

# 2021-2022 EQUITY REPORT



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# Letter from the Chancellor

Colleagues and friends,

Since I became Chancellor of Metropolitan Community College in 2017, improving Diversity, Equity and Inclusion at the College has been a top priority for the Executive Cabinet, the MCC Board of Trustees and me.

Like so many organizations whose business is the greater good, MCC faculty, staff, administrators and students have been inspired and galvanized by public outcry following events of racial injustice in our country. So, it makes me incredibly proud to say that MCC has emerged as a leader among Missouri's institutions of higher education with regard to DEI policies and practices.

This booklet, our inaugural Equity Report, is a testament to the great things happening at MCC. While much more work remains ahead, I invite you to join us in celebrating our achievements, and partner with us as we implement our next steps toward becoming a truly equity-centered institution.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kimberly Beatty', with a long horizontal flourish extending to the right.

Dr. Kimberly Beatty  
MCC Chancellor

# The Diversity, Equity, and Inclusion Journey at MCC

## Phase I - The Early Days

Diversity, Equity and Inclusion (DEI) at MCC has evolved over the last decade. It has been a winding journey with multiple detours and exit ramps. However, the progress made toward a more diverse, equitable and inclusive MCC has been significant and timely. Specifically, through integration of an equity framework throughout the recent MCC strategic planning process, and by in establishing a shared governance infrastructure which is reflective of the DEI eco-system across the college. These initiatives and programs are described in more detail in subsequent pages.

The foundation of the DEI eco-system was established under the direction of Chancellor Beatty upon her arrival to MCC by the creation of an Office of Institutional Equity in 2018. Initially it was established with a dual focus of DEI and Civil Rights compliance, which had been positioned under the Office of General Counsel. Later in 2021, The DEI Office and Civil Rights were separated and a new reporting structure identified.

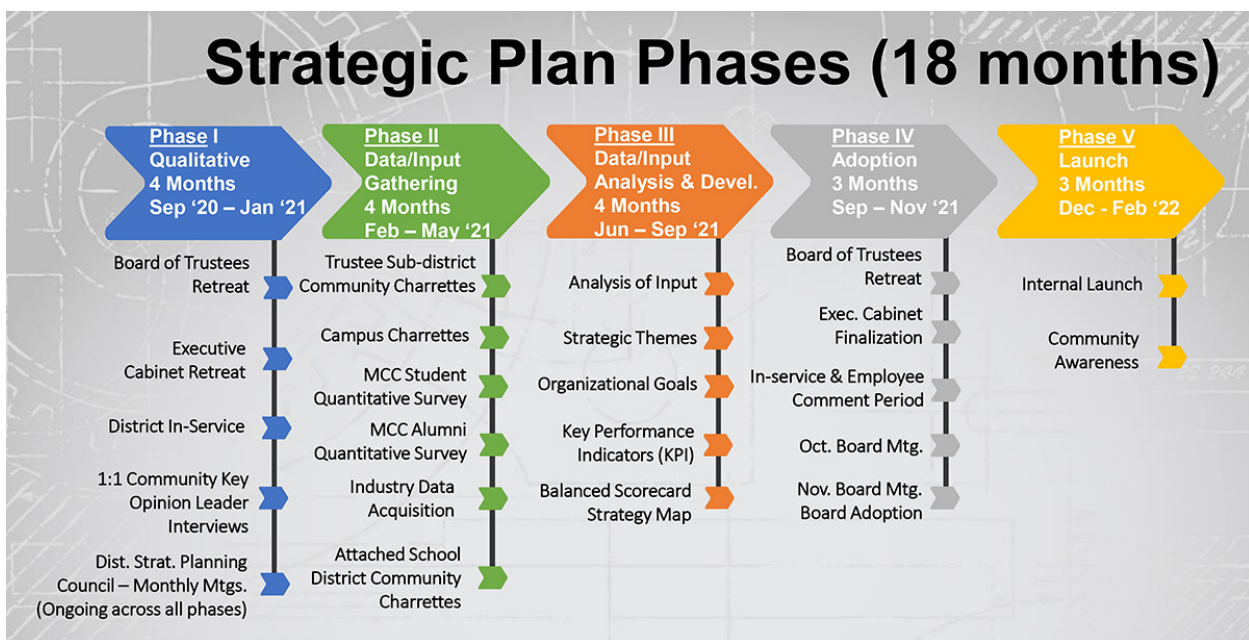
In April 2021, the Office of DEI was formally rebranded under the leadership of Interim Vice President of DEI, Dr. Warren Haynes. Under Dr. Haynes leadership, the DEI Office was established, DEI programming was developed, and an 'Equity and Retention Academy' was developed. This foundation, led the way for the next milestone in the DEI journey at MCC. MCC welcomed Gabriela (Gaby) Flores in late June 2022 in her new role of Associate Vice Chancellor of Diversity, Equity and Inclusion and Chief Diversity Officer.



# Phase II: Reimagining Diversity, Equity, and Inclusion at MCC

## Development of the MCC 10-Year Strategic Plan and Playbook

The 10-year Strategic Plan – *MCC Reimagined 2031* was created through a comprehensive and extensive 18-month outreach and data analysis period involving input from all of the College’s stakeholders (MCC Playbook, 2022). Since MCC launched its new strategic plan process in September 2020 during the height of the pandemic, it required a creative and innovative approach to engagement and data collection. Through this rigorous process, MCC has clarified its institutional mission, vision and values, as well as identified 14 organizational goals to focus the College’s efforts over the next 10 years. The timeline below describes the groups engaged in the process, which culminated in the adoption of the *MCC Reimagined 2031 Strategic Plan* in November 2021 by the Board of Trustees.



During the Spring of 2021, MCC underwent a ‘Diversity and Inclusion’ planning process informed by extensive qualitative and quantitative data gathered from key College stakeholders (described in more detail later in this report). It began to shape and craft some short- and long-term goals for the College using the “8-Step Kotter Change Model” as its foundation. Some of the outcomes identified in the plan (and detailed within this Equity Report) are: Develop, deploy and analyze institutional climate assessment; disseminate findings; create teams to refine focus areas and address trends from assessment; create an improvement plan; enhance and increase campus constituents’ knowledge through training and development; and decrease educational equity gaps. The diagram below demonstrates the steps of the Kotter Model used to frame the MCC Diversity and Inclusion Plan.



