



DIVERSITY, EQUITY, AND INCLUSION PLAN 2016-2020

STEP FORWARD: ASSESS | COMMIT | TRANSFORM

Introduction

Tompkins Cortland Community College has been and is committed to the tenets of the SUNY Board of Trustees' Diversity, Equity, and Inclusion Policy. The college's long-standing Mission, Vision, and Diversity Value statements clearly articulate our dedication to a community that welcomes, supports, and empowers all:

Our Vision

To see strengths and unique potential in every person. To inspire people to make the courageous choice to learn, grow, and serve.

Our Mission

We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society.

Our Values

Our six Values includes Diversity: Diversity enriches our learning. We embrace diversity in all of its contexts, including strengths, perspectives, and people. We seek to increase our capacity to understand issues of difference, power, and privilege and to constructively resolve conflict.

In 2006, to strengthen the college's capacity to both understand and address issues of diversity, equity, and inclusion, the Diversity & Equity Action Council (DEAC) was formed, a cross-functional cross-employee sector group. The council developed an action plan with four goals:

- Increase student, faculty, and staff diversity.
- Improve the campus climate/institutional environment as it relates to diversity and equity dimensions.
- Infuse diversity and equity goals into curriculum and instruction and the overall academic life of the college.
- Establish internal and external collaborations/partnerships that contribute to broadening campus and community diversity.

The current structure and membership of the Council is attached as Appendix A.

Current campus department annual plans include information on how their planning is specifically addressing the objectives outlined for the above goals. Comprehensive State of Diversity reports were issued to the college community in 2008, 2012, and 2016, gathering evidence from multiple sources, assessing progress on the above goals, and identifying current strengths and weaknesses. The Spring 2016 report can be accessed at

http://www.tompkinscortland.edu/docs/oms/TC3_State_of_Diversity.pdf.

In Fall 2015, the college developed a 2015-2020 Strategic Priorities Action Plan that is partially framed by two critical questions directly related to diversity, equity, and inclusion. Both are intended to guide the college's work going forward:

What structural barriers are created by our practices, procedures, and policies that all students must interact with throughout their experience with TC3?

What, in fact, are the needs and gaps experienced by our students and what should be the indicators and short term goals to assess the success and equitable access for identified "high risk" groups?

In June 2016, the college named a Chief Diversity Officer, reporting to the Provost and Vice President of the College, with the following responsibilities:

1. Works collaboratively with offices across campus to enhance inclusiveness and implement best practices related to diversity, equity, and inclusion in the recruitment and retention of students, faculty and staff hires.
2. Responsible for the coordination of the College's strategic diversity, equity, and inclusion initiatives including the development and implementation of programs designed to create a sense of community for students, faculty, and staff.
3. Provides consultation to senior administrators, faculty, staff, committees, and councils regarding issues of diversity and serves as a member of the Diversity and Equity Action Council (DEAC).
4. Maintains currency of local, state and federal laws and regulations and trends in the field of education related to harassment and other discriminatory practices. Disseminates information to the college community.
5. Serve as TC3's representative to local, state, and national organizations as well as SUNY's network of CDO's in support of the College and SUNY's overall diversity and inclusion plan.
6. Prepares and presents reports and proposals regarding programs and services in support of the College's strategic diversity plan.

The drafting of this new Diversity Action Plan - **Step Forward** - began in the Fall 2016, and is informed by a series of student, faculty, and staff listening sessions, the college's strategic priorities, the most recent State of Diversity Report, and extensive data analysis. The plan is intended to expand both understanding and actions to address and support the three primary goals of the SUNY Plan:

- eliminate achievement gaps for minority and low income students,
- insure that the student population and staff and faculty are representative of the diversity of New York State, and
- recognize the value of international experiences and interactions.

For the purposes of this plan,

Diversity refers to the ways in which people in our community may differ, including race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, veteran status, status as an individual with a disability, students undergoing transition (transfer, stop-out, International student acclimation), and first-generation students.

Equity occurs when historically underrepresented student populations have equal opportunities for access to and participation in educational programs that are capable of closing the achievement gaps in student success and completion and when historically underrepresented populations of employees have

equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

Inclusion exists when traditional marginalized individuals and groups feel a sense of belonging and are empowered to participate as full and valued members of the community, shaping and redefining that culture in different ways.

We have made progress on the earlier Diversity Action Plan goals; however, improvement continues to be needed in the areas of campus climate, student success and completion, use of inclusive pedagogy, faculty and staff diversity, and strengthening our ability to collect and disseminate data relative to diversity, equity and inclusion.

The brutal fact is that our understanding of the needs that our diverse students bring has not kept pace with the changing needs of our students. While we may always have the best intentions, our policies, practices, and procedures, inside and outside the classroom, may themselves contribute to the significant challenges that our students face.

Step Forward involves the entire college to increase our capacity to address these issues and achieve inclusive excellence.

