



Board Members:

Roxann Buck, Elizabeth Burns, Judy Davison, Paige Innis, Arthur Kuckes, Matt McSherry, Schelley Michell-Nunn, Raymond Schlather, Bruce Tytler

December 16, 2021

**Executive Session @ 5:30 p.m. followed by:
Regular Board of Trustees Meeting @ ~6:30 p.m.
Via Zoom link**

<https://us02web.zoom.us/j/86412047667?pwd=VIBDVHcvcERIOFo5bDRDSnBiMHhUdz09>

Agenda

1. Call to Order
2. Roll Call
3. Welcome Guests
4. Approval of Agenda
5. Public Comment**
6. Approval of October 21, 2021 Regular Minutes; Approval of November 18, 2021 Executive Session minutes
7. Communications
8. Presentations (routine, periodic reports or special topics of interest to the Board of Trustees)
NONE
9. Information Items:
 - a. Human Resources Updates
10. CFO/Treasurer's Report – Written Report provided
11. Consent Agenda (Action Items):
 - a. Appointment of Personnel
 - b. Approval of Food and Beverage Micro-credential
12. Standing Reports:
 - a. Vice President of Student Affairs/Faculty Student Association – Written Report provided
 - b. Associate VP of Student Services/Senior Diversity Officer – Written Report provided
 - c. Associate Vice President of College Relations – Written Report provided
 - d. Chief Information Officer – Written Report provided
 - e. College Senate – Written Report provided
 - f. Tompkins Cortland CC Foundation, Inc. – Written Report Provided
 - g. Chairperson's Report
 - h. Liaison Report – Cortland County
 - i. Liaison Report – Tompkins County
 - j. Student Trustee Report – Verbal Report will be given
 - k. Provost & VP of Academic Affairs/Administrator in Charge Report – Written Report
13. Upcoming Events: Board Meeting - January 20, 2022
14. Adjournment

*****Public Comment: Provision is made at this point in the agenda for citizens of the College community to make comments regarding any agenda item to be discussed at that meeting. Citizens will not be recognized at any other time except at the request of the Chairperson after approval for such recognition by a unanimous vote of the Trustees in attendance. No person, not a member of the Board, shall speak for more than five (5) minutes without specific approval of a majority of the Trustees. The minutes shall show that privilege of the floor was granted and shall include a brief statement of the subject matter presented.***

TOMPKINS CORTLAND COMMUNITY COLLEGE
BOARD OF TRUSTEES
Regular Meeting
October 21, 2021
Via Zoom Due to COVID19
Executive Session 5:00 P.M.
Open Session 6:30 P.M.

PRESENT: Roxann Buck, Elizabeth Burns, Judy Davison, Paige Innis, Schelley Michell-Nunn, Raymond Schlather

EXCUSED: Arthur Kuckes, Matt McSherry and Bruce Tytler

COUNTY

LIAISONS: Michael Lane

STAFF: Jan Brhel, Katrina Campbell, Sharon Clark, Mary Ellen Ensign, Julie Gerg, Matty Hamel, Greg McCalley, Paul Reifenheiser, Janet Swinnich, Bill Talbot, Malvika Talwar, Seth Thompson, Patty Tvaroha, Peter Voorhees, Carrie Coates-Whitmore

GUESTS: None

1. **Call to Order:** The meeting was called to order at 5:03 p.m. by Chair Schlather.
2. **Roll Call:** Ms. Brhel called the roll.
3. **Executive Session (to discuss a personnel issue – action to be taken in open session) –** It was determined that there was quorum. Ms. Davison moved that the meeting convene in executive session at 5:04 p.m. for discussion of a personnel issue, with action to be taken; seconded by Ms. Innis. AIC Paul Reifenheiser, Sharon Clark were invited.

Motion to go back into open session moved by Ms. Michell-Nunn seconded by Ms. Davison; approved unanimously. The meeting reconvened in regular session at 6:31 p.m.
4. **Open Session:** Chair Schlather called the Open Session to order at 6:36 p.m. Ms. Brhel called the role.
5. **Welcome Guests:** Chair Schlather welcomed everyone that had zoomed in for the meeting.
6. **Approval of Agenda:** The agenda was amended to pull items C, D, E, F, and G from the Consent Agenda for discussion and add items H and I. Ms. Buck moved that the amended agenda be approved; seconded by Ms. Davison; motion carried unanimously.
7. **Public Comment:** None

8. **Approval of Minutes – September 16, 2021 Board Meeting:** Ms. Davison moved that the minutes of the September 16, 2021, Board meeting be approved as presented; seconded by Ms. Innis; motion approved unanimously.
9. **Communications:** None.
10. **Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):** None
11. **Information Items:**
 - a. **Human Resources Updates –** No discussion.
12. **CFO's Report:** In addition to his written report, Mr. Talbot stated that he is still looking to fill the Comptroller position so they are a little behind in closing the books for the month. He noted that two other community colleges are also looking for a Comptroller and are also having difficulty filling that position. There is a small pool of applicants that have public higher education accounting procedures which are slightly different than corporate procedures. This would be a Professional Administrators Association (PAA) position with a salary range of \$60,000 - \$75,000 depending on experience. He highlighted the information on HEERF funds that was included in the written report.
13. **Consent Agenda (Action Items):** Ms. Buck moved that the Amended Consent Agenda be approved to pull items C, D, E, F, and G from the Consent Agenda for discussion and add items H and I; seconded by Ms. Burns; the motion was called and carried unanimously.
 - a. **Appointment of Personnel**
 - b. **Disposal of Surplus Equipment**
 - c. **Approval of Position Description – Dean of Enrollment**
 - d. **Approval of Position Description – Vector Network Program Assistant**
 - e. **Approval of Position Description – Institutional Research Analyst II**
 - f. **Approval of Position Description – Foundation Chief Financial Officer**
 - g. **Approval of Amended 2021-2022 Course Fees**
 - h. **Approval of Salary Increases**
 - i. **Approval of Presidential Search Firm Contract**

Consent Agenda Item C. Approval of Position Description – Dean of Enrollment: This position will be a part of the Professional Administrators Association (PAA). It will be a replacement position with no change in the salary range and is a title change to bring it more in line with the job responsibilities. The title change should bring a stronger pool of applicants. This position will work in conjunction with the Director of Strategic Marketing and SWIM Digital. Ms. Davison moved that this agenda item be approved; seconded by Ms. Michell-Nunn and carried unanimously.

Consent Agenda Item D. Approval of Position Description – Vector Network Program Assistant: This position is one that has been at the College for 4 years and is grant funded through NSF (National Science Foundation) & the Vector Network Fund and is needed to fulfill the NSF grant. Ms. Davison moved that this agenda item be approved; seconded by Ms. Buck and carried unanimously.

Consent Agenda Item E. Approval of Position Description – Institutional Research Analyst II: This position is a replacement with modification to the job responsibilities and a slight title change. It will have no budgetary change and will be a part of the Professional Administrators Association (PAA). Ms. Burns moved that this agenda item be approved; seconded by Ms. Davison and carried

unanimously.

Consent Agenda Item F. Approval of Position Description – Foundation Chief Financial Officer:

This position was updated when there were organizational changes within the Business/Finance office. It is similar to positions of this type in other community colleges. This position is in the Professional Administrators Association (PAA) and currently reports to the President of the College. While the title is Foundation Chief Financial Officer this is a College employee doing Foundation work that flows through the College. Ms. Davison moved that this agenda item be approved; seconded by Ms. Burns and carried unanimously.

Consent Agenda Item G. Approval of Amended 2021-2022 Course Fees: There were 6 Recreation/Fitness fees for Spring 2022 that were added and/or changed due unforeseeable cost changes for these courses. Ms. Davison moved that this agenda item be approved; seconded by Ms. Innis and carried unanimously.

14. Standing Reports:

- a. **Vice President of Student Affairs & Faculty Student Association** – Written report provided. Mr. McCalley relayed that SUNY does allow religious and medical exemptions for the COVID vaccine and that TC3 has one of the lowest numbers/percentages of exemptions given. While there is a possibility of a lawsuit being filed against this regulation by SUNY, at this point there have been none. Enrollment as of this meeting is down 10% overall with the largest numbers in the recurrent students.
- b. **Associate VP Student Services and Senior Diversity Officer** – Written Report. Mr. Thompson highlighted the Student Engagement Committee will be conducting a student leadership retreat at Greek Peak this coming weekend. Feedback was received regarding Fall Day professional development events and suggestions for future ideas included DEI (Diversity, Equity and Inclusion) and Strategic Plan review. SUNY Gen. Ed. will require a course in diversity and the College is working on how best to provide that in the curriculum.
- c. **Associate VP for College Relations** – Written report provided. Ms. Mohlenhoff was attending another meeting off campus so Administrator in Charge (AIC) Paul Reifenheiser noted that SUNY is pleased with the compliance TC3 has with COVID regulations. The Assistant Director for Employer Relations & Experiential Learning has accepted the position and will begin work in November.
- d. **Chief Information Officer** – No Report.
- e. **College Senate** – Written report provided. AIC Paul Reifenheiser noted that College Senate was concerned that financial information shared at Town Hall meetings was different than what was shared in College Senate meetings. He explained that more information was shared during Town Halls but it wasn't different. Mr. Talbot will address College Senate at their meeting scheduled for tomorrow.
- f. **Tompkins Cortland Community College Foundation, Inc.** – Written report provided. Ms. Gerg noted that on a very good note, refinancing is complete and there was no need for additional collateral to do this. A reminder was also given by Chair Schlather to support the Foundation campaign.
- g. **Chairperson's Report** – Chairman Schlather announced the Presidential Search Committee (attached to these minutes), the initial meeting will be November 1st, and the Search Firm will be the Pauly Group. The contract will be mutually signed tomorrow. The Board of Trustees Retreat is scheduled for November 18th and more information will be provided.
- h. **Liaison Report (Cortland County)** – No Report.
- i. **Liaison Report (Tompkins County)** – Mr. Lane reported that Tompkins County passed a tentative budget which will include money for capital projects for TC3 (also Cortland will do the same). This money will be matched by SUNY. There is no tax levy increase for Tompkins County.
- j. **Student Trustee's Report** – Verbal report given. Student Trustee Paige Innis relayed she is

looking forward to participating in the leadership retreat this weekend. There are Halloween events planned for residence life students. She will be participating in the virtual Student Trustee Meet and Greet and will also attend the New York Community College Trustees (NYCCT) meeting with Roxanne Buck. Ms. Innis said that there seems to be much better communication occurring on campus this semester.

- k. **AIC & Provost/VPAA Report** – Written report provided. AIC Paul Reifenheiser added that Town Halls have been occurring for the months of September and October. There is another scheduled for November. The town halls are updating and reviewing the College Strategic Plan. The 2022-2023 Academic Calendars were provided in the packet. He addressed that the College is in the process of identifying labs/rooms that are a priority to update and will help with enrollment. Monies from various grants will be used. Mr. Talbot will be looking at how this money is spent/reimbursed.

15. **Adjournment:** Ms. Michell-Nunn moved that the meeting be adjourned; seconded by Ms. Innis; motion carried unanimously. The meeting adjourned at 7:56 p.m.

Respectfully submitted,

Jan Brhel
Clerk of the Board of Trustees

**TOMPKINS CORTLAND COMMUNITY COLLEGE
BOARD OF TRUSTEES
Retreat Meeting
November 18, 2021
Via Zoom Due to COVID19
Executive Session 5:30 P.M.**

PRESENT: Roxann Buck, Elizabeth Burns, Judy Davison, Arthur Kuckes, Matt McSherry, Bruce Tytler, Raymond Schlather

EXCUSED: Paige Innis, Schelley Michell-Nunn

COUNTY

LIAISONS: Michael Lane

STAFF: Jan Brhel

GUESTS: Angela Provert, CEO of Pauly Group

1. **Call to Order:** The meeting was called to order at 5:47 p.m. by Chair Schlather.
2. **Roll Call:** Ms. Brhel called the roll.
3. **Executive Session (to discuss presidential search – no action to be taken in open session)** – It was determined that there was quorum. Ms. Davison moved that the meeting convene in executive session at 5:49 p.m. for discussion of the presidential search with no action to be taken; seconded by Ms. Buck. Ms. Provert, CEO of the Pauly Group, was invited to give an update on the Presidential Search.

Motion to go back into open session moved by Ms. Burns seconded by Mr. Tytler; approved unanimously. The meeting reconvened in regular session at 7:31 p.m.

4. **Adjournment:** Mr. McSherry moved that the meeting be adjourned; seconded by Mr. Kuckes; motion carried unanimously. The meeting adjourned at 7:32 p.m.

Respectfully submitted,

Jan Brhel
Clerk of the Board of Trustees

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates - Status of Open Positions

as of December 1, 2021

UNCLASSIFIED STAFF

POSITION	DESIRED EMPLOYMENT DATE	ADVERTISED	APPLICATION DEADLINE	CURRENT STATUS
Admissions and Financial Aid Advisor	July 2021	May 19, 2021	June 21, 2021	Hired: Justin Goot (10/18/21)
Assistant Director for Employer Relations and Experiential Learning	September 2021	July 21, 2021	August 23, 2021	Hired: Dara Riegel (11/01/21)
Assistant Professor of Nursing	January 2022	October 6, 2021	November 6, 2021	Conducting Final Interviews
Assistant Provost	August 2021	July 22, 2021	August 22, 2021	Conducting Zoom Interviews
Comptroller	ASAP	November 4, 2021	December 6, 2021	Accepting Applications
Dean for Enrollment Management	ASAP	October 14, 2021	November 15, 2021	Accepting Applications
Director of Facilities	ASAP	September 8, 2021	October 8, 2021	Conducting Zoom Interviews
Director of Strategic Marketing	ASAP	November 12, 2021	December 13, 2021	Accepting Applications
Financial Aid Counselor	ASAP	September 27, 2021	October 18, 2021	Hired: Tracy Gorsline (11/08/21)
Institutional Effectiveness Research Analyst	August 2021	July 7, 2021	August 13, 2021	Hired: Michael Haupt (11/29/21)
Instructor of Applied Science and Technology	April 1, 2022	November 8, 2021	January 19, 2022	Accepting Applications
Senior Systems Administrator	ASAP	September 21, 2021	October 5, 2021	Hired: Kenneth Reynolds (10/25/21)
Systems Administrator	September 2021	August 9, 2021	September 16, 2021	Hired: Jennifer Amato (11/29/21)
Vector Network Program Associate	March 15, 2022	December 1, 2021	January 6, 2022	Accepting Applications

CLASSIFIED STAFF

POSITION	DEPARTMENT	DESIRED EMPLOYMENT DATE	CURRENT STATUS
Campus Peace Officer (Part-time, Permanent)	Campus Police	ASAP	Position on Hold
Laborer (1.0 FTE, Permanent)	Buildings & Grounds	ASAP	Reviewing Applications via Tompkins County Department of Human Resources
Maintenance Worker (1.0 FTE, Permanent)	Buildings & Grounds	ASAP	Offer in Progress
Principal Account Clerk (1.0 FTE, Permanent)	Budget & Finance	ASAP	Conducting Interviews
Receptionist (1.0 FTE, Permanent)	Health & Wellness Services	ASAP	Hired: Judy Perry (12/06/21)
Senior Groundskeeper (1.0 FTE, Permanent)	Buildings & Grounds	ASAP	Position on Hold

FACULTY STUDENT ASSOCIATION

POSITION	DEPARTMENT	DESIRED EMPLOYMENT DATE	CURRENT STATUS
Lifeguard	Athletics & Recreation	December 2021	Accepting Applications; Continuous Recruitment
Graduate Assistant	Residence Life/Student Center	December 2021	Accepting Applications
Substitute Teacher	Childcare	December 2021	Accepting Applications; Continuous Recruitment Hired: Haila McKinley (10/29/21)
Head Teacher	Childcare	December 2021	Accepting Applications; Conducting Interviews
Assistant Teacher	Childcare	December 2021	Accepting Applications; Conducting Interviews
Teacher Aide 10 Month	Childcare	December 2021	Accepting Applications; Conducting Interviews Hired: Rachel Carpenter (10/25/21)
Head Coach, Men's & Women's Golf	Athletics & Recreation	December 2021	Accepting Applications
Head Coach, Women's Volleyball	Athletics & Recreation	December 2021	Accepting Applications
Recreation & Fitness Assistant	Athletics & Recreation	December 2021	Accepting Applications
Head Coach, Women's Soccer	Athletics & Recreation	December 2021	Accepting Applications
Assistant Coach, Women's Basketball	Athletics & Recreation	October 2021	Hired: Jocelin Wright (10/27/21)

BISTRO

POSITION	DEPARTMENT	DESIRED EMPLOYMENT DATE	CURRENT STATUS
Banquet Server	TC3 Bistro	December 2021	Accepting Applications Hired: Alexandra McKenzie (10/25/21)
Banquet Bartender	TC3 Bistro	December 2021	Accepting Applications
Banquet Supervisor	TC3 Bistro	December 2021	Accepting Applications
Bartender	TC3 Bistro	December 2021	Accepting Applications
Busser/Food Runner	TC3 Bistro	December 2021	Accepting Applications
Dishwasher	TC3 Bistro	December 2021	Accepting Applications
Line Cook	TC3 Bistro	December 2021	Accepting Applications
Server	TC3 Bistro	December 2021	Accepting Applications Hired: Alexandra McKenzie (10/25/21)
Host/Hostess	TC3 Bistro	December 2021	Accepting Applications

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates
Status of Grievances
as of December 1, 2021

COMPLAINANT

SUBJECT

DISPOSITION

None.

FACULTY ASSOC.

None.

PAA

None.

TC3 ADJUNCT ASSOC.

None.

VP of Finance & Administrations Report: December 16, 2021

2020-21 Financials:

The College continues its search for a Comptroller after a third failed search. We have made progress with our 2020-21 close with our part-time GASB accountant. While there are additional end-of-year adjustments, below is a high-level portrayal of our 2020-21 end-of-year results with some end-of-year adjustments. While not final, we are not aware of any large adjustments that would exceed \$200K.

	2020-21 Actual Pre-Close (Incl. HEERF)	2020-21 Adjustments	2020-21 Actual After Known EOY Adjustments	2019-20 Actual	YOY Chg. wo/HEERF Fav (Unfav)
Revenue					
Student Revenue	\$13,130,050	(\$1,100,000) ¹	\$12,030,050	\$13,900,634	-\$1,870,584
State Revenue	\$9,967,699		\$9,967,699	\$9,906,511	\$61,188
Local Revenue	\$8,976,046		\$8,976,046	\$9,568,936	-\$592,890
Federal Revenue	\$2,000,000	(\$2,000,000) ²	\$0	\$0	\$0
Other	\$355,181		\$355,181	\$401,683	-\$46,501
Use of Fund Balance	\$1,033,534		\$1,033,534	\$561,872	\$471,662
	<u>\$35,462,511</u>	<u>(\$3,100,000)</u>	<u>\$32,362,511</u>	<u>\$34,339,636</u>	<u>-\$1,977,125</u>
Expenses					
Personnel	15,748,623		15,748,623	\$16,713,194	\$964,571
Equipment	97,884		97,884	\$110,487	\$12,603
Contractual	4,130,100		4,130,100	\$4,590,741	\$460,641
Scholarship & Awards Offset	3,447,477		3,447,477	\$3,254,438	-\$193,039
Fringe Benefit	7,540,328	\$200,000 ³	7,740,328	\$8,634,370	\$894,042
	<u>\$30,964,411</u>	<u>\$200,000</u>	<u>\$31,164,411</u>	<u>\$33,303,230</u>	<u>\$2,138,818</u>
Fund Balance Gain (Loss)	\$4,498,100	(\$3,300,000)	\$1,198,100	\$1,036,406	\$161,694

Notes

- 1-Estimated End-of-Year Student Accounts Receivable write-off after NYS prohibited collection activities during COVID.
- 2-While draw and recorded in 2020-21, these funds were placed into a special reserve account for use in 2022-23 to help offset a known tuition revenue shortfall.
- 3-Estimated End-of-Year Accrued & Actual Fringe Benefits.

To summarize, we will be able to return the \$1,033,534 drawn in September 2020 to balance the 2020-21 budget and leave in place the \$2M drawn from HEERF for use in 2022-23. Once all end-of-year transactions are completed and audits, any funds above this \$3.034M will be pulled into 2021-22 to help offset our revenue shortfall.

When compared to the prior year our significant losses in student enrollments resulted in \$2.462 less in revenue. Less students resulted in less classes, leading to less faculty and benefits. This combined with open staffing positions being held open, furloughs, chargebacks to the Foundation for College staff working in the dorms, and less student workers reduced salaries and benefits. Benefits were further lowered by \$452K from a one-time Health Consortium payment waiver in December of 2020. Lastly, Contractuals were lower predominately from: 1) charging rents to HEERF when the facilities were not in use (\$300K), 2) naturally lower utilities costs when facilities were not in use (\$100K), 3) lower costs in professional services (\$40K), and 4) less higher cost proactive maintenance activities (\$30K).

October 2021 Preliminary Close:

Fall Total Enrollments were 9% lower than budgeted and were 13% lower in Core enrollment than budgeted. The overall expected impact on revenue for 2021-22 is \$1M as the loss in fall enrollments will also affect fees and county chargebacks for both the fall and spring. Tuition reflects a smaller shortfall in October however, this number is naturally a bit inflated and will drop as Certificate of Residencies are collected and processed. Local Sponsor Revenues are also not collected in October because HEERF funds have made it unnecessary to ask for a prepayment. NYS paid on-time this year after it delayed its payments last year. County Chargebacks were sent late this year which may resulted in a reduction in collections.

Expenses are favorable by about \$600K as of this point last year. These “savings” may be a bit overstated as contractual costs may be delayed and/or invoices not received (example advertising). We also have some positions that are open that we are anxious to fill (e.g., finance and marketing). Lastly, actual Benefits are tracking \$400K higher than expected but this may be just a timing factor.

2021-23 Business Market Plans:

A trimester update and assessment was created as of 11/1/2021. TC3 Cabinet self-assessed each of the five Business Plan 2021-23 Focal Points below. This 7-page report not only rates each but also offers a detailed account of our all our opportunities, progress, recommendations, and remediation strategies. This new report will help explain how our limited resources are being applied and may be realigned in the future to support fulfilling a longer term plan beyond our 2021-22 budget.

Business Plan 2021-23 Focal Points established 7/1/2021 w/assessment:

- I. Improve lead generation (tracking potential students who express interest in the College) by implementing focused marketing campaigns.
- II. Improve lead conversions and retention, ensuring that we guide and track all potential students through our systems.
- III. Accelerate workforce development programs, support, and promotion for career seeking students.
- IV. Build an organizational structure that supports grant writing.
- V. Invest in infrastructure to beautify, modernize and support a welcoming learning environment.

2021-2022 APPROPRIATIONS
SCHEDULE OF EMPLOYEE BENEFITS
Year-To-Date Through Sunday, October 31, 2021

	Modified Budget 2021-22	Expend to Date 2021-22	Unexpend Balance 2021-22	% Expended 2021-22	Total Exp PY 2020-21	YTD Exp PY to Date 2020-21	PY % Expended 2020-21	Fav Var (Unfav Var) to PY	% Variance to PY
Forecasted Dept. Appropriations									
Personal Services	16,522,176	2,215,118	(14,307,058)	13.4%	15,729,333	2,323,590	14.8%	108,473	0.7%
Equipment	50,000	0	(50,000)	0.0%	95,849	300	0.3%	300	0.3%
Contractual Expenses	5,378,959	741,585	(4,637,374)	13.8%	4,125,511	729,830	17.7%	(11,756)	-0.3%
Employee Benefits	9,070,141	1,126,724	(7,943,417)	12.4%	7,540,328	1,130,723	15.0%	3,999	0.1%
Total Forecasted Departmental Appropriations¹	31,021,276	4,083,427	(26,937,849)	13.2%	27,491,021	4,184,443	15.2%	101,016	2.4%
Scholarships & Awards									
Student Services		18,572	18,572	0.0%	94,596	532	0.6%	(18,040)	(3391.0%)
Academic Support	3,297,814	1,183,330	(2,114,485)	35.9%	3,352,881	1,221,256	36.4%	37,927	3.1%
Total Scholarships & Awards	3,297,814	1,201,902	(2,095,913)	36.4%	3,447,477	1,221,788	35.4%	19,887	0
Total Forecasted Appropriations²	34,319,090	5,285,328	(29,033,762)	15.4%	30,938,498	5,406,231	17.5%	120,903	2.2%
Adjustments to Approved Budget									
Personal Services	0	0	0	0.0%	0	0	0.0%	0	0.0%
Equipment	0	0	0	0.0%	0	0	0.0%	0	0.0%
Contractual Expenses	0	0	0	0.0%	0	0	0.0%	0	0.0%
Employee Benefits	0	0	0	0.0%	0	0	0.0%	0	0.0%
Total Adjustments to Approved Budget³ Favorable (Unfav)	0	0	0	0.0%	0	0	0.0%	0	0.0%
Personnel	16,522,176	2,215,118	(14,307,058)	13.4%	15,729,333	2,323,590	14.8%	108,473	0.7%
Equipment	50,000	0	(50,000)	0.0%	95,849	300	0.3%	300	0.3%
Contractual	5,378,959	741,585	(4,637,374)	13.8%	4,125,511	729,830	17.7%	(11,756)	-0.3%
Scholarship & Awards Offset	3,297,814	1,201,902	(2,095,913)	36.4%	3,447,477	1,221,788	35.4%	19,887	0.6%
Fringe Benefit	9,070,141	1,126,724	(7,943,417)	12.4%	7,540,328	1,130,723	15.0%	3,999	0.1%
Total Approved Budget Appropriations⁴	34,319,090	5,285,328	(29,033,762)	15.4%	30,938,498	5,406,231	17.5%	120,903	2.2%

Explanation of Sub-Totals and Totals:

- Total Forecasted Departmental Appropriations:* Enables an analysis of departmental operating costs.
- Total Forecasted Appropriations:* Forecasts the End-of-Year Appropriations for the College.
- Total Adjustments to Approved Budget:* Represents the forecasted adjustments to the 2020-21 Appropriations Budget. If positive, less Fund Balance is required. If negative, more Fund Balance is required.
- Total Approved Budget Appropriations:* This represents the Approved Budget.

2021-2022 APPROPRIATIONS
SCHEDULE OF EMPLOYEE BENEFITS
Year-To-Date Through Sunday, October 31, 2021

	Modified Budget 2021-22	Expend to Date 2021-22	Unexpend Balance 2021-22	% Expended 2021-22	Total Exp PY 2020-21	YTD Exp PY to Date 2020-21	PY % Expended 2020-21	Fav Var (Unfav Var) to PY	% Variance to PY
Instruction									
Personal Services	7,668,618	1,105,044	(6,563,574)	14.4%	7,304,852	1,154,588	15.8%	49,544	4.3%
Equipment			0	0.0%	24,713		0.0%	0	0.0%
Contractual Expenses	1,706,103	223,360	(1,482,743)	13.1%	1,336,881	221,928	16.6%	(1,432)	(0.6%)
Employee Benefits	4,211,039	528,689	(3,682,350)	12.6%	3,479,650	559,415	16.1%	30,726	5.5%
Total Instruction	13,585,760	1,857,093	(11,728,667)	13.7%	12,146,097	1,935,931	15.9%	78,838	4.1%
Public Service									
Personal Services	101,500	24,914	(76,586)	24.5%	179,605	25,328	14.1%	413	1.6%
Equipment									
Contractual Expenses	13,300		(13,300)	0.0%	15,094	700	4.6%	700	100.0%
Employee Benefits	55,747	13,430	(42,317)	24.1%	84,699	12,117	14.3%	(1,313)	-10.8%
Total Public Service	170,547	38,345	(132,202)	22.5%	279,398	38,145	13.7%	(200)	(0.5%)
Academic Support									
Personal Services	1,355,291	210,660	(1,144,631)	15.5%	1,631,454	234,665	14.4%	24,004	10.2%
Equipment			0	0.0%	24,916		0.0%	0	0.0%
Contractual Expenses	142,286	18,456	(123,830)	13.0%	264,182	29,768	11.3%	11,312	38.0%
Employee Benefits	744,372	118,149	(626,224)	15.9%	779,671	112,097	14.4%	(6,051)	(5.4%)
Total Academic Support	2,241,949	347,265	(1,894,684)	15.5%	2,700,223	376,530	13.9%	29,265	7.8%
Libraries									
Personal Services	414,582	73,499	(341,083)	17.7%	435,110	66,241	15.2%	(7,258)	(11.0%)
Equipment			0	0.0%	1,888	300	15.9%	300	100.0%
Contractual Expenses	195,418	64,120	(131,298)	32.8%	139,814	37,253	26.6%	(26,868)	(72.1%)
Employee Benefits	227,702	36,003	(191,699)	15.8%	205,315	31,646	15.4%	(4,357)	(13.8%)
Total Libraries	837,702	173,622	(664,080)	20.7%	782,127	135,439	17.3%	(38,183)	(28.2%)
Student Services									
Personal Services	1,827,019	247,272	(1,579,747)	13.5%	1,948,127	264,039	13.6%	16,768	6.4%
Equipment		0	0	0.0%	8,830		0.0%	0	0.0%
Contractual Expenses	608,285	55,783	(552,502)	9.2%	292,565	59,111	20.2%	3,328	5.6%
Employee Benefits	1,003,460	134,877	(868,583)	13.4%	923,045	129,134	14.0%	(5,743)	(4.4%)
Total Student Services	3,438,764	437,931	(3,000,833)	12.7%	3,172,568	452,284	14.3%	14,353	3.2%
Maintenance and Operations									
Personal Services	1,732,521	206,165	(1,526,356)	11.9%	1,446,306	169,003	11.7%	(37,162)	(22.0%)
Equipment			0	0.0%	21,686		0.0%	0	0.0%
Contractual Expenses	1,039,623	118,915	(920,708)	11.4%	725,903	86,489	11.9%	(32,425)	(37.5%)
Employee Benefits	951,558	123,383	(828,175)	13.0%	745,942	91,439	12.3%	(31,944)	(34.9%)
Total Maintenance and Operations	3,723,702	448,463	(3,275,239)	12.0%	2,939,837	346,932	11.8%	(101,531)	(29.3%)
Institutional Support									
Personal Services	1,549,340	164,774	(1,384,566)	10.6%	1,321,217	200,480	15.2%	35,706	17.8%
Equipment			0	0.0%	2035.43		0.0%	0	0.0%
Contractual Expenses	342,540	44,510	(298,030)	13.0%	294,311	43,470	14.8%	(1,040)	(2.4%)
Employee Benefits	847,379	84,081	(763,298)	9.9%	658,355	97,034	14.7%	12,953	13.3%
Total Institutional Support	2,739,259	293,365	(2,445,894)	10.7%	2,275,919	340,984	15.0%	47,619	14.0%
General Institutional Services									
Personal Services	1,873,305	182,789	(1,690,516)	9.8%	1,462,662	209,246	14.3%	26,457	12.6%
Equipment	50,000		(50,000)	0.0%	13,816		0.0%	0	0.0%
Contractual Expenses	1,331,404	216,442	(1,114,962)	16.3%	1,056,761	251,110	23.8%	34,669	13.8%
Employee Benefits	1,028,884	88,112	(940,772)	8.6%	663,650	97,841	14.7%	9,729	9.9%
Total General Institutional Services	4,283,593	487,343	(3,796,250)	11.4%	3,196,889	558,198	17.5%	70,855	12.7%
Total Forecasted Departmental Appropriations¹	31,021,276	4,083,427	(26,937,849)	13.2%	27,493,057	4,184,443	15.2%	101,016	0.4%