**01 Create**

Establish a feeling of urgency of hurriedness towards change.

**03 Form**

Develop a strategy to bring about change.

**05 Enable**

Empower employees for taking action to incorporate changes

**07 Sustain**

Capitalize of wins or gains in order to produce bigger results

**02 Build**

Formulate a guiding coalition

**04 Enlist**

Communicate or put forth the vision or strategy for change

**06 Generate**

Formulate and generate short-term goals

**08 Institute**

Incorporate new and better changes in workplace culture

([online.visual-paradigm.com/diagrams/templates/kotters-8-step-change-model/john-kotter-model-of-change/](https://online.visual-paradigm.com/diagrams/templates/kotters-8-step-change-model/john-kotter-model-of-change/))

## Creating a Diversity, Equity and Inclusion Framework

Diversity and Inclusion have been integral elements of the MCC Strategic Plan since 2017. In fact, prior to the arrival of Chancellor Beatty, there were several attempts to operationalize meaningful equity, that did not gain traction until DEI was intentionally integrated into the 3-year Strategic Plan (2017-2020). More recently, during the MCC Reimagined 2031 10-year Strategic Plan, the Board of Trustees re-visited MCC's mission statement upon reviewing data collected in support of the new strategic plan. That data made it clear there was need for a mission "refresh." The Board of Trustees wanted to more definitively capture the College's growing commitment to equity and did so with the addition of the two words to the mission statement: "for all". They also re-visited MCC's vision statement to more definitively reflect our commitment to equity and the holistic impact of the College's services. The process is described in more detail later in the report.

While MCC had well established equity practices, the murder of George Floyd in the Summer of 2020, led the institution to recommit through dedicated efforts, reinforced by infrastructure and intentional programming. Below is the commitment to the community and stakeholders:

*MCC embraces diversity in our student body, workforce, curriculum and community. We know that diversity supports learning, excellence and preparation of global citizenry.*

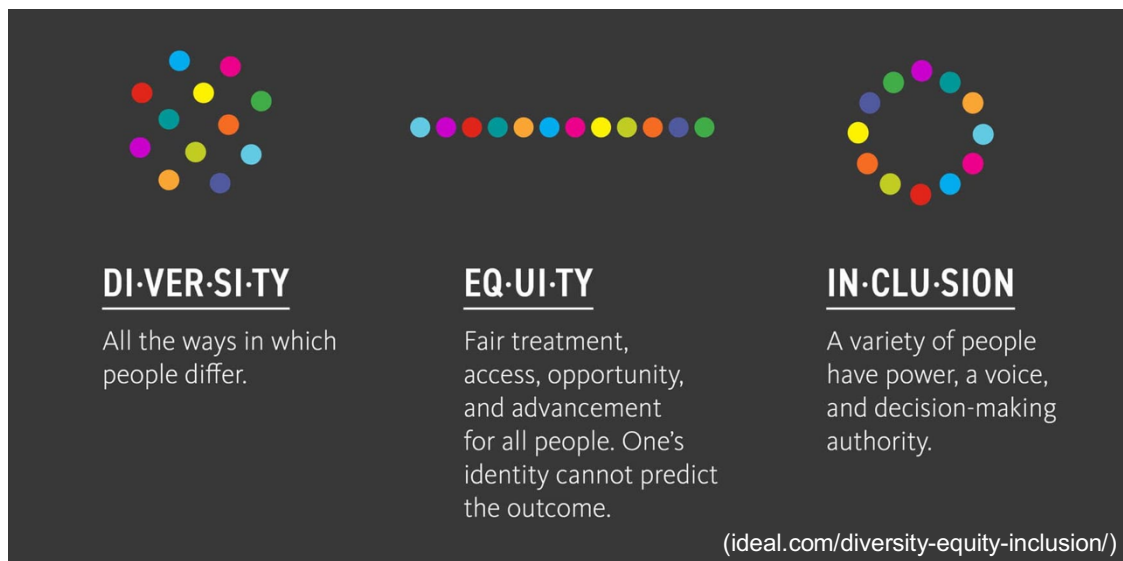
*MCC is committed to achieving a community free from all forms of discrimination and harassment in its policies, practices and endeavors. Further, MCC is committed to fostering a diverse community and to promoting greater awareness of and sensitivity to issues of diversity.*

*Toward that end, MCC asserts the dignity and worth of every human being and the value of diversity as a source of its strength, including diversity of race, gender, ethnicity, national origin, culture, sexual orientation, age, religion, disability and perspective among students, faculty, staff and administrators.*

**DIVERSITY:** Diversity refers to all the many ways in which people differ, encompassing varying characteristics that make one individual or group different from another, including, but not limited to race, ethnicity, color, sex, sexual orientation, gender, gender expression, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability and military/veteran status.

**EQUITY:** Equity refers to the ways we intentionally ensure all individuals can thrive.

**INCLUSION:** Inclusion encompasses the act of creating environments in which any individual or group can participate fully and [are] welcomed, respected, supported and valued.



## MCC Climate Survey (Spring 2021)

MCC's Office of Institutional Equity embarked upon an organizational DEI Climate Survey in Spring of 2021 in collaboration with an external vendor (View Finder) and the MCC Institutional Effectiveness and Analytics team. Together they reached approximately 1,200 respondents, with about 600 students and 600 faculty/staff participating in the survey. The survey inquired about the diversity, equity and inclusion climate at MCC.

### The following employee questions ranked high:

- Overall, I am satisfied with my interactions with other employees.
- Our College is diverse.
- I have received adequate diversity training to engage with students and employees.
- Multiculturalism is a core value of our institution's mission.
- Our College is inclusive.

### The following employee feedback ranked low and are areas of opportunity for growth:

- Our College puts too much emphasis on diversity.
- My contributions to College diversity efforts have been recognized.
- This is a hostile work environment.
- Hiring practices are not fair.
- I have experienced microaggressions in my department/division.

**The following student feedback received favorable responses:**

- The faculty create a safe and welcoming environment for everyone in the classroom.
- Students of all backgrounds are interacting together in the classroom.
- I feel safe among other students expressing my views and opinions in the classroom.
- There is a great sense of belonging.

**The following student feedback indicate areas of opportunity for growth and improvement:**

- I have experienced microaggressions at our College.
- This is a hostile study/living environment.
- I want to leave my primary campus.