I. Campus Diversity and Inclusion Mission Statement

Diversity, Equity, and Inclusion are foundational pillars of Tompkins Cortland Community College's mission and work. We seek to cultivate an environment in which each community member's strengths, cultural backgrounds, perspectives, and experiences are respected and valued. We recognize the need to assess all policies, practices, and structures to insure purposeful inclusion and equity in all our learning opportunities and supports, inside and outside the classroom. We commit to intentionally creating a transformative, inclusive campus culture of excellence for all students, faculty, and staff.

II. Assessment of Current Campus Diversity

Campus Demographics

Diversity in our student body has increased significantly in recent years. Our student population is significantly more diverse than the surrounding communities and our housing population is more diverse than the total student population. Increases since 2008 are shown below:

Core enrollment from 2008-09 to 2015-16

- Underrepresented Minorities (URM) +124% (currently 26%)
- PELL recipients +35% (currently 46%)
- Students with Disabilities +29% (currently 15%)
- Adult students (≥ 25 years of age) have remained steady at about 33%
- Veterans constitute less than 2%
- International students have ranged from 2% - 6%

First-time full-time Fall enrollment Fall 2008-2016

- Underrepresented Minorities +239% (currently 41%)
- PELL recipients +40% (currently 66%)
- Students with Disabilities +51% (currently 21%)
- Adult students (≥ 25 years of age) have remained 5-6%
- The percentage of most academically-challenged students has remained between 12-16% since Fall 2009.

No data is available on LGBTQ identification. Data on first generation college student and parent status are not comprehensive and will be included in our short-term goals.

Disaggregated diverse student enrollment demographic data is publically available on interactive dashboards on the college's website at <http://tc3.edu/dept/ir/demographics/>. Disaggregated performance data is shared with the entire college community twice a year at staff/faculty retreats; public-facing dashboards are in development.

While we have been very successful in diversifying enrollment, particularly for first-time students, we have not been as successful in understanding and providing the support needed by many of our students in order to succeed academically. Recent initiatives, inside and outside the classroom, are briefly outlined below and are showing impact for the students directly involved in them.

Despite efforts to increase diversity in non-Civil Service hiring pools, we continue to struggle to increase diversity in our faculty and staff. Non-white only staff and faculty are less than 10% across all employee groups, while the student body is approximately 30%.

While we will continue efforts to diversify hiring pools, we have developed a new program, the Emerging Scholars Program, in which minority graduates of our institution will be developed for future faculty positions through financial and mentoring support during appropriate graduate study. The first two ESP scholars (graduates and current staff) began their graduate studies and their work with a faculty mentor this semester. We expect them to earn their degrees and be appointed to full-time, tenure track positions in Fall 2018. Two additional scholars will begin the program in Fall 2018.

Performance Gaps

Analysis of available data identifies the most significant performance gaps to be experienced by Underrepresented Minority (URM) and low income students. Because academic standards were significantly increased in Fall 2011, success indicator data is presented only since that time. Data for all groups is attached as Appendix B.

- Average 4-year completion rate gap for Fall 2011 and 2012 FTFT students is 16.5% for URM students and 8.7% for PELL recipients.
- The five-year trend for FTFT first semester academic success shows a gap of 15% for URM students and 14% for PELL students. The gap for URM students has remained consistent over that time. Of concern, the gap for PELL students has widened significantly.
- The five-year trend for FTFT Fall-to-Fall retention shows a gap of 14% for URM students and 11% for PELL students. The gaps show the same pattern as first semester success above.

We will continue to monitor gaps for other identified groups (particularly gender, students identified with a disability) but will primarily focus our resources on improving indicators the URM and PELL students. We have also recently identified a group of academically successful students who have “stopped out” and will BE following through with them to better understand their issues and needs.

Initiatives to improve diversity, equity, and inclusion outcomes

A number of current initiatives to increase access and success indicators have focused on Underrepresented Minority, low income, and first generation students. These programs address the support and developmental needs of students as they transition to college and pursue academic success:

- Pathways – financial and case management support for new or returning adult students.
- PACE – case management support for low-income parents who are receiving cash assistance through the Tompkins County Social Service Department.
- Network Peer Mentor Program - academic and social transition support for first-generation students and students from historically underrepresented groups.
- Vector Scholars Program – pre-semester and academic year financial, academic, and social support for low income, college or near-college ready students.

Multiple remediation curricular initiatives are underway this year. All are intended to decrease time and increase success in developmental coursework.

- The ENGL 98/100 paired courses, accelerating completion and making it possible for students to enroll in academic program courses in their first semester, increasing interest and connection to academic program.
- A five-credit interdisciplinary course combining the curricula of our current developmental English and reading courses, decreasing the time needed for remediation while better helping students understand the relationship and interdependence of reading and writing skills.
- A new residential Learning Living Community providing transition resources for our least academically prepared students.
- Quantway® curriculum is in development and will be offered to nonSTEM students beginning in Spring 2017.

