



# 2020-2023 Diversity, Equity and Inclusion Plan

PRESENTED BY THE

Office of Diversity, Equity, Inclusion & Compliance



JOLIET JUNIOR COLLEGE  
—1901—

Award for Excellence in Advancing Diversity

*2021 Winner from the American Association of Community Colleges*



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## PRESIDENT'S STATEMENT ON DIVERSITY, EQUITY AND INCLUSION



Dear Campus Community,

When I took this role over five years ago, I knew there were many opportunities for Joliet Junior College to grow. I was ready to take it on! But as you might guess, there were just as many challenges facing the institution. One of those challenges included the college's lack of organization and ownership of diversity initiatives.

In the following years, we launched the President's Diversity, Equity and Inclusion Council to demonstrate accountability and ownership. JJC's DEI plan launched prior to the pandemic. Shortly thereafter, the Office of Diversity, Equity, Inclusion, and Compliance was developed to allocate resources to meet our goals.

We had some great successes, and there was more awareness of our initiatives. We were building a network of DEI champions. Our diversity work is an intersection of so many areas: recruiting, hiring, and retention; business and procurement; marketing; student and employee programming and support; advocacy in the community.

We recognized this nexus and began formally tracking our progress. We had an increase in the number of minority applications for faculty and staff. We increased fall-to-fall student retention rates geared toward greater ADA accessibility and Spanish language opportunities. And for the second year in a row, we received a Top Employer for Diversity Jobs recognition from DiversityJobs.com for building a diverse workforce, culture and outreach over an extended length of time. Things were progressing.

Yet, something was missing. It became increasingly clear that we needed to break down the walls within our own house. We needed to truly listen to our campus and to our students. People were hurting. We needed to challenge our existing ways of thinking, and how we related to one another. In the summer of 2020, we persisted under the weight of the COVID pandemic. The deep pain of racial injustice happening across the country and in our community was overwhelming. I was

beginning to question if we were making any progress at all.

I can tell you now that what was missing in those moments was a shared vulnerability. We needed to create spaces for our employees and students to be vulnerable and have meaningful exchanges. To be meaningful, they needed to be real. We needed to understand the lived experiences of those around us, and to be able to tell our own stories of unconscious bias, racism, and inequity. We created spaces for employees to talk in small groups, through facilitated conversation or through the new DEI Book Club launched in the summer of 2020. A large population of our employees have now completed cultural competency trainings. The feedback has been positive, and the transformation of our culture is tangible.

I am so thankful for every single person on our campus—every person has contributed to this journey, and shaped who we are today. We are meeting our DEI goals, and in the process, have found new ways to acknowledge and appreciate one another.

Sincerely,

Dr. Judy Mitchell  
President  
Joliet Junior College

## EXECUTIVE DIRECTOR'S STATEMENT ON DIVERSITY, EQUITY AND INCLUSION



Dear Campus Community,

Over the past two years, I have had the unique pleasure of transforming and organizing Joliet Junior College's (JJC) diversity, equity and inclusion efforts. It has been a welcome challenge to champion our college's fervor for inclusion, compassion, understanding, and growth. Yet, these efforts are living and breathing – ever changing, growing and adapting to what is happening in the world.

As a forward-thinking college, we are committed to being flexible and adaptable – ensuring our community is well-supported in both steady-state and crises alike. This is evident by the prioritization of the President and the Board of Trustees in expanding leadership to include my role as well as the incredible team that supports it. In addition, the category of cultural commitment, respect and inclusion have been added into our college's Institutional Strategic Plan and Core Values.

I was honored to be selected as the first Executive Director of Diversity, Equity, Inclusion and Compliance (DEIC) at JJC. It has been a humbling experience working for a such a prestigious college full of passionate people. The strategic creation of this role along with the DEIC office, provided me with the resources required to be successful and continue building upon the work and infrastructure already in motion. This strategic move gave DEIC a home, visibility, full-time ownership and accountability of dedicated resources. Both internal and external recognition highlights JJC's incremental success and the community's sense of belonging as a result of the collective efforts of our visionary leadership and holistic campus commitment.

The development and implementation of employee engagement programming, cultural competency workshops, diversity book clubs, peace circles and table talks have been successful tools. As a result, we have created networking opportunities, safe spaces to engage in difficult conversations, and address employee and student concerns. We have successfully engaged a team of over 150 DEI Champions across campus who help facilitate, teach and lead these key DEI initiatives.

It is encouraging to see that the seeds planted are being recognized. JJC received the 2021 American Association of Community Colleges' (AACC) National Advancing Diversity Award, was recognized in 2022 as one of the Most Promising Places to Work in Community Colleges by *Diverse* and *The National Institute for Staff and Organization Development* (NISOD), and for two consecutive years was recognized as a Top Employer for Diversity Jobs from DiversityJobs.com. Continuous improvement is further evidenced by established customer satisfaction measurements which include the Personal Assessment of the College Environment (PACE), Community College Survey of Student Engagement (CCSSE) and periodic pulse surveys. Intentional diversity, equity and inclusion programming has also contributed to JJC's incremental success in the area of DEI.

It is more important now than ever before that higher education elevates its role in identifying and addressing the diverse needs of employees, students and community. Why? It's simple – our community is more diverse than ever before; however, the infrastructure to adequately ensure its success is a work in progress. Although much has been done to address inequities and discrimination, there is still work to do. I will work diligently to continuously identify the gaps, advocate for equity, inclusion and programming that supports the diverse needs of our campus and community.

Sometimes the work seems so much larger than us. We often get fatigued, discouraged and question our efforts. I often remind myself and share with others these two quotes:

“We were planting seeds of change, the fruit of which we might never see. We had to be patient.”

**-Michelle Obama, Becoming**

“Be hopeful, be optimistic. Our struggle is not the struggle of a day, a week, a month, or a year, it is the struggle of a lifetime.”

**-John Lewis**

Sincerely,

Dr. Escortina Ervin  
Executive Director of Diversity, Equity, Inclusion and Compliance  
Joliet Junior College

## INTRODUCTION

As have most other U.S. community colleges, JJC has become increasingly diverse, both in its outreach globally and in its student, faculty, and staff population. This diversity continues to enrich our community by providing us with many perspectives from which we can learn, and through which creativity and innovation thrive. Moreover, our students must learn to thrive in a diverse environment in order to be adequately prepared to compete in a global economy. In addition, in order to attract a diverse student population, JJC must develop a faculty and staff population that mirrors that diversity.

Because of JJC's location in the midst of the Chicagoland area, promoting diversity, equity and inclusiveness among our staff takes a sustained, systemic approach and commitment that promotes diversity throughout the workplace environment and in all aspects of our working lives.

JJC believes in and is committed to a workplace that fosters employee respect and promotes collaborative, productive working relationships. This commitment is reflected in an assertive Diversity, Equity and Inclusion Plan, which applies to all personnel practices including recruitment, hiring, training, promotion, separation, demotion, lay-off, transfer, rates of pay and all other terms, conditions and privileges of employment.

Research indicates that promoting equity and valuing cultural differences can significantly improve organizational performance. Direct and indirect links to the bottom line include an increase in adaptability and flexibility, reduction of costs associated with turnover, reductions in absenteeism and low productivity, greater employee satisfaction and morale, and an increased effectiveness in serving an increasingly diverse college population.

JJC is an educational community that embraces diversity and promotes personal growth. Each year, more than 20,000 students find the diverse, comprehensive high-quality educational experience they are looking for at JJC.



The recruitment of diverse students, faculty and staff are the cornerstone of JJC's commitment to an innovative, collaborative, and inclusive educational community. At JJC, we respect the wealth of knowledge and experience each of our employees brings to the workplace. The college supports this commitment by providing personnel with excellent terms and conditions of employment, outstanding health and wellness benefits and programs for a secure retirement.

## **PRESIDENT'S DIVERSITY, EQUITY AND INCLUSION COUNCIL**

The college has established the President's Diversity, Equity and Inclusion Council as an institutional committee under its shared governance structure. The President's Diversity, Equity and Inclusion Council will promote collaboration and communication to achieve JJC's diversity, equity and inclusion goals as well as other objectives identified in the college's strategic plan.

### ***Mission Statement***

The President's Diversity, Equity & Inclusion Council advocates and champions diversity, equity and inclusion efforts that prioritize our commitment to the core values of respect and inclusion. The council will ensure the college community is a place where everyone feels welcomed, empowered and safe.

### ***Vision Statement***

Provide an environment that inspires acceptance, inclusion, and mutual respect.

### ***Council Functions:***

- Create opportunities for JJC employees to engage in dialogue and gain knowledge about the meaning and importance of diversity, equity and inclusion.
- Ensure leadership embraces and models the vision, values, and goals for diversity, equity and inclusion.
- Incorporate diversity into strategic planning for each academic area and support unit.
- Analyze effectiveness of the council's efforts through diversity, equity and inclusion metrics.

### ***Council Values:***

- Ensure the importance of institutional representation.
- Demonstrate effective leadership as responsible agents of the college.
- Serve as a vital resource regarding critical decisions and emerging issues that impact the college community.
- Communicate in an open and transparent manner.
- Complete work by internal and external timelines.



## DIVERSITY, EQUITY AND INCLUSION DEFINED

Diversity celebrates both similarities and differences. Moreover, diversity is broader than the traditional categories of age, race, disability, gender identity, sexual orientation, national origin, ethnicity, culture, religion, and veteran status. It also includes socioeconomic status, family background, language, academic preparedness, learning style and even the different communities from which our students, faculty and staff reside.

Inclusion is the appreciation of, and respect for, all of these distinct characteristics. Inclusion goes beyond numerical diversity and creates a climate where all feel valued, and where each member of the campus community is recognized as adding to our institution. It also means that barriers to inclusion, whether policy-based, in actual practice, or systematic, are reduced or eliminated, thereby allowing students, faculty and staff to thrive.

Equity is the fair treatment, access, opportunity, resources and advancement for everyone within a group, organization or society. It acknowledges that there are historically marginalized and underrepresented populations while striving to identify and eliminate barriers that have prevented the full participation of some groups.

