods that engage students in diverse histories, traditions, and perspectives.

		<b>Summary of 2022-2023 Activities</b>
<b>Objective 1</b>	Identify and select strategies for providing diverse and inclusive curriculum, co-curricular programming, service-learning, and leadership opportunities and training for students.	This will be a focus of the committee in 23-24. Committee composition needs to be reviewed prior to 23-24.
<b>Objective 2</b>	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	An interdisciplinary faculty peer group of eight individuals has been formed to perform an internal peer review of courses using the Center for Urban Education’s Syllabus Review Tool. This tool will serve as the foundation of the protocols and rubric to be used by instructors throughout the college to review course content, delivery, and teaching practices for diversity and inclusion. The group will collaborate with a Dean from Arts & Sciences, the CTL Director, and the DEI Instructional Designer during the summer to launch professional development for instructional faculty around the tool throughout the 2023-2024 academic year and beyond.
<b>Objective 3</b>	Provide all students training and assessment in diversity and inclusion as a core competency of the overall student learning experience.	An online Identities and Inclusion module was added to all 118 SDV courses in 22-23. 1863 students completed the assignment that teaches students a deeper understanding of social identities, as well as concepts like implicit bias, stereotypes, and microaggressions. Students learn bystander intervention and their role in creating a safe and inclusive environment for friends, peers, and classmates.

<b>Objective 4</b>	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.	Committee members worked on a definition of a “Culturally Responsive Classroom.” Once completed, a survey was developed to assess students’ perceptions of DEI in the classroom. The survey was sent out to all students at the end of fall 2022. 124 students responded to the survey. Disaggregated results showed ratings on DEI in the classroom were lowest for Black/African American students
<b>Objective 5</b>	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.	Committee members worked on a definition of a “Culturally Responsive Classroom.” Once completed, a survey was developed to assess students’ perceptions of DEI in the classroom. The survey was sent out to all students at the end of fall 2022. 124 students responded to the survey. Disaggregated results showed ratings on DEI in the classroom were lowest for Black/African American students
<b>New Objectives for 2023-2024</b>	N/A	
<b>Objectives Completed and Removed</b>	N/A	

**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.

		<b>Summary of 2022-2023 Activities</b>
<b>Objective 1</b>	Establish college as a convener and leader in actively opposing racism by educating and advocating for change. Transform and strengthen relations and partnerships in the region using approaches that are driven and guided by community and college assets and accountability.	<ul style="list-style-type: none"> <li>● Fall and Spring Community Conversations promotion               <ul style="list-style-type: none"> <li>○ List growth</li> <li>○ Website, social, and email promotion</li> <li>○ Print advertisement in local papers</li> </ul> </li> <li>● Faith+Community Outreach               <ul style="list-style-type: none"> <li>○ Held first “Community Connection Day” in partnership with Kingdom Family Life Center on June 10</li> </ul> </li> <li>● Website launch               <ul style="list-style-type: none"> <li>○ New website launched in December 2022 with dedicated section on Diversity, Equity, &amp; Inclusion</li> <li>○ Includes Truth &amp; Reconciliation Strategic Plan</li> <li>○ Office of Equity Advancement</li> <li>○ Germanna MEN and college-wide mentorship program</li> <li>○ Early College</li> <li>○ Black Minds Matter faculty resources</li> </ul> </li> </ul>
<b>Objective 2</b>	Develop or identify a communication and an outreach and community engagement toolkit.	<ul style="list-style-type: none"> <li>● Launched new, monthly Community Connection in February 2023               <ul style="list-style-type: none"> <li>○ Monthly content is being developed to keep community informed about programs, events, and outreach</li> <li>○ List is actively being developed to reach high school partners, localities, faith-based organizations, and donors.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ The goal is to better promote the college holistically in order to drive engagement through partnerships, support for the Foundation, and recruitment</li> <li>● Graphic Novel <ul style="list-style-type: none"> <li>○ Developed new publication geared towards a middle school-age demographic in spring 2023</li> <li>○ Communicate the value of community colleges and raise awareness of our values and pathways</li> </ul> </li> <li>● Viewbook <ul style="list-style-type: none"> <li>○ Developed a new college viewbook highlighting diversity of student population, affordability, program pathways, and accessibility to all types of learners</li> </ul> </li> </ul>
<b>Objective 3</b>	Establish and/or strengthen partnerships with organizations that provide services to underrepresented populations.	<p>Work with FailSafe-ERA, a non-profit organization that assists justice impacted individuals with community reentry. Referrals are made from FailSafe-ERA to GCC as well as from GCC to FailSafe-ERA.</p> <p>Work with RARAE to understand ESL/ELL and GED offerings and streamline referrals to from RARAE.</p>
<b>Objective 4</b>	Ensure representation of underrepresented and historically marginalized individuals are well represented on all college boards and instructional program advisory committees.	<b>Ongoing</b>
<b>Objective 5</b>	Cultivate a college collaboration with local K-12 and the university (UMW) that focuses on successful practices and outcomes for traditionally	<ul style="list-style-type: none"> <li>● Academic Scholars Institute <ul style="list-style-type: none"> <li>○ African American cohort of Orange -area middle school age students visiting the college during the week of June 19</li> </ul> </li> <li>● Smart Start Summer Bridge</li> </ul>