Other initiatives supporting low income students include:

- Open Educational Resources development and implementation. Students have saved almost \$600,000 to date.
- Plans to expand childcare availability, including infant care (also supporting parenting students regardless of income).
- On-campus food pantries.
- Helping Hands and High Need Grant funds to provide supplemental financial support.

Many of the above initiatives are supported by private philanthropy.

Supports for LGBTQ students include:

- Active Gay Straight Alliance club, involving both students and faculty
- Safe Space program
- Gender-neutral bathrooms are available in all buildings
- Coed housing is available to facilitate gender identity and expression needs
- Safe rooms available in housing

For the sixth straight year, the college earned the Military Friendly® School designation from Victory Media.

Enrollment of students identifying with a disability has been 15% and more in recent years. Appropriate academic adjustments for students are provided through the Access and Equity Services office and appropriate accommodations for employees are provided through Human Resources. ADA/504 Compliance Officer is a member of executive staff. Accessible housing is provided within our Residence Life program.

Multiple campus programs related to social justice, cultural competency, and diversity are offered by departments across the college throughout the year. Programs are led and/or coordinated by faculty, staff, and students and programming is open to and intended for all groups. Examples include programs implemented by:

- Office of Diversity Education and Support Services
 - National Coalition Builders Institute programming
 - ID Summit
 - Peer Social Justice Educator program
- Gallup StrengthsQuest programming
- College Teaching Center programming, including reading groups and roundtable discussions
- Residence Life
- Global Initiatives Council
- Diversity and Equity Action Council
- All-campus Read – Collegewide programming around this year's book *The Short and Tragic Life of Robert Peace*.

Data related to faculty, staff, and students feeling welcome on campus, currently includes results from the biennial Faculty and Staff Survey, annual Residence Life Quality of Life Survey, triennial PULSE Survey, triennial Student Opinion Survey, and triennial Community College Survey of Student Engagement.

The Office of Global Initiatives, led by executive leadership (Senior Officer for Global Initiatives) for more than 25 years, engages in international partnerships, student recruitment, support for International students, and study abroad and educational programming to facilitate the exchange of knowledge and cultural understanding to enhance the studies and futures of both domestic and International students. The department's staff and programming assist staff, faculty, and students to be good citizens of our global society, both domestically and abroad. Six study abroad experiences are currently available, many with an embedded service learning component. We are the only community college in New York State to have any students receive the Benjamin A. Gilman Scholarship, designed to increase diversity in study abroad by increasing funding for non-traditional groups to unusual locales.

The Spring 2016 State of Diversity Report concluded:

Positive Findings

Most importantly, the new college wide strategic priorities focus on the success of our highly diverse students, supporting their transition to college and providing on-going attention to those who are identified as "high risk." Additional positive findings include, but are not limited to: implementation of the Emerging Scholars Program to diversify our full-time faculty; a continued increase in the percentage of faculty and staff experiencing encouragement or support in

diversity-related efforts; all FTFT students, when grouped by race/ethnicity, have higher rates of academic good standing than in the past; some faculty are initiating curricular and pedagogical improvements to engage all students; diversity-focused programming, especially student-lead, that addresses issues of identity, inclusion, and social justice is happening regularly.

Finally, when compared to benchmarking community colleges by Voluntary Framework for Accountability, Tompkins Cortland students have substantially higher rates of graduation and transfer to other post-secondary institutions when disaggregated by race/ethnicity.

Need for Improvement Findings

The following findings represent on-going challenges and the need to better understand the data received. We clearly need to continue to find ways to attract more diverse applicants to all position postings. There remains a gap in success rates between white students and students of color that needs to be addressed.

We saw an increase in the percentage of staff, especially faculty and adjuncts, who reported experiencing some amount of harassment and discrimination. We need some means for determining what those experiences were, whether processes were used to address them, and if so, how effective those processes were, in order to determine what next steps to take.

Way Forward

The college community is committed to data-informed decision-making and will utilize this report to set academic and community goals. The hope of DEAC is that this report will also provide individuals and departments an opportunity to reflect on their personal and collective responses to the data put forth. We have begun some promising new initiatives that appear to be making a difference. We must continue to assess, revise and upscale those efforts, which demonstrate effectiveness in improving our campus climate and our students' success.

This Fall's CDO listening tour, data review, and the dialogue involved in development of this plan, all support the conclusions reached by DEAC this past Spring.

The Institution is well positioned to continue organizational change to support increases in diversity, equity, and inclusion for our entire college community.

III. Diversity and Inclusion Goals

Our Commitment

We are committed to a future that includes an accessible, equitable, inclusive environment supporting the success of all students, staff, and faculty. We seek to better understand, then lower or remove, barriers that may interfere with that success. We understand that creation of that future requires transformation of our culture and community and requires commitment from every area of the college, academic and non-academic. It is the sum total of the work and achievements of each of part that will allow us to achieve our collective goals.