2021-2022 APPROPRIATIONS
 SCHEDULE OF EMPLOYEE BENEFITS

Year-To-Date Through Sunday, October 31, 2021

	2021-22 Mod Bud	2021-22 Actual	2021-22 Unexpended Balance	2021-22 % Unexpended	2020-21 Total Exp PY	2020-21 PY to Date	2020-21 PY % Expended	Variance CY to PY Fav(Unfav)	% Variance CY to PY Fav(Unfav)
Retirement Incentive Costs	201,255	163,972	(37,283)	81.5%	143,897	75,313	52.3%	(88,659)	(117.7%)
HRA Retiree Benefits	123,515	7,739	(115,776)	6.3%	94,899	20,208	21.3%	12,469	61.7%
State Employee's Retirement	1,145,076	157,909	(987,167)	13.8%	963,911	156,830	16.3%	(1,079)	(0.7%)
State Teacher's Retirement	193,663	26,309	(167,354)	13.6%	157,806	26,952	17.1%	643	2.4%
Optional Retirement Fund	1,024,150	148,324	(875,826)	14.5%	860,755	130,102	15.1%	(18,222)	(14.0%)
Social Security	1,408,549	191,640	(1,216,909)	13.6%	1,172,982	180,494	15.4%	(11,146)	(6.2%)
Worker's Compensation	94,424	31,804	(62,620)	33.7%	67,132	24,042	35.8%	(7,762)	(32.3%)
Executive Benefits	50,758		(50,758)	0.0%	37,397	20,272	54.2%	20,272	100.0%
Disability Insurance	10,715	682	(10,033)	6.4%	9,299	1,489	16.0%	807	54.2%
Hospital and Medical Insurance	2,998,600	483,718	(2,993,962)	16.1%	2,628,031	479,531	18.2%	(4,188)	(0.2%)
Post Retirement Health Insurance	1,510,495	298,260	(1,510,495)	19.7%	1,320,000	240,000	18.2%	(58,260)	(4.4%)
Employee Tuition Benefits	134,610	32,798	(101,813)	24.4%	98,045	41,748	42.6%	8,950	21.4%
Life Insurance	6,498	1,287	(5,211)	19.8%	5,281	(38)	(0.7%)	(1,325)	3467.7%
Vacation Benefits	125,875		(125,875)	0.0%	148,596	10,000	6.7%	10,000	100.0%
Miscellaneous		125	125	0.0%	1,375	125	9.1%	0	0.0%
Unemployment Insurance	20,979		(20,979)	0.0%	15,000	5,000	33.3%	5,000	100.0%
Total Employee Benefits	9,049,162	1,544,567	(8,281,935)	17.1%	7,724,407	1,412,067	18.3%	(132,500)	(1.7%)

2021-2022 APPROPRIATIONS
 SCHEDULE OF EMPLOYEE BENEFITS

Year-To-Date Through Sunday, October 31, 2021

	Modified Budget 2021-22	Revenues to Date 2021-22	Unrealized Balance 2021-22	% Realized 2021-22	Total Rev PY 2020-21	YTD Rev PY 2020-21	PY % Realized 2020-21	Fav Var (Unfav Var) to PY	% Variance to PY
Tuition									
Fall	4,807,499	4,467,360	340,139	92.9%	4,985,671	4,964,200	99.6%	(496,840)	-10.0%
Spring	5,046,470	3,250	5,043,220	0.1%	5,130,568	(80)	0.0%	3,330	-4162.5%
Winter	138,948	20,200	118,748	14.5%	204,000	800	0.4%	19,400	2425.0%
Summer	633,748	1,267	632,481	0.2%	696,079	(1,645)	-0.2%	2,912	-177.0%
Nonresident Tuition	225,053	456,803	(231,750)	203.0%	837,164	570,729	68.2%	(113,926)	-20.0%
Student Fee Revenue	956,906	435,637	521,269	45.5%	1,036,795	493,243	47.6%	(57,606)	-11.7%
Total Tuition	11,808,624	5,384,517	6,424,107	45.6%	12,890,277	6,027,246	46.8%	(642,730)	-10.7%
Government Appropriations									
New York State	9,753,019	2,438,255	7,314,764	25.0%	9,967,699		0.0%	2,438,255	0.0%
Local Sponsors	4,882,882		4,882,882	0.0%	4,882,882	3,076,216	63.0%	(3,076,216)	-100.0%
Appropriated Cash Surplus			0	0.0%	1,011,667	1,011,667	100.0%	(1,011,667)	-100.0%
Charges to Other Counties	5,237,220		5,237,220	0.0%	4,093,164	1,410,170	34.5%	(1,410,170)	-100.0%
Federal Aid	1,820,459		1,820,459	0.0%	2,000,000		0.0%	0	0.0%
Board Designated Reserves	0		0	0.0%	21,867		0.0%	0	0.0%
Total Govt Appropriations	21,693,580	2,438,255	19,255,325	11.2%	21,977,279	5,498,053	25.0%	(3,059,798)	-55.7%
Other Revenues									
Service Fees	98,800	17,741	81,059	18.0%	104,487	23,340	22.3%	(5,599)	-24.0%
Interest Earnings	4,000	383	3,617	9.6%	6,182	1,046	16.9%	(663)	-63.4%
Rental of Real Property	27,000		27,000	0.0%	3,400	450	13.2%	(450)	-100.0%
Contract Courses	97,000	49,977	47,023	51.5%	54,016	29,957	55.5%	20,020	66.8%
Noncredit Tuition	143,000	23,725	119,275	16.6%	81,271	12,854	15.8%	10,871	84.6%
Grant Offsets	193,086	8,309	184,777	4.3%	289,374	19,286	6.7%	(10,978)	-56.9%
Unclassified Revenues	254,000	5,925	248,075	2.3%	54,542	11,388	20.9%	(5,463)	-48.0%
Total Other Revenues	816,886	106,060	710,826	13.0%	593,271	98,321	16.6%	7,739	7.9%
TOTAL REVENUES	34,319,090	7,928,831	26,390,259	23.1%	35,460,827	11,623,620	32.8%	(3,694,789)	-31.8%
Student Revenue									
Student Revenue	6,537,101	4,924,464	1,612,637	75.3%	6,922,544	5,456,597	78.8%	(532,134)	-9.8%
State Revenue	9,753,019	2,438,255	7,314,764	25.0%	9,967,699	0	0.0%	2,438,255	0.0%
Local Revenue	11,162,041	562,863	10,599,178	5.0%	10,406,481	5,155,436	49.5%	(4,592,573)	-89.1%
Use of Fund Balance	0	0	0	0.0%	1,033,534	1,011,667	97.9%	(1,011,667)	-100.0%

TC3 2021-23 Business Market/Budget Plan
Trimester Update & Assessment as of 11/1/2021

Executive Summary:

Like most community colleges, TC3 has experienced a loss in core enrollments over the last decade. The pandemic accentuated this loss and it appears students are apprehensive to return. In response, the 2021-22 budget cycle has been expanded to include strategic planning activities with a focus on student groups (segments) and their needs. It is our intent to align resources with areas that will have the greatest impact on enrollments and revenue over the next three years.

Fall enrollment was a disappointment, as it was for most all NYS Community Colleges. The average loss of FTE students across the State was 12%, with a wide range of outcomes (3% growth to 28% loss). The College experienced a 9% loss in FTE students; however losses were greatest amongst our Core students who also generate the majority of our revenue. Continuing students contributed to the largest loss in FTE enrollments, as 25% of the Spring students did not return this Fall. The budget was built with the assumption that we could keep enrollments flat year over year. Instead, this shortfall will reduce revenues by about \$1M in 2021-22, requiring a pull forward from 2020-21 fund balance excesses and an earlier draw of lost revenues from HEERF.

Following is a more detailed account of our all our opportunities, progress, recommendations, and remediation strategies. In an effort to summarize our progress on all activities we are using a color scheme to summarize our progress with each: **Green** means we are meeting expectations and time frames, **Yellow** means it is in progress but we haven't realized the benefits in the timeframe expected and **Red** means we are not satisfied with the progress. Reds and Yellows require adjustments to the initiatives and often reallocation of resources.

The College would like to emphasize that the second initiative is of greatest importance. It has been subdivided into two parts: Section IIa will focus on Lead Conversions (managing the enrollment process for interested new students and/or reenrolling students) and section IIb will focus on retention of Continuing students (where we have seen the greatest losses).

Business Plan 2021-23 Focal Points established 7/1/2021 w/assessment:

- I. Improve lead generation (tracking potential students who express interest in the College) by implementing focused marketing campaigns. (**Yellow**)
- II. Improve lead conversions and retention, ensuring that we guide and track all potential students through our systems. (**Red**)
- III. Accelerate workforce development programs, support, and promotion for career seeking students. (**Green**)
- IV. Build an organizational structure that supports grant writing. (Projected to Start in Spring)
- V. Invest in infrastructure to beautify, modernize and support a welcoming learning environment. (**Green**)

I. Improving Lead Generation:

- 1) Hired a firm to generate web leads (**Green**). Generated numerous leads throughout NYS with quantifiable reports that enable analysis and prospects action.

- a. Opportunities: Link prospects directly to inquiries/enrollments. We were unable to do so under current website, landing pages & support.
 - b. Recommendation(s): Assess the time and cost to rebuild the website site or specific landing pages w/3rd party for the Spring.
- 2) Hired a firm to generate marketing leads and an advertising strategy (Yellow).
- a. Opportunity: Create a cohesive advertising strategy, messaging, placement, flight schedule, etc. The messaging may be developed with student focus groups before & after development. Sub-segmenting schemes may require slightly different messaging and placement.
 - b. Recommendation(s): Assess the time and cost to engage an advertising/marketing company to develop a media plan for Fall 2022, launching in February. Use student focus groups to assess recommended Spring messaging.
- 3) Metrics and Analysis (Yellow)
- a. Opportunity: Measure how prospects (purchased leads) convert to an inquiry (confirmed interest). A new “Funnel” report was developed by IR to enable this analysis. There were 21K prospects purchased through lists, advertising and social media. Fourteen percent converted to an Inquiry. Since we have no historical rates to compare to, we can assume one of two outcomes: 1) that the conversion rate was reasonable and we needed 32K to reach the same 4,609 Inquiries or 2) The mix and/or quality of the prospects were inadequate to enable a higher conversion rate needed to achieve 4,609 inquiries (e.g., purchased lists have very low conversion rates).

New	Prospect	Inquiry	Conversion
Fall	Students	Students	Rates
2019	NA	6,378	NA
2020	NA	4,609	NA
2021	20,712	2,943	14.2%

- b. Recommendation(s): Sub-segment the Prospects and assess the conversion rates of each to rethink positioning and/or messaging.
- 4) Rebuild the Marketing Department (Yellow)
- a. Opportunity: The College is in the process of building a true Marketing organization. Two of the four-five positions were filled with existing staff that are embracing the new assignments.
 - b. Recommendation(s):
 - i. The failed search for Director of Marketing, is just one of many failed middle level searchers for the College. Traditional searches with middle management seem not to be so effective and so the College may wish assess a sign-on bonus and/or head hunter to fill this critical position.
 - ii. Add a Coordinator of Marketing Support position (\$55K) that will be able coordinate 3rd party vendor activities with others in marketing activities within the College (e.g., social media like that of Athletics).

Ila. Improved Lead Conversation (New & Reenrolling Students):

- 1) Hired a firm to redesign the admission department’s enrollment process (**Yellow**).
 - a. Opportunity: Create a seamless management of leads and communication plans that will appeal to potential students, moving them through the funnel and towards enrollment more timely and with a greater commitment from the potential student. An acting agent of the firm was contracted to manage the implementation of these new practices, however this position remained vacant for the Fall enrollment period.
 - b. Recommendation(s):
 - i. Replace the prior Associate Dean and agent with a Dean of Enrollment Mgt. that can further refine the new enrollment workflows and manage change/training throughout the new enrollment organization.
 - ii. Assign an acting Director/Lead for the Spring semester that will implement those aspects of the plan that were not implemented this Fall semester.
 - iii. Assess the ability to assign cohorts of sub-segmented students to individual staff, making them accountable for their conversion from Inquiry to Enrollment; the rep can explain where each student is in the process and inactivate those that are no longer interested or responsive.
 - iv. Capture loss reasons, when the opportunity exists.
- 2) Add system support for automation and improved/real-time tracking (**Red**)
 - a. Opportunity: Power Campus is limited in what it can do to help manage leads. As a student information system it focusses on keeping track of student’s information after enrolling, not the enrollment cycle, stages and lead statuses.
 - b. Recommendation(s):
 - i. Build a simple data warehouse that captures daily funnel activities so that a year-over-year comparison (run-rates) can occur.
 - ii. Implement elements of purchased CRM (Slate) for Fall semester (live March 1st) to improve lead tracking, gathering of information and real-time analysis.
- 3) Metrics and Analysis (**Yellow**)
 - a. Opportunity: Measure how inquiries (confirmed interest) convert to applications and enrollments. A new “Funnel” report was developed by IR to enable this analysis. Conversion rates from inquiry to applied increased 20+% over the last two years (70% compared to 57% in prior years). Conversions from applied to enrollment also improved 28% (38% compared to 29.5% in prior years) over the 46% of the students to work with this semester compared to two years ago (2,943 inquiries in 2021 vs. 6,378 in 2019).

New Fall	Inquiry Students	Applied Students	Enrolled Students	Inquiry to Applied Conversion	Applied to Enrolled Conversion	Inquiry to Enrolled Conversion
2019	6,378	3,662	1,088	57.4%	29.7%	17.1%
2020	4,609	2,596	756	56.3%	29.1%	16.4%
2021	2,943	2,058	778	69.9%	37.8%	26.4%

- b. Recommendation(s): Sub-segment the buckets into the business plan groups recognizing that information gathered to segment becomes sparser the closer to a prospect they are.
- 4) Students w/Balances (**Yellow**):
 - a. Opportunity: The College has maintained that students who carry a balance of greater than \$500 will not be able to reregister for classes. There have been pilots in which those

active students with less than \$1,000 who meet with the Director of Enrollment may be able to reregister under specific conditions. However, we have a count of almost 400 students who last attended summer of 2017 or before with a balance greater than \$500 and a GPA of better than 2.0.

- b. Recommendation(s):
 - i. Enlist EdAmerica, a telemarketing group utilized by SUNY to reach out and contact these students with a conditional offer to return. In exchange for fulfilling a semester in good standing, part and/or all their remaining balance will be forgiven. Other groups of students with different scenarios and or conditional requirements will also be piloted. The risk of such a program is that it may, if not managed, encourage bad behavior for those students wishing to return in the future with balances (just wait until there is an offer to forgive).
 - ii. Assess how students with good academic standings ended up with balances in the first place. Encourage more active pursuit of paperwork collections earlier in the semester (e.g., certificate of residency and/or financial aid paperwork).

IIb. Improved Retention (Continuing Students):

- 1) Hired a firm to redesign the continuing enrollment activities (**Red**).
 - a. Opportunity: Refine continuing enrollment process with an improved communications plan. Prior Associate Dean for Enrollment Mgt. did not support new practices.
 - b. Recommendation(s):
 - i. Review and relaunch communication plans for Spring
 - ii. Capture loss reasons, when the opportunity exists
 - iii. Poll FA Advisors with request for last contact and assessment for those students who did not return.
- 2) Staffing to support student retention (**Green**):
 - a. Opportunity: Remaining HEERF aid (CARES, CRRSAS & ARP) is encouraged to be used to help retain students by reducing anxieties and supporting students where they need it. As part of the 2021-23 budget, 13 new positions were identified at a yearly cost of \$560K to add the additional support. The College was one of the few that was able to extend its use of these HEERF funds from May 2022 to May of 2023 with this strategy, after which the College will need to find the resources to continue them.
 - b. Recommendations:
 - i. Reassess existing positions impacts on students both in volume and impact. Realign workflows, messaging, frequency of messaging, and assess the assignment of specific student cohorts to groups of advisors/counselors.
- 3) Add system support for automation and improved/real-time tracking and student contacts to at-risk students (**Yellow**)
 - a. Opportunity: Power Campus is limited in its ability to track the enrollment cycle of continuing students with “why” they may not return. After piloting Starfish for two years the College may be able to expand its use to improve retention by acting as an early warning system.
 - b. Recommendation(s):
 - i. Increase use of Starfish to better align and log contacts between students and advisors, faculty, and support staff. Refine use of alerts in Starfish to better

identify students at risk of being withdrawn, failing or not returning the following semester. Review use of attendance records to better identify students at risk of dropping out of classes or the College. Establish clear protocols for how best to proactively reach out to students who have missed more than three consecutive days of classes, especially early in the semester. Consider hiring a Social Worker for this early intervention, to help students adjust to school, home life and work.

- ii. Build a simple data warehouse that captures daily funnel activities so that a year-over-year comparison (run-rates) can occur.
- iii. Implement elements of purchased CRM (Slate) for Fall semester (live March 1st) to improve information dissemination and real-time analysis.

4) Metrics and Analysis (Yellow)

- a. Opportunity: Analyze detailing retention statistics and align resources to improve academic outcomes and retention. Institutional Research has created Cohort reports with almost 40 filters allowing a retention calculations on numerous cross sections of students. It is expected that the pandemic may alter students’ behavior and commitments and that the modes of delivery can also impact the results. The overall Fall 2020 to Fall 2021 retention rate (46.0%) deteriorated from Fall 2019 to Fall 2020 (47.1%), but was still better than the retention rate from Fall 2018- fall 2019 (43.5%) in which there was no pandemic impacts.

1st to 2nd Semester Retention Rates	FA18-SP19	FA19-SP20	FA20-SP21
Retention	78.8%	65.9%	71.2%
Retention w/Grad & Trans	74.3%	71.7%	71.2%

1st to 3rd Semester Retention Rates	FA18-FA19	FA19-FA20	FA20-FA21
Retention	43.5%	47.1%	46.0%
Retention w/Grad & Trans	57.5%	59.6%	54.3%

Most impactful and obvious observation is the lower the Academic Standing in the first semester, the lower the retention. One-third of the starting class is on probation after the first semester (113) and just over a third of them will try for a second term (39 or 34.5% retention rate). Of those that try a second term half again will come back for a third semester (20 or 17.7% retention rate).

Academic Standing	Fall 2020 Base	FA20 to SP21	Retention % FA20 to SP21	FA20 to FA21	Retention % FA20 to FA21
GOOD	218	197	90.4%	132	60.6%
PRES	5	4	80.0%	3	60.0%
PROB	113	39	34.5%	20	17.7%
SUSP	1	0	0.0%	0	0.0%

- b. Recommendation(s): Assess the potential impact of new forms of advising and counseling to help students adjust and perform better in the early days of their first semester as outlined earlier. Assess program specific retention from 1st to 2nd & 3rd semesters to determine if there are opportunities for curriculum enhancements that either pull

students into major subject matter sooner or experiential learning opportunities may be introduced.

- 5) Embed Mentoring/Support in Curriculum (Red)
 - a. Add formal mechanisms in program curricula (learning outcomes, first-year experience courses, etc) to help students with the handoff from onboarding to their first semester. Much of this work is done informally and could be better codified and expanded and assessed, especially with appropriate training.

III. Accelerate Workforce Development Programs (Green)

- 1) Secure Funding (Green):
 - a. Opportunity: The Workforce Development organization has been operating for years and has helped local industries develop curricula for employees and/or future employees. The College, in wishing to assess how it could scale these operations and align better with our Tompkins and Cortland Counties to better serve existing businesses and attract new industry to the region, secured a \$150K SUNY Applied Learning grant and hired an applied learning specialist to assess the College's internships, applied learning opportunities and develop a business plan with a focus of integrating applied learning into workforce development. That plan was shared and new funding was secured from three sources: 1) SUNY Job Linkage Grant of \$289K to develop content, 2) SUNY 2020 Workforce Development Initiative of \$3.12M for classroom renovations and new infrastructure and 3) Sponsor County support of \$750K to support Administrative Staffing of the program. In addition, specific incremental costs that support student retention may be covered by HEERF in the short-term.
 - b. Recommendation(s): Begin launching program initiatives
- 2) Program Initiatives (Green)
 - a. Work with Tompkins and Cortland Counties to select industries to support and applied learning programs needed to be developed.
 - i. Tompkins: Meeting monthly with Ithaca Economic Development & Tompkins Workforce NY to discuss Advanced Manufacturing opportunities and every other month with local businesses to outline workforce training & marketing opportunities. Also meet every other month to discuss grant opportunities to attract and support new students.
 - ii. Cortland: Meeting every other month with Cortland Career Works to discuss local business needs and student grant opportunities. Cortland supporting "Hands on Manufacturing Day" on campus, while the College is cosponsoring the June and September Job Fairs.
 - b. New Hires: (Green)
 - i. Hired the Assistant Director for Workforce Development
 - ii. Searching for a Facilities Director to manage the classroom renovations and new construction projects needed to support the applied learning workforce development programs.
 - iii. Searching for an instructor for Applied Science & Technology degree program to develop micro-credentials and non-credit pathways.
 - iv. Drafting APO for instructor in Allied Health to develop micro-credentials and non-credit pathways.

- c. New Workforce Development Tools: (Green)
 - i. Launched “HandShake” enabling the matching of employers open positions with students <https://joinhandshake.com/>
- d. New Programs (Green):
 - i. Cayuga Medical Center funding incremental faculty to support 2 cohorts of 10 evening nursing students to graduate in December 2023 & 2025.
- e. New Curriculum (Yellow)
 - i. Spring 2022: Develop first micro-credentials in Allied Health and in Applied Science and Technology to be offered in Fall 2022.
 - ii. Spring 2022/Fall2022: Work with new hires to develop further curriculum in these key fields.

IV. Organization to support Grant Writing: Intentionally blank as it will not begin until Spring

V. Invest in Infrastructure (Green):

- 1) Secure Funding (Green)
 - a. Opportunity: The College is in need of capital funding to support deferred maintenance, obsolescence, modernization and customization of classrooms, technology and building & grounds infrastructures. The College secured a \$3.12M grant from SUNY 2020 Workforce Development Initiative for classroom infrastructure, which will include the science classrooms and labs. The College is also in pursuit of a \$1.0M capital budget for 2022 from SUNY (expect to be approved in December) and the Sponsoring Counties (approved): \$800K will be allocated to grounds access & egress to the building and \$200K will be used for deferred maintenance projects.
 - b. Recommendations
 - i. Hire a Facilities Director to manage the classroom renovations and new construction projects needed to support the above \$4.12 capital investment.
 - ii. Create a Deferred Maintenance Advisory Committee with the Sponsoring Counties to help assess investments, partnerships and other grant opportunities to support a longer-term strategy to address \$40+M in deferred maintenance over the next 10 years.
- 2) Further Develop a Master Plan (Green)
 - a. Opportunity: The College has developed an Infrastructure Plan that will help with assessing deferred maintenance needs.
 - b. Recommendation(s): As programs and student services are assessed over the next 6 months infrastructure needs will be included in the business planning process for 2022-24.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2021-2022-11**

APPOINTMENT OF PERSONNEL

WHEREAS, The Department of Human Resources has confirmed that each of the individuals identified on the attached list possesses credentials necessary for the appointments indicated, and

WHEREAS, it also has been confirmed that each of the listed individuals has accepted all requisite conditions for appointment, and

WHEREAS, each of the listed individuals also has been recommended for his or her appointment by the President, be it therefore

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College hereby appoints the individuals listed on the attachment.

STATE OF NEW YORK:

SS:

COUNTY OF TOMPKINS:

I, JAN BRHEL, CLERK of the Board of

Trustees of Tompkins Cortland Community College,

DO HEREBY CERTIFY the foregoing resolution is

a true copy of a resolution duly adopted by the Board of

Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 16th day of December 2021, and the same is a complete copy of the whole of such resolution.

IN WITNESS WHEREOF, I have hereunto set my hand

and caused the official seal of Tompkins Cortland

Community College to be hereunto affixed this 16th day of

December 2021.

Clerk of the Board of Trustees

Tompkins Cortland Community College

Appointment of Personnel
Tuesday, November 30, 2021
Presented to the Board of Trustees

Employee	Department	Title/Rank	Salary	Employment Dates
August				
Cornish, Erin	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$1,689.75	8/30/2021 To 12/17/2021
Evans, Christine	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$394.28	8/30/2021 To 12/17/2021
Farah, Fred	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$3,379.50	8/30/2021 To 12/17/2021
Galezo, David	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$563.25	8/30/2021 To 12/17/2021
Grossman, Rick	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$1,689.75	8/30/2021 To 12/17/2021
Ha, Lien	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$1,689.75	8/30/2021 To 12/17/2021
Kidder, Jennifer	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$563.25	8/30/2021 To 12/17/2021
Kobre, Michael	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$1,042.01	8/30/2021 To 12/17/2021
Need, Barbara	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$1,689.75	8/30/2021 To 12/17/2021
Okaru, Alfie	Teach per-student class compensated at independent study rate (FITN101-5 students)	Adjunct	\$1,000.00	8/30/2021 To 12/17/2021
Okaru, Alfie	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$563.25	8/30/2021 To 12/17/2021
Sewell, Patrick	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$1,126.50	8/30/2021 To 12/17/2021
Whitecraft, Michele	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$2,985.23	8/30/2021 To 12/17/2021
Young, Tammi	CollegeNow Concurrent Enrollment Faculty Liaison Duties	Adjunct	\$3,379.50	8/30/2021 To 12/17/2021
September				
Schoth, Lauren	Para-Professional Tutor	Adjunct	\$3,504.60	9/6/2021 To 12/17/2021
Bullock, Gwen	Adjunct - Photo Lab Technician	Adjunct	\$792.90	9/15/2021 To 12/17/2021
Maldonado, Miguel	Para-Professional Tutor	Adjunct	\$6,580.86	9/16/2021 To 12/17/2021
Stevenson, David	FITN130 M12FITN230 M22	Adjunct	\$3,390.00	9/21/2021 To 12/17/2021
October				
Carr, Kyle	COMM265	Adjunct	\$242.00	10/5/2021 To 12/17/2021
Eckert, Regina	HSTY201 M05	Adjunct	\$3,165.00	10/5/2021 To 12/17/2021
Galezo, David	Teach per-student class compensated at independent study rate (PHIL101-5 students)	Adjunct	\$3,000.00	10/5/2021 To 12/17/2021
Buchanan, Patricia	Professional development for Developmental ENGL instructors	Adjunct	\$50.00	10/6/2021
Donohue, Kathryn	Professional development for Developmental ENGL instructors	Adjunct	\$50.00	10/6/2021
Hemingway Jones, Kathy	Professional development for Developmental ENGL instructors	Adjunct	\$50.00	10/6/2021
Potter, Kristi	Professional development for Developmental ENGL instructors	Adjunct	\$50.00	10/6/2021
Tambascio, Theresa	Professional development for Developmental ENGL instructors	Adjunct	\$50.00	10/6/2021
Weed, Steve	Professional development for Developmental ENGL instructors	Adjunct	\$50.00	10/6/2021
Wolff, Sarah	Professional development for Developmental ENGL instructors	Adjunct	\$50.00	10/6/2021
Zaia, Heather	Professional development for Developmental ENGL instructors	Adjunct	\$50.00	10/6/2021
Almann, Nancy	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21

Employee	Department	Title/Rank	Salary	Employment Dates
Bouseman, Alicia	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Britton, Emma	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Buchanan, Patricia	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
DeGaetano, Margaret	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Donohue, Kathryn	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Farah, Fred	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Feavearyear, Jody	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Feavearyear, Jody	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Gammage-Sikora, Gina	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Gammage-Sikora, Gina	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Gilbert, Mary	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Hamilton, Kathryn	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Hamilton, Kathryn	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Iacobucci, Christine	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Kidder, Jennifer	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Kidder, Jennifer	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Kobre, Michael	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
LaFavor, Erik	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Lipa, Thomas	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Lyon, Crystal	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Marvin, Tracy	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
McComb, Jared	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
McComb, Jared	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Need, Barbara	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Nobles, Jill	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Sewell, Patrick	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Tambascio, Theresa	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Tambascio, Theresa	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Weed, Steve	Participation in Fall Kick-Off Meeting/Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Weed, Steve	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21

Employee	Department	Title/Rank	Salary	Employment Dates
Woloszyn, Alexander	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Zavaski, John	Participation in Fall Day Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	10/12/21
Goot, Justin	Admissions and Financial Aid Advisor	Grade 1	\$48,750.00 *	10/18/2021
Zaia, Heather	AMENDMENT - ENGL098/100-M01; original contract issued for 9 credits, should have been 6.	Adjunct	(\$2,775.00)	10/19/21
Reynolds, Kenneth	Senior Systems Administrator	Grade 4	\$76,404.00 *	10/25/2021
November				
Riegel, Dara	Assistant Director for Employer Relations and Experiential Learning	Grade 3	\$68,359.00 *	11/1/2021
Britton, Emma	Sixty minute session - Professional Development for Developmental English instructors	Adjunct	\$50.00	11/8/2021
Buchanan, Patricia	Sixty minute session - Professional Development for Developmental English instructors	Adjunct	\$50.00	11/8/2021
Donohue, Kathryn	Sub-Committee Assessment Work	Adjunct	\$100.00	11/8/2021
Donohue, Kathryn	Sixty minute session - Professional Development for Developmental English instructors	Adjunct	\$50.00	11/8/2021
Gorsline, Tracy	Financial Aid Counselor	Grade 1	\$55,530.00 *	11/8/2021
Potter, Kristi	Sixty minute session - Professional Development for Developmental English instructors	Adjunct	\$50.00	11/8/2021
Potter, Kristi	Sub-Committee Assessment Work	Adjunct	\$100.00	11/8/2021
Tambascio, Theresa	Sixty minute session - Professional Development for Developmental English instructors	Adjunct	\$50.00	11/8/2021
Tambascio, Theresa	Sub-Committee Assessment Work	Adjunct	\$100.00	11/8/2021
Weed, Steve	Sixty minute session - Professional Development for Developmental English instructors	Adjunct	\$50.00	11/8/2021
Weed, Steve	Sub-Committee Assessment Work	Adjunct	\$100.00	11/8/2021
Zaia, Heather	Sixty minute session - Professional Development for Developmental English instructors	Adjunct	\$50.00	11/8/2021
McIntyre, David	HRMG105 HY3	Adjunct	\$1,055.00	11/10/2021 To 12/17/2021
Okaru, Alfred	FITN101 M02	Adjunct	\$1,582.50	11/10/2021 To 12/17/2021
Amato, Jennifer	Systems Administrator	Grade 3	\$58,070.00 *	11/29/2021
Haupt, Michael	Institutional Effectiveness Research Analyst	Grade 2	\$60,000.00 *	11/29/2021
December				
Perry, Judy	Receptionist - Health & Wellness Services	Grade B	\$39,167.62 *	12/6/2021

TOMPKINS CORTLAND COMMUNITY COLLEGE

Presented to the Board of Trustee

December 16, 2021

Resignations/Retirements/Separations

<u>NAME</u>	<u>EFFECTIVE</u>	<u>REASON</u>
None.		

