MGT
CONSULTING GROUP

DIVERSITY, EQUITY, AND INCLUSION ASSESSMENT FINAL REPORT

JOHNSON COUNTY COMMUNITY COLLEGE

January 2021

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EXECUTIVE SUMMARY

This report was prepared by MGT Consulting (MGT) on behalf of Johnson County Community College (JCCC). Starting in January 2020, MGT conducted an assessment to determine ways in which JCCC is supporting diversity, equity, and inclusion, as well as opportunities to improve diversity, equity, and inclusion. The assessment was conducted with the full support and cooperation of JCCC's administration and governance, faculty, and students who provided data, information, insights, and assistance to MGT throughout the assessment. At no time did MGT not get the cooperation and responsiveness that was critical in conducting the assessment. Without the support and cooperation received by MGT completing the assessment and this report would have been difficult.

The findings, observations, and conclusions that emerged from the DEI assessment have been synthesized and organized in this report to examine ways that will enable JCCC to enhance and strengthen diversity, equity, and inclusion. The full DEI Assessment Report documents the specifics of the assessment. However, this Executive Summary highlight key factors that are the foundation for a blueprint for action. To enhance and institutionalize diversity, equity, and inclusion there are challenges that will require specific actions. These actions should take into consideration several key factors as the College strives to create an inclusive, equitable, culturally competent, and supportive environment:

- Policies and practices supporting student diversity, equity, and inclusion
- Policies and practices supporting faculty/staff diversity, equity, and inclusion
- Programming and policy recommendations that promote and advance diversity, equity, and inclusion
- Programming that crosses institutional boundaries
- Integration of existing commitments and potential new initiatives
- Accountability measures
- Building a diversity, equity, and inclusion centric culture
- Change management strategies that facilitate supporting a diversity, equity, and inclusion centric culture
- Leadership commitment and buy-in

Addressing key factors will require creating mechanisms that allow the College to systematically take on diversity, equity, and inclusion campus-wide, establishing metrics to hold the College accountable, and implementing and evaluating activities, strategies, and solutions intended to move the DEI needle. The work of the College's DEI Task Force shed light on the need for more intentional and systemic efforts around fostering an appreciation for all dimensions of diversity, supporting equitable outcomes, and cultivating inclusive environments. As a public-facing document this report is intended to serve as a blueprint for action and provide transparency regarding the state of diversity, equity, and inclusion and transformation required to support and sustain a DEI centric culture and environment for the College's faculty, students, and staff.

TRANSFORMATION ACTIONS/STRATEGIES

Successful transformation requires leadership and governance commitment, human and fiscal resources, and patience in addressing the key factors identified above that impact organization culture, faculty/staff experience and student experience that result in the following outcomes:

- Creating an environment that is welcoming and respectful for all;
- Increasing diversity of faculty, staff, and students;
- Retaining diverse faculty, staff, and students;
- Ensuring equity and inclusion at all levels of the institution;
- Prioritizing diversity, equity, and inclusion in plans as well as actions.

Organization Culture/Climate Transformation – Build and maintain a culture and environment premised on one incident of bias or one member of the campus community feeling unwelcome, excluded, or bullied is one too many.

Tactics and Practices
1. Implement accountability and assessment measures such as a diversity dashboard and equity scorecard designed to track make progress transparent to the campus community
New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[1] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.
2. Communicate quickly and decisively when addressing microaggressions and other diversity -related matters that adversely impact teaching, learning, working, or social environment at JCCC.
The article, Racial Microaggressions in Everyday Life, although directed toward clinical therapy, provides information for addressing microaggressions and served as background for the JCCC Diversity, Equity, and Inclusion Training.
3. Begin holding Culture & Climate Dialogues and invite students, faculty, staff, and Trustees to attend. Potential topics could focus on issues related to race, ethnicity, gender, and other identities that allow participants to hear multiple perspectives.
Campus Compact provides Dialogue Resources for Higher Education.
4. Initiate campus-wide department level diversity, equity, and inclusion leadership, planning, and support.
Pima Community College's Diversity, Equity, and Inclusion Plan is an example of how to provide support.
5. Institute an incident management system that include dashboards for bias incident reporting by students, faculty, and staff.

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[1] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

Evergreen Community College's Bias Related Incident Response Protocol: Practices and Procedures
6. Determine the most optimal structure, policies and practices for embedding and institutionalizing diversity, equity, and inclusion in JCCC's organization culture.
The state of Minnesota created A Guide to Supporting Safe and Inclusive Campus Climates

Organization Culture/Climate Transformation – JCCC's organization culture fosters and celebrates all dimensions of diversity.

Tactics and Practices
1. Institute mandatory training and continued professional development for administration, faculty, and staff.
Monroe Community College provides examples of mandatory training in the Diversity, Equity, and Inclusion Plan and requires all newly hired faculty and staff to complete a course.
2. Incorporate promising practices that eliminate implicit bias to increase equity, inclusion, and intercultural understanding.
SafeColleges Training, which may assist with reducing insurance premiums and provides consistent training for faculty, staff, and students.
3. Collaborate with the strategic plan development process to integrate DEI into JCCC's Strategic Plan including a DEI policy statement.
Maximizing Impact: Purposefully Incorporating Diversity Efforts Within Postsecondary System-wide and Institutional Strategic Plans
4. Develop a process that enables employees to form affinity groups that foster a greater sense of belonging.
Los Rios Resource Groups for Employees that foster excellence, inclusion, and equity.

Organization Culture/Climate – Foster an environment where every person feels responsible for advancing diversity, equity, and inclusion.

Tactics and Practices
1. Ensure those who work with students or hold supervisory positions possess the necessary cultural competency skill set.
Cultural Competence: An Important Skill Set for the 21st Century.
2. Provide more opportunities to learn or network with others interested in issues around diversity, equity, inclusion, and cultural competency.
Step Up and Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides.

Tactics and Practices
3. Require and embed diversity, equity, and inclusion content in college and department trainings and workshops particularly for those in teaching, supervisory, student-facing, customer service, and decision-making roles.
SafeColleges Training, which may assist with reducing insurance premiums and provides consistent training for faculty, staff, and students.
4. Reject normalization of bias and ensure safe campus environments, free from exclusion, intimidation, or offensive conduct.
SafeColleges Training, which may assist with reducing insurance premiums and provides consistent training for faculty, staff, and students.
5. Evaluate policies and procedures that may disproportionately impact minority students, faculty, and staff
New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[2] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.

Faculty/Staff Experience – Use promising practices and effective strategies to identify, recruit and retain diverse staff, faculty, and administrators.

Tactics and Practices
1. Evaluate and report on JCCC's faculty and staff diversity, equity, and inclusion efforts to ensure accountability and transparency.
New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[3] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.
2. Incorporate equity and inclusion outcomes into career pathways for faculty and staff with a priority on people of color, women, and other marginalized groups.
Taking Equity-Minded Action to Close Equity Gaps
3. Introduce career laddering and a "talent mobility ecosystem" that provide growth opportunities that facilitate greater staff diversity.
Hawkeye Community College Affirmative Action Plan with clear goals

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[2] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

[3] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

Tactics and Practices
4.Commission a career mobility and pay equity study to discover and correct any systemic inequities based on sex, race, ethnicity, age, or other diversity factors.
MGT Consulting's Organizational Group or other similar entities can provide a pay equity study.

Faculty/Staff Experience – Eradicate any existing gaps in faculty diversity and retention.

Tactics and Practices
1. Aggressively hire diverse faculty candidates at any rank and in any discipline, who have an accomplished track record of teaching, research, or service activities and addressing the needs of underrepresented students.
The Certain Benefits of Cluster Hiring
2. Provide professional development, training, and formalized mentorship opportunities to support promotion and pathways to academic leadership.
The Role of Mentoring in the Development of Minority Faculty in the Texas State Higher Education System.
3. Consider engaging in professional development, mentorship, and other opportunities provided by the National Center for Faculty Development and Diversity.
Learning & Professional Development offered at NCFDD
4. Strengthen faculty recruitment and retention consistent with the 2020-2025 Strategic Plan.
Salt Lake City Community College offers an excellent example of a public facing dashboard for its Strategic Plan with a focus on equity strategies.

Faculty/Staff Experience – Eradicate any existing gaps in staff diversity and retention.

Tactics and Practices
1. Develop relationships with Minority Serving Institutions and minority organizations to aggressively recruit and hire staff.
Haskell Indian Nations University, Harris-Stowe State University, Lincoln University, Adams State University. Diverse Hiring.
2. Allocate resources to staff hiring initiatives to increase hiring of staff from underrepresented groups.
Apply for grants to support diverse hiring from Foundations like the Andrew W. Mellon Foundation.
3. Promote aggressive use of incentives to increase staff diversity.
Can My Company Pay Higher Bonuses To Employees Who Refer Diverse Candidates?
4. Leverage external partnerships to cultivate a diverse pipeline and ensure policies and practices are aligned to make progress on increasing staff diversity.

Tactics and Practices
HBCU Recruitment Strategies
5. Proactively utilize assessment tools such as exit interviews and turnover metrics to understand and act on reasons behind attrition of staff from underrepresented groups.
5 Best Exit Interview Questions To Ask Your Employees

Student Experience – Use promising practices and effective strategies to recruit and retain diverse students.

Tactics and Practices
1. As demographics evolve incorporate a process of regularly evaluating where diverse representation goals remain unmet.
New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[4] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.
2. Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented, and underserved student populations
Want to Increase Graduation Rates? Hire More Underrepresented Faculty
3. Expand and replicate successful programs on campus that provide persistence, retention, and support services.
New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[5] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.
4. Incentivize interventions that address retention challenges specific to underrepresented students.
How Can Incentives Improve the Success of Disadvantaged College Students?

Student Experience – Utilize resources to maximize student success and sense of belonging.

Tactics and Practices
1. Support affinity groups as a mechanism for providing students with a network of supports.

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[4] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.
[5] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

Tactics and Practices
Bakersfield College Affinity Groups
2. Ensure that advising and other student support services are culturally relevant and sensitive to individual student needs.
Advising Across Race: Providing Culturally-Sensitive Academic Advising at Predominantly White Institutions
3. Effectively respond to the needs of students with learning challenges, disabilities, mental health concerns, and socio-economic distress.
Landmark College exclusively for students with learning disabilities.
4.Assess the effectiveness of support services to meet the needs of the increasing number of students that have financial, occupational, or dependent-care obligations.
University of Kansas noted as a most parenting friendly college

Student Experience – Cultivate a campus environment where students' unique skills, perspectives, and differences are valued and leveraged.

Tactics and Practices
1. Incentivize faculty and staff to engage in mentoring diverse students.
Hendrix College includes mentoring in the Faculty Evaluation System.
2. Focus on improving the inclusion of students with disabilities.
College Students with Disabilities Are Too Often Excluded
3. Recognize and account for the impact of nonacademic factors and circumstances that contribute to a student's academic adjustment, social adjustment, and success.
Improving community college completion rates by addressing structural and motivational barriers
4. Support and promote student-initiated and student-led efforts addressing campus issues and concerns that adversely impact the student experience.
Mobilizing Community College Students to Protect Our Democracy
5. Form student advisory committees for DEI to inform the College of barriers to student success.
Hudson County Community College President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) includes student members

1.0 INTRODUCTION

In October 2019, JCCC issued a Request for Proposal (RFP) to conduct a "Diversity, Equity, Inclusion (DEI) Assessment." In issuing the RFP, JCCC was seeking expertise guiding organizations through diversity, equity, and inclusion transformation. A major goal of the assessment requested by JCCC was to "better understand the College's DEI policies and procedures beyond race, ethnicity, language, and country of origin, and how DEI integrates into the College's mission and operations." Within this context, the overall goal of the assessment is an outcome-based "blueprint" for organization transformation beyond surface level changes to advance diversity, equity, and inclusion.

In December 2019, JCCC contracted with MGT Consulting Group (MGT) to conduct the DEI Assessment. MGT is a national management consulting and research firm with a 45-year history working with colleges and universities conducting similar types of projects. In addition to assisting over 200 colleges and universities, MGT has an extensive track record addressing access, equity, diversity, and inclusion in a variety of organizational settings. MGT also has experience in Kansas, having completed over 150 projects for Kansas clients including Benedictine College, Butler Community College, Fort Hayes State University, and Kansas State University. In securing the services of MGT, the College recognized that it is not enough to open the doors to diversity and that barriers to equity and inclusion at the personal, interpersonal, and institutional levels must also be addressed. Most important, the College recognized the need for an independent assessment to inform policies and practices to ensure JCCC consistently operate in a manner that create a diverse, equitable and inclusive environment for students, faculty, and staff.

1.1. ASSESSMENT CONTEXT AND BACKGROUND

Without question, 2020 was a turbulent year globally and nationally resulting in both reactive and proactive approaches and responses to diversity, equity, and inclusion by higher education institutions and other organizations. In 2020, not only have we been forced to grapple with the impact of a global pandemic, we have also been forced to confront the reality that we are still a nation riven by inequality and racial division. Plenty of evidence exists about the value of diversity, equity, and inclusion and that diversity, equity and inclusion brings about better results for organizations. In addition, there are legal, moral, and pragmatic reasons for embracing diversity, equity, and inclusion. For example, shifting demographics indicate that 50% or more of high school graduates will represent more diverse races and other diverse characteristics and factors in the years ahead.[6]

In 2016, USDOE issued a report identifying five distinct research-based practices to help advance diversity, equity, and inclusion in higher education institutions:

1) institutional commitment to promoting student body diversity and inclusion on campus;
2) diversity across all levels of an institution;
3) outreach and recruitment of prospective students;
4) support services for students; and

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[6] Western Interstate Commission on Higher Education: https://knocking.wiche.edu/.

5) inclusive campus climate.[7]

The report also emphasized the need for policies and protocols rooted in equity, inclusion, respect, and collaboration based on the diversity of constituents.

Colleges and universities and society have historically struggled with diversity, equity and inclusion often reducing these concepts to discussions about race and gender while ignoring other important identities such as class, disabilities, religion, or sexual orientation to name just a few. Recent nationwide events signal it is imperative to not only emphasize the importance of diversity, equity and inclusion but also develop a concrete plan of action to make diversity, equity, and inclusion a practical, collective reality. For all institutions including JCCC this mean creating an environment where students, faculty and staff are not just welcomed but are able to thrive and succeed by cultivating an environment in which everyone feels a sense of belonging. MGT's review of DEI practices presented later in this report clearly indicate multiple diversity factors have necessitated re-thinking strategies for creating an environment that work for faculty, students, and staff from a range of backgrounds.

In the Fall 2018, JCCC's Faculty Senate established the DEI Task Force. The Task Force was initially created to examine the needs of faculty regarding DEI issues. The Task Force is composed of faculty, staff and student members and has been focused on broadening and deepening JCCC's commitment and efforts to impact diversity, equity, and inclusion. In May 2019, the Task Force issued "*A Needs Statement for A Dedicated Diversity, Equity, and Inclusion Resource At Johnson County Community College*" which became the impetus for seeking professional services to better understand JCCC's policies, practices, and impact relative to DEI. The Task Force examined national best practice language to shape the definition development of the terms, "diversity, equity, and inclusion" within the context of higher education and JCCC. Given that DEI can be defined in different ways, the Task Force decided to define broadly and inclusively. The definitions that follow created by the University of Michigan became the organizing framework for "diversity, equity, and inclusion" at JCCC.

> **Diversity:** We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

> **Equity:** We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

> **Inclusion:** We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

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[7] USDOE Office of Planning, Evaluation, and Policy Development:https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf.

Throughout the assessment conducted by MGT, the Task Force played an important and vital role providing advice, insight, support, and guidance to MGT. In addition, the Task Force kept the campus informed about scheduled assessment activities and opportunities to participate in the assessment and provide input. In January 2020, the Task Force organized MGT's participation in Professional Development Days (PDD) and the All-Faculty Meeting to discuss the assessment and campus involvement and participation. In addition, the Task Force assisted in reviewing draft versions of the DEI Assessment Survey and the DEI Train-the-Trainer Program.

MGT's approach to the assessment was premised on a multidimensional quantitative and qualitative analysis of JCCC's campus community framed around the following areas of inquiry:

- The most accurate picture of diversity, equity, and inclusion at JCCC

- Faculty support for and involvement in diversity, equity, and inclusion

- Teaching and service supporting diversity, equity, and inclusion

- Staff engagement and involvement in diversity, equity, and inclusion

- Student support for involvement in diversity, equity, and inclusion

- Administrative leadership and institutional support for diversity, equity, and inclusion

The above areas were critical in framing MGT's approach to examining the following:

- **Equity and Access**-What steps will be required short and long term to ensure access and equity as it relates to faculty, students and staff who are from underrepresented groups such as people of color, women, people with disabilities, international students, faculty and staff, people who identify as LGBTQA and other diverse groups and individuals?

- **Education and Learning**-What steps will be required short and long term to foster and promote academic achievement and success among diverse student populations? What is being offered about issues of implicit bias, equity in evaluations and cross-cultural understanding? What steps will be taken to incorporate best practices in inclusive pedagogy to ensure the needs of diverse students are met and provide all students with an understanding of the unique experiences faced by minorities in the US?

- **Leadership and Professional Development**-What steps will be required short and long term to support the retention and advancement of diverse faculty and staff? What steps will be taken to use best practices in mentoring as well as on-boarding, professional development, coaching and other resources to support, retain and advance faculty and staff while ensuring evaluative processes are inclusive?

- **Multi-Cultural and Inclusive Environment**-What steps will be required to identify categories of faculty and staff needed most to improve the diversity of the College? What steps will be taken to increase faculty and staff diversity (e.g., active recruitment processes, recruitment from minority Serving Institutions, including Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Women Colleges)

These factors helped to frame actionable items recommended to enhance diversity, equity, and inclusion at JCCC.

1.2. ASSESSMENT OVERVIEW

To perform the DEI Assessment, MGT utilized a project work plan that included seven major work tasks and activities. The work plan consisted of the following:

1. Project Management
2. Project Initiation and Finalize Work Plan
3. Stakeholder Input and Methodology Preparation
4. Data Collection and Implementation
5. National Trend Analysis and Preliminary Findings
6. Train the Trainers Program
7. Comprehensive Final Report

The assessment started in earnest following MGT's initial meeting with the DEI Task Force and the January presentations at PDD and the All-Faculty meeting and included the following:

- Learning more about the College and the environment and context in which the DEI Assessment would take place.

- Requesting and reviewing data and information some of which had been complied by the DEI Task Force.

- Identifying students, faculty, staff, administrators, and Trustees for potential interviews and meetings.

1.3. REPORT ORGANIZATION

In addition to the Executive Summary and this introductory chapter, this report consists of three additional chapters:

Chapter 2.0: DEI Practices Review include a select sample of DEI initiatives and approaches in colleges and universities across the country.

Chapter 3.0: Assessment Results-summarize key quantitative results from the DEI Assessment Survey and input gathered through a series of campus conversations and meetings.

Chapter 4.0: Recommended Actions/Strategies-provide a series of short- and long-term actions and strategies for possible adoption by JCCC.

2.0 DEI PRACTICES REVIEW

Prior to soliciting opinions and perceptions about diversity, equity, and inclusion at JCCC, MGT felt it was important to build on the work of the Task Force by examining what other higher education institutions are doing to support and sustain diversity, equity, and inclusion. The following is a compilation of Diversity, Equity, and Inclusion (DEI) research prepared by MGT in conjunction with the DEI Assessment for JCCC.

By no means is this research exhaustive, but it does provide valuable information and insights on DEI initiatives and approaches in colleges and universities across the country.

Some of this compilation draws from analysis of academic research, while some draws from MGT's experience working with colleges and universities across the country. Collectively this compilation helps to inform the breadth of diversity, equity, and inclusion within the context of higher education. As expected, the review revealed there is no one size fit all. Although what institutions are doing is based on their unique circumstances, situations, resources and other factors, the common thread was a commitment to providing students, faculty, staff, and administrators with a positive, equitable and inclusive environment in which they can work, learn, and teach.

Over the last 50 years, four-year degree attainment has nearly doubled in the United States among students from wealthy families.[8] Unfortunately, the share of students from the country's poorest families earning a degree has changed very little. While many more students of color and those from low-income families are enrolling in college than in the past, they are far less likely than their white and economically advantaged counterparts to complete their degree successfully, and the gap is widening.

> *"In 2013, individuals from high-income families were eight times more likely to earn a bachelor's degree by age twenty-four than were those from low-income families. In 1970, the high-income individuals were more than six times more likely to earn a bachelor's degree."[9]*

Community Colleges continue to serve as the gateway to the bachelor's degree for many students. Of the 69 percent of students who enrolled in college immediately following high school, one third attended two-year institutions.[10] Community colleges have the opportunity to positively engage the 57 percent of minority students enrolled in credit programs.

INSTITUTIONALIZATION OF DIVERSITY, EQUITY, AND INCLUSION

One of the greatest challenges facing colleges and universities is institutionalizing diversity, equity, and inclusion. A key factor in institutionalizing diversity, equity, and inclusion is commitment and support of administrators and governing bodies. Many times, colleges and universities have made a commitment to diversity, equity, and inclusion by hiring someone to champion the work. Unfortunately, these efforts often disintegrate when staff members are given too many unrealistic expectations and limited support and resources to be effective and successful. Successful efforts start with adequately structured and resourced initiatives, that are built into a college's and university's mission, vision, values, strategic plans, policies, procedures, as well as every aspect of how the college and university conducts its daily business.[11]

The New England Resource Center for Higher Education developed the NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[12] The six dimensions (see figure below), each with a set of components, establish a foundational framework for colleges and

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[8] https://www.aacu.org/peerreview/2017/Spring/Bolton

[9] Pell Institute for the Study of Opportunity in Higher Education and PennAHEAD, Indicators of Higher Education Equity in the United States (2015)

[10] NCES. The Condition of Education 2020. Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020144

[11] Institutionalizing Diversity: Keep Pushin' Retrieved from https://diversityconsciousness.com/blog/?p=209

[12] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming. Evidence indicates a shift from one state to another occurs through changes in policy, practices, structures, culture, and climate. Institutionalization of diversity, equity, and inclusion requires an ongoing strategic focus and continual, annual assessment to ensure the institution is reaching its goals. The results of the assessment highlight successes and create a plan for prioritizing growth and development in specific areas.
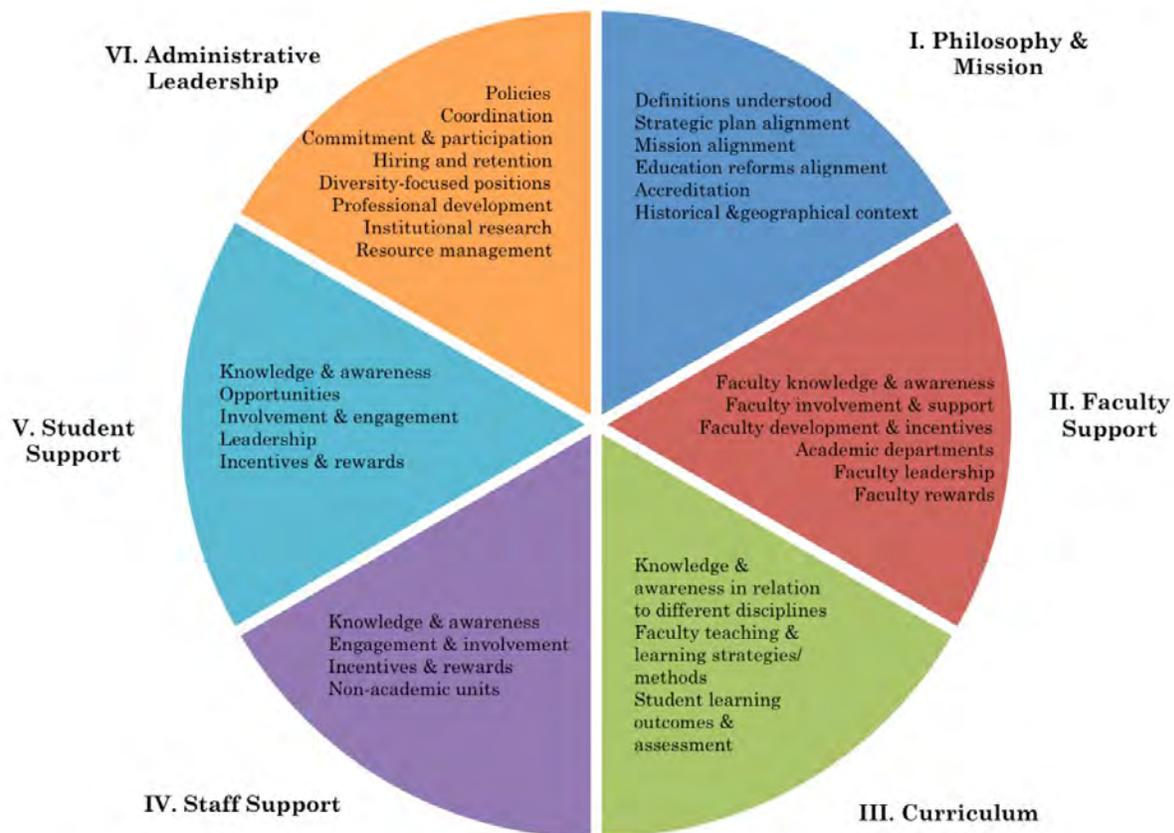
One of the critical drivers for infusing diversity, equity, and inclusion into the fabric of a community college is to develop a comprehensive plan. A three- to five-year plan with specific goals, key metrics, and well -defined results will establish a foundation for a college to advance. Examples of plans include:

- Pima Community College Diversity, Equity, and Inclusion Plan
- Monroe Community College
- Westchester Community College

- Clackamas Community College
- Tompkins Cortland Community College

The Association of American Colleges and Universities released a series of publications focused on equity in higher education and has launched a multi-year effort to engage institutions to address these equity gaps. The "Step Up and Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides" is a call to action that clarifies the issues and outlines critical steps, which are adapted below based on JCCC's current environment and desired outcomes.

Critical Steps for a College to Address Equity
1. Know who JCCC's students are and will be.
2. Dialogue about the climate for underserved students with a goal of effecting a paradigm shift in language and actions.
3. Invest in culturally competent practices that lead to success of underserved students—and of all students.
4. Set and monitor equity-minded goals and allocate aligned resources to achieve these goals.
5. Develop and actively pursue a clear vision and goals for achieving the high-quality learning necessary for careers and citizenship.
6. Expect and prepare all students to produce culminating or Signature Work to show their achievement of Essential Learning Outcomes and monitor data to ensure equitable participants among underserved students.
7. Provide support to help student develop guided plans to achieve Essential Learning Outcomes, prepare for and complete Signature Work, and connect college with careers.
8. Identify high-impact practices best suited to your institution's students and its quality framework for Essential Learning Outcomes and work proactively to ensure equitable student participation in HIPs.
9. Ensure that Essential Learning Outcomes are addressed and that HIPs are incorporated across all programs including general education, the majors, digital learning platforms, and co-curricular/community-based programs.
10. Make student achievement—including underserved student achievement—visible and valued.