	marginalized populations and social responsibility in our region.	<ul style="list-style-type: none"> <li>○ Promotion of Summer Smart Start program targeting students with barriers and first-generation students</li> </ul>
<b>New Objectives for 2023-2024</b>	N/A	
<b>Objectives Completed and Removed</b>	N/A	

**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.

		<b>Summary of 2022-2023 Activities</b>
<b>Objective 1</b>	Increase the number of full-time faculty members of color to mirror the community in which the college exists.	<p>Expanded our job advertising outreach in an effort to increase our diversity candidates in hiring pools and mirror the community we serve. Some of these include:</p> <ul style="list-style-type: none"> <li>● HigherEdJobs</li> <li>● Inside HigherEd</li> <li>● Chronicle</li> <li>● Asian, African Americans, Differently Abled, Hispanics, LGBT, Native Americans, Women, Veterans - InHigherEd</li> <li>● MinorityNurse.com</li> <li>● ihirenursing</li> <li>● ADEA org</li> <li>● Various special requests by hiring manager and ongoing additions of where we advertise</li> <li>● Partnering with Diversified Search Group (search firm) on the hiring of an inaugural AVP for the Division of Health Sciences to address the diverse health and wellness needs of the region</li> <li>● Establishing a baseline to measure the percentage increase of qualified diverse candidates in hiring pools</li> </ul>
<b>Objective 2</b>	Provide search advocate training for all staff/faculty engaged in the hiring process.	<ul style="list-style-type: none"> <li>● Continuing to promote and expand the number of search advocates at Germanna. Currently Germanna leads the VCCS system in the number of</li> </ul>

		<p>trained search advocates with a total of 66 search advocates. Our number of search advocates has increased by 32%</p> <ul style="list-style-type: none"> <li>● Additional seven faculty and staff are scheduled for training in Summer 2023. Office</li> <li>● Quarterly local training is held for search advocates; approximately 25 advocates attended most recent training in April 2023.</li> <li>● Recruitment Coordinator has provided additional support for search advocates and hiring managers to assist with engagement and understanding of the hiring process.</li> <li>● New search advocates participate in training offered by system office DEI Officer. This training, as well as refresher training for current search advocates is offered each semester</li> <li>● Online training offerings provided for search advocates. Some of these include: <ul style="list-style-type: none"> <li>○ The Influence of Unconscious Bias</li> <li>○ Skills for Members of Search Committees</li> <li>○ The Influence of Unconscious Bias in Decision Making</li> </ul> </li> </ul>
<b>Objective 3</b>	Recruit and hire position(s) for Equity Advancement.	<b>COMPLETED</b>
<b>Objective 4</b>	Ensure that pay and promotion processes for diverse individuals are administered equitably.	<ul style="list-style-type: none"> <li>● HR, along with Cabinet members, continue to lead annual and periodic reviews of pay and promotion processes for employees. Recent equity review of classified, wage, A &amp; P and full-time faculty employee work groups completed in May 2023. Promotion review / rewards completed in April 2023.</li> <li>● Gallagher compensation salary review completed for inaugural AVP of Health Sciences position. Compensation reviews also completed throughout the year based on position and need (new, market demand)</li> </ul>
<b>Objective 5</b>	Provide mandatory diversity training during the onboarding and orientation process for new hires.	<ul style="list-style-type: none"> <li>● Currently reviewing diversity training options for the new year, along with the revamping of our new employee orientation program - plan to launch in the fall</li> </ul>