“ Having staff and faculty take you seriously does, in fact, make you feel welcomed and like you are supposed to be a part of this community. This is something that all academic spaces should strive to do. ”

– MCC Student

Some general criticism surfaced in the comment feedback of the Climate Survey about the validity of the survey instrument, methodology, execution and intent. As a result, additional analysis of the qualitative comments was completed in September 2021 by an external third party, Excellence K12, a Kansas City-based marketing and research firm.

**Their findings and analysis of the feedback (n= 359 coded comments) indicate the following themes:**

- The perceived desire for more effort in the areas of diversity and inclusion
- The perceived desire to expand the definition of “diversity” to include religion, politics, etc.
- The perceived desire for actionable outcomes related to diversity
- The position that enough has been done in relation to diversity
- The opinion that research efforts are tainted, due to the lack of privacy and/or that nobody will read and/or take the suggestions seriously
- The feeling of déjà vu – been here and done that, but nothing ever changes

### DEI Charettes (Fall 2021)

In order to better understand future direction and aspirations, 90 MCC employees participated in small focus groups or key informant interviews specifically focused on diversity, equity and inclusion goals and future state. During the focus groups, the following positive key word themes were utilized by many who participated:

**NOT INTIMIDATED** **BRIDGE EXPERIENCES**  
**EVERYONE IS PART OF THE ACTION** **ACTIVE INVOLVEMENT** **WELCOMING CLIMATE**  
**EVERYONE BELONGS** **REMOVING BARRIERS**  
**ACHIEVING AWARENESS** **FEEL VALUED** **STAY COMMITTED**  
**TRULY UNDERSTANDING DIFFERENCES**



#### **Four areas of perceived growth and development surfaced:**

1. MCC needs to do more than it does now (regarding DEI).
2. MCC needs a more expansive definition of DEI.
3. DEI needs to permeate the culture and brand of the College.
4. The best way to define success (regarding DEI) is how employees feel.

### **Clarity Performance Index (Fall 2021)**

The Clarity Performance Index (CPI) is an employee satisfaction and engagement survey completed by faculty and staff every other year. The CPI was deployed in Fall 2021, and previously in 2019 and 2017. The CPI consists of 60 quantitative questions in four areas: direction, operations, people and engagement. In addition, it has a small set of qualitative questions. The results were consistent with other feedback noted in the climate survey and charettes, demonstrating that there is opportunity to improve organizational culture and strengthen trust and employee engagement.

### **Listening Sessions (Spring 2022)**

Given the findings from the climate survey and the deeper dive into the qualitative feedback from employees and students, College administration felt compelled to hear more from frontline employees about the culture of MCC. The data from the CPI (employee survey) confirmed more of the same sentiment.

#### **The following themes surfaced and confirmed the need for deliberate programming to interrupt and in some cases rebuild systems and relationships:**

- Bullying and discrimination are systemic.
- MCC needs to re-establish a trusting relationship.
- Fair compensation is an issue.
- Human Resources isn't getting the job done.
- Employees want a seat at the table and their voices to be respected.
- Employees need to see action – walk the talk.
- A work-from-home option needs to be implemented.
- The concept of shared governance needs to be re-established.
- MCC needs to address poor morale.

## **Phase III: The Present**

### **Governance Structure for Diversity, Equity and Inclusion**

As part of the effort to set a framework for the *MCC Reimagined* Strategic Plan pathway to success over the next ten years, the MCC Playbook was created with integrated goals for each area. The 'Diversity, Equity & Inclusion' shared service scope of work is:

*The Office of Diversity, Equity, and Inclusion aspires to foster an environment where the open exchange of ideas is encouraged and supported. We will work to advance crucial conversations, initiatives, and practices that promote diversity, equity, and inclusion. Our higher education ecosystem will engender a sense of belonging.*

With this guidepost, key stakeholders can work toward a shared DEI vision: Through education and empowerment, we will be the premier diversity, equity, and inclusion model in the region.

The MCC Playbook also helped to establish overarching goals for its initial phase, which are described below:

- Implements an equity-centered framework
- Remove barriers to access
- Expand support for underrepresented populations

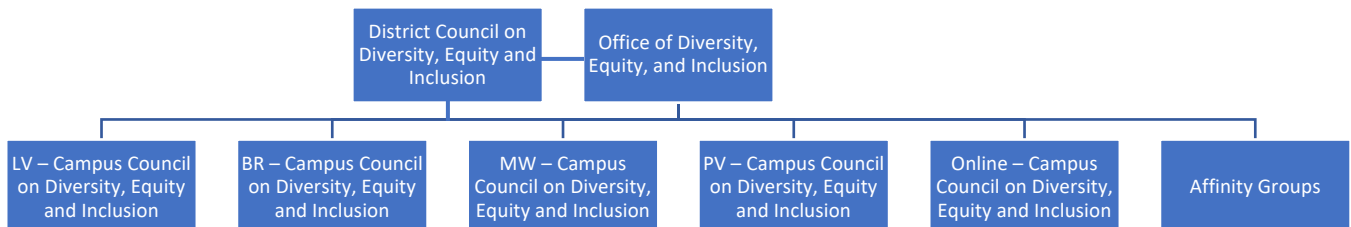
As part of the tactical work toward the goals above, to implement an equity-centered framework, required some refresh and reframing of the governance groups leading the organizational DEI work.

The District and Campus Councils on Diversity, Equity and Inclusion have been in place for three to five years, however have experienced some attrition and lost line of sight of their purpose. The DEI Councils have undergone some recent reframing of their scope and charge, both at the district and campus level. They all underwent a charter revision and refresh of their respective membership rosters. The revised charters were approved in September 2022 and were subsequently updated across the College.

In summary, the purpose of the District and Campus DEI Councils are to:

- Create and foster an environment that is respectful of diverse opinions and perspectives.
- Increase equity in student success throughout the student life cycle using targeted approaches to bridge achievement gaps for underrepresented student populations.
- Recruit and retain employees to better reflect the diversity and emerging trends of the Kansas City metropolitan area.
- Continue to develop an institutional infrastructure to promote diversity, inclusion and equity for students, employees and the community.

The diagram below reflects the updated DEI Governance Structure at MCC, with the DEI Office supporting and guiding the work of the district and campus councils, as well as the affinity groups. For additional information about ways to get involved, please contact: [diversityequityinclusion@mcckc.edu](mailto:diversityequityinclusion@mcckc.edu).



