



**WYTHEVILLE COMMUNITY COLLEGE**

## **DIVERSITY AND INCLUSION REPORT**

**Academic Year 2017-2018**

**AUGUST 31, 2018**

**Dr. Dean Sprinkle**

**1000 East Main St**

**Wytheville, VA 24382**

## Executive Summary

Wytheville Community College (WCC) through attrition and retirement has lost several diverse employees over the past Academic Year. An effort is being made in the Recruitment process to make the recruitment advertisement more welcoming by including a statement that the college values diverse employees as well as veterans and handicapped individuals. Social Media is also being used to get open positions out to a larger group where more diverse candidates can be made aware of open positions.

WCC held many events over the past Academic Year to promote diversity and inclusion including a campus read, by those who chose to do so, of a book with a diversity theme. This effort was led by one of the members of the Diversity and Inclusion Committee. This resulted in participants providing feedback around differences and offering suggestions on being a more welcoming facility to students and employees. Another initiative suggested by the Diversity and Inclusion Committee was to have staff and faculty be trained on Safe Zone or Safe Space on campus. This would allow students the ability to find a Safe Space on campus in more than one area. The plan was to allow the Diversity and Inclusion Committee to be trained on Safe Space initially with a planned roll-out eventually to the campus community. So far eight members of the Diversity and Inclusion Committee have attended training.

While building a more diverse employee base will be an ongoing goal for WCC, each year new ideas are tried and implemented resulting in a greater awareness to the community and the college campus of diversity and inclusion of all. One new objective is to have the Director of Human Resources and Payroll Services to sit on each interview panel to make sure that the interview process is working as expected and to recommend changes if needed to the interview process. Another objective is to reach out to a wider group of employees across the campus and the off-site locations to obtain a diverse interview panel. This is challenging during the Summer Academic session as full-time teaching faculty are usually off-campus. WCC still continues to have a member of the Diversity and Inclusion Committee sit on each interview screening panel.

A diverse speaker or topic is included annually in In-Service so that the entire campus will have the opportunity to be included in discussion around diversity and inclusion. This has allowed the college to offer diversity topics from a variety of different speakers that included diverse speakers and those who have direct experience with diversity and inclusion issues.

Feedback obtained from the Great Colleges to Work for Survey resulted in an ad hoc committee being appointed by Dr. Sprinkle to come up with suggestions on areas that warranted attention. One particular area was in communication. The ad hoc made several suggestions including having a monthly newsletter sent out to keep employees updated on important events around the college. WCC is committed to making the college an exceptional place to work as well as meeting the needs of community partners.

## I. Institutional Goals Academic Year 2017/2018

### 1. Expand knowledge base and promote awareness of ongoing diversity initiatives through formal and informal activities.

Activities or initiatives undertaken during the academic year to support this goal

- Black History Month Kick-off with refreshments and a Social Media 10-day campaign featuring posters from series *Black History that Changed the Nation*. Participants were asked to share the poster on social media.
- The movie *Hidden Figures* was shown in March to celebrate Black History Month in February and Women's History Month in March.
- A book group of 30 faculty and staff was formed and led by an English faculty member of the Diversity and Inclusion Committee to promote Diversity and Inclusion by reading and discussing the book *We Gon' Be Alright-Notes on Race and Re-segregation* by Jeff Chang.
- Diversity Speaker Dr. Wornie Reed, Director of the Virginia Tech Race and Social Policy Research Center.

### 2. Continue outreach to under-served and minority populations.

Activities or initiatives undertaken during the academic year to support this goal

- The TRiO programs work directly with underserved students which includes some minority students. This has allowed marketing for the college to these groups and emphasis on attending WCC for future education plans.
- Invited High Schools and Middle Schools to come to the college for a tour and provided information on attending college to build relationships early to promote the campus and college.

### 3. Continue to provide diversity training for employees (both live and on-line).

Activities or initiatives undertaken during the academic year to support this goal

- Participated in Diversity Webinars throughout the Academic Year and sent invitations to campus community to participate.
- Employees were required to complete online diversity course in Fall 2017'
- Eleven employees participated in a diversity workshop in January 2018 as professional development.
- Diversity speaker Dr. Wornie Reed, Director of Virginia Tech Race and Social Policy Research Center, did two sessions with employees during May 2018 In-Service.
- Eight employees participated in Safe Space Training in June 2018.

**4. Enhance diversity in hiring.**

**Activities or initiatives undertaken during the academic year to support this goal**

- A statement was added to the College's recruitment language that the college welcomes diversity and welcomes applications from all diverse candidates.
- All screening/interview committee members were reminded to take a second look at all diverse candidates.
- President Sprinkle has signed the Agency Employment Opportunities Plan to promote and increase employment of individuals with disabilities. Have included a statement on all recruitments that candidates with disabilities are encouraged to apply.
- Director of Human Resources sitting on all interview panels.