FOCUS ON COMMUNITY COLLEGE

Community colleges have long served diverse student populations, but that does not mean that issues of equity and inclusion do not exist in these institutions. Since community colleges are typically non-residential and typically serve more adult learners, low-income and first-generation college students, they are not usually the focus of student activism in the way that four-year colleges have been. This does not mean that students do not have a social activist bent, instead they are usually more enmeshed in their home communities and focus their activism more broadly than the campus alone.[13]

Many two-year colleges have taken proactive steps in recent years to champion diversity and equity through the emergence of the chief diversity officer role, often with a direct line to the president as a

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[13] https://www.insidehighered.com/news/2018/04/13/growing-number-community-colleges-focus-diversity-and-inclusion

cabinet-level administrator.[14] The growing role of diversity officers on campus has led to an increased focus on what colleges can be doing to improve in this arena. A recent diversity audit at Sinclair Community College in Ohio aimed to measure how well the college promotes diversity in a variety of areas – from faculty and staff recruitment to student supports and community relations. Some of the important questions the audit asked included:

- Is there at least 25 percent representation by women on all the institution's committees?
- Are mentorship programs available specifically for students from underrepresented groups?
- Are suppliers and vendors asked to provide proof of their commitment to diversity and a diverse work force?
- Does the school have a flexible working policy? or Does the school have an equal pay policy?[15]

EQUITY IN HIGHER EDUCATION STATE POLICY

In 2015, the Lumina Foundation and the Center for Urban Education (CUE) began a partnership to increase the number of states that incorporate closing higher education racial equity gaps into their policy goals.[16] The CUE notes five obstacles that stand in the way of racial equity at the system level that they have noted after many years of study:

1. **Not knowing how to talk about race**, not knowing how to make racial equity operational, and not understanding that racial inequity is a product of racialized structures.
2. **Not setting goals by race and ethnicity**, not establishing racial equity indicators, and not reporting racial equity outcomes routinely.
3. **Not having a strategy to engage institutions in the adoption of racial equity benchmarks** and a plan of institutional transformation.
4. **Not having a set of racial equity best practices** to implement systemically.
5. **Not having the know-how and procedures** to assess the ways in which policies, practices, and initiatives undermine racial equity.

To address these obstacles, CUE created tools that introduce system and institutional leaders to **five essential equity practices**:

1. **Set specific goals by race and ethnicity** (e.g., increasing the rate of African American community college transfers from 20% to 40%).
2. **Understand and view racial inequity as a structural problem** (rather than a cultural problem attributed to minoritized populations) and make efforts to dismantle structural barriers.
3. **Use the Percentage Point Gap system to calculate equity gaps** and the number of additional students by race and ethnicity that need to complete specific attainment benchmarks. (Note:

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[14] https://www.insidehighered.com/news/2018/04/13/growing-number-community-colleges-focus-diversity-and-inclusion
[15] https://www.insidehighered.com/news/2018/04/13/growing-number-community-colleges-focus-diversity-and-inclusion
[16] https://cue.usc.edu/equity-and-state-policy/

CUE's PP-Gap system has been adopted by the California Community Colleges Chancellor's Office.)

4. **Complete an equity assessment of their current policies and initiatives** and recommendations to embed racial equity. For example, incorporating a racial equity focus in developmental education reforms.

5. **Use strategies and tools to mobilize institutional stakeholders around racial equity in attainment.**

CUE developed resources to help leaders identify practices to increase equity in higher education policy. While these tools are designed for building equity-focused state higher education policies, many of their strategies can be illustrative for individual institutional leaders as well, and are linked below:

1. Overcoming Common Challenges to an Equity Agenda in State Policy, a practical guide to helping state policy and higher education officials navigate difficult conversations about equity and race.

2. Making Equity Part of Your State's Postsecondary Planning, which provides strategies and examples that will help state leaders develop and build broad buy-in for plans and policies that adequately focus on race to achieve results.

3. Protocol for Assessing Equity-Mindedness in State Policy, a user-friendly workbook with step-by-step guidance and tasks to help facilitate the review of existing policy, or to aid in the development of new plans and policies that prioritize equity.

SHARED GOVERNANCE AND DIVERSITY, EQUITY, AND INCLUSION

Engaging administrators, faculty, staff, and students in shared governance with a focus on diversity, equity, and inclusion creates a formal avenue for creating processes and procedures to promote an open and inclusive community. Cypress College is one example of a college with a standing committee that addresses diversity, equity, and inclusion.

Cypress College's Diversity, Equity, and Inclusion Committee is led by the president and has a clear purpose and structure for representation of employees and students. The committee has an annual theme, and each month has a focus on a specific group or issue. Both campus and district resources and provided.

Blue Mountain Community College is another example of a community college with shared governance that relies on a committee to lead the campus efforts with diversity, equity, and inclusion. The purpose of the committee is to develop, review, and evaluate plans designed to create a more inclusive environment that celebrates and promotes an understanding and respect of diverse people. The committee also facilitates campus-wide dialogue and ensures compliance with laws and accreditation.

Blue Mountain Community College's Diversity, Equity, Inclusion Committee addresses five areas of scope of work and areas of key decision-making: (1) shared definitions, (2) programs, (3) curriculum, (4) human resources, and (5) celebration.

The University of Wisconsin-Madison provides another example with diversity officers for each branch of the university and committees addressing specific aspects of diversity, equity, and inclusion.

The University of Wisconsin-Madison leverages shared governance to infuse diversity, equity, and inclusion throughout the institution. Specific Committees include:

- Advisory Committee for Office of Equity and Diversity
- Campus Diversity and Climate Committee
- Committee of LGBTQ People in the University
- Committee on Women in the University
- Equity and Diversity Committee
- Minority Disadvantaged Coordinators

EQUITY-MINDED HIGHER EDUCATION PRACTITIONERS

In a 2017 issue of Peer Review, Lindsey Malcom-Piqueux noted that reducing inequalities for people of color in higher education requires that practitioners become equity-minded and embed this equity-mindedness in institutional policies and practices. [17] Equity-minded higher education practitioners need to go beyond inequalities for people of color and consider additional inequalities. Malcom-Piqueux' definition of an equity-minded higher educational professional should include someone who embodies the following:

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[17] https://www.aacu.org/peerreview/2017/Spring/Malcom-Piqueux

Equity-Minded Practioner
- Concious and affirms inequities
- Aware and responssive
- Views inequities as problems and feels responsbility
- Relies on evidence to guide practice
- Takes action to elimante educational inequities
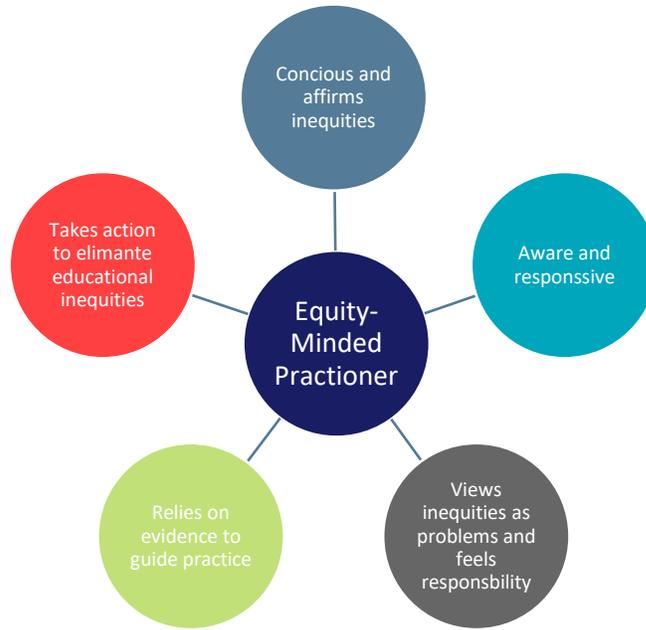
EXAMPLES OF EXCELLENCE

In 2015, the Association for American Colleges & Universities launched a three-year project, Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success with support from Strada Education Network and Great Lakes Higher Education Corporation & Affiliates. Building on AAC&U's Centennial focus on equity and inclusive excellence, the project was designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success.[18] Thirteen institutions agreed to participate and the project resulted in a report A Vision for Equity which is available as a free download.

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[18] https://www.aacu.org/committing-to-equity

Four objectives were central to the project, and formed the basis of institutional initiatives, including:

1. Increased access to and participation in high-impact practices (HIPs)

2. Increased completion, retention, and graduation rates for low-income students, first-generation students, adult learners, and minoritized students

3. Increased achievement of learning outcomes for underserved students using direct assessment measures, including AAC&U's Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics

4. Increased student awareness and understanding of the value of guided learning pathways that incorporate HIPs for workforce preparation and engaged citizenship

HIGH -IMPACT PRACTICES: ACTIVE LEARNING STRATEGIES WHERE RESEARCH SUGGESTS INCREASED RATES OF STUDENT RETENTION AND STUDENT ENGAGEMENT

Kuh, G.D. (2008) High-Impact Educational Practices: What They Are, Who Has Access to Them and Why They Matter

ANNE ARUNDEL COMMUNITY COLLEGE developed a campus action plan establishing a commitment to equity that:

- led to an examination of the institutional policies, procedures, and resources necessary to provide all students with the opportunity to complete their educational goals;

- provided a formalized mechanism to reinforce to the campus community the necessity of making data-driven decisions to improve student outcomes; and

- announced that student outcomes would be disaggregated by race and ethnicity, making the focus on achievement gaps inescapable.[19]

Among other significant accomplishments of the campus action plan was the creation of an Equity Resource Team - a faculty group focused on narrowing achievement gaps in course success, retention, and completion). This group developed four strategies to enhance retention through college-wide professional development:

1. Provide the opportunity for faculty to participate in a yearlong professional development program for a cohort of faculty that incorporates weekly online activities emphasizing equity, student success, and academic excellence.

2. Focus on teaching excellence by implementing required group assignments in classrooms (both face-to-face and online) that emphasize student engagement.

3. Increase access to textbooks via strategies such as using open educational resources or placing copies on reserve in the library or academic departments.

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[19] https://www.aacu.org/peerreview/2017/Spring/Bolton

4.   Ensure that each course's content represents a diverse set of identities.[20]

CALIFORNIA STATE UNIVERSITY–NORTHRIDGE'S undergraduate student body is nearly 50 percent Latino/a, and more than half are Pell grant recipients. The University joined the Association of American Colleges and Universities (AAC&U)'s Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success project and developed a campus action plan characterized by a data-informed and collaborative approach.

The action plan was implemented through a newly established institutional unit—the Office of Student Success Innovations (OSSI)—which opened in 2016 with the mission "to close the opportunity gap among our students by engaging and empowering faculty, staff, and students to work collaboratively to develop innovations that expand educational equity and student success." The University wanted to be intentional about the objectives of the project and developed several initiatives toward that end.

The Office of Academic First-Year Experiences worked with campus stakeholders to raise student awareness of an online tool to help them plan their degree route, along with highlighting resources offered through academic and student affairs. To improve equity in rates of course completion, the institution used institutional data to identify a high priority course list for each college, focused on lower-division classes with large enrollments and high rates of non-passing grades. These were narrowed to those with large gaps between traditionally underserved and better-served students. OSSI, the Offices of Institutional Research and Faculty Development, the chief diversity officer, and the Faculty Technology Center developed programming for faculty to consider principles of equity-mindedness and provide evidence-based strategies to close gaps and improve student success.

In cooperation with IR, the OSSI developed the Data Champions program to support data-informed decisions. The Data Champions program recently trained 37 faculty and staff on institutional data tools, how to use institutional data to investigate a student success-related question, and to "champion" the data by sharing the results and tools with faculty in their colleges. The unique program empowers faculty to identify student success issues and develop solutions to address them. Additionally, the college has focused on High-Impact Practices, especially expanding undergraduate research experiences and student achievement of learning outcomes.[21]

SAFETY CONCERNS

Campus safety tends to rise to the top of the list for parents and families considering that safety is a basic need. Colleges are striving to go beyond basic safety concerns to create a welcome and inclusive higher education environment that include all dimensions of diversity. Policies, procedures, practices, and plans are some of the essential components.

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[20] https://www.aacu.org/peerreview/2017/Spring/Bolton
[21] https://www.aacu.org/peerreview/2017/Spring/Michaud

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The state of Minnesota created A Guide to Supporting Safe and Inclusive Campus Climates focused on three areas:

1. Creating a welcoming environment by proactively participating in training

2. Contributing to a welcoming and inclusive environment by responding to concerns and incidents

3. Contributing to a welcoming and inclusive environment for undocumented, immigrant, and international students

PEDAGOGICAL APPROACHES

Strategies for creating a welcome and inviting environment that is inclusive and engaging is based on many different strategies. Implementing a vast array of teaching methodologies opens the environment for more students. Strategies range from using names in content exercises that encompass a variety of ethnicities helps students connect and see themselves in the work they are doing. For example, Bill and Mary could be changed to Juan and Maria or Suneer and Felecia.

Getting Culture: Incorporating Diversity Across the Curriculum, edited by Regan Gurung and Loreto Prieto, is a great resource with many strategies, tips, and different voices. The book is particularly relevant and can be used as a reference, in a book club, or given to new faculty as a starting place for considering strategies for addressing diversity, equity and inclusion. The tips and guidelines for teaching online are especially relevant in this current pandemic world.

HUMAN RESOURCES

Creating an open and inclusive environment for students also opens the environment for administrators, faculty, and staff. For students, the welcoming environment begins with the first connection and the same is true for employees. With this in mind, Human Resources acts as the front door to the college for employees and drives the policies and procedures that enhance the culture for employees.

Human Resources at Community Colleges that prioritize diversity, equity, and inclusion:

MESA COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE

SANTA MONICA COLLEGE

MORENO VALLEY COLLEGE

The following MGT developed framework will establish a pathway to create a welcoming and inclusive environment for employees while showcasing the college's deep commitment to diversity, equity, and inclusion.

Human Resource Diversity, Equity, and Inclusion Framework

Welcome

Committment to Diversity, Equity, and Inclusion

Diversity, Equity, and Inclusion Priorities and Expectations

Diversity Facts

Related Policies and Procedures

Opportunities for Engagement

Resources

HIRING PRACTICES

Intentionally developing and announcing positions in a way that facilities diversity, equity, and inclusion is critical for creating a rich environment that supports the needs of a diverse student body. The following strategies will assist with opening the search process to a more diverse and excellent candidate pool.[22]

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[22] Stewart, A. J. & Valian, V. (2018). Recruiting diver and excellent new faculty. Inside Higher Ed. Retrieved from https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty

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Define the position broadly

Provide cues of belonging

Search actively and broadly

Recognize the impact of expressed institutional values

Facilitate effective search procedures and practices
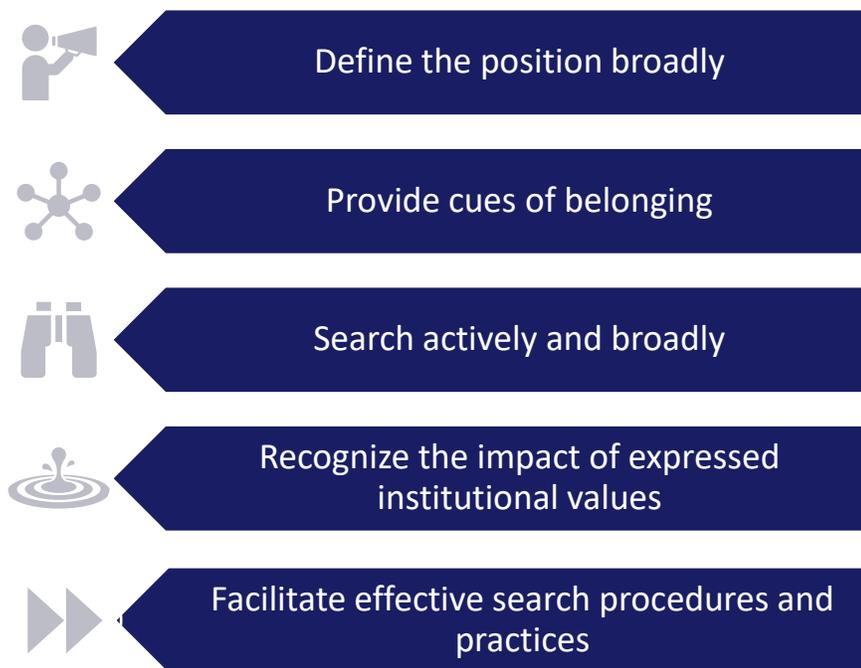
Cluster hiring is a creative approach to recruiting and selecting faculty with the intent of meeting the institution's diversity and inclusion goals. The positions were funded through retirements and resignations over the prior two years and prioritizes a campus wide, comprehensive approach to recruiting and retaining diverse faculty. Cluster hiring was part of a multi-pronged approach to intentionally and strategically change the culture to support inclusion. Additional changes included curricular revisions, recruitment adjustments, and a networked-based approach to mentoring. The approach resulted in the recruitment and retention of more diverse and extraordinary faculty. As part of the approach, the role of an associate dean was reframed to focus on faculty development and inclusion, which signaled the importance of inclusion to the college campus and further institutionalized diversity, equity, and inclusion as a strategic priority at the heart of the institution.[23] Whether a cluster hiring approach is practical or feasible for JCCC to adopt would have to be determined. Based on MGT's experience strategies that have been effective in other institutions include:

- Allocating resources to hiring initiatives that will result in increased hiring of faculty and staff from underrepresented groups;

- Collaborating with departments and human resources to develop a clear and intentional strategy to increase the pool of diverse and talented candidates; and

- Leveraging external relationships and partnerships to identify, attract, and recruit candidates.

ISSUES REGARDING HUMAN RIGHTS

Community colleges are facing issues concerning human rights and responding in multiple ways. Academically, colleges offer programs to provide students with in-depth exposure to human rights issues.

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[23] Chilton. E.S. (2020). The Certain Benefits of Cluster Hiring. Inside Higher Ed. Retrieved from https://www.insidehighered.com/views/2020/02/06/how-cluster-hires-can-promote-faculty-diversity-and-inclusion-opinion

For example, Richland College offers two transferable Associate in Arts degrees in peace and human rights studies. In addition to offering the degree program, the college also offers continuing education, professional development, and teleconferences.[24] Monroe Community College hosts a unique organization, Holocaust, Genocide, and Human Rights Project. The purpose of the organization is to tell the stories of the Holocaust and other genocides while developing advocacy skills.[25]

In addition to traditional academic opportunities, colleges have adopted Human Rights and Non-Discrimination statements to emphasize and elevate this strategic priority. Wallace Community College is one example of an institution with such a statement.[26] Another example is Moraine Valley Community College[27] and Tompkins Cortland Community College.[28]

SUPPORT FOR CLUBS AND ORGANIZATIONS

Student organizations establish a network and formal way for students to connect with other students who share a similar characteristic or interest. Some of these organizations may have more of a co-curricular focus where others may be more extra-curricular.

PROMOTING AN INCLUSIVE COLLEGE EXPERIENCE

The Community for Accredited Online Schools encourages students to search for the following key points to understand whether a college is truly inclusive[29]:

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[24] Peace and Human Rights Studies at Richland. Retrieved from https://www.richlandcollege.edu/cd/credit/peace-studies/rlc/pages/default.aspx

[25] Holocaust, Genocide, and Human Rights Project. Retrieved from https://www.monroecc.edu/organizations/holocaust/

[26] Wallace Community College. Human Rights and Non-Discrimination. Retrieved from https://www.wallace.edu/about_wcc/human_rights_and_non-discrimination.aspx

[27] Moraine Valley Community College. Human Rights Statement. Retrieved from http://morainevalley.smartcatalogiq.com/en/2019-2020/Catalog/Student-Rights-and-Responsibilities/Human-Rights-Statement

[28] Tompkins Cortland Community College. Human Rights. Retrieved from https://www.tompkinscortland.edu/academics/human-rights

[29] Afridi, M. M. Multicultural and Diversity Guide for Students: The Importance of Attending an Inclusive School. Retrieved from https://www.accreditedschoolsonline.org/resources/student-diversity-multicultural/

Dedicated diversity office	Clubs and associations	Percentage of student body considered in a minority group
Calendar of events	Scholarship options and number of students with Pell Grants	Degrees and programs that reflect inclusion and diversity
Study abroad opportunities	Assistance activities	Requirements to attend diversity and acceptance events
Diversity of faculty and staff		

Johnson County Community College has many opportunities to infuse diversity, equity, and inclusion throughout the heart of the organization and create a more open and inclusive environment. The best practices shared in this report provide examples and ideas to assist the college with becoming more inclusive and diverse.

CONCLUSION

This review offers a wide variety of higher education practices designed to enhance and elevate diversity, equity, and inclusion. For students, faculty, staff, and administrators the key to creating and promoting an open and inclusive environment for all is infusing diversity, equity, and inclusion throughout the environment in an intentional way that is continually monitored and adjusted as needed based on the key metrics and desired outcomes. Within this context several key points should be considered based upon the initiatives, strategies, and programs that have been highlighted:

- ◆ Defining diversity, equity, and inclusion in a manner that clearly indicate DEI is a strategic College imperative premised on recognizing all dimensions of diversity and creating a climate where all feel welcome and valued.
- ◆ Commitment to embedding DEI in administrative and academic operations, policies, and practices.
- ◆ Building and sustaining a structure and resources to support DEI.
- ◆ Establishing accountability mechanisms and key performance indicators and metrics.

3.0 ASSESSMENT RESULTS

The overall goal of the DEI Assessment was to help inform academic and administrative practices. To this end MGT asked members of the college community to weigh in on current efforts toward supporting a diverse, equitable, and inclusive campus. To solicit opinions and perceptions MGT administered an online assessment survey and conducted a series of conversations with students, faculty, and staff. The sections which follow summarize the results of the input provided to MGT.

QUALITATIVE INPUT SUMMARY

BACKGROUND

A key component of the DEI assessment was soliciting input from the campus community about opinions, perspectives, attitudes, and beliefs about DEI at JCCC. The input gathering process started with MGT's initial visit to the campus in January 2020. Following the initial campus visit, MGT returned to campus in February and March to conduct conversations and meetings with faculty, students, staff, and administrators. Prior to the onset of COVID, MGT conducted structured and unstructured conversations and interactions across a broad spectrum of faculty, staff, administrators, and students. The structured conversations and interactions consisted of scheduled meetings and interviews using an interview meeting (**Appendix B**) guide prepared by MGT. Approximately 60 such interviews and meetings were conducted pre and post COVID. The unstructured input gathering occurred in the form of random "qualitative intercept interactions," which MGT has used on dozens of similar projects with great success. From January through March, MGT conducted dozens of "qualitative intercept interactions" across the campus with students, faculty, staff, and campus visitors, and visited virtually every building on JCCC's campus.

The sections below provide a summary of the input collected by MGT related JCCC's environment and culture, emphasis on DEI and expectations for the future. The summary is not a verbatim account of the input shared during interviews, meetings, or intercept interactions and conversations, nor does it identify individuals or attribute comments or observations to any individual. For the sake of transparency MGT felt it was important to include in this report to provide insight into opinions and perceptions about diversity, equity, and inclusion at JCCC. It is important to remember that these are individual comments that offer an opportunity to understand the needs and perceptions of the College community. Also, the input that was shared played a very important role in shaping the DEI Assessment Survey in the section which follows, and the DEI Training conducted in December 2020.

CULTURE AND ENVIRONMENT

MGT solicited input about JCCC's culture and the extent to which JCCC provides a welcoming and comfortable environment for students, faculty, and staff regardless of race, ethnicity, culture, gender, and other dimensions of diversity. In general, JCCC 's environment and culture were described as nurturing and supportive by faculty, staff, administrators, and students. Overall, the students MGT spoke with felt comfortable being at JCCC—this was true for both minority and nonminority students. The following comments and observations were shared about JCCC's culture and environment:

Culture is somewhat more liberal in last 5 years, but not much change since then. As older faculty & staff have retired or left, long-standing expectations and culture has started to change.

There is a welcoming and comfortable environment as much as possible at a community college. Lots of clubs and organizations for all, students for the most part feel comfortable.

Overall caring environment, but some folks still in silos, with historical context of ideas and views.

Overall JCCC is welcoming and safe, but staff (particularly females of color) may feel uneasy and under-valued.

JCCC's culture is better than in the past, but still has a way to go. The college as a whole is willing to make improvements in diversity and has made progress the last 4-5 years.

There is a more open environment for all than in the past. "Old habits die hard."

JCCC has in the past and continues to reflect the population changes of the County.

The College's culture has improved over last few years with more diversity of the student body.

Younger staff & faculty are more tolerant and accepting of diversity.

In general, it is a welcoming place for students, but there are differences between faculty vs. staff.

The campus culture does make some feel uncomfortable.

New hires are less likely to feel uncomfortable, depending on their own experiences elsewhere.

A nurturing environment and very supportive. There are some riffs among the faculty and administration. The riff has grown a little bit, with blame on both sides for the discontent.

There is a wide variety of students, and the counseling department staff is diverse. Students have spoken of discrimination in a handful of cases. But overall, there have not been many complaints or concerns.

Warm and welcoming to new staff. Hold all the privilege identities. Very supportive.

On a service level, everyone is friendly and helpful. Things that happen that are not transparent leave people with questions about why. There is a certain group of people on all the committees making all of the decisions. Sometimes people feel like there is an issue with trust as shown in employee engagement surveys. Johnson County is a mainly white affluent suburb. A majority of students feel comfortable and feel included. For other students, it may take a while. Good size International population. More Hispanic students on campus…lots of cultural differences. Must be willing to listen and not be afraid of peer pressure to step out to create opportunities to engage across cultures.

Culture is a contested word. Middle/upper-middle class views itself as predominantly white and privileged.

Coming from a more diverse community, Kansas is a much different environment.

Most recently, transgenders and transsexuals have more acceptance.

JCCC is conservative and interesting and people who come to work tend to stay here. Older guard and new guard. Had a wave of retirements. Memories last for 30 years. Grudge holding and challenges. Old boys' network…white boys' network. Feeling of frustration of not being heard. Men's voices are heard. People of color may not feel comfortable. White employees complain about black conversation. A lot of lip service about diversity but no dedication to it. Cultural competence comes from midlevel managers.

