DIVERSITY & INCLUSION PLAN

STEP FORWARD: ASSESS | COMMIT | TRANSFORM
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Introduction

In 2015, the State University of New York (SUNY) launched an intentional strategic focus on diversity with the work of the SUNY Diversity Task Force and the subsequent adoption of its recommendations by the SUNY Trustees as part of the SUNY Diversity, Equity and Inclusion Policy (the “Policy”). As part of this policy charge, SUNY System has requested that the College develop a Strategic Diversity and Inclusion plan (Step Forward) to be submitted to SUNY System. The drafting of Step Forward plan that occurred in early Fall 2016, has been informed by a series of student, faculty and staff listening sessions, the college strategic priorities, the Diversity, Equity, & Action Council (DEAC) and data outlined in the State of Diversity Report. Step Forward aligns with and supports the outlined College strategic priorities.

Diversity refers herein to all the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation; and secondary characteristics such as education, income, religion, work experience, language skills, geographic location, and family status.

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

Step Forward has five goals encompassing major areas of emphasis for diversity and inclusion: leadership and practices; student, faculty and staff diversity; engagement and success; and campus and classroom climate. Each academic program and department area is being asked to develop a plan based on assessment of needs and priorities in relation to those identified in Step Forward. A template is included in appendix II.

The sum total of academic programs and department plans will move the College forward toward its fulfillment of the goals in the Campus Strategic Diversity and Inclusion Plan. During the 2016–2017 academic year, Tompkins Cortland’s Office of Diversity Education & Support Services, in collaboration with DEAC, will offer a series of workshops to assist departments and academic programs in formulating plans. A description of events and resources can be found at the Diversity Plan webpage: http://www.tompkinscortland.edu/odess/
Diversity Vision and Mission Statement

Diversity and Inclusion are foundational pillars of the Tompkins Cortland Community College mission. We seek to cultivate an environment in which each community member’s strengths, cultural backgrounds, perspectives and experiences are valued. Using persistent effort, Tompkins Cortland Community College is increasing and strengthening its commitment to transforming the policies, practices, and structures that do not support the purposeful inclusion of all members of our community. We are committed to intentionally developing inclusive learning environments inside and outside of the classroom. In doing so, we intentionally work to create a transformative campus culture of inclusive excellence for students, faculty and staff.

Assessment of Current Campus Diversity Plan

In fall 2011, the College’s Diversity and Equity Action Council presented a college-wide diversity plan meant to guide college-wide efforts over the next five years. Four major diversity goals were identified with specific action steps laid out for each goal. Each goal is listed below:

- **Goal 1: Increase student, faculty and staff diversity**
- **Goal 2: Improve the campus climate/institutional environment as it relates to diversity and equity dimensions**
- **Goal 3: Infuse diversity and equity goals into curriculum and instruction and the overall academic life of the college**
- **Goal 4: Establish internal and external collaborations/partnerships that contribute to broadening campus and community diversity**

The goals were not intended to set rigid metrics, but as a way for the College to hold itself accountable for achieving them, and for making them an accepted and understood lens through which we view who we are and what we do. In order to improve the process of assessing our diversity goals, DEAC is examining those goals and the specific action steps for each.

As of spring 2016, the progress under each of the major diversity goals can be found at: [www.tompkinscortland.edu/docs/oms/TC3_State_of_Diversity.pdf](http://www.tompkinscortland.edu/docs/oms/TC3_State_of_Diversity.pdf)
Goals and Strategies

Goal 1. *Improve the campus climate for all students, faculty, and staff by addressing identified challenges and opportunities.*

- Objective 1 | Increase students’ sense of belonging
- Objective 2 | Implement a multi-pronged inclusive programming campaign
- Objective 3 | Develop academic and department plans and measures consistent with the *Step Forward* goals
- Objective 4 | Implement the use of student’s preferred name and pronoun in campus information systems

Goal 2. *Increase student academic excellence, retention and completion while encouraging stop-outs to complete an academic program and close gaps of any cohorts that do not meet the average performance rates.*

- Objective 1 | Identify and implement actions that will eliminate underrepresented* (UR) student retention and academic achievement gaps
- Objective 2 | Improve institutional mechanisms to Identify why students are withdrawing from college (stopping out)
- Objective 3 | Identify and implement actions that will increase retention and academic success of First-Time/Full-Time (FTFT) UR students on probation after their first semester
- Objective 4 | Increase UR student participation in high impact academic opportunities (internships, study abroad, capstones, honors college, and Phi Theta Kappa)

Goal 3. *Develop opportunities for students, faculty and Staff to increase their understanding, scholarship, and leadership skills to address issues of diversity, equity, and inclusion.*

- Objective 1 | Cultivate new understanding, attitudes and skills among students, faculty, and staff
- Objective 2 | Expand opportunities and provide incentives for faculty and staff to participate in professional development activities centered on diversity and inclusion
Goals and Strategies (continued)

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

- Objective 1 | Collaborate with regional graduate centers to develop a pipeline to increase diverse talent pools for full-time and part-time employment
- Objective 2 | Organize annual sessions that focus on mentoring faculty and staff from diverse backgrounds

Goal 5. Strengthen data collection relative to diversity and inclusion, which is consistent with campus and system definitions.

