



STRATEGIC EQUITY, DIVERSITY, JUSTICE,
AND INCLUSION PLAN
2022 - 2027

THRIVING | EQUITABLE | INCLUSIVE
COMMUNITY



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INTRODUCTION

The contents of the Strategic Equity, Diversity, Justice and Inclusion Plan result from the Diversity Equity Action Council Steering Committee analyzing and synthesizing requested feedback received through survey responses and focus groups of the campus community. Purposefully, the steering committee also reviewed the 2021 ***SUNY Systems 25-Point Diversity Equity and Inclusion Strategic Action Plan***, the College's ***Strategic Plan***, and the ***Academic Plan*** to influence and complement positive progress towards our mutual success efforts.

That said, the Steering Committee acknowledges that the gap between the vision and current reality is also a source of energy. If there were no gaps, there would be no need for any action to move toward the vision (Senge, 2006).

The contents of the strategic plan highlight the College's vision, mission, and values. Subsequently, the Diversity Mission Statement and Fundamental Definitions are given voice concerning this plan. Priorities followed by subsequent goals, action steps, and key performance indicators comprise a mindful strategy to stimulate essential advancement for our campus community. Lastly, the appendix includes supporting foundational context.

ASSESSMENT

The plan will be assessed annually with the support of the Diversity, Equity, Action Council with support from campus leads and partners using the Strategic Equity, Diversity, Justice and Inclusion Plan's action chart. The process of assessment 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 assessment of each area of the plan through the heat map dashboard below



GREEN: Solid positive work was accomplished in this area. This does not mean all work is completed. It means significant steps were taken to accomplish tasks in this area or maintain key efforts



YELLOW: Some positive work was performed in this area but not enough. In some cases, this may mean that we established what work needed to be done (or created a plan to accomplish work), but much of the work is outstanding. It may mean that the work is in progress and not yet completed.



RED: Limited or no work was accomplished in this area. This is less a judgment than a note that we need to focus our efforts more clearly on this area.

COLLEGE VISION

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

COLLEGE MISSION STATEMENT

To 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.

COLLEGE VALUES

LEARNING

Learning is the most important outcome of our work. We are all learners, and we know that teaching and learning happen both inside and outside the classroom. Each of us is responsible for our own learning and for supporting the learning of others.

EXCELLENCE

Exceptional teaching, programs, and service are critical to our success. We believe that excellence must be built on a foundation of integrity, honesty, and academic freedom. We achieve it by focusing on strengths, learning from experiences, and assessing our work.

OPPORTUNITY

Education transforms lives. We value access to education as a fundamental right. Our students can start here and go anywhere.

INNOVATION

Change creates vitality. We value the active pursuit of thoughtful innovation and continuous improvement. We empower and challenge ourselves to create, innovate, take risks, and nurture an environment of trust.

RELATIONSHIPS

Relationships are the heart of our work. We value a caring, supportive community built on integrity, openness, honesty, and respect. Our internal and external relationships are flexible, collaborative, and interdependent.

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, privilege and resolve conflict constructively.

DIVERSITY MISSION STATEMENT

To cultivate a thriving, equitable, and inclusive learning community.

THE FUNDAMENTALS

Equity occurs when historically underrepresented student populations have performance outcomes in educational programs capable of closing retention, achievement, and completion gaps. Equity is also when historically underrepresented employees have participation outcomes for professional growth opportunities and resource networks capable of eliminating the demographic disparities in leadership roles in all spheres of institutional functions.

Diversity is essential to our ability to survive and thrive. Diversity refers to how people bring the fullness of their person to our community. Accordingly, diversity includes – but is not limited to – 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.

Justice entails students, faculty, and staff gaining a greater understanding of power dynamics, developing a meaningful insight into cultures different from their own, and acquiring skills to affect positive change in our shared communities

Inclusion exists when marginalized individuals and groups feel a sense of belonging. Their voices are heard and empowered to participate as full and valued community members, shaping and redefining the campus culture differently.

STRATEGIC DIRECTION

PRIORITY I - ENGAGEMENT, BELONGING, AND ELIMINATING GAPS

GOAL

Advance and curate systems to support the basic needs of students and their sense of belonging to the campus community

ACTION STEPS

- A. Assess our ability to cultivate an ecosystem supporting the basic needs and identify recommendations to better support the basic needs of students
- B. Design experiences to increase student engagement inside and outside the classroom
- C. Review opportunities to create space and activities for affinity groups reflective of students, faculty, and staff interest
- D. Design and implement a male retention program in support of student success

KEY PERFORMANCE INDICATORS

A.1.) A College Council takes responsibility for annual assessments and recommendations

B.1.) 25% or more of the Student Engagement Team programming is in partnership with faculty and career readiness programming

C.1.) Greater than or equal to 70% of the students, faculty, and staff across identified historically disadvantaged groups disaggregated will document a rating of "agree or strongly agree" with the statement "I feel like I belong here."