## Affinity Groups

The Society of Human Resource Management observes “Affinity groups, also known as employee resource groups (ERGs), bring together employees with similar backgrounds or interests and can have a powerful influence in the workplace” (SHRM, 2019). Affinity groups have a long history at MCC, dating back to the founding of the first group in 2008. For MCC, affinity groups serve an important role in creating a welcoming culture of inclusion and a climate of employee engagement. In addition, Affinity Groups function as part of the Shared Governance structure in that its leaders serve as advisors and conduits through membership on the Chancellor’s Advisory Council. All new employees are invited to participate and join affinity groups during orientation and outreach, whether they share an identity with the group or are an ally.

*For more information about affinity groups and how to join or begin a new group, please visit [mccckc.edu/diversity-equity-inclusion/get-involved](https://mccckc.edu/diversity-equity-inclusion/get-involved).*



## African American Faculty and Staff Association

The African American Faculty and Staff Association (AAFSA), founded in 2008, is comprised of employees from every MCC campus, the Administrative Center and Broadway Plaza. AAFSA was organized to advocate for hiring and retaining administrators, staff and faculty reflective of the diversity of the community served by the College and to create an internal system of support and advocacy for MCC's minority populations.

AAFSA's mission is to provide information, support, resources and advocacy for African American faculty, staff and students. The Association has organized to initiate inquiries and provide recommendations to the College community regarding ethnic and African American issues on the campuses of Metropolitan Community College. The organization attends to academic, administrative and social issues that impact the ethnic/multi-ethnic climate of the College.

### **Its goals are to:**

- Articulate educational problems, needs and other issues related to minorities at Metropolitan Community College.
- Provide a mechanism/vehicle of support for African American faculty and staff members at Metropolitan Community College.
- Assist in establishing effective institutional programs to recruit and retain African American faculty, professional staff and students at Metropolitan Community College.

Membership in AAFSA is not limited to African Americans but is open to any employee who supports AAFSA's mission and is concerned about students' academic and personal success. *Please email questions or suggestions about how AAFSA can make a positive impact at MCC to [mcc.aafsa@mccckc.onmicrosoft.com](mailto:mcc.aafsa@mccckc.onmicrosoft.com).*

## Latinx Affinity Group

The Latinx Affinity Group is committed to collaborating across the College to create a safe, brave and inclusive environment for students, faculty and staff who identify as Latinx. The group focuses on providing awareness and advocacy around the Latinx/Latino/Latina academic and social community.

### Its goals are to:

- Encourage MCC leadership to address trends and emerging issues affecting our students, staff and faculty.
- Engage in institutional policies and processes that could have a significant impact on our students, staff and faculty.
- Cultivate potential areas of opportunity where our members' respective areas of expertise could be utilized to have a positive outcome.

*For additional information, please email [mcc.latinx@mcckc.edu](mailto:mcc.latinx@mcckc.edu).*

## LGBTQ+ Affinity Group

This group was created in 2016 to address a growing need to educate allies and support LGBTQ+ employees. All employees are welcome to join or seek more information about how to become involved. The LGBTQ+ Affinity group is committed to supporting faculty, staff and students of diverse sexual orientations and gender identities, as well as allies. They are committed to working across the college to advocate for inclusive policies and practices.

### Its goals are to:

- Create a personal and professional network for all LGBTQ+ employees.
- Foster inclusion and community through a support network of mentors, allies and peers.
- Support diversity at MCC, including outreach, education and retention of employees.
- Foster inclusion and community through co-programming with other campus groups.
- Educate the campuses about the minority group's perspectives and concerns. One coordinated initiative of the LGBTQ+ Affinity Group is the MCC Out List. MCC faculty, staff and administrators who choose to participate in the Out List demonstrate their commitment to ensuring the LGBTQ+ community has a visible presence at the College.





Sharing this information is one of the many ways we create an inclusive, welcoming campus for all our students, faculty, staff and visitors. Being visible may create opportunities for students and peers to identify mentors or support persons who can share in their experience as a member of the LGBTQ+ community.

It is acknowledged that many people cannot contribute to creating community as a part of the Out List because it may not be safe for them to be out in this way. The group affirms that there are multiple ways in which people exist in LGBTQ+ communities and that this list is only one way to find support on campus.

Visit the MCC Out List at [mcckc.edu/campus-life-leadership/out-list.aspx](https://mcckc.edu/campus-life-leadership/out-list.aspx).

*If you are interested in participating or learning more about the work of the LGBTQ+ Affinity Group, email [LGBTQ@mcckc.edu](mailto:LGBTQ@mcckc.edu).*

## Women's Mentoring and Networking Affinity Group

The Women's Mentorship and Networking Affinity Group, created in September 2018, is committed to strengthening the leadership and mentorship of MCC faculty, staff and students who identify as women. They are committed to supporting MCC women and serving as a resource on current topics and professional development opportunities.

### **Its goals are to:**

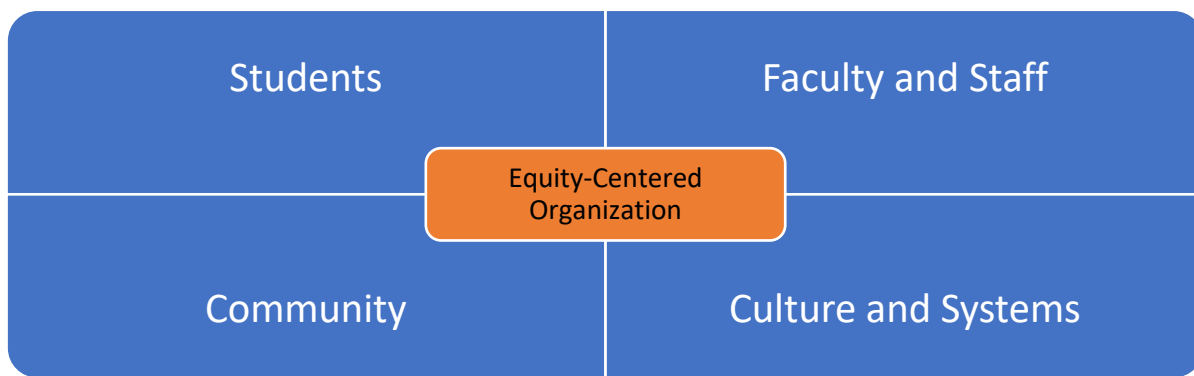
- Organize activities which support the sustained conversation on the subject of women and leadership.
- Support faculty research, women coaching and mentoring programs, and services for helping women move into leadership or strengthen their leadership ability.
- Educate and advocate for women to become better versions of themselves in their professional and/or personal life.
- The Women's Mentorship and Networking vision is to provide primary resources on current topics around research, programming, practices, and opportunities for dialogue and collaboration to further promote women and leadership in the 21st century.
- Support and collaborate with other affinity groups to create a more inclusive environment.