**5. Add a student to the committee and encourage student participation in diversity initiatives.**

**Activities or initiatives undertaken during the academic year to support this goal**

- This goal to date has not been implemented.

**6. Establish the campus as a safe zone and provide training to campus personnel to support WCC as a safe space.**

**Activities or initiatives undertaken during the academic year to support this goal**

- Had a safe space training for members of the Diversity and Inclusion Committee by Speaker Doug Brown of Old Dominion University who has been trained in Safe Space Programs.
- Safe Space information has been placed on the college website with easy access for students.
- Campus exterior signage has been updated to designate two Safe Space locations.

## Diversity Report

### II. Diversity Dashboard

Summary of Changes									
Academic Year	Minority Students	Non-Minority Teaching Faculty	Minority Teaching Faculty	Non-minority Adjunct Faculty	Minority Adjunct Faculty	Non-Minority Administrators	Minority Administrators	Minority Classified Staff	Remarks
2014-15	11%	96%	4%	100%	0%	90%	10%	0%	
2015-16	11%	98%	2%	99%	1%	90%	10%	0%	
2016-17	11%	98%	2%	99%	1%	90%	10%	2%	
2017-18	11%	100%	0%	99%	1%	93%	7%	2%	

**Provide a brief analysis of your college’s diversity dashboard below. In this analysis please highlight any areas in which you plan to take action based on your college’s data.**

The college has lost through retirement and attrition minority faculty and staff. Efforts to attract and retain diverse candidates are ongoing with a push toward including more employees in the interview process for inclusion and diversity. Included on each recruitment ad is a statement that reiterates WCC’s commitment to hiring diverse, veteran, and handicapped employees to create diversity within the college. While not being as successful in hiring non-minority race candidates, WCC has been successful in hiring several new veteran employees to the college campus.

### III. Recruitment Programs and Activities

**Summary:**

The college has recruited around 15 open positions this year. Seven percent (7%) of all applicants identified as minority from these open positions. Only 10% of candidates who identified as minority were interviewed for open positions due to the candidate not being qualified or withdrawing from consideration once an offer of interview was made due to the distance of Southwest Virginia.

<b>Applicant Flow Summary Chart</b>				
<b>Percentage of Minority Applicants by Employment Category</b>				
	<b>Classified</b>	<b>Adjunct</b>	<b>Teaching Faculty</b>	<b>Administrators/Managers</b>
<b>2014 – 2015</b>	0%	0%	0%	0%
<b>2015 – 2016</b>	14%	22%	5%	20%
<b>2016 – 2017</b>	8%	5%	0%	33%
<b>2017 -- 2018</b>	9%	3%	0%	35%

**Actions Taken and Results Achieved this Academic Year:**

WCC started including all open positions on Social Media including Facebook and Linked In. This has resulted in inquiries from candidates on responsibilities of positions through these sites allowing for a more diverse applicant pool.

Since identifying on recruitment ads that the college is a V3 Certified Agency, WCC has seen an increase of veteran applicants.

### IV. Chancellor’s Teaching Fellows

**Summary:**

While the Coordinator for the Chancellor’s Teaching Fellows checks the site on a weekly basis, this tool has not proved to be successful for WCC to recruit applicants. Even when reaching out to candidates who did not necessarily identify WCC as an interest, the candidate is not willing to travel to Southwest Virginia for an open position especially for part-time positions.

Academic Year	Total Minority Professional Applicants	Minority Professional Interviews	Minority Professional Applicants Hired	Total Graduate Student Applicants	Graduate Student Interviews	Graduate Student Applicants Hired	Notes/Success Stories
2014-2015	0	0	0	0	0	0	
2015-2016	1	0	0	0	0	0	
2016-2017	2	0	0	0	0	0	
2017-2018	0	0	0	0	0	0	

**Please share the top 3 actions that were taken in order to promote and utilize the teaching fellows program and share any results that were achieved this academic year:**

1. Checked the site each week for candidates for open positions.
2. Sent any candidate that has listed WCC as an interest to the Deans for consideration.
3. Contacted candidates who did not show interest in WCC to see if potentially interested.

## Inclusion Report

### V. Great Colleges to Work Survey Highlights and Analysis

#### Summary:

Wytheville Community College did participate in the survey and was able to identify several areas that warranted attention to make the college a better workplace. The President always appoints an Ad Hoc Committee to review the results and offer suggestions.