- Goal 1** Improve campus climate for all students, faculty, and staff.
- Goal 2** Decrease gaps in student academic success, retention, and completion.
- Goal 3** Increase student, faculty, and staff understanding, scholarship, and leadership skills related to issues of diversity, equity, and inclusion.
- Goal 4** Expand representation in student, faculty, and staff ranks consistent with the New York State demographics.
- Goal 5** Prepare students, faculty, and staff for citizenship in a global society through Increased International experience and interaction.
- Goal 6** Strengthen collection and access to data related to diversity, equity, and inclusion.

IV. Strategies and Implementation

In addition to the college's commitment to the strategies outlined below, Tompkins Cortland commits to participating in System-led efforts developed under the SUNY Plan. We are particularly interested in development of cultural competency training to support our on-going partnership discussions with regional sister institutions.

We have developed, and will continue to develop, a multi-pronged approach to achieving each of our goals.

Overarching Strategy: A core component to our strategies in this first year of the plan is providing consultation and any necessary training to assist each department of the college, academic and non-academic, to better understand how they are and can support our goals of diversity, equity, and inclusion. By June 2017, each department will define specific strategies and activities related to the plan goals and that will support or expand the strategies outlined below. Each department plan will include both formative and summative assessment to allow for annual evaluating and adjustment, as necessary. As appropriate, plans will also identify extended community partnerships to support the needs of diverse students, staff, and faculty. Plan development will be supported and coordinated by the CDO with assistance from the Office of Diversity Education and Support Services and the Diversity and Equity Action Council.

Goal-specific short-term strategies: Under the leadership of the CDO, implementation plans for the strategies identified below will be reviewed or developed by March 1, 2017, including articulation of responsibility, timelines, communication strategies, and resources.

Goal 1 Improve campus climate for all students, faculty, and staff.

Strategies include:

- Review of practices, procedures, policies, and communications to identify bias and structural barriers related to diverse populations.
Responsibility: Provost Council/CDO
Timeline: Spring 2017 and on-going
- Integration of student's preferred name and pronoun in campus information systems and training for faculty and staff to increase understanding of why use of preferred terms is essential to culture and climate.
Responsibility: Campus Technology/CDO
Timeline: Fall 2018
- Identify and develop a plan to address underlying issues related to recent Faculty and Staff Survey responses related to personal experience of discrimination and harassment.
Responsibility: Provost Council
Timeline: Spring 2017
- Develop a plan for intergroup dialogue and engagement around issues of diversity, equity, and inclusion.
Responsibility: CDO
Timeline: Spring 2017
- Create a clear and visible anti-bias related incident reporting system and response protocol to support current Discrimination and Harassment procedures.
Responsibility: Title IX Committee/DEAC
Timeline: Spring 2017
- Develop additional, visible campus ally and inclusion programming.
Responsibility: CDO/DEAC
Timeline: Spring 2017 and on-going

Goal 2 Decrease gaps in student academic success, retention, and completion.

Strategies include:

- Identify and implement actions that will eliminate URM and low income student retention and academic achievement gaps.
Responsibility: Provost Council/CDO
Timeline: Spring 2017 and on going
- Analyze data related to recent "stop out" students and develop a plan to assist re-enrollment and decrease future "stopping out" for students in good academic standing.
Responsibility: Dean of Organizational Success/Institutional Research
Timeline: 9/1/17
- Identify and implement actions that will increase retention and academic success of FTFT URM and low income students on probation after their first semester.
Responsibility: Committee on Academic Status/CDO
Timeline: 2017-18
- Increase URM student participation in high impact academic opportunities (internships, study abroad, capstone courses, Honors College, Phi Theta Kappa).
Responsibility: CDO/ODESS/Global Initiatives
Timeline: Spring 2017 and on-going

Goal 3 Increase student, faculty, and staff understanding, scholarship, and leadership skills related to issues of diversity, equity, and inclusion.

Strategies include:

- Develop learning goals to inform assessment of activities and initiatives intended to support this goal
Responsibility: CDO/DEAC
Timeline: Spring 2017
- Develop an active communication plan to support campus recognition of diversity achievements.
Responsibility: CDO/External Relations
Timeline: 2017-18
- Expand opportunities and develop incentives for faculty and staff to participate in professional development activities related to diversity, equity, and inclusion.
Responsibility: Provost/College Teaching Center
Timeline: Spring 2017 and on-going
- Develop a resource model to sustainably support the Peer Social Justice Educators program.
Responsibility: ODESS
Timeline: 2017-18
- Expand partnerships and collegewide participation in the annual ID Summit.
Responsibility: ODESS
Timeline: Spring 2017
- Infuse diversity, equity, and inclusion into curricula for student, staff, and faculty leadership programs.
Responsibility: Student Life Group/Organizational Success and Learning
Timeline: Spring 2017

Goal 4 Expand representation in student, faculty, and staff ranks consistent with the New York State demographics.

