TOMPKINS CORTLAND COMMUNITY COLLEGE

STRATEGIC EQUITY, DIVERSITY, JUSTICE, AND INCLUSION PLAN

2022 – 2027

Revision Completed 2024-2025

Revised plan will guide work 2025-2027

THRIVING| EQUITABLE |INCLUSIVE COMMUNITY

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INTRODUCTION

The original Strategic Equity, Diversity, Justice and Inclusion Plan (EDJI Plan) was created by a subcommittee of the Diversity, Equity, Action Council (DEAC) in 2022. During the creation of the original plan, the 2021 ***SUNY System 25-Point Diversity Equity and Inclusion Strategic Action Plan*** was reviewed. This SUNY plan is now largely finished, with 20 of the 25 items complete, three nearing completion, and two still in progress.

Throughout the 2024-2025 academic year the full council worked in smaller subcommittees to review and revise the EDJI Plan strategic priorities for clarity, measurability, and action-oriented nature. After DEAC's thorough analysis of the original plan and synthesizing feedback from campus community partners, this revised EDJI plan will guide the college's diversity, equity and inclusion work for the final two academic years of the original plan's timeline (Fall 2025-Spring 2027). The 2025-2028 college ***Strategic Plan: Sustaining a Vibrant Future*** was also reviewed to ensure continuity and inform revisions. The strategic EDJI plan highlights the College's revised vision, mission, and values and alignment of our strategic priorities to these guiding statements.

Each strategic priority is followed by subsequent goals, objectives, and key performance indicators to comprise an intentional, actionable strategy to achieve advancement for our campus community.

ASSESSMENT

The plan will be assessed annually by the Diversity, Equity, Action Council (DEAC) with support from campus leadership and partners. The assessment process will include the following:

- Updates/results in each area of the plan from the previous year
- Work to accomplish in the coming year
- A review of any area of the plan that needs to be revised
- An overall summary assessment of each area of the plan summarized in a memo to the President

COLLEGE VISION

We foster lifelong curiosity and inquiry through innovation educational pathways, leading students to meaningful work, economic growth, and a brighter future.

COLLEGE MISSION STATEMENT

To advance personal, economic, and social vitality in our communities through the transformative power of learning.

COLLEGE VALUES

EXCELLENCE
We cultivate excellent outcomes in teaching, learning, community partnerships, and student success.

COMMUNITY

We provide a caring, connected campus community and opportunities for students, faculty, and staff to thrive.

INTEGRITY and ACCOUNTABILITY
We proactively evaluate and innovate using data-informed decision-making, honest communication, and resource stewardship.

INCLUSION

We foster engagement and belonging for all through our commitment to respectful dialogue and a diversity of ideas and people.

CONNECTION

We value collaboration and the deep interconnectedness of our local, regional, and global communities in an ever-changing, diverse world.

EQUITY

We seek equity and social mobility for our students and community in all endeavors.

DIVERSITY, EQUITY AND INCLUSION FUNDAMENTAL DEFINITIONS

***Diversity**: Diversity is the various backgrounds, lived experiences, values, and worldviews that stem from differences in culture and circumstance. This includes race, ethnicity, gender and gender expression, age, religion, language, (dis)ability, sexual orientation, socioeconomic status, geographic region, and more. Some of these identities may be marginalized in the broader society. As our society has grown more diverse, our understanding of how these varied identities face barriers to success also increased. Each of these identities, often in combination with others, requires a complex understanding of the institutional and societal context and distinctive responses to encourage success.*

***Equity**: Equity is the active process of identifying and eliminating or reducing the structural barriers related to race, class, disability and gender and other identities that limit access or prevent full participation in our institutions; it requires understanding the root cause(s) of disparities, identifying the barriers, and redressing, particularly, the exclusion of historically underrepresented groups within our society. Equity works to ensure justice, access, opportunity, and advancement for individuals within the policies, practices, procedures, processes, and distribution of resources by institutions or systems.*

***Justice**: Justice is the outcome of dismantling barriers to resources and opportunities for people who live in marginalized communities. Justice occurs when all individuals can live a full and dignified life and all communities can thrive.*

***Inclusion**: Inclusion is the intentional act to include difference and create environments where any individual or group is welcomed, respected, supported, valued, and given the opportunity to fully participate. Inclusion fosters a sense of belonging through centering, valuing, and amplifying the voices and perspectives of all individuals and includes eliminating practices and behaviors that marginalize groups of people or individuals.*

***Access**: Access is having the unfettered ability to take full advantage of the resources and opportunities available.*

***Belonging**: Belonging is the extent to which people know and feel that they are valued, respected, included, and celebrated for their individual and unique contributions and identities.*

These standard definitions are quoted directly from the National Association of Diversity Officers in Higher Education (NADOHE) Fall 2023 Communications Guide. This ensures that across higher education we are using standard definitions.