After the election, it became more reactive on the white side, with lots more discontent. People are having a harder time getting along or talking through an issue.

A lot of undercurrent racism and ableism. Fighting about accommodations. In Kansas we are very polite. We pat ourselves for a token person of color on hiring committee or in work groups. Faculty are set in the idea of department, so they do not want others on hiring committee. Faculty consider including an administrator on a committee as diverse. A perception from some faculty and staff of color is a white woman is talking on behalf of them. Surprised by acceptance of queer community. Had a few transgender staff members transition here.

Been here 15 years and stayed very comfortable. No need to get out of here. Positive and fortunate to work in teams that are extremely positive. Physically a lot of changes. Small campus. People stay for a long time. The last few years people have left, and new people are coming in. Combination of people retiring better opportunities.

Compared to California, this place is not diverse. Heard stories and sometimes dread what people say. Minority inclusion is slowly increasing. Used to interacting with a certain group. New people cause concerns.

Culture is positive and very student focused, encouraging, uplifting, exceptional job of understanding the needs of students. Reflects the values of senior leaders and trustees. Every large organization has people with biases. Programs like ELL and others with non-natives. sees a lot of discrimination, condescension. Some points of view are hostile. Culture did change when current president came in, in a good way. Business orientation and tough choices when he first came in. Tried to set the right tone. Supported and promoted by the senior leadership. Instructor level has the most issues. Those in career tech are practitioners. Students are not treated well. Not just the good old boys. An instructor has been hard...she hates immigrants and that is the attitude she is displaying. The outliers are spoiling it for the good-hearted people who are focused on students.

Student focused culture. More open to change recently. In the past, change was more difficult. Lot of people who have been here for a long time and said this is how we are doing things. New initiatives and programs were scrutinized during the belt-tightening phase. Students see us as open and welcoming.

Welcoming environment for students with disabilities. Some faculty are not as comfortable having a student with disabilities in the class. Afraid standards will be lower. Richer environment when students with disabilities are included. Students have to work really hard to get flexibility for sickness and life circumstances.

Traditional type of cultural environment. The organization is working to be more progressive and open. Experienced the last three presidents and the shift to a true community focused college prior to coming to work for the college. The college is working hard to be open with more diverse learners.

A lot of people have spent their adult career in this area and grew up here. Some have not had diverse experiences, and this narrows their lens. Some sectors are open and accepting, knowing diversity is the right thing to do, but may not fully embrace it. May not extend invitations to the table.

Generally, the environment and culture are supportive person to person. Everyone is happy to help other colleagues. Generally, free to express opinions, structurally that does not always happen, but it does happen person to person. JCCC has become much more top down, business-like than an institution of

higher learning. Level of contentment has dropped. Still the best place I have ever worked but noticed a drop in general morale.

Nice place to be except for those who are not plugged in. Very comfortable. Some parts of campus very supportive and keenly focused on success of students. Not sure if that is so campus wide. A lot of students have all kinds of issues. True assessment requires figuring out flaws. A couple of presidents ago you never gave bad news. DEI is a discussion about what is wrong with us.

Culture has not changed much. Have a little diversity in faculty, but not a lot.

Why didn't any women make it to the top four [president candidates]? Women are smart. Two female EVPs. One left and one "retired." The good old boys drove one of them crazy. Today there are no women at the EVP level.

Board members were accused of talking one way to female guests and another way to male guests. Male/female issues. Very misogynistic. Very distressing. Suck it up and deal with it.

Faculty must work hard and cannot fall into assumption traps. Lot of professional development needs to be done.

Finished presidential search with no women included. JCCC is very male centric. Hard to look up when no one looks like me. Good job of hiring deans of varying backgrounds. Upper administration may be representative of the county. Adjuncts are the downtrodden class.

There is more effort on the part of the college to become more inclusive. Also, going the other way. The effort sometimes leaves out people.

The staff culture is very cooperative with a few cases of silos. The intent is to collaborate to work for the students' benefits. Students are happy overall because of this. The campus is innovative and not afraid to follow trends that will benefit the students. JCCC does not maintain the status quo, which has helped the culture become more robust.

The school is very welcoming. There is always more that could be done. Most are friendly regardless of demographic makeup. The campus is very tolerant considering the size. Allows for more blending. Could be improved by offering more niche clubs, which is a really good opportunity to improve. Not a sense of intolerance.

Different the last couple of years. Shared governance issues have had an impact on the culture. A little tense and lacks cohesion even though we are all there for the purpose of the students. There is tension and a lack of trust between faculty and administrators.

Suffers from common Kansas lack of diversity in the county. Has seen improvement in diversity of Hispanics and international students. White county in a white state. JCCC is a member of the League of Innovation for Community Colleges and those kinds of things are important to international students. Has a national profile.

Suburban school in a conservative county. Economically well off. The college has benefited by being able to do what it needs to do as a darling of the county. The city is largely white. Impacted by the growth of the Latino community. Changing the sense of what Johnson County looks like and the college has responded well. Several counselors speak Spanish. In the last 10 years, this has been a focus. The school has done a lot of great things.

The student population changes the look of the student body. There are no burning issues in regard to being welcoming but a particular group, may have different views. Least satisfied with the outcomes for some underrepresented populations, particularly men of color. Is the experience as satisfactory for them as well for others? May not be giving them the experience that allows them to stay. Needs in their lives may make it hard for them to focus.

JCCC is so far ahead of the curve on so many things. Very aware and making every concerted effort to be on the right side of issues.

DEI COMMITMENT AND EMPHASIS

MGT solicited input, opinions, and perspectives on JCCC's commitment and emphasis on DEI. Within this context, MGT asked if there is a real need to address DEI or whether there is too much sensitivity around issues related to race, culture, ethnicity, gender, sexuality, ability, and other dimensions of diversity. MGT also solicited comments on whether it is safe and comfortable to have honest and candid discussions about difficult topics like racism, sexism, etc. The following comments and observations resulted from the input shared about DEI commitment and emphasis:

JCCC reflects Johnson County, KS. Long-standing culture based on the location…affluent & predominantly white. In recent years, all kinds of diversity are found on-campus (ethnicities & genders).

It is usually a comfortable or safe place for honest discussions about difficult topics but depends on who is in the room.

In general, diversity not often discussed openly outside of unique groups.

This assessment is definitely needed. JCCC administration did not see need for this study. Committee made up of volunteers.

Feels comfortable to have meaningful discussions, but not all are engaged, only same few.

Not a glaring need at JCCC to conduct this DEI Assessment. The value of it is good only if improvements are realized. That has not been the case with other initiatives. Follow-through wanes.

JCCC is a good and open place to have meaningful discussions about difficult topics. No opinions are discounted.

DEI is a sensitive issue not only on campus but across the public perceptions locally & beyond.

Some folks on campus are uncomfortable to speak their mind on DEI relevant topics. It is often dependent on who they are, who they work for, or what group they identify with.

This assessment is good, but how will improvements be implemented to really make a difference and change the culture?

Honest and meaningful discussions about DEI issues are needed across the institution, but many are uncomfortable doing so.

Heard rumblings, but not anything major. Concerned about how the information will be shared. A lot of effort went into the diversity office, and its demise left some concern about how the college is dealing with diversity. Enrollments represent the county and the population. Workers may have issue.

Have to look at persistence and retention rates…men of color success rates are much lower than their female counterparts. What can we do to help them stay and be successful? Office of diversity would be

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great. Students and workers will appreciate it. Communication is essential with the students…why are the men of color leaving? We honestly do not know why. The economy will matter in hiring and adding a new department given the current situation. The culture will need to be there.

Obvious that diversity and equity were not a priority.

There are some members of leadership who are leaders of color, so there is an assumption that they are checking the box. We see the students sporadically and cannot gauge what is missing. Trying to build community to support the students and take them to the next level. The DEI work contributes to this. How do we include more students of color? Why aren't they included? How do we create a community they want to join? Was told the conversation here is different. What does it mean here?

Must be careful. One example, a comment was made about no women in the presidential pool and the conversation stopped. There is a divide between staff and faculty and fewer staff members who are very liberal.

We have everything to make it work. We have the resources. We need to give ourselves different directives, make relationships, and create different pipelines. Caution to make sure we are not just checking the box. Cannot have all sorts of demographic goals if the community is not welcoming to students. Insecurity and fear "white fragility" will be a threat. Bringing in more diversity may be seen as removing power and people will add hurdles.

One attempt at a DEI office failed because person in charge made major mistakes. Not sure what they were. Small group who want it to change.

Great and glad that the climate survey is a good place to start. What do we need to work on? What are we doing well? About time to look at it again.

Some people think that you are making a big deal and others think it is not or that you are putting them out when trying to accommodate others. DEI is not talked about across the campus in a consistent way. Working in our own little areas and trying to work together. There is some leadership. Good to see it come back up through faculty.

Minority faculty are lacking. The big thing that would go a long way with changing people's hearts is for them to be able to actually stand in someone's shoes to understand what a microaggression really is. Some make assumptions. Huge amount of white fragility. JCCC does not make anyone do anything. Years ago, orientation and training were not mandatory. How do you create interest in opening their minds?

JCCC is run by a board that is all white men. The one or two women are kind of crazy which gives comfort to the white men on the board. A majority of teachers are white men, rare to have teachers of color. Leadership believes they are working on it.

Five finalists - four men of color, and the white man got the job.

Hire multiracial, multicultural, and multiethnic faculty. Couple of middle easterners and a couple of color. White academics, white language, white history, and it makes a big difference. Do have some Indian studies. We are very white.

More diversity would cause blow back.

Need to conduct the assessment. One frustration is that instead of having dialogues the previous initiative did not feel like it came from leadership.

Numerous women have shared concerns. No idea how many people of color work on campus. Staff of color are tired.

Great opportunity with new president to see what they are talking about and what they are going to do. Candidates talked about equity gap. Great opportunity with the turnover in cabinet 2 EVP positions open and potential retirements. More expansion on recruitment and retention of staff of color. Start to address issues and conversations with new leadership. Need to see it from the top down. Threats to the power systems are in place and white men need training about how to have good conversations in light of Me Too. White men are not the victims and are being very reactionary.

Who will be our students over the next ten years? They will look very different from our faculty and staff. Students drop out because there are other options and opportunities when they do not feel included. Students need a connection to campus…. could be anyone…. they need that positive relationship. We need to serve the students well.

Training is needed on campus for diversity. We do reactive training—mandatory training for harassment, prevention based. As short as possible and online to check the box. We do not get tools. Could offer fun stuff during PD day. What are we doing to give everyone really good tools to have conversations without people of color feeling like they have to be the ones doing all the talking?

Training needs to be changed. Need to give people the tools to have conversations and work with students who are different. What and who does the college value? Dedicate resources and time to those pieces. Truly dedicate to DEI efforts and show leadership. Continue supporting and expanding those who are doing the work. Continue conversations and expand to more people. President was impressed with request for a diversity statement. How do we support people? We can recruit, but how do we retain?

Need to have goals and implement them. One goal is to improve diversity on campus. Have a multicultural advisory program. Cultural competency council was formed.

Would like to have a diversity department with people that represent diverse populations. The assessment is a start. Need to have a place or platform to promote diversity. Have different clubs that need to be showcased. Resource Center as a central point to execute knowledge of the different issues and problems as well as appreciation. Lack of interest-- my life is good. Why are you implementing this if it is not an issue for everyone? Gets diluted and fizzles out. How to sustain is the challenge.

Even when an organization comes out with a statement it does not change the underlying values.

Most hold people accountable. Some departments run tight ships and others have a free for all. Faculty association has way too much power and gets away with too much. Too much protection provided by the union. The mentality is that I can do and say what I want because I am protected. Need a clear agenda to execute with consistent follow through. Hard to do especially with naysayers.

Crazy that we have an institution this large without an office of DEI. Office with a high profile on campus is desperately needed. Lots of those from below advocating for diversity.

There are pockets with faculty who do not value diversity nor what a student with a disability brings to campus.

There is a small vocal group that wants to create some changes but may not fully understand how to get authentic change to occur over time.

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Under accreditation of HCL, needed to work on shared governance under academic branch and from the organizational level what needs to be done to create the task force and shared governance. The institutional shared governance framework…working to create it and DEI needs to fit under this. The shared governance guidance will get all groups around the table. Not all stakeholders are convened. The communication needs to be intentional and accepted by the new leadership.

Need updated practices in HR on how to search for candidates to get opportunities out through different avenues. Training is needed on how to interview and address bias. Change is a threat. Who is adaptable? Are we experienced enough to try?

There is good acceptance of differences but have not noticed attempts to increase diversity.

The biggest thing is to make concerted efforts to recruit for each of the groups from minority areas. Reach out to groups that focus on minority issues. Making it a priority to recruit minority groups is not happening at all. Ignorance is the biggest threat - thinking everything is okay and we should continue on the current path without action.

There is a consensus that something needs to be done.

Need to address DEI. If we blow this chance, it will be disappointing. Need more than an office. We are a big ship. Hard to steer. President will determine. Richest county in the nation. County is proud of the school.

Perfect time to do this. We should not blow this. A push from the faculty. New president. Public is aware and a little unhappy. Slap on the wrist from the accrediting body. Did a little bragging in the report. Perfect time to assess.

Place full of educated and opinionated people. Not too sensitive in a county that is relatively homogenous. We have a responsibility to be more sensitive.

DEI is something that people do not know whether it is needed because it has not been proposed to most. The reason needs to be shared and JCCC needs to recognize the opportunity for an office, philosophy, and mission that the College stands by. Great opportunity to introduce a system for DEI to support the community.

We need to maintain an office that has a clear vision on what we need to achieve in the next few years. Model successful campuses. Keep in mind trends in enrollment to have culture to enrich the campus.

The reason they chose to do this study was ill thought. In the report from HLC, they specifically referenced Human Resources to consider where they are advertising. Student Clubs were also told through the accreditation report that they needed to be more diverse. There is a need to look at policies, practices, and resources to be more diverse.

Resources are needed to help the current faculty better understand the discussion and what the role of DEI is. Administrators and the Board of Trustees need to understand the conversation, which is a generational gap.

Diversity in Student Affairs is strong, more so than other areas. Some in-student affairs are more interested in equity and inclusion when it comes to equity of outcomes. Several are more concerned about students who come in decent numbers, and the men tend to leave. Unequal outcomes for students of color is the priority, not necessarily concerned about faculty and staff. Started the DEI office previously and it was a bad experience.

The biggest opportunity is to attract diverse students. The cabinet is changing with more women VPs and African American, Indian, and Hispanic. People were disappointed with the president search because none of the candidates were women. Two African Americans and one Hispanic. The white male got the position. Most interested in the students. JCCC is not losing faculty and staff. They come and stay. It is the students who do not stay. What is it about the educational environment that made them want to come but ultimately leave?

Students Affairs is focused on the students. Easy to bring on diverse staff when the focus is on diverse students. Not a ground swell for the DEI request. Proposal by a small group. Not high on the radar. Just went through a shared governance conversation and DEI was an opportunity for more direction.

A wholistic review, a needs assessment. Address what the students of color need to be successful. Everyone else in higher education has a DEI office. Seems to be a small group petition for a big change under the guise of shared governance. We need to do a deeper dive into our institutional psyche. Other local colleges get more of the minority students.

Always great dialogue on DEI. Should always be at the forefront.

Athletics is more inclusive and more of a model for diversity than any other department. If there is a problem, it is not in athletics. Does not see it in other areas.

Johnson County is very 1950s with a mentality of keeping up with the Jones. Many people have worked here for 30 years. Not much awareness outside of Johnson County. Professors have said things like your English is terrible and were told to go to someone else to get help. Students are afraid to go through processes because of the burden. During the election someone built a fake wall in support of Donald Trump and there was no awareness of how intolerant that is. When introduced as coming here because of spouses' job.

Need for people of color to have some sort of space. No awareness around burden placed on colleagues of color and the things said to them. White fragility.

A lot of systemic failures. Lot at shifting demographics. Ranked number one in Kansas for Hispanic enrollment. People are suspicious of those here on visa. Do not know that college is ready. How in 2020 is there not a qualified female candidate? Consistent failures to open the doors for people to break the ceiling. Visually, the college is presenting itself in a way that is not welcoming…. President Hall is all men. Staff in wheelchairs have bathroom issues. Able bodied students use handicap bathrooms and elevators. Access offices are on the upper floors and should be on first. International students are siloed away from student services. Feel likes back in time. College is always touting resources and why are we not putting money towards what really matters. With the new president, strategic plan should address diversity issues. We lose talent because we are not inclusive, and retention is an issue for staff and students. White men are the biggest threat to maximizing opportunities. Having a diverse institution is not valued.

EXPECTATIONS FOR THE FUTURE

Participants in the input gathering were asked to share their expectations for the future relative to DEI, opportunities that should maximized; challenges and priorities that should be addressed; and expectations of the new President. Comments and observations about expectations for the future include the following:

Biggest challenge…HR office operates like it is 1983. Presidential search...three were persons of color, but white male got the job. Although, he was most prepared during interview.

No real DEI training provided to address own biases…left on your own.

Need hiring practices guidelines for all & situational training.

Fair pay needed for women at all levels.

New President demonstrated a good level of approachability, open to taking on DEI.

Need dedicated DEI training for all. DEI focus on hiring, & recruitment of faculty, staff & students.

All think DEI is "good" idea, but not all think the same about how to do better.

Limited faculty/staff advisors for some DEI groups such as Asian or Jewish students.

Hope the new president will keep DEI initiatives at forefront.

In three years, DEI is normal part of all operations/functions, and culture at JCCC.

DEI…always room for improvement, more training and awareness of issues would be helpful across all parts of the institution.

DEI should be a high priority across all academic, service and support units.

Need more diverse role models at JCCC for students. Good % of academic program Chairs are female, but few of color.

Three years from now --- JCCC recognized as a great example of ''best opportunity" for anyone (faculty, staff, students) to flourish.

JCCC is influenced by diversity issues across the KC metro area. More diverse students coming to JCCC than in the distant past.

To effectively address DEI on campus, there must be faculty & staff equity.

Could use more training on DEI when hiring or continuous improvement for existing personnel.

Need more comprehensive and consistent sensitivity training for all.

Provide safe areas for students & staff who have encountered bias.

Establish open communication channels without fear of backlash.

Some mangers or supervisors share same biases as offenders.

Future would be a more diverse campus environment (faculty, staff & students), and inherent bias is gone.

This study is the best way to get an overall consensus. Investigate more into what is going on. What type of roadblocks have been put up? Need open and candid dialogue and sharing of information.

Need to figure out how to get more minorities into faculty, staff, and leadership roles. Students choose to come for location. Faculty members and others can pick and choose.

Engage younger people.

Need a charismatic person at the top who can meld all the different agendas into something cohesive represented in a well-balanced, civil way. Some sessions have stymied the programs. It cannot be all about "me" and what my personal agenda is. Has to be about all types and a broad range of students.

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Program with Native Americans. Pockets of people doing incredible things, but we need to have coordination and overall picture of what we want to do with support from Institutional Research. Need the data and the how to use it to make decisions in this area. Support to do things based on data.

There are bullies that need to be addressed. The behavior is caustic. Not on the staff or administrative side.

A lot of diversity training needs to happen on the faculty and staff level to be more accepting of diverse students.

Silence and contentment need to stop. The work of the task force should continue and become a standing committee. When it is discussed, the openness of the discussions should continue and happen more often.

No more denial in public or in private. Just stop it. As faculty we constantly assess.

Give ourselves permission to do something about this.

Continue to build trust in one another.

Planned programming would be helpful.

We must take it seriously as a campus. Promote DEI on the campus. These types of things can take root through grass roots. Talk about with different students, faculty, and staff to create the buzz. Should continue the good in the welcome and open campus. Managers should have open conversations with their staff.

Do not know much about the new president. He should be open minded. Taking knowledge from previous post to apply to this campus and learn this campus. He should want to contribute and lead current efforts.

Continue doing this assessment to undertake the study and get a better understanding.

Lots of different clubs and organizations to embrace the needs of the students. A strong student government. Area around the community embraces students.

Having people acknowledge DEI. At all campus meeting, were talking about CCSSE score. High because asked all white people. Lack of understanding. "Shoots close to the hoop" So fragile when it comes to addressing true issues.

Hoping that someone new can bring fresh eyes and something new to push in the right direction.

Office of Diversity and a better understanding from the diverse populations served of what we can do for them.

Very white school in a very white county. Would like JCCC to be seen as the open door for all students of all identities.

Would like to see it be a position that is filled and provides the opportunity for everyone at the campus to learn, be trained, get involved around these issues. Someone with an issue would have a place to go to get support. Multifunctional with a small office…more than one person. Collegewide with not just faculty or just students. Culture must change through faculty and staff development and all training opportunities.

Walk the talk. Put it out there. Not afraid to have conversations. This president has conversations. Will dedicate substantial time to DEI. Provide resources for training staff. Looks at who students are and how we support them.

Love to see DEI office. Love to see better training for hiring committees. Better training. Staff of color has more support. More resources. Love to see old boys network go away. Love to see this from the President.

Should move with the idea of having a resource center. So many changes and so many upgrades…that is done. This is a big piece that is missing and needs more attention. Look into the hiring practices and HR.

Have the resource center. More diverse population in terms of recruitment.

All faculty would be welcoming and supportive of any student regardless of their profile.

We have an office, high quality people, student voices as part of the office. Becomes part of the fabric of the college. Program curriculum….in everything we do.

Initiatives to help educate all members of the organization in terms of recognizing DEI. Awareness is where change starts.

Take it seriously.

Have recruited more minority faculty and staff. The task force becomes a standing committee of the college. Groups/committee could be informal, formed to support minority faculty and staff.

If president does not have an established record, that person must be open to being educated.

From student perspective, whether worrying about being diverse would like to feel like we are all safe here. Worry about how the culture feels.

Upper administration hiring should be more diverse. More diverse perspective would make it a richer place.

We should be talking to students about DEI.

Hope the new President supports the effort and brings in more diversity and is more inclusive as well as sharing the mindset of those who are leading this effort.

Every student and every staff would feel equal. There is a place on campus where people can go and share their experiences.

Would like an actual office with representatives involved in different levels of leadership.

A common lexicon and understanding as well as training about DEI.

Have to figure out how to make the experience successful where all students are comfortable and succeed. An office of DEI or a person may not be the answer.

Strong athletic program that did not need a lot of changes and did not need an overhaul. Expects the same of the president…if it is working there is no need for wholesale change.

Hope to continue to emphasize the need for DEI and the need to include DEI in our back to school and emphasis in meetings. Raised awareness and has sensitivity to being diverse in all areas.

Love for DEI to be a part of daily life that thrives and supports the changing diversity of Johnson County. We have not done anything progressive yet, hope that we can do something.

OBSERVATIONS AND CONCLUSIONS

Several observations and conclusions from input gathering are summarized below:

- There is considerable diversity of thought, opinions, and perceptions among those who provided input.

- JCCC is recognized as one of the best institutions in the State of Kansas and has a strong national profile.

- Faculty and staff tend to feel JCCC is a good place to work.

- Students tend to feel good about being a student at JCCC.

- There is no "one size fits all" relative to opinions and perceptions about the need for or the importance of DEI at JCCC.

- Some view improving DEI as important and mission-critical given changing community and campus demographics. Others view DEI as a "delicate" topic and a potential "minefield" given the last attempt at a DEI office, which tends to be viewed as a disaster by some.

- There is recognition that JCCC lacks diversity in certain areas of the campus, particularly among faculty, which according to some students can have a "chilling" effect on some classroom discussions and how those discussions take place.

- Among long-term faculty and staff, there is a sense that JCCC's culture is evolving. This is creating some tension, particularly between faculty and administrators.

- Faculty and staff who are relative newcomers to JCCC or have come to the College after living and working in more diverse environments tend to have a slightly different take on DEI and feel its value and importance at JCCC is not a high priority.

- Based on the input shared by a majority of the individuals MGT interacted with, there is consensus on the following:
  - Overall, there is a sense that JCCC is on the "right" path by conducting the DEI assessment.
  - DEI at JCCC is important as the diversity of the College and the service area continue to change.
  - Support for DEI by the Board of Trustees is essential.
  - JCCC is serving new and different audiences at all levels (faculty, staff, students, residents, employers, community partners) with differing expectations and needs.
  - Better DEI training and guidelines for implementation and response are needed.
  - Faculty diversity may be the area in most need of attention.
  - Hope the new President will take DEI into account in his plans and vision for JCCC and establish a dedicated well-resourced DEI office.

DEI ASSESSMENT SURVEY DATA COLLECTION AND ANALYSIS

The DEI Assessment Survey was part of the discovery and inquiry process designed to better understand diversity, equity, and inclusion at JCCC. MGT developed an online survey through an iterative process with the College, for distribution in Spring 2020. The coronavirus pandemic and subsequent shutdown of on-campus operations prompted a delay of the survey distribution until the Fall.

SURVEY METHODOLOGY

On September 14, 2020, the survey was distributed via email to 27,102 JCCC stakeholders - including 24,247 students enrolled in Spring, Summer, or Fall 2020, and 2,855 employees of the College. Four reminders were sent to non-completers over the course of two weeks, and the survey closed on October 2, 2020.

More than 2,500 stakeholders responded to one or more of the survey questions; the largest share of survey respondents was Students (58%), followed by Staff (20%), and Faculty (17%). Administrators, Former Students, and Other constituted small shares of respondents (less than 4% each).

Highlights of the survey results are offered below. The full survey report is provided in Appendix A.

SURVEY RESULTS

Overall, the perception is JCCC is a welcoming and safe place to work, learn, and grow, and that the College fosters collective respect, and cooperation. These overall attitudes represent collective strengths—all of which will be critical to engaging in conversations and actions that ultimately strengthen organizational culture.

Employees of the College (administrators, faculty, and staff) were asked *which categories should be considered in JCCC's commitment to diversity, equity, and inclusion* across a number of areas. Categories assessed included: age, disability, gender identity, military/veteran status, Race/ethnicity, Religion, Sexual Orientation, Socio-economic Status. **Exhibit 3-1** displays the counts of affirmative responses.

- Aqua cells reflect items garnering at least 50% affirmative responses from JCCC employees.
- Green cells reflect responses garnering at least 33% (but no more than 49%) affirmative responses from JCCC employees.
- Grey cells reflect responses garnering at least 25% (but no more than 32%) affirmative responses from JCCC employees.