D.1.) Introduce a pilot program focused on students who identify as Male students and annually track cohort academic success, sense of belonging, and retention by semester

PRIORITY II - EDUCATION AND TRAINING

GOAL

Equity, Diversity, Justice, and inclusion training aims to help Campus Community become more culturally competent, empathetic, and self-aware.

ACTION STEPS

- A. Incorporate the SUNY Diversity in General Education Requirements
- B. Design a system that empowers faculty to develop and implement a teaching pedagogy informed through a culturally responsive practice
- C. Provide opportunities for EDJI forums and dialogues to connect with the campus community
- D. Redesign and launch EDJI classroom workshops and dialogues to connect with students, staff, and the community
- E. 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.) Each academic year, two (2) or more workshop sessions be offered to faculty to address incorporating the SUNY General Education requirement

A.2.) A scaffolded and coherent plan for training that includes products and assessments.

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 2023

B.2.) 30% or greater of all full-time faculty will include an EDJI section in their annual reports.

C.1.) Identify EDJI programming in Campus Groups

C.2.) Award electronic badges and co-curricular transcript notations for the completion of five (5) or more EDJI programs

C.3.) Students can articulate how EDJI offerings on campus, club/student organizations, interests, and social groups engage, educate, and empower them as individuals or groups

D.1.) A web-based request form for EDJI workshops will be operational by Fall 2022

D.2.) Greater than or equal to 50% of the students, faculty, and staff will document a rating of "agree or strongly agree" with the statements, "I have become more culturally competent, empathetic, and self-aware."

E.1.) Design one (1) EDJI online learning module each academic year

E.2.) The development of a library guide to catalog a growing repository of resources and training opportunities the campus community can use as directed.

PRIORITY III - RECRUITMENT AND DEVELOPMENT

GOAL

Recruit and Retain Diverse Students, Faculty, and Staff

ACTION STEPS

- A. Define assessment tools for enrollment strategies to recruit a diverse student body
- B. Assess, define, and design recruitment strategies to diversify candidate pools
- C. Assess faculty hiring plan to align with SUNY PRODiG Community College plan and reflect student demographics
- D. Develop and identify sponsorships to support enhancing and increasing EDJI events and campus programming
- E. Develop a funding strategy to retain a thriving, diverse faculty and staff

KEY PERFORMANCE INDICATORS

A.1.) 1.5% increase or greater annually of historically underrepresented (Asian, Black, Latinx, and Native) First-Time/Full-Time (FTFT) and First-Time/Part-Time (FTPT) new students. - *Measured Fall to Fall*

A.2.) 1.0% increase or greater annually of historically underrepresented (Asian, Black, Latinx, and Native FTFT and FTPT student retention). *Measured Fall to Fall*

A.3.) Mindfully create Customer Relationship Management (CRM) communications tailored to varying demographics offering support for continued persistence

B.1.) Candidate pools for faculty and staff will reflect equal to or greater than the percentage of New York state's racial diversity (Based on 2020 census data).

B.2.) Evaluate and revise recruitment strategies annually

B.3.) Hiring Officers and Recruitment Committee will have access to social media and social network templates created to align with current recruitment trends in higher education.

C.1.) Update the faculty hiring plan to align with SUNY PRODiG by Fall 2022

D.1.) Annually (End of the Spring Semester), submit proposals to the Foundation for sponsoring initiatives

D.2.) Identify and submit proposals to two (2) external funding sources.

D.3.) Two campus-wide EDJI events are supported through external funds each academic year.

E.1.) Ability to co-sponsor (2-3) employee resource group activities in collaboration with our county organizations that focus on retaining professionals of color

PRIORITY IV - DATA ANALYTICS AND REPORTING

GOAL

Demonstrate EDJI progress and the College's commitment, and improve tools to drive accountability

ACTION STEPS

- A. Increase the identification of EDJI Data Visualization
- B. Develop and implement an EDJI communication Plan
- C. Complete an equity scorecard assessment for students
- D. Complete an equity scorecard assessment for the campus workforce

KEY PERFORMANCE INDICATORS

- A.1.) Greater than or equal to 50% of the students, faculty, and staff will document a rating of "agree or strongly agree" that EDJI initiatives and performance data in aggregate and disaggregate form is available
- B.1.) ODESS and Marketing will develop an EDJI communication plan beginning Fall 2022
- C.1.) The Diversity Equity Action Council will create an equity scorecard for students
- C.2.) Quantify how many times the Scorecard was reviewed to support decision making using a range to assess

D.1.) The Diversity Equity Action Council will create an equity scorecard for workforce