Diversity, equity and inclusion are a vital part of the institutional fabric of Joliet Junior College. The college strategically supports efforts that recognize and celebrate diverse backgrounds and perspectives that make us unique as individuals but unified as a community. Diversity, equity and inclusion at Joliet Junior College are more than just recognition of what makes our community different, but rather a celebration of the cognitive and educational efforts that unite us.

## COLLEGE MISSION, VISION & CORE VALUES

### *Mission Statement*

Joliet Junior College inspires learning, strengthens communities, and transforms lives.

### *Vision Statement*

Joliet Junior College is the first choice for learning, working, and cultivating pathways to prosperity.

### *Core Values*

Joliet Junior College fosters a caring and friendly environment that embraces diversity and sustainability and encourages personal growth by promoting the following core values:

- **Respect and Inclusion**  
Joliet Junior College advocates respect and inclusion for every individual by demonstrating courtesy and civility in every endeavor. The college pledges to promote and recognize the diverse strengths of its employees and students, and to value and celebrate the unique attributes, characteristics, and perspectives of every individual.
- **Integrity**  
Joliet Junior College sees integrity as an integral component of all work done at the college. The college employees demonstrate responsible, accountable, and ethical professionalism. Also, the college models open, honest, and appropriate communication.
- **Collaboration**  
Joliet Junior College promotes collaborative relationships as part of the scholarly process, including partnerships within the institution and with other learning communities. The college supports the personal and professional growth of employees and is committed to the advancement and support of intellectual growth, regardless of employment position at the college.
- **Humor and Well-Being**  
Joliet Junior College recognizes humor as a means for employees and students to achieve collegial well-being, develop strong work teams, and promote self-rejuvenation. The college provides a healthy environment where creativity, humor, and enjoyment of work occur, including recognizing and celebrating success.
- **Innovation**  
Joliet Junior College supports and encourages innovation and the pursuit of excellence. The college values, respects, and rewards both creative risk-taking and the enthusiastic pursuit of new ideas with foresight and follow-through.
- **Quality**  
Joliet Junior College supports quality in the workplace and its educational programming by continually reflecting, evaluating, and improving on programs and services. The college is built upon a foundation of quality programs and services, while also implementing continuous improvement in order to ensure excellence.

- **Sustainability**

Joliet Junior College recognizes that true sustainability involves a commitment to environmental, social, and economic improvement. The college encourages planning, solutions, and actions that provide benefits for students, employees, and the community.

## COMMUNICATION AND DISSEMINATION OF DIVERSITY, EQUITY AND INCLUSION PLAN

### *Internal Dissemination*

1. Viewing of the Diversity, Equity and Inclusion Plan  
The Diversity, Equity and Inclusion Plan will be available for students and employees and can be viewed at <http://jjc.edu/about-jjc/diversity-inclusion>
2. Employee and Management Orientation  
The Diversity, Equity and Inclusion Plan will be shared with management personnel, particularly those responsible for activities, such as hiring, selection, promotion, and separation of personnel. The orientation is to provide a better understanding of the intent of the Diversity, Equity and Inclusion Plan, its goals and timetables, as well as individual responsibilities and roles in ensuring successful implementation of the Diversity, Equity and Inclusion Plan.
3. Internal Complaint Procedure  
JJC has an internal complaint procedure designed to address and resolve complaints of discrimination and harassment. Employees are made aware of the procedures through EEO posters which are displayed at all JJC campuses and discussed at employee orientations. The complaint process and procedures can also be found in JJC's policy and procedures manual and the employee handbook.
4. Meetings on Diversity, Equity and Inclusion Plan  
Periodic meetings are held with the Executive Owners of the DEI Plan, Chairs of the DEI Plan goal areas, President's Diversity, Equity and Inclusion Council, and Institutional Strategic Plan to discuss the status of the goals and objectives of the plan.

In addition, progress of the plan is updated monthly and reported out to various constituents including, but not limited to: President's Cabinet, Board of Trustees, President's Leadership Council, Institutional Strategic Plan, Academic Affairs Town Halls, New Faculty Seminar, and Welcome Week.

5. Union Relations  
The necessity for complying with federal equal employment opportunity regulations is discussed and communicated to union officials periodically in an effort to secure their understanding and cooperation. A non-discrimination clause is included in JJC's union contracts. All contractual provisions are reviewed to ensure compliance with our non-discrimination policies and procedures.

### *External Dissemination*

1. Recruitment Sources/Minority and Female Organizations  
The Human Resources Department maintains a directory of local educational institutions, community organizations and agencies serving minority group members and females, which are utilized as sources for employee recruitment.

Joliet Junior College uses a wide array of recruitment sources to attract diverse candidates and build a balanced applicant pool. Recruitment sources include, but are not limited to, internal/external postings, email blasts, job fairs, community events, social media, and professional associations.

In addition, it is essential that academic departments support and participate in recruitment initiatives of faculty and adjunct faculty. Departmental engagement in the recruitment and Employment Applications and other Notices bring process is necessary for internal and external events and job fairs.

2. Non-discrimination statements are included in all job applications, vacancy notices, on the JJC website, Human Resources online application process, and public advertisements. JJC utilizes search committees for all job searches. Each search committee is diverse with representation and includes staff that closely work with that position. Search committees are tasked with reviewing all position requirements and providing detailed reports indicating why candidates were or were not selected for hire.

3. Review of the Diversity, Equity and Inclusion Plan  
A copy of the Diversity, Equity and Inclusion Plan will be available on JJC's Diversity, Equity and Inclusion web page for public viewing. All EEO policy statements can be viewed on the internet at:

[2.01.13 Equal Opportunity in Employment and Education 1.24.2022.pdf \(jjc.edu\)](#)

4. Community Outreach  
Joliet Junior College is committed to various community outreach groups and initiatives. The President's Ambassadors are made up of over forty JJC employees who serve on various boards, committees, and volunteer for events to represent the college across its seven-county district. A few of our collaborations include but are not limited to the Joliet Chamber of Commerce, Spanish Community Center and Harvey Brooks Foundation in which we provide support, education and career opportunities for the community. Our work in the communities we serve is ongoing and our President's Ambassador Group and College-Community Partnership subcommittee builds upon our external partnerships each year.

## RESPONSIBILITIES FOR IMPLEMENTATION

### *President's Diversity, Equity and Inclusion Council*

1. Act as a coordinating council for diversity groups and issues on campus including serving as a clearinghouse for information and acting as a champion for diversity.
2. Serve to achieve student success with an emphasis on enrollment, retention, graduation, transfer rates, and effective teaching and learning outcomes.
3. Improve success of minority, underrepresented and underprepared student populations in addition to closing the gap between high school and college performance.
4. Bring the voice of the employee into the council and to act as a catalyst in building a more diverse work environment.
5. Improve workplace equality: an environment in which every individual has an equal opportunity to perform, develop, and advance.
6. Recommend goals and action plans to the President in alignment with college's mission and strategic plan.
7. Review the implementation and evaluation of the action plan.
8. Review reports that track and chart progress.
9. Report on progress to campus community.
10. Provide recommendations to administration.
11. Provide a mechanism for diversity, equity and inclusion related recognition and rewards.

### *President's Cabinet*

The President's Cabinet (Cabinet) shall adhere to the policy and intent of JJC's Diversity, Equity and Inclusion Plan by accepting shared responsibility for accomplishing progress towards the goals and objectives of the plan. The Cabinet will be held accountable for assisting in the identification of problem areas, formulation of solutions, and in the development of departmental goals, where necessary.

Specifically, the Cabinet shall:

1. Assure that faculty, staff and students comply with federal, state, local laws and government regulations regarding equal employment opportunity. Ensure that faculty, staff and students are compliant with JJC training requirements, institutional policies, procedures and regulatory requirements.
2. Assure that appropriate policies and procedures are implemented throughout their respective departments that are consistent with and supportive of the Diversity, Equity and Inclusion Plan.
3. Assure that managers, supervisors, and all other employees cooperate fully with the investigation and resolution of all discrimination and harassment complaints.
4. Make good faith efforts to help meet Diversity, Equity and Inclusion Plan goals and timetables.
5. Ensure that all employment decisions, including, but not limited to, job knowledge and skill requirements, interviews, assignment, training, and evaluation are consistent with college policies and diversity, equity and inclusion objectives.
6. Examine national and state data on demographics of students and faculty/staff.
7. Collaborate with Human Resources in the engagement, recruitment and retention of diverse faculty and staff.

### **Management Staff** (*Faculty Department Chairs, Deans, Directors, Managers and Supervisors*)

It is the responsibility of all management staff to adhere to and implement the equal employment opportunity policies and diversity, equity and inclusion programs.

Management staff is responsible for:

1. Ensuring compliance with equal employment opportunity policies and implementing the diversity, equity and inclusion initiative. Such responsibilities are recognized and are included in the employee's performance appraisal.
2. Assisting in implementation of the Diversity, Equity and Inclusion Plan by adhering to the

established provisions of equal employment opportunity and diversity, equity and inclusion goals.

3. Providing a fair and equitable opportunity for all qualified candidates and employees to be considered for position vacancies.
4. Preventing harassment and retaliation such as racial, age, ethnic, religious, sexual orientation discrimination and sexual harassment of employees or faculty, and ensuring a workplace free of discriminatory behavior.
5. Promptly addressing and resolving employee and student issues and concerns regarding harassment, discrimination, or of a similar nature.
6. Participating in, and ensuring the participation of employees in training programs provided.