At least 50% of JCCC employees believe that *JCCC's vision, mission, and/or strategic plan includes an expressed commitment to opportunity on the basis of . . .*

- Age
- Disability
- Gender Identity
- Military/Veteran
- Race/Ethnicity
- Sexual Orientation

Additionally, at least 50% of JCCC employees believe *that JCCC has a diversity policy that covers . . .*

- Age
- Disability
- Race/Ethnicity
- Sexual Orientation

EXHIBIT 3-1
CATEGORIES WHICH SHOULD BE CONSIDERED IN JCCC'S COMMITMENT TO DEI
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY

	Age	Disability	Gender Identity	Military/Veteran	Race/Ethnicity	Religion	Sexual Orientation	Socio-economic Status	I'm not aware of any	Other
JCCC's vision, mission, and/or strategic plan includes an expressed commitment to opportunity on the basis of . . .	57%	59%	50%	52%	60%	47%	50%	47%	13%	5%
JCCC has a diversity policy that covers . . .	53%	57%	48%	46%	57%	49%	51%	37%	15%	4%
JCCC understands the ways in which inequalities are perpetuated on the basis of . . .	43%	48%	42%	40%	48%	39%	42%	40%	19%	4%
JCCC assesses communications for appropriate messaging with regard to . . .	39%	43%	38%	38%	44%	36%	37%	35%	24%	5%
JCCC actively works to increase student diversity on the basis of . . .	40%	42%	25%	44%	48%	33%	36%	40%	19%	4%
JCCC analyzes key operational decisions and practices to determine their impact on the basis of . . .	35%	38%	33%	33%	37%	30%	32%	33%	29%	5%
JCCC works to build a diverse pipeline of potential board and staff members on the basis of . . .	33%	33%	31%	30%	37%	28%	30%	28%	31%	5%
JCCC has a policy for vendor diversity that covers	28%	30%	27%	28%	31%	25%	26%	23%	37%	4%

Source: MGT analysis of JCCC DEI Survey, October 2020.

As a follow-up to diversity, equity, and inclusion commitment categories, employee respondents (administration, staff, and faculty) were asked about the *perception of JCCC's commitment to diversity, equity, and inclusion.*

Exhibit 3-2 show between 50% and 70% of respondents believe that JCCC often or sometimes:

- Offers resources to support development of teaching and learning approaches designed to respond to the diverse experience of all students. (70%)

- Has a process and mechanisms in place for reporting and addressing bias motivated behavior (69%)

- Actively engages diverse members of our campus community (e.g., distribute key tasks, seek participation on committees). (68%)

- Understands how the various dimensions of diversity, equity, and inclusion intersect/interact. (66%)

- Uses its position and influence in the community to advance diversity, equity, and inclusion. (62%)

- Holds senior leadership accountable for supporting diversity, equity, and inclusion. (50%)

Fewer than half agreed that JCCC often or *sometimes actively engages diverse members of the campus community without creating workloads disproportionate to their colleagues* (47%). An equal share of respondents to this item (47%) indicated that they were unsure, which, of course, impacts the results for this survey item.

Statement	Often	Sometimes	Never	I'm not sure
JCCC offers resources to support development of teaching and learning approaches designed to respond to the diverse experience of all students.	36%	34%	6%	25%
JCCC has a process and mechanisms in place for reporting and addressing bias motivated behavior	47%	22%	7%	24%
JCCC actively engages diverse members of our campus community (e.g., distribute key tasks, seek participation on committees).	34%	34%	5%	28%
JCCC understands how the various dimensions of diversity, equity, and inclusion intersect/interact.	31%	35%	8%	26%
JCCC uses its position and influence in the community to advance diversity, equity, and inclusion.	29%	33%	11%	28%
JCCC holds senior leadership accountable for supporting diversity, equity, and inclusion.	26%	24%	14%	36%
JCCC actively engages diverse members of the campus community without creating workloads disproportionate to their colleagues.	26%	21%	6%	47%

n=829 to 836

Source: MGT analysis of JCCC DEI Survey, October 2020.

All respondents were asked to rate JCCC on several measures of diversity, equity, and inclusion. As shown in **Exhibit 3-3**, more than seven in 10 respondents indicated agreement (strongly agree and somewhat agree) that JCCC:

- Demonstrates a commitment to meeting the needs of those with disabilities. (80%)

- Respects individuals and values their differences (75%)

- I believe JCCC will take appropriate action in response to incidents of discrimination and bias motivated behavior. (73%)

- JCCC's policies or procedures discourage discrimination. (72%)

More than one-third of respondents answered neutral when rating the following statement: The Board of Trustees at JCCCC encourages diversity, equity, and inclusion. This likely indicates that a significant share of the respondent population is not familiar enough with the members of the Board and their support for DEI to have a strong opinion about its commitment to DEI at the College.

EXHIBIT 3-3
RATING OF JCCC ON DEI MEASURES
ALL RESPONDENTS

Statement	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
JCCC demonstrates a commitment to meeting the needs of those with disabilities.	55%	25%	16%	3%	2%
JCCC respects individuals and values their differences	48%	27%	17%	5%	3%
I believe JCCC will take appropriate action in response to incidents of discrimination and bias motivated behavior.	47%	26%	18%	5%	3%
JCCC's policies or procedures discourage discrimination.	47%	26%	21%	4%	2%
JCCC is committed to diversity, equity, and inclusion	40%	28%	23%	5%	3%
JCCC is making progress with diversity, equity, and inclusion initiatives	40%	28%	26%	4%	2%
The administration at JCCC encourages diversity, equity, and inclusion	38%	29%	24%	6%	3%
JCCC shows that diversity, equity, and inclusion are important through its actions	37%	29%	23%	7%	3%
The Board of Trustees at JCCC encourages diversity, equity, and inclusion	31%	24%	35%	6%	4%

n=2,214 to 2,224

Source: MGT analysis of JCCC DEI Survey, October 2020.

All respondents were asked to rate JCCC on several dimensions of diversity, equity, and inclusion. As shown in **Exhibit 3-4**, more than seven in 10 indicate that:

- Employees at JCCC appreciate others whose race/ethnicity, gender, and/or all other diversity related factors are different from their own. (74%)

- People of different ages are valued equally by JCCC. (71%)

- JCCC provides an environment for the free and open expression of ideas, opinions, and beliefs. (71%)

- Racial, ethnic, and gender-based jokes, and offensive or inappropriate comments are not tolerated at JCCC. (71%)

- Students at JCCC appreciate others whose race/ethnicity, gender, and/or all other diversity related factors are different from their own. (71%)

Approximately one-quarter of respondents (26%) indicated that they had witnessed inappropriate comments or actions at JCCC, while 17% had been a victim of such comments or actions.

Nearly 40% of respondents answered neutral when rating the following statement: My experiences since coming to JCCCC have led me to become more understanding of racial/ethnic differences. It would appear that most of these respondents are indicating that their experiences at JCCC have had neither a positive nor negative impact on their understanding of differences. This response could be interpreted a number of ways. First, respondents could feel they were already very aware/appreciative of differences when they became a student. Alternatively, respondents could be indicating that their college experience has not done anything to increase their awareness of differences in any case.

EXHIBIT 3-4
RATING OF JCCC ON DEI DIMMENSIONS
ALL RESPONDENTS
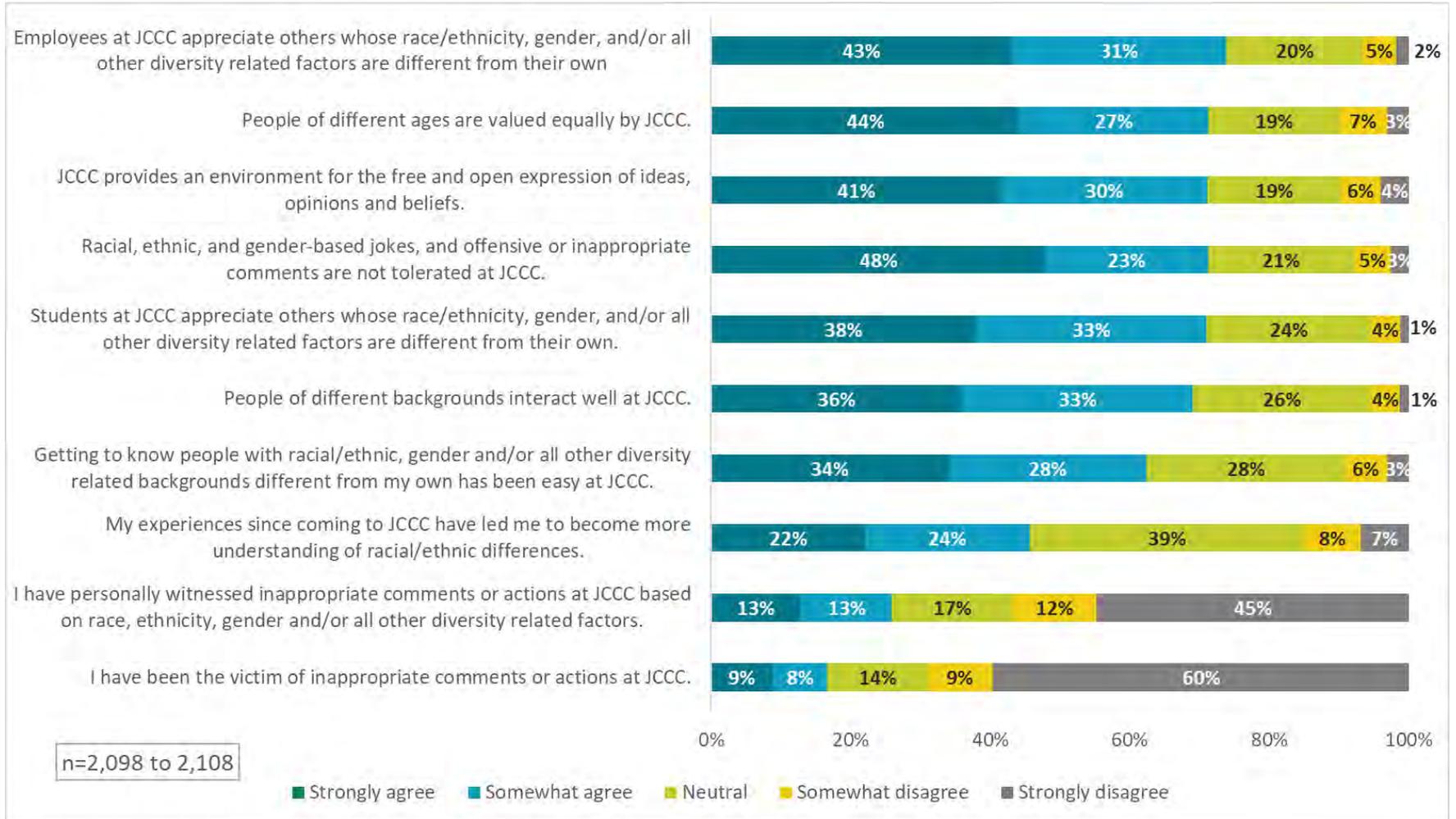
Source: MGT analysis of JCC DEI Survey, October 2020.

Students were also asked to rate JCCC on several dimensions of diversity, equity, and inclusion, and the results are shown in **Exhibit 3-5**. The dimensions receiving the most positive responses (more than 50% somewhat agree or strongly agree) among this population included:

- Cultural competency and other diversity related issues should be a part of new and existing employee training at JCCC. (62%)

- My classes and instructors are modeling what an equitable and inclusive professional environment looks like. (62%)

- Cultural competency and other diversity related issues should be part of new student orientation. (56%)

- My experience at JCCC has better prepared me for success working with people of diverse backgrounds. (54%)

- My JCCC coursework is preparing me for success in a diverse workforce and global marketplace. (52%)

Between 18% and 40% of student respondents were neutral in their ratings of JCCC on measures of DEI at the College. While this could mean any number of things, it suggests that significant portions of the student body do not have a strong opinion on the College's DEI initiatives. This could be a result of their own lack of interest in diversity concerns or limited information/interaction with the DEI initiatives of the College.

It is notable that 18% of students also agreed that *students of color and/or students who are perceived as different have a difficult time fitting in on campus*.

EXHIBIT 3-5
STUDENT RATINGS OF JCCCC ON DIMMENSIONS OF DEI

Statement	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Cultural competency and and other diversity related issues should be a part of new and existing employee training at JCCC.	40%	22%	18%	3%	5%
My classes and instructors are modeling what an equitable and inclusive professional environment looks like.	37%	25%	22%	3%	2%
Cultural competency and other diversity related issues should be part of new student orientation.	33%	23%	20%	5%	8%
My experience at JCCC has better prepared me for success working with people of diverse backgrounds.	31%	23%	27%	4%	3%
My JCCC coursework is preparing me for success in a diverse workforce and global marketplace.	25%	27%	29%	4%	3%
JCCC should do more to improve outreach and recruitment to a diverse array of students.	28%	21%	31%	5%	5%
Concern about the diversity climate and and other diversity related issues on campus is a priority for many students.	21%	21%	33%	6%	7%
Students should be required to take coursework in cultural diversity while a student at JCCC.	26%	16%	22%	10%	14%
JCCC makes retention of diverse students a high priority.	19%	24%	40%	3%	2%
Students of color and/or students who are perceived as different have a difficult time fitting in on campus.	9%	9%	35%	17%	18%

n=1,381

Source: MGT analysis of JCCC DEI Survey, October 2020.

SUMMARY OBSERVATIONS FROM SURVEY FEEDBACK

While the survey covered a lot of ground, some themes did emerge from the data. Most respondents in all stakeholder categories agree that creating a more inclusive and equitable campus community is important.

However, there is no one-size-fits-all approach relative to opinions and perceptions regarding JCCC's current commitment to diversity, equity, and inclusion, or whether there is sufficient buy-in at all levels. The same holds true for measuring the impact of JCCC's diversity, equity, and inclusion efforts.

In general, administration respondents felt more strongly about diversity, equity, and inclusion efforts than staff and faculty.

There was recognition that there are barriers to getting buy-in for diversity, equity, and inclusion which was evident in many of the open-ended comments that were provided. The comments also revealed differences in opinions and perceptions about whether it is safe and comfortable to have discussions about race and other difficult topics and resistance on the part of some respondents to embracing diversity, equity, and inclusion.

4.0 RECOMMENDED ACTIONS/STRATEGIES

The results of the DEI Assessment will add value if used to guide action and transformation. Ensuring the assessment is used to help inform and facilitate organizational transformation will require the full support of the entire College. As indicated in the beginning of this report JCCC's goal is an outcome-based blueprint for organization transformation beyond surface level changes in equity and access, education and learning, leadership and professional development, and multicultural and inclusive climate. Overall, the assessment conducted by MGT offered opportunities to acknowledge and affirm JCCC's strengths, while chartering a direction for the future. Research and MGT's experience suggest that institutional commitment of leadership and governing bodies, emphasis on diversity across all levels and inclusive campus climate pay huge dividends in terms of helping to advance diversity, equity, and inclusion on college campuses. Within this context recommended actions and strategies will flow from three key areas highlighted below.

- **Organization Culture/Climate**

  Rationale: Organization culture and climate are key to organization transformation beyond surface level changes. The importance of organization culture and climate cannot be understated or undervalued in realizing the benefits of diversity, equity, and inclusion. There is a direct correlation between organization culture and climate and successful outcomes for all constituents in a campus community. For students' culture and climate affect learning and developmental outcomes. persistence and long-term relationships with the institution. For faculty and staff, culture and climate contribute to professional growth and satisfaction, retention, and overall well-being. Culture and climate should be viewed broadly and include attitudes, behaviors, standards and environment of faculty, staff, administrators, Trustees, and students, as well as practices that influence the level of respect for individual needs, abilities, and potential. Equity and access beyond surface level changes require a strong organization culture. MGT's experience working with dozens of colleges and universities has shown "culture eats strategy breakfast" meaning that efforts related to diversity, equity, and inclusion will be minimally effective in the absence of a strong and supportive organization culture. In other words, if the culture does not support strategy and actions related to diversity, equity, and inclusion sustainable change is less likely to occur.

  Data and information extracted from the assessment resulted in several key themes emerging for consideration to drive short- and long-term actions by JCCC. Key themes include the following:

  - Strengthen recruitment, hiring, onboarding and retention practices to address and advance, diversity, equity, and inclusion

  - Develop, implement, and assess practices to support student success and eliminate student equity gaps

  - Increase diversity, equity, and inclusion training and professional development

  Several guiding principles that underscore the above themes are recommended for consideration

  - Diversity, equity, and inclusion should be infused in JCCC's mission, values, strategic and operational planning, and outcome assessments

- Faculty and staff diversity should mirror student diversity at JCCC

- Students of all backgrounds should be provided with support that allows them to succeed and reach their potential

- Diversity, equity, and inclusion should be visible in all governance, administrative and academic operations

- **Faculty/Staff Experience**

  Rationale: The experience of faculty and staff is a critical factor in education and learning on any college campus. JCCC is extremely fortunate to have faculty and staff who feel that the College is a great place to work and are committed to serving students. The best practices research MGT conducted underscored the importance of the faculty and staff relationship on the student experience and overall campus culture and environment.

  - Input provided by faculty and staff indicate a desire for respect and equal treatment regardless of their role at JCCC.

  - There is a strong desire for greater diversity among faculty and administrators.

  - Relative to diversity, equity, and inclusion what is being taught and opportunities to infuse diversity, equity, and inclusion throughout the curriculum is an important consideration.

  - MGT examined diversity related course offerings found in **Appendix D**. While certain courses clearly contribute to greater understanding of diversity, equity, and inclusion there is an opportunity to infuse culturally responsive pedagogical practices to strengthen curriculum offerings. Also, some faculty have expressed a strong desire and commitment to advancing their own understanding of diversity, equity, and inclusion through more training and professional development. In this regard the DEI Training in **Appendix C** should be viewed as a starting point for faculty and staff. In fact, MGT strongly advise JCCC to increase the cultural competency of leadership, faculty, staff, and students.

- **Student Experience**

  Without question how students experience their campus environment make a huge difference for all students. For some students, diversity, and inclusion at JCCC is an important issue that shape perceptions about their JCCC experience.

  - Students who felt that diversity and inclusion is important want to see themselves reflected in the staff, faculty, and curriculum to which they are exposed. In addition, increasing the cultural competency of leadership, faculty, staff, and students can be important for students who do not comprise a racial or ethnic majority.

  - MGT was favorably impressed with student support systems that are currently in place and rival what is typically seen in some four-year institutions. Continuing to enhance cultural and socio-emotional support systems will be increasingly important as JCCC's student body becomes more diverse.

  - Like other campuses, JCCC student demographics are shifting. For example, the Fall 2016 Environmental Scan for Trend #6 noted that ethnic diversity in Johnson County will grow slowly and "the Hispanic and black populations percentages will double between 2000

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and 2019" and "services to attract and retain Hispanic/Minority students should be considered.

- As JCCC becomes more diverse student experiences related to access and comfort in approaching faculty and staff who can serve as mentors and confidants in addressing concerns and issues related to diversity, equity, and inclusion will grow in importance.

TRANSFORMATION ACTIONS/STRATEGIES

Based on MGT's experience successful transformation requires leadership and governance commitment, human and fiscal resources, and patience. Successful organization transformation is a marathon instead of sprint and must be carefully planned, managed, monitored, and assessed. From a DEI perspective ideally, transformation should focus on the following in addressing organization culture, faculty/staff experience and student experience:

- Creating an environment that is welcoming and respectful for all

- Increasing diversity of faculty, staff, and students

- Retaining diverse faculty, staff, and students

- Ensuring equity and inclusion at all levels of the institution

- Prioritizing diversity, equity, and inclusion in plans as well as actions

FRAMEWORK FOR TRANSFORMATION

In deciding on a framework for action that integrate organization culture/climate, faculty experience, and student experience MGT settled on the four "Institutional Pillars for Transformation (IPTs)" shown in **Exhibit 4-1**. The IPT framework is the result of a partnership between CoopLew, a nationally recognized consulting firm and Diverse Issues in Higher Education, a prominent publication catering to DEI researchers and practitioners. Utilizing the 4 institutional pillars framework MGT prepared the actions and strategies that follow. In developing the actions and strategies, MGT was cognizant of the fact that JCCC has embarked on a process to develop its 2020-2025 Strategic Plan. As such what is outlined below should be considered within the context of the strategic planning JCCC is undertaking. Because JCCC's Strategic Plan is a five-year plan MGT felt it was appropriate to limit actions and strategies to a five-year time horizon aligned with the JCCC's Strategic Plan. The tactics and practices that follow are intended to provide a potential starting point for developing objectives, strategies, and metrics for inclusion in JCCC's Strategic Plan.

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EXHIBIT 4-1
THE 4 INSTITUTIONAL PILLARS FOR TRANSFORMATION
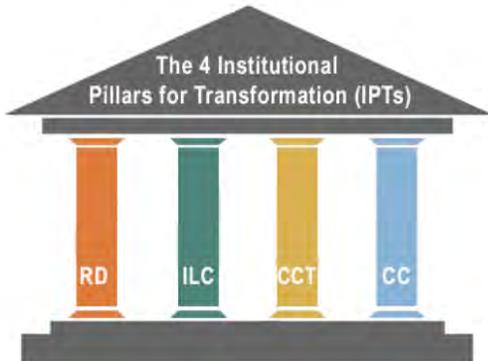
RD - Representational Diversity

ILC - Institutional Leadership & Commitment

CCT - Curricular & Co-Curricular Transformation

CC - Campus Climate

Organization Culture/Climate Transformation – Build and maintain a culture and environment premised on one incident of bias or one member of the campus community feeling unwelcome, excluded, or bullied is one too many.

Tactics and Practices
1. Implement accountability and assessment measures such as a diversity dashboard and equity scorecard designed to track make progress transparent to the campus community
New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[30] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.
2. Communicate quickly and decisively when addressing microaggressions and other diversity -related matters that adversely impact teaching, learning, working, or social environment at JCCC.
The article, Racial Microaggressions in Everyday Life, although directed toward clinical therapy, provides information for addressing microaggressions and served as background for the JCCC Diversity, Equity, and Inclusion Training.
3. Begin holding Culture & Climate Dialogues and invite students, faculty, staff, and Trustees to attend. Potential topics could focus on issues related to race, ethnicity, gender, and other identities that allow participants to hear multiple perspectives.
Campus Compact provides Dialogue Resources for Higher Education.
4. Initiate campus-wide department level diversity, equity, and inclusion leadership, planning, and support.

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[30] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

Pima Community College's Diversity, Equity, and Inclusion Plan is an example of how to provide support.

5. Institute an incident management system that include dashboards for bias incident reporting by students, faculty, and staff.

Evergreen Community College's Bias Related Incident Response Protocol: Practices and Procedures

6. Determine the most optimal structure, policies and practices for embedding and institutionalizing diversity, equity, and inclusion in JCCC's organization culture.

The state of Minnesota created A Guide to Supporting Safe and Inclusive Campus Climates

Organization Culture/Climate Transformation – JCCC's organization culture fosters and celebrates all dimensions of diversity.

Tactics and Practices
1. Institute mandatory training and continued professional development for administration, faculty, and staff.
Monroe Community College provides examples of mandatory training in the Diversity, Equity, and Inclusion Plan and requires all newly hired faculty and staff to complete a course.
2. Incorporate promising practices that eliminate implicit bias to increase equity, inclusion, and intercultural understanding.
SafeColleges Training, which may assist with reducing insurance premiums and provides consistent training for faculty, staff, and students.
3. Collaborate with the strategic plan development process to integrate DEI into JCCC's Strategic Plan including a DEI policy statement.
Maximizing Impact: Purposefully Incorporating Diversity Efforts Within Postsecondary System-wide and Institutional Strategic Plans
4. Develop a process that enables employees to form affinity groups that foster a greater sense of belonging.
Los Rios Resource Groups for Employees that foster excellence, inclusion, and equity.

Organization Culture/Climate – Foster an environment where every person feels responsible for advancing diversity, equity, and inclusion.

Tactics and Practices
1. Ensure those who work with students or hold supervisory positions possess the necessary cultural competency skill set.

Tactics and Practices
Cultural Competence: An Important Skill Set for the 21st Century.
2. Provide more opportunities to learn or network with others interested in issues around diversity, equity, inclusion, and cultural competency.
Step Up and Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides.
3. Require and embed diversity, equity, and inclusion content in college and department trainings and workshops particularly for those in teaching, supervisory, student-facing, customer service, and decision-making roles.
SafeColleges Training, which may assist with reducing insurance premiums and provides consistent training for faculty, staff, and students.
4. Reject normalization of bias and ensure safe campus environments, free from exclusion, intimidation, or offensive conduct.
SafeColleges Training, which may assist with reducing insurance premiums and provides consistent training for faculty, staff, and students.
5. Evaluate policies and procedures that may disproportionately impact minority students, faculty, and staff
New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[31] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.

Faculty/Staff Experience – Use promising practices and effective strategies to identify, recruit and retain diverse staff, faculty, and administrators.

Tactics and Practices
1. Evaluate and report on JCCC's faculty and staff diversity, equity, and inclusion efforts to ensure accountability and transparency.
New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[32] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.

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[31] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

[32] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

Tactics and Practices
2. Incorporate equity and inclusion outcomes into career pathways for faculty and staff with a priority on people of color, women, and other marginalized groups.
Taking Equity-Minded Action to Close Equity Gaps
3. Introduce career laddering and a "talent mobility ecosystem" that provide growth opportunities that facilitate greater staff diversity.
Hawkeye Community College Affirmative Action Plan with clear goals
4.Commission a career mobility and pay equity study to discover and correct any systemic inequities based on sex, race, ethnicity, age, or other diversity factors.
MGT Consulting's Organizational Group or other similar entities can provide a pay equity study.

Faculty/Staff Experience – Eradicate any existing gaps in faculty diversity and retention.

Tactics and Practices
1. Aggressively hire diverse faculty candidates at any rank and in any discipline, who have an accomplished track record of teaching, research, or service activities and addressing the needs of underrepresented students.
The Certain Benefits of Cluster Hiring
2. Provide professional development, training, and formalized mentorship opportunities to support promotion and pathways to academic leadership.
The Role of Mentoring in the Development of Minority Faculty in the Texas State Higher Education System.
3. Consider engaging in professional development, mentorship, and other opportunities provided by the National Center for Faculty Development and Diversity.
Learning & Professional Development offered at NCFDD
4. Strengthen faculty recruitment and retention consistent with the 2020-2025 Strategic Plan.
Salt Lake City Community College offers an excellent example of a public facing dashboard for its Strategic Plan with a focus on equity strategies.

Faculty/Staff Experience – Eradicate any existing gaps in staff diversity and retention.