FACULTY STUDENT ASSOCIATION

Kierstyn English	11/27/21	Resigned
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BISTRO

None.

CURRICULUM PROPOSAL FORM

Name: S. Stafford

Department/Program: Business/Hotel & Restaurant Management

Date:

TYPE OF SUBMISSION

(Check the type of submission and enter the requested information)

Change(s) in Degree/Certificate Requirements

Program Title:

Degree/Certificate Type: A.A.S. A.A./A.S. Certificate

Change(s) to Existing Course

Course Number and Title:

Identify the type of change(s) proposed:

- Change in Course Title or Number
- Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success
- Change in Credit Hours
- Change in Instructional Format (Lecture, Laboratory Hours)
- Change in Catalog Description
- Major Change in Course Content
- Change in essential topics/learning outcomes
- Deletion of course from curriculum
- Update to current Master Course Syllabus Template

New Course

Department Proposing/Endorsing Course:

Proposed Course Title:

Developmental **First Year** (100 level) **Second Year** (200 level)

New Degree/Certificate: A.A.S. A.A./A.S. Certificate **Micro-Credential**

Department Proposing/Endorsing Proposal: Business

Proposed Title: Food & Beverage Service Credential

Other Curricular Change:

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

A new micro-credential, *Food & Beverage Service Credential*, is proposed to provide skills development necessary for successful employment in the field. Since March of 2021, there has been a steady increase in employment openings and a gap in qualified hospitality candidates. This credential will be offered beginning with the spring 2022 semester pending completion of the Level 3 approval process.

The detailed proposal is attached.

Vice President for Student Services
December 2021

Below is a department-by-department guide on how the Division of Student Services is supporting students.

Student Success and Advising

Student Success: Advising, Career, & Transfer Services

To date, since we began the Spring 2022 new student enrollment cycle on November 15, we have had 50 new, transfer, and reinstated students attend START appointments (**S**tudent **T**ransition, **A**dvising, **R**egistration & **T**esting). As of December 1, all three of these enrollment categories are up in headcount from this time last year (+18 new, +8 reinstate, +2 transfer). Through the end of December, there are 200 available START appointments and more will be offered in January. We have resumed holding in-person START appointments to complement the many virtual appointments offered which include evening and weekend options to best meet student needs. Overall, 51% of all invited students have scheduled their START appointment, which is up significantly from the average fall rate of 28%. This is due in large part to consistent call and text message campaigns by Leah Calzolaio to help students get scheduled. The upcoming Instant Registration Day on Saturday, December 11 will also help boost spring enrollment after invitations are sent next week.

For spring new students, we are piloting new Self-Directed placement measures for first semester English, Reading, and Math courses. Faculty in these disciplines developed background surveys to assess both cognitive and non-cognitive skills of incoming students (including resilience, academic habits, help-seeking behaviors, future goals/plans). Gathering data on self-directed placement is one component of our multiple measures placement strategy that allows for the student voice to be heard (since academic transcripts may not uncover the full story). So far, just over 20 students have completed these surveys and many have been able to advance their course placement. We will continue to assess the results and compare with end of semester course success data for further evaluation. This change also better incorporates our shift to co-requisite support courses in the math curriculum, part of our efforts to minimize necessary developmental education courses. The goal is to implement self-directed placement at scale for all incoming students in the Fall 2022 semester.

Continuing student enrollment still lags behind where we were at this point last year by just over 200 students (about 317 FTEs). Text message campaigns were sent this week to four targeted populations of continuing students who have not yet registered. This resulted in 64 students registrations in the past three days. Next week, email blasts will be sent as follow up, in addition to another text blast promoting the Saturday event. Student Success staff continue

to work closely with their assigned part-time advisees, their Pathways Scholarship students, and any continuing students who drop in (virtually or in person) to the Center for advising help.

With the transition from Registration Day to a weeklong series of registration windows, we heavily promoted the “Road to Registration.” This new initiative, planned by a committee chaired by TK Huff, included three weeks of target programming surrounding transfer, career, and advising. An organization was created in Blackboard, accessible to all students, that included newly developed resource videos with registration related tutorials. Other components of this initiative included two Fall Day presentations training advisors on career development and exploration advising, tabling outreach that sparked one-on-one conversations with over 100 students, and one-class presentations by Student Success Advisors.

Appointment traffic in Starfish has increased dramatically this fall. As of the end of November, over 2,250 appointments have been scheduled with 88 staff/faculty in Starfish during the fall semester. About 33% of these appointments were remote (online or over the phone) and 66% were in person and collectively they had a 91% attendance rate. Only 16 students no-showed for their appointment, with the remaining group using Starfish to easily reschedule their appointment.

From October 11 through November 30, 1203 meetings have been scheduled and/or recorded in Starfish including:

- 501 Advising, 30 transfer advising, 11 career advising, 15 SUNY Cortland transfer path advising
- 51 Admissions, 234 Financial Aid, 93 Registration & Billing
- 166 course related, 16 faculty office hours
- 82 Tutoring
- 503 were “walk-in” appointments, 700 were scheduled

So far this term, 4992 tracking items have been raised in Starfish. Of these, 852 have been raised manually throughout the semester (not as part of a Progress Survey, see below for that data):

Tracking Item Type	Number Raised 852	Flag Name	Number Raised	Number Cleared	Percentage Cleared
Flags	372	Attendance Concern	42	37	88.1%
Kudos	284	Academic Concern	146	71	48.6%
Referrals	35	In Danger of Failing	177	23	60.5%
To-Do	161	I Need Help (Student Raised Flag)	7	6	85.7%

From October 21 to October 27, 469 progress surveys were sent to instructors of fall course sections currently in progress. Of these, 341 surveys were completed by 111 instructors, providing specific feedback to all students enrolled. On this progress survey, 4,140 tracking items were raised. Here is a summary of the progress survey:

Tracking Item Type	Number Raised 4140	Flag/Kudos Name	Number Raised	Number Cleared	Percentage Cleared
Flags	981	In Danger of Failing	516	258	50%
		Academic Concern	465	162	34.8%
Kudos	284	Satisfactory Progress	1648		
		Keep Up the Good Work	1324		
		Showing Improvement	187		

After final fall grades post on December 20, the success team will adjust schedules for students who no longer meet pre-requisites for spring courses based on their fall grades. Additionally, schedules of all students on academic probation and repeat probation will be reviewed and adjustments made if needed. Until the beginning of the spring term on January 26, our team will work feverishly with all students on academic probation or repeat probation (and those returning from a suspension) to complete their student success assessments to create a plan to academic recovery.

Financial Aid

The Financial Aid office has had a busy semester thus far with a few very well deserved promotions within the department. Sarah Hicks moved from the Assistant Director of Financial Aid to the Associate Director of Financial Aid. Also, Tracy Gorsline was moved from a Financial Aid ESS to a Financial Aid Counselor. The financial aid counselor position has been empty for a few years now and having Tracy move to this role has been extremely beneficial to the processing of aid in a timely fashion.

Financial Aid Staff continues to assist students filling out FAFSA’s and Tap applications and counseling them on the different ways financial aid can assist in paying their bills. We held several FAFSA completion workshops in the office for current students as well as loan counseling and promissory note completion events.

Our team participated in the *Road to Registration* and held a tabling event in the cafeteria to assist students who had questions in regards to their financial aid.

Our office has seen a record number of requests from high schools for financial aid professionals to come out and do either a financial aid presentation and/or a FAFSA completion event. In total the staff has visited 15 different schools either in person or virtually between the months of October – December.

So far this semester we have disbursed approximately \$4,013,512.00 in Federal Student Aid. We were also very busy distributing the third round of HEERF funds known as ARP. Approximately 953 students received an award totaling \$1,845,000.00. Students were given

the option but were not required to use this grant to help pay their bill. Of the 953 students approximately 88 students opted to pay their bill with the ARP grant totaling \$86,733.50. We are gearing up for the spring semester as well as getting things ready for the 2022-2023 year.

Health and Wellness Center

Health Center

- The HWS Nurse tested, managed, and processed COVID tests for resident students (52), commuter students (23), and staff (92).
- HWS continues to participate in the SUNY COVID group with 3 meetings weekly.
- The HWS Nurse continues to provide care for students' injury and illness and offer holistic preventive education.

Counseling

- HWS Counseling welcomed new Tompkins Cortland employee, receptionist Judy Perry on December 6th.
- Participation in stepped care mental health programs continues to grow with as many as 7 participants in in each weekly group.
- Clinical counselors continued to support students with one-on-one support.
- HWS Counseling conducted the second four-week Mind: Your Business Mindfulness Workshop
- HWS staff and intern continue to host our weekly Cross Stitch group.
- HWS Counseling is collaborating with the StressLess Committee to provide mindfulness supports to students during finals week.
- Attended "Call to Action: Suicide Prevention in Healthcare," a presentation on the Zero Suicide Model by Jenna Heise of the NYS Office of Mental Health's Suicide Prevention Center.



(Above: Lacrosse athlete helps students learn cross-stitch in the new MHW space)

Panther Pantry and Community Closet

- The Panther Pantry is open 22 hours per week, staffed by student workers Breasia and Kayden.
- HWS met with the Tompkins County Food Rescue and Cornell Cooperative Extension.
- The Community Closet will have a limited opening the week of December 13th.

Recovery Program

- NYS Youth Voices Matter (YVM) affirmed our efforts to provide state-wide leadership for youth and young adult recovery support with a renewed contract.
- There are five students on the Recovery Program caseload.
- One student was transported to detox & inpatient.
- The Recovery Program participated in the College's Thanksgiving celebration.
- The Recovery Program met with the Alcohol and Drug Council to renew efforts in partnership with WORC grant.
- The Recovery Program Specialist continues to deliver classrooms and professional development trainings.
- The Recovery Program continues to collaborate with YVM and state representatives to build legislature on integrating Collegiate Recovery on all SUNY campuses.

Alcohol and other Drug (AOD) Prevention and Health Promotion

- The College Environmental Alcohol and Drug Survey has been completed and 100% of the student body was contacted through weekly email reminders. Students were incentivized to participate with chances to win \$500 from SUNY and \$50 from TC3. 268 students completed the survey.
- The Best Life social norms campaign continues to connect students, faculty, and staff around personal “Best Life Stories” to display on youdefineyourbestlife.com
- AOD screenings, brief interventions, and referrals are continuing. 57 students have been screened for risk. 8 students have received brief interventions. 1 student has been referred to treatment
- A HWS Student Satisfaction Survey was sent to all students on December 3rd to collect data on students’ experiences with HWS services, programs, and staff interactions.

Enrollment Services

Updated enrollment and application numbers will be sent as an addendum just prior to the Board meeting.

With the resignation of the Associate Dean of Enrollment Services, the position description was updated and reclassified to be retitled the Dean of Enrollment Services. The search for the new Dean will begin immediately, with an anticipated start date in the Spring 2022 semester.

Activities, continue in the Center with recruiters able to visit many (but not all), high schools in person, with Daniel and Kevin presenting at schools across the state. Justin Goot joined us on October 18th as our third admission recruiter.

Upcoming, and a few recent, recruitment events include:

INSTANT REGISTRATION DAYS

Saturday, December 11, 2021

Saturday, January 8, 2022

Saturday, January 15, 2022

Saturday, January 22, 2022

Presidents Day

Information Sessions and Tours

Possible Mock Classes

Athletics and Campus Recreation

Athletics Advisory Board & Captains’ Council

The next meeting of the AAB is set for Friday, December 3. Items on the agenda include registration for Spring '22; reflections on the current semester at TC3; ideas and action items for volunteer opportunities, special events and fundraising through intercollegiate athletics next semester.

Intercollegiate Athletics

Men's Basketball

The men are off to an excellent start against the top-ranked competition in Region III. With their win over MSAC rival Jefferson on 11/30, the men have a record of 3-3 with close losses to the top rated teams in NJCAA.

<https://www.tcpanters.com/sports/mbkb/index>

Women's Basketball

WBB are coming off a big win over Mohawk Valley CC before the break and stand at 1-2 overall on the young season. With three games remaining in the Fall schedule, TC3 will be on the road until the break.

<https://www.tcpanters.com/sports/wbkb/index>

Spring Sports

Fall ball wrapped up for baseball, lacrosse, and softball with teams reducing practice times to a few hours a week plus weight training sessions. Golf has an organizational meeting set up for December 6.

Fitness | Recreation | Community Groups

Community Groups

The 2021 NYSPHSAA Girls Soccer Championships on November 13 included four games between large high schools from Albany to Long Island to Buffalo and over 1,200 fans in attendance on a wet and blustery day on campus. Once again, TC3 received high marks for accessibility, quality of facilities and dedication to excellence by our staff.

Fitness Center

For the month of November, we had **436 member visits**:

- **67 community**

Community participation has continued to increase over the past several months

- **96 faculty/staff**

Faculty and staff participation has leveled off after several months of increased participation

- **273 students**

Student participation continues to decline, which is the norm as we approach the end of the semester

We do have some of our teams using the facility after hours for team practices, which do not factor into our member visit count

We are still hearing that members using the facility have scaled back their usage due to the mask mandate and several have contacted us to state they plan to return once the mandate lifts. This is of concern with the increasing number of COVID cases in the county and emergence of new variants.

To date for the fall semester, we have collected a total of **\$1,714** in revenue. The majority of this has come from faculty/staff memberships. Most of the community monthly payments are made through health insurance benefits, which unfortunately do not yield us a large amount of revenue.

Sunday, December 12th will be our last Sunday for the semester

Our student workers will wrap up their semester shifts on Friday, December 17. The facility will remain open, regular hours, through Thursday, December 23 when we will close at 4pm for Winter holidays.

Recreation & Pool

Recreation participants totaled 110 with the majority of activity being in pick-up basketball and indoor soccer league. We will sponsor a kickball league in the month of December.

The pool had 263 patrons visit for open swim, lap swim and water exercise classes.

Student Life

Events

Date	Event	Track	Attendance
10/14	SGA Meeting	Lead	
10/14	Salsa Night	Diversify	16
10/15	First Gen for the Next Gen	Prepare	2
10/16	Fall Fun at Moore Family Farm	Connect	19
10/21	SGA Meeting	Lead	6
10/22	Off Campus Leadership Retreat	Lead	39
10/28	SGA Meeting	Lead	3
10/28	Movie Night: Coco	Diversify	11

11/4	SGA Meeting	Lead	2
11/8	Campus Spa	Connect	22
11/11	SGA Meeting	Lead	12
11/18	SGA Meeting	Lead	4
11/18	Student Leader Appreciation Dinner	Lead	20
11/22	Adele Listening Party	Connect	7
11/25	SGA Meeting	Lead	
12/9	SGA Meeting	Lead	
12/16	SGA Meeting	Lead	

Event Spotlight

Student Leader Appreciation Dinner

Student leaders gathered in the Panther Den as an appreciation for their hard work. Feedback after the Leadership Retreat prompted us to plan a fun and special dinner party. Thank you to our Student Trustee, Paige Innis, for taking the lead to help plan this event. She worked with our very own dining services/Kevin Stillman to plan a menu and table setting. The food was fantastic and the energy from the students was even better. We plan to hold this event every semester moving forward.



Clubs

As a reminder from Spring 2021, we have seen a massive decline in active clubs over the timespan of the pandemic. The main goal of the Get Connected Fair this semester will be to revitalize existing clubs and help students create new ones. Now that we are in-person and clubs can meet traditionally, we expect to see an increase in club participation.

Current registered clubs:

African Caribbean Association – not active

Art club - active

Chemistry Club - not active

CRU – not active, active advisor

Hospitality and Restaurant Association – not active

LGBT Club (renamed to Q&A) – Restarting

Gaming Club – Active and holding events

Outdoor Adventure Club – Active

Recovery Club (renamed to ARCTC) - not active, active advisor

Residence Hall Association

Sport Management Club – Active
STAND – not active, advisor taking a break.

Potential new clubs:

Active Minds – Holding their first interest meeting next semester

Foodies club – held several meetings, next step is to become recognized by SGA

Gardening club

Student Government Association

SGA is wrapping up the semester by planning a few end-of-semester events. They are working on a coffee/hot chocolate bar for commuters in the hopes to hear from them about what events and services they would like to see, as well as any issues they may be facing. They are also planning to be present at Stress Less events to give away stress balls.

Fall 2021 SGA E-board:

President – Sasha Machmuller

Vice President of Finance – Matthew Davis-Howard

Vice President of Communication – Benjamin Bates

Ex-Officio member and Student Trustee – Paige Innis

The following seats are vacant and SGA is currently accepting applications:

Vice President of Student Involvement

Vice President of Student Services

Joint Training and CRLA

Student Activities is collaborating with ODESS and Residence Life launched the joint-training series for Student Leaders. The Student Leadership Assistant's, Resident Assistant's, and Vector Network Mentors are required to complete the certification, though all students are welcome to participate. Trainings so far have been Role of the Peer Educator, Peer Educator Do's and Don'ts, Mentoring Boundaries, Conflict Resolution, Health and Safety, Preparing to Study, Programming, Academic Majors and Advising, Learning Styles, Critical Thinking, Problem Solving, Stress Management, Ways of Mentoring, Constructive Criticism, Conferencing Skills, Customer Service, Campus Resources, Establishing Rapport, and Teambuilding. This is an International certification that is highly respected by transfer schools and employers. These trainings are ongoing and will continue in the Spring Semester.

Co-Curricular Transcript

The Student Activities Project Assistant, Monica-Grace, is working with Campus Groups to implement new badges. One of those badges is the Allyship badge and includes a series of monthly events throughout the academic year. The CCT group, which includes Hal Brown's expertise on career development as well as Dara Riegel's expertise on applied learning,

continues to meet weekly. The group is launching the new badges and CCT opportunities in the spring semester.

As a reminder: A Co-Curricular Transcript (CCT) is an unofficial record generated through Campus Groups® that documents a students' activities and accomplishments that occur outside of the classroom during their time at Tompkins Cortland. In partnership with Caryanne Keenan, we have established a process for students to receive their Co-Curricular Transcript and learn how to apply that to their next steps, whether they be career or transfer. Leah Tompkins, our summer Graduate Project Assistant, built the foundation on Campus Groups and we owe her a huge thanks for all of her hard work.

For more information, visit: <https://www.tompkinscortland.edu/campus-life/co-curricular-transcript>

SUNY Chancellor Award for Student Excellence (CASE)

The nominations from staff and faculty for the SUNY CASE are now closed. The campus selection committee is reviewing the nominations and will be selecting the students to submit to SUNY in the next few weeks. We are able to submit (2) nominations to SUNY this year.

New Student Orientation

Spring New Student Orientation (NSO) will be on **Monday, January 24, 2022**. Content will include (subject to change):

Welcome from AIC Paul and SGA President

Health and Wellness Services

Community and Safety Standards

ODESS

Academic Sessions by Guided Pathway communities

Athletics and Recreation

Campus Groups and Student Involvement

Breakout sessions:

Career Tour of Resources

Best Life

LGBTQIA+ Information and Training

Cub Involvement

Mental Health

The website and Spring Online Orientation Module are updated here:

<https://www.tompkinscortland.edu/academics/orientation-schedule>

Child Care Center

Updates:

The child care center is still up and running strong. Many of our staff have had to put many different hats on these last few weeks as staff have been out sick and had a staff member resign and 2 more at the end of the month.

We are currently seeking a full time kitchen assistant, teacher assistants and lead teachers, as well as a teacher's aide. Staff are leaving for higher paying jobs in the community. This puts a lot of pressure on the staff to work longer hours and in different classrooms.

Grants:

We received our gift of \$10,000 from the Park Foundation in Ithaca. At this time we are in talks about using it to upgrade the playground at the FSA child care center.

We are coming to the end of year 2 for our SUNY Family Empowerment Grant pilot program. In January we will start our last year. This grant has helped our student go to classes and not worry about the costs of child care and be able to focus on paying household bills. With this grant we reached out to the marketing department to help spread the word about returning to classes at TC3 and that we have child care and tutoring available. With this we were able to give \$3,500 toward marketing.

Additional items:

All of the TC3 students that we have served this semester at the childcare center have registered for classes next semester. We have also had new students reach out to us for care next semester as they return to higher education.

Student Conduct and Community Standards

Student Conduct & Community Standards

For the month of October, there were 16 conduct incidents involving 29 students. No students were removed from housing, suspended or expelled for violations in October.

There were no COVID policy related violations in October.

There was 1 conduct board.

For the month of November, there were 11 conduct incidents involving 18 students. No students were removed from housing, suspended or expelled for violations in November.

There was 1 COVID policy related violations in November.

There were no conduct boards.

I attended the SUNYSCA fall virtual conference.

Semester Summary as of 11/30

	Fall 2021	Fall 2019 numbers for comparison
Cases	66	320
Students Involved	91	535
Removals	0	10
Suspensions	1	8
Expulsions	0	0

Our conduct numbers overall have been down significantly this fall. There are a number of reasons for this. First is clearly occupancy, however in 2019 the residence halls were at only 56% percent occupancy and those were more typical statistics. That change in occupancy impacts overall incidents, and especially raises the number for health and safety charges related to fire inspections and charges for failing to complete sanctions. Another significant change this year has been the shift in NYS marijuana laws (in fall 2019, there were 74 individuals with drug related charges as opposed to 11 in fall 2021.) Additionally, COVID continues to limit the amount of interactions occurring with the students who are here.

Title IX

- During October and November we worked with a couple concerns, but no formal complaints were filed.
- HR is now following up with anyone who has not completed the Annual NY state employee sexual harassment training.
- Student Conduct presented healthy relationship information and resources in two classes in October and also presented to the men's basketball team. Women's basketball is TBD this month
- October was Domestic Violence Awareness Month and the violence prevention group sponsored several events.
- On 9/29 The Advocacy Center Staff presented a program on Supporting Survivors for students – 2 attended.
- October 4-6 – Red Flags were on display at the main entrance and on the path from the residence halls. The flags have notes of hope and support for survivors of domestic violence.

Student programming has not been very well attended so we are making adjustments in our planning for spring programming which will include a virtual watch party of an episode of YOU in January for stalking awareness month, a program geared towards our lgbtqia+ population on relationships and several events in April for Sexual Assault Awareness Month, including an in-person Yards for Yeardeley walking and education event.

During October and November, I attended two title ix related trainings and continued to serve on the STIXCA (SUNY title ix) board which will have its fall meeting in December.

Semester Summary

Numbers of reports are lower for title ix as well, though our numbers have never been that high. With the smaller population, we have actually been more visible which has helped with reporting. Our training with other areas has also improved and so more reporting comes from different areas (i.e. faculty and staff who students have shared with as opposed to always from

campus police and self-reporting.) We are also doing more of our training ourselves (in the past we had outside supports who met with athletics and did more) which is allowing more face time with students, particularly athletes, who then are more comfortable coming in with questions.

Programming across campus has had lower attendance, but required programming such as the athlete meetings and some 'don't cancel that class' sessions have had much higher engagement with the students really participating and gaining more knowledge around healthy relationships.

Residence Life

The CO-VID vaccine is a requirement for the Residence Halls for the Spring 2022 semester. All of our residential students are vaccinated, and we have lifted our mask mandate for the rest of the semester and spring semester moving forward.

We collaborated with Rhonda Kowloski for the annual Thanksgiving dinner on Thanksgiving Day for our students who stay in the residence halls during Thanksgiving break. The Thanksgiving dinner was a success and from the Residence Life Department, we would like to thank everyone who collaborated on this annual event. We closed our Residence Halls on Wednesday, Nov 24th at noon and opened back up on Nov 28th at 8 am.

We conducted personal outreach to all residential students to see if they plan on returning for the spring semester. Residence Life has sent out surveys to see if students plan on returning to campus and/or residence halls. We plan on having RA's knock-on doors and our professional staff holds office hours to help students sign up for the Spring 2022 semester. Our goal is to help with the retention efforts of the residence halls/college overall.

Residence life also held our Pool tournament in the Panther Den where the winner of the tournament, won a \$50 Amazon gift card. Students enjoyed their time and are excited to do more events in the Spring 2022 semester.

The Residence Halls close on December 18th at noon and reopen on January 21st at 8 am for our incoming students and on January 25th for returners. For the spring semester, Residence Life is working on new programs we would like to offer in the Residence Halls to our students.

**Enrollment Services
Board of Trustee Update
As of December 14, 2021**

Enrollments as of December 14th, 2021

- Spring 2022
 - New Students +28.34%
 - Continuing -16.8%
 - Reinstates +45.65%
 - Transfers -4.01%
 - Other +81.82%
 - Overall -13.60%

Since December 1st, 2021, when the overall numbers were -24%, a variety of campaigns have been initiated to address the decline in continuing student enrollments. This includes multiple text campaigns, emails, phone calls and even a door-knocking initiative in the residence hall. We also held Saturday hours on December 11th, to give students another opportunity to get registered. These campaigns have yielded great results as we have moved the deficit 11 percentage points in the right direction. We still have a lot of work to do, but the team has been energized by the positive response we have received so far to our outreach efforts.

AVP OF STUDENT SERVICES AND SENIOR DIVERSITY OFFICER REPORT TO THE BOARD OF TRUSTEES | DECEMBER 2021

Campus Strategic Diversity, Equity, and Inclusion Plan

- ❑ The steering committee is now meeting weekly and is planning to do so throughout the plan development. The committee is currently completing year 1 DEI plan development of compiling campus feedback (Milestone 8). The committee has turned the corner into working on academic year 2 of DEI plan development, including assessing responses and other collected content from the campus community.
 - See the attached executive summary of faculty and staff responses
 - The committee has begun to draft goals based on the responses from the survey that align with the SUNY 25 point plan
 - The collection of student responses to the DEI survey has concluded, and the committee is in the process of completing a qualitative analysis of the survey responses.

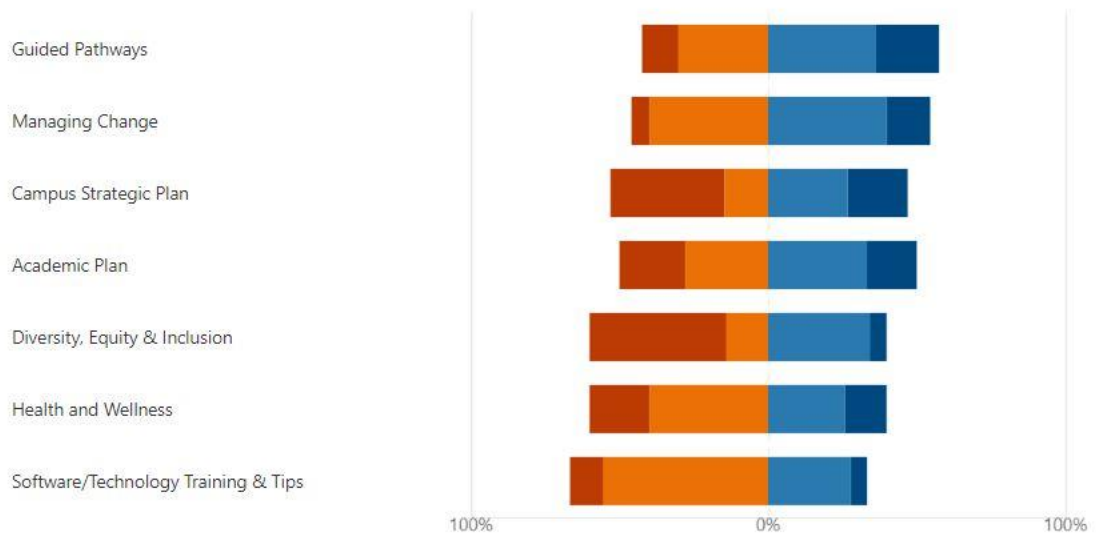
College Staff Development Day

- ❑ Mid-Winter Day planning is underway. Potential Themes are highlighted below from Fall Day 2021 participant feedback:

14. Potential Topics - Select the preferred method of delivery:

[More Details](#)

■ College-Wide Session ■ Concurrent Session ■ Either Method ■ Not Interested in Topic



AVP OF STUDENT SERVICES AND SENIOR DIVERSITY OFFICER REPORT TO THE BOARD OF TRUSTEES | DECEMBER 2021

National Science Foundation Louis Stokes Minority Participation Program

- The search committee for the Vector Network Program Associate has been formed, and the announcement of position opening has been released and promoted widely.

Student Engagement Team

- Our application for certification to offer the International Peer Educator Training Program Certification has been approved by the College Reading and Learning Association. More information related to the certification can be found here: <https://www.crla.net/>
 - See training plan for student leaders
 - Kudos to Tracey Brunner for taking the lead on this initiative, as well as Cheyenne Gorton's role in supporting training initiatives.
- The Team formalized its mission as Educate. Engage. Empower students

Professional Development and Meetings

- October 27 | Participate in a conference focused on providing equity audits
- November 18 | Town Hall | Presented on connecting the campus culture
- November 19 | Co-sponsored a Cortland County Community of Color (C4) Professional Retention Program Social
- November 29 | SUNY REACH Initiative – Involves institutional mapping of resources, policies, and practices to support students who are 25+
- November 30 & December 6 BRAVE Dialogue Facilitator Refresher Meetings

Respectfully,

Seth A. Thompson

December 7, 2021

Student Leader Training Plan

Pre-Semester	Program/Training	Hours	Level
08/23/21	Role of the Peer Educator	1	1
	Peer Educators Do's and Don't's	1	1
	Mentoring Boundaries	0.5	2
	Conflict Resolution/De-escalation	1	2
	Health & Safety Part I	1	1
	Advocacy For Students	1	3
		5.5	
08/24/21	Ways of Mentoring	0.5	2
	Constructive Criticism	0.5	3
	Programming Part 1	1	2
	Academic Majors and Advising	1	2
	Learning Styles/Critical Thinking	1	3
	Problem Solving Strategies	1	3
	Stress Management	1	3
		6	
08/25/21	Conferencing Skills: Orientation/Welcome Week	1	1
	Customer Service Training	1	1
	Programming Part 2 - Train the Trainor	0.5	1
	Campus & Community Resources and Referrals		1
	-Health Services/Pantry	0.5	
	-Mental Health	0.5	
	-AOD	0.5	
	-Title IX/Conduct/FERPA	1	
	-Tutoring/Library	0.5	
	-Campus Groups	0.5	
	Establishing Rapport/Motivating Students	1	1
		7	
		18.5	
Fall	Program/Training	Hours	Level
08/31/21	Questioning and Listening Skills	1	1
09/10/21	Health & Safety Part II	2	3
9/21/2021	Preparing to Study: Organization, Class Analysis & Time Management	1	1
10/05/21	Leadership Styles	1	3
10/19/21	Career Exploration	1	2
11/02/21	Professional Ethics for Peer Educators	1	1
		7	
Leadership Retreat	Program/Training	Hours	Level
	Cultural Awareness: Brave Dialogue Training	6.5	2
	Goal Setting	1	3
	Establishing Liaisons with Faculty	1	3
	Gender Issues Awareness	1	3
	Team Building	1	1
		10.5	
Total Hours		36	



Strategic Diversity, Equity, and Inclusion Plan Development Faculty and Staff Survey Findings Report

Process

In the Fall of 2020, Tompkins Cortland Community College began to chart the pathway of its second Diversity, Equity, and Inclusion Plan. The Diversity, Equity, and Action Council (DEAC) is charged with constructing the plan. Volunteers from the Council have come together to form the Diversity Equity and Inclusion Strategic Plan Steering Committee (DEISPSC). DEISPSC charge is to provide guidance and support for the plan's construction and the processes in which members inform our campus community of strategies supporting diversity, equity, and inclusion initiatives.

