

Mission College Staff /Faculty Diversity Plan Annual Update 2012

In Spring 2009, Mission College adopted the Staff/Faculty Diversity Plan. This annual update illustrates the progress made towards completion of plan goals.

The Mission College Staff/Faculty Diversity Plan is made up of four primary sections:

Section 1: Implementation of standing Staff/Faculty Diversity Committee (COMPLETED)

Section 2: Review of Success, Retention, and Hiring Data (12/13 GOAL)

Section 3: WVMCCD Equal Employment Opportunity (COMPLETED)

Section 4: Strategies for Success and Retention (IN PROGRESS)

Section 1: Implementation of Ongoing Staff/Faculty Diversity Committee

Status: (Completed) The Mission College Staff/Faculty Diversity Committee meets on a monthly basis (Fall/Spring Semester). The District Diversity Advisory Council has met in March 2012

Section 2: Review of Success, Retention, and Hiring Data

Status: (Goal for FY12/13)

The committee began working in FY11/12 on re-initialing the District Diversity Advisory Committee to facilitate the review of hiring data. By the end of Spring 2012, the committee composition will be in place. The focus of FY12/13 will be on this section, reviewing/analyzing hiring data.

In March 2012, the committee participated in a training sponsored by District HR focused on diversity issues in hiring provided by the non-profit group, Upwardly Mobile.

Successful implementation of a diversity plan necessitates a routine schedule of review of available data. Data collected by the WVMCCD Human Resources office on an annual basis specifies applicant characteristics across the hiring process. These data are to be examined for potential trends and to identify possible recommendations to be given to the college and/or district. This has most recently occurred in 2007, reviewing data from 2005-2006.

In addition, a report detailing employee demographics and the demographics of employees who leave the college is to be produced to inform the college on potential trends. Given current limitations of data, additional collection processes and further reports will need to be developed to understand the reasons behind the loss of employees (see below).

The above reports will be produced biannually in collaboration between district Human Resources and the college Research Analyst. These reports will be shared with the highest shared governance group at the college on an annual basis, as well as available electronically to the entire college.

Additional reports will be developed. First, a staff diversity survey will be designed and distributed at least once every three academic years. Results from this survey will be shared with the highest shared governance group at the college, as well as available electronically to the entire college. Second, the college will work with Human Resources to develop a process for conducting exit interviews or surveys with all departing faculty, staff, and administrators. The systematic collection of such information will aid in understanding the reasons that lead employees to leave the college and district. Results will be shared with the highest shared governance group at the college on an annual basis, as well as available electronically to the entire college.

The cycle of implementation for data review and a schedule for report presentation will be coordinated with the Master Planning Calendar developed through the Governance and Planning (GAP) Council following adoption of the plan.

Section 3: WVMCCD Equal Employment Opportunity

Status: (Completed) The District has completed its Equal Employment Opportunity Plan in 2009. District Human Resources has responsibility for implementation/monitoring of the plan.

Section 4: Strategies for Success and Retention

The following strategies are presented within two phases, based on their importance and practicality. "Phase 1" strategies are considered the most important and most expedient ways to promote positive professional climates for success and retention. "Phase 2" strategies include those which may take significant planning or involve significant financial investment.

Phase 1 Status Summary

Status: (In progress) The committee continually works on this action items:

- *Provide training for Division, Department, and Office Managers
Deans/Division Chair/Department Chair Retreat (Fall 2011; Spring 2012)*

Phase 1 Narrative

Provide training for Division, Department, and Office Managers

Ideally, success and retention plans will be tailored to each department's specific composition and needs. Among the most important components, accordingly, is training for those with supervisory duties in the areas of managing diverse faculty and staff, conflict resolution, and communication.

Communication training should focus on ways of encouraging employees, letting employees know they are valued, and on explaining reasons behind decisions.

Department managers and directors should be culturally aware and be taught to be sensitive not to act, intentionally or unintentionally, in a way that results in bias against any one group or person.

Department managers and directors should understand how to create a supportive environment that encourages mentoring and collaboration, with specifics on building mentoring opportunities. Opportunities for training and professional development related to diversity should be particularly encouraged. Some possibilities include involvement in diversity conferences or associations (for example, the National Community College Hispanic Council).