### *Human Resources Department*

The Human Resource Department, under the direction of the Chief Human Resources Officer, shares in the responsibility for the implementation and monitoring of JJC's Diversity, Equity and Inclusion Plan and compliance with equal opportunity and affirmative action requirements. Some of these responsibilities include, but are not limited to:

1. Ensuring that JJC complies with the appropriate federal and state equal employment opportunity laws and guidelines.
2. Ensuring that equal employment opportunity statements (e.g., non-discrimination) are included in all of JJC's job announcements, posters, etc.; and are publicly displayed throughout JJC's facilities.
3. Maintaining accurate and up-to-date employee data on race and gender composition of JJC's workforce and applicants.
4. Providing self-identification forms to all applicants.
5. Communicating the Diversity, Equity and Inclusion Plan while providing related materials to all new employees.
6. Maintaining accurate and up-to-date records on applicant flow data to be utilized for preparation of periodic reports.
7. Assisting in promotion of diversity, equity and inclusion goals and objectives through active recruitment, identification, recommendation, selection and hiring of qualified minorities and females by ensuring that qualified minority group members and females are among the list of candidates provided to department chairs, directors, administrators and all other hiring authorities for promotional opportunities.



### *Faculty and Staff*

It is the responsibility of all faculty and staff to adhere to and implement the Diversity, Equity and Inclusion Plan, by accepting shared responsibility for participating and accomplishing progress towards the goals and objectives.

To effectively implement the Diversity, Equity and Inclusion Plan, all JJC employees should:

1. Participate in employee engagement and campus climate surveys and respond as openly and honestly as possible.
2. Engage in the diversity effort through trainings, workshops, guest lectures, volunteer opportunities, etc.
3. Improve cultural competency by taking the time to learn about different cultures, races, religions, backgrounds, etc. represented by individuals at JJC.
4. Treat others respectfully while welcoming ideas that are different from your own.
5. Commit to continuous improvement by being willing to learn from others, accepting constructive feedback, and listening to the concerns of others.
6. Communicate and educate others to understand that changing the campus climate is a journey, not a destination. It will take time, patience and perseverance and it is important to remind others of the value and importance of diversity at JJC.

## DEMOGRAPHICS AND STUDENT POPULATION



The demographic characteristics of the District 525 populations must be studied more in-depth to better understand and prepare students for college; campus leaders must study demographic and characteristic trends of pre-admits (P-12 group) to get an understanding of what is important and necessary for them to succeed. Overlooking the trends will cause strains on all services at the college in both the academic and student service areas.

The minority population at JJC represented 42% of the total student census headcount for fall 2021, which has remained consistent since the fall 2018 census. The overall minority student population at JJC is higher than the overall minority population represented in the JJC district of 32% as of fall 2019. The Hispanic population of JJC students is 29%, substantially higher than the district representation of 18% in fall 2019. For the fall 2021 student census, Black Non-Hispanic students represented 9% of the JJC student population compared to 9% for the district in fall 2019. White Non-Hispanic students represented 55% of the JJC student census compared to the district's 67% in fall 2019.

### *Multiple Barriers to Student Persistence*

Many reasons are found to influence a student's decision to leave college before completing a program or degree including full-time employment, low grade-point average, being a member of an ethnic minority, obligations to family, financial reasons, and gender (Bonham & Luckie, 1993; Lewallen, 1993). To help JJC identify some of the key barriers our students face and to better understand them, JJC periodically participates in the Community College Survey of Student Engagement (CCSSE).

### *Student Retention*

Overall fall-to-fall retention rates have increased when looking at the five-year average from 2016-2017 to 2020-2021. While the five-year average has increased, fall-to-fall retention rates from 2018-2019 to 2019-2020 have decreased due to the global pandemic that caused a shift to online education in spring 2020. In the following summary, fall-to-fall retention rates are reflected as a percentage and are calculated for individuals that reenrolled in the next fall term.

- The fall (2020-2021) retention rate for black students is 34.3% which is a 2.7 percentage point decrease over the fall (2017-2018) rate of 37%.
- The fall-to-fall (2020-2021) retention rate for Hispanic/Latino students was 45.3%; this most recent retention rate is slightly above the 2017-2018 rate of 45%.
- Students who identify as female at JJC are less likely to return than males, returning at a rate of 42.2% compared to 43.8% of males from fall 2020 to fall 2021.

## STRATEGIC ENROLLMENT MANAGEMENT PLAN

The college has adopted an Institutional Strategic Enrollment Plan (SEM) for 2020-2024, which targets enrollment, persistence, retention and completion measures. Included in the SEM 3.0 plan, are details of JJC's efforts to increase the number of underrepresented students through culturally relevant outreach programs and activities. The college emphasizes the shared responsibility of student success is part of every department and employee's responsibilities.

A written detailed plan is available upon request from the Vice President of Student Development's office.

## 2021 JJC WORKFORCE/UTILIZATION ANALYSIS

### Introduction

The following report contains an assessment of the Joliet Junior College workforce as of October

2021. Each year the Office of Institutional Research & Effectiveness conducts a Workforce/Utilization Analysis intent on assisting JJC in determining whether females, minorities, and those 40 years of age or older are underrepresented within the JJC workforce.

### Methodology

The workforce/utilization analysis conducted compares the JJC labor force with Will County Civilian Labor Force availability data to help determine the utilization of females, ethnic minorities, and those 40 years of age or older. The analysis is based on the EEO-1 classifications cross-walked with internal JJC job group classifications and EEO categories as follows:

### Occupational Crosswalk

EEO-1 Job Code Classification	JJC Classification	Internal EEO Category
01 – Officials & Managers	Administrators	1, 2, 2B1, and IV1
02 – Professional/Technical	Professional	2B2, 2B4, IV3, IV4, and IV6
02 – Professional/Technical	Faculty/Counselors/Librarians	2A1, 2A2, 2A3, and IV2
05 – Administrative Support Workers	Clerical	2B3 and IV5
06/09 – Craft Workers/Service Workers*	Physical Plant & Maintenance	2B5, 2B6, IV7, and IV8

\*EEO-1 Job Code 06 and 09 are combined due to limited internal Craft Workers. Please see Appendix for Internal Job Classification Crosswalk for ICCB (Illinois Community College Board) Category Reporting Requirements.

The JJC Total Workforce is compiled using the annual ICCB C1 file and excludes student workers, casual workers, and temporary employees. The Civilian Labor Force counts were calculated utilizing the EEO Tabulation 2006-2010 (5-year ACS data) tables- <https://bistateonline.org/2013-05-03-14-11-33/census-programs/eo-equal-employment-opportunity-special-tabulation.html>. The availability of workforce for the JJC area is based on the Civilian Labor Force of *Will County* and is defined as follows: All members of the population aged 16 or over in the county who are not in the military or institutions such as prisons or mental hospitals and who are either employed or are unemployed and actively seeking and available for work. Every month, the U.S. Department of Labor releases the unemployment rate, which is the percentage of the civilian labor force that are unemployed. The Labor Department also releases the percentage of the civilian non-institutional population who are employed.

The overall utilization is calculated using two methods - the 80% Rule and Two Standard Deviations Analysis. The 80% Rule, also known as Impact Ratio Analysis/Disparate Impact Testing, compares the percentage of women, minorities, and older (40 or above) workers employed to each internal job group category to the percentage of women, minorities, and older age group (40 or above) available in

each job group category for Will County; if the number employed is less than 80% of the number available, an underutilization would exist. The Two Standard Deviations Analysis considers the number of employees in each job group category and determines if the number of standard deviations results in plus or minus two standard deviations of the expected mean, if the standard deviation exceeds plus or minus two standard deviations the result is considered underutilized.

In addition, groups deemed underutilized also include additional Variance/Gap Analysis as a beginning stage for improvement efforts.

### *Summary of Findings*

The utilization of females, ethnic minority groups, and those aged 40 years or above was determined by comparing their representation in the JJC Total Workforce against the availability in the labor market for Will County.

The analysis conducted indicates JJC employees from racial minorities, females, and older age groups (40 or above) are represented by the expected availability among the following groups:

- Officials & Managers (JJC Administrators)

However, underutilization was found for minority groups within the following JJC categories:

- Professional (Minus Faculty/Counselors/Librarians)
- JJC Faculty/Counselors/Librarians
- Administrative Support Workers (JJC Clerical)
- Craft Workers/Service Workers (Physical Plant & Maintenance)

In addition, the analysis indicated females were underrepresented in the following JJC work groups:

- JJC Faculty/Counselors/Librarians

This may be an indicator more aggressive efforts might be considered in order to have a workforce which is representative of the demographic profile of available workers among the JJC Faculty/Counselors/Librarians and Professional (Minus Faculty/Counselors/Librarians) categories.

The following table represents JJC work groups where underutilization was found; areas of improvements can be further drilled down by focusing on the additional gap analysis included within each JJC Classification/Work Group section.

### *JJC Work Classes Underrepresented*

JJC Classification	Females	Racial Minority Groups	Those Aged 40 Years or Above
<i>Officials &amp; Managers: JJC Administrators</i>	No	No	No
<i>Professional: JJC Professional (Minus Faculty/Counselors/Librarians)</i>	No	Yes	No
<i>Professional: JJC Faculty/Counselors/Librarians</i>	Yes	Yes	No
<i>Administrative Support Workers: Clerical</i>	No	Yes	No
<i>Craft Workers/Service Workers: Physical Plant &amp; Maintenance</i>	No	Yes	No

### ***Total EEO-1 Job Code-JJC Total Workforce***

Overall no underutilization was found using either the 80% or Two Standard Deviation test for the females or the 40year or older populations within the JJC total workforce. However, under-utilization was found using either the 80% Rule or Two Standard Deviation Rule test for minority groups for the overall JJC Total Workforce. Further analysis shows four areas within the JJC workforce of underutilization in comparison of participation rates for minorities - Craft Workers/Service Workers 2, JJC Professional (Minus JJC Faculty/Counselors/Librarians), Administrative Support Workers: Clerical, and JJC Faculty/Counselors/Librarians. Variances in the availability and the participation rates are evident for all minority male and female groups except for White females within the JJC Total Workforce.

### ***EEO-1 Job Code 01-Officials & Managers: JJC Administrators***

No underutilization was found using either the 80% or the Two Standard Deviation test, but variances within availability and participation rates are present for Hispanic/Latino females and males, and Asian males.