Strategies include:

- Continue and consider expansion of current student recruiting strategies including
 - Customized strategies and materials to address identified marketing personas, particularly the “Local Adult” and “Urban Diverse” populations.
Responsibility: Marketing and Communication Committee
Timeline: Spring 2017 and on-going
 - Instant acceptance days held at the high school, including downstate urban schools.
Responsibility: Admissions
Timeline: Spring 2017 and on-going
 - Partnerships with secondary support agencies serving diverse youth, including Greater Ithaca Activities Center, On-Point for College, and Harlem Children’s Zone.
Responsibility: ODESS
Timeline: Spring 2017 and on-going
 - Develop specific strategies to increase recruitment of Hispanic, Asian, and International students.
Responsibility: CDO/Admissions/Global Initiatives
Timeline: Spring 2017 and on-going

- Continue Emerging Scholars Program and explore possible philanthropic funding opportunities to expand to include academic support staff.
Responsibility: Provost
Timeline: on-going
- Collaborate with regional graduate centers to develop a pipeline to increase diverse talent pools for full-time and part-time employment.
Responsibility: CDO/Human Resources
Timeline: Spring 2017 and on-going
- Develop programming to identify and address challenges faced by diverse faculty and staff.
Responsibility: CDO
Timeline: Spring 2017 and on-going

Goal 5 Prepare students, faculty, and staff for citizenship in a global society through Increased International experience and interaction.

Strategies include:

- Reinvigorate the Global Initiatives Council
Responsibility: Global Initiatives Office
Timeline: Spring 2017
 - Identify and address barriers to participation in study abroad opportunities for diverse students.
Responsibility: CDO/Global Initiatives Office
Timeline: Spring 2017 and on-going
 - Develop partnerships with regional higher education institutions to increase sustainability of study abroad opportunities.
Responsibility: Global Initiatives Office
Timeline: Spring 2017 and on-going
 - Develop programming to build global cultural competency for students, staff, and faculty, including integrated programming for International and domestic students.
Responsibility: Global Initiatives Council
Timeline: on-going
- Develop and implement a recruitment plan to increase and diversify International student enrollment.
Responsibility: Global Initiatives Office/Admissions
Timeline: Spring 2017 and on-going

Goal 6 Strengthen collection and access to data related to diversity, equity, and inclusion.

Strategies include:

- Create accessible diversity and inclusion web-based metrics dashboards.
Responsibility: Institutional Research
Timeline: Spring 2017
- Develop a plan to voluntarily identify student status as parents, first generation college, and LGBTQ to allow analysis of representation and success gaps.
Responsibility: Provost Council
Timeline: 2017-18

- Collect and analyze data on bias-related incidents.
Responsibility: Title IX Committee/Institutional Research
Timeline: 2017-18

V. Assessment and Evaluation

Individual initiatives and departments have or will develop specific short and long-term evaluation plans to assess the efficacy and learning goals of particular activities and initiatives. Institutional metrics related to each goal are identified below:

Goal 1 Improve campus climate for all students, faculty, and staff.

Faculty and Staff Survey	Baseline Fall 2016				2018/19 Target metric
	Not at all	Some	Quite a bit	A great deal	
At TC3, to what extent have you personally experienced: Discrimination	72%	25%	1%	2%	85%+ responding "Not at all", 0% responding "a great deal"
At TC3, to what extent have you personally experienced: Harassment	79%	19%	2%	0%	
At TC3, to what extent have you personally experienced: Feeling isolated or unwelcome	70%	22%	5%	3%	

Student Opinion Survey	Baseline Spring 2016	2019 Target metric
How frequently have you (1-5, never to very frequent)		
Witnessed acts of prejudice based on gender identity or sexual orientation at this college?	1.97	mean ≤ 1.5
Level of satisfaction with these aspects of the college (1-5, very dissatisfied to very satisfied)		
Student respect for other students	3.07	≥ 3.75
Racial harmony on campus	3.37	≥ 3.75
Sense of belonging on this campus	3.45	≥ 3.75
Your social support network at this college	3.43	≥ 3.75
Personal safety/security on campus	3.65	≥ 3.75
Diversity of faculty and staff	3.63	≥ 3.75
Campus openness to opinions of others	3.58	≥ 3.75
Campus acceptance of individual differences	3.78	≥ 3.75
Diversity of the student body	3.76	≥ 3.75
Faculty respect for students	3.90	≥ 3.75
Non-teaching staff respect for students	3.90	≥ 3.75
Availability of international learning opportunities	3.63	≥ 3.75

Additional metrics are expected to be developed following Spring 2017 administration of additional climate-specific survey for students, faculty, and staff.

Goal 2 Decrease gaps in student academic success, retention, and completion.