- Objective 1 | Create a diversity and inclusion web-based metrics status dashboard
- Objective 2 | Cite success of academic programs and department areas
- Objective 3 | Create an anti-bias related incident reporting system, response protocol and publicize the process with the campus community

*Historically underrepresented students include, but are not limited to, students of color (students of African, Arab/Middle Eastern, Asian/Pacific Islander, Latino/Latina, Native American/Indigenous, Multiracial descent),
Implementation Plan

Successful implementation of the goals set forth in the College Diversity and Inclusion Plan *Step Forward* will require on-going attention and effort from all College leaders and collaboration across academic programs and departments. The following pages outline the process for implementation and resources to assist in planning.

**Phase 1: Dissemination and Review | September 2016–May 2017**

- Set college Performance Standards
- Disseminate *Step Forward* and Provide Baseline Data
- Academic Program and Department Review of “Step Forward” and Data
- Academic Programs and Departments Formulate Diversity and Inclusion Plans—Assistance, Coordination, and Consultation with Diversity Equity and Action Council and Office Of Diversity Education and Support Services (ODESS)

**Phase 2: Initiation of area Plans | August 2017 – May 2018**

- Launch New or Revised Academic Program/Department Diversity Plans
- Data Collection and Reporting (Fall 2018)
- Assistance, Coordination, and Consultation with DEAC and ODESS
- Strategy and Budget Adjustments as Needed

**Phase 3: Data Collection and Identified Modifications | August 2018 – May 2019**

- Continued Implementation
- Data Collection and Reporting (Fall 2019)
- Assistance, Coordination, and Consultation with DEAC and ODESS
- End of Planning Cycle Unit Reports
- Final Report of Cycle One
- Strategy and Budget Adjustments as Needed
Accountability Charge

To provide an inclusive and equitable education that will strengthen our College, we must collectively *Step Forward* to meet the challenges and complexities with unwavering effort.

To reach these objectives, we must refine traditional approaches to meet the needs of a post traditional college community. The senior leadership of the College must ensure academic and department plans, chart out clear goals, deliver expected results, and put in place mechanisms to measure progress.

While taking reasonable care of legitimate privacy concerns we must provide access to data related to diversity and inclusion. This data must be accessible to all campus community members.
Appendix I: Listening Tour Discovered Themes

1. Inside the Classroom
   a. Provide regular trainings for faculty to create inclusive environments and practices inside the classroom
   b. Instructor’s need to be able to use non-traditional methods to get students to where we want them. One faculty member noted, “If it’s not working then we need to rethink it. We need to be looking from all angles.”

2. Perception of Campus Climate
   a. Students, faculty, and staff agreed that the College does make some efforts to address diversity and inclusion
   b. False sense that we are inclusive – recognize and accept that we aren’t and move forward
      i. Persons with mobility issues may find the landscape of the campus to be a challenge, especially for those who are in wheelchairs
      ii. Majority students’ limited exposure to people from different cultural backgrounds in their home communities (racial segregation)
      iii. Underrepresented students don’t feel like they belong and that stereotypes pose a threat to building relationships (racial segregation)
   c. Food access and availability for students who live in campus housing

3. Faculty and Staff Diversity
   a. Overwhelmingly students and faculty shared that the faculty and staff needs to reflect the diversity of the campus community
   b. Students noted they would like varied perspectives in the classroom
   c. Lack of diversity in administrative leadership roles

4. Intergroup Dialogue and Engagement
   a. Create more opportunities for the campus community to talk about issues and conflict as there is noted defensiveness and tension
   b. Students shared that more efforts need to be made to connect with commuters as an inclusion effort
Appendix II: Plan Report Template | 2017–2019

Diversity and Inclusion Plan Report Template | 2017–2019

Name of Academic Program/Department: _____________________________________

Person Submitting Report: _________________________________

Email of Person Submitting Report: ___________________________

Part I: Annual Academic Program and Department Plan - Please respond to the following questions in reference to your Academic Program or Department’s diversity priorities for the next two academic years (2017-2019).

a. Which of the five College Diversity and Inclusion Goals will be a priority for your Academic Program/Department to address? Please check all that apply:
   □ Goal 1          □ Goal 3          □ Goal 5
   □ Goal 2          □ Goal 4

b. What goals will your Academic Program/Department establish to address these priorities?

c. What actions will your Academic Program/Department carry out to achieve these goals?

d. How will your Academic Program/Department results be assessed? Please describe both the metrics and the process.