		<ul style="list-style-type: none"> <li>● In the process of updating welcome video, Avature and curriculum for onboarding processes</li> <li>● Plans underway for adjunct orientation program</li> </ul>
<b>Objective 6</b>	Ensure a positive culture of diversity, equity, and inclusion	<ul style="list-style-type: none"> <li>● Human Resources has partnered with VA Department of Social Services as a participant of the Full Employment Program (FEP) - Program provides employment opportunities that help individuals earn a living wage and achieve economic self-sufficiency</li> <li>● Partnered with C &amp; T staff on Germanna Works to extend employment and work experience to qualified students</li> <li>● HR now has an ADA Certified staff member to help further support employees and provide leadership for ADA compliance</li> <li>● Sub-committee reviewed survey results from Great Colleges, CCSSE, Noel-Levitz and Diversity Climate - made recommendations for onboarding of new employees, recurrent training for current employees and continued positive progress with our hiring processes</li> <li>● Launched TimelyCare for employees in December 2022 - Total visits/utilization by employees has increased from 11 to 65 for the month of May 2023</li> <li>● Onboarding Buddy program fully implemented in 2022 - program going well with 37 buddies in the pool. Each new A &amp; P, wage and classified employee is assigned a buddy.</li> <li>● Employee Appreciation Day included health and wellness sessions by a diverse group of speakers</li> </ul>
<b>New Objectives for 2023-2024</b>	N/A	

<b>Objectives Completed and Removed</b>	Completed objective #3 - The Office of Equity Advancement is well established, along with the hiring of the office Director, Coordinator, Administrative Assistant, Mentorship Coordinator and Academic Advisor.
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**Goal 5:** Rectify achievement gaps among student populations by providing academic and personal support that promotes student success by increasing opportunities for students, faculty, and staff to engage together in student activities and programming.

**Purpose:** To promote an inclusive student experience in which students feel a sense of belonging and support for the purpose of their overall achievement.

		<b>Summary of 2022-2023 Activities</b>
<b>Objective 1</b>	Develop a sense of belonging and support between students and faculty or staff by training and matching faculty/staff mentors with students to ensure that students remain on track to completion.	<p><b>Mentoring Numbers:</b>            Germanna M.E.N.: 10 students, 10 Mentors            Great Expectations: 4 students, 3 Mentors            College-Wide Mentoring: 14 students, 7 Mentors            GPTA: 37 students, 21 Mentors            GPTA Peer Mentoring: 13 mentees, 8 Peer Mentors            Germanna Scholars: 49 students. 22 Mentors            Summer 2022 CCEP Mentoring: 24 students, 4 Mentors</p> <p><b><i>*Program concluded Fall 2022*</i></b></p> <p><b>Totals: 146 Students, 75 Mentors</b></p> <ul style="list-style-type: none"> <li>● All Early College students have been assigned a mentor.</li> <li>● Pilot launch for the early college peer mentoring program</li> <li>● All new mentors received initial onboarding training, in addition to supplemental training during the academic year</li> <li>● Received approval to hire the following two positions:              Full-Time Mentorship Coordinator (Start date 6/25/23)              Germanna M.E.N. consultant (Start date 1/19/23)</li> </ul> <p><b>Germanna Mentoring Trainings and Events:</b></p> <ul style="list-style-type: none"> <li>● Mentor Movie Night</li> </ul>