Plan Design Overview

Fifteen milestones have been identified to complete the process and communicate progress to stakeholders, including students, faculty, and staff. The process is meant to be iterative, as feedback from campus stakeholders will refine recommendations and strategies employed.

Consequently, the identified milestones are strategically plotted across two academic years to mindfully collect perspectives and experiences of college staff and students to inform the goals, strategies, and key performance indicators to live inside the plan as well as our community. The DEISPSC developed questions for focus groups and web-based surveys to be explored with students, faculty, and staff to secure those results.

We are currently in a parallel review phase where committee members are reviewing how to incorporate factors from the 25-point plan from SUNY System. The other parallel line addresses survey response emerging themes, and launches the student diversity, equity and inclusion perception and experience survey. Ideally, the DEISPSC will identify congruent actions or strategies related to the emerging themes shared by our campus staff. That said, the goal is to continue to follow the process included in the design to complete and launch the Campus Diversity Equity and Inclusion Strategic Plan by May 2022. The figures below highlight the plan.

Below, the map illustrating the Campus Strategic DEI plan design is shown in two different figures.

Figure 1



Figure 2



Description of Campus Climate

Faculty and staff were asked to describe the campus climate as they experienced the institution as a whole. The descriptive words in the figure are displayed by the frequency in which words were used to describe TC3's campus climate. Smaller words seen in the figure convey that the descriptive words were used less often, whereas the larger descriptive words represent that the word was used more often. An art cloud of the words used can be found below.

Figure 3



Emerging Themes

Dialogue Training Programs

- Faculty and staff have shared that an effort to continue to have vehicles available on campus where individuals can speak freely and honestly regardless of background is essential.
- Provide ...
- Expand training to support faculty advisement of students who identify as part of the Black, Indigenous, People of Color community.
- Support for diversity, equity, and inclusion training moving beyond optional for faculty and staff to mandatory, as a matter of accountability for the campus community culture.

Tension

- Fear and guilt are impeding staff members' responses to DEI concerns

- At times concerns are escalated instead of deescalated
- The way students of color are treated in some classes and parts of the campus
- Not listening to how other people's identities impact the life of others

What Gets in the Way

- Lack of understanding of Biases
- Staff members across the campus are not willing to set diversity, equity, and inclusion as a priority or not relevant
- Lack of funding to support diversity, equity, and inclusion initiatives
- A sense that all employees are not valued

The committee for the Strategic diversity, equity, and inclusion plan will set recommended strategies and action steps to address the concerns that have emerged through this review.

Note:

The faculty and staff diversity, equity, and inclusion strategic plan survey was offered to all faculty and staff for a two-week period. 31 completed surveys were received and reviewed by the committee. The committee used qualitative research methods to analyze responses

SUNY DIVERSITY, EQUITY, AND INCLUSION PHASE ONE ACTION PLAN

FEBRUARY 2021





If America's public colleges and universities are going to be true democratic engines of opportunity and social mobility, then their student body and graduates should at least mirror the racial and ethnic demographics of the state in which they reside.

Public institutions should reduce—rather than exacerbate—race-based inequalities and advance the public interest by ensuring all Americans, regardless of race or ethnicity, are able to seek and earn a college degree.

— **Broken Mirrors Report, the Education Trust (March 2019)**



“

You don't make progress by standing on the sidelines, whimpering and complaining. You make progress by implementing ideas.

— Shirley Chisholm

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SUNY Diversity, Equity, and Inclusion
PHASE ONE ACTION PLAN

I.

INTRO- DUCTION

I. Introduction

The State University of New York (SUNY) has long been a standard-bearer in promoting diversity, equity, and inclusion. During his 2021 State of the University System address, Chancellor Jim Malatras noted that SUNY's commitment to diversity and inclusion was foundational to its original mission. SUNY's Mission Statement begins as follows:

The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, **with the broadest possible access, fully representative of all segments of the population** in a complete range of academic, professional, and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary.¹

SUNY's founders were acutely aware of the pervasive discrimination that existed at the time of SUNY's creation and seized the moment to lead by building an institution not only committed to academic excellence but accessible to all New Yorkers regardless of race, ethnicity, gender, religion, or class.

In the 73 years since its founding, SUNY has strived to stay true to that mission by meeting the moment of the times. SUNY's challenge today is to continue to lead in this effort, inspired by the courage and progressiveness of its founders, to provide New Yorkers with a diverse, equitable, and inclusive system of public higher education.

Today, despite our progress and our important mission, we must continue to work toward a more diverse, equitable, and inclusive system. In 2015, the Board of Trustees took a major step forward by adopting a Diversity, Equity, and Inclusion policy, requiring all campuses to create strategic plans to close equity gaps across the system. Specifically, the Board required:

- A Chief Diversity Officer (CDO) be appointed for every campus, reporting to the campus President or Provost. The CDO would be a member of the senior administration who works with all campus offices to elevate inclusiveness and implement best practices.
- All CDOs collaborate as a Systemwide network to inform, support, and implement system initiatives.
- Comprehensive strategic diversity plans be developed for campuses and SUNY's administrative headquarters. Campus plans would address student recruitment, retention, and completion strategies; administrative, faculty, and staff recruitment and retention strategies; and include an evaluation/assessment component.
- Annual reporting on policy progress that is tied to the leadership evaluation process.
- Added emphasis on using leadership search firms that have demonstrated that they value diversity.
- Customized cultural competency training for SUNY and campus staff.
- Dedicated faculty researchers in the areas of diversity, equity, and inclusion to support the SUNY Chief Diversity Officer network and evaluate the policy for effectiveness and continuous improvement.



Unanimous adoption of the policy was an important recognition by SUNY’s Trustees that our colleges and universities would have to redouble their efforts to make diversity, equity, and inclusion a central part of their core operation.

Racism and discrimination still exist, even within the walls of the academy. For example, we’ve recently experienced racial incidents on our campuses such as a doll with a noose around its neck found in a work supply area on one of SUNY’s campuses², as well as a social media post in which a student on one of SUNY’s upstate campuses threatened a lynching.³ Our challenges are brought into sharper view given a spate of recent troubling events from the deaths of Mr. George Floyd, Mr. Ahmaud Arbery, and Ms. Breonna Taylor, among others, to increasing anti-Semitism across the country⁴ and to violence against members of the LGBTQIA Community.⁵

As many of our students, faculty, and staff have forcefully articulated, as an institution we can do better—not just on our broader diversity, equity, and inclusion goals, but by rooting out racism and discrimination. The events of the past several months have reanimated a long-simmering national discourse on racial justice and racial equity in this country, especially on college campuses and universities. SUNY students, faculty, and staff have called for real and meaningful change in the aftermath of the historic moments in our nation’s history. It is our obligation to not only give voice to our students, faculty, and staff, but to take action. But, this is an ongoing effort. As Dr. Ibram X. Kendi states, “The only way to undo racism is to consistently identify and describe it — and then dismantle it.”⁶

“It is our obligation to not only give voice to our students, faculty, and staff, but to take action. But, this is an ongoing effort. As Dr. Ibram X. Kendi states, “The only way to undo racism is to consistently identify and describe it — and then dismantle it.”

In recognition of this fact, at the September 2020 SUNY Board of Trustees meeting, Chancellor Malatras—in one of his first actions as Chancellor—announced that SUNY would convene stakeholders from across the system and develop a Systemwide action plan to increase diversity, equity, and inclusion, known as SUNY’s Diversity, Equity, and Inclusion Action Plan.

SUNY must be at the forefront of building a more inclusive society by collectively confronting discrimination, racism, harassment, and the marginalization of groups and individuals in our society. To that end, Chancellor Malatras directed that the plan examines racial disparities within SUNY and seeks to understand how these disparities impact the experiences of students, faculty, staff, and communities, and then provide solutions to the problems. The Chancellor requested that the plan at least include:

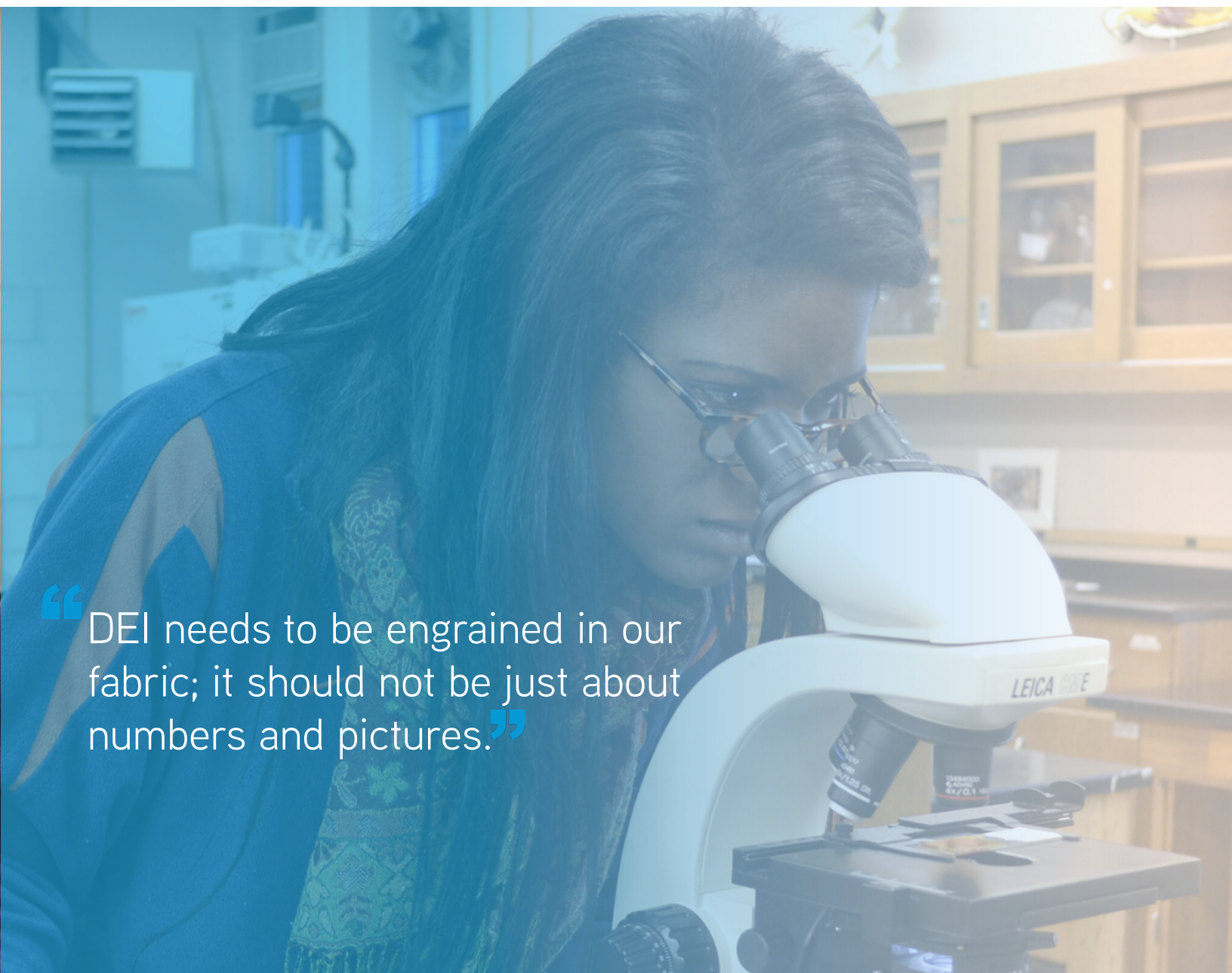
- An assessment of racial equity gaps
- Faculty-driven curriculum development toward racial equity
- Review of the chief diversity officer’s role on every campus
- How SUNY can increase diversity in hiring
- How to increase college credits from prior learning and transfer credit
- Improving campus life for the broad diversity of all SUNY students

Over the past four months, seven working groups were formed to focus on specific areas of concern (e.g., increasing diversity, improving campus climate, and reviewing the role of campus CDOs) and tasked by the Chancellor to provide recommendations for actions. The working groups then reported their findings and recommendations to SUNY’s CDO and the Chisholm Center for Equity Studies. Details of the working groups are listed in Appendix A.

The working groups met with numerous SUNY stakeholders, including student groups, PRODiG Faculty, faculty of color, representatives from the SUNY Student Voices Action Committee and Student Assembly, campus police chiefs, and faculty and professional staff nominated by the University Faculty Senate and the Faculty Council of Community Colleges. The result of this process is an action plan that consists of immediate recommendations and a plan to move forward to improve diversity, equity, and inclusion in other areas.

SUNY system received thoughtful and engaged comments, which suggest community members are serious about these efforts and are expecting actionable results. As one respondent wrote, “DEI needs to be engrained in our fabric; it should not be just about numbers and pictures.”

There is much more work to be done, and building a diverse and inclusive system of higher education takes ongoing effort. That is why this is a phase one plan. Striving for diversity, equity, and inclusion requires continuous effort. One report will not solve the problem. But, as the famous New York author James Baldwin stated, “Not everything that is faced can be changed, but nothing can be changed until it is faced.” Here at SUNY, we are facing these great challenges head-on.



“ DEI needs to be engrained in our fabric; it should not be just about numbers and pictures.” ”



SUNY Diversity, Equity, and Inclusion
PHASE ONE ACTION PLAN



ANALYSIS OF RACIAL EQUITY GAPS WITHIN SUNY

II. Analysis of Racial Equity Gaps within SUNY

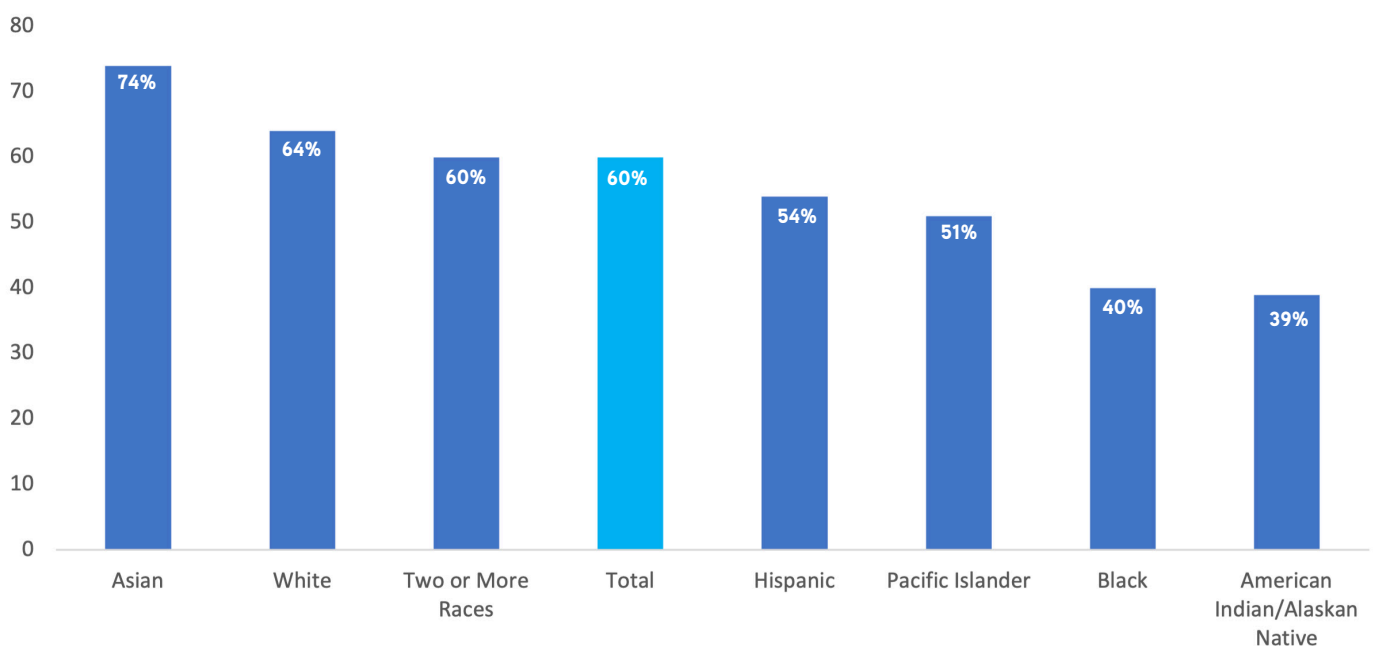
Chancellor Malatras asked for an analysis of existing racial equity gaps at SUNY in order to better determine the most significant problems and propose the most effective solutions. The scope of this report, therefore, includes equity disparities in areas such as enrollment rates, graduation rates, time to degree completion, term-to-term persistence, diversity of faculty and staff, and implementation of the Board of Trustees' 2015 Diversity, Equity, and Inclusion Policy.

National Trends

Nationally, colleges and universities face many of the same challenges. A 2019 report from the National Center for Education Statistics (NCES) notes that while racial equity gaps are lessening, they are still very much present.⁷ According to the NCES, between Fall 2000 and Fall 2016, growth in college enrollment rates among students of color⁸ outpaced the enrollment rate for white students.⁹ The percentage of Black students aged 18 to 24 who were enrolled in college grew from 31 percent to 36 percent, and the share of Hispanic/Latinx students grew from 22 percent to 39 percent. The percentage of white students aged 18 to 24 enrolled in college grew slightly from 39 percent to 42 percent. Indigenous students enrolled at 19 percent, about half the national rate.

Despite these improvements in college access, students of color face challenges in completion. As Chart 1 illustrates, only 40 percent of Black students graduated from their first institution within six years, the lowest rate of all racial and ethnic groups except Native American students (39 percent). Slightly more than half of Hispanic/Latinx students—54 percent—graduated within six years of enrollment.¹⁰ These rates stand in stark contrast to the six-year graduation rate of 64 percent for white students.

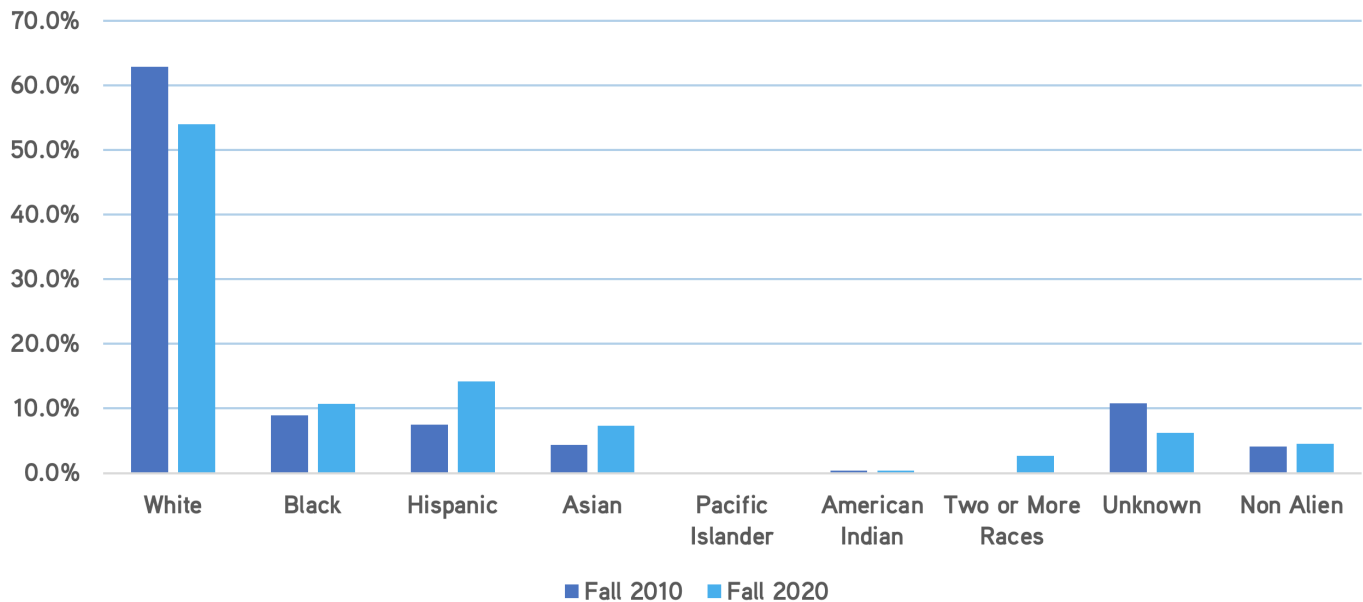
Chart 1: National Six-Year Graduation Rate for Bachelor's Degree by Race: NCES Data 2010 Cohort



SUNY Enrollment

SUNY has experienced notable racial and ethnic shifts in student enrollment that largely mirror similar national trends, helping to make SUNY's student body more diverse. Over the past decade, the share of students of color has grown from 17.8 percent to 28.1 percent overall (Chart 2). The largest increase has been seen in the proportion of Hispanic/Latinx students, which has nearly doubled from 7.5 to 14.2 percent of total SUNY enrollment. Black student enrollment has increased from 8.9 percent to 10.7 percent, and Asian student enrollment has increased from 4.4 percent to 7.3 percent.

Chart 2. Enrollment at SUNY by Race/ethnicity, Fall 2010 and Fall 2020¹¹



In comparison to the overall state population, SUNY enrollment for white students (54 percent) in Fall 2020 was in line with the state's population (55.1 percent) (Table 1). However, Black and Hispanic/Latinx students are underrepresented at SUNY compared to their share of the state's population. While 17.6 percent of the New Yorkers are Black, they represent only 10.7 percent of SUNY students in Fall 2019. The Hispanic/Latinx population is also underrepresented among SUNY students, accounting for 19.3 percent of the state's population and 14.2 percent of SUNY students.

While SUNY has made progress over the past decade in diversifying its student body, there are still gains to be made to develop a student body that reflects the diversity of the state.

Diversity of SUNY's Faculty and Staff

Several studies have documented the benefit of developing and maintaining a racially and ethnically diverse teaching corps.¹² However, while students of color increasingly comprise a larger share of postsecondary education, nationally, the racial and ethnic backgrounds of college faculty, staff, and administrators remain much less diverse than that of the student body.¹³ The same is true at SUNY.

While Black students represent 10.7 percent of the overall student body, only four percent of the full-time faculty are Black. Likewise, while 14.2 percent of the student body is Hispanic/Latinx, only 3.4 percent of the faculty are Hispanic/Latinx. While the demographic make-up of the faculty has become more diverse over time, it still does not match the composition of the student body. As shown in Chart 3, in 2009, white individuals represented 81.5 percent of full-time faculty members, and this has decreased to 75.6 percent over the past decade. There have been marginal increases in the percentage of Hispanic/Latinx and Black full-time faculty. The largest percentage increase has occurred in Asian full-time faculty.

Chart 3. Race/Ethnicity Distribution of SUNY Faculty 2009 to 2019¹⁴

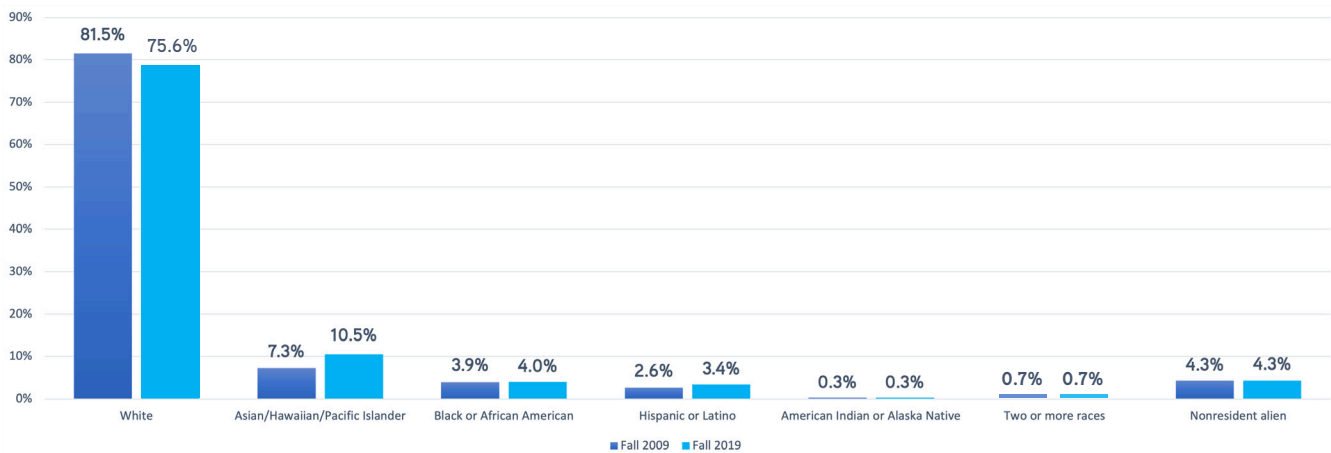
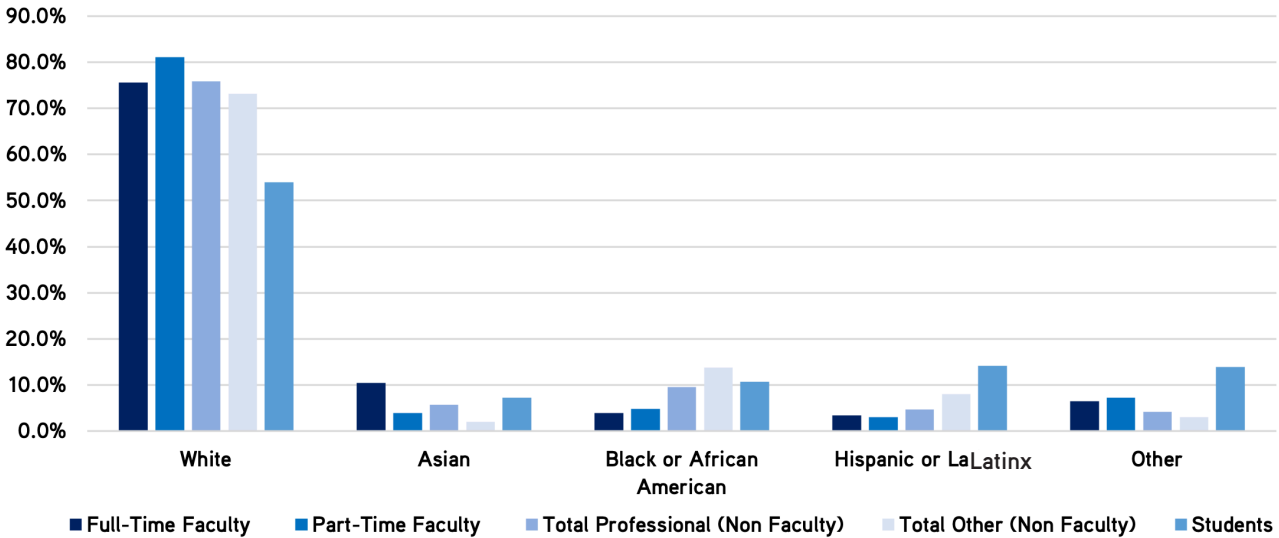


Table 2. Race/Ethnicity Distribution of SUNY Employees (2019)¹⁵

Sector/ Campus/ Employee Category ³	Total Percent	White	Asian	Black or African American	Hispanic or Latinx	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or more races	Nonresident alien	Unknown
Full-Time Faculty	100.0%	75.6%	10.5%	4.0%	3.4%	0.3%	0.1%	0.7%	4.3%	1.2%
Part-Time Faculty	100.0%	81.0%	3.9%	4.9%	3.0%	0.3%	0.0%	0.5%	1.6%	4.8%
Total Professional (Non-Faculty)	100.0%	75.9%	5.7%	9.5%	4.6%	0.3%	0.1%	0.8%	1.5%	1.5%
Total Other (Non-Faculty)	100.0%	73.2%	2.0%	13.7%	8.0%	0.4%	0.1%	0.6%	0.4%	1.6%

As demonstrated in Table 2, the most significant differences among underrepresented campus employees are between faculty and non-faculty positions. While Black individuals make up nearly 14 percent of the non-faculty positions on campus, which is more closely aligned with the population of New York State, they comprise only five percent of full-time faculty positions. The same is true for Hispanic/Latinx individuals, as they are eight percent of the non-faculty positions, but 3.4 percent of full-time faculty. Therefore, while students may see Black or Hispanic/Latinx individuals on campus, it is less likely that they will be their professors.