Tactics and Practices
1. Develop relationships with Minority Serving Institutions and minority organizations to aggressively recruit and hire staff.

Tactics and Practices
[Haskell Indian Nations University](), [Harris-Stowe State University](), [Lincoln University](), [Adams State University]. [Diverse Hiring]().
2. Allocate resources to staff hiring initiatives to increase hiring of staff from underrepresented groups.
Apply for grants to support diverse hiring from Foundations like the [Andrew W. Mellon Foundation]().
3. Promote aggressive use of incentives to increase staff diversity.
[Can My Company Pay Higher Bonuses To Employees Who Refer Diverse Candidates?]()
4. Leverage external partnerships to cultivate a diverse pipeline and ensure policies and practices are aligned to make progress on increasing staff diversity.
[HBCU Recruitment Strategies]()
5. Proactively utilize assessment tools such as exit interviews and turnover metrics to understand and act on reasons behind attrition of staff from underrepresented groups.
[5 Best Exit Interview Questions To Ask Your Employees]()

Student Experience – Use promising practices and effective strategies to recruit and retain diverse students.

Tactics and Practices
1. As demographics evolve incorporate a process of regularly evaluating where diverse representation goals remain unmet.
[New England Resource Center for Higher Education Self-Assessment Rubric]() for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[33] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.
2. Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented, and underserved student populations
[Want to Increase Graduation Rates? Hire More Underrepresented Faculty]()
3. Expand and replicate successful programs on campus that provide persistence, retention, and support services.

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[33] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from [https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.]()

Tactics and Practices
[New England Resource Center for Higher Education Self-Assessment Rubric](#) for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.[34] The six dimensions, each with a set of components, establish a foundational framework for colleges and universities to use as a tool for evaluating diversity, equity, and inclusion institutionalization. Each component is assessed for three stages of development including Emerging, Developing, and Transforming.
4. Incentivize interventions that address retention challenges specific to underrepresented students.
[How Can Incentives Improve the Success of Disadvantaged College Students?](#)

Student Experience – Utilize resources to maximize student success and sense of belonging.

Tactics and Practices
1. Support affinity groups as a mechanism for providing students with a network of supports.
[Bakersfield College Affinity Groups](#)
2. Ensure that advising and other student support services are culturally relevant and sensitive to individual student needs.
[Advising Across Race: Providing Culturally-Sensitive Academic Advising at Predominantly White Institutions](#)
3. Effectively respond to the needs of students with learning challenges, disabilities, mental health concerns, and socio-economic distress.
[Landmark College](#) exclusively for students with learning disabilities.
4.Assess the effectiveness of support services to meet the needs of the increasing number of students that have financial, occupational, or dependent-care obligations.
[University of Kansas](#) noted as a most parenting friendly college

Student Experience – Cultivate a campus environment where students' unique skills, perspectives, and differences are valued and leveraged.

Tactics and Practices
1. Incentivize faculty and staff to engage in mentoring diverse students.
[Hendrix College](#) includes mentoring in the Faculty Evaluation System.
2. Focus on improving the inclusion of students with disabilities.
[College Students with Disabilities Are Too Often Excluded](#)

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[34] New England Resource Center for Higher Education. Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Retrieved from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf.

Tactics and Practices
3. Recognize and account for the impact of nonacademic factors and circumstances that contribute to a student's academic adjustment, social adjustment, and success.
Improving community college completion rates by addressing structural and motivational barriers
4. Support and promote student-initiated and student-led efforts addressing campus issues and concerns that adversely impact the student experience.
Mobilizing Community College Students to Protect Our Democracy
5. Form student advisory committees for DEI to inform the College of barriers to student success.
Hudson County Community College President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) includes student members

MGT
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JOHNSON COUNTY COMMUNITY COLLEGE

DEI ASSESSMENT

Survey Analysis Draft Final Report

December 30, 2020

www.mgtconsulting.com

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Johnson County Community College DEI Study
Survey Analysis
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1.0 METHODOLOGY

MGT Consulting Group (MGT) developed an online survey through an iterative process with Johnson County Community College (JCCC), for distribution in Spring 2020. The survey instrument can be found in **Appendix A**. The coronavirus pandemic and subsequent shutdown of on-campus operations prompted a delay of the survey distribution until the Fall Semester. On September 14, 2020, the survey was distributed to 27,102 JCCC stakeholders - including 24,247 students enrolled in Spring, Summer, or Fall 2020, and 2,855 employees of the College. Four reminders were sent to non-completers over the course of two weeks, and the survey closed on October 2, 2020.

While 2,883 stakeholders accessed the survey – a response rate of 10.6% - ultimately, 2,510 stakeholders responded to one or more of the survey questions. As shown in **Exhibit 1-1**, the largest share of survey respondents was Students (58%), followed by Staff (20%), and Faculty (17%). Administrators, Former Students, and Other constituted small shares of respondents (less than 4% each).

EXHIBIT 1-1
SURVEY RESPONDENTS BY CATEGORY

Respondent Category	Count of Responses	Percent of Responses
Administration	86	3%
Staff	501	20%
Faculty	425	17%
Student	1,444	58%
Former Student	48	2%
Other	6	0%
Grand Total	**2,510**	**100%**

Source: MGT analysis of JCCC DEI Survey, October 2020.

2.0 DEMOGRAPHICS

2.1 RESPONDENT DEMOGRAPHICS

More than one-quarter (27%) of all respondents were under 21, and 27% of respondents were age 21 to 34. Respondents age 55 or older represent the next largest share of respondents (17%), as shown in **Exhibit 2-1**. Twelve percent of respondents were between 35 and 44, and 12% were age 45 to 54. A small minority (5%) preferred not to answer. Detailed breakouts of demographics are offered in **Appendix B**.

EXHIBIT 2-1
WHAT IS YOUR AGE?
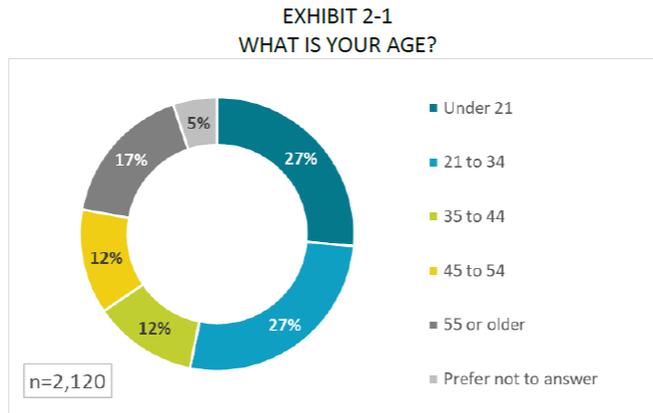
Source: MGT analysis of JCCC DEI Survey, October 2020.

As shown in **Exhibit 2-2**, six in 10 respondents were female, while approximately three in 10 were male. Two percent were non-binary, and 7% preferred not to answer the question.

EXHIBIT 2-2
WHAT IS YOUR GENDER IDENTITY?
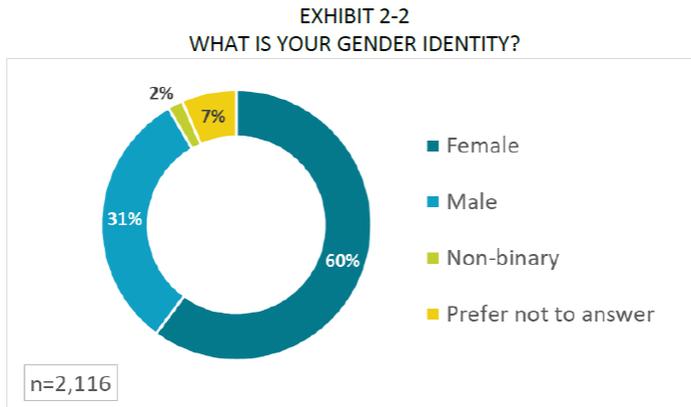
Source: MGT analysis of JCCC DEI Survey, October 2020.

Exhibit 2-3 shows the race/ethnicity of 2,100 respondents. A majority, more than two-thirds (68%), were White. Hispanics/Latinos and Black/African American respondents constituted 10% of respondents each. Fewer respondents identified as Asian (6%), American Indian/Alaska Native (3%), Other (3%) and Native

Hawaiian/Pacific Islander (<1%). Ten percent of respondents preferred not to answer. *Note: Since respondents were able to select more than one ethnicity, the figures below total more than 100%.*

EXHIBIT 2-3
WHICH OF THE FOLLOWING BEST DESCRIBES YOUR RACE/ETHNICITY?
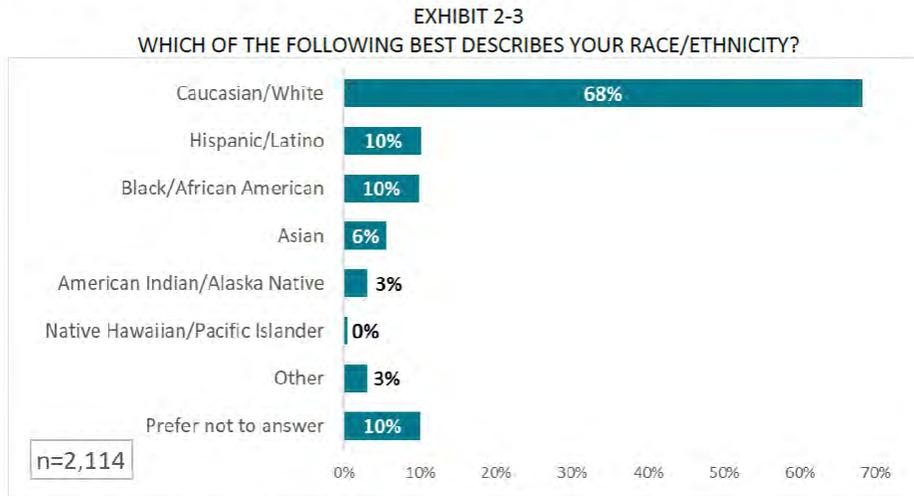
Source: MGT analysis of JCCC DEI Survey, October 2020.

Among all respondents, 14% identify as LGBTQ, and 9% preferred not to answer the question, as shown in **Exhibit 2-4**.

EXHIBIT 2-4
DO YOU IDENTIFY AS LGBTQ?
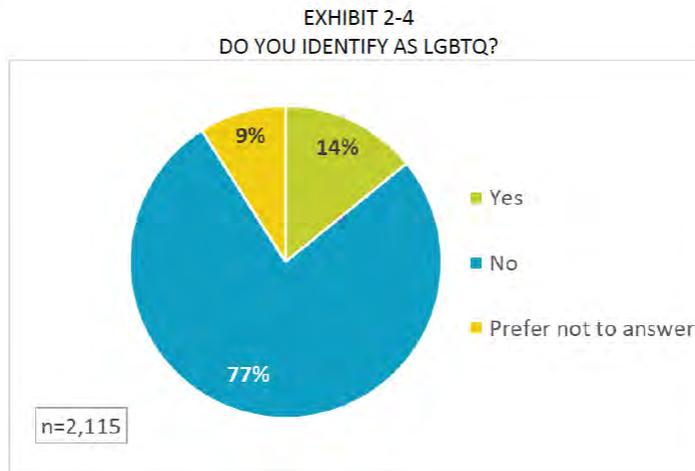
Source: MGT analysis of JCCC DEI Survey, October 2020.

As shown in **Exhibit 2-5**, among all respondents, 14% have a physical disability or a diagnosed learning disability, and 8% preferred not to answer the question.

EXHIBIT 2-5
DO YOU HAVE A PHYSICAL DISABILITY OR A DIAGNOSED LEARNING DISABILITY?

- Yes
- No
- Prefer not to answer

n=2,118
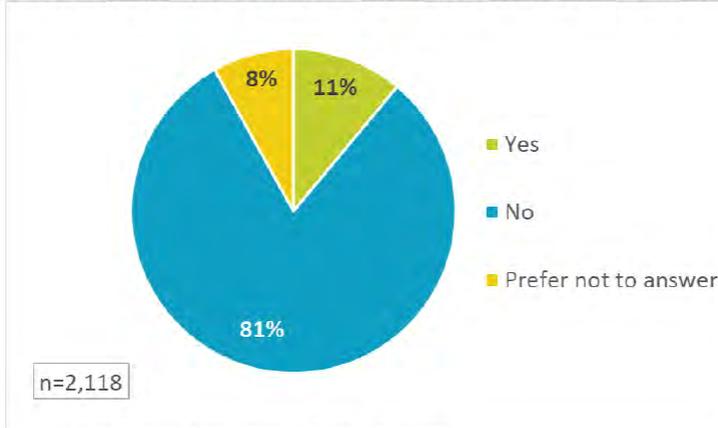
Source: MGT analysis of JCCC DEI Survey, October 2020.

2.2 STUDENT DEMOGRAPHICS

Of the more than 1,200 students who indicated their enrollment status, more than half (54%) are full-time students, as shown in **Exhibit 2-6**.

EXHIBIT 2-6
WHAT IS YOUR CURRENT ENROLLMENT STATUS?

- Full-time
- Part-time

n=1,224
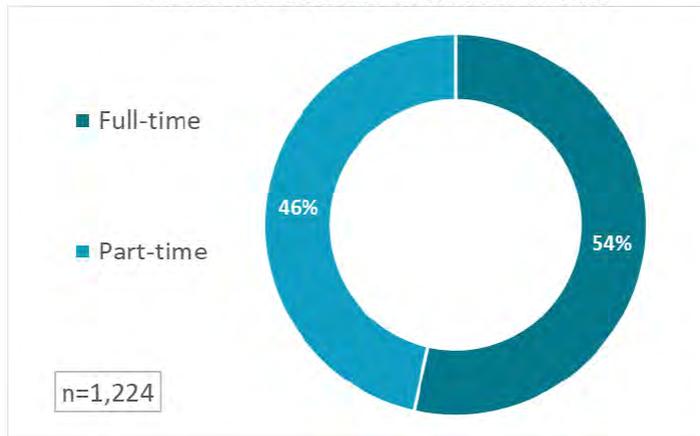
Source: MGT analysis of JCCC DEI Survey, October 2020.

More than three-quarters of student respondents take a majority of their classes during the day (76%), followed by 23% who are evening students, and just 1% take classes primarily on the weekend.

EXHIBIT 2-7
WHEN DO YOU TAKE THE MAJORITY OF YOUR CLASSES?

■ Day

■ Evening

■ Weekend

1%

23%

76%

n=1,223
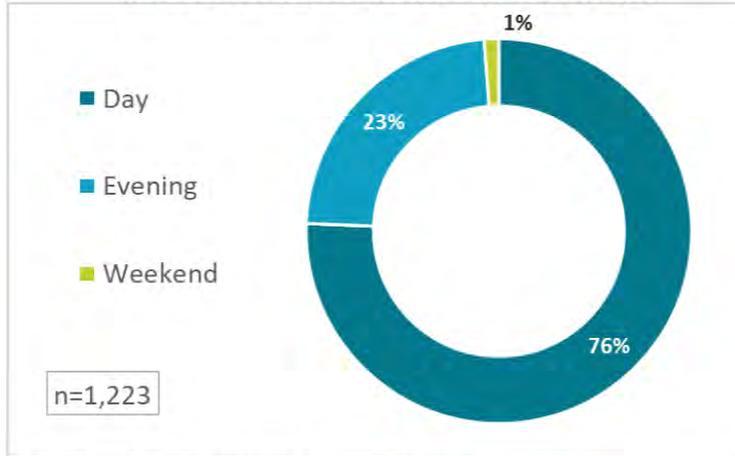
Source: MGT analysis of JCCC DEI Survey, October 2020.

Likely due to the impact of COVID-19 changes to the JCCC's instructional modalities, nearly two-thirds of students currently take the majority of their classes online (64%), followed by 28% who are in hybrid classes, meeting both in person and online. Only a few students (8%) are enrolled primarily in-person instructor led classes.

EXHIBIT 2-8
HOW DO YOU TAKE THE MAJORITY OF YOUR CLASSES?

■ Online

■ Both in class and online

■ In class

8%

28%

64%

(n=1,231)
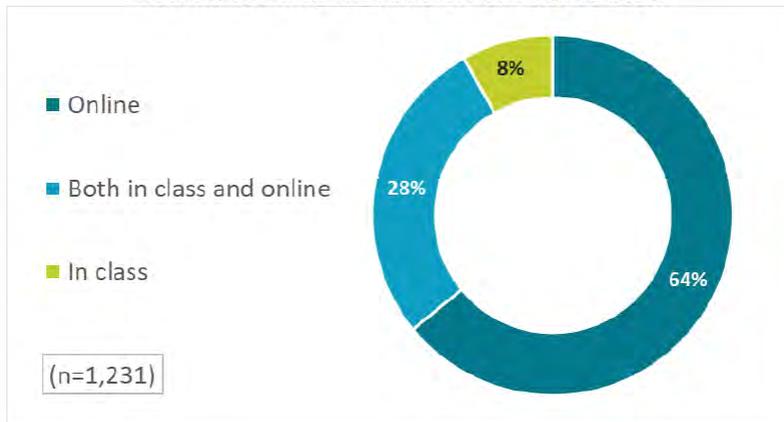
Source: MGT analysis of JCCC DEI Survey, October 2020.

2.3 EMPLOYEE DEMOGRAPHICS

More than 800 JCCC employees (including administration, faculty, and staff) indicated their length of employment with the College. Nearly half indicate they have worked at JCCC for 10 years or more (49%). When considered by respondent group, more faculty have worked at JCCC for 10 or more years (57%) than administrators (49%) or staff (41%).

EXHIBIT 2-9
HOW LONG HAVE YOU WORKED FOR JCCC?

- Less than one year
- One year to less than two years
- Two years to less than five years
- Five years to less than ten years
- Ten years or more
- Prefer not to answer

n=810
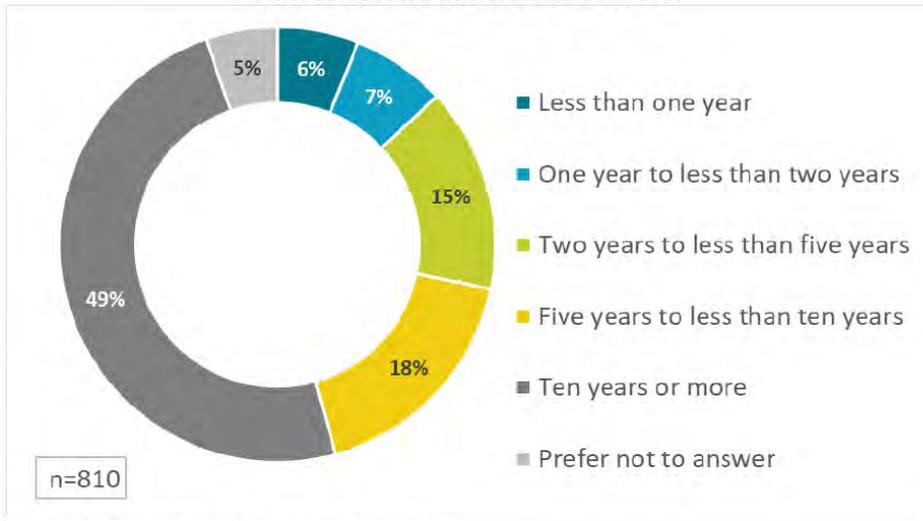
Source: MGT analysis of JCCC DEI Survey, October 2020.

3.0 SURVEY ANALYSIS

The results of survey items are presented in this section in the aggregate. Where feasible, we have broken out responses by respondent group in the body of the report for comparison. Additional tables with data disaggregated by respondent category (administrators, staff, faculty, and students) are offered in the **Appendix** to this report. Some items on the survey were restricted and only shown to either employees or students. For example, employees of the College (administration, staff, and faculty) were asked to respond to certain questions which were not shown to students, while students responded to some questions unique to students.

3.1 ANALYSIS

All respondents were asked to respond to factors important to creating a more inclusive and equitable campus community at JCCC. The aggregate responses are shown in **Exhibit 3-1**. The overwhelming majority of all respondents (92%) believe that *Establishing an inclusive culture where all members of the campus community feel safe, respected, and valued* is very important or somewhat important for creating a more inclusive and equitable campus community at JCCC. Nearly all items were rated as very or somewhat important by more than three-quarters of all respondents. The most highly rated items included:

- Resources and action steps are in place for addressing bias motivated behavior. (82%)
- Providing opportunities for leadership mentoring/development for diverse employees. (82%)
- Providing diversity, equity, and inclusion training and professional development. (81%)
- Diversity and inclusion policies and practices regarding hiring, promotion, and recruitment. (80%)

EXHIBIT 3-1
IMPORTANCE OF FACTORS FOR CREATING A MORE INCLUSIVE/EQUITABLE COMMUNITY AT JCCC
ALL RESPONDENTS

Factor	Very important	Somewhat important	Neutral	Not particularly important	Not at all important
Establishing an inclusive culture where all members of the campus community feel safe, respected and valued	84%	8%	5%	1%	2%
Resources and action steps are in place for addressing bias motivated behavior	63%	20%	11%	3%	3%
Providing opportunities for leadership mentoring/development for diverse employees	60%	22%	11%	3%	3%
Providing diversity, equity, and inclusion training and professional development	62%	19%	11%	3%	5%
Diversity and inclusion policies and practices regarding hiring, promotion and recruitment	60%	20%	12%	4%	4%
Recruitment and retention of diverse faculty and staff	58%	21%	13%	3%	4%
Enhancing diversity and inclusion by increasing the enrollment and retention of underrepresented groups	58%	20%	14%	4%	4%
Diversity, equity, and inclusion is a priority for JCCC and is tied formally to other important efforts and initiatives on campus	56%	21%	14%	4%	4%
Dedicated resources and supports to maintain and sustain DEI at JCCC	53%	23%	15%	4%	5%
Having an office at JCCC dedicated to diversity, equity, and inclusion programming and initiatives	46%	24%	16%	6%	7%

n=2,472 to 2,502

■ Very important ■ Somewhat important ■ Neutral ■ Not particularly important ■ Not at all important

Source: MGT analysis of JCCC DEI Survey, October 2020.

Employees of the College (administrators, faculty, and staff) were asked *which categories should be considered in JCCC's commitment to diversity, equity, and inclusion* across a number of areas. Categories assessed included: age, disability, gender identity, military/veteran status, Race/ethnicity, Religion, Sexual Orientation, Socio-economic Status. **Exhibit 3-2** displays the counts of affirmative responses.

- Aqua cells reflect items garnering at least 50% affirmative responses from JCCC employees.
- Green cells reflect responses garnering at least 33% (but no more than 49%) affirmative responses from JCCC employees.
- Grey cells reflect responses garnering at least 25% (but no more than 32%) affirmative responses from JCCC employees.

At least 50% of JCCC employees believe that *JCCC's vision, mission, and/or strategic plan includes an expressed commitment to opportunity on the basis of . . .*

- Age
- Disability
- Gender Identity
- Military/Veteran
- Race/Ethnicity
- Sexual Orientation

Additionally, at least 50% of JCCC employees believe *that JCCC has a diversity policy that covers . . .*

- Age
- Disability
- Race/Ethnicity
- Sexual Orientation

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EXHIBIT 3-2
CATEGORIES WHICH SHOULD BE CONSIDERED IN JCCC'S COMMITMENT TO DEI
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY

	Age	Disability	Gender Identity	Military/Veteran	Race/Ethnicity	Religion	Sexual Orientation	Socio-economic Status	I'm not aware of any	Other
JCCC's vision, mission, and/or strategic plan includes an expressed commitment to opportunity on the basis of . . .	57%	59%	50%	52%	60%	47%	50%	47%	13%	5%
JCCC has a diversity policy that covers . . .	53%	57%	48%	46%	57%	49%	51%	37%	15%	4%
JCCC understands the ways in which inequalities are perpetuated on the basis of . . .	43%	48%	42%	40%	48%	39%	42%	40%	19%	4%
JCCC assesses communications for appropriate messaging with regard to . . .	39%	43%	38%	38%	44%	36%	37%	35%	24%	5%
JCCC actively works to increase student diversity on the basis of . . .	40%	42%	25%	44%	48%	33%	36%	40%	19%	4%
JCCC analyzes key operational decisions and practices to determine their impact on the basis of . . .	35%	38%	33%	33%	37%	30%	32%	33%	29%	5%
JCCC works to build a diverse pipeline of potential board and staff members on the basis of . . .	33%	33%	31%	30%	37%	28%	30%	28%	31%	5%
JCCC has a policy for vendor diversity that covers	28%	30%	27%	28%	31%	25%	26%	23%	37%	4%

Source: MGT analysis of JCCC DEI Survey, October 2020.

As a follow-up to diversity, equity, and inclusion commitment categories, employee respondents (administration, staff, and faculty) were asked about the *perception of JCCC's commitment to diversity, equity, and inclusion.*

Exhibit 3-3 show between 50% and 70% of respondents believe that JCCC often or sometimes:

- Offers resources to support development of teaching and learning approaches designed to respond to the diverse experience of all students. (70%)
- Has a process and mechanisms in place for reporting and addressing bias motivated behavior (69%)
- Actively engages diverse members of our campus community (e.g., distribute key tasks, seek participation on committees). (68%)
- Understands how the various dimensions of diversity, equity, and inclusion intersect/interact. (66%)
- Uses its position and influence in the community to advance diversity, equity, and inclusion. (62%)
- Holds senior leadership accountable for supporting diversity, equity, and inclusion. (50%)

Fewer than half agreed that JCCC often or *sometimes actively engages diverse members of the campus community without creating workloads disproportionate to their colleagues* (47%). An equal share of respondents to this item (47%) indicated that they were unsure, which, of course, impacts the results for this survey item.