*For additional information, please email [womensaffinitygroup@mcckc.edu](mailto:womensaffinitygroup@mcckc.edu).*

## How Do We Learn from Our Data to Create Meaningful Change?

During the past 24-month period, MCC has embarked on a deep evaluation and analysis of both qualitative and quantitative data, specifically around diversity, equity, and inclusion measures. This process has allowed us to better identify trends, gaps and opportunities for development, which in turn has led us to work to create a 3-year plan.

The Office of DEI, together with key stakeholder groups across the College came together in June 2022 for a retreat to celebrate recent accomplishments and to identify critical opportunities for growth. Through a series of activities and prioritization strategies, the **Inclusive Excellence Plan** began taking shape. In the course of working on this plan, it became evident that there are four priority areas or domains for an equity-centered organization to simultaneously cultivate and implement: Students, Employees, Culture and Systems, and Community Engagement. The **Inclusive Excellence Plan** is being crafted currently and will be vetted with extensive input and guidance from stakeholders along with shared governance entities across the College during Spring 2023. The plan is scheduled to launch by July 2023.



In collaboration with the Office of Institutional Research and Data Analytics, which recently launched a new data repository platform, is working to create an “Equity Dashboard” that will allow for a deeper evaluation and understanding of our student demographics. The data dashboard will also allow for intentional interventions with specific student groups to reduce equity gaps and improve retention success and completion. Further it will enable us to measure if interventions to improve and enhance student success are being achieved

Similarly, with a “real time” employee data dashboard, the organization can target recruitment and retention efforts, professional development and enhance search committee processes. In addition, the team will work to integrate and weave diversity, equity and inclusion into existing survey instruments, so we can be more intentional about measurement of improvements over time.

# Demographics

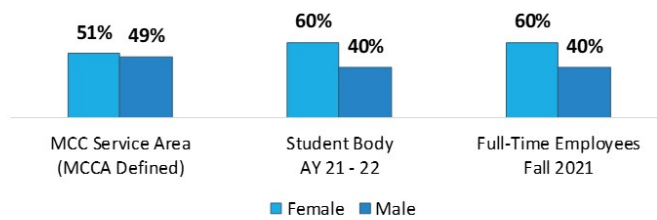
To fully understand the dynamics of the College community and the existing equity and inclusion opportunities, we must first review our demographic data at the community level, student level and employee level. Below are the overview demographic data for each of those key stakeholder groups.

Diagram1: Stakeholder Demographics by Gender

Service Area, Student Body, and Full-Time Employees by Gender for AY 2021 -2022

Gender	MCC Service Area (MCCA Defined)		Student Body AY 21 - 22		Full-Time Employees Fall 2021	
	Count	Percentage	Count	Percentage	Count	Percentage
Female	639,743	51%	11,073	60%	433	60%
Male	607,387	49%	7,375	40%	294	40%
<b>Total<sup>1</sup></b>	<b>1,247,130</b>		<b>18,450</b>		<b>727</b>	

Service Area, Student Body, and Full-Time Employees by Gender



Source: American Community Survey 2018 - 2020, data compiled from JostisQ August 2022; Student data from Wolf Analytics Fulfill to October 2022; Employee data from HRIS Human Resources Survey, Fall 2021.  
<sup>1</sup>Hispanic/Latino (any race) is counted as an ethnicity, according to US Census data and is a separate category from Race, therefore one can be of Hispanic/Latino ethnicity in addition to their applicable Race. As a result, the percentages for the MCC Service Area will total over 100%. MCC counts Hispanic/Latino as a Race, so those percentages will total to 100%.  
<sup>2</sup>Includes American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Multi-Racial.  
<sup>3</sup>Includes Race Unknown and Non-Resident Alien.  
<sup>4</sup>Includes Unknown Gender.

Diagram 2: Stakeholder Demographic by Race/ Ethnicity

Service Area, Student Body, and Full-Time Employees by Race/Ethnicity for AY 2021 -2022

Race/Ethnicity	MCC Service Area (MCCA Defined)		Student Body AY 21 - 22		Full-Time Employees Fall 2021	
	Count	Percentage	Count	Percentage	Count	Percentage
Black/African American	190,919	15%	3,062	17%	104	14%
Hispanic/Latino <sup>1</sup>	95,055	8%	2,342	13%	32	4%
White	939,090	77%	10,636	58%	518	71%
Other Minority <sup>2</sup>	117,121	9%	1,800	10%	46	6%
Unknown <sup>3</sup>	-		610	3%	27	4%
<b>Total</b>	<b>1,247,130</b>		<b>18,450</b>		<b>727</b>	

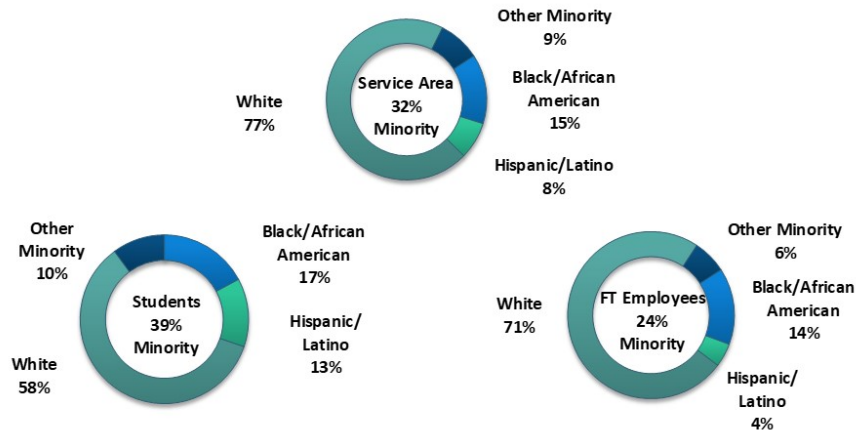


Diagram 3: MCC Employee Population by Gender & Race/ Ethnicity – 5 Year Look Back