Chart 4. Race/Ethnicity Distribution of SUNY Campus Faculty (2019)¹⁶



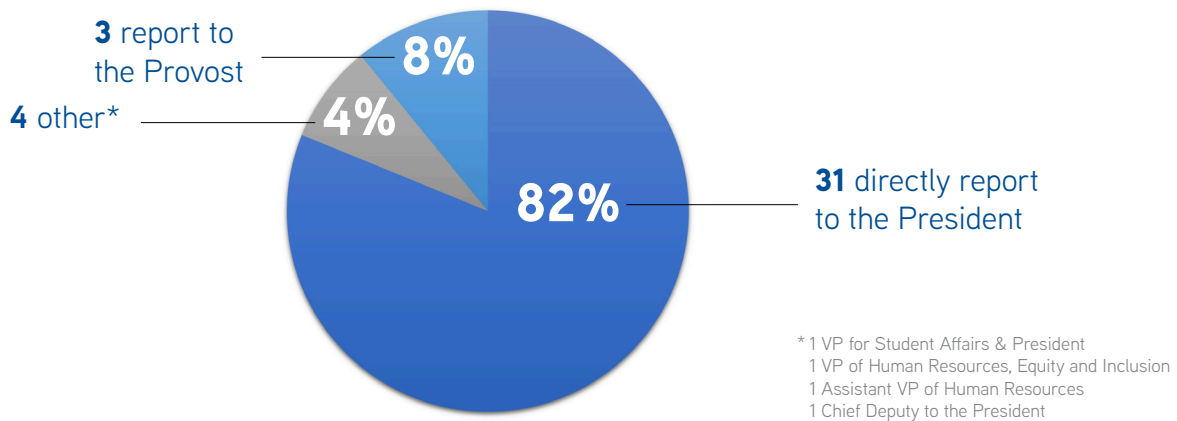
People of color represent less than a tenth of full-time faculty and part-time faculty. Representation of all groups is a challenge in academia. According to the National Science Foundation, Black and Hispanic/Latinx students earned 5.5 and 7.1 percent of PhDs in 2019. Native American and Alaskan Natives earned less than one percent of PhDs in the same year. The number of doctorates awarded nationally to Black and Hispanic candidates have grown by 34 and 48 percent, respectively, over the past decade.¹⁷ Even if the faculty hired every year were demographically representative of the most recent class of doctorates, it will take years before the faculty will match the SUNY student body and New York State population as a whole. Addressing the underrepresentation of these groups will require aggressive recruitment and retention strategies. Another way to increase representation at the head of the classroom is to actively recruit a more diverse adjunct faculty. Currently, 81 percent of SUNY’s part-time faculty are white.

While persons of color represent only 15 percent of professional staff, the group includes more Black and Hispanic/Latinx employees. Professional staff include SUNY librarians, managers and directors overseeing student affairs, student support, career services, residential life, IT services, teaching and learning centers, and a host of other areas. SUNY’s nonprofessional workforce is the most representative, with 23 percent of employees from traditionally underrepresented groups. Diversifying employment is more challenging than diversifying enrollment. An undergraduate student body turns over every four to five years, meaning that the impact of efforts and initiatives to improve representation can be seen over a decade. The average SUNY employee has worked for the system for 12 years. The longer tenure of employees means it takes longer to see the effects of recruitment initiatives across this employment sector.

Implementation of the 2015 Board of Trustee’s Chief Diversity Officer Requirement

As mentioned above, in 2015, the SUNY Board of Trustees created a policy requiring each campus to appoint a Chief Diversity Officer (CDO). In the five years since the policy was adopted, it has been interpreted and implemented in vastly different ways. The reporting structure for CDOs varies across SUNY campuses, as does the number of other titles and ancillary responsibilities of the CDO, level of administrative and programmatic support, and commitment to professional development.

A work group led by a SUNY campus president and two campus CDOs was created for the purpose of reviewing the role of the CDOs. The working group analyzed data regarding the reporting lines of 38 different campus CDOs. The results were:



Who the CDO reports to is often dictated by the sector in which they serve. As Table 3 illustrates, the percentage of CDOs who directly report to the president is higher among the state-operated Campuses than that of the Community Colleges (86 percent versus 76 percent), albeit by total numbers, state-operated campuses are only slightly higher.

Table 3. Reporting Structure of the Chief Diversity Officer

State-Op Status	President		Provost		Other		Grand Total	
State-operated Campuses	18	86%	2	10%	1	5%	21	100%
Community Colleges	13	76%	1	6%	3	18%	17	100%
Grand Total	31	82%	3	8%	4	11%	38	100%

In addition, the work group reviewed the workload and responsibilities of campus CDOs. They found that CDOs hold multiple roles on campus that could potentially dilute their overall effectiveness in enhancing diversity, equity, and inclusion. Currently, only 40 percent of SUNY CDOs held that exclusive role at their campuses. Sixty percent of CDOs had multiple responsibilities and job titles including AP/AVP, Title IX coordinator, ADA compliance officer, dean of students, and director of Human Resources. CDOs with more than one job title are more prevalent in the community college sector (71 percent) than among the state-operated colleges (52 percent).

Diversity in SUNY Curriculum

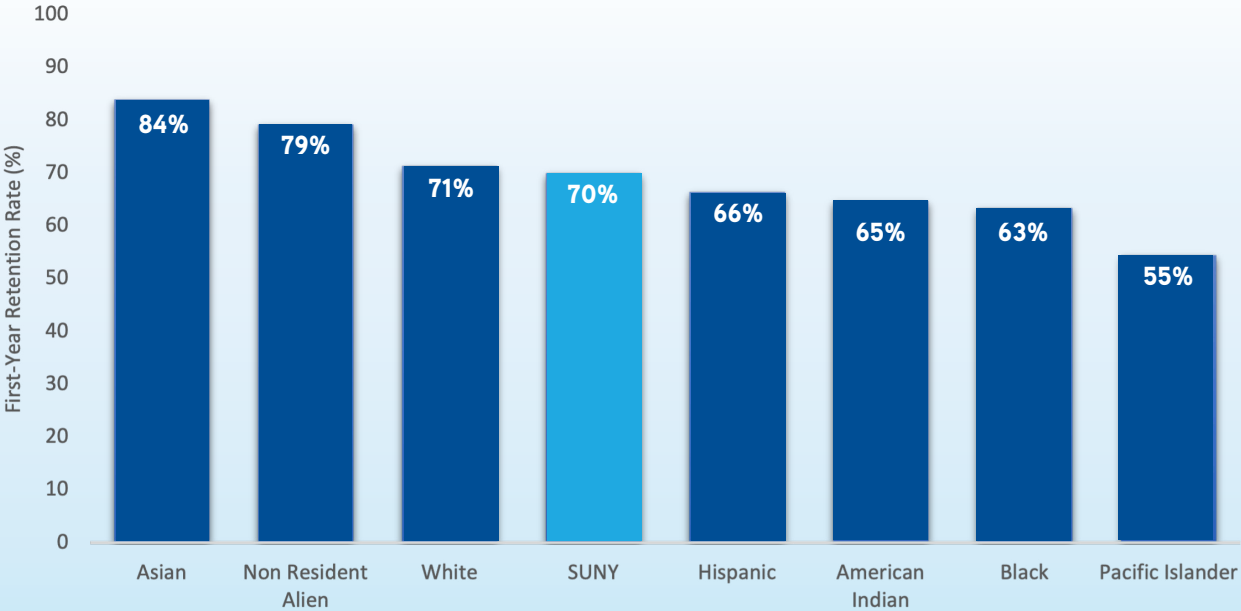
During the process, stakeholders urged SUNY to better incorporate understanding of diversity, equity, and inclusion into campus curricula. Yet, a survey found 59 percent of SUNY campuses do not have a local diversity requirement.

The General Education Advisory Committee (GEAC)—the SUNY committee tasked with reviewing general education requirements for the system—was convened by the SUNY System Provost in December 2019 and charged with developing policy recommendations for SUNY’s general education requirements. As part of their charge, GEAC examined enhancing diversity, equity, and inclusion in campus curricula. During the process, representatives from shared governance—from community colleges and state-operated campuses—came together and in December 2020, the GEAC Subcommittee on Diversity presented their initial draft set of requirements for diversity in SUNY General Education, including proposed student learning outcomes. They found that overwhelming majorities within the SUNY community support building into the curriculum a requirement that students understand and can articulate diversity, equity, inclusion, antiracism, and social justice—and use that knowledge to develop an understanding based on differences.

Student Retention at SUNY

Among SUNY students, there is a racial equity gap in student retention. SUNY retains students of color at a lower rate than their white peers. Overall, 70 percent of students who enrolled in a SUNY school in Fall 2019 re-enrolled at SUNY in Fall 2020 (Chart 5). Only white students, Asian students, and non-resident alien students had retention rates above the overall SUNY average. Moreover, less than two-thirds of Black, Hispanic/Latinx, and Indigenous students return to SUNY for a second year.

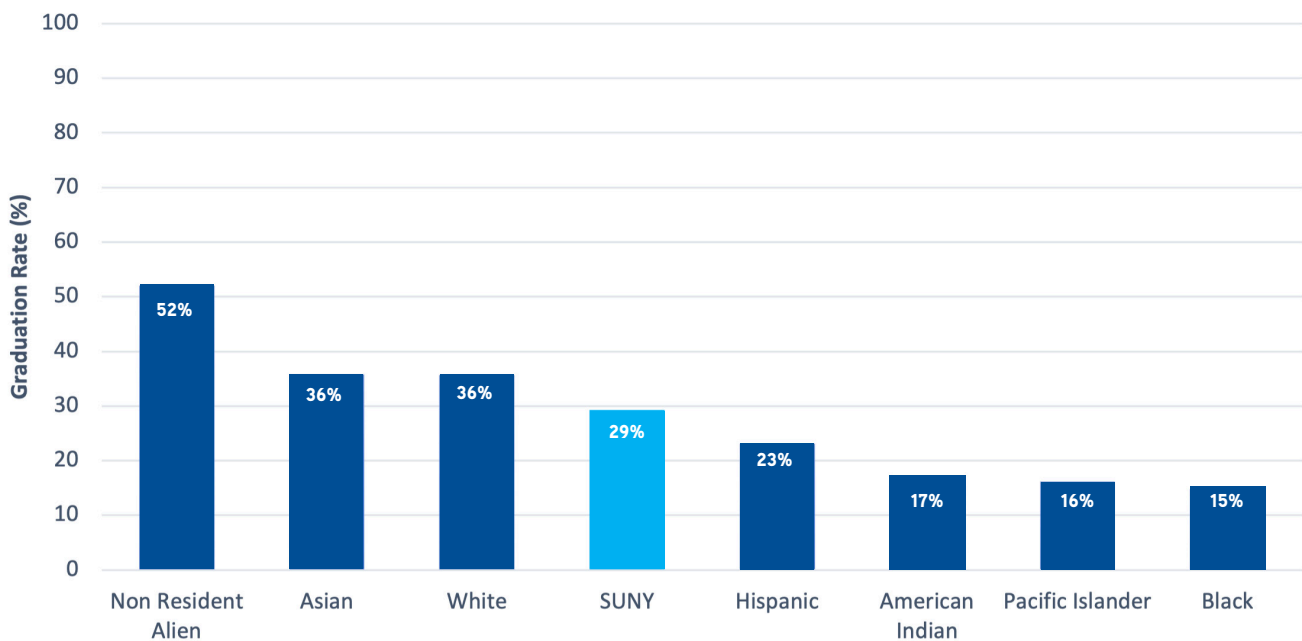
Chart 5. First-Time, Full-Time Students (Fall 2019 Cohort as of Fall 2020)



Graduation Rates at SUNY

In addition to racial and ethnic disparities in first-year retention rates, there are disparities in graduation rates as well. Chart 6 shows graduation rates for students enrolled in two-year associate's programs. Over the past five years, while the three-year graduation rate for Black, Hispanic/Latinx, and Indigenous students have largely remained steady, white students have seen graduation rates increase from 31.8 to 35.7 percent. This has widened the equity gap.

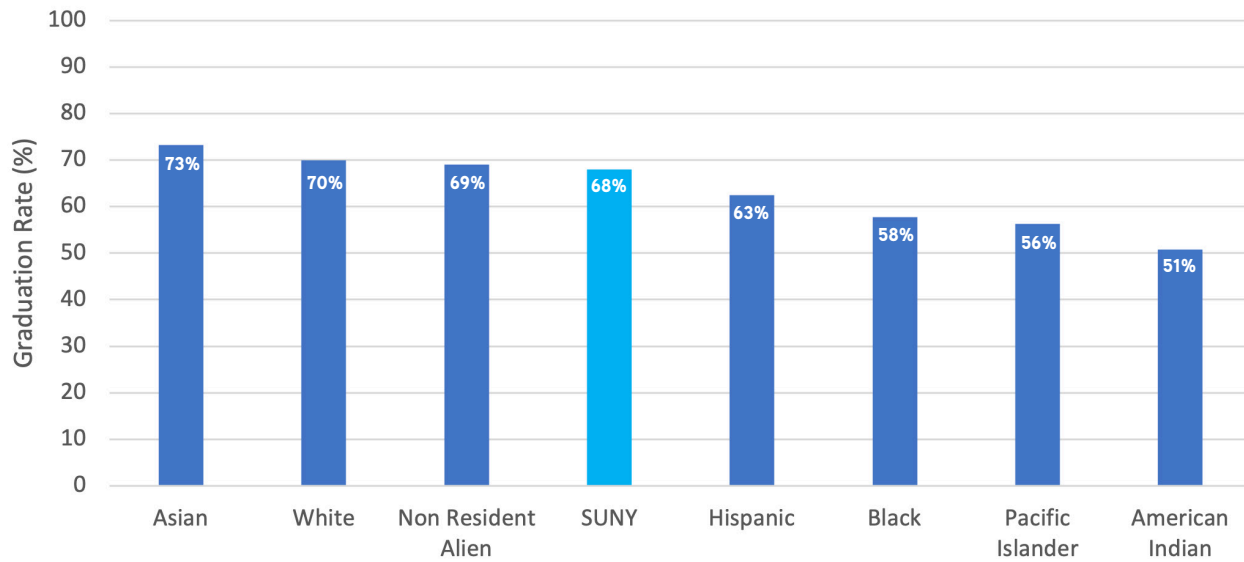
Chart 6. Associate 3-Year Graduation Rates for First-Time, Full-Time Cohorts by Race/Ethnicity¹⁷



As is the case with retention rates, average graduation rates at SUNY for students pursuing associate's degrees that are white, Asian, and non-resident aliens are measurably higher than graduation rates for Black, Hispanic/Latinx, or Indigenous students. By 2020, 35.7 percent of white students had completed their associate's degree. Black, Hispanic/Latinx, and Indigenous¹⁸ students all have lower graduation rates than the SUNY average. By 2020, only one in five students in these groups had graduated within three years, compared to nearly 36 percent of white students. Black student graduation rates are less than half of the SUNY average.

Equity gaps are widening in baccalaureate graduation rates as well. Chart 7 shows that for the six-year graduation rates, the numbers for Black, Hispanic/Latinx, and Indigenous students are both lower than for white or Asian students. Black, Hispanic/Latinx, and Indigenous students have a lower graduation rate than the SUNY average; the graduation rate for white students is 12 points higher than that of Black students and nearly seven points higher than that of Hispanic/Latinx students.

Chart 7. SUNY Baccalaureate Six Year Degree Graduation Rates for First-Time, Full-Time Cohorts by Race/Ethnicity (Fall 2014 cohort as of Fall 2020)¹⁹



Disproportionate Effect of Students with Some College and No Degree and Prior Learning Credit

While 70 percent of all new jobs created require some type of post-secondary credential,²⁰ according to the National Student Clearing House (2019), 36 million adults in this country have some college and no degree.²¹ That means, of the 117 million adults with no college degree, almost one-third attempted college but do not have a credential to show for what they accomplished.

While 21 percent of Americans report having some college and/or no degree, the percentage is higher for underrepresented minorities—25 percent of Black respondents, 26 percent of Native American respondents, and 28 percent of Pacific Islanders are in this category.²² This specific category often means that the individuals have incurred some college debt, but do not have an ensuing credential to potentially increase their earnings.

For students with some college but no degree, Black students have the largest gap in degree attainment (19 percent) and carry the highest student debt load.²³ The within group comparison data also indicate that among Hispanic/Latinx adults is the highest number of individuals with an education at the high school level or less with no college attempted (60 percent), with African American adults at the next highest level (45 percent).²⁴ White adults are at 33 percent, which means that only one in three white adults have not attempted or completed college, almost opposite that of Hispanic/Latinx adults. Within group comparisons of working adults show similar results, yet, continuously, adults are gaining valuable knowledge while working that can be evaluated for college credit.

Student Loans and Debt Burden

Degree attainment is complicated by the rising student loan debt, particularly among students of color. Students of color face a different financial aid situation than their white peers, too. While a greater proportion of students of color receive grants—88 percent of Black students, 87 percent of Native American students, and 82 percent of Hispanic/Latinx students, compared to 74 percent of

white students—Black students are far more likely to incur student loans: 71 percent of full-time Black students received loans compared to 56 percent of their white peers.²⁵

Students of color tend to have higher rates of borrowing than their white counterparts.²⁶ The net balance of the cost of attending college minus the amount of aid, loans, and family contribution is about 25 percent of income for middle-income families.²⁷ It is more than twice that for low-income families. This pushes the student to borrow private student loans with higher interest rates.

It is not particularly surprising that increased rates of borrowing then translates into increased indebtedness for students of color. A Brookings report found that on average, Black college graduates owe \$7,400 more than their white peers upon graduation.²⁸ Four years after graduation, Black graduates owed \$53,000 on average compared to the \$28,000 debt owed by white students. The financial stress of these increased levels of student debt can be seen in levels of default in repayment of these loans: Black and Hispanic/Latinx borrowers defaulted at rates of 7.6 percent and 5.7 percent respectively, considerably higher than white borrowers (2.4 percent).²⁹

SUNY has become more diverse and representative of the great diversity of New York. Yet, as the analysis illustrates, we have serious racial and ethnic equity gaps yet to be overcome.





SUNY Diversity, Equity, and Inclusion
PHASE ONE ACTION PLAN



25-POINT ACTION PLAN RECOMMEN- DATIONS

III. 25-Point Action Plan Recommendations

The picture painted in the previous section is clear: There is a stark difference in the demographic make-up of SUNY students, faculty and staff, and degree attainment. Although the average six-year graduation rate of SUNY is nearing 70 percent for bachelor’s degrees, that number is far lower for Black, Hispanic/Latinx, and Indigenous students on SUNY campuses and programs. The students and faculty both have a higher percentage of people who identify as white than the population of New York State. The analysis showed the real need to increase diversity in faculty and staff as well as engage in efforts to battle discrimination.

In addition to the quantitative analysis, SUNY engaged in an additional qualitative study to learn more about what could be driving some of these differences. SUNY created seven working groups, which met throughout the winter to discuss findings, best practices, and advise on next steps. In addition, SUNY solicited feedback from students, faculty, staff, and others across the campus communities to provide feedback and ideas for the Diversity, Equity, and Inclusion plan. SUNY System received thoughtful and engaging comments that the following action steps were based on regarding the Chancellor’s call to create an Action Plan, and are grounded in recommendations from scholarly research, as well as the lived experiences of SUNY students and community members. However, this is a preliminary action plan, as this work must and will continue onward.

“With communities of color being hardest hit by health and economic impacts, these nonacademic barriers for students attempting to stay on track with their studies are magnified to devastating magnitudes.”

Harnessing the transformative power of diversity requires an inclusive and equitable climate. Without inclusion, diversity merely compositional—it’s just about the numbers. Many of the community feedback responses specifically identified diversity issues pertaining to students with disabilities (for instance, concern about mandatory attendance policies or requests for accommodations), issues facing the international student and faculty community, language diversity, and inclusivity and safety for students of all genders and orientations. SUNY is committed to ensuring equity and inclusivity for all students, however, the following recommendations seek to specifically address issues concerning racial equity.

The 25-point action plan that follows is designed to either create a more inclusive, representative SUNY, and to achieve equity in student success outcomes.

Part A. Close Student Academic Equity Gaps

As our analysis found, SUNY is still challenged with educational equity gaps. The COVID-19 pandemic has only exacerbated existing inequalities. As one person shared through the feedback portal: “With communities of color being hardest hit by health and economic impacts, these nonacademic barriers for students attempting to stay on track with their studies are magnified to devastating magnitudes.”

While there are currently efforts underway to continue to recruit greater numbers of students of color and first-generation college students at SUNY, such as the “Big Dreams, Small Step” application support program, SUNY must remain dedicated to supporting these students once they arrive on campus or enroll in an academic program. Research regarding college diversity initiatives have found that successful reforms must be campus-wide and embraced by faculty.³⁰

As the preceding analysis in Section II demonstrates, there are significant differences in the outcome data in regard to student success. While the number of bachelor's degrees that are awarded nationwide has increased almost 60 percent since the year 2000,³¹ racial disparities in retention and completion still persist.³² This has serious ramifications for individual students. Not completing college can put students in a precarious financial position as research suggests that students who take out college loans but do not graduate are three times as likely to default than borrowers who complete.³³ Defaulting on student loans can have disastrous effects on future financial stability through negative impacts on credit ranking, possible wage garnishment, and ineligibility for future aid programs.³⁴

Recommendation A1. Strengthen and Expand Opportunity Programs

In order to support students who may face additional barriers, SUNY has launched several initiatives to ensure that students' non-academic needs are being met—from initiating a grant program to provide refrigeration at food pantries for fresh produce and protein, to launching SUNY for All, which provides tuition-free courses for unemployed and underemployed New Yorkers.

SUNY has a rich legacy of successful Educational Opportunity Programs (EOP). Currently, 49 campuses offer EOP. The EOP has graduated more than 76,000 students to date with over 78 percent of the graduates continuing to live and work in New York. As of Fall 2020, EOP enrollment is 9,311 students. EOP students receive additional on-campus support and mentoring, as well as additional financial aid for non-tuition expenses (such as books and supplies). In addition, during the pandemic, the EOP was able to provide a laptop for every new EOP student.

In February 2021, SUNY launched the first ever state-wide medical EOP program. The Pre-Medical Opportunity Program will provide academic support, mentorship, clinical exposure, assistance with MCAT preparation, academic coaching, and workshops to help create stronger pipelines to medical schools for individuals from a wider variety of backgrounds.

The EOP program is designed to directly address the access and achievement gaps for groups traditionally underrepresented in higher education. Program eligibility is determined by income and academic performance. Students must qualify as economically disadvantaged with household income less than 185 percent of the poverty level. The average family income for EOP students is \$21,300. Acceptance priority is given to students from historically disadvantaged backgrounds. As a result, the program's enrollment is dominated by underrepresented racial and ethnic groups. EOP serves 10,000 students annually across 49 campuses. In Fall 2020, more than three quarters of all EOP students were from communities of color: Black (38 percent), Hispanic/Latinx (39 percent), and multiracial (3 percent) (Chart 8).

EOP offers academic, career, and counseling services along with tutoring and supplemental instruction. Students receive financial aid packages that assist with non-tuition expenses such as books and supplies. In academic year 2020, 99.79 percent of EOP students received a grant or other non-loan aid and an additional 67 percent received federal or personal loans. EOP students graduate with an average loan debt of \$25,000 (bachelor's) and \$16,000 (associate).

The EOP program has demonstrated considerable success in shrinking the achievement gap for participants. For the most recent year data is available, EOP students had a baccalaureate completion rate of 74.2 percent (within six years) and an associate completion rate of 32.1 percent (within three years). EOP completion rates are higher than the SUNY averages of 68.0 and 29.3 percent respectively. It is even more impressive when comparing them with the SUNY averages for Black and Hispanic/Latinx students. EOP success rate has increase dramatically over the past decade. Just a decade ago, completion rates were 58.49 percent for baccalaureate and 24.34 for associates. In total, EOP had over 76,000 alumni, 78 percent of who are living and working in New York.

Chart 8. Educational Opportunity Program Enrollment by Race/Ethnicity³⁵

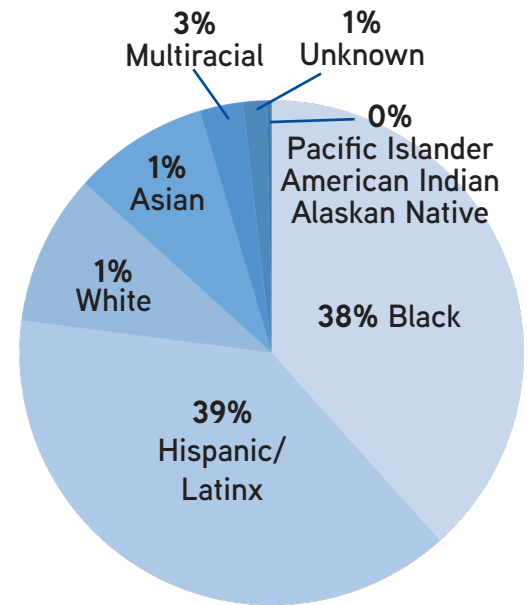
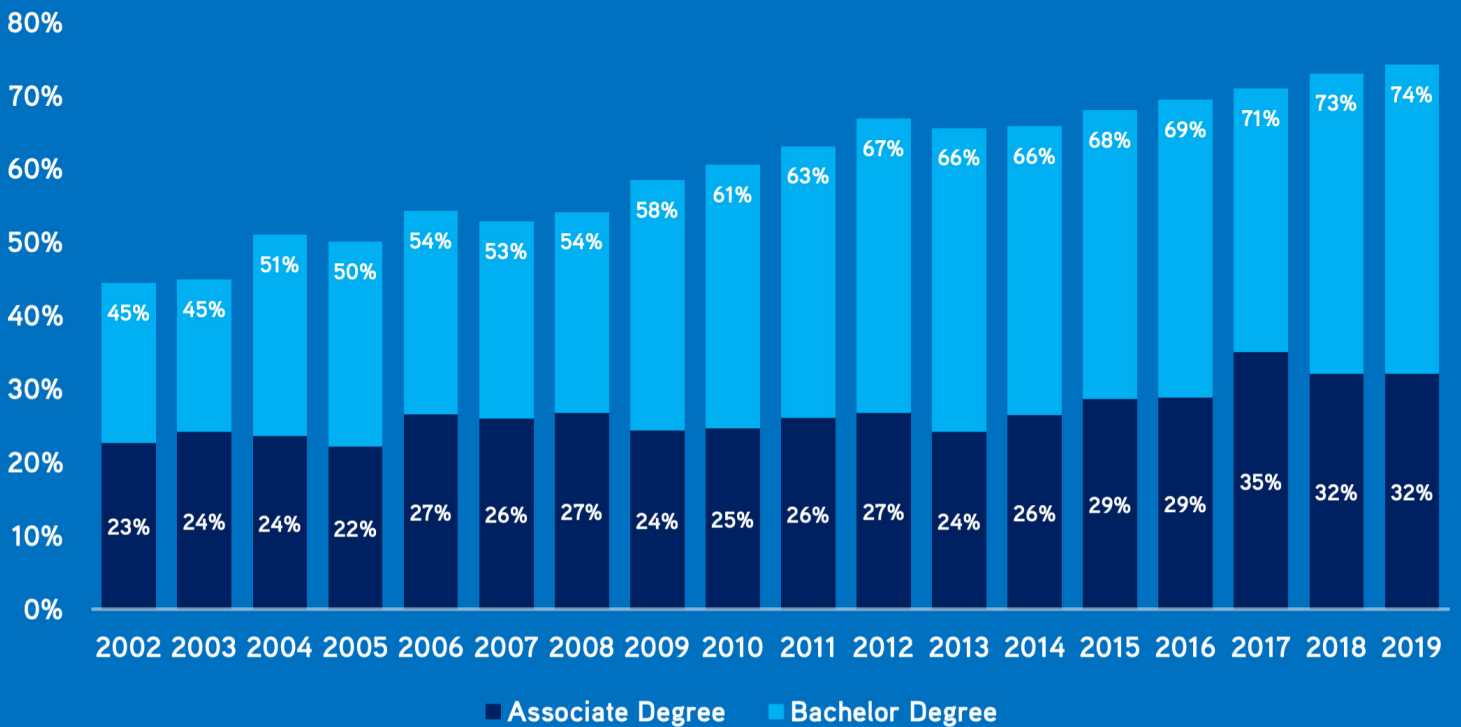


Chart 9. Educational Opportunity Program, Completion Rates (2002-2019)³⁶



However, not every eligible student is included in EOP. Last year, SUNY could only serve a quarter of students applying to the program (received about 12,000 EOP applications for 3,000 EOP slots across all the campuses). One student suggested that SUNY “provide more accessible scholarships and grants to lower the barrier to entry amongst disadvantaged, lower-income students.” In addition, except for specific transfer students, students must apply for an EOP program upon first entry (i.e., when applying to college). One SUNY community member recommended that, “I would like to propose the establishment of an EOP training curriculum for high school guidance counselors, new EOP Directors and counselors/advisors as well as new admissions team members across NYS... I propose this because I feel our community needs a better understanding of what EOP is and the effectiveness of the program for economically and academically challenged students.”

In order to support students from lower-income backgrounds, we recommend SUNY continue to advocate the state provide additional resources and use any available funds within the SUNY system to expand EOPs so that more students can access these supports.

Recommendation A2. Expand Re-Enroll to Complete Programs to Close Persistent Equity Gaps

Our analysis found that one of the largest equity gaps pertains to students who have some college, but no degree. Higher percentages of Black, Hispanic/Latinx, and Indigenous students are in this category. SUNY has launched a successful Re-Enroll to Complete Program to urge more students withdrawing from SUNY with student loans to come back and finish their degrees.

This campaign includes pro-active outreach emails, encouraging student borrowers to return to college, offering them academic and financial support, and providing a list of options for re-enrolling, including attending college online. The Re-enroll to Complete Program brought back more than 2,500 students to classes last fall. To date, nearly 20,000 students have come back to SUNY to receive financial planning assistance and academic options with 2,170 now graduated as a result of Re-Enroll to Complete.

We recommend SUNY expand the Re-enroll to Complete Program to help address the equity gap for students who have started at a SUNY campus and then had to withdraw. Currently 83 percent (53 of 64 campuses) of SUNY’s campuses participate, including 80 percent (27) of community colleges. This successful project should be expanded to all SUNY campuses to try to ensure that students are able to graduate with a meaningful credential.

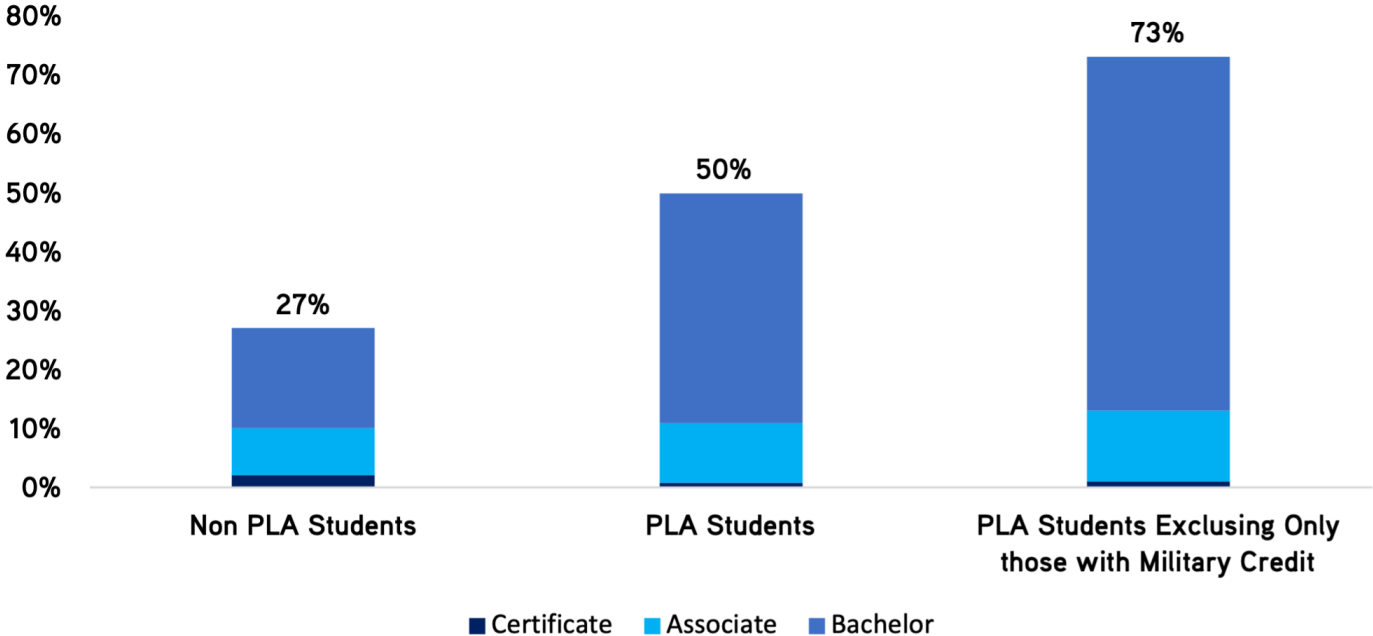
Recommendation A3. Develop a Robust Policy to Expand College Credit for Life and Work Experience

As previously discussed in Section II, adults with some college and no degree are disproportionately underrepresented minorities. One way to close this equity completion gap is through Prior Learning Assessment (PLA). Individuals can acquire learning through work and experiences, some of which can be assessed—and be translated into credit—at a college or university level. The sources of learning can arise from employment, military training, civic activities, and volunteer service. It has the potential to significantly improve completion rates, lower the cost of a credential, and decrease time to degree completion. It has been demonstrated to disproportionately benefit students from underrepresented and low-income groups, as well as from military backgrounds.