### ***EEO-1 Job Code 02 - Professional: JJC Professional (Minus Faculty/Counselors/Librarians)***

Underutilization was found using either the 80% Rule or Two Standard Deviation Rule test for minority groups within this employee category. Further analysis of this category shows variances in comparison of participation rates of Black and White females, Hispanic/Latino females and males, and Asian females and males.

### ***EEO-1 Job Code 02 - Professional: JJC Faculty/Counselors/Librarians***

Underutilization was found using either the 80% Rule or Two Standard Deviation Rule test for minority groups, as well as, the Two Standard Deviation Rule test for females within this employee category. Further analysis of the JJC Faculty/Counselors/Librarians shows variances in participation rates of all male and female minority groups except Black females in comparison to the current labor market.

### ***EEO-1 Job Code 05 - Administrative Support Workers: Clerical***

Underutilization was found using either the 80% Rule or Two Standard Deviation Rule test for minority groups within this employee category. Variance within the availability and participation rates are evident for Black females and males, Hispanic/Latino males, as well as, Asian females and males.

### ***EEO-1 Job Code 06/09 – Craft Workers/Service Workers: Physical Plant & Maintenance***

Underutilization was found for both the 80% Rule and Two Standard Deviation Rule test in relation to the utilization of minorities within this work category. Variances in the availability and participation rates are evident for Black females, Hispanic/Latino females and males, as well as, Asian females and males.



The pages that follow provide a breakdown and interpretation of the utilization calculations by each of the following categories, as well as, additional Variance/Gap Analysis within the working categories:

- EEO-1 Job Code 01-Officials & Managers: JJC Administrators
- EEO-1 Job Code 02 - Professional: JJC Professional Staff
- EEO-1 Job Code 02 - Professional: JJC Faculty/Counselors/Librarians
- EEO-1 Job Code 05 - Administrative Support Workers: Clerical
- EEO-1 Job Code 06/09 – Craft Workers/Service Workers: Physical Plant & Maintenance

Sources: U.S. Census Bureau – [www.census.gov](http://www.census.gov) and ICCB C1 File Submission

## JJC WORKFORCE ANALYSIS

### *Employees by EEO-1/ICCB Classification and Full-time/Part-time Status*

#### *01-Officials & Managers Total (EEO Category)*

<i>Administrative (ICCB Description)</i>	Amount
Full-time	38
Part-time	0
<b><i>Subtotal</i></b>	<b><i>0</i></b>

#### *02 – Professional/Technical Total (EEO Category)*

<i>Professional/Technical Total (ICCB Description)</i>	Amount
Full-time	225
Part-time	131
<b><i>Subtotal</i></b>	<b><i>356</i></b>

#### *02 – Professional/Technical Faculty/Counselors/Librarians Total (EEO Category)*

<i>Teaching Faculty Total (ICCB Description)</i>	Amount
Full-time	202
Part-time	552
<b><i>Subtotal</i></b>	<b><i>754</i></b>

#### *05 – Administrative Support Workers Total (EEO Category)*

<i>Clerical Total (ICCB Description)</i>	Amount
Full-time	72
Part-time	58
<b><i>Subtotal</i></b>	<b><i>130</i></b>

#### *06/09 – Craft Workers/Service Workers Total (EEO Category)*

<i>Custodial/Maintenance Total (ICCB Description)</i>	Amount
Full-time	79
Part-time	20
<b><i>Subtotal</i></b>	<b><i>99</i></b>

#### *Grand Total*

<b>Grand Total</b>	<b>1,377</b>
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Sources: U.S. Census Bureau – [www.census.gov](http://www.census.gov) and ICCB C1 File Submission

### *Employees by EEO-1 Classification and Full-time/Part-time Status*

<b>EEO-1 Classification</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
01 – Officials & Managers Total (EEO Category)	38	0	38
02 – Professional/Technical Total (EEO Category)	225	131	356
02 – Professional/Technical Faculty/Counselors/Librarians Total (EEO Category)	202	552	754
05 – Administrators Support Workers Total (EEO Category)	72	58	130
06/09 – Craft Workers/Service Workers Total (EEO Category)	79	20	99
<b>Grand Total</b>	<b>616</b>	<b>761</b>	<b>1,377</b>

### *Employees by ICCB Classification\* and Full-time/Part-time Status*

<b>ICCB Classification</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
Administration	38	0	38
Teaching Faculty	202	552	754
Professional/Technical	225	131	356
Clerical	72	58	130
Custodial/Maintenance	79	20	99
<b>Grand Total</b>	<b>616</b>	<b>761</b>	<b>1,377</b>

\*Please reference appendix – EEO Conversion ICCB Employment Classification table for Classification Breakdowns.

*Employees by Race/Ethnicity, Gender, and Full-time/Part-time Status*

Race/Ethnicity	Female (FT)	Male (FT)	Subtotal (FT)	Female (PT)	Male (PT)	Subtotal (PT)	Total
American Indian/Alaskan Native	0	0	0	1	0	1	1
Asian/Pacific Islander	3	0	3	11	7	18	21
Black (Non-Hispanic)	30	24	24	54	12	49	103
Hispanic or Latino	35	12	47	25	9	34	81
Native Hawaiian or Other Pacific Islander	0	0	0	1	1	2	2
Refuse to Indicate/Unknown	27	13	40	38	40	78	118
White (Non-Hispanic)	262	211	473	333	245	578	1,051
Grand Total	357	260	617	446	314	760	1,377

### *Employees by Age Category*

Age Category	Full-time	Part-time	Total
Under 40 Years of Age	132	193	<b>325</b>
40 Years of Age or Older	484	568	<b>1,052</b>
Unknown	0	0	<b>0</b>
<b>Grand Total</b>	<b>616</b>	<b>761</b>	<b>1,377</b>

Sources: U.S. Census Bureau – [www.census.gov](http://www.census.gov) and ICCB C1 File Submission

### *JJC Administrators by Gender and Race/Ethnicity* *EEO-1 Job Code 01-Officials & Managers: JJC Administrators*

Race/Ethnicity	Female	% of Grand Total	Male	% of Grand Total	Male and Female	% of Total
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Islander	1	2.6%	0	0.0%	1	2.6%
Black (Non-Hispanic)	5	13.2%	3	7.9%	8	21.1%
Hispanic or Latino	1	2.6%	0	0.0%	1	2.6%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Refuse to Indicate/Unknown	0	0.0%	2	5.3%	2	5.3%
White (Non-Hispanic)	16	42.1%	10	26.3%	26	68.4%
<b>Total</b>	<b>23</b>	<b>60.5%</b>	<b>15</b>	<b>39.5%</b>	<b>38</b>	<b>100.0%</b>

### *JJC Professionals (Minus Faculty/Counselors/Librarians) by Gender and Race/Ethnicity* *EEO-1 Job Code 02 – Professional: JJC Professional (Minus Faculty/Counselors/Librarians)*

Race/Ethnicity	Female	% of Grand Total	Male	% of Grand Total	Male and Female	% of Total
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Islander	1	0.3%	0	0.0%	1	0.3%
Black (Non-Hispanic)	16	4.5%	15	4.2%	31	8.7%
Hispanic or Latino	22	6.2%	6	1.7%	28	7.9%
Native Hawaiian or Other Pacific Islander	1	0.3%	0	0.0%	1	0.3%
Refuse to Indicate/Unknown	13	3.7%	11	3.1%	24	6.7%
White (Non-Hispanic)	165	46.3%	106	29.8%	271	76.1%
<b>Total</b>	<b>218</b>	<b>61.2%</b>	<b>138</b>	<b>38.8%</b>	<b>356</b>	<b>100.0%</b>

***JJC Professional: Faculty/Counselors/Librarians by Gender and Race/Ethnicity***  
***EEO-1 Job Code 02 – Professional: JJC Faculty/Counselors/Librarians***

Race/Ethnicity	Female	% of Grand Total	Male	% of Grand Total	Male and Female	% of Total
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Islander	10	1.3%	7	0.9%	17	2.3%
Black (Non-Hispanic)	31	4.1%	8	1.1%	39	5.2%
Hispanic or Latino	21	2.8%	11	1.5%	32	4.2%
Native Hawaiian or Other Pacific Islander	0	0.0%	1	0.1%	1	0.1%
Refuse to Indicate/Unknown	38	5.0%	281	37.3%	319	42.3%
White (Non-Hispanic)	312	41.4%	34	4.5%	346	45.9%
<b>Total</b>	<b>412</b>	<b>54.6%</b>	<b>342</b>	<b>45.4%</b>	<b>754</b>	<b>100.0%</b>

***JJC Administrative Support Workers: Clerical: by Gender and Race/Ethnicity***  
***EEO-1 Job Code 05 – Administrative Support Workers: Clerical***

Race/Ethnicity	Female	% of Grand Total	Male	% of Grand Total	Male and Female	% of Total
American Indian/Alaskan Native	1	0.8%	0	0.0%	1	0.8%
Asian/Pacific Islander	1	0.8%	0	0.0%	1	0.8%
Black (Non-Hispanic)	11	8.5%	3	2.3%	14	10.8%
Hispanic or Latino	13	10.0%	1	0.8%	14	10.8%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Refuse to Indicate/Unknown	11	8.5%	3	2.3%	14	10.8%
White (Non-Hispanic)	77	59.2%	9	6.9%	86	66.2%
<b>Total</b>	<b>114</b>	<b>87.7%</b>	<b>16</b>	<b>12.3%</b>	<b>130</b>	<b>100.0%</b>

*JJC Administrative Support Craft Workers/Service Workers: Physical Plant & Maintenance by Gender and Race/Ethnicity*

*EEO-1 Job Code 06/09 – Craft Workers / Service Workers: Physical Plant & Maintenance*

Race/Ethnicity	Female	% of Grand Total	Male	% of Grand Total	Male and Female	% of Total
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Islander	1	1.0%	0	0.0%	1	1.0%
Black (Non-Hispanic)	4	4.0%	7	7.1%	11	11.1%
Hispanic or Latino	3	3.0%	3	3.0%	6	6.1%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Refuse to Indicate/Unknown	3	3.0%	3	3.0%	6	6.1%
White (Non-Hispanic)	25	25.3%	50	50.5%	75	75.8%
<b>Total</b>	<b>36</b>	<b>36.4%</b>	<b>63</b>	<b>63.6%</b>	<b>99</b>	<b>100.0%</b>

### Total EEO-1 Job Code-JJC Total Workforce

Total Workforce	Count	% of Civilian Labor Force
Civilian Labor Force	111,701	100.0%
Females in Labor Force	55,243	49.5%
Minorities in Labor Force	36,360	32.6%
Older (40 or above)	61,549	55.1%

All JJC Employees	Count	% of Total JJC Job Group
Total JJC Employees	1,377	100.0%
Female JJC Employees	803	58.3%
Total Minority JJC Employees	208	15.1%
Older (40 or above) JJC Employees	1,052	76.4%

### Utilization Analysis of Female Employees

Females in JJC job group	% Females in JJC Workforce	% Female in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
803	58.3%	49.5%	681.6	545	No	No

*Total JJC Employees \* % of Female Civilian Labor Force = Expected Value: 1,377 \* 0.495 = 681.6*

*Expected Value \* 0.80 = 80% Value: 681.6 \* 0.80 = 545.3*

#### Interpretation

No underutilization was found using either of the two above tests.