**Full-Time Employees by Gender and Race/Ethnicity by Fall Terms**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	457	436	465	467	433
Male	326	319	317	313	294
Black/African American	107	115	113	111	104
Hispanic/Latino	38	38	36	34	32
Other Minority <sup>1</sup>	47	43	48	56	46
White	574	540	556	552	518
Unknown <sup>2</sup>	17	19	29	27	27

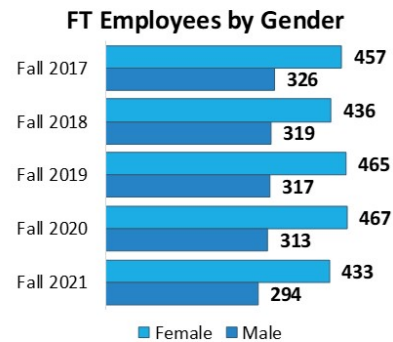
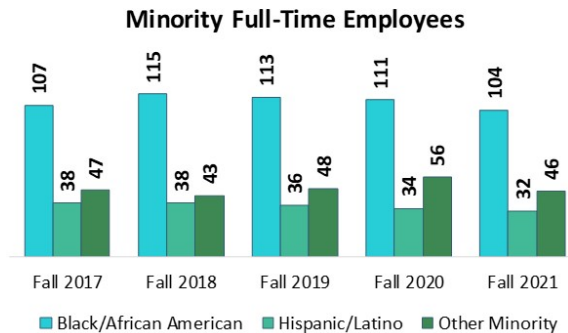
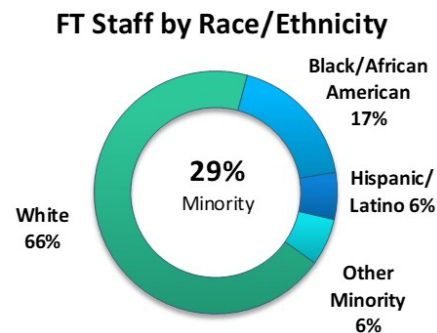
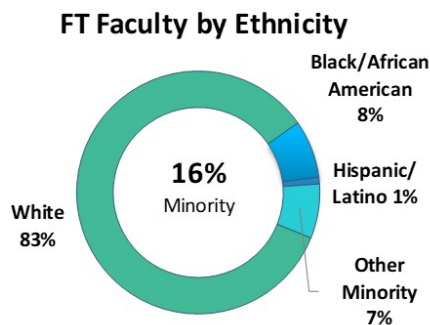


Diagram 4 : MCC Employee Population Broken Out By Faculty & Staff (2021)

**Fall 2021 Full-Time Staff and Faculty by Race/Ethnicity**

Count	Black/African		Hispanic/Latino		Other Minority		White		Unknown		Total	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
	17	87	<10*	30	16	30	186	332	<10*	23	225	502
%	8%	17%	1%	6%	7%	6%	83%	66%	2%	5%		

\*Categories with less than 10 members are suppressed to protect the personnel identities.



Source: IPEDS Human Resources Survey, Fall 2017 - 2021.  
<sup>1</sup>Includes American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Multi-Racial  
<sup>2</sup>Includes Race Unknown and Non-Resident Aliens

Understanding our organizational data allows MCC to work toward a culture of continuous improvement. For example, we can observe that our demographics by Race/Ethnicity have remained relatively flat for the last five years. Therefore, our work to develop our Inclusive Excellence Plan strategies - to attract and retain more Black and Latinx faculty must reflect an improvement in these measures if our interventions are successful.



# Points of Progress

## Professional Development

Professional development or staff development is the process during which employees, with the support of their employer, go through professional training or pursue learning opportunities to improve their skills and grow their knowledge and careers ([builtin.com](http://builtin.com)). As noted in the *MCC Reimagined* Strategic Plan, employee development is a critical element in becoming a world-class employer of choice. The employee data and feedback noted earlier in this report demonstrate that professional development opportunities in the area of diversity, equity and inclusion are necessary in order to meet the needs of our students and develop skills in this field. Described below are a few examples of recent DEI professional development initiatives at MCC.

Professional development can increase your skills as an employee, which can lead to new opportunities and career advancement. Professional development includes advancing skills, traits and competencies that contribute to your success in the workplace. (*Indeed, 2021*)

### MCC Faculty Equity Academy

In summer of 2021, 25 MCC faculty participated in a 12-hour workshop, facilitated by nationally-recognized Diversity, Equity and Inclusion Educator, Dr. Kofi Akinjude. The sessions were held virtually over three half-days (June 22-24) and covered such topics as: becoming an anti-racist campus, unmasking racism and disrupting racism. With grant support from the Missouri Scholarship and Loan Foundation – Institutional Racial Equity Initiative, participating faculty were able to receive a stipend for participation as well as an invaluable set of resource texts that integrated into the workshop themes. Faculty were tasked during the program with evaluation of their discipline areas along with their syllabi and curricula for a course. Upon completion of the workshop, Faculty were invited to present their findings and share discoveries during convocation Fall 2021. For example, Dr. Crystal Moore presented on the subject of “Decolonizing Your Syllabus and Creating an Anti-Racist Classroom” during her campus in-service event. Feedback gathered from faculty through a post-course survey indicated that the best outcome of the Faculty Equity Academy was to have the opportunity to meet and collaborate with new colleagues from other disciplines and locations for rich discussion and shared learning.

*For additional information regarding the future plans for the Faculty Equity Academy, please email [diversityequityinclusion@mcckc.edu](mailto:diversityequityinclusion@mcckc.edu).*

### 2021 Missouri Equity Summit – Presentation on “Advancing the Equity Agenda”

MCC leaders were invited to present at the 2021 Missouri Equity Summit. Chancellor Kimberly Beatty; Interim Vice President of Diversity, Equity and Inclusion Warren Haynes; faculty members Cynthia Heddlesten and Antwan Daniels; and Executive Director of Research and Analytics Melissa Giese presented on the topic of “Advancing the Equity Agenda.” The panel shared promising practices from MCC with over 50 conference participants from across the state. The focus of the conversation included discussion on



the elements required to create and sustain an equity-minded organization (adapted from the Kotter Model for Leading Change) along with implementation strategies and examples from MCC's journey.