Learning is continuous, but is only recognized when documented. A longitudinal study of 25,000

adult learners found that 49 percent of students who received prior learning credit ultimately earned a credential, compared to 27 percent of adult learners who earned a credential without PLA,³⁷ suggesting that students who receive PLA credit are nearly twice as likely to earn a credential in 7.5 years.

Chart 10. Adult Students Credentials and PLA Credits (2011-2018)³⁸



However, access to PLA is not currently equitable. In the same longitudinal study, Black students were the least likely sub-group to have PLA credit, and higher-income (non-Pell grant recipients) were more likely to have PLA credit than lower-income peers.³⁹

For this particular group of students, prior learning assessments can be an extraordinary powerful tool to recognize and honor not only their previous college credits, but any additional learning gleaned from work and life experience. In studies specifically of the pipeline between community colleges and bachelor’s degree, research has found that not all credits transfer, and for those that do, they do not always count as credits towards one’s major.⁴⁰ This is wasteful for both the student and the taxpayers, and it is disheartening for students to have to re-take courses in which they have already demonstrated competency.

Expanding PLA is an equity issue. A deeper look at the demographic data indicates that currently, white and Hispanic/Latinx students are more likely to engage in PLA than African American or Native American/Alaskan Native students, men are more likely to engage than women, and students with higher socioeconomic status (non-Pell Grant) than lower socioeconomic status (Pell Grant) students. A 2020 CAEL/WICHE study⁴¹ showed that students who engage in PLA take on average 17 more credits at the institutions than their non-PLA counterparts. The study also shows a student earning 12 credits of PLA can accelerate degree completion by nine months for an associate degree and 14 months for a bachelor’s degree. This is an advantage to underrepresented students who tend to have less familial financial support and those with lower socioeconomic status.⁴² Engaging in PLA could significantly reduce the debt burden for students of color and from a lower socioeconomic status. In

order to continue to ensure equity, SUNY must become a national leader regarding the use of prior learning assessment. However, SUNY's current policy regarding prior learning assessments dates back to 1976. It allows campuses to assign credits for academic performance as demonstrated by:

- College-Level Examination Program (Subject Examinations) - Mean score obtained by persons from the standardization group who had earned a grade of C in a formal course;
- College Proficiency Examinations - Performance at a grade level of C; and
- Advanced Placement Program - A score of three or higher within the scale of five points used for this program.⁴³

Colleges giving credit for demonstrated prior knowledge is not a novel concept—in fact, all SUNY schools grant college credit for a score of above a three on the Advanced Placement exam. It is not an innovation for students to demonstrate experience and knowledge on a certain topic and be awarded college credit for it—however, there remains a persistent issue of the opportunities students have to display their additional knowledge. In New York State in 2019, 48 percent of the AP exams that were undertaken were by white students, compared to only nine percent of exams taken by students who identify as Black.⁴⁴ Due to the current differing levels of access to advanced courses, granting prior learning credit for only experiences such as the advanced placement or international baccalaureate exams only exacerbates existing equity issues.

Since 1976, there have been many advances in the implementation of prior learning assessment that have demonstrated many additional ways to recognize and honor a student's prior learning and life and work experiences. These include:

- Standardized exams (e.g., CLEP exams through the College Board, DSST military exams through Prometric, etc.)
- Challenge or departmental exams
- Portfolio assessment
- Credit for military training (typically through American Council on Education, or ACE credit recommendations)
- Credit for corporate or other external training (typically through ACE or National College Credit Recommendation Service, or NCCRS credit recommendations)
- Institutional review of external training, licenses, or certifications
- High school exams (Advanced Placement and International Baccalaureate, "AP/IB")

Thus, expanding prior learning assessments and credit offerings to experiences beyond the AP, IB, or CLEP exams is important to advancing equity across the SUNY system. This is especially true for military students. PLA can have a significant impact on completion rates for active military and veteran students. By early 2012, both Indiana and Minnesota laws required public institutions to accept military credits.⁴⁵ By 2018, over 30 states had adopted similar policies. This is an equity issue as benefits under the G.I. Bill are time-limited, and prior learning assessment has been shown to reduce time towards degree, which lowers the cost of completion.⁴⁶

In addition, upon recommendation from Middle States, the policy should be updated so that SUNY campuses include transparently on their website the campus policy towards prior learning assessments, such as the model policy shared by SUNY Empire.⁴⁷ In order to ensure that SUNY is able to continue to meet students where they are, is able to remain competitive, and to try to encourage

academic policies that reflect the system's values, we recommend SUNY update this policy in order to expand opportunities for all students.

Recommendation A4. Expand Successful Programs to Support and Recognize Indigenous Learning Across SUNY System

Native American and Indigenous students, faculty, and staff are the lowest percentage of minority populations on our SUNY campuses (about less than half of a percentage point of SUNY enrollment). This small sample size effect can often lead to any specific challenges being partially hidden. According to the National Center of Education Statistics, 19 percent of 18- to 24-year-old Native American students are enrolled in college compared to 41 percent of the overall U.S. population.⁴⁸ In addition, student success and completion is lower than the national average, as 41 percent of first-time, full-time Native American students attending four-year institutions beginning in 2012 graduated within six years, compared to 62 percent for all students.⁴⁹

In 2019, the Native American College Fund published an equity initiative dedicated to college success for Native students. Some of those recommendations included: examine and expand curriculum to include Native languages, Native histories, Native cultures, and contemporary issues, as well as ensuring the use of indigenous teachings and learning practices.

In 2020, SUNY Empire began to provide college credit for Indigenous learning gained through work and life experience using its Prior Learning Assessment process, making it the first college in the nation to broadly recognize Indigenous learning — such as native languages or religion — as a pathway to college credit. In addition, SUNY Empire launched a Global Indigenous Knowledge certificate.

These initiatives can be brought to scale across the SUNY system, both through the increased use of prior learning (such as a student having fluency in a Native language despite not having taken high school or college courses in that language) and by ensuring the curriculum is inclusive.

Through the Office of Diversity, Equity, and Inclusion, SUNY is currently reviewing the sustainability and impact of programs to recruit and retain Indigenous/Native American students across New York State. We recommend an advisory group be created to inventory existing programs and emulate successful models. Ultimately, the recommendations and efforts in reviewing sustainability and impact will likely include best practices not only for Native/Indigenous students, but faculty and staff as well.

Part B. Create a More Inclusive Culture at SUNY

In order to increase student retention and completion, especially for students from underrepresented groups, SUNY had to examine what happens once the students arrive on campus—is there an inclusive culture? Do students feel they can and are they equipped to succeed in this place? Are there other students from similar backgrounds or life experiences that are succeeding here?

These are not merely rhetorical questions, as research has shown that they have significant impact on student success in college. In a study regarding the experiences of students, researchers found that

“a higher student perception of institutional commitment to diversity are associated with lower reports of discrimination and bias.”⁵⁰ A report from the United States Department of Education found that, “Too often, high school students of color, low-income students, and first-generation students feel that college is a place they do not belong. For students who decide to enroll in college, it is often an isolating experience where they do not feel accepted, welcomed, or well-treated.”⁵¹

Taking a holistic approach towards cultural competency, having safe and supportive spaces for students where they feel like they belong, and ensuring students have the environment and tangible needs met in order to succeed must be the goal of creating a more inclusive climate on every SUNY campus.

Recommendation B1. Develop a Model Diversity Training Program for Campuses

Comments provided through the feedback from the SUNY community included calls to the creation and use of for strong, effective diversity training across the system. One respondent commented: “In order to honestly address racism, classism, ableism, sexism, and other bigotry and bias in our faculty, we must require strong diversity training for all faculty — not simply for those faculty who choose to attend.” Similarly, another respondent wrote, “There should be a mandatory comprehensive learning institute on DEI for faculty and staff that educates them on racial equity and literacy. If campuses are to increase DEI, then faculty and staff should be educated on the diversity and backgrounds of the students they are serving.”

These comments reflect frustration with the perceived bigotry, bias, and lack of understanding of communities of color by some faculty and staff. And, while diversity training is an important part of the solution, current research out of Harvard University reveals that mandatory diversity training — in isolation — has been ineffective.⁵² The key to increasing the effectiveness of diversity training is scaffolding it with complementary measures that make it part of a wider program of change. Most impactful is engaging decision-makers in solving the problems themselves. This includes decision-makers closely examining their own campus data on climate, hiring, retention, pay, and promotion, and identifying problems and brainstorming solutions. It also includes engaging managers and directors in mentoring and sponsorship activities, and at all levels and sectors of college and university management, embedding structures that ensure the candid and robust discussion of diversity, equity, and inclusion challenges.

We recommend SUNY develop and create a model diversity training program for campuses that increases the effectiveness of existing diversity training. This model program will include mentoring and sponsorship programs, best practices in recruitment efforts, self-diagnosis through review of existing data, and vocal, visible affirmation of the importance of diversity from the highest levels of campus leadership.



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Recommendation B2. Conduct a SUNY-Wide Biennial Climate Survey

Since 2015-16, SUNY has conducted a biennial climate survey of each campus regarding sexual harassment, including sexual violence, and students' knowledge of campus policies and procedures.⁵³ Campuses are able to use the findings from this survey in order to support appropriate responses and develop education programs. Since then, some campuses, such as the University at Albany, have conducted a Campus Diversity Climate survey that polled faculty, staff, and students regarding their experience and thoughts related to issues such as their satisfaction with campus diversity, discrimination experience, harassment experiences, and feeling of belonging.⁵⁴

For questions regarding issues such as harassment or discrimination, climate surveys present an important tool for understanding the nature of a situation. This is partly because official statistics relating to racial bias incidents are often under-reported, and therefore, may not reveal the extent of any issues on a particular campus.⁵⁵ In addition, it is important to have the data on a campus-specific level. As recommended in a 2014 White House report, "Further, campus response, intervention, and prevention efforts will be more successful if they are tailored to the needs of each campus community."⁵⁶

In order to better address climate issues related to equity and inclusion, we recommend SUNY implement a biennial Systemwide campus climate survey with common metrics to assess progress on equity and inclusion, and take appropriate action where needed. The survey should be a uniform instrument focusing on issues of race and equity and offered on all SUNY campuses. These data can then be utilized in inventorying persistent issues, identifying potential issues for each campus, and directing future diversity, equity, and inclusion efforts.

Recommendation B3. Review and Enhance SUNY's Mission Statement to Expressly Support Diversity, Equity, and Inclusion

A mission statement is the primary vehicle through which an institution articulates its core organizing purpose. It grounds the vision and serves as a public declaration. SUNY, from its inception, framed its purpose through a mission statement that references the intent to provide educational services "with the broadest possible access, fully representative of all segments of the population." SUNY has had demonstrated success in this regard, but, as discussed above, there remains much more work to be done to fully realize this intent.

We recommend SUNY engage in a mission review process to determine whether revised language could better articulate its goals by more explicitly and actively naming diversity, equity, and inclusion in a manner that extends the current language of access and representation. In doing so, a revised mission statement may provide a stronger core for the development, implementation, and assessment of anti-racist policies and practices across SUNY that lead to the needed gains discussed herein. SUNY's mission statement was statutorily created so any changes would need legislative and gubernatorial approval. Given the uncertainty of that process and outcome, we recommend SUNY at least develop of Systemwide statement of principles on diversity, equity, and inclusion to be a companion to the mission statement.

Recommendation B4. Expand Programs Dedicated to the Social-Emotional and Academic Development of Students of Color

We recommend SUNY replicate programs such as the Umoja program in California Community Colleges that support the success and degree completion underrepresented minorities at SUNY colleges through classes centered on their needs.

One such model could be the Black Male Initiative (BMI) at SUNY Empire State College, which was launched in 2009 to increase retention among the college's black male population in New York City through peer mentorship and rigorous academic support. The program has proven extremely effective, with a 95 percent retention rate among participants, compared to an average retention rate of 81 percent throughout the SUNY system.

SUNY Cortland Multicultural Male Initiative (MMI) is another successful model. The MMI was established to improve access, retention, and graduation rates of men of color (African American, Asian, Hispanic/Latinx, Native American, Native Hawaiian, and Alaska Native) by providing academic support, professional development, and mentoring. The program aims to support the college and career success of men of color by utilizing a holistic approach to promote brotherhood and community through cultural awareness and identity development.

Additionally, Upstate Medical has a Mentors in Healthcare (MiH) program. The MiH program was created to provide students from traditionally underrepresented backgrounds (African American/Black, Hispanic/Latinx).

We recommend that SUNY replicate successful models at individual campuses throughout the entire system.

Recommendation B5. Expand Clubs and Other Formal Student Organizations for Students of Color

One way to improve the student experience is through clubs and other formal organizations. Black, Hispanic, and other underrepresented student clubs are mission critical to SUNY campuses. Black, Hispanic, and other underrepresented student clubs should be conceived and designed with the full integration of students of color from the diaspora. The purpose of the programs and activities should be designed to elevate and broaden conversations to the full student body in an effort to ensure that they are not operating in isolation.

The creation of new student organizations must be driven by students themselves; however, many students may not know how to navigate the creation of a formally recognized organization on a campus. We recommend SUNY's Office of Diversity, Equity, and Inclusion work with campuses to provide awareness of potential on campus funding and the tools to assist students who wish to expand and support Black, Hispanic, and other Underrepresented student clubs and organizations.

Recommendation B6. Create a System-Wide Research Institute on Racial Equity

Research centers attract exceptional faculty and graduate students, strengthen the research reputation of universities and expand their ability to respond to complex interdisciplinary topics and issues. The SUNY Black Faculty Staff Collective recommended a Systemwide research institute centered on issues of racial equity with a focus particularly on African American Studies that would enhance

SUNY's ability to attract, develop and retain Black faculty. Through the expertise it attracts, such an institute would also expand the ability of campuses to develop practical solutions to racial inequities on their campuses, including more inclusive campus climates.

Currently, faculty teaching in racial/ethnic studies departments across SUNY have no central support outside of their campuses. Many of the departments they teach in are small and struggle for validity and acceptance on their individual campuses. Yet these faculty members provide inordinate support to, and mentoring of, students of colors on their campuses. They are among the first persons called upon to serve on committees and intervene with students when racial incidents occur on their campuses.

We recommend a reconceptualized Shirley Chisholm Center for Equity Studies to be a Systemwide resource to provide greater opportunities to support Black Faculty and graduate students and facilitate greater racial equity and more inclusive campuses. Then Empire State College President Malatras created the Chisholm Center but it would have a more meaningful impact at the system level. Faculty from across SUNY campuses could affiliate with the center to collaborate on research, or pursue their own research with the input and support of colleagues with similar interests. Graduate students could attend summer programs that provide mentoring toward the goal of attaining faculty positions, thereby providing a pipeline for faculty that builds upon the infrastructure of SUNY's PRODiG Faculty and (grad/post-grad) Fellows Initiatives. In addition, the institute could sponsor academic conferences, lectures and fora on a wide variety of topics related to the Black Experience.

Recommendation B7. Create a Permanent Process to Address Diversity, Equity, and Inclusion at the Board of Trustees Level

As Frederick Douglass stated, "Is there if no struggle, there is no progress." As part of SUNY's commitment to removing barriers and establishing true equity across all campuses, our work will continue because there is always work to be done. One action plan will not end racism on or increase diversity on college campuses. It is an ongoing iterative process. Important to ensuring these recommendations and others "stick" we recommend that there be a permanent process put in place at the Board of Trustees—the central policymaking authority at SUNY—to continue to support this important work.

Part C.

Embed Racial Equity into Curriculum and Toward Racial Equity

Following the Chancellor's announcement of the development of the Systemwide Diversity, Equity, and Inclusion Action Plan, a working group was created to gather feedback from various stakeholder groups to initiate discussions about how curricula can decrease racial equity gaps and increase racial literacy. As an initial step, the group was apprised of ongoing work on SUNY General Education (now in Phase II of a three-phased review and revision), and baseline information was gathered to identify relevant academic program offerings in criminal justice, along with key stakeholder groups and campus contacts (see analysis section above).

The group interviewed and surveyed (via written survey) executive committee members of various faculty and student groups, including chief academic officers, Faculty Council of Community Colleges, University Faculty Senate and the Student Assembly; representative campus criminal justice program coordinators; campus race/ethnic studies coordinators from the various sectors; and the Black Faculty Staff executive committee.

“To truly promote diversity, equity, and inclusion, a robust curriculum that mirrors the institution’s honest and profound intent to educate students... and to make room at the table for everyone, can only be achieved by learning the histories of the presence of students from diverse backgrounds.”

Students and community members shared very thoughtful responses regarding curriculum. One respondent wrote, “To truly promote diversity, equity, and inclusion, a robust curriculum that mirrors the institution’s honest and profound intent to educate students... and to make room at the table for everyone, can only be achieved by learning the histories of the presence of students from diverse backgrounds.” Another suggested that the SUNY General Education Studies subject area named “Other World Civilizations” be renamed, as there is only this world and the current name is centered on whiteness. Another suggested that SUNY students and faculty be specifically incentivized to study Black or Hispanic/Latinx scholars whose work has been suppressed in higher education so far.

Initial progress has been made and there appears to be much support for general education work underway in these initiatives. But, the work is not complete.

Recommendation C1. Incorporate Diversity in General Education Requirements

Initially created in 1998, SUNY general education requirements need review and updating to support the needs of 21st-century students. Through a shared governance process, planning for the revision was begun in 2017. Phase I research, led by faculty governance, resulted in White and Green Papers — two foundational documents that performed an environmental scan and raised key questions and considerations for the Phase II, policy development.

As part of the Action Plan process, we created a Curriculum Development group tasked with gathering and providing feedback on the draft GEAC diversity recommendations. GEAC was informed of the general scope and purpose of this work. GEAC will make the final recommendations to the SUNY Provost after a full review of the general education framework (including diversity) by the broader SUNY community. The action plan’s findings were supportive of the work of GEAC. The timeline for GEAC’s work calls for Board of Trustee formal consideration of the new SUNY General Education framework by June 2021, followed by Phase III implementation in AY 2021-22.

Key findings from the survey, which included chief academic officers; CDOs; PRODiG faculty; program coordinators from selected programs, including Black Studies, Latin American Studies, and Ethnic Studies; and Criminal Justice program coordinators include:

- The majority of respondents believed that a diversity category should be included in SUNY General Education Requirements (83 percent).
- A slight majority of respondents thought that the diversity category should be both a knowledge category (satisfied by a course) and a competency (54 percent).
- If choosing between competency and category, competency is favored (19 percent to 13 percent).
- A majority thought that diversity should be required of all students, rather than optional (87 percent).

We recommend SUNY take these results into consideration and, in concert with the GEAC, include a diversity category in the general education requirements.

Recommendation C2. Update Criminal Justice Curriculum

Reforms in law enforcement training are a key element of combatting systemic racism in the criminal justice system. To that end, the one goal of our process was to review and recommend possible revisions to SUNY Criminal Justice programs to ensure that students entering into law enforcement receive instruction in the historical use of race in shaping the contours of law enforcement, and the present-day structural bias that exists within law enforcement. Two working groups were tasked with this review: the Curriculum Development Group Policing and the Policing, Law Enforcement, and Incarceration Group.

A survey by the working groups found a majority of respondents supported including systemic racism content within Criminal Justice programs (81 percent). A course (52 percent) was preferred to a certificate (29 percent).

As a result, we recommend SUNY work to adopt a process to update and enhance the current criminal justice curriculum including:

- Not simply creating one course because it will not adequately address the issues, yet it may take some time to effectively establish a “competency” requirement.
- Developing a complementary approach using the core general education curriculum to achieve a broader impact at the campus level, and map and infuse within criminal justice programs a type of “competency” requirement. This type of implementation may provide the most time-effective approach.
- Review current programs to determine ‘best in class’ programs with systemic racism as a mandatory course towards the degree requirements. Revisions should proceed with quick program review via the State Education Department and SUNY.
- Examine “isms” that are part of curriculum review for program, as well as other areas studies of criminology and associated interdisciplinary programs.
- Closely examine faculty selected to teach courses related to the “isms,” with a focus on inclusive pedagogy.
- Perform a curriculum review of criminal justice and criminology content in disciplinary programs (annual review of program/accreditation).
- Examine a variety of criminal justice internship roles (i.e., cyber security, public defenders, assist district attorney, etc.) across systems and majors.

In the process of review by the working groups, concerns were raised that requiring a course can easily lead to a “checked box” reaction, rather than a more meaningful and transformative impact. These efforts will ensure that that students training for careers in law enforcement are aware of the history of racial bias within policing and understand structural racism in the context of present-day law enforcement.

Recommendation C3. Develop a Process to Share Best Practices or Best in Class in Embedding Racial Equity into Curriculum

A key part of embedding racial equity into curriculum involves the sharing of practices and the examination of our approaches to matters of policy and practice that impact curriculum. It is important to consider items of direct impact, such as course syllabi, as well as items of indirect impact vital to students’ curricular experiences, such as supports for student recruitment and retention as well as approaches to hiring faculty and staff. There are two recommendations to address this.

First, we recommend SUNY work towards establishing a regularized series focused on cross-campus sharing of approaches to curriculum that center on anti-racism. Second, in recognition of the decentralized structure of the academic enterprise and the responsibility of faculty for the curriculum, we recommend SUNY work with the Faculty Council for Community Colleges and University Faculty Senate to develop and distribute an equity framework to be used reflexively during the development, implementation, and assessment of policies and practices related to curriculum.

Part D.

Strengthening Institutional Role of the Chief Diversity Officer's Role on Every Campus

In 2014, SUNY convened a task force to guide the development of policies to increase diversity among students, faculty, and staff, as well as to ensure a supportive, welcoming environment for every member of the SUNY family at both the system and campus levels.

The work of the task force culminated in a resolution aimed at creating infrastructure on every campus to support ongoing, continuous monitoring and addressing of diversity, equity, and inclusion issues on our campuses. The SUNY Board of Trustees adopted the resolution on September 10, 2015, and it became the 2015 SUNY Board of Trustees Diversity, Equity, and Inclusion Policy, Document No. 7809.

The policy created a bold new, first-in-the-nation infrastructure for supporting diversity, equity, and inclusion by requiring that each of SUNY's colleges and universities, and SUNY System Administration have a Chief Diversity Officer (CDO). Specifically, regarding the campus CDO, the policy states that the campus CDO will:

- Be a senior member of the campus administration, reporting directly to the president or provost;
- Work collaboratively with offices across campus—including but not limited to, the offices of academic affairs, human resources, enrollment management, and admissions;
- Elevate inclusiveness and implement best practices related to diversity, equity, and inclusion in such areas as the recruitment and retention of students and senior administrators, faculty, and staff hires; and
- Serve as part of a Systemwide network of CDOs to support SUNY's overall diversity goals.

Recommendation D1. Conduct a System-Wide Audit of the Impact and Effectiveness of the Chief Diversity Officer Role on Every Campus

In order to strengthen the institutional role of the CDO and ensure that the position complies with the requirements and expectations of the 2015 Board Of Trustees Diversity, Equity, and Inclusion Policy, we recommend SUNY should immediately audit the titles, reporting structure, roles, and responsibilities of every CDO across the SUNY system, and report the results to the Board of Trustees. This audit should entail meetings with each campus CDO, as well as their president and potentially other cabinet members. The audit should include a Systemwide review of personnel changes within the role of the CDO.

This audit will help the System and the Board of Trustees understand how the CDO position has evolved since 2015. Once asked to focus almost exclusively on compliance, programming, and training, many CDOs are now charged with strategically partnering with leadership to manage risk and shape

campus culture and priorities. On the basis of this audit, a larger conversation should ensue regarding adequate support of CDOs, including budgets, administrative and programmatic support, training, and professional development.

Recommendation D2. Update Policy that CDOs Must Be a Direct Report to Presidents at Every Campus

According to the 2015 Diversity, Equity, and Inclusion Policy, each campus is required to appoint a campus CDO who will, “be a senior member of the campus administration, reporting directly to the president or provost.”⁵⁷ As raised in Section II, the variation in CDO reporting lines, titles, and responsibilities across the campuses could hamper the ability of the CDO to be the strategic senior leader and change agent of institutional culture contemplated by the 2015 Board of Trustees policy.

In order to ensure that the role is more than symbolic, particular attention must be paid to the placement of the CDO in the organizational structure. In 2020, the publication *Inside Higher Education* published piece stating that, “The chief diversity officer ought to sit at the president’s table... The high-ranking job title, at the very least, indicates to internal and external stakeholders the authority and control that is necessary for CDOs to be efficacious leaders.”⁵⁸ Similarly, the *Harvard Business Review* stated that, “The CDO should report directly to the CEO or to the head of HR with a dotted line to the CEO... [they] must have a seat at the senior leadership table if you want to see meaningful change.”⁵⁹

In order to ensure that the CDO is able to fulfill their role and help lead meaningful change, we recommend the Board update the policy to state that the CDO should report directly to the college president.

Recommendation D3. CDOs Must Have Sufficient Resources to Carry Out Their Roles and Responsibilities

In order to be effective as senior members of the campus administration charged with managing risk and shaping campus culture and priorities, we recommend campus CDOs have the resources necessary to carry out that role.

Similarly, to the need to have the CDO report directly to the campus president, this role must be able to be completed by the individual, and not be a title “in name only.” For that to happen, the CDO have sufficient resources. Those resources should include adequate administrative and programmatic support. In the same way that other campus senior leaders’ budget and plan, the CDO should have the same opportunity.

Recommendation D4. Any Hiring or Change in Employment Status of a CDO Should Be Reported to the System Office of Diversity, Equity, and Inclusion

The CDO should be a senior leader on campus, but this person may change over time, as personnel are hired, separate from the campus, or change roles.

In order to centrally support the work of campus CDOs through a Systemwide network of campus CDOs as contemplated by the 2015 Board of Trustees policy, we recommend the System Office of Diversity, Equity, and Inclusion (ODEI) be made aware of hires, leaves, separations, and other changes in the employment status of campus CDOs.

Part E

Increase Diversity of Faculty and Staff at SUNY

The demographic make-up of SUNY faculty and staff was identified in the racial equity gap analysis. Over three-quarters of SUNY full-time faculty are white, compared to only 54 percent of students. This is consistent with the national average, where three-quarters of faculty were white compared to 55 percent of students according to the National Center for Educational Statistics.⁶⁰

Having a faculty demographic makeup that matches the student body has a significant impact on student success. As one community member wrote in the feedback portal, “Having faculty who serve as models for our students is paramount.” The research supports this assertion. One study looking at public school districts found that, “Relying on a classroom fixed-effects strategy, we show that students assigned to a teacher with similar demographic characteristics experience positive benefits in terms of these academic perceptions and attitudes.”⁶¹ Likewise, a study from the American Economic Review focused on community colleges found that, “We find that the performance gap in terms of class dropout rates and grade performance between white and underrepresented minority students falls by 20 to 50 percent when taught by an underrepresented minority instructor.”⁶²

Research around practices to recruit diverse faculty has focused on the importance of a systemic approach and the institutionalization of policies and practices that promote diverse faculty hiring and retention.⁶³ SUNY must ensure a thoughtful and comprehensive suite of policies to see long-term strides in this arena.

Recommendation E1. Expand the PRODiG Program to Better Serve SUNY’s Community Colleges

PRODiG (Promoting Recruitment Opportunity Diversity Inclusion & Growth) is a signature faculty recruitment and retention program created in 2018. Since then, over 125 new faculty of color and/or women in STEM disciplines have been recruited into tenure-track faculty lines with support for their teaching and research, professional development, and mentoring. PRODiG conditions financial support to campuses (in the form of grants to support new faculty hires) upon campuses self-diagnosing barriers to diversity in their recruitment and retention policies and practices, and creating strategic plans outlining measurable goals for removing these barriers and making progress toward faculty recruitment, support, and retention goals.

In the first year of PRODiG’s implementation, 100 percent of SUNY’s doctoral degree-granting institutions and comprehensive liberal art colleges participated in PRODiG. However, SUNY’s community colleges have participated at far lower levels for several reasons, including these:

- The eligibility requirements for PRODiG faculty (a PhD or terminal degree) are not typically ones that community college faculty meet. Many have master’s or other degrees.
- Community colleges have fewer faculty hiring resources and are more challenged to find (and retain) faculty committed to, and effective at, teaching the student population served by community colleges.
- Community colleges rely upon adjunct faculty to meet teaching demands, however, candidates eligible for PRODiG must be hired into tenure-track lines.

PRODiG for community colleges requires engagement by key stakeholders in the community college sector, along with further evaluation of potential enhancements to the existing PRODiG program. Some of the questions that remain to be examined include: How can PRODiG better meet the needs

of the community colleges? What characteristics distinguish faculty committed to the community college student population from those who are unlikely to persist in the community college sector? We recommend SUNY expand the PRODiG program for community colleges so that faculty at the community college level are better able to reflect the student population, which is an important tool for advancing equity.

Recommendation E2. Establish a Black Leadership Academy

SUNY has boldly committed to become the most inclusive university system in the country— where all students, faculty and staff feel welcome and supported. Importantly, SUNY understands that to truly meet its goals, the University must employ—in addition to faculty and staff—leaders at the highest levels who share common experiences and culture with those who comprise the fastest growing segment of its student population: diverse students who will become our next generation of diverse leaders.