### Utilization Analysis of Minority Employees

Minorities in JJC job group	% Minorities in JJC Workforce	% Minorities in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
208	15.1%	32.6%	448.9	359	Yes	Yes

*Total JJC Employees \* % of Minorities Civilian Labor Force = Expected Value: 1,377 \* 0.326 = 448.9*

*Expected Value \* 0.80 = 80% Value: 448.9 \* 0.80 = 359.1*

#### Interpretation

Underutilization was found for both the 80% Rule and 2 Standard Deviation Rule tests.



### *Utilization Analysis of Older Employees (40 Years of Age or Older)*

Older in JJC job group	% Older in JJC Workforce	% Older in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
1,052	76.4%	55.1%	759	607	No	No

*Total JJC Employees \* % of Older Civilian Labor Force = Expected Value: 1,377 \* 0.551 = 758.7*  
*Expected Value \* 0.80 = 80% Value: 758.7 \* 0.80 = 607.0*

#### ***Interpretation***

No underutilization was found using either of the two above tests.

### Total JJC Workforce Gap Analysis

#### Total EEO-1 Job Code-JJC Total Workforce

Race/Ethnicity/Gender	Availability	JJC Participation Rate	Variance
White Female	32.5%	43.2%	10.7%
Black Female	5.5%	4.9%	-0.6%
Black Male	5.8%	2.6%	-3.2%
Hispanic or Latina Female	7.9%	4.4%	-3.5%
Hispanic or Latino Male	8.3%	1.5%	-6.8%
Asian Female	2.1%	1.0%	-1.1%
Asian Male	2.2%	0.5%	-1.7%

#### EEO-1 Job Code 01-Officials & Managers: JJC Administrators

EEO-1 Category: Officials & Managers	Count	% of Civilian Labor Force
Civilian Labor Force	16,935	100.0%
Females in Labor Force	6,234	36.8%
Minorities in Labor Force	3,963	23.4%
Older (40 or above)	11,340	67.0%

JJC Administrators	Count	% of Total JJC Job Group
Total JJC Administrators	38	100.0%
Female JJC Administrators	23	60.5%
Total Minority JJC Administrators	10	26.3%
Older (40 or above) JJC Administrators	36	94.7%

#### Utilization Analysis of Female Employees

Females in JJC job group	% Female in JJC Workforce	% Female in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
23	60.5%	36.8%	14	11	No	No

*Total Administrators \* % of Female Civilian Labor Force = Expected Value: 38 \* 0.368 = 14.0*

*Expected Value \* 0.80 = 80% Value: 14.0 \* 0.80 = 11.2*

#### Interpretation

No underutilization was found for either of the two above tests.

### Utilization Analysis of Minority Employees

Minorities in JJC job group	% Minorities in JJC Workforce	% Minorities in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
10	26.3%	23.4%	9	7	No	No

*Total Administrators \* % of Minorities Civilian Labor Force = Expected Value: 38 \* 0.234 = 8.9*

*Expected Value \* 0.80 = 80% Value: 8.9 \* 0.80 = 7.1*

#### Interpretation

No underutilization was found for either of the two above tests.

### Utilization Analysis of Older Employees (40 Years of Age or Older)

Older in JJC job group	% Older in JJC Workforce	% Older in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
36	94.7%	67.0%	26	20	No	No

*Total Administrators \* % of Older Civilian Labor Force = Expected Value: 38 \* 0.670 = 25.5*

*Expected Value \* 0.80 = 80% Value: 25.5 \* 0.80 = 20.4*

#### Interpretation

No underutilization was found for either of the two above tests.

### Total JJC Administrators Gap Analysis

#### EEO-1 Job Code 01-Officials & Managers: JJC Administrators

Race/Ethnicity/Gender	Availability	JJC Participation Rate	Variance
White Female	36.8%	42.1%	5.3%
Black Female	2.9%	13.2%	10.3%
Black Male	1.8%	7.9%	6.1%
Hispanic or Latina Female	3.7%	2.6%	-1.1%
Hispanic or Latino Male	6.4%	0.0%	-6.4%
Asian Female	1.5%	2.6%	1.1%
Asian Male	2.7%	0.0%	-2.7%

### *EEO-1 Job Code 02 - Professional: JJC Professional (Minus Faculty/Counselors/Librarians)*

EEO-1 Category: Professional	Count	% of Civilian Labor Force
Civilian Labor Force	22,314	100.0%
Females in Labor Force	14,149	63.4%
Minorities in Labor Force	6,093	27.3%
Older (40 or above)	12,880	57.7%

JJC Professional	Count	% of Total JJC Job Group
Total JJC Professional	356	100.0%
Female JJC Professional	218	61.2%
Total Minority JJC Professional	61	17.1%
Older (40 or above) JJC Professional	211	59.3%

### *Utilization Analysis of Female Employees*

Females in JJC job group	% Females in JJC Workforce	% Females in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
356	61.2%	63.4%	225.7	181	No	No

*Total JJC Professional \* % of Female Civilian Labor Force = Expected Value:  $356 * 0.634 = 225.7$*   
*Expected Value \* 0.80 = 80% Value:  $225.7 * 0.80 = 180.6$*

#### ***Interpretation***

No underutilization was found using either of the two above tests.

### Utilization Analysis of Minority Employees

Minorities in JJC job group	% Minorities in JJC Workforce	% Minorities in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
61	17.1%	27.3%	97	78	<b>Yes</b>	<b>Yes</b>

*Total JJC Professional \* % of Minorities Civilian Labor Force = Expected Value:  $61 * 0.273 = 97.2$*   
*Expected Value \* 0.80 = 80% Value:  $97.2 * 0.80 = 77.8$*

#### Interpretation

Underutilization was found for both the 80% Rule and 2 Standard Deviation Rule tests.

### Utilization Analysis of Older Employees (40 or Above)

Older in JJC job group	% Older in JJC Workforce	% Older in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
211	59.3%	57.7%	205	164	<b>No</b>	<b>No</b>

*Total JJC Professional \* % of Older Civilian Labor Force = Expected Value:  $211 * 0.577 = 205.4$*   
*Expected Value \* 0.80 = 80% Value:  $205.4 * 0.80 = 164.3$*

#### Interpretation

No underutilization was found using either of the two above tests.

### Total JJC Professional (Minus Faculty/Counselors/Librarians) Gap Analysis

#### EEO-1 Job Code 02 – Professional: JJC Professional (Minus Faculty/Counselors/Librarians)

Race/Ethnicity/Gender	Availability	JJC Participation Rate	Variance
White Female	46.1%	46.0%	-0.1%
Black Female	6.2%	4.5%	-1.7%
Black Male	3.6%	4.2%	0.6%
Hispanic or Latina Female	6.7%	6.2%	-0.5%
Hispanic or Latino Male	3.9%	1.7%	-2.2%
Asian Female	3.5%	0.3%	-3.2%
Asian Male	2.0%	0.0%	-2.0%

### *EEO-1 Job Code 02 - Professional: JJC Faculty/Counselors/Librarians*

EEO-1 Category: Professional	Count	% of Civilian Labor Force
Civilian Labor Force	2,240	100.0%
Females in Labor Force	1,280	57.2%
Minorities in Labor Force	547	24.4%
Older (40 or above)	1,239	55.3%

JJC Faculty/Counselors/Librarians	Count	% of Total JJC Job Group
Total JJC Faculty/Counselors/Librarians	754	100.0%
Female JJC Faculty/Counselors/Librarians	412	54.6%
Total Minority JJC faculty/Counselors/Librarians	89	11.8%
Older (40 or above) JJC faculty/Counselors/Librarians	644	85.4%

### *Utilization Analysis of Female Employees*

Females in JJC job group	% Females in JJC Workforce	% Females in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
412	54.6%	57.2%	431.3	345	No	Yes

*Total JJC Faculty/Counselors/Librarians \* % of Female Civilian Labor Force = Expected Value:  $754 * 0.572 = 431.3$*   
*Expected Value \* 0.80 = 80% Value:  $431.3 * 0.80 = 345.0$*

### **Interpretation**

Underutilization was found for the 2 Standard Deviation Rule test.

### *Utilization Analysis of Minority Employees*

Minorities in JJC job group	% Minorities in JJC Workforce	% Minorities in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
89	11.8%	24.4%	184.0	147.2	Yes	Yes

*Total JJC Faculty/Counselors/Librarians \* % of Minorities Civilian Labor Force = Expected Value:  $754 * 0.244 = 184.0$*   
*Expected Value \* 0.80 = 80% Value:  $184.0 * 0.80 = 147.2$*

### **Interpretation**

Underutilization was found for both the 80% Rule and 2 Standard Deviation Rule tests.