## 2022 Fall In-Service – Unconscious Bias Workshops

During Fall 2022 campus in-service day, faculty from MCC-Penn Valley's Health Science Institute (Allied Health) and Advanced Technical Skills Institute attended a workshop on the topic of Unconscious Bias, which was delivered by Chief Diversity Officer Gaby Flores. Additional workshops on similar topics are being planned for nursing faculty and other departments. Also in development for 2023 will be a professional development series on various DEI topics, open to all faculty and staff across the College.

## Additional Professional Development Opportunities for Faculty to Develop Inclusion Skills

MCC Online partnered with Diversity.edu to provide an e-learning platform for a faculty and staff workshop. The invitation was extended to other interested people throughout the College as well. The workshop content was delivered online in three segments. After each segment, organizers had an event to foster further analysis of the key concepts by encouraging attendees to engage with other employees and students. The content began with basic foundational concepts, definitions and self-reflection, and moved into applications in higher education classrooms and communities. The capstone event was a viewing of the documentary film "Coded Bias," facilitated via Zoom by two of our online sociology instructors. About 45 people completed all three workshops, with an estimated 30-60 participants attending each event.

## A Leader in Supplier Diversity

Metropolitan Community College embraces its responsibility to make higher education accessible to all students and to fulfill our mission of preparing students, serving communities and creating opportunities for all. Our priority to create opportunities also extends to our Collegewide purchasing efforts. Our supplier diversity initiatives ensure we include minority and women-owned (M/WBE), local and small businesses in our procurement process.

Supporting our region's small businesses stimulates economic growth in our community – a win for everyone.

MCC continues to grow its supplier diversity program and has become a leader in the community. MCC has increased opportunities for minority- and women-owned businesses through training and education, mentoring, networking and other innovative development approaches. MCC continues to explore new ways to do business with local M/WBE small businesses as we continue to expand and strengthen our supplier diversity program.

*For additional information, visit: [https://mcckc.edu/procurement-services/docs/Supplier\\_Diversity\\_Brochure.pdf](https://mcckc.edu/procurement-services/docs/Supplier_Diversity_Brochure.pdf).*

## 2022 Supplier Diversity Exposition

The Midwest Supplier Diversity Planning Committee, led by Chris Kelly, MCC's supplier diversity coordinator, proudly convened their **8th Annual Midwest Supplier Diversity Exposition** on July 21, 2022, at MCC-Penn Valley.

The Midwest Supplier Diversity Expo was created to provide diverse business owners with a venue to showcase their products and services, network with other entrepreneurs, and connect with procurement representatives from the public and private sector.

The event also provides procurement representatives an opportunity to connect with diverse business owners who are qualified and have capacity to accept new clients.

Business owners who provide catering services, promotional products, electrical services/supplies, plumbing services, office supplies, furniture, marketing services, advertising services, restoration and environmental services, various consulting services, athletic uniforms/gear, janitorial services/supplies, landscaping, engineering services, and retail are just a few of the many industries represented at the event.



## District and Campus Initiatives with an Equity Impact

Diversity, equity and inclusion initiatives have been launched Collegewide to lay the foundational groundwork for growing an “equity-minded organization.” Several are described below which address student programming, employee engagement and community collaboration.

### Equity in Retention Academy

A team of MCC staff, faculty and administrators from across the College assembled in April 2021 to work in partnership with the Gardner Institute to research and develop a student retention plan for MCC students most in need of additional supports for success. The following snippet from the Gardner Institute website [jngi.org/equity-in-retention-academy](https://jngi.org/equity-in-retention-academy) elaborates further:

*The Equity and Retention Academy is a structured, 5-week academy that will prepare institutional teams to conduct an evidence-based, equity-focused student retention planning process for their institution with a goal of improving retention and using evidence to ensure that race, ethnicity and family income are no longer the best predictors of retention and student success.*

*The Gardner Institute champions equity and social justice. It remains at the core of our mission. In the work that we do, equity is defined by a local context and the populations served. Our work focuses on equity through an anti-racist, anti-poverty lens. Research indicates that the best predictor of student success in American higher education can be linked to race/equity and family income. We assist institutions toward a cultural shift to spotlight equitable and inclusive practices at their institution.*

*Participants will acquire both a theoretical and practical background concerning equitable retention and student success, retention pathways, and a retention framework, as well as a model that will enable them to:*

- 1. Complete their own internal equity analysis of retention patterns of student retention and attrition;*
- 2. Identify their institutional resources and barriers to retention, and;*
- 3. Draft important and necessary recommendations based on a retention framework of promising practices called for to retain their students. Develop a retention process on campus with an equity lens.*

Following the Equity in Retention Academy learning stage, the core team compiled a report with recommendations and strategies, specific to retention and completion of especially vulnerable student groups. Many of the learnings from the academy sessions and subsequent recommendations, led to expanded focus on equity during our *MCC Reimagined* Strategic Planning process as well as the development of the MCC Wolf Pack Experience Re-Imagined initiative, which has various work teams focused on improving supports for *all* students.

### MCC Employee Howling Place

The Howling Place is a weekly (informal) virtual program for employees to discuss, share and learn about race, equity, diversity and inclusion (REDI) within the MCC employee community. In this safe space, MCC Affinity group members, DEI inquisitors, and all employee groups and statuses from across the district seek and share personal and professional resources to develop our DEI awareness and action at MCC.

*For more information, please email [MCCHowlingPlace@mckkc.edu](mailto:MCCHowlingPlace@mckkc.edu).*

## “Common Read” Initiative

The Common Read initiative exists at various campuses and within divisions across the College. Developed in 2018 by Penn Valley Learning Resources faculty, the goals of the program are to identify an annual book featuring an equity or inclusion theme, and to integrate the book into various courses across the College. The annual book is selected through a collaborative process which includes faculty and staff who present a slate of approximately eight to 10 books in November, with a commitment to complete the review of each book by the return from winter break. The review team deliberates and selects one Common Read book for the following fall semester. During the remainder of spring and summer, faculty integrate the book into their syllabi and curriculum through projects and assignments, alongside supplemental programming provided by the Learning Resources faculty. The Common Read selection for Fall 2022 is “The 1619 Project” written by Nicole Hannah Jones. For this fall’s programming, employees from MCC-Penn Valley and MCC-Maple Woods campuses collaborated with learning resources teams to create a “Lib Guide” resource tool for students, as well as a comprehensive grouping of co-curricular activities and events that complement the reading selection.