Additionally, managers and directors should be encouraged to foster participation and leadership in diversity-related special events, such as global awareness days. Typically such events are led by a small group of devoted individuals, which leads to burnout and sometimes the dissolution of popular events which promote cultural inclusion. The Diversity Committee will develop strategies to increase participation

Create a Diversity Web Page for Mission College (COMPLETED)

Establish Awards Focused on Diversity and Pluralism (COMPLETED)

Create Regular Opportunities to Spotlight Staff and Faculty (COMPLETED)

Implement a Staff and Faculty Survey (COMPLETED)

A survey was developed that focused on the campus climate and issues related to diversity. hours.

Phase 2 Status Summary

Status: (In progress) Increase the Number of Opportunities for Skill Building and Professional Development

- National Conference on Race & Ethnicity in American Higher Education (June 2011)
- Leading People Pilot Program (coordinated with District HR) topics included:
 - EMPLOYEE PERFORMANCE: Setting Performance Expectations
 - EMPLOYEE PERFORMANCE: Improving Employee Performance
 - HIRING AND SELECTION: Cross cultural Interviewing
 - EMPLOYEE PERFORMANCE: Coaching and Developing Staff
 - COMMUNICATION: Resolving Conflict
 - HIRING AND SELECTION: Maximizing your Committee's Time and Energy
 - COMMUNICATION: Better Workplace Communication

Status: (In progress) Create Opportunities for Discussion

- October 25, 2011: Asian American Speaker Event- Evangeline Canonizado Buell (co-sponsored with library and AANAPISI Grant)
- November 4, 2011: Chicano/Latino Community Cultural Awareness Tour
- February 23, 2012: Black History Month Capt. Williams Tuskegee Airman (co-sponsored with Counseling, Office of Instruction and Organizational & Professional Development Committee)
- February 28, 2012: Where's Eliza?
- April 16, 2012: Asian American Speaker- Gene Yang (co-sponsored with library and AANAPISI Grant)
- April 25, 2012: Poet Charles Rice Gonzales (co-sponsored with library)
- May 4, 2012: Prof. Mark Roberge on Generation 1.5 (co-sponsored with Student Services, AANAPISI and Organizational & Professional Development Committee)

Status: (Completed) Interweave Diversity into Existing Funding Opportunities

- The committee does not have a dedicated budget; however, through partnership and collaborations with other College groups items were able to be funded. The campus groups providing funding for diversity projects included: Office of Instruction, Office of Student Services, Office of the President, Basic Skills Initiative, Federal AANAPISI Grant, Library Department, Organization and Professional Development Committee.

Phase 2 Narrative

Create Opportunities for Discussion

The college will increase opportunities for discussion and dialogue related to diversity and cultural pluralism. One way to increase discussion is through the creation of a forum series focused on issues of diversity and cultural pluralism.

Another opportunity would be through the creation of affinity networking groups, similar to groups within the Associated Student Body. These groups would be created as safe places to share experiences and build community. Centered around a particular group, (such as employees of a specific ethnicity, employees with physical disabilities, or gay, lesbian, bisexual, and transgendered employees). Participation in these groups would be voluntary and open to anyone who wishes to participate.

Increase the Number of Opportunities for Skill Building and Professional Development

While department managers and directors are encouraged to foster involvement in existing opportunities, there is need for additional opportunities as well.

Some possibilities include computer application trainings, public speaking, and management skills training. As the college offers many classes in these areas, the consideration of a system of tuition reimbursement for classes approved by supervisors as matching job skill needs may be one way to increase access to training. Another route for consideration is a system of classified growth leaves in a model modified from the faculty sabbatical.

Interweave Diversity into Existing Funding Opportunities

Existing funding models will be reviewed for ways in which they can incorporate considerations of diversity. For example, prioritization of funding opportunities such as training, conferences, and sabbatical leave could include diversity as part of the ranking process. In practice, screeners could assign additional weight for projects that promote diversity and inclusion. This step will involve discussion to work out the details, but could create real opportunities for inclusion and build public awareness of the college's commitment to diversity.