Comparison is to complementary cohort. Comparison to “average” rates can mask gap depending on size of target group. Historic data included in Appendix B.

FTFT Four Year Completion Rate

	Baseline Gap*	2020 Gap Target Metric
Gender	5.7%	≤4%
URM	16.5%	≤7%
PELL	8.7%	≤5%
SWD	5.1%	≤4%

* mean of 2011 and 2012 Fall FTFT students

FTFT First Semester Success

	Baseline Gap*	2020 Gap Target Metric
Gender	11%	≤5%
URM	15%	≤7%
PELL	14%	≤7%
SWD	6%	≤3%

* trend gap Fall 2011-2015

FTFT Retention

	Baseline Gap*	2020 Gap Target Metric
Gender	5%	≤3%
URM	14%	≤10%
PELL	11%	≤7%
SWD	4%	≤3%

* trend gap Fall-to-Fall retention of Fall 2011-2015 FTFT student

Goal 3 Increase student, faculty, and staff understanding, scholarship, and leadership skills related to issues of diversity, equity, and inclusion.

Faculty and Staff Survey

At TC3, have you experienced encouragement or support to:	Baseline Fall 2016 % yes	2018/19 Target metric
Ensure greater retention of underrepresented students	82%	85%
Expand your understanding of diversity	87%	85%
Increase your competency to infuse diversity	76%	85%

Additional outcomes will be developed for inclusion as questions in next administration of Faculty and Staff Survey

Student Opinion Survey	Baseline Spring 2016	2019 Target metric
How much has college contributed to your growth and learning in following areas (1-5, no contribution to very large contribution)		
Developing an openness to the opinions of others	3.18	≥ 3.75
Understanding your rights and responsibilities as a global citizen	3.01	≥ 3.75
Understanding and appreciating ethnic/cultural/language diversity	3.10	≥ 3.75

Goal 4 Expand representation in student, faculty, and staff ranks consistent with the New York State demographics.

7/1/15 comparison population estimates (census.gov)			
	NYS	Tompkins County	Cortland County
White nonHispanic	56%	78%	93%
Black/African American	18%	4%	2%
Hispanic	19%	5%	3%
Asian	9%	11%	1%
2 or more races	2%	3%	2%
AI/AN	1%	<1%	<1%
NH/PI	<1%	<1%	<1%
URM	40%	13%	6%

• **Demographic representation**

Student representation	Baseline Current Enrollment*	2020 Target enrollment
Annual Core Enrollment		
Total URM	28%	≥ 30%
Hispanic	11%	≥ 15%
Asian	3%	≥ 5%
International Students	7%	≥ 10%
Students with Disabilities	15%	≥ 15%
PELL-receiving students	46%	≥ 45%
Fall FTFT Enrollment		
Total URM	40%	≥ 40%
Hispanic	14%	≥ 20%
Asian	1%	≥ 5%
Students with Disabilities	21%	≥ 20%
PELL-receiving students	66%	≥ 65%

*** Current annual enrollment 2015-16, current FTFT enrollment Fall 2016**

	Baseline Current Staff*	2020 Target Staff
Full-time Faculty and Staff		
URM	5%	≥ 10%
Total non-white only	5%	≥ 15%
Adjunct Faculty		
URM	7%	≥ 6%
Total non-white only	9%	≥ 15%
Faculty Student Association Staff		
URM	10%	≥ 15%
Total non-white only	10%	≥ 20%

* 2015-16

- **Retention of non-white only full-time staff and faculty for five or more years**

Baseline for hires between 2001-2011 = 59% | 2006-2011 = 73%

Target 2020 metric 80%

Goal 5 Prepare students, faculty, and staff for citizenship in a global society through Increased International experience and interaction.

- Increased participation in study abroad compared to historical.
- Increased Internationalization of curriculum.
- Enrollment of “traditional” International students ≥ 6%.
- Number of study abroad partnerships with regional higher education institutions.

Goal 6 Strengthen collection and access to data related to diversity, equity, and inclusion.

- Availability of dashboards.
- Use of data in department plan documents, including assessment.

VI. Summative Statement

The entire college, including executive leadership, commits to focusing attention and resources to achieve the goals of this plan. A key element of the plan, articulation by each department of specific support and implementation plans for the currently identified strategies and/or additional strategies, will be completed in 2016-17 with full implementation expected in 2017-18.

Our gaps in representation and performance are the result of complex social and structural constructs and require a multi-faceted, multi-year effort to reverse. Metrics will be monitored yearly and adjustments made to the plan as needed. While it will take several years to achieve the goal metric improvement outlined above, we expect to see incremental improvement each year.

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Appendix A: Diversity and Equity Action Council Members

Diversity and Equity Action Council (DEAC)

Statement of Purpose

To ensure that the college's value of diversity is held as a reference point in all our work.