EXHIBIT 3-3
PERCEPTIONS OF JCCC'S COMMITMENT TO DEI
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY
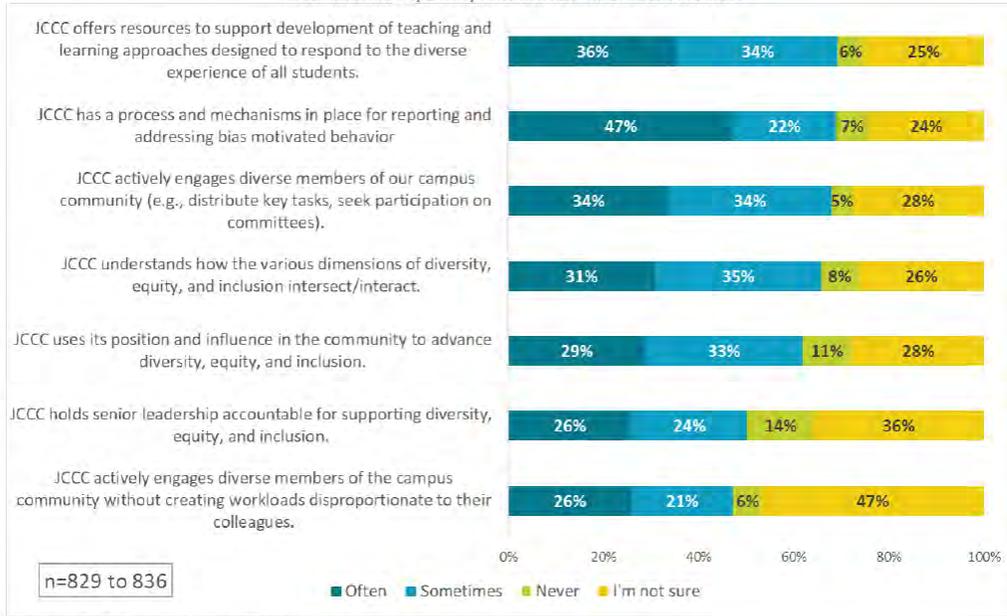
Source: MGT analysis of JCCC DEI Survey, October 2020.

JCCC employees were asked what metrics the college should use *to measure the impact of diversity, equity, and inclusion efforts*. The results are shown in **Exhibit 3-4** by respondent group. At least 50% of all employee groups believe that the following should be used to measure DEI impacts:

- Student demographics
- Workforce demographics
- Retention rates for students, faculty, and staff

At least one-third, but fewer than half feel that the following metrics should be used to measure DEI Impacts:

- Recruitment outcomes
- Promotion outcomes
- Compensation

EXHIBIT 3-4
METRICS JCCC SHOULD USE TO MEASURE DEI IMPACTS
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY

	All Affirmative Responses (n=1,012)	Administration (n=86)	Staff (n=501)	Faculty (n=460)
Student demographics	60%	69%	59%	55%
Workforce demographics	59%	67%	59%	53%
Retention rates for students, faculty, and staff	56%	60%	55%	52%
Recruitment outcomes	44%	49%	45%	37%
Promotion outcomes	42%	36%	43%	38%
Compensation	41%	36%	42%	37%
Other	5%	7%	4%	5%

Source: MGT analysis of JCC DEI Survey, October 2020.

Employee respondents were asked to indicate *what outcomes should result from JCCC's commitment to diversity, equity, and inclusion*, and the results are shown in **Exhibit 3-5** by respondent group. More than 50% of respondents in each employee category believe the following outcomes should result from JCCC's commitment to DEI:

- Creating an inclusive campus culture
- Helping JCCC become a college of choice for diverse students
- Ensuring diversity, equity, and inclusion is embedded in HR policies and practices
- Helping JCCC become an employer of choice for diverse faculty and staff
- Increasing employee understanding and awareness
- Fostering collaboration
- Institutionalizing diversity, equity, and inclusion in JCCC`s organizational culture

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Additionally, at least one-third, but fewer than half of most employee categories believe the following outcomes are desired:

- Increasing employee engagement (more than 50% of administrator respondents)
- Establishing a dedicated diversity, equity, and inclusion organizational entity within JCCC

Administrators agree on the need for these outcomes more strongly than staff or faculty on every measure as reflected in their greater magnitude of positive responses.

EXHIBIT 3-5
OUTCOMES WHICH SHOULD RESULT FROM JCCC'S COMMITMENT TO DEI
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY

	All Affirmative Responses (n=1,012)	Administration (n=86)	Staff (n=501)	Faculty (n=460)
Creating an inclusive campus culture	68%	72%	66%	64%
Helping JCCC become a college of choice for diverse students	63%	71%	61%	58%
Ensuring diversity, equity, and inclusion is embedded in HR policies and practices	60%	70%	61%	54%
Helping JCCC become an employer of choice for diverse faculty and staff	60%	67%	59%	55%
Increasing employee understanding and awareness	59%	64%	58%	54%
Fostering collaboration	57%	65%	56%	53%
Institutionalizing diversity, equity, and inclusion in JCCC`s organizational culture	53%	63%	53%	47%
Increasing employee engagement	47%	53%	48%	41%
Establishing a dedicated diversity, equity, and inclusion organizational entity within JCCC	43%	40%	44%	39%
Other	5%	3%	4%	5%

Source: MGT analysis of JCCC DEI Survey, October 2020.

As shown in **Exhibit 3-6**, employees were asked *what external benchmarks should be used to measure success of diversity, equity, and inclusion at JCCC?* More than 50% of all respondent groups believe that JCCC should be benchmarking against its peer institutions, and more than half of administrators feel that benchmarking against other higher education institutions is also advisable. More than one third (but less than half) of the other groups believe the College should be benchmarking against higher ed institutions. Benchmarking against business and industry was recommended by more than 33% of staff, but fewer between 25% and 32% of other respondent groups. Again, Administrators offered more affirmative responses than staff, followed by faculty.

EXHIBIT 3-6
RECOMMENDED EXTERNAL BENCHMARKS TO MEASURE SUCCESS OF JCCC'S DEI EFFORTS
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY

	All Affirmative Responses (n=1,012)	Administration (n=86)	Staff (n=501)	Faculty (n=460)
Benchmarking against JCCC's peer institutions	59%	64%	59%	53%
Benchmarking against other higher education institutions	45%	53%	46%	39%
Benchmarking against business and industry	33%	41%	36%	25%
Other	10%	3%	7%	13%

Source: MGT analysis of JCCC DEI Survey, October 2020.

Employees were asked *into which areas is diversity, equity, and inclusion most integrated at JCCC*. As shown in **Exhibit 3-7**, more than half of each employee group in believe that DEI is integrated into *student clubs, activities, and engagement*. At least 25% (but no more than 32%) of staff and faculty agree that DEI is integrated into *campus social responsibility* and *learning and development* – although more than one-third of administrators felt this way about *campus social responsibility*. In general, administrators expressed more confidence that DEI is integrated into the work of the college than faculty or staff.

EXHIBIT 3-7
ASSESSMENT OF DEI INTEGRATION AT JCCC
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY

	All Affirmative Responses (n=1,012)	Administration (n=86)	Staff (n=501)	Faculty (n=460)
Student clubs, activities, and engagement	51%	66%	50%	44%
Campus social responsibility	31%	36%	32%	27%
Learning and development	28%	33%	26%	26%
Employee engagement	20%	26%	19%	18%
I'm not aware of any	18%	13%	18%	19%
Talent acquisition/recruiting	14%	13%	16%	12%
Performance management	10%	9%	11%	9%
Succession planning	10%	8%	10%	9%
Other	3%	1%	2%	4%

Source: MGT analysis of JCCC DEI Survey, October 2020.

Administrators were more likely than staff or faculty to indicate *barriers faced in getting buy-in and acceptance of the importance of diversity, equity, and inclusion at JCCC*. More than 55% of administrators indicted that *attitudes and beliefs* and *implicit bias* are barriers to buy-in, while 47% and 44% of staff and faculty (respectively) feel the same (see **Exhibit 3-8**). Similarly, a greater share of administrators (35%) than faculty or staff (27% and 25%) indicated that *lack of reliable, accepted benchmarks to help define diversity, equity, and inclusion targets* serves as a barrier to DEI buy-in at the

College. Between 28% and 30% of administrators also indicated *lack of commitment and support, lack of training and professional development,* and *lack of leadership support* are barriers to acceptance of the importance of DEI initiatives.

EXHIBIT 3-8
BARRIERS FACED IN GETTING BUY-IN AND ACCEPTANCE OF THE IMPORTANCE OF DEI AT JCCC
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY

	All Affirmative Responses (n=1,012)	Administration (n=86)	Staff (n=501)	Faculty (n=460)
Attitudes and beliefs	47%	55%	47%	43%
Implicit bias	43%	55%	40%	40%
Lack of reliable, accepted benchmarks to help define diversity, equity, and inclusion targets	28%	35%	25%	27%
Lack of commitment and support	25%	29%	25%	22%
Lack of training and professional development	24%	30%	23%	21%
Lack of leadership support	23%	28%	21%	22%
Lack of embedding DEI principles into the strategic plan, human resources management, operations, etc.	22%	22%	22%	20%
Organization does not understand the potential benefits of diversity, equity, and inclusion	15%	17%	14%	15%

Source: MGT analysis of JCCC DEI Survey, October 2020.

All respondents were asked to rate JCCC on several measures of diversity, equity, and inclusion. As shown in **Exhibit 3-9**, more than seven in 10 respondents indicated agreement (strongly agree and somewhat agree) that JCCC:

- Demonstrates a commitment to meeting the needs of those with disabilities. (80%)
- Respects individuals and values their differences (75%)
- I believe JCCC will take appropriate action in response to incidents of discrimination and bias motivated behavior. (73%)
- JCCC's policies or procedures discourage discrimination. (72%)

More than one-third of respondents answered neutral when rating the following statement: The Board of Trustees at JCCCC encourages diversity, equity, and inclusion. This likely indicates that a significant share of the respondent population isn't familiar enough with the members of the Board and their activities to have a strong opinion about its commitment to DEI at the College.

EXHIBIT 3-8
RATING OF JCCC ON DEI MEASURES
ALL RESPONDENTS

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
JCCC demonstrates a commitment to meeting the needs of those with disabilities.	55%	25%	16%	3%	2%
JCCC respects individuals and values their differences	48%	27%	17%	5%	3%
I believe JCCC will take appropriate action in response to incidents of discrimination and bias motivated behavior.	47%	26%	18%	5%	3%
JCCC's policies or procedures discourage discrimination.	47%	26%	21%	4%	2%
JCCC is committed to diversity, equity, and inclusion	40%	28%	23%	5%	3%
JCCC is making progress with diversity, equity, and inclusion initiatives	40%	28%	26%	4%	2%
The administration at JCCC encourages diversity, equity, and inclusion	38%	29%	24%	6%	3%
JCCC shows that diversity, equity, and inclusion are important through its actions	37%	29%	23%	7%	3%
The Board of Trustees at JCCC encourages diversity, equity, and inclusion	31%	24%	35%	6%	4%

n=2,214 to 2,224

Source: MGT analysis of JCCC DEI Survey, October 2020.

All respondents were asked to rate JCCC on several dimensions of diversity, equity, and inclusion. As shown in **Exhibit 3-9**, more than seven in 10 indicate that:

- Employees at JCCC appreciate others whose race/ethnicity, gender, and/or all other diversity related factors are different from their own. (74%)
- People of different ages are valued equally by JCCC. (71%)
- JCCC provides an environment for the free and open expression of ideas, opinions, and beliefs. (71%)
- Racial, ethnic, and gender-based jokes, and offensive or inappropriate comments are not tolerated at JCCC. (71%)
- Students at JCCC appreciate others whose race/ethnicity, gender, and/or all other diversity related factors are different from their own. (71%)

Approximately one-quarter of respondents (26%) indicated that they had witnessed inappropriate comments or actions at JCCC, while 17% had been a victim of such comments or actions.

Nearly 40% of respondents answered neutral when rating the following statement: My experiences since coming to JCCCC have led me to become more understanding of racial/ethnic differences. It would appear that most of these respondents are indicating that their experiences at JCCC have had neither a positive nor negative impact on their understanding of difference. This response could be interpreted a number of ways. First, respondents could feel they were already very aware/appreciative of differences when they became a student. Alternatively, respondents could be indicating that their college experience hasn't done anything to increase their awareness of difference in any case.

EXHIBIT 3-9
RATING OF JCCC ON DEI DIMMENSIONS
ALL RESPONDENTS

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Employees at JCCC appreciate others whose race/ethnicity, gender, and/or all other diversity related factors are different from their own	43%	31%	20%	5%	2%
People of different ages are valued equally by JCCC.	44%	27%	19%	7%	3%
JCCC provides an environment for the free and open expression of ideas, opinions and beliefs.	41%	30%	19%	6%	4%
Racial, ethnic, and gender-based jokes, and offensive or inappropriate comments are not tolerated at JCCC.	48%	23%	21%	5%	3%
Students at JCCC appreciate others whose race/ethnicity, gender, and/or all other diversity related factors are different from their own.	38%	33%	24%	4%	1%
People of different backgrounds interact well at JCCC.	36%	33%	26%	4%	1%
Getting to know people with racial/ethnic, gender and/or all other diversity related backgrounds different from my own has been easy at JCCC.	34%	28%	28%	6%	3%
My experiences since coming to JCCC have led me to become more understanding of racial/ethnic differences.	22%	24%	39%	8%	7%
I have personally witnessed inappropriate comments or actions at JCCC based on race, ethnicity, gender and/or all other diversity related factors.	13%	13%	17%	12%	45%
I have been the victim of inappropriate comments or actions at JCCC.	9%	8%	14%	9%	60%

n=2,098 to 2,108

Source: MGT analysis of JCC DEI Survey, October 2020.

Employees were asked to *rate JCCC's employment practices on several measures of diversity, equity, and inclusion.* More than half of employees indicated that: shown in **Exhibit 3-10**, more than seven in 10 indicate that:

- Position announcements are written in accordance with diversity, equity, and inclusion best practices. (61%)
- JCCC incorporates diversity, equity, and inclusion commitment into new employee orientation. (53%)

More than two-thirds of responses were neutral regarding the following item: Human resources collects and assesses demographic data to determine whether applicant pools are diverse, and whether candidates selected for interview are of similar diversity to the applicant pool. This suggests that the majority of respondents are unaware of HR practices related to ensuring the diversity of candidate pools. In addition, between 27% and 37% of responses to all other items in this section were neutral. This suggests that many are unfamiliar with JCCC's employment practices broadly relative to diversity, equity, and inclusion.

EXHIBIT 3-10
RATING OF JCCC EMPLOYMENT PRACTICES ON DEI MEASURES
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY
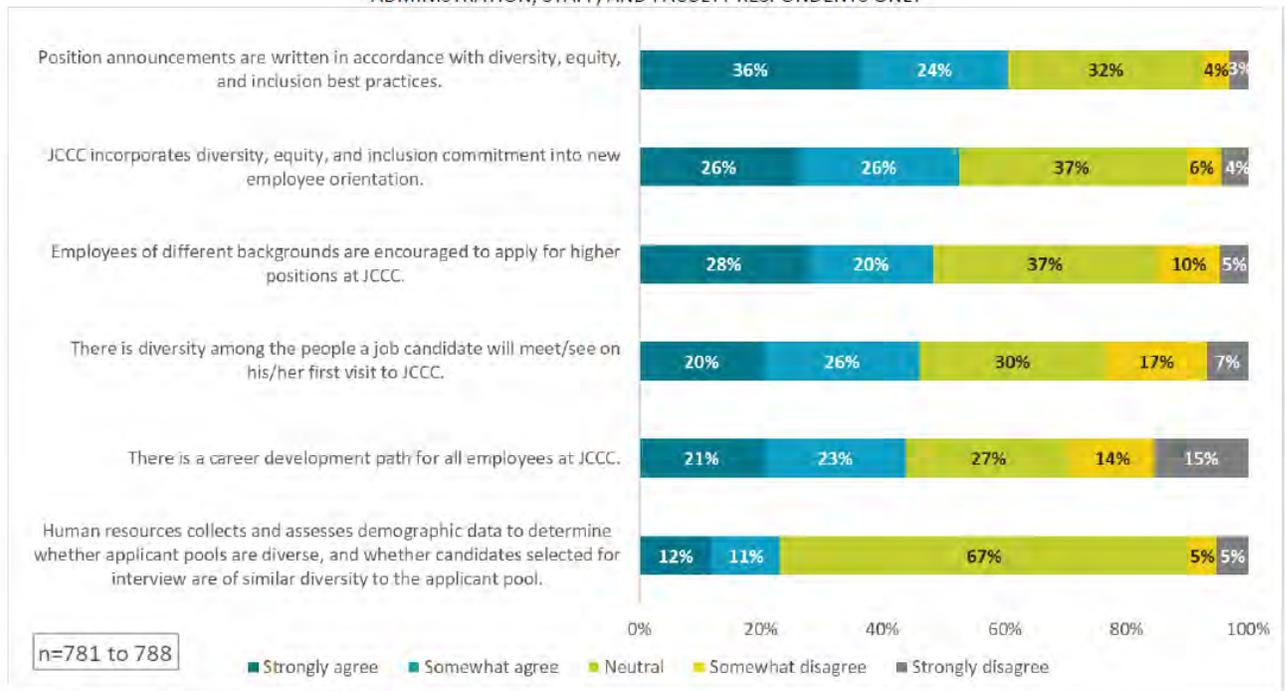
Source: MGT analysis of JCCC DEI Survey, October 2020.

JCCC employees were asked to indicate if their *direct supervisor is sensitive to, and supports, diversity, equity, and inclusion*, and the results are shown in **Exhibit 3-11**. The overwhelming majority of employees agreed or strongly agreed in each employee group (between 79% and 82%). But 8% of administrators, 7% of faculty, and 5% of staff disagreed or strongly disagreed with the statement.

EXHIBIT 3-11
RATING OF SUPERVISORS' SUPPORT FOR DEI
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY
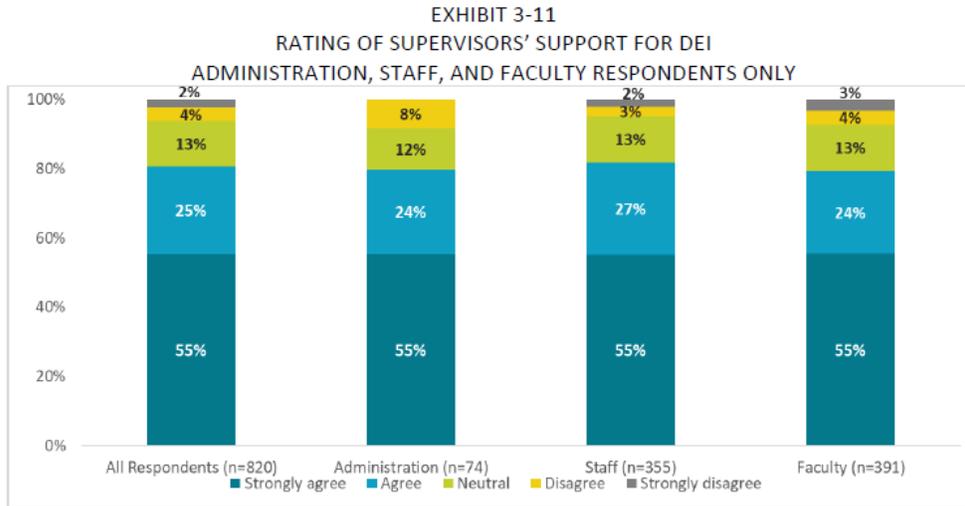
Source: MGT analysis of JCCC DEI Survey, October 2020.

When asked if their supervisor *handles issues related to diversity, equity, and inclusion satisfactorily*, the majority of each employee group responded affirmatively (between 73% and 77% agree or strongly agree), as shown in **Exhibit 3-12**. However, 9% of administrators, 7% of faculty, and 6% of staff disagreed or strongly disagreed with the statement.

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EXHIBIT 3-12
RATING OF SUPERVISORS' HANDLING OF DEI ISSUES SATISFACTORILY
ADMINISTRATION, STAFF, AND FACULTY RESPONDENTS ONLY
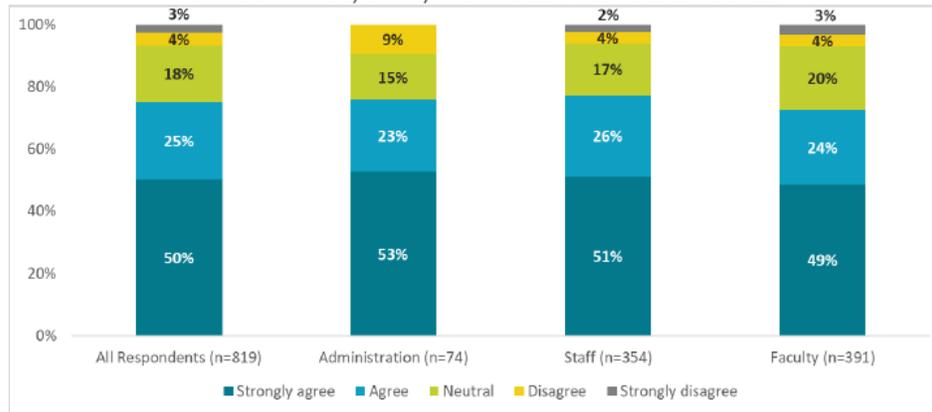
Source: MGT analysis of JCCC DEI Survey, October 2020.

Students were also asked to rate JCCC on several dimensions of diversity, equity, and inclusion. The dimensions receiving the most positive responses (more than 50% somewhat agree or strongly agree) among this population included:

- Cultural competency and other diversity related issues should be a part of new and existing employee training at JCCC. (62%)
- My classes and instructors are modeling what an equitable and inclusive professional environment looks like. (62%)
- Cultural competency and other diversity related issues should be part of new student orientation. (56%)
- My experience at JCCC has better prepared me for success working with people of diverse backgrounds. (54%)
- My JCCC coursework is preparing me for success in a diverse workforce and global marketplace. (52%)

Between 18% and 40% of student respondents were neutral in their ratings of JCCC on measures of DEI at the College. While this could mean any number of things, it suggests that significant portions of the student body don't have a strong opinion on the College's DEI inititatives. This could be a result of their own lack of interest in diversity concerns or limited information/interaction with the DEI initiatives of the College.

It is notable that 18% of students also agreed that *students of color and/or students who are perceived as different have a difficult time fitting in on campus.*

EXHIBIT 3-11
STUDENT RATINGS OF JCCCC ON DIMMENSIONS OF DEI

Statement	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Cultural competency and and other diversity related issues should be a part of new and existing employee training at JCCC.	40%	22%	18%	3%	5%
My classes and instructors are modeling what an equitable and inclusive professional environment looks like.	37%	25%	22%	3%	2%
Cultural competency and other diversity related issues should be part of new student orientation.	33%	23%	20%	5%	8%
My experience at JCCC has better prepared me for success working with people of diverse backgrounds.	31%	23%	27%	4%	3%
My JCCC coursework is preparing me for success in a diverse workforce and global marketplace.	25%	27%	29%	4%	3%
JCCC should do more to improve outreach and recruitment to a diverse array of students.	28%	21%	31%	5%	5%
Concern about the diversity climate and and other diversity related issues on campus is a priority for many students.	21%	21%	33%	6%	7%
Students should be required to take coursework in cultural diversity while a student at JCCC.	26%	16%	22%	10%	14%
JCCC makes retention of diverse students a high priority.	19%	24%	40%	3%	3%
Students of color and/or students who are perceived as different have a difficult time fitting in on campus.	9%	9%	35%	17%	18%

n=1,381

Source: MGT analysis of JCCC DEI Survey, October 2020.

3.2 SUMMARY OBSERVATIONS

While the survey covered a lot of ground, some themes do emerge from the data. Most respondents in all stakeholder categories agree that creating a more inclusive and equitable campus community is important.

However, there is no one-size-fits-all approach relative to opinions and perceptions regarding JCCC's current commitment to diversity, equity, and inclusion, or whether there is sufficient buy-in at all levels. The same holds true for measuring the impact of JCCC's diversity, equity, and inclusion efforts.

In general, administration respondents felt more strongly about diversity, equity, and inclusion efforts than staff and faculty.

There is ample recognition that there are barriers to getting buy-in for diversity, equity, and inclusion which is evident in many of the open-ended comments that were provided. The comments also revealed differences in opinions and perceptions about whether it is safe and comfortable to have discussions about race and other difficult topics and resistance on the part of some respondents to embracing diversity, equity, and inclusion. A compilation of all responses to open-ended questions is provided in a separate volume of this report.

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APPENDIX A: SURVEY INSTRUMENT

Diversity, Equity, and Inclusion Survey

Johnson County Community College (JCCC) is conducting a Diversity, Equity, and Inclusion (DEI) assessment to help inform academic and administrative policies and practices. Diversity refers to differences, (the who we are) and is used to describe a broad range of differences. Equity can be described as the elimination of privilege, disparities and disadvantage by historically-included and excluded groups. Inclusion represents the end result of recognizing, understanding, appreciating and leveraging differences at the personal, interpersonal, and institutional level. Our goal is to ensure that JCCC's work and learning environment promotes a diverse community that begins with students, faculty, staff and administration who respect and value diversity and inclusion in various forms including race and ethnicity, gender, sexual orientation, socioeconomic status, culture, marital status, national origin, religion, age, disability status, and political perspective. The College has engaged MGT Consulting Group, a national higher education consulting and planning firm, to assist with this effort.

Ideally, diversity, equity, and inclusion should be embedded into our institutional culture and practices such that the College consistently operates in a manner that creates a more diverse, inclusive and equitable campus community that result in positive outcomes for students, faculty, and staff. We recognize it is not enough to open doors to diversity and that barriers to equity and inclusion at the personal, interpersonal and institutional levels must also be addressed.

To that end, we are asking members of our college community to weigh in on our current efforts toward supporting a diverse, equitable, and inclusive campus. Please take a few minutes to provide your feedback by responding to this survey. Your input is critical as we continue to build a culture that is diverse and inclusive.

The survey should take 15-20 minutes to complete.

Please complete the instrument by September 30, 2020.

Thank you for providing your input toward this important effort.

All responses to this survey are anonymous and will be reported in the aggregate. Individual respondents will not be identified.

1. What best describes your role at Johnson County Community College?
- o Administration
- o Staff
- o Faculty
- o Student
- o Former Student
- o Other (please specify): _____

2. Please indicate the importance of the following for creating a more inclusive and equitable campus community at JCCC.
- o

	Very important	Somewhat important	Neutral	Not particularly important	Not at all important
Recruitment and retention of diverse faculty and staff					
Providing opportunities for leadership mentoring/development for diverse employees					
Diversity and inclusion policies and practices regarding hiring, promotion and recruitment					
Establishing an inclusive culture where all members of the campus community feel safe, respected and valued					
Enhancing diversity and inclusion by increasing the enrollment and retention of underrepresented groups					
Providing diversity, equity, and inclusion training and professional development					
Having an office at JCCC dedicated to diversity, equity, and inclusion programming and initiatives					
Dedicated resources and supports to maintain and sustain DEI at JCCC					
Diversity, equity, and inclusion is a priority for JCCC and is tied formally to other important efforts and initiatives on campus					
Resources and action steps are in place for addressing bias motivated behavior					

Administrators, Staff, and Faculty receive Q3-Q11.

