



Date: May 21, 2025
To: President Amy Kremenek
Cc: Malvika Talwar, VP of Institutional Effectiveness
From: Michelle Nightingale, Senior Diversity Officer and Chair of the Diversity, Equity, Action Council (DEAC)
Subject: DEAC 2024-2025 Membership
Recommendations from the 2024 Campus Climate Survey

In late Fall 2024 and throughout the spring 2025 term, DEAC reviewed, analyzed, and discussed the results from the Viewfinder Campus Climate Survey administered October-November 2024 to the TC3 community students and employees. To complete this work, the council reviewed the benchmark reports provided by Viewfinder for both the student and employee populations. Delays by SUNY ODEI and SUNY IR prevented the council from receiving more extensive analysis. This analysis was expected in April 2024, but to date has not yet been received.

Overall for both students and employees, TC3's Climate Survey results showed similar representation and levels of satisfaction across most categories by percentage when compared with the four peer institutions: Finger Lakes Community College, Corning Community College, SUNY Adirondack Community College, and Genesee Community College. Overall about 50% of student respondents agree that they "feel a great sense of belonging at the institution," a little less than 1% less than peers. About 11% of TC3 student disagree with this statement (1% more than peers), so there is still work to be done to improve belonging on campus.

In reviewing the student climate survey responses, some differences were noted between TC3 and peer institutions student respondents.

- TC3 had a larger representation of microcredential, certificate, bachelor's and master's level student respondents than our peer institutions
- TC3 respondents were more likely to study part-time (>5%), commute to campus (>~5%), and identify as students of color (>7%)
- TC3 respondents were less likely to be first-generation college students (<8.64%) and to be returning students (>5%)

Across most categories, TC3 generally had a higher percentage of students who were "very satisfied" with our services than at peer benchmark institutions. Students also reported favorable responses when asked about being respected by peers, faculty, and administrators on campus. Generally, most special populations feel welcomed in the classroom at percentages higher than our peer institutions as well.



Student Recommendations:

Based on the findings in the campus climate survey administered to students during the Fall 2024 semester, the Diversity, Equity, Action Council (DEAC) makes the following recommendations:

- Re-establish a team to develop and implement programming and practices to increase student engagement inside and outside of the classroom that focus on diversity, equity and inclusion topics. *This is actually one of the action steps created by the Engaging, Belonging and Eliminating the Gaps subcommittee priorities 1, 2 and 3 members, plus global and student activities and faculty (release time for program development, ESL faculty...).*
- Increase communication to students around how to report bias-related incidents or concerns virtually and in-person
- Update the language on the myTC3 homepage link for CARE/Title IX/Etc.
- Create an anonymous suggestion space for students separate from official reporting harassment/assault/bias/care/etc. (current college feedback form not working,) used for programming ideas, resources needed, web feedback
- Work with Campus Activities to promote information accessible on campus groups (*once accessibility issues are addressed)
- Invest in campus safety upgrades per page 103 in CS report – improved walking paths, indoor/outdoor/parking lot lighting, more obvious placement of emergency resources, promotion of safety features on student cell phones (example guardian app) - collaboration with Campus Safety Advisory Committee
- Create a “Report a barrier” form for students, staff and community members to report access barriers experienced on campus. These barriers will include physical barriers, social barriers and attitudinal barriers. Example can be found on RIT website.
- Consider bringing back and re-branding the ID Summit or a similar experience for students by students, tap into TC3 alumni as possible presenters (for 2026-2027 at the earliest after DEI annual calendar of celebrations has been reinvigorated)



In reviewing the employee climate survey responses, some differences were noted between TC3 and peer institutions employee respondents.

- TC3 had about 8% more faculty respondents than our peer institutions.
- TC3 had a higher percentage of part-time faculty respondents (>16% more adjuncts than peer institutions)
- TC3 faculty respondents were >13% less like to be tenured, but >11% more likely than peers to be on a tenure track
- TC3 also had higher percentages of employee respondents from the following areas than their peers: Admissions, Athletics, Financial Aid, and IT
- TC3 had >4% more employees identify as having a disability than peers (>16% more with psychological disabilities) and about 3.5% more LGBTQIA+ identifying employees
- TC3 respondents were less likely to be first-generation college students (<8.64%) and to be returning students (>5%)
- TC3 employees of color are less like to feel welcome in the surrounding community
- Higher percentages of TC3 employees across all categories surveyed had more disagreement with statements about participating in required diversity training

Employee Recommendations:

Based on the findings in the campus climate survey administered to faculty and staff (employees) during the Fall 2024 semester, the Diversity, Equity, Action Council (DEAC) makes the following recommendations:

- Host diversity, equity and inclusion focused training at least once per semester.
 - Possible topics include: microaggressions, stereotypes, unconscious bias, ableism, allyship, LGBTQIA+ support, cultural humility, intersectionality, non-traditional student support, culture shock, international student support
 - Assess/track participation in optional DEI trainings by May 2026 to inform goal development for the 26-27 academic year (i.e. x% of faculty/staff participated in one or more optional DEI trainings).
 - Design role-specific trainings for populations including advisors, supervisors, administrators, residence life, athletics, faculty/adjuncts
 - Explicitly address the “hidden curriculum” in faculty focused (but open to all) training (i.e. the disconnect between faculty/staff and student expectations)
 - Continue learning/framing student processes/workflows
- All faculty/staff/offices would have access to a regularly updated (once a semester) resource guide (most likely via an appropriate location on the TC3 website) that includes what are deemed to be basic needs resources/offices here at the college.
 - Actively promote resources on the SDG website to students, faculty and staff. Create a student friendly synopsis of the SDG.
 - Student affairs guides for student referrals.
- Increase efforts to hire more diverse individuals



- Create initiatives/programming to celebrate the diversity of employees. Possible suggestions:
 - Choose an annual theme related to Diversity, Equity, and Inclusion to tie together all programming, initiatives, etc.
 - Design a campus read culminating with an invited speaker open to all, campus-wide movie/documentary, human library, etc.
 - Host a social event each semester to meet/welcome new employees.
 - Create a standard “welcome kit” that each employee receives upon joining the community (TC3 apparel, etc.).
 - Promote mentorship opportunities for new employees with intentional ties to CV/resume development, professional development, and tenure/promotion structures.