SUNY has seen a steady increase of Black students in recent years, reaching nearly 11 percent, or over 42,000 students, in the 2019-2020 academic year. SUNY continues its efforts to ensure that campus leadership and faculty reflect the students they serve. While our presidents have become more reflective of the diversity of our students, and SUNY's PRODiG Initiative aims to make our faculty more representative, the executive leadership teams on many campuses do not represent the diversity of the student body.

We recommend SUNY create a Black Leadership Institute (BLI) as an initiative for Black leaders in higher education with a mission to retain and grow from within SUNY our Black professionals, offering support and fostering professional development, creating a more diverse SUNY culture that represents New York State and the students we serve.

The BLI would be designed to open doors to executive level positions and strengthen the University's pool of Black leaders. BLI will identify, develop, and recruit, and ultimately support, retain, and foster the success of Black leaders at the university president and president's cabinet level (provosts, vice presidents, chief financial officers, chief business officers, and the like).

The BLI will be a companion to the already successful SUNY Hispanic Leadership Institute (HLI), which was created in 2017 as a resource and initiative for Hispanic or Latinx leaders to offer the same support and professional development to retain our Hispanic/Latinx leaders. The HLI has graduated 32 SUNY leaders to date from the four-year-old program. The BLI will emulate this successful model to develop Black leaders in the University.

Under the guidance of an executive director and a distinguished Advisory Council, the Institute will offer fellowship programs for mid- to senior-level Black and African American managers and executives, and shorter-duration development opportunities for mid-level leaders, to provide opportunities for advancement to senior executive-level positions. Targeted programs and supports aimed at drawing and retaining high-quality Black and African American leaders to SUNY will include:

- Individualized Support: The Institute will develop individualized assessment and development programs for current or emerging Black leaders, to ensure their progress and success.
- Awareness and Education Activities: The Institute will sponsor lectures and events with leaders

across SUNY, including the SUNY Board of Trustees, to enhance their awareness, understanding, and knowledge around issues concerning Black leadership.

- Search Committee Training: The Institute will work with the SUNY CDO to develop guidelines and aids to ensure that search committees are trained and understand how to identify potential quality Black candidates.
- Candidate Identification: The Institute will work with the Advisory Board and a broader network of leaders around the country to help identify potential Black candidates for SUNY leadership positions.
- Resource and Research Activities: The Institute will serve as a resource for those requiring information regarding the challenges and opportunities for Black leaders in Higher Education in New York State and nationally, and will strive to undertake and sponsor research in the area of Black leadership development, retention, and success.

The BLI, much like the HLI, will provide a framework for selected candidates to gain the essential tools and leadership guidance to return and serve their SUNY campuses with more creativity and ideas. And, just like the HLI has successfully done, the Chancellor's goal for the BLI is to promote, retain, and develop SUNY's future leaders, creating a pathway to success for New York state at large. BLI and HLI will work together under a minority leadership umbrella to better prepare future leaders—some of whom will be Black, Hispanic/Latinx or Afro-Latinx—to collaborate effectively with other leaders from underrepresented minority groups.

Recommendation E3. Forge Partnerships Between Educational Opportunity Centers and University Police Departments to Recruit Campus Police Officers in Communities of Color

Law enforcement officers on our SUNY Campuses play a vital role who protecting and serving the SUNY community. SUNY's University Police Departments are committed to diversifying their ranks and have taken positive strides towards this goal. University Police Departments have undergone additional trainings including harassment and discrimination prevention, crisis intervention, mental health first aid, implicit bias, and fair and impartial policing. In some instances, campus police departments have boldly voiced support for inclusive values. However, like faculty and other profession staff they do not reflect the diversity of our students.

In order to help ensure diversity, we recommend SUNY create partnerships between Educational Opportunity Centers (EOCs) and UPDs across SUNY to recruit law enforcement positions in Black and Hispanic/Latinx communities. Building upon the strong presence of EOCs across New York State, SUNY will scale up this successful pilot program and to reach out to underrepresented communities of color, provide them with the skills to navigate the civil service system, assist them with the application process, and provide an equal opportunity for them to compete for employment as university police officers. SUNY will charge campuses with similar challenges to create partnerships with their EOCs to publicize and provide free exam preparation classes, targeting Black and Hispanic/Latinx communities.

Recommendation E4. Form a Partnership with New York State Department of Civil Service to Remove Barriers to Applicants to Law Enforcement Positions

There are myriad obstacles to diversifying the ranks of our SUNY Police Departments. Many of our campuses are located in non-metropolitan communities that lack diversity. Regardless of the location of the campus, the process of hiring university police officers is constrained by civil service

department requirements, deadlines and processes that are unfamiliar to many individuals in Black and Hispanic/Latinx communities. After they are successfully hired and professionally trained, Black and Hispanic/Latinx officers are often poached by nearby municipalities seeking to diversify their ranks and providing superior pay and benefits.⁶⁴

At the core of the underrepresentation of officers of color within the ranks of university police are structural obstacles. Race-neutral policies and practices that govern testing dates, and how applicants are canvassed and subsequently interviewed have a disparate impact on applicants of color and pose barriers to the employment of qualified applicants. We recommend SUNY partner with the New York State Department of Civil Service to review the hiring process for university police and make recommendations for how to remove barriers to Black and Hispanic/Latinx applicants so that the university police assigned to our state-operated campuses as well as the municipal police who patrol our community colleges will better reflect the diversity of the students on our campuses.

Recommendation E5. Create a Public Safety Micro-Credential to Create Combine Education and Workforce Opportunities in Law Enforcement for Students of Color

We recommend SUNY expand a public safety micro-credential through SUNY community colleges and the New York State Apprenticeship Program to create a more diverse pipeline to combine education and workforce opportunities in law enforcement for students of color. Dutchess Community College's (DCC) proposed Pathways to Policing program, which would provide high school seniors with access to college-credit courses in policing as well as employment in the security sector within their community, is a potential model to explore for replication. The program, proposed in DCC's application to the New York State Apprenticeship program, resulted from a collaboration between the City of Poughkeepsie, Poughkeepsie High School and DCC. The program seeks to attract Poughkeepsie high school seniors, who live in high poverty neighborhoods of the city, to take college coursework that would be delivered synchronously at high schools by DCC faculty. Completion of the courses would lead to a 6-credit Public Safety Micro-Credential and potential employment as a security guard within their own community. The program provides not only immediate employment opportunities but also an opportunity for a positive introduction to DCC. The six credits from the two courses comprising the micro-credential—CRJ 101 Introduction to Security Administration, and HED 134, First Aid, Safety and CPR—can be applied to DCC's Criminal Justice – Public and Private Security A.A.S. degree. Students completing the Public Safety Micro-Credential have a 6-credit head start in completing their associate degree. This is a program with high replication potential. Further, slight modifications to the micro-credential should also be explored which would allow it to stack toward an A.S. degree in Criminal Justice, which more easily transfers to the bachelor's degree in criminal justice, with established pathways to careers in law enforcement, corrections, probation, parole, rehabilitation, and industrial security.

Recommendation E6. Increase Diversity Within All Candidate Pools for Non-Faculty Campus Hiring

Racial diversity is lacking within all campus employment sectors, including executive, managerial, non-faculty professional, service/maintenance, secretarial/clerical, technical/paraprofessional and other positions.

In order to further diversify these roles, recruitment and hiring practices must be expanded to ensure all open positions include diverse candidates for consideration before hiring decisions are made. We recommend SUNY System Administration create a set of hiring guidelines and priorities which will be which campuses will be directed to follow. Campuses will be required to conduct an annual assessment of hiring and submit a report of the levels of diversity in all employment sectors.

Recommendation E7. Expand Campus Participation in New York Higher Education Recruitment Consortia (HERCs)

Higher education has many recruitment challenges to achieve the goal of diversifying its faculty and staff. One key barrier can be visibility and accessibility of opportunities that are available on a college campus. One key to successful recruitment is to identify the best platforms that provide access and visibility to many different, diverse, and talented candidates. In this world of digital job postings, institutions need to identify how best to share open positions and valuable information about campus culture. SUNY is a wide and diverse system that constantly needs to recruit talent at all levels. To be effective, we recommend all SUNY institutions expand the visibility of job opportunities. The Higher Education Recruitment Consortium (HERC) could serve as a model. HERC is a national, nonprofit consortium working to advance equity and excellence in the higher education workforce. HERC's across the country serve over 700 higher education institutions, hospitals, labs, and affiliated employers united by a shared commitment to cultivating a talented workforce as diverse as the people they serve. HERC believes in an inclusive higher education workforce depends on systemic change best achieved through institutional collaboration, the development of innovative tools that can be shared and leveraged, and an engaged network of individuals committed to advancing diversity, equity, and inclusion.

Two HERCs currently serve colleges and universities in New York State, (1) the Upstate New York HERC (UNY HERC), serving the Upstate New York Region, including the Capital Saratoga, Central Leatherstocking, Finger Lakes, Chautauqua-Allegheny, Niagara Frontier, the Adirondacks, and Thousand Islands Regions, and (2) the Metro New York and Southern Connecticut Higher Education Recruitment Consortium (HERC) serving the Metro New York and Southern Connecticut Region. The University at Buffalo serves at the lead institution for the Upstate New York HERC.

In the last two years, 14 SUNY colleges and universities were members of the Upstate NY HERC, although half of the campuses did not renew in 2020-21. We recommend SUNY expand its footprint in these HERCs, so that our campuses may utilize them as an important tool in more inclusive hiring.





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IV. MOVING FOR- WARD

IV. Moving Forward

This Action Plan is an important step to closing equity gaps in SUNY. However, more work needs to be done. A commitment to diversity, equity, and inclusion is an ongoing process—it is not a static moment captured in a report. For instance, the SUNY Chancellor is developing updated comprehensive naming guidelines. This presents the SUNY with a unique opportunity to review the names of existing buildings, spaces, and monuments with an eye toward social justice and eliminating names that will make our diverse student body feel excluded. Another issue that needs serious thought and discussion is the tenure process to ensure that all faculty—especially our diverse faculty—are duly considered for promotion. Finally, in recent years, SUNY campuses have experienced a rash of bigoted, hateful expressions that are legally protected by the First Amendment. Recent incidents include a doll hung from the neck by a noose that was discovered in a campus work area⁶⁵ and an illustration published in a student publication depicting a young black man with bulging eyes and exaggerated, large lips proudly walking through a decrepit neighborhood, clenching a diploma, and donning a graduation cap and gown in the school colors.⁶⁶ These are only a small fraction of the incidents of hateful, harmful expression that have occurred on SUNY campuses. Campuses are legally constrained in their ability to punish such expressions, even though their campus community values explicitly reject bigotry and hate. This is often referred to as the Free Speech vs. Inclusion “trade-off” on campuses because there seem to be no other options for public universities to clamp down on hateful expressions. SUNY should try another option by providing training for campuses in Restorative Justice Approaches to Hate Speech—an approach that brings together into constructive dialog persons who violate community values explicitly rejecting bigotry and hate by engaging with persons harmed by the violation.

Overall, the work of the committees over the past several months urged that, on top of formal policies, SUNY create a culture of inclusivity and diversity throughout every level of the system. Moreover, campus leaders must implement and enforce diversity, equity, and inclusion policies in order to sustain meaningful change. On top of that, we’ve found a great enthusiasm that SUNY should continuously celebrate our diversity as a shared community to internal and external stakeholders.

In addition, the long-term and inequitable effects of the COVID-19 pandemic remain to be seen. Already, the data has shown that Black individuals are more likely to die than white individuals, even while making up a smaller percentage of the population.⁶⁷ The job losses that occurred during the pandemic were predominately held by women, specifically women of color.⁶⁸ The challenges posed by remote learning in K-12 schools were felt most harshly but high-needs communities and communities of color.⁶⁹ All of these factors combined will likely exacerbate existing inequalities within SUNY and all systems of education. Thus, we must work harder to address them.

This report is the first step towards a more equitable SUNY. The report takes an analytical lens to existing data about enrollment, the faculty, and student success outcomes by racial and ethnic subgroup, to have an accurate understanding of the current reality our students and faculty face. Then, we combine the analytical understanding, as well feedback from stakeholders and relevant, research to develop proactive, practical recommendations to take action in the areas where SUNY can, and must do, better to serve students representative of the State of New York.

SUMMARY OF RECOMMENDATIONS

Part A. Close Student Academic Equity Gaps

Recommendation A1. Strengthen and Expand Opportunity Programs

Recommendation A2. Expand Re-Enroll to Complete Programs to Close Persistent Equity Gaps

Recommendation A3. Develop a Robust Policy to Expand College Credit for Life and Work Experience

Recommendation A4. Expand Successful Programs to Support and Recognize Indigenous Learning Across SUNY System

Part B. Create a More Inclusive Culture at SUNY

Recommendation B1. Develop a Model Diversity Training Program for Campuses

Recommendation B2. Conduct a SUNY-Wide Biennial Climate Survey

Recommendation B3. Review and Enhance SUNY's Mission Statement to Expressly Support Diversity, Equity, and Inclusion

Recommendation B4. Expand Programs Dedicated to the Social- Emotional and Academic Development of Students of Color

Recommendation B5. Expand Clubs and Other Formal Student Organizations for Students of Color

Recommendation B6. Create a System-Wide Research Institute on Racial Equity

Recommendation B7. Create a Permanent Process to Address Diversity, Equity, and Inclusion at the Board of Trustees Level

Part C. Embed Racial Equity into Curriculum and Toward Racial Equity

Recommendation C1. Incorporate Diversity in General Education Requirements

Recommendation C2. Update Criminal Justice Curriculum

Recommendation C3. Develop a Process to Share Best Practices or Best in Class in Embedding Racial Equity into Curriculum

Part D. Strengthening Institutional Role of the Chief Diversity Officer's Role on Every Campus

Recommendation D1. Conduct a System-Wide Audit of the Impact and Effectiveness of the Chief Diversity Officer Role on Every Campus

Recommendation D2. Update Policy that CDOs Must Should Be a Direct Report to Presidents at Every Campus

Recommendation D3. CDOs Must Have Sufficient Resources to Carry Out Their Roles and Responsibilities

Recommendation D4. Any Hiring or Change in Employment Status of a CDO Should Be Reported to the System Office of Diversity, Equity, and Inclusion

Part E. Increase Diversity of Faculty and Staff at SUNY

Recommendation E1. Expand the PRODiG Program to Better Serve SUNY's Community Colleges

Recommendation E2. Establish a Black Leadership Academy

Recommendation E3. Forge Partnerships Between Educations Opportunity Centers and University Police Departments to Recruit Campus Police Officers in Communities of Color

Recommendation E4. Form a Partnership with New York State Department of Civil Service to Remove Barriers to Applicants to Law Enforcement Positions

Recommendation E5. Create a Public Safety Micro-Credential to Create Combine Education and Workforce Opportunities in Law Enforcement for Students of Color

Recommendation E6. Increase Diversity Within All Candidate Pools for Non-Faculty Campus Hiring

Recommendation E7. Expand Campus Participation in New York Higher Education Recruitment Consortia (HERCs)

Special Thanks

Many individuals from across SUNY contributed to the writing of this Action Plan including,

- Brian Backstrom, Director of Education Policy Studies, Rockefeller Institute Government
- Beth Berlin, Chief Operating Officer, SUNY System Admin
- Dr. Elizabeth Bringsjord, Vice Chancellor for Academic Affairs and Vice Provost
- Dr. LaTasha Brown, Program Manager, Shirley Chisholm Center for Equity Studies
- Trevor Coleman, Director of Communications, SUNY Office of Diversity, Equity & Inclusion
- Valerie Dent, Deputy Chief Operating Officer for Campus Operations, SUNY System Admin
- David Cantaffa, Assoc. Provost, Academic Programs, Planning, and Assessment, SUNY System Admin
- Teresa Foster, Assoc. Provost for Institutional Research and Data Analytics
- Jamie Frank, Deputy Chief Operating Officer for Policy, SUNY System Admin
- Marianne Hassan, Chief of Staff to the Provost, SUNY System Admin
- Meaghan Laraway, Administrative Assistant, SUNY Office of DE&I
- Teresa A. Miller, Sr. Vice Chancellor for Strategic Initiatives and System Chief Diversity Officer, SUNY System Admin
- Dr. F. Shadi Shahedipour-Sandvik, Provost-in-Charge, SUNY System Admin
- Dr. Laura Schultz, Executive Director of Research, Rockefeller Institute of Government

Special thanks also to the individuals who contributed their time, effort, and passion by serving on one of the subcommittees. Those individuals can be found at Appendix B.



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V.

APPEN- DICES

V. Appendices

Appendix A. Working Group Process

A separate working group was created and charged with developing strategies for increasing diversity in faculty, professional staff, campus senior leadership, and college council membership. One of the key outcomes of the working group was to develop an outline for the creation of criminal justice internships for Underrepresented Minority students as a pipeline to UPD employment. This outline will be further refined and developed for potential adoption and implementation.

The ongoing work under Phase II will include focus on other areas that must be examined and addressed to increase diversity among employees, including barriers that exist in the hiring of campus executive leadership, professional staff, and college counsel leadership.

Another working group was established to focus on understanding issues related to the improvement of the campus climate across all 64 SUNY campuses. The working group identified 35 stakeholders from each sector including undergraduate students, graduate students, tenure-track faculty, tenured faculty, retired faculty, vice presidents of Student Affairs and Residence Life directors, representing 21 different SUNY Campuses across all four sectors. Out of these conversations, over 15 hours of qualitative data was gathered.

The group identified the following priorities:

1. Immediately develop and implement an annual, Systemwide climate survey that will be administered through the SUNY Office of Diversity, Equity and Inclusion.
2. Create an Alumni Outreach campaign to further identify and engage SUNY alumni.
3. Create an inclusion initiative to address the inequitable treatment of students of color in some communities surrounding SUNY campuses: Embracing SUNY" Inclusion Initiative in Partnership with Open to all.

Led by campus business officers, this initiative will engage businesses who do commerce with SUNY's 64 campuses, and who provide goods and services to SUNY students, in pledging to uphold the values of inclusion that the SUNY System was founded upon. This initiative changes the culture of the communities surrounding our campuses by (1) drawing upon local, and often long-held, relationships with businesses in the communities surrounding our campuses, and (2) leveraging the economic impact of SUNY campuses in those communities, particularly in upstate towns where the diversity of our students sharply contrasts to the demographics of the communities surrounding our campuses.

With advisement from, and **in collaboration with Open To All**, a national non-discrimination campaign dedicated to educating and recruiting businesses to adopt inclusive values in the treatment of their customers and employees, SUNY campus business officers **in partnership with the New York State Business Council** will solicit pledges from local businesses to honor SUNY's inclusive values, in exchange for endorsement as members of the "SUNY Inclusive Business" coalition. Campus CDOs will support campus business officers by providing diversity, equity, and inclusion training, and training on advocating for inclusion, with the assistance of materials provided by Open To All. Business officers will, in turn, leverage their commercial relationships with local businesses to advocate for inclusive

practices in providing goods and services to students. Businesses who sign onto the “Embracing SUNY” pledge will be given a window cling for their storefronts (where applicable) that visibly represents their membership into the “SUNY Inclusive Business” coalition. These window clings will serve as notice to SUNY students and the broader community that in patronizing these businesses, they can expect to be treated with welcome and respect, consistent with SUNY’s values.

This initiative goes beyond SUNY’s MWBE (supplier diversity) program to train campus business and procurement offices themselves in diversity, equity, and inclusion best practices, and involve them in advocating for inclusion. It also engages local businesses in inclusive practices when providing goods and services to SUNY students.

SUNY Trustee Stan Litow leveraged his connections with the Ralph Lauren Corporation (RLC) to bring the company’s diversity and inclusion leadership together with SUNY’s CDO to create a partnership by which the RLC plans to help SUNY train its campus executive leadership teams on diversity, equity, and inclusion. The company has very successfully reinvented its business model to incorporate diversity and inclusion awareness at all levels of its business operations. SUNY continues to work with RLC to roll out a business leaders’ DE&I training for higher education executives.

Appendix B. Committees and Names Formed for Development of Plan

Curriculum Development

- Chair Duncan Quarless – Provost and Sr. Vice President of Academic Affairs, SUNY Old Westbury
- Chair Katy Heyning – Provost and Vice President for Academic Affairs, The College at Brockport
- Fred Hildebrand – Associate Provost, SUNY System
- Dan Knox – Assistant Provost for Academic Planning and Student Success, SUNY System
- Barbara Morris – Associate Vice Provost and Associate Vice Chancellor for Academic Affairs, SUNY System
- Dr. La Tasha Brown, Program Manager, Shirley Chisholm Center for Equity Studies

Improving Campus Climate

- Chair John Graham – Student Advocate and Associate Vice Chancellor for Student Affairs, SUNY System
- Don Christian – President, SUNY New Paltz
- Bob Haelen – Sr. Vice Chancellor for Capital Facilities, SUNY Construction Fund
- Barbara Ricotta – Vice President for Student Life, University at Buffalo
- Kendra Cadogan – Associate in Policy and Program Evaluation, SUNY System
- Johanna Kendrick-Holmes – Director of NYC Special Events and Programs, SUNY System

Role of the CDO

- Chair Kristin Esterberg – President, SUNY Potsdam
- Chair Judi Brown Clarke – Chief Diversity Officer, Stony Brook University
- Chair Christina Vargas – Chief Diversity Officer, Suffolk County Community College
- Tanhena Pacheco-Dunn – Chief Diversity Officer, SUNY New Paltz
- Emily Hamilton-Honey – Co-Chief Diversity Officer, SUNY Canton
- Meaghan Laraway, Executive Assistant, SUNY Office of Diversity, Equity and Inclusion

Increasing Diversity

- Chair Mark Coldren – Chief Human Resources Officer, University at Buffalo
- Kimberly Bobb – Supplier Diversity Program Manager, SUNY System
- Juliana Hernandez-Commisso – Director of Local Government and Legislative Affairs, SUNY System
- Jim Jarvis – Associate Counsel, University at Buffalo

Assessment of Racial Equity Gaps

- Chair Jermaine Williams – President, Nassau Community College
- Chair Cheryl Hamilton – Deputy Student Advocate and Executive Director for EOP Programs, SUNY System
- Teresa Foster, SUNY Assoc. Provost for Institutional Research and Data Analytics
- Joe Skrivanek – Distinguished Professor, Purchase College
- Ruirui Sun – Associate in Assessment and Data Analytics, SUNY System

Prior Learning Assessment

- Chair Beth Berlin, SUNY Chief Operating Officer
- Dr. La Tasha Brown, Program Manager, Shirley Chisholm Center for Equity Studies
- Elizabeth Carrature – Associate in Research & Program Development, SUNY System

Policing, Law Enforcement, & Incarceration

- Chair Karen Clinton Jones – Binghamton University
- Chair Karen Clinton Jones – Chief Diversity Officer, Binghamton University
- Chair Mark Montgomery – Chief Diversity Officer, SUNY Poly
- Craig Wright – Chief Diversity Officer, Nassau Community College
- Tom Gais – Director, Rockefeller Institute of Government
- Frank Lawrence – Interim Commissioner for University Police
- Dan Vasile – Chief of Police, The College at Brockport
- Josh Sticht – Deputy Chief of Police, University at Buffalo
- Breea Willingham – Associate Professor of Criminal Justice, SUNY Plattsburgh
- Kendra Cadogan – Associate in Policy and Program Evaluation, SUNY System
- Johanna Kendrick-Holmes – Director of NYC Special Events and Programs, SUNY System
- Frank Lawrence – University Police
- Dan Vasile – The College at Brockport
- Josh Sticht – University at Buffalo
- Breea Willingham – SUNY Plattsburgh
- Kendra Cadogan – SUNY System
- Johanna Kendrick-Holmes – SUNY System

END NOTES

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⁶³ Gasman, Marybeth, Kim, Jessica. "Effectively Recruiting Faculty of Color at Highly Selective Institutions: A School of Education Case Study." *Journal of Diversity in Higher Education*. 2011. https://astro.uchicago.edu/~meyer/Astro_Diversity/Gasmanetal_2011_EffectiveFacultyRecruitmentStrategies.pdf

⁶⁴ These obstacles have negatively impacted the diversity of UPD ranks over the past thirty years. Given the diminishing diversity within its police force, and the constraints of the existing civil service hiring framework, UB responded by creating an innovative partnership with its Educational Opportunity Center to encourage more Black and Hispanic/Latinx candidates to take the civil service exam, whereby providing more opportunities for UB to interview and hire Black and Hispanic/Latinx applicants. UB's police department partnered with the University at Buffalo Educational Opportunity Center to publicize and provide free exam preparation classes, targeting Black and Hispanic/Latinx communities. This partnership greatly increased the visibility of UB's Police Department – and its drive to be diverse and inclusive – among underserved communities of color in Buffalo.

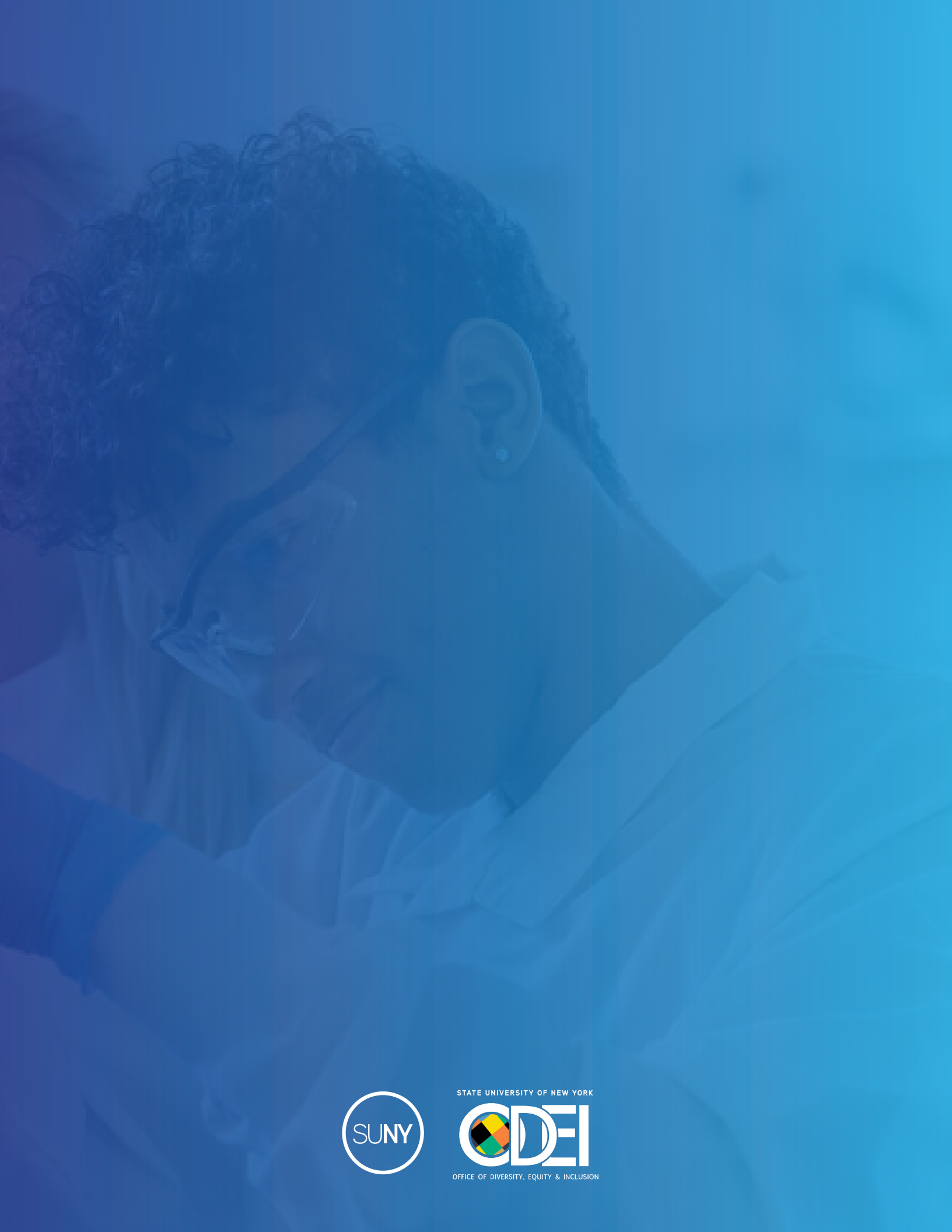
⁶⁵ Urban CNY News. "Suspected Racial Incident Reported at SUNY Upstate Medical University, Upstate University Police Investigate." November 23, 2019. <https://www.urbancny.com/suspected-racial-incident-reported-at-suny-upstatemedical-university-police-investigatigate/4849>

⁶⁶ Cardinal Points. "A message from Cardinal Points Editors." October 25, 2015. <http://cardinalpointsonline.com/amessage-from-cardinal-points-editors/>

⁶⁷ Harvard University School of Public Health. "COVID-19 pandemic highlights longstanding health inequities in U.S." <https://www.hsph.harvard.edu/news/hsph-in-the-news/covid-19-pandemic-highlights-longstanding-health-inequities-in-u-s/>

⁶⁸ Boesch, Diana and Phadke, Shilpa. Center for American Progress. "When Women Lose All the Jobs: Essential Actions for a Gender-Equitable Recovery." February 1, 2021. <https://www.americanprogress.org/issues/women/reports/2021/02/01/495209/women-lose-jobs-essential-actions-gender-equitable-recovery/>

⁶⁹ Education Trust New York. "Poll: Less than half of New York State parents with children participating in remote learning this fall say it's been successful." October 28, 2020. <https://newyork.edtrust.org/press-release/poll-less-thanhalf-of-parents-with-children-participating-in-remote-learning-this-fall-say-its-been-successful/>



STATE UNIVERSITY OF NEW YORK



OFFICE OF DIVERSITY, EQUITY & INCLUSION

report

Date: December 6, 2021

To: Paul Reifenheiser, AIC

From: Deborah Mohlenhoff
Associate Vice President for College Relations

RE: Monthly Report to the President/AIC and Board of Trustees

COMMUNITY ENGAGEMENT & PARTNERSHIPS:

Earn to Learn (11/11/21) – Greg McCalley and I met with representatives from Alternatives Federal Credit Union and the national Earn to Learn program (<https://earntolearn.org/>). The program combines student savings with scholarships, financial education, and college success coaching to help low-to moderate-income and under-represented students obtain a college education and graduate workforce-ready with little to no student loan debt. We are exploring this as a possible pilot program and will be coordinating a presentation to President's Cabinet for their consideration in January.

Cortland Reuse – Patty Tvaroha, Carrie Whitmore, and I met with the Executive Director of Cortland Reuse to talk about possible partnerships with the College. There are possibilities for internships, service learning projects, and a relationship with the Residence Halls. The Executive Director is putting a 'wish list' together for us to work from for the future.