### Utilization Analysis of Older Employees (40 or Above)

Older in JJC job group	% Older in JJC Workforce	% Older in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
644	85.4%	55.3%	417	334	No	No

*Total JJC Faculty/Counselors/Librarians \* % of Older Civilian Labor Force = Expected Value: 754 \* 0.553 = 417.0*  
*Expected Value \* 0.80 = 80% Value: 417.0 \* 0.80 = 333.6*

#### Interpretation

No underutilization was found for either of the two above tests.

*Total JJC Professional Faculty/Counselors/Librarians Analysis*

### EEO-1 Job Code 02 – Professional: Faculty/Counselors/Librarians

Race/Ethnicity/Gender	Availability	JJC Participation Rate	Variance
White Female	43.2%	41.4%	-1.8%
Black Female	3.8%	4.1%	0.3%
Black Male	2.8%	1.1%	-1.7%
Hispanic or Latina Female	4.6%	2.8%	-1.8%
Hispanic or Latino Male	3.4%	1.5%	-1.9%
Asian Female	4.7%	1.3%	-3.4%
Asian Male	3.5%	0.9%	-2.6%

### EEO-1 Job Code 05 - Administrative Support Workers: Clerical

EEO-1 Category: Administrative Support	Count	% of Civilian Labor Force
Civilian Labor Force	26,099	100.0%
Females in Labor Force	17,898	68.6%
Minorities in Labor Force	9,227	35.4%
Older (40 or above)	12,647	48.6%

JJC Clerical	Count	% of Total JJC Job Group
Total JJC Clerical	130	100.0%
Female JJC Clerical	114	87.7%
Total Minority JJC Clerical	30	23.1%
Older (40 or above) JJC Clerical	95	73.1%

### Utilization Analysis of Female Employees

Females in JJC job group	% Females in JJC Workforce	% Females in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
130	87.7%	68.6%	89	71	No	No

*Total JJC Clerical \* % of Female Civilian Labor Force = Expected Value:  $130 * 0.686 = 89.2$*

*Expected Value \* 0.80 = 80%    Value:  $89.2 * 0.80 = 71.3$*

#### Interpretation

No underutilization was found using either of the two above tests.

### Utilization Analysis of Minority Employees

Minorities in JJC job group	% Minorities in JJC Workforce	% Minorities in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
30	23.1%	35.4%	46	37	Yes	Yes

*Total JJC Clerical \* % of Minorities Civilian Labor Force = Expected Value:  $130 * 0.354 = 46.0$*

*Expected Value \* 0.80 = 80%    Value:  $46.0 * 0.80 = 36.8$*

#### Interpretation

Underutilization was found for both the 80% Rule and 2 Standard Deviation Rule tests.

### Utilization Analysis of Older Employees (40 or Above)

Older in JJC job group	% Older in JJC Workforce	% Older in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
95	73.1%	48.6%	63	51	No	No

*Total JJC Clerical \* % of Older Civilian Labor Force = Expected Value:  $130 * 0.486 = 63.2$*

*Expected Value \* 0.80 = 80%    Value:  $63.2 * 0.80 = 50.5$*

#### Interpretation

No underutilization was found using either of the two above tests.



**Total JJC Administrative Support Workers-Clerical Analysis**  
**EEO-1 Job Code 05 – Administrative Support Workers: Clerical**

Race/Ethnicity/Gender	Availability	JJC Participation Rate	Variance
White Female	44.3%	59.2%	14.9%
Black Female	10.5%	8.5%	-2.0%
Black Male	4.8%	2.3%	-2.5%
Hispanic or Latina Female	10.8%	11.5%	0.7%
Hispanic or Latino Male	4.9%	0.9%	-4.0%
Asian Female	2.1%	0.9%	-1.2%
Asian Male	1.0%	0.0%	-1.0%

**EEO-1 Job Code 06/09 – Craft Workers/Service Workers: Physical Plant & Maintenance**

EEO-1 Category: Craft Workers	Count	% of Civilian Labor Force
Civilian Labor Force	44,113	100.0%
Females in Labor Force	15,682	35.6%
Minorities in Labor Force	16,530	37.4%
Older (40 or above)	23,443	53.1%

JJC Physical Plant & Maintenance	Count	% of Total JJC Job Group
Total JJC Physical Plant & Maintenance	99	100.0%
Female JJC Physical Plant & Maintenance	36	36.4%
Total Minority JJC Physical Plant & Maintenance	18	18.2%
Older (40 or above) JJC Physical Plant & Maintenance	66	66.7%

**Utilization Analysis of Female Employees**

Females in JJC job group	% Females in JJC Workforce	% Females in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
36	36.4%	35.6%	35	28	No	No

**Total JJC Physical Plant & Maintenance \* % of Female Civilian Labor Force = Expected Value:  $99 * 0.356 = 35.2$**   
**Expected Value \* 0.80 = 80% Value:  $35.2 * 0.80 = 28.2$**

**Interpretation**

No underutilization was found using any of the two above tests.

### Utilization Analysis of Minority Employees

Minorities in JJC job group	% Minorities in JJC Workforce	% Minorities in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
18	18.2%	37.4%	37	30	<b>Yes</b>	<b>Yes</b>

*Total JJC Physical Plant & Maintenance \* % of Minorities Civilian Labor Force = Expected Value:  $99 * 0.374 = 37.0$   
Expected Value \* 0.80 = 80% Value:  $37.0 * 0.80 = 29.6$*

#### Interpretation

Underutilization was found for both the 80% Rule and 2 Standard Deviation Rule tests.

### Utilization Analysis of Older Employees (40 or Above)

Older in JJC job group	% Older in JJC Workforce	% Older in Labor Force (Availability)	Expected Value	80% Value	Violates 80% Rule	Violates 2-Std Dev Rule
66	66.7%	53.1%	53	42	<b>No</b>	<b>No</b>

*Total JJC Physical Plant & Maintenance \* % of Older Civilian Labor Force = Expected Value:  $99 * 0.531 = 52.6$   
Expected Value \* 0.80 = 80% Value:  $52.6 * 0.80 = 42.1$*

#### Interpretation

No underutilization was found using any of the two above tests.

### Total JJC Craft Workers/Service Workers: Physical Plant & Maintenance Analysis

#### EEO-1 Job Code 05 – Physical Plant & Maintenance Analysis

Race/Ethnicity/Gender	Availability	JJC Participation Rate	Variance
White Female	22.2%	25.3%	3.1%
Black Female	4.2%	4.0%	-0.2%
Black Male	7.6%	7.1%	-0.5%
Hispanic or Latina Female	7.5%	3.0%	-4.5%
Hispanic or Latino Male	13.6%	3.0%	-10.6%
Asian Female	1.1%	1.0%	-0.1%
Asian Male	2.0%	0.0%	-2.0%

## Fall 2021 JJC Workforce/Utilization Analysis

### APPENDIX

#### *EEO Conversion to ICCB Employment Classification Table Sorted by EEO Category*

EEO Category	EEO Category Description	ICCB Category	ICCB Classification Description
1	Executive/Administrative and Managerial	3	Administrative
2	Other Administrative	3	Administrative
2A1	9-10 Month Contract Salaries	1	Teaching Faculty (PCS 11 to 19)
2A2	Less Than 9-10 Month Contracts	1	Teaching Faculty (PCS 11 to 19)
2A3	11-12 Month Contract Salaries	1	Teaching Faculty (PCS 11 to 19)
2B1	Executive/Administrative /Manage	3	Administrative
2B2	Other Professionals (Service/Support)	5	Professional/Technical
2B3	Secretarial/Clerical	6	Clerical
2B4	Technical/Paraprofessional	5	Professional/Technical
2B5	Skilled Craft	(IF JJC.PRI.POS = "PF" or "PP") Coded as 5	Professional/Technical
2B5	Skilled Craft	(IF JJC.PRI.POS = "BF" or "BP") Coded as 7	Custodial/Maintenance
2B6	Service/Maintenance	7	Custodial/Maintenance
IV1	Pt Exec/Admin/Managerial	3	Administrative
IV2	Faculty	1	Teaching Faculty (PCS 11 to 19)
IV3	Instr/Research Assistants/Med Interns	5	Professional/Technical
IV4	Other Professionals (support/Services)	5	Professional/Technical
IV5	Secretarial/Clerical	6	Clerical
IV6	Technical/Paraprofessional	5	Professional/Technical
IV7	Skilled Craft	(IF JJC.PRI.POS = "SF" or "SP" or "PF" or "PP") Coded as 5	Professional/Technical
IV7	Skilled Craft	(IF JJC.PRI.POS = "BF" or "BP") Coded as 7	Custodial/Maintenance
IV7	Skilled Craft	(IF JJC.PRI.POS = "CF" or "CP")	Clerical

		Coded as 6	
IV8	Service/Maintenance	7	Custodial/Maintenance

PF=Police Full-time, PP=Police Part-time, BF=Facilities Plant Full-time, BP=Facilities Plant Part-time,  
SF=Support Full-time,  
SP=Support Part-time, CF=Clerical Full-time, and CP= Clerical Part-time

## 2019 PROGRESS

During fiscal year 2019, the college made significant strides to strengthen diversity, equity and inclusion on campus. The President's Diversity, Equity and Inclusion Council adopted a logo which is now used for branding and marketing of diversity, equity and inclusion related events and initiatives. In addition, the college hosted several events and initiatives to obtain feedback, understand the perceptions on campus and to raise awareness of cultural issues. Both the college and the President's Diversity, Equity and Inclusion Council understand the importance of providing an inclusive environment at the institution and the communities we serve. The efforts include but are not limited to:

### 1. *Climate Survey/Needs Assessment*



The college conducted an anonymous diversity, equity and inclusion climate assessment for all students, faculty and staff. The climate assessment was administered by the Walker- Thomas Group and consisted of a survey, focus groups and interview. This assessment serves as a baseline analysis which has helped to develop the College's 2020-2023 Diversity, Equity and Inclusion Plan.

In addition, the President's Diversity, Equity and Inclusion Council hosted a Community Dinner with the theme of Diversity, Unity and Community. While the climate assessment provided feedback from our internal stakeholders, the Community Dinner provided feedback from external constituents.