Inclusive Climate Committee – this subcommittee is tasked with first defining climate and the areas of concern related to campus climate and then working to make a recommendation to the council about strategies to address/improve climate issues at Tompkins Cortland CC. The committee will want to make themselves aware of existing surveys and data that are done regularly and decide how to use that data.

Programs and Professional Development Committee – this subcommittee is tasked with assessing diversity-related professional development needs of students, faculty and staff. Prioritize diversity-related professional development initiatives based on institution goals, diversity strategic goals and available resources. Coordinate, where appropriate, diversity-related professional development initiatives on campus.

Institutional Diversity and Inclusion Profile Committee – this subcommittee is tasked with research and recommendation around how to promote our diversity and inclusion presence for the purposes of attracting and recruiting new faculty/staff/students to Tompkins Cortland CC. This might include looking at processes, website, materials, outreach, and advertisement around searches and admissions.

Bias Related Conduct and Prevention Strategies Committee – this subcommittee is tasked with working with responsible agents on campus to revise, implement, and oversee the bias related protocol and processes from reporting intake through possible sanction recommendations (student conduct). This would include but not be limited to: revision and distribution of the bias related protocol, development of an intake instrument, education, and maintenance of such a process.

Members:

Adam Ferguson - Adjunct Faculty

Anna Regula - Associate Professor, Reading

April Byers - Secretary, Academic Records

Beau Saul - Director of Campus Police

Butch Westlake - Adjunct Faculty

Carol Sammis - Associate Professor, Early Childhood

Carolyn Boone - Coordinator of Access & Equity Services

Darese Dostal - Director of Residence Life and Judicial Affairs

Janita Moricette – Emerging Scholar Program (ESP) Scholar

Jeanne Cameron - Professor, Sociology

Jessica Barros - Assistant Professor, English

John Bradac - Dean of Student Life and President of Faculty-Student Association

Kar-Leam Toxey - Associate Director of Admissions

Kyle Snyder - Residence Director, Residence Life and Judicial Affairs

Larry Chase - Professor, Business

Lisa Payne - Research and Planning Analyst, Institutional Research
Lucy Yang - Coordinator of Information Delivery Services, Library Services
Melinda Slawson - Director of Global Operations
Pat Sewell - Adjunct Faculty
Rhonda Kowalski-Oltz - Concurrent Enrollment Coordinator
Sarah Wolff - Adjunct Faculty
Seth Thompson - Chief Diversity Officer/Director of Diversity Education and Support Services
Sharon Dovi - Human Resources Administrator
Susan Cerretani - Professor, English
Tackie Huff - Coordinator of Multicultural Services and Peer Mentor Program
Tina Stavenhagen-Helgren - Professor, Sociology
Tracey Brunner - Secretary, Office of Diversity Education and Support Services
Tracy Gorsline - Enrollment Services Specialist, Financial Aid
Travis Winter - Counselor, Counseling, Career & Transfer Services

Appendix B: Student Enrollment and Success Data

- Student Enrollment Demographics

Cohort core enrollment

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
all	4486	4953	5120	5045	4930	4447	4255	4063
male	43%	40%	46%	45%	44%	43%	43%	44%
female	57%	60%	54%	55%	56%	57%	57%	56%
URM	12%	13%	17%	22%	22%	25%	26%	26%
SWD	12%	11%	13%	14%	15%	15%	15%	15%
PELL	34%	32%	47%	47%	45%	47%	46%	46%
Vet	2%	2%	2%	2%	2%	2%	1%	0.5%
25+	33%	33%	33%	32%	35%	34%	34%	33%
Intl	9%	8%	7%	7%	6%	8%	10%	7%
FT	75%	72%	67%	63%	64%	66%	63%	64%