3. Please indicate below which categories should be considered in JCCC's commitment to diversity, equity, and inclusion.

	Age	Disability	Gender Identity	Military/Veteran	Race/Ethnicity	Religion	Sexual Orientation	Socio-economic Status	I am not aware of any	Other
JCCC's vision, mission, and/or strategic plan includes an expressed commitment to opportunity on the basis of . . .										
JCCC has a diversity policy that covers . . .										
JCCC has a policy for vendor diversity that covers . . .										
JCCC works to build a diverse pipeline of potential board and staff members on the basis of . . .										
JCCC actively works to increase student diversity on the basis of . . .										
JCCC understands the ways in which inequalities are perpetuated on the basis of . . .										
JCCC analyzes key operational decisions and practices to determine their impact on the basis of . . .										
JCCC assesses communications for appropriate messaging with regard to . . .										

4. Please indicate your perception of JCCC's commitment to diversity, equity, and inclusion on the following measures.

	Often	Sometimes	Never	I'm not sure
JCCC actively engages diverse members of our campus community (e.g., distribute key tasks, seek participation on committees).				
JCCC actively engages diverse members of the campus community without creating workloads disproportionate to their colleagues.				
JCCC understands how the various dimensions of diversity, equity, and inclusion intersect/interact.				
JCCC uses its position and influence in the community to advance diversity, equity, and inclusion.				
JCCC holds senior leadership accountable for supporting diversity, equity, and inclusion.				
JCCC offers resources to support development of teaching and learning approaches designed to respond to the diverse experience of all students.				
JCCC has a process and mechanisms in place for reporting and addressing bias motivated behavior				

5. What metrics should be used at JCCC to measure the impact of diversity, equity, and inclusion efforts? *Select all that apply.*
- Workforce demographics
- Student demographics
- Compensation
- Retention rates for students, faculty, and staff
- Promotion outcomes
- Recruitment outcomes
- Other (please specify): _____
- I'm not aware of any metrics we use to measure diversity, equity, and inclusion efforts.

6. What outcomes should result from JCCC's commitment to diversity, equity, and inclusion?
Select all that apply.
- o Creating an inclusive campus culture
- o Ensuring diversity, equity, and inclusion is embedded in HR policies and practices
- o Fostering collaboration
- o Helping JCCC become a college of choice for diverse students
- o Helping JCCC become an employer of choice for diverse faculty and staff
- o Increasing employee understanding and awareness
- o Institutionalizing diversity, equity, and inclusion in JCCC`s organizational culture
- o Establishing a dedicated diversity, equity, and inclusion organizational entity within JCCC
- o Increasing employee engagement
- o Other (please specify): _____

7. What external benchmarks should be used to measure success of diversity, equity, and inclusion at JCCC? *Select all that apply.*
- o Benchmarking against JCCC's peer institutions
- o Benchmarking against other higher education institutions
- o Benchmarking against business and industry
- o Other (please specify): _____

8. Into which of the following is diversity, equity, and inclusion most integrated at JCCC? *Select all that apply.*
- o Campus social responsibility
- o Employee engagement
- o Learning and development
- o Performance management
- o Student clubs, activities, and engagement
- o Succession planning
- o Talent acquisition/recruiting
- o I am not aware of any
- o Other (please specify): _____

9. What are some of the barriers faced in getting buy-in and acceptance of the importance of diversity, equity, and inclusion at JCCC? *Select all that apply.*
- o Attitudes and beliefs
- o Implicit bias
- o Lack of embedding DEI principles into the strategic plan, human resources management, operations, etc.
- o Lack of leadership support
- o Lack of commitment and support
- o Lack of reliable, accepted benchmarks to help define diversity, equity, and inclusion targets
- o Lack of training and professional development
- o Organization does not understand the potential benefits of diversity, equity, and inclusion
- o I am not aware of any
- o Other (please specify): _____

10. My direct supervisor is sensitive to, and supports, diversity, equity, and inclusion.
- o Strongly agree
- o Agree
- o Neutral
- o Disagree
- o Strongly disagree

11. My direct supervisor handles issues related to diversity, equity, and inclusion satisfactorily.
- o Strongly agree
- o Agree
- o Neutral
- o Disagree
- o Strongly disagree

All respondents receive Q12 and Q13.

12. Please rate JCCC on the following measures of diversity, equity, and inclusion.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
The Board of Trustees at JCCC encourages diversity, equity, and inclusion					
The administration at JCCC encourages diversity, equity, and inclusion					
JCCC shows that diversity, equity, and inclusion are important through its actions					
JCCC is committed to diversity, equity, and inclusion					
JCCC respects individuals and values their differences					
JCCC is making progress with diversity, equity, and inclusion initiatives					
JCCC's policies or procedures discourage discrimination.					
I believe JCCC will take appropriate action in response to incidents of discrimination and bias motivated behavior.					
JCCC demonstrates a commitment to meeting the needs of those with disabilities.					

13. Please rate JCCC on the following dimensions of diversity, equity, and inclusion.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Employees at JCCC appreciate others whose race/ethnicity, gender, and/or all other diversity related factors are different from their own					
Students at JCCC appreciate others whose race/ethnicity, gender, and/or all other diversity related factors are different from their own.					
I have personally witnessed inappropriate comments or actions at JCCC based on race, ethnicity, gender and/or all other diversity related factors.					
I have been the victim of inappropriate comments or actions at JCCC.					
My experiences since coming to JCCC have led me to become more understanding of racial/ethnic differences.					
Getting to know people with racial/ethnic, gender and/or all other diversity related backgrounds different from my own has been easy at JCCC.					
People of different backgrounds interact well at JCCC.					
People of different ages are valued equally by JCCC.					
Racial, ethnic, and gender-based jokes, and offensive or inappropriate comments are not tolerated at JCCC.					
JCCC provides an environment for the free and open expression of ideas, opinions and beliefs.					

Students receive Q14.

14. Please rate JCCC on the following dimensions of diversity, equity, and inclusion.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
JCCC should do more to improve outreach and recruitment to a diverse array of students.					
Cultural competency and other diversity related issues should be part of new student orientation.					
Students should be required to take coursework in cultural diversity while a student at JCCC.					
Concern about the diversity climate and other diversity related issues on campus is a priority for many students.					
JCCC makes retention of diverse students a high priority.					
Cultural competency and other diversity related issues should be a part of new and existing employee training at JCCC.					
Students of color and/or students who are perceived as different have a difficult time fitting in on campus.					
My JCCC coursework is preparing me for success in a diverse workforce and global marketplace.					
My classes and instructors are modeling what an equitable and inclusive professional environment looks like.					
My experience at JCCC has better prepared me for success working with people of diverse backgrounds.					

Administrators, Staff, and Faculty receive Q15-Q18.

15. Please rate JCCC's employment practices on the following measures of diversity, equity, and inclusion.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Position announcements are written in accordance with diversity, equity, and inclusion best practices.					
There is diversity among the people a job candidate will meet/see on his/her first visit to JCCC.					
Employees of different backgrounds are encouraged to apply for higher positions at JCCC.					
Human resources collects and assesses demographic data to determine whether applicant pools are diverse, and whether candidates selected for interview are of similar diversity to the applicant pool.					
There is a career development path for all employees at JCCC.					
JCCC incorporates diversity, equity, and inclusion commitment into new employee orientation.					

16. How long have you worked for JCCC?
- o   Less than one year
- o   One year to less than two years
- o   Two years to less than five years
- o   Five years to less than ten years
- o   Ten years or more
- o   Prefer not to answer

17. What is your age?
- o   Under 21
- o   21 to 34
- o   35 to 44
- o   45 to 54
- o   55 or older
- o   Prefer not to answer

18. What is your gender identity?
- o Female
- o Male
- o Non-binary
- o Prefer not to answer

Students receive Q19-Q21.

19. What is your current enrollment status?
- o Full-time
- o Part-time

20. When do you take the majority of your classes?
- o Day
- o Evening
- o Weekend

21. How do you take the majority of your classes?
- o In class
- o Online
- o Both in class and online

All Respondents Receive the Remaining Questions

22. Which of the following best describes your race/ethnicity? *Select all that apply.*
- o American Indian/Alaska Native
- o Asian
- o Caucasian/White
- o Black/African American
- o Hispanic/Latino
- o Native Hawaiian/Pacific Islander
- o Other
- o Prefer not to answer

23. Do you identify as LGBTQ?
- o Yes
- o No
- o Prefer not to answer

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24. Do you have a physical disability or a diagnosed learning disability?
- ○ Yes
- ○ No
- ○ Prefer not to answer

25. In your opinion, is it comfortable and "safe" to have honest and meaningful discussions about difficult topics like racism, sexism, homophobia, ageism, and other inequalities at JCCC? Why or why not?

26. In order for diversity, equity and inclusion to be effectively addressed at JCCC, what must definitely be changed or stopped completely?

27. Conversely, what must the college continue doing in order for diversity, equity and inclusion to be effectively addressed at JCCC?

28. If you have other perspectives to share about JCCC's commitment to diversity, equity, and inclusion, please offer them below.

Thank you for providing feedback for Johnson County Community College's Diversity, Equity, and Inclusion Study.
We sincerely appreciate your input in our process.

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APPENDIX B: SURVEY ANALYSIS DETAILS

Demographics by Respondent Category

HOW LONG HAVE YOU WORKED FOR JCCC?

	Less than one year	One year to less than two years	Two years to less than five years	Five years to less than ten years	Ten years or more	Prefer not to answer	Total Count
Administration	8%	7%	16%	15%	49%	4%	73
Faculty	7%	10%	18%	19%	41%	4%	350
Staff	4%	4%	12%	16%	57%	7%	387

WHAT IS YOUR AGE?

	Under 21	21 to 34	35 to 44	45 to 54	55 or older	Prefer not to answer	Total Count
Administration	1%	5%	16%	29%	44%	4%	73
Staff	1%	15%	18%	22%	36%	9%	399
Faculty	0%	6%	17%	26%	39%	12%	361
Student	44%	37%	9%	5%	3%	2%	1,243
Former Student	20%	55%	15%	3%	8%	0%	40
Other	0%	25%	0%	0%	25%	50%	4

WHAT IS YOUR GENDER IDENTITY?

	Female	Male	Non-binary	Prefer not to answer	Total Count
Administration	59%	32%	0%	10%	73
Staff	62%	27%	1%	10%	395
Faculty	55%	31%	1%	13%	363
Student	61%	33%	2%	4%	1241
Former Student	60%	38%	0%	3%	40
Other	75%	0%	0%	25%	4

APPENDIX B: SURVEY ANALYSIS DETAILS

DO YOU IDENTIFY AS LGBTQ?

	Yes	No	Prefer not to answer	Total Count
Administration	0%	90%	10%	73
Staff	6%	85%	10%	395
Faculty	6%	81%	14%	362
Student	20%	73%	7%	1242
Former Student	25%	70%	5%	40
Other	0%	67%	33%	3

DO YOU HAVE A HAVE A PHYSICAL DISABILITY OR A DIAGNOSED LEARNING DISABILITY?

	Yes	No	Prefer not to answer	Total Count
Administration	3%	86%	11%	73
Staff	5%	85%	10%	396
Faculty	6%	80%	14%	362
Student	15%	80%	6%	1243
Former Student	15%	83%	3%	40
Other	0%	75%	25%	4

Please indicate the importance of the following for creating a more inclusive and equitable campus community at JCCC.

ADMINISTRATION RESPONSES

	Very important	Somewhat important	Neutral	Not particularly important	Not at all important
Establishing an inclusive culture where all members of the campus community feel safe, respected and valued	91%	7%	2%		
Enhancing diversity and inclusion by increasing the enrollment and retention of underrepresented groups	60%	33%	6%	1%	
Providing opportunities for leadership mentoring/development for diverse employees	58%	33%	9%		
Resources and action steps are in place for addressing bias motivated behavior	63%	27%	8%	1%	1%
Recruitment and retention of diverse faculty and staff	65%	24%	10%		
Diversity, equity, and inclusion is a priority for JCCC and is tied formally to other important efforts and initiatives on campus	57%	29%	12%	2%	
Diversity and inclusion policies and practices regarding hiring, promotion and recruitment	58%	28%	13%	1%	
Providing diversity, equity, and inclusion training and professional development	61%	21%	14%	4%	
Dedicated resources and supports to maintain and sustain DEI at JCCC	38%	38%	17%	5%	1%
Having an office at JCCC dedicated to diversity, equity, and inclusion programming and initiatives	22%	29%	23%	16%	9%

n=85 to 86

STAFF RESPONSES

FACULTY RESPONSES

Establishing an inclusive culture where all members of the campus community feel safe, respected and valued	84%	11%	2%	1%	2%
Recruitment and retention of diverse faculty and staff	61%	24%	10%	4%	2%
Providing opportunities for leadership mentoring/development for diverse employees	58%	25%	12%	4%	2%
Diversity and inclusion policies and practices regarding hiring, promotion and recruitment	59%	23%	11%	5%	3%
Resources and action steps are in place for addressing bias motivated behavior	55%	26%	11%	5%	3%
Enhancing diversity and inclusion by increasing the enrollment and retention of underrepresented groups	56%	24%	13%	5%	2%
Providing diversity, equity, and inclusion training and professional development	55%	25%	11%	5%	4%
Dedicated resources and supports to maintain and sustain DEI at JCCC	49%	28%	12%	7%	4%
Diversity, equity, and inclusion is a priority for JCCC and is tied formally to other important efforts and initiatives on campus	52%	21%	18%	6%	3%
Having an office at JCCC dedicated to diversity, equity, and inclusion programming and initiatives	40%	28%	18%	6%	8%

n=420 to 425

Legend: ■ Very important ■ Somewhat important ■ Neutral ■ Not particularly important ■ Not at all important

STUDENT RESPONSES

	Very important	Somewhat important	Neutral	Not particularly important	Not at all important
Establishing an inclusive culture where all members of the campus community feel safe, respected and valued	83%	8%	6%	1%	3%
Resources and action steps are in place for addressing bias motivated behavior	66%	17%	11%	2%	4%
Providing diversity, equity, and inclusion training and professional development	65%	16%	11%	2%	6%
Providing opportunities for leadership mentoring/development for diverse employees	62%	19%	12%	3%	4%
Diversity and inclusion policies and practices regarding hiring, promotion and recruitment	60%	18%	13%	3%	6%
Diversity, equity, and inclusion is a priority for JCCC and is tied formally to other important efforts and initiatives on campus	59%	20%	14%	3%	5%
Enhancing diversity and inclusion by increasing the enrollment and retention of underrepresented groups	59%	17%	15%	3%	6%
Dedicated resources and supports to maintain and sustain DEI at JCCC	55%	21%	15%	3%	6%
Recruitment and retention of diverse faculty and staff	57%	19%	16%	3%	5%
Having an office at JCCC dedicated to diversity, equity, and inclusion programming and initiatives	52%	22%	15%	4%	7%

n=1,423 to 1,440

Please indicate below which categories should be considered in JCCC's commitment to diversity, equity, and inclusion.

- **Aqua cells** reflect items garnering at least 50% affirmative responses from JCCC employees.
- **Green cells** reflect responses garnering at least 33% (but no more than 49%) affirmative responses from JCCC employees.
- **Grey cells** reflect responses garnering at least 25% (but no more than 32%) affirmative responses from JCCC employees.

ADMINISTRATION RESPONSES

	Age	Disability	Gender Identity	Military/Veteran	Race/Ethnicity	Religion	Sexual Orientation	Socio-economic Status	I'm not aware of any	Other
JCCC's vision, mission, and/or strategic plan includes an expressed commitment to opportunity on the basis of . . .	66%	70%	60%	59%	72%	52%	63%	53%	6%	7%
JCCC has a diversity policy that covers . . .	64%	67%	57%	53%	66%	60%	62%	40%	10%	3%
JCCC understands the ways in which inequalities are perpetuated on the basis of . . .	58%	59%	51%	50%	57%	50%	49%	45%	16%	3%
JCCC assesses communications for appropriate messaging with regard to . . .	55%	57%	49%	49%	58%	47%	49%	42%	17%	5%
JCCC actively works to increase student diversity on the basis of . . .	47%	51%	41%	52%	58%	37%	44%	50%	15%	5%
JCCC analyzes key operational decisions and practices to determine their impact on the basis of . . .	47%	49%	40%	41%	47%	36%	40%	38%	22%	5%
JCCC has a policy for vendor diversity that covers . . .	40%	43%	40%	42%	47%	36%	38%	27%	27%	6%
JCCC works to build a diverse pipeline of potential board and staff members on the basis of . . .	43%	40%	37%	34%	48%	30%	37%	31%	24%	6%

STAFF RESPONSES

	Age	Disability	Gender Identity	Military/Veteran	Race/Ethnicity	Religion	Sexual Orientation	Socio-economic Status	I'm not aware of any	Other
JCCC's vision, mission, and/or strategic plan includes an expressed commitment to opportunity on the basis of . . .	58%	61%	52%	53%	61%	49%	51%	49%	11%	6%
JCCC has a diversity policy that covers . . .	56%	57%	48%	46%	57%	49%	51%	39%	14%	4%
JCCC understands the ways in which inequalities are perpetuated on the basis of . . .	44%	48%	43%	41%	48%	40%	43%	41%	18%	4%
JCCC actively works to increase student diversity on the basis of . . .	42%	44%	26%	45%	50%	35%	37%	43%	18%	4%
JCCC assesses communications for appropriate messaging with regard to . . .	39%	43%	39%	39%	44%	36%	37%	36%	23%	5%
JCCC analyzes key operational decisions and practices to determine their impact on the basis of . . .	38%	40%	35%	35%	39%	33%	33%	35%	26%	5%
JCCC works to build a diverse pipeline of potential board and staff members on the basis of . . .	36%	36%	33%	33%	38%	31%	31%	31%	29%	5%
JCCC has a policy for vendor diversity that covers . . .	30%	31%	27%	29%	32%	26%	26%	24%	36%	4%

FACULTY RESPONSES

	Age	Disability	Gender Identity	Military/Veteran	Race/Ethnicity	Religion	Sexual Orientation	Socio-economic Status	I'm not aware of any	Other
JCCC's vision, mission, and/or strategic plan includes an expressed commitment to opportunity on the basis of . . .	49%	51%	43%	46%	52%	41%	43%	41%	16%	4%
JCCC has a diversity policy that covers . . .	44%	51%	42%	40%	50%	42%	45%	31%	15%	4%
JCCC understands the ways in which inequalities are perpetuated on the basis of . . .	36%	42%	37%	33%	42%	33%	37%	35%	19%	4%
JCCC assesses communications for appropriate messaging with regard to . . .	32%	37%	32%	32%	37%	30%	32%	29%	24%	5%
JCCC actively works to increase student diversity on the basis of . . .	33%	36%	20%	37%	40%	27%	30%	33%	21%	4%
JCCC analyzes key operational decisions and practices to determine their impact on the basis of . . .	27%	32%	27%	27%	31%	24%	27%	27%	31%	4%
JCCC works to build a diverse pipeline of potential board and staff members on the basis of . . .	25%	26%	26%	24%	30%	22%	25%	23%	32%	5%
JCCC has a policy for vendor diversity that covers . . .	23%	24%	22%	21%	25%	20%	21%	20%	38%	3%

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Please indicate your perception of JCCC's commitment to diversity, equity, and inclusion on the following measures.

ADMINISTRATION RESPONSES

	Often	Sometimes	Never	I'm not sure
JCCC has a process and mechanisms in place for reporting and addressing bias motivated behavior	55%	20%	7%	19%
JCCC actively engages diverse members of our campus community (e.g., distribute key tasks, seek participation on committees).	39%	44%	1%	16%
JCCC offers resources to support development of teaching and learning approaches designed to respond to the diverse experience of all students.	35%	39%	4%	23%
JCCC actively engages diverse members of the campus community without creating workloads disproportionate to their colleagues.	31%	36%	5%	27%
JCCC uses its position and influence in the community to advance diversity, equity, and inclusion.	28%	43%	7%	22%
JCCC understands how the various dimensions of diversity, equity, and inclusion intersect/interact.	27%	51%	5%	17%
JCCC holds senior leadership accountable for supporting diversity, equity, and inclusion.	25%	40%	9%	25%

n=74 to 75

STAFF RESPONSES

	Often	Sometimes	Never	I'm not sure
JCCC has a process and mechanisms in place for reporting and addressing bias motivated behavior	49%	19%	5%	26%
JCCC offers resources to support development of teaching and learning approaches designed to respond to the diverse experience of all students.	35%	29%	5%	31%
JCCC actively engages diverse members of our campus community (e.g., distribute key tasks, seek participation on committees).	34%	33%	3%	30%
JCCC understands how the various dimensions of diversity, equity, and inclusion intersect/interact.	33%	34%	6%	28%
JCCC uses its position and influence in the community to advance diversity, equity, and inclusion.	30%	33%	9%	28%
JCCC holds senior leadership accountable for supporting diversity, equity, and inclusion.	28%	22%	11%	38%
JCCC actively engages diverse members of the campus community without creating workloads disproportionate to their colleagues.	25%	18%	4%	53%

n=354 to 360

■ Often ■ Sometimes ■ Never ■ I'm not sure

FACULTY RESPONSES

JCCC has a process and mechanisms in place for reporting and addressing bias motivated behavior — 44% | 25% | 9% | 23%

JCCC offers resources to support development of teaching and learning approaches designed to respond to the diverse experience of all students. — 36% | 38% | 7% | 19%

JCCC actively engages diverse members of our campus community (e.g., distribute key tasks, seek participation on committees). — 33% | 34% | 6% | 28%

JCCC understands how the various dimensions of diversity, equity, and inclusion intersect/interact. — 30% | 32% | 11% | 27%

JCCC uses its position and influence in the community to advance diversity, equity, and inclusion. — 27% | 31% | 13% | 28%

JCCC actively engages diverse members of the campus community without creating workloads disproportionate to their colleagues. — 26% | 22% | 8% | 44%

JCCC holds senior leadership accountable for supporting diversity, equity, and inclusion. — 23% | 24% | 18% | 35%

n=397 to 401

■ Often ■ Sometimes ■ Never ■ I'm not sure

ADMINISTRATION RESPONSES

STAFF RESPONSES

Statement	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
JCCC demonstrates a commitment to meeting the needs of those with disabilities.	55%	28%	13%	3%	2%
JCCC's policies or procedures discourage discrimination.	49%	27%	17%	5%	2%
I believe JCCC will take appropriate action in response to incidents of discrimination and bias motivated behavior.	47%	27%	18%	5%	3%
JCCC respects individuals and values their differences	42%	32%	18%	5%	3%
JCCC is making progress with diversity, equity, and inclusion initiatives	36%	31%	27%	5%	2%
JCCC is committed to diversity, equity, and inclusion	36%	29%	25%	8%	3%
The administration at JCCC encourages diversity, equity, and inclusion	35%	29%	23%	9%	4%
JCCC shows that diversity, equity, and inclusion are important through its actions	30%	29%	24%	12%	4%
The Board of Trustees at JCCC encourages diversity, equity, and inclusion	26%	25%	35%	9%	5%

n=393 to 398

■ Strongly agree ■ Somewhat agree ■ Neutral ■ Somewhat disagree ■ Strongly disagree

FACULTY RESPONSES

Statement	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
JCCC demonstrates a commitment to meeting the needs of those with disabilities.	57%	27%	11%	3%	2%
I believe JCCC will take appropriate action in response to incidents of discrimination and bias motivated behavior.	37%	31%	17%	10%	5%
JCCC's policies or procedures discourage discrimination.	39%	28%	24%	8%	1%
JCCC respects individuals and values their differences	33%	31%	20%	11%	5%
JCCC is committed to diversity, equity, and inclusion	25%	36%	21%	11%	6%
JCCC is making progress with diversity, equity, and inclusion initiatives	29%	30%	29%	10%	3%
The administration at JCCC encourages diversity, equity, and inclusion	25%	33%	24%	14%	4%
JCCC shows that diversity, equity, and inclusion are important through its actions	23%	30%	26%	15%	6%
The Board of Trustees at JCCC encourages diversity, equity, and inclusion	17%	21%	36%	15%	10%

n=354 to 357

■ Strongly agree ■ Somewhat agree ■ Neutral ■ Somewhat disagree ■ Strongly disagree

STUDENT RESPONSES

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
JCCC respects individuals and values their differences	55%	24%	16%	3%	3%
JCCC demonstrates a commitment to meeting the needs of those with disabilities.	54%	23%	19%	2%	2%
I believe JCCC will take appropriate action in response to incidents of discrimination and bias motivated behavior.	50%	25%	19%	4%	2%
JCCC's policies or procedures discourage discrimination.	48%	24%	22%	3%	2%
JCCC is committed to diversity, equity, and inclusion	47%	25%	23%	3%	2%
JCCC shows that diversity, equity, and inclusion are important through its actions	43%	28%	22%	4%	2%
The administration at JCCC encourages diversity, equity, and inclusion	44%	27%	25%	2%	2%
JCCC is making progress with diversity, equity, and inclusion initiatives	44%	26%	25%	2%	2%
The Board of Trustees at JCCC encourages diversity, equity, and inclusion	36%	24%	34%	3%	3%

n=1,341 to 1,348

Please rate JCCC's employment practices on the following measures of diversity, equity, and inclusion.

ADMINISTRATION RESPONSES

Statement	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Position announcements are written in accordance with diversity, equity, and inclusion best practices.	42%	26%	21%	7%	4%
JCCC incorporates diversity, equity, and inclusion commitment into new employee orientation.	19%	40%	32%	4%	5%
Employees of different backgrounds are encouraged to apply for higher positions at JCCC.	38%	18%	31%	13%	1%
There is diversity among the people a job candidate will meet/see on his/her first visit to JCCC.	22%	30%	21%	19%	8%
There is a career development path for all employees at JCCC.	26%	19%	28%	14%	14%
Human resources collects and assesses demographic data to determine whether applicant pools are diverse, and whether candidates selected for interview are of similar diversity to the applicant pool.	11%	13%	64%	7%	6%

n=72 to 74

■ Strongly agree ■ Somewhat agree ■ Neutral ■ Somewhat disagree ■ Strongly disagree

STAFF RESPONSES

Position announcements are written in accordance with diversity, equity, and inclusion best practices.	36%	24%	34%	4%	2%
JCCC incorporates diversity, equity, and inclusion commitment into new employee orientation.	28%	23%	38%	7%	4%
Employees of different backgrounds are encouraged to apply for higher positions at JCCC.	28%	22%	37%	8%	5%
There is diversity among the people a job candidate will meet/see on his/her first visit to JCCC.	22%	26%	32%	14%	5%
There is a career development path for all employees at JCCC.	18%	22%	28%	14%	18%
Human resources collects and assesses demographic data to determine whether applicant pools are diverse, and whether candidates selected for interview are of similar diversity to the applicant pool.	11%	11%	69%	5%	4%

n=374 to 377

■ Strongly agree ■ Somewhat agree ● Neutral ● Somewhat disagree ■ Strongly disagree

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FACULTY RESPONSES

Question	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Position announcements are written in accordance with diversity, equity, and inclusion best practices.	36%	24%	32%	4%	4%
JCCC incorporates diversity, equity, and inclusion commitment into new employee orientation.	26%	27%	36%	6%	5%
There is a career development path for all employees at JCCC.	22%	26%	25%	13%	13%
Employees of different backgrounds are encouraged to apply for higher positions at JCCC.	26%	20%	38%	12%	5%
There is diversity among the people a job candidate will meet/see on his/her first visit to JCCC.	18%	24%	31%	19%	8%
Human resources collects and assesses demographic data to determine whether applicant pools are diverse, and whether candidates selected for interview are of similar diversity to the applicant pool.	13%	11%	65%	4%	6%

n=335 to 340

■ Strongly agree ■ Somewhat agree ■ Neutral ■ Somewhat disagree ■ Strongly disagree

APPENDIX B: DEI ASSESSMENT INTERVIEW GUIDE

A.   BRIEF OVERVIEW

Introductions—have each participant state:

- Name.