Part II: Hiring and Funding Impact on Diversity in Faculty, Staff and/or Programs

1. If you filled or lost positions in your area within the past year, please describe the impact on the racial, ethnic, gender and other relevant aspects of diversity of the faculty and staff in your area.

2. Has your area reduced, or eliminated funding support for diversity programs/initiatives in the past year? If so, please provide narrative to describe the likely impact on the program/initiative and/or your area’s overall diversity goals.

If you have questions, please contact Seth A. Thompson at ext.4358 or e-mail: sat@tompkinscortland.edu
Appendix III: Diversity and Inclusion Progress Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>2015 Baseline</th>
<th>Target</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1: Campus climate - addressing identified challenges and opportunities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ sense of belonging on campus</td>
<td>3.45</td>
<td>4.00</td>
<td>.55</td>
</tr>
<tr>
<td>Faculty and Staff sense of belonging on campus</td>
<td>*</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Difference in percent of underrepresented and majority students who feel a sense of belonging on campus</td>
<td>*</td>
<td>0.00</td>
<td>-</td>
</tr>
<tr>
<td>Percent of areas with diversity plans that include measurable goals and strategies</td>
<td>30.00</td>
<td>100</td>
<td>70</td>
</tr>
<tr>
<td>Multi-pronged inclusive programming campaign</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Use of student’s preferred name and pronoun in campus information systems</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Goal 2: Increase student academic excellence, retention and completion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference in percent (UR) student retention</td>
<td>*</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Difference in percent underrepresented (UR) student success (≥ 2.0 GPA)</td>
<td>*</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Capture why students are withdrawing from college (stopping out)</td>
<td>*</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Difference in percent of First Time/Full Time (FT/FT) UR students on probation after their first semester</td>
<td>*</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Difference in percent of UR and non-UR students in high-impact programs</td>
<td>*</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 3: Develop opportunities for students, faculty and staff to increase their understanding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of diversity and inclusion programs offered annually</td>
<td>*</td>
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<tr>
<td>Number of staff participating in diversity programs</td>
<td>*</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Number of faculty participating in diversity and inclusion professional development sessions</td>
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<td>35</td>
<td></td>
</tr>
<tr>
<td>Number of adjuncts participating in diversity and inclusion professional development sessions</td>
<td>*</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 4: Expand representation faculty and staff ranks consistent with the New York State demographics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of UR faculty</td>
<td>7</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Percent of UR staff</td>
<td>8</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Percent of UR non-adjunct employees overall</td>
<td>5.8</td>
<td>10</td>
<td>4.2</td>
</tr>
<tr>
<td>Percent FSA Employees</td>
<td>10</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>Percent of UR adjuncts</td>
<td>9</td>
<td>15</td>
<td>6</td>
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</table>

Retention

<table>
<thead>
<tr>
<th>Difference in rate of leaving among UR faculty</th>
<th>*</th>
<th>0.00</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference in rate of leaving among UR staff</td>
<td>*</td>
<td>0.00</td>
<td>-</td>
</tr>
<tr>
<td>Difference in rate of leaving among UR FSA</td>
<td>*</td>
<td>0.00</td>
<td>-</td>
</tr>
<tr>
<td>Difference in rate of leaving among UR adjuncts</td>
<td>Contract</td>
<td>Employees</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Goal 5:

Create a diversity and inclusion web-based metrics status dashboard
Not Active | Active | Not Active

Cite success of academic programs and departments areas
Not Active | Active | Not Active

Create an anti-bias related incident reporting system, response protocol and publicize the process with the campus community
Not Active | Active | Not Active

Responsibility: DEAC
Appendix IV: 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:

Anna Regula, April Byers Beau Saul, Carol Sammis, Carolyn Boone, Darese Doskal, Janita Moricette, Jeanne Cameron, Jessica Barros, John Bradac, Kar-Leam Toxey, Kyle Snyder, Larry Chase, Lisa Payne, Lucy Yang, Melinda Slawson, Pat Sewell, Rhonda Kowalski-Oltz, Sarah Wolff, Seth Thompson, Sharon Dovi, Susan Cerretani, Tackie Huff, Tracey Brunner, Tracy Gorsline, Travis Winter

All subcommittees make recommendations for initiatives to the Chief Diversity Officer and Provost Council.