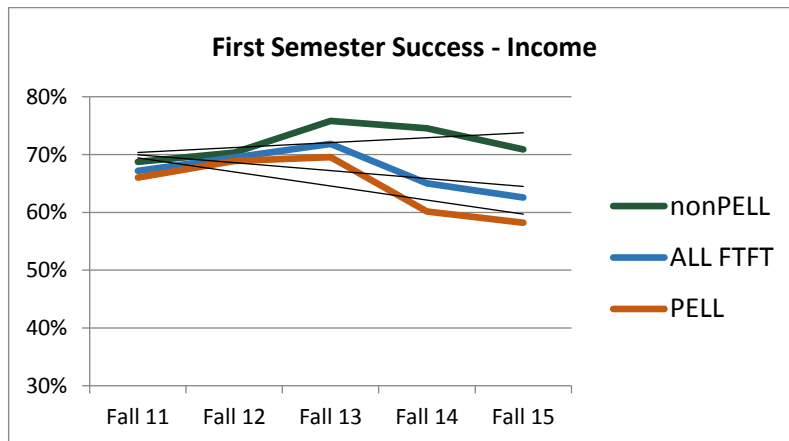
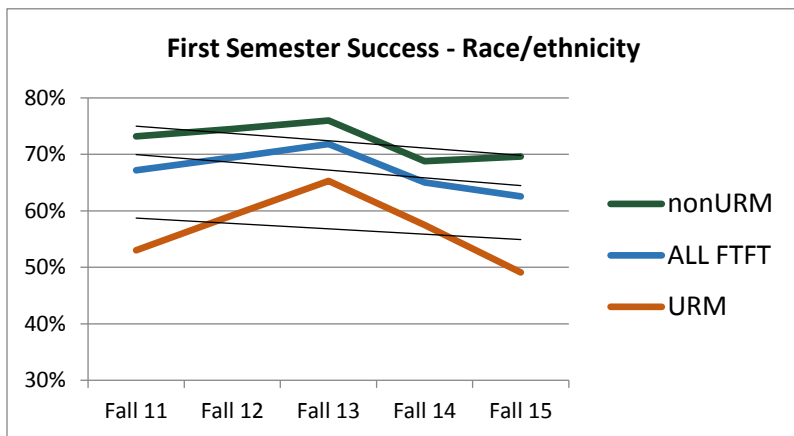
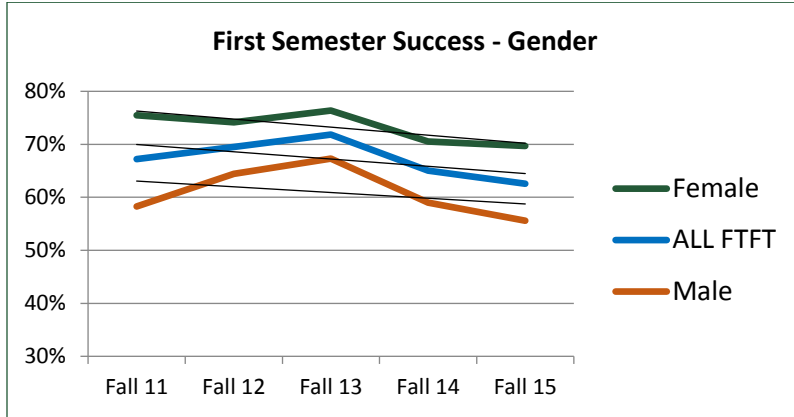
FTFT Fall	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16*
ALL (n)	887	1035	1063	1070	960	838	775	780	717
URM	12.0%	17.8%	23.8%	33.3%	32.9%	38.9%	34.5%	36.0%	40.7%
PELL	46.8%	58.3%	62.1%	56.4%	58.2%	63.5%	66.1%	65.6%	65.7%
SWD	13.9%	16.3%	15.7%	15.8%	20.1%	18.0%	19.9%	16.8%	20.9%
Lowest academic preparation	6.9%	12.4%	12.2%	14.2%	13.4%	15.8%	13.5%	12.9%	14.6%
25+	4.4%	6.4%	6.1%	6.9%	7.9%	5.4%	6.5%	5.0%	5.2%

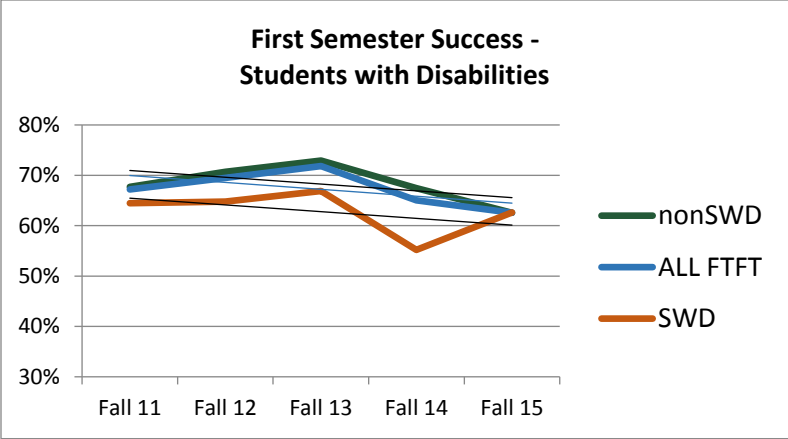
- FTFT Completion Rates

	Fall 2011		Fall 2012	
	3 years	4 years	3 years	4 years
ALL FTFT	22.8%	26.4%	24.8%	28.3%
Male		23.1%		26.3%
Female		30.4%		30.3%
URM	10.7%	14.1%	15.2%	19.2%
nonURM	29.1%	33.3%	30.1%	32.9%
PELL	17.2%	21.1%	22.7%	26.1%
nonPELL	30.0%	33.2%	27.7%	31.4%

Disability	17.2%	23.1%	20.7%	23.3%
No disability	23.9%	27.0%	25.8%	29.6%

- FTFT First Semester Academic Success with Trend Lines





- FTFT Fall-to-Fall Retention with Trend Lines