#### Please identify three key areas that seem significant after your review of the GCWF data:

Key area 1 Faculty and staff overall are very satisfied with the facilities and teaching environment that WCC offers.
Key area 2 Wytheville Community College needs to continue working on communication and collaboration methods for employees.
Key area 3 Compared to peers, employees at Wytheville Community College are satisfied with their job and support received.

#### Further observations or analysis:

Wytheville Community College was recognized as a Great College to Work for in 2016. The survey for this year resulted in less participation than in 2016. One area that saw more participation was the teaching faculty category. There are several areas of concern to teaching faculty that the college will address in the coming year. In comparison to the survey in 2015, the results this year are very similar. Year 2015 had a lay-off as did 2018 which could explain some of the concerns.

#### Actions Taken and Results Achieved this Academic Year:

Due to the survey in 2016, an ad hoc committee was appointed to look at the survey results and identify areas where suggestions and improvements could be made. This committee suggested several changes to how the college communicates. One suggestion was providing a newsletter of college events with input from each department head. This has allowed communication to flow more timely.

## **VI. Development and Employment Activities**

**Please share the top THREE actions taken at your college in order to train, promote, and support a diverse and inclusive workforce. Please include any results from these actions:**

- 1. Included a diversity speaker or topic during In-Service. Through survey, employees have identified their likes and dislikes for each candidate which allows the Diversity and Inclusion Committee an objective to work toward.**
- 2. Included a member of the Diversity and Inclusion Committee on each screening interview committee. The member serves as the speaker for Diversity and Inclusion on screening and interview committees and looks for diversity in candidates to meet the business need of the college. This results in any bias being identified as an obstacle with support from the Diversity and Inclusion Committee.**
- 3. Provided training to the Diversity and Inclusion Committee on Safe Space. This has allowed students and employees to readily identify Safe Spaces on campus and find acceptance for diversity in these spaces.**

## VII. Student Data

**What percentage of WCC minority students successfully complete their programs of study (certificate, graduate, transfer, etc.)? Is this higher/lower than the success rate for all students?**

During the 2017-18 academic year, 26.5% of minority students successfully completed their programs of study. This is lower than the success rate for all students, which was 43.0%, a difference of 16.5 percentage points. In comparison to past years, WCC has improved in the percentage of minority students successfully completing their program of study by 4%. For the year, 2015-16 academic year, only 22.5% of minority students completed their program. While there is still work to do in helping minority students complete the program of study, the trend is going up for completion rates for minority students.

**Is there a significant difference in the number of minority students who apply and enroll? How does this compare to non-minority students?**

Yes, there is a moderately significant difference in the number of minority students who apply for admission and enroll at the college. For the Fall 2017 semester, 60.7% of the minority students who applied for admission actually enrolled at the college. For non-minority students, 75.3% of those who applied for admission actually enrolled.

**Is there a drop in minority student enrollment from Fall to Spring semester?**

There was no change in minority student enrollment from Fall 2017 to Spring 2018. Minority student enrollment was 11.5% in Fall 2017, and 11.5% again in Spring 2018.

**Does WCC solicit feedback from students regarding the college environment (e.g., the Community College Survey of Student Engagement (CCSSE)? Are any questions specific to diversity and inclusion? If so, what are they saying?**

Wytheville Community College last administered the Community College Survey of Student Engagement (CCSSE) to our students during the Spring 2016 academic semester. Three of the questions we included on this survey were specific to diversity. Responses to these questions indicate that we are quite similar to other colleges of our size in regards to diversity and inclusion.

Questions included on this administration of the CCSSE and mean responses to the questions are as follows:

Our college – 2.38

Small colleges – 2.39

2016 Cohort – 2.46

4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.

Our college – 2.34

Small colleges – 2.35

2016 Cohort – 2.36

9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

Our college – 2.67

Small colleges – 2.63

2016 Cohort – 2.63

## **VIII. Institutional Goals 2018/2019**

### **1. Promote and foster an inclusive environment for students, employees, and community.**

**Steps you plan to take to reach this goal**

- 1. Include diversity initiatives in the College's new Strategic Plan.**
- 2. Incorporate diversity awareness into Student Activities.**
- 3. Promote campus accessibility for diverse groups.**

### **2. Provide training and education for employees on diversity and inclusion.**

**Steps you plan to take to reach this goal**

- 1. Offer additional Safe Space training sessions.**
- 2. Promote participation in diversity webinar series.**
- 3. Provide annual diversity and inclusion training for employees.**

### **3. Increase diversity in hiring (minorities, veterans, and disabled persons)**

**Steps you plan to take to reach this goal**

- 1. Fully implement Veteran Recruitment Agency Plan.**
- 2. Fully implement Disabled Persons Recruitment Agency Plan.**
- 3. Run report of minority identified applicants and have HR identify any diverse qualified candidates for interview.**