### 2. *Awareness on Cultural Sensitivity and Diversity*

The college hosted diverse and cultural events throughout fiscal year 2019. In addition to the events and activities hosted by diversity subcommittees and organizations, the President's Diversity, Equity and Inclusion Council hosted a guest speaker to present on "Supporting Students with Autism Spectrum Disorder," as well as a diversity training webinar on how to engage confidently with other cultures.

While these trainings were not restricted to a specific audience (i.e. supervisors/managers), the Human Resources Department also administered mandatory cultural competency training through the Safe Colleges Learning Module. Communication was sent to college leaders emphasizing the importance of compliance with detailing disciplinary action for those that are not in compliance with training requirements.

### ***3. Measurement Criteria to Evaluate Diversity and Inclusivity Progress Throughout the College***

The Human Resources Department collects metrics related to demographic data of new hires, applicants and retention. This information is shared in the HR Metrics Report bi-annually. Sharing this data with college administration, the President's Diversity, Equity and Inclusion Council, and other stakeholders throughout the college provides a way for us to track our efforts in reaching more diverse candidates. This data will continue to be monitored as we work to improve our diversity among faculty and senior leadership on campus.

### ***4. Professional Development Opportunities Centered Around Diversity and Inclusivity/Topics***

Professional development opportunities were offered in the form of webinars during fiscal year 2019. The college understands that professional development opportunities are critical to promoting diversity, equity and inclusion efforts across campus.

The college has recently partnered with the Illinois Diversity Council to obtain resources for professional development in diversity, equity and inclusion related topics. These resources will be utilized to provide more professional development opportunities including guest speakers, trainings and workshops.

### ***5. Metrics for Subcommittee Initiative and Progress***

The President's Diversity, Equity and Inclusion Council has developed a tracking mechanism for all council members and subcommittee initiatives. Each of the council members and subcommittees have provided their events and initiatives for fiscal year 2019 which will be used to guide and improve upon efforts each following fiscal year.

### ***6. JJC's Recruitment Efforts***

Diversity, equity and inclusion has been an area of high priority in regards to recruitment, hiring and promoting women, minorities, individuals with disabilities and veterans. The Human Resources Department has expanded these efforts by partnering with HigherEdJobs.com, Diversityjobs.com, attending diversity recruitment fairs, and sharing job postings through social media, word of mouth and physical postings on campus.

In fiscal year 2019, the college worked to achieve an increase of 8.3% in the number of adjunct

minority hires, which saw progress from 15.3% in 2018 to 23.6% in 2019.

Furthermore, total faculty hires also increased from 6.25% in fiscal year 2018 to 33.3% in fiscal year 2019. For staff positions, the college has remained consistent going from 28.1% minorities hired in fiscal year 2018 to 30.2% during fiscal year 2019. These improvements are particularly significant as the college aspires to increase diversity among faculty and senior leadership. This will continue to be a goal for Human Resources and the institution as a whole.

## **7. Retention Efforts**



Retention efforts remain a focus at Joliet Junior College and metrics have been put in place to track retention within departments and divisions. As of the end of fiscal year 2019, Academic Affairs has the highest turnover rate at 38.9% followed by Administrative Services with 35.4%. Academic Affairs has seen a number of individuals retire in the past year and has focused on ending adjunct appointments for individuals that have been inactive for several semesters.

Administrative Services on the other hand continues to see relatively high turnover stemming from part-time positions in facility services (building service worker) but is fortunately addressing this issue by consolidating several part-time roles to create full-time positions.

All other divisions have reported moderate turnover, most of which (72.5%) is from part-time roles. Turnover within the part-time position classification stems from individuals leaving the college for full-time positions, compensation, and/or upgrade in role. Human Resources will continue to engage college leadership on retention strategies to determine what measures can be put in place to further address retention.

## **8. Business Vendor Initiatives**

In March 2019, the purchasing department planned and hosted the first annual Illinois Higher



Education Supplier Diversity Lunch & Learn in partnership with Moraine Valley Community College, Governors State University, Chicago State University, Illinois State University, College of DuPage, and other higher education institutions also participated as booth exhibitors. This event cultivated open discussions regarding the public procurement process, valuable resources for vendors, as well as successes and challenges surrounding the efforts to better support local disadvantaged businesses.

Over sixty suppliers attended this event, representing businesses from various industries including construction, information technology, medical supply, and more. Also, in attendance were supporting agencies such as the Illinois Department of Central Management Services (CMS), the Hispanic American Construction Industry Association (HACIA), and the Chicago Minority Supplier Development Council (MSDC).

In addition, the college participated as a booth exhibitor at the Governors State University Higher Education Diverse Business Fair in October 2018 and the University of Illinois System's 2018 Construction Summit in November 2018. These networking events promote businesses owned by minorities, females, veterans, and people with disabilities. The purchasing department continues to emphasize its commitment to the Business Enterprise Program through the college's website, bid documents, and communications with local disadvantaged businesses and supporting agencies.

## **9. Student Support Services**

Launched May 20, 2019, the advising redesign efforts launched the beginning of the new Student Advising Center. This redesign provides distinction and clarity of roles between academic advising and counseling (mental health support). Under the redesign, academic advising will be provided by advisors and coaches in the new Student Advising Center, and will incorporate the college's move to guided academic pathway support for students. The goal of the Student Advising Center is to serve as a centralized department where students receive holistic academic advising, coaching and guidance to support retention and completion of goals.

Additionally, during fiscal year 2019, Site Improve was purchased to verify 508/ADA web compliance for all JJC web pages. This significant work places JJC at the forefront in terms of proactively providing accessible electronic media. This software service provides quality data regarding broken links, spelling errors, and language usage. Accessibility reports indicate where the JJC website does not meet 508 compliance standards per W3C User Agent Accessibility Guidelines (UAAG). This helps the website be more accessible for sight-impaired users, and avoid issues for individuals with seizure disorders. These accessibility improvements often help all users navigate the website. As a result of these efforts, JJC's website went from less than 60% accessible to nearly 95% accessible, well above the industry standard of 85%.



## 2020-2022 PROGRESS

### 1. Development of the Office of Diversity, Equity, Inclusion and Compliance

The college continued to strengthen diversity, equity and inclusion efforts on campus despite the COVID-19 pandemic and pain of racial injustice across the nation. During the summer 2020, a hiring freeze was placed on all positions at the college, with the exception of hiring for an Executive Director of Diversity, Equity, Inclusion and Compliance. In FY21, Dr. Escortina Ervin was hired into this role and the Office of Diversity, Equity, Inclusion and Compliance was formalized with a team of four individuals, elevating the college's priority of DEI.

### 2. Diversity, Equity and Inclusion Book Club

In FY21, the college piloted the first Diversity, Equity and Inclusion book club with a focus of exploring systemic racism, discrimination, privilege, microinequities, microaggressions and allowing participants a safe space to share and learn with one another.

The book club has since grown and is offered every fall semester to all employees. The book club has read "White Fragility" by Robin DiAngelo, "How to Be an Antiracist" by Ibram X. Kendi and "Blindspot: Hidden Biases of Good People" by Mahzarin R. Banaji and Anthony G. Greenwald. New book selection(s) are made by the President's Diversity, Equity and Inclusion Council during the spring semester for a kick-off celebration each fall. In FY22 alone, nearly 80 employees participated in the book club.

The Office of Student Activities offers a book club opportunity for students to partake in each fall. While the book selection is often different from the employee book club, topics are focused on diversity, equity and inclusion.



### 3. Cultural Competency Workshops

During 2020, JJC partnered with The Kaleidoscope Group to offer Cultural Competency

Education for all employees. This workshop was designed to increase awareness of diversity, equity and inclusion and its value to the JJC community, while building skills to help create an inclusive culture where everyone can thrive. Upon having administered the training to all full-time employees, The Kaleidoscope Group trained twelve JJC employees to become facilitators to sustain the Cultural Competency Education efforts. In FY22, JJC facilitators held 24 sessions for adjunct faculty, those that did not previously complete the training, and new employees of the college.

#### 4. Enhanced Programming

Since the development of the Office of Diversity, Equity, Inclusion and Compliance, programming focusing on empathy, community-building and DEI-centered education has been critical. The college now holds Diversity Week during the first full week of October each fall and brings in many unique programs and speakers throughout the academic year. During FY22, some of the successful programs included The Walk of the Immigrants, #PronounsMatter, Journey to Compassion and Inclusion, *The Other Boys of Summer* and The Place Where Architecture and Disability Meet.



#### 5. Peace and Racial Healing Circles

In Summer 2021, the Office of Diversity, Equity, Inclusion and Compliance partnered with Lewis University to train a team of eight JJC employees to become Circle Keepers/Facilitators on campus. Circles bring together individuals who wish to engage in honest communication, relationship development and community building as core outcomes. This opportunity offers the JJC community an opportunity to hold truthful conversations through intentional listening, sharing experiences and addressing biased narratives. Circles also help to raise awareness and empathy by building mutually respectful relationships across racial and ethnic lines that honor and value each person's humanity.



During FY22, JJC has hosted 18 circles for employees, students and external community members. To date, over 80 people have participated in circle opportunities. Some of the targeted populations for circles include:

- Black Employees
- Disability Awareness
- LGBTQIA+ Awareness
- Latinx Employees
- Campus Police
- Students
- Call-to-Action Circles
- External Community Members

Circles are also available by request of departments or employees.

## 6. Table Talks

Another opportunity to holistically support employees has been through the implementation of Table Talks. As JJC has continued to create new venues for employees to have informal conversations, share thoughts, ask questions and hear from colleagues, the Office of Human Resources and Office of Diversity, Equity, Inclusion and Compliance came together to develop the employee engagement forum of Table Talks.

A table represents a place where people come together. Everyone has a seat at the JJC table. Table Talks sessions are designed for an informal exchange of discussion and dialogue and are open to the entire campus and at times are targeted to discuss specific topics suggested by employees and leadership. Table Talks provide a space for leaders to share key information, but most importantly, they offer the opportunity to listen and engage all employees.