PRIORITY I - ENGAGEMENT, BELONGING, AND ELIMINATING GAPS

GOAL

Curate and advance systems to support the basic needs of students and their sense of belonging within the campus community.

ACTION STEPS

A. Develop a resource guide to increase awareness of services to support the basic needs of students.
B. Re-establish a campus-wide team to develop and implement programming and practices to increase student engagement inside and outside the classroom.
C. Create activities to foster an inclusive and diverse campus culture.
D. Promote and maintain spaces that foster an inclusive and diverse campus culture.

KEY PERFORMANCE INDICATORS

A.1. Ensure all offices on campus have access to a resource guide that is updated annually.
A.2. DEAC will take responsibility for annual assessments and recommendations for updated Information.
A.3. DEAC will collect updated information on available campus services and disseminate it to the campus community to ensure our services for basic needs and support are more pronounced and accessible.
A.4 Tracking online accessible version of this resource guide will show increased hits annually.

B.1. One quarter of the campus-wide team sponsored programming is in partnership with faculty and career readiness.
B.2. Ensure all programs developed by the campus-wide team utilize Campus Groups to promote, advertise, and assess program effectiveness.
B.3. Use Campus Groups data to gain additional insight in identifying popular/effective programming to replicate.

C.1. The Campus-wide team sponsored programming will plan, advertise and execute monthly campus-wide celebratory month programming.
C.2 Attendance and post-event assessment will provide indicators of satisfaction, increased cultural awareness and achievement of learning outcomes.

D.1. The campus community will see a 5-10% increase in student utilization of dedicated cultural and inclusive spaces.

PRIORITY II - EDUCATION AND TRAINING

GOAL

Equity, diversity, justice, and inclusion training helps the campus community become more culturally competent, empathetic, and self-aware.

ACTION STEPS

A. Expand the number of courses that are approved and incorporate the SUNY DEISJB General Education Requirements from 10 to 25 by Spring 2026.
B. Design a system that empowers faculty to develop and implement a teaching pedagogy informed through diversity, equity, inclusion, social justice and belonging.
C. Provide opportunities for EDJI forums, dialogues, and classroom workshops to connect with the campus community.
D. Create and deliver online learning module training for students, faculty, and staff, including unconscious bias, cultural competence, EDJI scenario exercises, etc.

KEY PERFORMANCE INDICATORS

A.1 Guidelines for incorporating the SUNY DEISJB Regulations will be created for faculty use. Workshops will be offered on Fall Day.
A.2 Faculty who have received the training will be registered/receive a certificate of training completion and tracked via Professional Dev software.

B.1 A functioning program structure for part-time and full-time teaching faculty to participate in culturally responsive pedagogy training is proposed by Spring 2027.
B.2 Part-time and full-time faculty up for tenure will include a DESJIB component in their portfolio.

C.1 Identify EDJI programming in Campus Groups using the Diversify tag and track attendance and assessment.
C.2 DEAC will serve as an advisory group around programming for staff and students. Campus units who provide DEISJB programs will submit training plans to DEAC each semester.
C.3 50% or more of surveyed students agree (or strongly agree) with the statement "I feel empowered by the programming made available to me."
C.4 A web-based request form for EDJI workshops will be operational by Fall 2025.

D.1 Design one (1) EDJI online learning module each academic year and schedule a corresponding event to reflect on the learning modules.
D.2 Develop a library guide to catalog a growing repository of resources and training opportunities available to the campus community by Fall 2025, updated each semester.

PRIORITY III - RECRUITMENT AND DEVELOPMENT

GOAL

Recruit and retain diverse students, faculty, and staff.

ACTION STEPS

A. Develop partnerships with school districts and community agencies in historically underserved communities in our sponsor and donut counties that create specific and clear pipelines to college education at TC3.
B. Expand the number of diverse candidates by exploring new marketing and recruitment channels.
C. Create a faculty and staff recruitment strategy to align with student demographics and allow for campus participation.
D. Plan programming that creates a sense of belonging for diverse faculty and staff populations.