- Position and department. How long with JCCC.

- Confidentiality. Interviews are confidential, and interviewees will not be identified by name, job title, or department. Throughout the interview notes will be taken and used to prepare a written summary of all interviews.

- The interviews are an important part of the DEI assessment and your genuine and honest feedback and input is wanted and needed. The input provided during interviews will be used, along with results of other input gathering activities, to identify common issues, concerns, challenges, and recommendations that will be used in addressing DEI at JCCC.

- Ask if there are questions comments before starting.

B.   QUESTIONS

- How would you describe the culture of JCCC? During your time at JCCC how has the culture changed or evolved—in other words how different is the culture now compared to four or five years ago?

- In your opinion, does JCCC provide a welcoming and comfortable environment for students, faculty, and staff regardless of race, ethnicity, culture, gender, and other dimensions of diversity? Is there tolerance, understanding, and acceptance of unique life circumstances that result from differences?

- What's your take on JCCC's emphasis on DEI and conducting this assessment—is there a need to address DEI on this campus or is JCCC *too sensitive about issues of race, class, gender, sexuality, ability, etc.*?

- In your opinion, is it comfortable and "safe" to have honest and meaningful discussions about difficult topics like racism, sexism, inequities, etc.?

- Discuss the future of DEI at JCCC—What are the biggest opportunities over the next three years for JCCC to put policies, practices, and supports in place to attract and retain diverse faculty, staff, and students? What priorities must be addressed to fully maximize and take advantage of its biggest opportunities? Conversely what are the biggest threats to maximizing opportunities?

- Is there consensus on this campus about DEI and how it should address in terms priorities and emphasis?

- In order for DEI to be effectively addressed as at JCCC, what two or three things must definitely be changed or stopped completely? Conversely, what must JCCC continue doing?

- On a scale of 1 to 10, how would you rate JCCC as a place to work diverse faculty and staff? If you rated 7 or above, what are two or three factors would make it a 7 or above? If you rated 6 or lower, what two or three factors make it 6 or lower? Same question for students—how would JCCC rate as institution to attend for diverse students?

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- JCCC is hiring a new President—What are your expectations of the new President relative to DEI?

- Assume we are talking three years now, what would you like to be true about DEI at JCCC that's not true today?

Next set of questions. Let's discuss whether you...

Strongly Agree – Agree – Disagree – Strongly Disagree – Neutral

1) JCCC has a strong commitment to DEI.

2) JCCC has a good reputation and image in the community among diverse populations.

3) Everyone at JCCC is valued and treated with respect.

4) Diversity and inclusion are highly valued.

5) If I was a person of color, I would highly recommend JCCC as a place to work.

6) If I was a student of color, I would highly recommend JCCC.

7) I have confidence in JCCC's leadership to address DEI at JCCC.

C.   CONCLUDING REMARKS

- Thank you very much for sharing your time and insights. If anything else comes to mind after today, please feel free to contact me.

- Conclude interview.

APPENDIX C: DEI TRAINING

Diversity, Equity and Inclusion

Virtual Participant Guide

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_____

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Diversity, Equity and Inclusion

Participant Guide

This training is designed to engage you in an understanding of the current state of diversity, equity, and inclusion, highlight the needs and benefits, and provide strategies and tools for advancing diversity, equity, and inclusion at Johnson County Community College (JCCC). The training is structured with 4 modules, introductory and closing sessions as well as breaks.

Diversity, Equity, and Inclusion Training

Introduction and Foundation – 45 minutes

Module 1: Awareness of Diversity, Equity, and Inclusion – 1 hour 15 min

15 minute break

Module 2: The Need for Diversity, Equity, and Inclusion – 1 hour 30 min

Module 3: The Benefit of Diversity, Equity, and Inclusion – 30 min

15 minute break

Module 4: Advancing Diversity, Equity, and Inclusion - 2 hours

Closing and Celebration – 30 minutes

The modules are based on a structure that provides consistency and engages participants in meaningful discussions, activities, and reflections designed to lead to action.

Module Structure

⚖ Rationale

⊘ Guiding Questions and Discussions

🚶 Activities

✎ Reflections and Commitments

Participant Guidelines and Expectations

Your willingness to participate in this Diversity, Equity, and Inclusion Training is a critical step in creating an open and welcoming environment at JCCC.

This participant guide is designed to provide you with resources to increase your awareness and sensitivity as well as challenge you to commit to diversity, equity, and inclusion. You will engage with others in an effort to create a welcoming, comfortable and inclusive environment for students, faculty, staff, administrators, and all visitors to campus.

Throughout this training you are expected to participate and engage with your colleagues.

Welcome and let's get started!

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Introduction and Foundation

⚖️ **JCCC's mission is to inspire learning to transform lives and strengthen communities and its vision is to be a national leader through educational excellence and innovation. JCCC has identified the lack of diversity, equity, and inclusion as an impediment to educational excellence and innovation and considers this an absence of academic and institution responsibility. Further, JCCC has determined that service to diverse populations and its accreditation requires broadened and integrated diversity, equity, and inclusion resources and services now.**

🚶 **List expectations for level of engagement, understanding of goals, communication, and time management. Be specific. For example, instead of using words like, "Respect one another" include expectations such as "Listen to others to hear what they are saying."**

_____

_____

_____

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Module 1: Awareness

🚶 **Who's who? Student Demographics at JCCC**

How well do you know JCCC's students?

Each of the following percentages indicate the demographics of students at JCCC. To complete the activity, use the percentages to enter them in the individual column. Once everyone is finished, the facilitator will share JCCC's student demographics so you have a better understanding of who you are working with at JCCC.

1%, 1%, 2%, 4%, 4%, 4%, 6%, 11%, 15%, 22%, 23%, 30%, 46%, 50%, 54%, 65%, 70%

Characteristic	Individual	JCCC
Full-time		
Part-time		
Male		
Female		
Receiving Pell		
Received services for disabilities		
Under 18		
18-24		
25-50		
Over 50		
Native Hawaiian or Pacific Islander		
American Indian/Alaskan Native		
Asian		
Black		
Hispanic		
Two or more races		
White		

Note: Due to rounding and missing data, categories may not equal 100%.

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🚶 Who's who? Faculty and Staff Demographics at JCCC

How well do you know JCCC's Faculty and Staff?

Each of the following percentages indicate the demographics of faculty and staff at JCCC. To complete the activity, use the percentages to enter them in the individual column. Once everyone is finished, the facilitator will share JCCC's Faculty and Staff demographics so you have a better understanding of who you are working with at JCCC.

Faculty 0%, 0%, 0.4%, 2%, 2%, 3%, 4%, 40%, 45%, 46%, 54%, 55%, 60%, 88%

Staff 0.1%, 1%, 3%, 4%, 5%, 7%, 15%, 39%, 41%, 41%, 44%, 59%, 61%, 79%

Characteristic	Individual		JCCC	
	Faculty	**Staff**	**Faculty**	**Staff**
Full-time				
Part-time				
Male				
Female				
18-24				
25-50				
Over 50				
Native Hawaiian or Pacific Islander				
American Indian/Alaskan Native				
Asian				
Black				
Hispanic				
Two or more races				
White				

Note: Due to rounding and missing data, categories may not equal 100%.

✎ **What words come to mind when you hear the word diversity?**

_____

✎ **How are you committed to diversity? How can you deepen your commitment to diversity?**

_____

_____

✎ **What words come to mind when you hear the word equity?**

_____

✎ **What action would you like to take to commit to equity?**

_____

_____

Who are the people you trust?

In the table to the right of "initials" and under each number in the shaded cell, write the initials of a close person you trust who is not a family member. The faciliator will give you aditional directions.

	1	2	3	4	5	6
Initials						

✏️ **Are the people you trust more like you and what is the impact of this bias?**

_____

_____

To learn more about your personal bias, Harvard University offers an Implicit Association Test. https://implicit.harvard.edu/implicit/takeatest.html Make sure you take it multiple times to gain a more reasonable awareness of your bias.

✏️ **What words come to mind when you hear the word inclusion?**

_____

✏️ **What action would you like to take to commit to increasing inclusion?**

_____

_____

Module 2: Need

⚖ JCCC is engaged in promoting diversity, equity, and inclusion to have a positive impact on moral and social justice, economics, serve more students, and outperform others. JCCC is committed to pursuing deliberate efforts to ensure that the campus is a place where differences are welcomed, different perspectives are heard, and where individuals feel a sense of belonging and acceptance.

🚶 **Examples of Microaggressions.**

Theme	Microaggression	Message
Alien in own land **When Asian Americans and Latino Americans are assumed to be foreign-born**	"Where are you from?" "Where were you born?" "You speak good English." A person asking an Asian American to teach them words in their native language.	You are not American You are a foreigner
Ascription of Intelligence **Assigning intelligence to a person of color on the basis of their race.**	"You are a credit to your race." "You are so articulate." Asking an Asian person to help with a Math or Science problem.	People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent. All Asians are intelligent and good in Math / Sciences.
Color Blindness **Statements that indicate that a White person does not want to acknowledge race**	"When I look at you, I don't see color." "America is a melting pot." "There is only one race, the human race."	Denying a person of color's racial / ethnic experiences. Assimilate / acculturate to the dominant culture. Denying the individual as a racial / cultural being.
Criminality – assumption of criminal status **A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.**	A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes. A store owner following a customer of color around the store. A White person waits to ride the next elevator when a person of color is on it.	You are a criminal. You are going to steal / You are poor / You do not belong / You are dangerous.
Denial of individual racism **A statement made when Whites deny their racial biases**	"I'm not a racist. I have several Black friends." "As a woman, I know what you go through as a racial minority."	I am immune to races because I have friends of color. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.

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Theme	Microaggression	Message
Myth of meritocracy **Statements which assert that race does not play a role in life successes**	**"I believe the most qualified person should get the job."** **"Everyone can succeed in this society, if they work hard enough."**	**People of color are given extra unfair benefits because of their race. People of color are lazy and / or incompetent and need to work harder.**
Pathologizing cultural values / communication styles **The notion that the values and communication styles of the dominant / White culture are ideal**	**Asking a Black person: "Why do you have to be so loud / animated? Just calm down."** **To an Asian or Latino person: Why are you so quiet? We want to know what you think. Be more verbal."** **Speak up more."** **Dismissing an individual who brings up race / culture in work / school setting.**	**Assimilate to dominant culture. Leave your cultural baggage outside.**
Second-class citizen **Occurs when a White person is given preferential treatment as a consumer over a person of color**	**Person of color mistaken for a service worker** **Having a taxi cab pass a person of color and pick up a White passenger Being ignored at a store counter as attention is given to the White customer behind you** **"You people ..."**	**People of color are servants to Whites. They couldn't possibly occupy high-status positions. You are likely to cause trouble and / or travel to a dangerous neighborhood.** **Whites are more valued customers than people of color You don't belong. You are a lesser being.**
Environmental microaggressions **Macro-level microaggressions, which are more apparent on systemic and environmental levels**	**A college or university with buildings that are all names after White heterosexual upper class males Television shows and movies that feature predominantly White people, without representation of people of color** **Overcrowding of public schools in communities of color** **Overabundance of liquor stores in communities of color**	**You don't belong / You won't succeed here. There is only so far you can go.** **You are an outsider / You don't exist. People of color don't / shouldn't value education. People of color are deviant.**
How to offend without really trying	**"Indian giver."** **"That's so gay."** **"She welshed on the bet."** **"I jewed him down."** **"That's so White of you."** **"You people ..."** **"We got gypped."** **Imitating accents or dialects Others?**	

Adapted from: Wing, Capodilupo, Torino, Bucceri, Holder, Nadal, Esquilin (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. American Psychologist, 62, 4, 271-286

⚐ Retention and Graduation Rates

Cohort of FULL-TIME, first-time degree/certificate seeking undergraduate students
(IPEDS Fall 2018 cohort - Fall to Fall Retention)

OVERALL	Cohort	Retained FL19
Nonresident alien	75	69%
Hispanic/Latino	231	66%
American Indian or Alask Native	7	71%
Asian	62	71%
Black or African American	102	55%
Native Hawaiian or Other Pacific Islander	9	67%
White	845	65%
Two or more races	79	56%
Race & ethnicity unknown	67	66%
Total	**1477**	**65%**

Cohort of full-time, first-time degree/certificate seeking undergraduate students
(IPEDS Fall 2016 cohort - Completion & Transfer Rates)

OVERALL	Cohort	Total Completers within 150%	Total transfer-out students	Still enrolled	No longer enrolled
Nonresident alien	84	31%	7%	20%	42%
Hispanic/Latino	201	21%	18%	15%	45%
American Indian or Alaska Native	8	25%	25%	25%	25%
Asian	58	33%	21%	24%	22%
Black or African American	139	19%	26%	14%	41%
Native Hawaiian or Other Pacific Islander	0				
White	918	27%	23%	12%	37%
Two or more races	69	16%	28%	13%	43%
Race & ethnicity unknown	59	25%	20%	22%	32%
Total	**1536**	**26%**	**22%**	**14%**	**38%**

In your opinion, does JCCC provide a welcoming and comfortable environment for students, faculty, and staff regardless of race, ethnicity, culture, gender, and other dimensions of diversity? Is there tolerance, understanding, and acceptance of unique life circumstances that result from differences? Is there a need at JCCC to expand diversity, equity, and inclusion? Why?

_____

_____

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Module 3: The Benefit

⚖ The benefit of diversity equity and inclusion is important because we see the impact of such an effort. These impacts will help to understand the progress along this journey.

✎ Let's a take a moment to reflect on the benefits of diversity. Write about these benefits. Consider which of the benefits JCCC is currently experiencing and which ones you would like JCCC to see more.

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_____

🚶 What other benefits should JCCC expect with an emphasis on Diversity, Equity, and Inclusion?

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_____

What do you think is the most important benefit for JCCC as a result of this initiative on diversity, equity, and inclusion?

_____

_____

_____

_____

Module 4: Advancing Diversity, Equity, and Inclusion

⚖ The purpose of this module is to explore what we can do to take action and commit to enhancing diversity, equity, and inclusion at JCCC.

✎ Take the time to reflect on which of these tips for being an ally speak to you the most.

_____

_____

_____

_____

🚶 Review the case study below and discuss your response. Consider the following:

- The main challenges the student is facing
- The support and advice you would give to this student
- Ways you can empower the student
- The messages JCCC currently shares related to diversity, equity, and inclusion
- The actions you can take to address this issue

Be an Ally Case Study

A student shares the following with you:

I've definitely been in a classroom and being the only student of color is incredibly difficulty at times. There are times that I wouldn't want to contribute because anything that comes out of my mouth is being judged. Like, if I say something wrong, "oh, it's the dumb student of color in the class." It would be attributed to my race, basically. That's even happened as late as last semester or this semester. Like there is this pressure when I raise my hand and I'm saying something and if it's not the right thing that it's something attributed to my race. It makes it really difficult to be the only student of color in the classroom.[1]

🚶 **Addressing Equity: For this activity, check the items below where you think JCCC is addressing equity.**

Addressing Equity

1. Know who JCCC's students are and will be.
2. Dialogue about the climate for underserved students with a goal of effecting a paradigm shift in language and actions.
3. Invest in culturally competent practices that lead to success of underserved students—and of all students.
4. Set and monitor equity-minded goals and allocate aligned resources to achieve these goals.
5. Develop and actively pursue a clear vision and goals for achieving the high-quality learning necessary for careers and citizenship.
6. Expect and prepare all students to produce culminating or Signature Work to show their achievement of Essential Learning Outcomes and monitor data to ensure equitable participants among underserved students.
7. Provide support to help student develop guided plans to achieve Essential Learning Outcomes, prepare for and complete Signature Work, and connect college with careers.
8. Identify high-impact practices best suited to your institution's students and its quality framework for Essential Learning Outcomes and work proactively to ensure equitable student participation in High Impact Practices
9. Ensure that Essential Learning Outcomes are addressed and that HIPs are incorporated across all programs including general education, the majors, digital learning platforms, and co-curricular/community-based programs.
10. Make student achievement—including underserved student achievement—visible and valued.

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[1] Skidmore College. Diversity and Inclusion Case Studies: Anecdote and Application. Retrieved from https://www.skidmore.edu/~mhuibreg/SSP%20100%20(Non-Euclidean%20Revolution)/Fall%202012/Slides/case%20studies%20on%20diversity%20and%20inclusion.PDF

My Personal Diversity, Equity, and Inclusion Plan

✎ **Create your own personal action plan by writing down the 4 or 5 steps you will take relative to students, faculty, staff, or all three to have a positive impact on diversity, equity, and inclusion.**

1. _____

   _____

   _____

2. _____

   _____

   _____

3. _____

   _____

   _____

4. _____

   _____

   _____

5. _____

   _____

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Closing and Celebration

✎ **What is it that you want to celebrate? What is your commitment to diversity, equity, and inclusion at JCCC?**

_____

_____

_____

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APPENDIX D: CULTURAL DIVERSITY COURSE OFFERINGS

ASSOCIATE OF ARTS CULTURAL DIVERSITY COURSES *

Associate of Arts - Cultural Diversity Courses		Credit Hours
ANTH 125	Cultural Anthropology (Also meets a General Education Requirement)	3
ANTH 130	World Cultures (Also meets a General Education Requirement)	3
ANTH 134	Native Americans	3
ANTH 135	American Indian Art	3
ANTH 142	World Prehistory (Also meets a General Education Requirement)	3
ANTH 150	People and Cultures of Mesoamerica	3
ANTH 153	The Anthropology of the Paranormal & Supernatural	3
ANTH 165	Linguistic Anthropology (Also meets a General Education Requirement)	3
ARTH 180	Art History: Ancient to Medieval (Also meets a General Education Requirement)	3
ARTH 186	Art History: Introduction to Asian Art	3
ARTH 200	Women, Art, and Society (Also meets a General Education Requirement)	3
BIOL 132	Introduction to Public Health	3
BUS 235	Introduction to International Business	3
CJ 223	The World of Crime*	3
COMS 180	Intercultural Communication (Also meets a General Education Requirement)	3
ENGL 215	U.S. Latino and Latina Literature* (Also meets a General Education Requirement)	3
ENGL 217	Literature by Women* (Also meets a General Education Requirement)	3
ENGL 232	Children's Literature*	3
ENGL 244	Literature of American Popular Music*	3
FMS 100	Intro to Film	3
FMS 200	Intro to Filmmaking and Media Aesthetics	3
GEOS 145	World Regional Geography (Also meets a General Education Requirement)	3
GIST 101	Study Abroad Reflections*	1-3
GIST 250	Introduction to Globalization	3
HC 125	International Awareness Field Study	2
HIST 135	Eastern Civilization (Also meets a General Education Requirement)	3
HIST 137	African American Studies (Also meets General Education Requirement)	3
HIST 150	Islam: Religion and Civilization	3
HIST 151	World History: Traditional (Also meets General Education Requirement)	3
HIST 152	World History: Modern (Also meets a General Education Requirement)	3
HIST 160	Modern Russian History (Also meets a General Education Requirement)	3
HIST 162	Modern Latin America (Also meets a General Education Requirement)	3
HIST 167	Introduction to History: Japan	3
HIST 180	North American Indian History	3

Associate of Arts - Cultural Diversity Courses		Credit Hours
HIST 195	History of the Middle East	3
HIST 260	Women in U.S. History (Also meets a General Education Requirement)	3
HUM 137	Introduction to Russian Culture	3
HUM 145	Introduction to World Humanities I (Also meets a General Education Requirement)	3
HUM 146	Introduction to World Humanities II (Also meets a General Education Requirement)	3
HUM 150	Islam: Religion & Civilization	3
HUM 156	Contemporary Approaches to World Mythology (Also meets a General Education Requirement)	3
HUM 167	Introduction to Japanese Culture (Also meets a General Education Requirement)	3
JOUR 220	International Media	3
MUS 126	Introduction to World Music (Also meets a General Education Requirement)	3
MUS 128	History of Rock and Roll Music	3
PHIL 142	History of Asian Philosophy	3
PHIL 177	Feminist Theory	3
PHOT 200	Foundations in Photography	3
POLS 132	Introduction to Comparative Government (Also meets a General Education Requirement)	3
POLS 135	International Relations (Also meets a General Education Requirement)	3
POLS 192	Political Theory (Also meets a General Education Requirement)	3
POLS 200	Model United Nations	3
PSYC 205	Human Sexuality*	3
PSYC 220	Social Psychology*	3
REL 120	Exploring World Religions (Also meets a General Education Requirement)	3
REL 125	Religions of the East (Also meets a General Education Requirement)	3
REL 126	Religions of the West (Also meets a General Education Requirement)	3
REL 150	Islam: Religion & Civilization	3
SOC 122	Introduction to Sociology (Also meets a General Education Requirement)	3
SOC 125	Social Problems (Also meets a General Education Requirement)	3
SOC 146	Introduction to Social Work and Social Welfare	3
SOC 165	Contemporary Chinese Society	3
SOC 240	Sociology of Community	3
SOC 270	Men and Masculinities	3
WGS 201	Global Women's Studies (Also meets a General Education Requirement)	3
WGS 220	The Many Women of Islam	3
TOTAL HOURS		**30**

ASSOCIATE OF SCIENCE CULTURAL DIVERSITY COURSES *

	Associate of Science - Cultural Diversity Courses	Credit Hours
ANTH 125	Cultural Anthropology (Also meets a General Education Requirement)	3
ANTH 130	World Cultures (Also meets a General Education Requirement)	3
ANTH 134	Native Americans	3
ANTH 135	American Indian Art	3
ANTH 142	World Prehistory (Also meets a General Education Requirement)	3
ANTH 150	People and Cultures of Mesoamerica	3
ANTH 153	The Anthropology of the Paranormal & Supernatural	3
ANTH 165	Linguistic Anthropology (Also meets a General Education Requirement)	3
ARTH 180	Art History: Ancient to Medieval	3
ARTH 186	Art History: Introduction to Asian Art	3
ARTH 200	Women, Art, and Society (Also meets a General Education Requirement)	3
BIOL 132	Introduction to Public Health	3
BUS 235	Introduction to International Business	3
CJ 223	The World of Crime*	3
COMS 180	Intercultural Communication (Also meets a General Education Requirement)	3
ENGL 215	U.S. Latino and Latina Literature* (Also meets a General Education Requirement)	3
ENGL 217	Literature by Women* (Also meets a General Education Requirement)	3
ENGL 232	Children's Literature*	3
ENGL 244	Literature of American Popular Music*	3
FMS 100	Intro to Film	3
FMS 200	Intro to Filmmaking and Media Aesthetics	3
GEOS 145	World Regional Geography	3
GIST 101	Study Abroad Reflections*	1-3
GIST 250	Introduction to Globalization	3
HC 125	International Awareness Field Study	2
HIST 135	Eastern Civilization (Also meets a General Education Requirement)	3
HIST 137	African American Studies (Also meets a General Education Requirement)	3
HIST 150	Islam: Religion and Civilization	3
HIST 151	World History: Traditional (Also meets a General Education Requirement)	3
HIST 152	World History: Modern (Also meets a General Education Requirement)	3
HIST 160	Modern Russian History (Also meets a General Education Requirement)	3
HIST 162	Modern Latin America (Also meets a General Education Requirement)	3
HIST 167	Introduction to History: Japan	3
HIST 180	North American Indian History	3
HIST 195	History of the Middle East	3
HIST 260	Women in U.S. History (Also meets a General Education Requirement)	3
HUM 137	Introduction to Russian Culture	3
HUM 145	Introduction to World Humanities I (Also meets a General Education Requirement)	3
HUM 146	Introduction to World Humanities II (Also meets a General Education Requirement)	3

Associate of Science - Cultural Diversity Courses		Credit Hours
HUM 150	Islam: Religion & Civilization	3
HUM 156	Contemporary Approaches to World Mythology	3
HUM 167	Introduction to Japanese Culture (Also meets a General Education Requirement)	3
JOUR 220	International Media	3
MUS 126	Introduction to World Music (Also meets a General Education Requirement)	3
MUS 128	History of Rock and Roll Music	3
PHIL 142	History of Asian Philosophy	3
PHIL 177	Feminist Theory	3
PHOT 200	Foundations in Photography	3
POLS 132	Introduction to Comparative Government (Also meets a General Education Requirement)	3
POLS 135	International Relations (Also meets a General Education Requirement)	3
POLS 192	Political Theory (Also meets a General Education requirement)	3
POLS 200	Model United Nations	3
PSYC 205	Human Sexuality*	3
PSYC 220	Social Psychology*	3
REL 120	Exploring World Religions (Also meets a General Education Requirement)	3
REL 125	Religions of the East (Also meets a General Education Requirement)	3
REL 126	Religions of the West (Also meets a General Education Requirement)	3
REL 150	Islam: Religion & Civilization	3
SOC 122	Introduction to Sociology (Also meets a General Education Requirement)	3
SOC 125	Social Problems (Also meets a General Education Requirement)	3
SOC 146	Introduction to Social Work and Social Welfare	3
SOC 165	Contemporary Chinese Society	3
SOC 240	Sociology of Community	3
SOC 270	Men and Masculinities	3
WGS 201	Global Women's Studies	3
WGS 220	The Many Women of Islam	3
TOTAL HOURS		33

*Currently there are no outcome-based assessments to measure the effectiveness of these courses.