		<ul style="list-style-type: none"> <li>• Welcome Back!: How to structure mentor-mentee meetings and conversation starters to connect with your mentee</li> <li>• A deep dive into campus resources to share with your mentee</li> <li>• Strengths-based mentoring</li> <li>• Fall Semester Rewind!: How are things going?</li> <li>• Welcome back, Germanna</li> <li>• Marketing Event – August 30th in the main lobby</li> <li>• Class Visits– First three weeks of the Fall Semester</li> </ul>
<b>Objective 2</b>	<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>	<p>TimelyCare Ambassador — more details coming</p> <p>All members of the SGA, including the Executive Board and Senators, were assigned the following training:</p> <ul style="list-style-type: none"> <li>• DEI for students</li> <li>• Expanded learning on DEI unconscious bias</li> <li>• Expanded learning on DEI Microaggressions</li> <li>• Understanding the influence of unconscious bias in decision making</li> <li>• Diversity, Equity, and Inclusion for the Workplace</li> <li>• Exploring Identities and Inclusion</li> <li>• Anti-hazing training</li> </ul> <ul style="list-style-type: none"> <li>• A total of 17 advisors successfully completed the DEI and Anti-Hazing training.</li> <li>• Additionally, 10 club leaders underwent training on DEI and Anti-Hazing.</li> <li>• Diversity Week was meticulously planned and promoted to all Germanna students, including Student Leaders from both the Student Government Association (SGA) and Student Clubs &amp; Organizations</li> </ul>
<b>Objective 3</b>	<p>Build meaningful relationships with individuals, K-12 partners, and community organizations to</p>	<p>Career Advisors embedded at local high schools to support underrepresented students post high school plans.</p>

	<p>attract and recruit an increased number of students from diverse backgrounds and strengthen partnerships within the community.</p>	<p>Redesign the Early College Orientation and Recruitment Process.</p> <p><b>Recruitment:</b></p> <ul style="list-style-type: none"> <li>● 91 applications <ul style="list-style-type: none"> <li>○ 38 for Gladys P. Todd Academy</li> <li>○ 53 for Germanna Scholars</li> </ul> </li> <li>● 73 offered Conditional Acceptance <ul style="list-style-type: none"> <li>○ pending final transcripts from the completion of their 10<sup>th</sup>-grade year <ul style="list-style-type: none"> <li>■ 36 for Gladys P. Todd Academy</li> <li>■ 37 for Germanna Scholars</li> </ul> </li> </ul> </li> </ul>
<p><b>Objective 4</b></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"> <li>● Counselor embedded in ESL and EDE 10 courses for proactive support</li> <li>● Great Expectations program support</li> <li>● Returning citizens support for previously incarcerated students</li> <li>● The Academic Advisor of Equity Advancement was hired to provide advising support to underrepresented minority and low-income students, using a case management approach.</li> <li>● The Equity Advancement Advisor is assigned early alerts for their caseload of students via the early alert EAB Navigate system.</li> <li>● In 22-23, the Equity Advancement Advisor recorded 274 student appointments across a total caseload of 214 individual students.</li> <li>● In order to be assigned to the caseload of the Equity Advancement Advisor, students must belong to one of the following student populations considered at risk: those with limited income, individuals who identify as Black, Indigenous, People of Color (BIPOC), and first-generation students</li> </ul>
<p><b>Objective 5</b></p>	<p>Create a baseline for the campus climate related to diversity and equity as a source for developing programming and initiatives to improve institutional culture.</p>	<p><b>COMPLETED</b></p>

<b>New Objectives for 2023-2024</b>	N/A
<b>Objectives Completed and Removed</b>	Create a baseline for the campus climate related to diversity and equity as a source for developing