GOVERNMENT RELATIONS & ADVOCACY:

NYS Attorney General Press Conference (10/13/21) – I represented the College at a press conference held by NYS AG Letitia James. She was on a tour of New York state with stops in Binghamton and Ithaca, where she announced that she will deliver up to \$26.7 million to the Southern Tier to combat the opioid epidemic. The College has been a partner on this issue, providing training to become a Certified Recovery Peer Advocate. The full press release is here: <https://ag.ny.gov/press-release/2021/attorney-general-james-deliver-267-million-southern-tier-combat-opioid-crisis>

Childcare Center Legislative Visit (11/10/21) – The TC3 Childcare Center was selected as a stop on a 'listening tour' for the Children & Families committee members at the State Level. Casey Goodwin did an excellent job on the tour and the talk. We were able to convey the challenges of running the center while still under the restrictions of the pandemic and the difficulty in retaining staff. Representatives at the meeting included:

- NYS Assemblyman Andrew Hevesi representing the 28th Assembly District in Queens, NY. Chair, Children and Families Committee for the assembly
- Senator Jabari Brisport, the Chair of the Children & Families Committee for the NYS Senate
- James Ostaszewski, Counsel & Legislative Director for Sen. Jabari Brisport, NY State Senate District 25
- Two staffers from NYS Assemblywoman Anna Kelles' Office, Stacey Dimas and Jennifer Lyons

Cornell University TOGO Awards (11/20/21) – Paul Reifenheiser and I attended the annual Town-Gown awards ceremony on November 20th. It was held virtually this year. The event honors partnerships between higher education and local organizations. It also recognizes community leaders retiring or stepping down from their roles.

STRATEGIC MARKETING:

Director Search – Unfortunately, the first search did not yield a viable candidate. We have reconvened a search committee, enhanced the methods of recruitment for the position, and hope to have a Director in place by mid-February. This is a common theme among colleges recruiting for leadership level positions. The two remaining staff (Peter Voorhees and Jennica Petrella-Baum) are doing a phenomenal job being flexible, working through a tremendous amount of change, and adapting to a new model.

Admissions Marketing – The staff has been working to support the ongoing recruitment efforts in the following ways:

- **Winter Online:** mailed a postcard to local leads; boosted digital ads on Facebook and Instagram, ads in local College newspapers (Ithaca College, Binghamton University, and Cornell University), and local ads, i.e. The Shopper; uses a QR code to direct students to the information/registration page; target audience is students who might need to catch up or get ahead while they are home for the winter break
- **Viewbook:** We are moving to using an ‘evergreen’ viewbook – one that will not need to be printed each year because of outdated information; piloting an online viewbook that can be emailed and linked in digital ads. (Viewable here: <https://mytompkinscortland.com/#2021-viewbook/1/>)
- **Instant Registration Days:** will be working on a full digital campaign to promote participation in the upcoming Saturday events
- **Social Media Calendar:** Developing a monthly social media calendar to ensure a robust presence on Facebook, Instagram, and Twitter; committing to posting each day to highlight events, programs, and good news from the campus community

Swim Digital Consultants – We have had two on-site visits with our consultants.

- The October 4-5 visit focused on completing a 12-month Enrollment Activation calendar. With broad participation from anyone who runs a program related to the recruitment and retention of students, we have created a final work-plan with dates that can be edited each year ensuring that the planning and execution of programs is coordinated across related departments.
- The November 16-17 visit from Swim Digital concentrated heavily on the implementation of the formal transition from a college Communications department to a Strategic Marketing department. We created a 12 month marketing calendar that will be mapped to the enrollment calendar so that there is adequate time for content development, media production, and placement and distribution of ads. We also are working on implementation of an enhanced marketing request form, a collaborative Social Media Content Coordination team, and the development of some in-house templates to support smaller departmental requests.
- Swim also meets twice weekly with the Marketing team and once weekly with the Marketing and Admissions teams to ensure that requested marketing projects are being supported with needed resources and completed in a timely fashion.
- Swim’s contract will end in December 2021 and they will prepare a summary report of their work that we can share with the College. Members of President’s Cabinet have also met to discuss a potential future contract with Swim as well as a potential contract with eDesign, a marketing firm that was engaged in an SEO campaign to recruit students from the New York City area for the Fall.

WORKFORCE DEVELOPMENT:

New Assistant Director - The search for the Assistant Director for Employer Relations & Experiential Learning has concluded and Dara Riegel, most recently with Cornell University, joined us in early November. She has hit the ground running and has been working her way through the orientation process. Dara has met with internship faculty to learn about our current internship opportunities. Hal and Dara are planning out spring career/employer programming for students. Dara has developed a spring workshop series for employers with the theme “So You Want to Hire a College Student?” Series will help employers establish an internship program and review best practices for supervising and recruiting students. We will be partnering with our two county career centers to host an employer conference on campus this summer.

Local Workforce Offices on Campus - Cortland Works Career Center and Tompkins Workforce NY will be holding office hours on our campus once per month (they’re alternating months) beginning November 16.

Workforce Development Staff Retreat – As this office has been shifting from a continuing education model to a workforce development model, we held a retreat to focus our efforts to ensure we are responding to the latest needs. We crafted a new vision and mission statement as follows:

Vision – biggest possibility, ideal, utopian

- *To serve as the regional leader in helping students and employers achieve their definition of success.*

Mission – how do we do that, ‘we do this by providing...’

- *Providing data-driven, meaningful, inclusive professional development programming and experiences that meet student and employer needs.*

Continuing Student Scholarship Award - Michelle LaMorte received the Charles A. Burns Outstanding Adult Continuing Education Award for the Western Region of CEANY (Continuing Education Association of NY, comprised of CUNY and SUNY colleges) and received a \$1,000 scholarship. This is the first time a student from TC3 has won this award. Colleges can nominate an outstanding adult student each year for the award. There are three regional awards (west, south and east) and one overall award given.

Health Careers Expo (11/22/21) – The College was a sponsor of the 2021 Healthcare Careers Expo held at Ithaca College for regional high school students to learn about the wide variety of choices in the field of Healthcare. The College was also able to promote the CNA program at the event. Carrie Whitmore was on the planning committee for the expo.

OTHER PROJECTS:

Course Catalog Working Group – Before the College decided to discontinue the paper course catalog, much of the responsibility for coordination of the content for the catalog was handle by the Communications Department. As we have now only housed the catalog on the College website, the coordination of the content has become fractured across multiple departments. We also are required to submit versions of the course catalog to various reporting agencies, and the purpose of this working group will be to streamline and create a standardized process to edit and update the required content each year. Thank you to Qian Xu and Christine Ibert for taking the lead on this work.

LEADERSHIP TOMPKINS & LEADERSHIP CORTLAND:

Leadership & Lemonade Program – On October 8th we were able to hold one in-person event for Leadership and Lemonade. We hosted the group on campus and held a tour of our Health & Wellness facilities and then had a discussion about the future of the leadership programs in the ‘new normal.’

We are hoping to reimagine the programs with a modified format for a re-start in February of 2022.

OTHER MEETINGS & COMMUNITY EVENTS:

- Weekly Cortland Downtown Partnership Board meetings
- Monthly Strategic Tourism Planning Board (STPB) meetings
- Monthly Workforce Development Board meetings
- Bi-weekly SUNY Government Affairs meeting
- Monthly YWCA Board meetings
- On 11/3 – toured new members of the Tompkins County Visitor’s Bureau through campus so that they are aware of our space and might serve as a potential conference host site.
- Monthly Tompkins Chamber of Commerce Government Affairs Committee meetings
- Met with the new CDO of Cayuga Health System about possible partnerships

COVID-19 UPDATES

- The College is continuing to require masking indoors, per the local advisory from Tompkins County.
- The College is not currently planning on hosting a booster clinic on campus, but has expressed a willingness to do so should the county need a location to host one.
- There has been a post-Thanksgiving uptick in cases in both Tompkins and Cortland counties; mostly due to holiday related gatherings and travel.
- We will be meeting this week to review the vaccination status collection process for the Spring semester; as of now the definition of a vaccination remains the same as it was for the Fall and does not include a booster shot as a requirement.
- College employees that do not show proof of vaccination are mandated by SUNY to test weekly. HR has been monitoring the compliances with the mandate and following up with employees as appropriate.
- Our athletes have been participating in surveillance testing as a condition of them being allowed to practice and play without masks.
- As we also are in cold and flu season, we are encouraging everyone to be mindful of their symptoms and to not come to work if they feel ill; anyone who is symptomatic is encouraged to work with their doctor or use the testing site at the mall to be tested.

The following is an update that was sent to the campus community on Friday, December 3:

We have information to share about some recent positive COVID-19 tests on campus.

Four students connected to our men's basketball program tested positive this week. These students are all vaccinated, and are all asymptomatic. The positives were discovered as part of the weekly testing that we require of all of our in-season student-athletes, a step we took to be sure to catch any potential outbreaks as early as possible. That is exactly what has happened in this case. The results came to us this morning and our Quaranteam has responded to move the students into isolation and provide all the services these students need.

All members of our basketball programs are vaccinated. While no one else connected to the men's program has tested positive or shown any symptoms, because we know it sometimes takes time for positives to manifest, we are temporarily suspending in-person basketball operations so we can monitor if any symptoms appear.

Unfortunately, our teams did play games between the time the tests were submitted and the results came back. We have been in contact with those schools to make them aware of our situation.

As unfortunate as this is, it's important to note a significant difference between where we are now as opposed to last year. Current Tompkins County Health Department practices state that if someone is vaccinated and non-symptomatic, they don't need to quarantine if they came in contact with a person who is positive. This is different from the past, and the reason why we are able to remain open. The Health Department has said that classroom activity with vaccinated students wearing masks is not a reason to quarantine, even if an individual in the class later tests positive. We will continue to work with our local Health Department on contact tracing as needed and will follow any guidance that they provide.

These cases, while frustrating, are not a cause for concern on a campus level. We have had other positives this semester, and because of our vaccination and mask protocols, we have not had to move to remote operations. If we have a future need to alter or suspend any other campus operations, we will notify the campus community of these developments. However, at this time, we do not anticipate any changes to any operations.

As a reminder, please be mindful about your own health and monitor any symptoms, even if they are mild. And consider getting that booster shot if you haven't yet!

Our actions are making a difference. We appreciate your continued vigilance.

CIO Report to Board of Trustees – December 2021

Campus Tech is reviewing final proposals for a Managed IT Networking Managed Service Provider (MSP). We currently contract with an MSP to provide internet and wifi in residential life (ResNet) and are in the last year of a five-year agreement. We are seeking to replace the contract with a partner that will provide IT Networking services within the College building as well as the residence halls. We hope to finalize and award the contract in January. This is a key initiative that will greatly improve the reliability, security, and capacity of the College IT Network

The entire CT team is currently engaged in an in-depth department planning process. Determining how our structure and services can be realigned for increased efficiency will be an important outcome of that. We will also be looking for gaps in our capabilities and sourcing new tools that can provide increased efficiency, situational awareness, and improved service. I expect to have a 3-year plan developed by the end of January. This plan will be in addition to the College's current Strategic Technology plan which primarily focuses on IT equipment and infrastructure.

Last spring (at the start of the pandemic) SUNY adopted an Electronic & Information Technology Accessibility (EITA) policy which called for each campus to appoint an EITA Officer and to develop an EITA Plan that addresses collaboratively developed standards in five areas: Websites and Software: Web Accessibility Standards; Digital Content: Digital Content Accessibility Standards; Classroom Technology & Design: Classroom Accessibility Standards; Libraries: Library Accessibility Guidelines; and Procurement: Procurement Accessibility Conformance Standards. The committee which developed this policy now needs to develop an update to SUNY on our plan for Feb 2022

Last but not least, we welcomed a new team member in Campus Tech: Jennifer Amato has joined us in the role of Systems Administrator. Jennifer was most recently employed by Tompkins Financial Corporation where she also held the title of Systems Administrator, she previously worked in Campus Tech in 2019 and is also a graduate of TC3.

Respectfully,

Tim Densmore

College Senate Report
Board of Trustees
December 6, 2021

On October 22nd the College Senate met remotely. Ashley Ahola mentioned that a selection committee would be forming for the Chancellor's Awards for Excellence in Adjunct Teaching. There were four qualified nominees and two names that the College can put forward to SUNY.

Merryn Clay shared a PowerPoint presentation for the re-introduction of the Global Council. The current stage was putting a call out for members with the anticipation of their first meeting being held in November. There are also plans for the Global Council to present annually to the College Senate.

Bill Talbot was in attendance to address the concerns of the information presented to the Board versus the Town Halls. He shared the process of creating the budget and that the Board is in constant contact with budget numbers versus the campus community receiving snip-its once a month so it is not generally as detailed. The College currently has three goals as far as budget is concerned: align with student needs, financial stability, and to be inclusive and transparent. Steps were also shared to show the order to attain these goals. Discussion ensued.

Patty Tvaroha shared resolutions from the Faculty Council of Community Colleges. Two required vote for show of endorsement. One was a resolution about the name/gender/pronoun procedure. One was for the Executive budget. The final did not require a vote and was informational.

Voting for the endorsement of the two resolutions and the meeting minutes were done electronically via Microsoft Forms. The Senate voted to endorse both resolutions.

The College Senate cancelled a meeting on November 5th for lack of agenda items.

The College Senate met via Microsoft Teams on November 12th. Ashley Ahola shared that two submissions were submitted to SUNY for the Chancellor's Award for Excellence in Adjunct Teaching and SUNY would be reviewing and announcing winners in mid-February. The College generally does not share until April or May, once all awards have been processed. Classified staff are not due until March.

Matt Kiechle shared a PowerPoint presentation discussing the many aspects of the Wellness Center. There are five entities that make up the Wellness Center which include Counseling, the Health Center, and the Panther Pantry. The Campus Closet was initiated as a coat drive but is taking clothing as well. There is still physical work to be done with the organization.

The Remote Work Policy was presented for questions. The Senate asked many questions such as how this particular policy was decided, if new jobs would be created for internal candidates to apply to, if the Unions would be involved, who would qualify to take part, and if this is in anticipation of another shut down. The program is not related to Covid and is intended for employees with a permanent status as the College. There is no talk of new positions specifically for this policy or remote work, at this time. There were concerns that the policy sounded extremely rigid and some wording that would make staff question signing it. Due to the amount of questions and discussion, Ashley Ahola offered for the Senate to send a Microsoft Form to the campus community to gather feedback to share with the President's Cabinet. It was agreed upon that that was a reasonable suggestion and as long as the Senate wanted to handle it, that was fine.

The Senate sent a Form to the campus community and left it open from Friday the 12th to Wednesday the 17th. Ashley Ahola and Michele Lopez compiled the responses into a Word document and emailed them to the President's Cabinet. The President's Cabinet requested specific recommendations to consider for editing. A list of mainly clarifying language and some specific questions or concerns found in the feedback, along with a request to see the application, was sent to the President's Cabinet. The Cabinet is currently working on editing the policy so that it can return to the Senate for a vote.

The College Senate met December 3rd via Teams. The Senate discussed the charge submitted by Paul to create some sort of general campus feedback outlet. A Microsoft Form was created to make available to the campus community. The goal is not to inundate the campus with a survey but make it available either on the website or in Sharepoint for campus staff and faculty to access.

The Senate did not review the Remote Work Policy, as President's Cabinet did not meet until December 1st to work on editing.

Breton Bienvenue presented a charge for an OER Advisory Committee on campus to assist in the decisions of open educational resources. The College Senate held a vote which will be open until December 7th so the results are not available for this report.

Sue Stafford gave a presentation for the Food and Beverage Micro-Credential. The vote for this is open until December 7th as well and will be shared in the next Senate report.

The final meeting for the Fall semester is scheduled for December 17th via Microsoft Teams.



FOUNDATION

The mission of the Tompkins Cortland Community College Foundation is to secure resources to enhance the learning opportunities for students of the College.

To: Board of Trustees – December 16, 2021 Meeting

Foundation Board and Committees

The alumni committee postponed the October Day of Giving. More details will be forthcoming.

A Board meeting took place on October 12. Provost Paul Reifenheiser appointed Assistant Professor Amanda Bisson, culinary arts to the Foundation Board, as the faculty liaison. This is a voting position and Amanda will serve on the property management committee. Faculty member, Janet Swinnich served as the faculty liaison from June 7, 2005 until September 1, 2021. The 2022-2025 Strategic Plan was approved. Provided updates regarding the upcoming audit, campus housing occupancy, campus housing bond, Coltivare, and the Farm to Bistro loan.

The property management committee met on October 26. Members toured campus housing and held its meeting in Seneca Hall. Ithaca Extension Center's needed masonry work and Coltivare's HVAC system were discussed.

The finance/audit/investment committee met on December 1. The investment advisor participated in the Zoom meeting. October's financials were presented and updates were shared regarding the Farm to Bistro Regional Economic Development Council grant being revised. College and Foundation updates were also provided.

Campus housing bond work continues with our legal team at Bond, Schoeneck & King.

Regina Grantham is representing the Foundation Board on the presidential search committee.

Foundation Gold Stars (given to those who actively participate in philanthropic activities)

- Matt Kiechle – directed a donor to the Foundation
- Gregg Kiehl – participated in donor meeting
- Deb Mohlenhoff – introduction to potential donor

Upcoming Meetings

December 16 - Executive Committee

January 11 – Annual Board and Regular Board

Foundation Board Members

Tom Van Derzee, chair (Tompkins County)

Rich Cunningham, vice chair (Cortland County)

Leslie Danks Burke, secretary/treasurer (Tompkins County),

Doug Bentley, alum (Cortland County)

Amanda Bisson, Faculty Liaison

Dale Davis, alum (Cortland County)

Brian Fuller, alum (Tompkins County)

Regina Grantham (Cortland County)

Bob Haight (Cortland County)

Matt McSherry, Board of Trustees Liaison

Walt Priest (Cortland County)

Deb Raupers (Tioga County)

Gary Stewart (Tompkins County)

Jennifer Turck (Cortland County)

Paula Younger (Tompkins County)

Alumni and Development Office

Philanthropy

Donor contacts and on campus and off campus visits continue. A Park Foundation grant (\$42,000) was received in November to support student emergencies.

The in-house annual campaign solicitation has been sent. The focus this year is the need for smart classrooms.

A direct mail solicitation is at the printers for the annual campaign appeal, and the smart classroom needs are focused. An email solicitation was sent on December 1, and gifts have started to arrive.

Communications

A workforce development direct mail piece was mailed to 12,000 people in October. Coltivare's website is currently down and discussions are in place to create a new website.

Professional Development

Two staff members participated in BBCon (Blackbaud) 2021 virtual conference, October 13-15.

All staff members participated in Fall Day on October 12.

Staff Retreat

The alumni and development staff participated in an off campus staff retreat on November 11.

Presidential Search Committee

Julie Gerg and Michele Lopez are serving on the presidential search committee.

Tompkins Harvest

The coordinator attended the NYS School Nutrition Conference. It was a hybrid of online sessions and one day of in person on October 28 in Saratoga Springs.

Coordinating Holiday Farmer's Markets for some local school districts.

Complying pantry and food resource lists, specific for each school district so that when they have a family in crisis, each school has current information available.

Participating in monthly meetings for School Food Service Directors to help navigate the ever-changing school food world. Big issues facing schools this year are staffing shortages, supply chain issues and changing regulations.

A direct mail piece will be sent to 400 recipients.

Submitted: December 3, 2021

**AIC and Provost Report:
December 2021**

Guided Pathways Steering Committee and Academic Communities: The Steering Committee has finalized our revisions to our Academic Communities after sending them out for feedback to the campus. In particular, we moved from 7 to 5 Academic communities. The reduced number of communities makes it easier for us to organize ourselves internally around our communities, makes it easier to do programming for students, and alleviates having communities with only a few academic programs. The Steering Committee has also been reviewing its work on the design teams. Those three design teams revolve around the following: 1) finalizing our academic communities and working on branding and marketing them; 2) our onboarding process; 3) some work with career and transfer.

October Town Hall: We held our second town hall of the year on 10/21. I gave an introduction; we talked about some grants; we gave a shout out to our students for their work on vaccinations; and we gave highlights and next steps for theme 2 (Connecting to Community) and theme 3 (Connecting to Employers) of our Strategic Plan. The link to the town hall for October can be found here: <https://ensemble.itec.suny.edu/Watch/TownHall20211021>

November Town Hall: We held our third Town Hall on Thursday 11.18. I gave an introduction; we talked about some forthcoming updates (see below), some donor initiatives, budget advocacy, and Covid updates; and then we gave highlights and next steps for Theme 5 (Connecting to Each Other) of our Strategic Plan: The recording can be found here: <https://ensemble.itec.suny.edu/Watch/TownHall20211118>.

December Town Hall: The fourth Town Hall is scheduled for 12/9. It will focus on Theme 4 (Connecting to Resources) of the Strategic Plan.

Retention/Road to Registration: As I noted in the November Town Hall, we've hit a point in the semester when our main focus turns to retaining our current students. Our retention numbers during the pandemic have not been strong, and we had sizable losses in our work with continuing students. This is the time to place retention of students at the forefront of our priorities, if it wasn't there already. I wanted to take another moment to thank the folks who worked on the Road to Registration. They had the unenviable task of working on a number of new projects all at once since we made the decision to remove our usual registration day! They took on a risk in trying something new, but they jumped in full-throated (wow, that was a terrible mixed metaphor). I'm looking forward to assessing how it went and altering our process as needed to keep what rocks and change what could have gone better. Thank you again to those who helped and those who continue to help us as we move forward.

Emergency Fund: At the November Town Hall we announced that the College Foundation has garnered \$40,000 from the generosity of the Park Foundation to create a more robust emergency fund. We've had a fund for some time, but it was limited in scope to -- essentially -- \$50 a semester for a student. This funding is to help students who have needs for which \$50 won't help. We'll have more information about this coming soon. In the meantime, thank you to Julie Gerg and the whole Foundation for your work in securing this funding. This one has potential to be a game-changer for many students.

Emergency Fund Video: During the Town Hall, I referenced a video from a school in Amarillo TX that helped inspire us to garner funding for a more robust emergency fund. Mary Ellen Ensign and Anndrea

Mathers presented at a Mid-Winter Day right before the pandemic, and they included that video. It was shared again this semester with the Guided Pathways Steering Committee, and then it went to President's Cabinet, and then to the Foundation. The link to that video is here, and I encourage you to check it out: https://www.youtube.com/watch?v=qJg2I5Jk_tU

Forthcoming Updates: At the Town Hall, I noted that we'll be providing for more detailed updates on the following:

Registration and Enrollment: We shared out enrollment numbers for Fall and for Spring in an e-mail to the campus.

SWIM Digital: We will provide an update on SWIM digital (the consultant group with which we have been working) to discuss what they have done with the College.

APOs: Each year we have a number of APOs (Announcements of Positions), and that can get confusing for folks to track. I'll work with HR to provide a run-down of APOs for this semester and some information about each of the full-time ones to help provide some clarity.

Strategic Marketing Department: We'll provide also an overview of the changes in this area of the College to build on what Deb talked about at the Town Hall.

Business Plan: I didn't actually talk about this at the Town Hall, but we did share out the Business Plan, and it will provide core talking points for the December Town Hall

Questions: At the Town Hall, I asked campus to please keep questions coming to us. We'll work to get you answers as best we can in the appropriate formats and forums. Please know that I/We want to hear from you, and we want to answer your questions about areas where you may want more information. We try to anticipate questions, but we can't always get all of them. Sometimes we need to reiterate points we have discussed, as repetition is good for helping folks understand key facets of College operations. We have a lot of meetings and e-mails and it is easy to lose track of things. Part of my job as AIC, I believe, is to help alleviate that as best I/we can. So please keep asking.

October Faculty Meeting: We held a faculty meeting on 10/15. The agenda items were as follows: Global Council; Road to Registration; SUNY Gen Ed Changes; Math Curriculum Revisions; and a call for future Faculty Meeting Items. The recording of the meeting can be found here: <https://ensemble.itec.suny.edu/Watch/k7PRf39G>

November Faculty Meeting: We held a faculty meeting on Friday 11/19. The agenda included gifts from Sue Stafford; a food and Beverage Micro-Credential; next steps for forming an OER Committee; the 2023-24 Academic Calendar; The Remote Work Policy Draft Proposal; and Retention Efforts. The recording of the meeting can be found here: <https://ensemble.itec.suny.edu/Watch/Se2z6EPj>

Teaching Manual: We made some minor revisions to the teaching manual. The latest version can be found in the [Provost Communication Folder](#).

Donor Meetings: I've had the chance to take part in some donor meetings over the past few weeks. Julie Gerg and I have been encouraging donors to consider helping us create an emergency fund for students, among other possible donations. Julie will have more information about this in the coming weeks/months, and we made an announcement at the November Town Hall (see below). In the

meantime, it has been fun to meet with donors and show off what we do well and talk honestly about the areas where we need more resources to help the lives of even more students.

Emergency Weather Protocols: President's Cabinet has been reviewing our protocols for weather related emergencies that may lead to closures, etc. I sent them out to campus on 12/6.

Student Survey: The Provosts Office sent out a survey to students to get a better understanding of their needs and experience with our shifts in teaching modalities. We'll place the results in the Provost Communications Folder.

Program Analysis Sub-Committee: This group has been meeting throughout the semester. As you may recall, the purpose of the group is to review methods for analyzing academic programs, especially to determine the health and costs of programs that may need to be discontinued or are in need of significant support to thrive, and to recommend a rubric for the College to use to analyze programs in this manner. The purpose of this sub-committee is not to analyze any programs but to establish a criteria for doing so. Right now, the College lacks a means to review programs to determine their cost and health. Many factors play into these conversations (enrollment, assessment, degree conferrals, equipment, external and internal constituencies, job data, transfer rates, and more) but we don't have an agreed upon method for this determination. This lack makes it difficult to tie assessment results to budget, and it makes it difficult to determine an agreed upon way to note which programs may need extra support. This method of analysis may then be used as a supplement to (and/or as part of) the Program Review Criteria, which is supposed to take place every 5 years. Currently the Program Review Template does not include information about cost or budget as appropriate. We have reviewed a number of criterion and are moving towards a discussion about our process. All of this work will then be considered by larger groups (the Curriculum Committee, Faculty, Chairs, etc.).

BIZ Workshop: I took part in a BIZ workshop – run by Juliana Garcia – called an Introduction to Dismantling White Supremacy in Your Workplace. It was excellent. The workshop resonated with me, because it asked me to look at where I work, think about ways we can improve, and think about how to build on things we do well together. One core focus was on tactics used to divide and separate people, and what happens when aspects of that seep into our culture at large and in our workplace. One example is when institutions place a focus on perfectionism rather than on process, especially when that is tied to unrealistic ideals (typically Eurocentric and patriarchal ones in our culture). This glorification of perfection a) makes many feel lesser (as it often dismisses their strengths), b) leads many to not take risks or try new things out of fear of failure, c) invokes a spirit that there is only one right way to find solutions. However, as I reflected on this, I thought that we really place importance on process at TC3 in many ways. We are so often willing to try new approaches if we think it will help our college and pivot and create new approaches when necessary. I spent a bit of time at the October Town Hall celebrating that, and I asked that we create more spaces for people to take risks to help students, to fail, and to learn from our failures.

Observations: I've been putting on my Provost hat/socks lately and doing some classroom observations. It is nice to set aside AIC duties for a bit and watch classes happening. So far this semester, I've watched face to face classes, fully remote classes, face to face with remote options, and some fully HyFlex courses as well. It has all been great to see. We have learned so much about how to work in these modalities and we have much to share. Malvika and I will work to create more space for that sharing at the December Faculty Meeting.

Search Updates: We are close to finalizing a faculty search in Nursing and the search for the Assistant Provost. Next up is the Job Linkage and Allied Health faculty positions. Those should be underway next semester.

Spring Schedule and Fall Schedule: Please note that the Spring schedule includes more face to face class sessions than the Fall, and we plan to continue that for Spring. Malvika and I will work to create spaces for faculty to workshop with each other and share what has been working and not working when it comes to our modalities, especially how to work to engage students on campus while allowing remote options. Our over-arching goal is to continue to bring back more and more students to campus and to get more students engaged with our on-campus activities. We won't lose sight of remote class offerings or offering flexibility to our students, but we need to provide more face to face interaction and offerings.

Professional Development Link: We've had a request to have the link to note your professional development be advertised/housed in a permanent location accessible through something like Sharepoint. To that end the Professional Development Form can now be found in Sharepoint under Faculty & Staff Forms, Human Resources – Professional Development. It can also be found here: <https://forms.tc3.edu/Forms/k7viGYKasIJKaAYt>.

Thanksgiving Shout Out: I wanted to give a shout out to Rhonda Kowalski-Oltz for organizing our annual Thanksgiving dinner on campus and to all how are helping in some way. This is a wonderful tradition (renewed this year). Rhonda has provided the names of the following folks who have helped in some way (these are in no particular order): Casey Goodwin; Peter Voorhees; Justin Goot; Susanna Van Sant; Brent Doane; Angela Palumbo; Mary Gilbert ; Amy Voorhees ; Alexis Dengel; Tina Stavenhagen-Helgren; Danielle Bethoney; Anna Regula; Kevin Stillman; Greg McCalley; Sheila Abbey; Eric Jenes ; Lucy Yang; Sharon Clark; Adam Potter; Michael Oyelola; Julie Ray; Sayre Paradiso; Victoria Zeppelin; Ashley Dickson; Abby Landon; Cornelia Rea; Karla Block ; Christine Jones; Margaret DeGaetano; Seth Thompson; David Flaten ; Fred Farah; Deborah Ellis; Chrissie Askew

One More Shout-Out: Thank you Kevin Broderick and all the folks in Health and Wellness who helped organized Wellness Day. I was humiliated at ping-pong in the tournament by an employee who shall remain nameless.... but you know who you are!!!! It was a good time all around, and there were a lot of students there. It was so good to see students and faculty/staff interacting. I'm so looking forward to getting more students back on campus and having more events like that one. We also had a nice turnout for some rounds of Loteria. I didn't win there either, but there was some great food and candy! Thank you to Karen Miller for organizing that effort.

Mascot: I have continued my silly quest to forge more official mascots on campus. Below are two that I sent around to the campus, along with pictures.

Global Mascot: Here is to our folks in Global for their work on International Education Week. Karen Miller sent out an e-mail with a synopsis and some thanks. I hope you get a chance to read it. Furthermore, I hereby dub Kenai the official mascot of Global with all accompanying rights, privileges, and dog-snacks. Kenai is Maria's pooch and pictured here (in an attachment) in a moose hat. Why a moose hat? You'll have to ask our folks in Global!

One More Mascot: This week's mascot comes to us from Cindy Whitney. I have dubbed Serafina the official mascot of "Oops, I forgot to _____." I thought this fit well with the anti-perfectionism vibe of the

October Town Hall. I like the idea of recognizing that we sometimes make little mistakes that can impact others, especially one-time gaffs. So let's look to Serafina and afford folks some grace when things go wrong and lead to unintended concerns for others. Also, Serafina has an adorable look of "I totally just sent an e-mail that was supposed to have an attachment and I didn't add it!!!!"