Some Table Talk topics have included:

- Flex Schedule: A to Z's to Success
- Keeping the PACE: Review and Feedback on the Climate Survey Results
- Pull up a Chair: A Discussion on Racial Trauma and Healing
- Application Approach: A Discussion of New and Revised Policies and Procedures,

including Conflict of Interest Disclosure and Social Media

## **7. National Award for Advancing Diversity**

In June 2021, JJC became the national winner of the Award for Excellence in Advancing Diversity by the American Association of Community Colleges (AACC). Dr. Judy Mitchell, JJC President, stated the top finish in the diversity category signifies the college's contributions within its leadership, the community and higher education.

"We are building a network of diversity, equity and inclusion (DEI) champions," she said. "Our work is an intersection of so many areas: recruiting, hiring, and retention; business and procurement; marketing; student and employee programming and support; advocacy in the community."

In FY22, JJC's proposal was accepted to speak on the topic of "How Diversity, Equity and Inclusion Change the College Landscape" at the National AACC Conference in New York City.

## **8. Compliance Initiatives**

As part of the Office of Diversity, Equity, Inclusion and Compliance, the Compliance Officer is actively engaged in initiatives that support institutional compliance including Title IX oversight and training, monitoring legislative changes that impact the College, coordinating the first Board Policy Review Committee, policy and procedure management including reviewing and analyzing any current or new language to ensure its inclusive, clear, and does not create barriers for under-served or marginalized individuals.

In addition, the following initiatives were completed in FY 2022. For the first time, the College engaged in internal assessment, starting with a Civil Rights Self-Assessment. This review will prepare the College for an ICCB visit at an undetermined time in the future by addressing any identified issues in advance of this external audit. A cross-functional team was led by the Compliance Officer that looked at administrative requirements and facility walk-throughs to evaluate JJC's compliance and alignment in these areas.

With the assistance of CARES funding, the College was able to implement the NAVEX Global suite of products to improve communication in the areas of ethics reporting (EthicsPoint), policy and procedure management (Policy Tech), and conflict of interest disclosure management for FY 23 (Disclosure Management). EthicsPoint was implemented and made available to the campus in May 2022 to enhance confidentiality and automation for employees to report suspected violations of policies/procedures, ethics, other potential misconduct. Policy Tech and Disclosure Management implementations are in progress at the time of this report.

## 2020-2023 DIVERSITY, EQUITY AND INCLUSION GOALS

Theme: **Employment/Hiring**

**Goal 1:** Analyze the hiring process and utilize innovative recruitment and training opportunities to improve the diversity of our employees to be more representative of the student body.

**KPI:** Increase the total number of minority applications received (HR Metrics Report)

FY19= 24%, FY20= 24%, FY21= 27%

Target= 30%

**KPI:** People of different racial/ethnic backgrounds are well-represented among faculty (PACE: responses that indicate “very satisfied” or “satisfied” with the statement)

FY21= 51%

Target= 55%

**KPI:** A racially/ethnically inclusive institution is created through my institution’s practices. (PACE: responses that indicate “very satisfied” or “satisfied” with the statement)

FY21= 67%

Target= 70%

**KPI:** People of different racial/ethnic backgrounds are well-represented among senior administrators (e.g. President, VP, Deans) (PACE: responses that indicate “very satisfied” or “satisfied” with the statement)

FY21= 69%

Target= 66%

### Objectives:

1. Identify and address barriers to the application and interviewing process to obtain a more diverse and wider pool of qualified candidates.
2. Develop focused recruitment strategies by targeted role and area(s).
3. Raise awareness of unconscious and implicit bias as related to the hiring and recruitment process.
4. Increase efforts to strengthen the viability of internal candidates for job opportunities.

Theme: **Employees/Campus Climate**

**Goal 2:** Create a welcoming environment for our diverse employee population by providing intentional opportunities for all employees to grow, engage and prosper at JJC.

**KPI:** My institution has a strong commitment to promoting racial/ethnic harmony:  
(PACE: responses that indicate “very satisfied” or “satisfied” with the statement)

FY21= 74%  
Target= 75%

**KPI:** My institution practices open and ethical communication to promote employee inclusion  
(PACE: responses that indicate “very satisfied” or “satisfied” with the statement)

FY20= 42%, FY21= 54%  
Target: 58%

**KPI:** Employees participate in decision-making  
(PACE: responses that indicate “very satisfied” or “satisfied” with the statement)

FY20= 34.6%, FY21= 44.7%  
Target: 54%

**KPI:** This institution considers employee feedback in decision-making  
(PACE: responses that indicate “very satisfied” or “satisfied” with the statement)

FY20= 31%, FY21= 39%  
Target: 47%

**KPI:** Employees are made aware of the outcome of decisions  
(PACE: responses that indicate “very satisfied” or “satisfied” with the statement)

FY20= 44%, FY21= 58%  
Target= 70%

### ***Objectives:***

1. Provide professional development opportunities for those leading committees and teams to allow for greater inclusion of meeting attendees.
2. Pilot cross-functional training to ensure coverage and flexibility of all departments and shifts to allow for greater meeting and event attendance and participation.
3. Create opportunities for all employees to attend and participate in events, gatherings, and social activities used to celebrate the teamwork and success of the college.

Theme: **Student Engagement**

**Goal 3:** Create a safe, welcoming, and engaging environment by eliminating barriers to inclusion, increasing civic participation, and celebrating institutional diversity



**KPI:** How much does the college emphasize contact among students from different economic, social and racial or ethnic backgrounds? (CCSSE Student Engagement Survey)

FY19= 2.77, FY20=2.72, FY21=2.70  
Target= 2.73

**KPI:** Support for Learners (CCSSE Student Engagement Survey)

FY19= 49.7%, FY20= 48.4%, FY21= 49.2%  
Target= 53%

***Objectives:***

1. Identify barriers that impact student admission, success and retention.
2. Identify civic engagement opportunities to enhance awareness, responsibility and participation among students.
3. Celebrate and promote institutional diversity for all students.

Theme: **External Outreach/Business Partnerships**

**Goal 4:** Foster and cultivate new and existing partnerships through open and flexible dialogue

**KPI:** Data collection of racial composition of students at high school and of students enrolled in dual credit

**KPI:** Brand study of the college district in alignment with the college's strategic plan (language, design, brand consistency and DEI representation)

***Objectives:***

1. Support expansion of dual credit education by raising awareness within diverse and inclusive communities.
2. Increase the amount of goods and services acquired by the college from businesses owned by minorities, females and persons with disabilities.
3. Increase efforts to meet the needs of our community through opportunities and engagement of the President's Ambassador Group.

## DIVERSITY, EQUITY AND INCLUSION PLAN TASKFORCE

- Cynthia Vasquez-Barrios, Dean of Students
- Bridgett Larkin-Beene, Director of Career Services
- Linda Blanco, Professor and Department Chair of Mathematics
- Stephanie Braun, Dean of Academic Intervention & Support
- DeAndre Butler, Senior Director, Center for Multicultural Access and Success
- Teresa Carillo, Associate Professor of English/World Language
- Malinda Carter, Executive Director of Human Resources
- Kristin Ciesemier, Senior Director of Institutional Effectiveness
- Judy Connelly, Director, Human Resources
- Dee Crye, Senior Administrative Assistant
- Jenise Davis, Manager of Compensation and Benefits
- Kathy Delgado, Assistant Registrar
- Erin Farmer, Diversity, Equity and Inclusion Program Manager
- Yolanda Farmer, Executive Vice President
- Audrey Finkel, Associate Professor & Department Chair, Health & Public Services
- Michael Fitzpatrick, Manager of Employment & HR Administrative Shared Services
- Randy Fletcher,
- Rob Galick, Vice President for Administrative Services
- Michelle Roman-Garcia, Director, Multicultural Student Affairs
- Wayne Gawlik, Professor of Business Education
- Carl Gilmore, Specialist of Technology Training & Communications
- Laura Duahu Girola, Associate Professor of Philosophy
- Amy Gray, Vice President for Academic Affairs
- Mari Johnson, Professor of English, Philosophy and World Languages
- Samantha Korzen, Specialist of Disability Services
- Angie Kaysen-Luzbetak, Dean of Student Success
- Michelle Lyman, College & Career Transition Specialist
- Nataliya Marchenko, Professor of Business Education
- Tracy Metcalf, Senior Administrative Assistant
- Laura Michelsen, Professor of Health & Public Services
- Sherri Morrow, Professor of Social and Behavioral Sciences
- Amy Murphy, Dean, Applied Arts and Workforce Education
- Kristi Mulvey, Executive Director of Institutional Advancement
- Bridget Nickel, Associate Professor of Fine Arts
- Joseph Offermann, Director of Institutional Research and Effectiveness
- Michelle Roubal, Associate Professor of the Library
- Julio Santiago, Professor of Nursing
- Lori Schahrer, Professor & Department Chair of Fine Arts
- Jim Serr, Chief Information Officer
- Amy Sims, Manager of Student Activities



- Kelly Rohder-Tonelli, Executive Director of Communications and Marketing
- Margot Underwood, Professor of Social & Behavioral Sciences
- Michelle Vale, Manager of International Student Services
- Pat Van Duyne, Senior Director of Facility Services
- Roxanne Venegas, Manager of Purchasing
- Jeff Wisdom, Professor of English/World Language

## BOARD OF TRUSTEES POLICY STATEMENTS

The college's Board of Trustees has adopted written policy statements which include, but are not limited to:

- Equal Employment Opportunity
- Gender Discrimination
- Race Discrimination
- Age Discrimination
- Persons with Disabilities (ADA)
- Religious and National Origin Discrimination
- Workplace Harassment
- Sexual Harassment, Violence and Misconduct
- Retaliation

Policies are available on the college's website and portal. Corresponding institutional procedures, including a complaint form and detailed processes can be found on the employee portal.

## CONTACT INFORMATION



For questions regarding this document, please contact:

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