KEY PERFORMANCE INDICATORS

A.1 Identify schools and districts willing to partner on this effort by Spring 2026.
A.2 Create an executable and realistic plan for partnering with the identified schools to create a unique pipeline program to TC3, which includes a timetable established by Spring 2027.

B.1 Explore student enrollment demographics for the KPIs related to this step.
B.2 Collectively develop and execute new recruitment channels and strategies by Spring of 2026.

C.1 Establish working relationships with doctoral and master's degree programs focused on higher education, community colleges, business administration, etc. to increase the diversity of our network where we share job opportunities.
C.2 Develop and communicate new strategies for recruiting diverse faculty and staff by Spring 2027.

D.1 Re-engage with C4 (Cortland County Communities of Color) to engage TC3 employees in social and educational programming.
D.2 Promote involvement of staff in professional development activities related to expanding their knowledge around DEI topics and improving sense of employee belonging. Track staff retention when compared to levels of professional development completion.

PRIORITY IV - DATA ANALYTICS AND REPORTING

GOAL

Demonstrate Equity, Diversity, Justice, and Inclusion (EDJI) plan progress through biannual data updates to the campus, utilizing institutional research tools.

ACTION STEPS

A. Collaborate with institutional research to guide the development and implementation of EDJI Data Visualization Dashboards that represent college progress toward established enrollment, persistence, retention, and completion metrics.
B. Develop and implement a communication plan to report data and analytics for the EDJI plan.
C. Collaborate with institutional research and marketing to disseminate Campus Climate Survey data via institutional websites and email updates.

KEY PERFORMANCE INDICATORS

A.1 An EDJI Data Visualization Dashboard that disaggregates data for enrollment, persistence, retention, and completion metrics within PowerBI will be developed by the beginning of Fall 2025 semester.

A.2 EDJI Data Visualization Dashboard will be updated once per semester so that disaggregated data regarding enrollment, persistence, retention, and completion are available to the office of enrollment management for the purpose of achieving SEP Goals.

B.1 DEAC and Marketing (or designees) will develop an EDJI communication plan by Spring 2026.

B.2 The College will utilize the established communication plan to communicate data and analytics for the EDJI plan once per year at the beginning of each Fall semester, beginning in Fall 2026.

C.1 An institutional website for dissemination of Campus Climate Survey Data will be established by Fall 2025.

C.2 A summary of relevant Campus Climate Survey Data and Analytics will be emailed to faculty and staff once per survey cycle within 60 days of the receipt of the data.

C.3 A summary of relevant Campus Climate Survey Data and Analytics will be emailed to students once per survey cycle within 60 days of receipt of the data.

Possible KPI or Action Step – Annual cadence for data presentation by IR including benchmarks with other institutions. Cohosted by IR and DEAC to campus community.

STRATEGIC EQUITY, DIVERSITY, AND INCLUSION PLAN

The 2024-2025 Diversity, Equity, Action Council (DEAC) membership engaged in the revision of the Equity, Diversity, Justice and Inclusion (EDJI) plan throughout the academic year. Working in the subcommittees listed below these dedicated faculty and staff members conducted a thorough review of the existing plan created in 2022. They worked collaboratively with campus partners to gather information necessary to revise the goals, action steps, and SMART objectives to provide additional clarity and to adjust for necessary changes based on institutional organization, processes, and constituents which may have changed since the plan's inception. We are extremely grateful for their service to DEAC and the College, as well as their commitment to the revision process. Continuing members will engage in implementation of this plan and its ongoing assessment in the 2025-2026 and 2026-2027 academic years.

PRIORITY I	**PRIORITY II**	**PRIORITY III**	**PRIORITY IV**
Engagement, Belonging, and Eliminating Gaps Committee	**Education and Training Committee**	**Recruitment and Development Committee**	**Data Analytics and Reporting Committee**
Scott Bennett	Ashley Dickson*	Sunday Earle	Carolyn Boone
Tracey Brunner	Gina Gammage-Sikora	Rich Echevarria	Susan Mueller
Glenda Gross	Deidre Kirkem	Anndrea Mathers	Carrie Whitmore
Rhonda Kowalski	Todd McLane	Melinda Slawson*	Michelle Nightingale*
April Myles	Sarah Wolff	Zachery Snyder	
Shadayvia Wallace*	Karen Rachetta		
Kelly Murray	Kamala Tabor		

* Asterisk indicates sub-committee chairperson