MCC-Longview also has a “Common Read” for the 2022-23 Academic Year, entitled “The War for Kindness” by Jamil Zaki. In addition to having various faculty support the Common Read in their courses, there are wrap-around programs for students, faculty and staff throughout the semester focused on kindness, including a movie viewing and book discussion.

### **The Objectives of the Common Read Project at Longview are:**

- To foster interest and engagement in academic work
- To foster college-level reading from sources other than textbooks, and provide deeper understanding of ideas
- To foster critical thinking through cross-discipline discussion and investigation
- To foster increased sense of Longview community through common intellectual experience

## Campus Spotlight: Student Reflections on Diversity and Inclusion from the Blue River Campus

In April 2022, the Blue River Campus embarked on a qualitative survey with students from their campus, focusing on perceptions of campus diversity and inclusion. The survey was developed in collaboration with the Blue River Inclusion and Engagement Council and deployed in classes and at the campus center. During the month of April, 129 student respondents answered the survey questionnaire.

### **The following questions were asked of student respondents:**

- What minority groups are you part of e.g., race/ethnicity, religious, political, etc. and/or what ways are you stereotyped in society? How has being a part of that group helped or hindered you in your college experience?

- What is your "why" for being a college student? What do you hope to get out of your college experience?
- In what ways has MCC-Blue River made you feel included or helped create a sense of belonging? In what ways has MCC-Blue River made you feel excluded?
- What challenges in college or in life are you facing which might affect your college success?
- What can we do to make MCC-Blue River more inclusive?

Overall, the trends in the data show that the majority of students surveyed felt as though the Blue River campus is inclusive and should continue its intentional efforts toward equity and inclusion. However, some students made recommendations for improving communications about programming and student organizations. Given that the survey was administered after a long period of isolation and a hybrid learning environment, students spoke on the need for mental health services as well as skills in networking and developing relationships in order to foster a better sense of community and belonging.

**The following list of inclusion strategies came about as a result of the survey and have been communicated with faculty and staff at Blue River:**

- Consider changing "office hours" to "tutoring hours" on syllabi.
- Provide a note card or Google form asking for preferred name and preferred pronouns.
- Utilize the "Pronouncing Student Names" guide.
- Utilize experts in their field from a marginalized group as a class example each semester/year.
- Consider hosting a short meeting during office hours to help students learn how to schedule their time and use a planner.
- Share upcoming events/clubs with students in Canvas, PPTs or announcements.
- Create inclusive syllabi.

The Blue River Diversity, Equity and Inclusion Council are using the data and feedback to help drive programming and goal setting for the next several years.

## **Integrating Diversity, Equity and Inclusion into Campus Life and Leadership**

In order to foster a more collaborative, one-college approach, Campus Life and Leadership staff meet weekly to coordinate programming and events by sharing resources to collaborate on larger initiatives. This approach ensures that programs at each campus are aligned in content or themes and not competing for students. For example, the Fall 2022 Trailblazer Series, which is focused on speakers from heritage month identities, will be hosted and live streamed from one campus to "watch parties" at each other campus. The monthly host campus rotates to each physical location. Funding for the speaker series was shared across campuses and with supplemental support from other areas. In September 2022, the Penn Valley Campus hosted the Trailblazer Speaker – Nicolas Segura, owner of Segura Marketing and Media Solutions -- in honor of Hispanic Heritage month. Additional programming is being planned, in a coordinated effort, for the remainder of the academic year.

Each Spring, Campus Life and Leadership hosts a "Leadership Summit" which provides leadership training and strategies for those leading student government and organizations. One of the learning tracks for the Spring 2022 Leadership Summit focused on creating diverse and inclusive organizations.

*For additional information regarding the robust programming and supports offered by Campus Life and Leadership, visit [mccckc.edu/campus-life-leadership](https://mccckc.edu/campus-life-leadership).*

Student clubs and organizations are additional ways that Campus Life and Leadership demonstrates support for DEI efforts at respective campuses. Below, please find descriptions of two clubs that provide space for underrepresented students to gather and find support:

## Men of Color, Courage and Character

Men of Color, Courage and Character (MOC<sup>3</sup>) is a minority male initiative program. The main goal of the group is to provide an additional resource, specifically for our male students of color, to contribute to increasing the persistence, retention and graduation rates among students of this demographic.

This is an excellent opportunity for these students to get involved, get connected with campus leaders, and grow as students and members of their communities. Events and activities take place throughout the academic year, including speakers, fellowship, networking and mentorship. For example, four students and two faculty/staff advisors attended the National Men of Color Leadership Conference in Pittsburg, Pennsylvania in October 2022. It offered not only a robust line up of workshops and sessions, but also outstanding opportunities for networking and informal mentoring. Upon return, the student participants and the faculty/staff leaders presented about their experience to the MCC Board of Trustees.

While the MOC<sup>3</sup> group is designed for minority males, all male students at MCC are invited to participate, as a reflection on the importance of inclusion and allies.

*For more information, please contact the group's advisor, Terrell Tigner, at 816.604.3175.*

## Sister Circle

Sister Circle is an organization specifically for female students at MCC-Maple Woods. Sister Circle displays a unified purpose of promoting equity and advancement for underrepresented women to be empowered through education, advocacy, social justice, mentorship and networking opportunities.

*For more information about the group, please contact the advisor, Kaitlyn Kelly, at 816.604.3319*

# Next Steps

While MCC has much to celebrate in terms of its recent DEI accomplishments and successes, there is still much to do. Together with the Office of Diversity, Equity and Inclusion, campus DEI councils, and other stakeholders across the College, the organization will continue to develop and cultivate programming, initiatives and organizational culture that is grounded in equity.

**The following list, while not exhaustive, offers some next steps to be carried out in the near future to continue the journey toward equity and inclusion.**

- Create, disseminate and implement a three-year Inclusive Excellence Plan.
- Document and celebrate accomplishments through an Annual MCC Equity Report.
- Revise the DEI webpage and create an Intranet resource space for faculty and staff.
- Partner on the implementation of the MCC Civic Action Plan with a broad group of stakeholders from across the College.
- Develop the concept of an MCC Social Justice Institute.
- Provide support and consultation to all business units across the College for the implementation of the 2022-23 Common Goal of Inclusion.
- Continue to provide robust DEI programming for students in collaboration with Campus Life & Leadership at each Campus
- Provide a variety of professional development and learning opportunities for faculty and staff on DEI topics

## Acknowledgments

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