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APPENDIX

STRATEGIC EQUITY, DIVERSITY, AND INCLUSION PLAN STEERING COMMITTEE

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PRIORITY I - ENGAGEMENT, BELONGING, AND ELIMINATING GAPS

Goal: Advance and curate systems to support the basic needs of students and their sense of belonging to the campus community				
ACTION STEP	KEY PERFORMANCE INDICATORS	LEAD(S)	CAMPUS PARTNERS	TIMELINE
A. Assess our ability to cultivate an ecosystem supporting the basic needs and identify recommendations to better support the basic needs of students	A.1.) A College Council takes responsibility for annual assessment and recommendation	Director of HWS Dean of Student Affairs	Health and Wellness Services Wellness Council DEAC	Suggested - Work begins Fall 2022
	RESULTS			
B. Design experiences to increase student engagement inside and outside the classroom	B.1.) 25% or more of the Student Engagement Team programming is in partnership with faculty and career readiness programming	VPSA/SDO	Office of Diversity Residence Life Student Activities Office of the Provost CTC DEAC	Work will begin in 2022 and be assessed annually

	RESULTS			
C. Review opportunities to create space and activities for affinity groups reflective of students, faculty, and staff interest	C.1.) Greater than or equal to 70% of the students, faculty, and staff across identified historically disadvantaged groups disaggregated will document a rating of "agree or strongly agree" with the statement "I feel like I belong here."	VPSA/SDO	DEAC Provost Institutional Research Student Activities Residence Life ODESS	Assessments will be conducted in Spring 2023
	RESULTS			
D. Design and implement a Male retention program in support of student success	D.1.) Introduce a pilot program focused on students who identify as Male students and annually track cohort academic success, sense of belonging, and retention by semester	VPSA/SDO	Office of Diversity Residence Life Student Activities Institutional Research	Spring 2022 - Spring 2023
	RESULTS			

PRIORITY II - EDUCATION AND TRAINING

Goal: Equity, Diversity, Justice, and inclusion training aims to help Campus Community become more culturally competent, empathetic, and self-aware.

ACTION STEP	KEY PERFORMANCE INDICATORS	LEAD(S)	CAMPUS PARTNERS	TIMELINE
<p>A. Incorporate the SUNY Diversity in General Education Requirements</p>	<p>A.1.) Each academic year, two (2) or more workshop sessions be offered to faculty to address incorporating the SUNY General Education requirement</p> <p>A.2.) A scaffolded and coherent plan for training that includes products and assessments.</p> <p>RESULTS</p>	<p>Provost</p>	<p>ODESS CTC DEAC</p>	<p>Fall 22</p>
<p>B. Design a system that empowers faculty to develop and implement a teaching pedagogy informed through a culturally responsive practice.</p>	<p>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 2023.</p> <p>B.2.) 30% or greater of all full-time faculty will include an EDJI section in their annual reports.</p>	<p>Provost</p>	<p>CTC Faculty Partners DEAC CDO</p>	<p>2024 - 2027</p>

	RESULTS			
C. Provide opportunities for EDJI forums and dialogues to connect with the campus community	<p>C.1.) Identify EDJI programming in Campus Groups</p> <p>C.2.) Award electronic badges and co-curricular transcript notations for the completion of five (5) or more EDJI programs</p> <p>C.3.) Students can articulate how EDJI offerings on campus, club/student organizations, interests, and social groups engage, educate, and empower them as individuals or groups</p>	ODESS Student Activities	Student Group Advisors Workforce Development DEAC	Pilot Spring 2023. Full plan 2024 - 2027
	RESULTS			
D. Redesign and launch EDJI classroom workshops and dialogues	D.1.) A web-based request form for EDJI workshops will be operational by Fall 2022	Director EOP/ADO	DEAC CTC Library Staff	Start Ongoing

to connect with students, staff, and the community	D.2.) Greater than or equal to 50% of the students, faculty, and staff will document a rating of "agree or strongly agree" with the statements, "I have become more culturally competent, empathetic, and self-aware."			
	RESULTS			

E. Create and deliver online learning module training for students, faculty, and staff, including unconscious bias, cultural competence, EDJI scenario exercises, etc.	E.1.) Design one (1) EDJI online learning module each academic year	Director EOP/ADO	Library Staff DEAC	Pilot Spring 2023. Scale 2024 - 2027
	E.2.) The development of a library guide to catalog a growing repository of resources and training opportunities the campus community can use as directed.			
	RESULTS			

PRIORITY III - RECRUITMENT AND DEVELOPMENT

Goal: Recruit and retain a diverse student, faculty, and staff				
ACTION STEP	KEY PERFORMANCE INDICATORS	LEAD(S)	CAMPUS PARTNERS	TIMELINE
A. Define assessment tools for enrollment strategies to recruit a diverse student body	A.1.) 1.5% increase or greater annually of historically underrepresented (Asian, Black, Latinx, and Native) First-Time/Full-time (FTFT) and First-Time/Part-Time (FTPT) new students. - <i>Measured Fall to Fall</i>	President's Cabinet	Admissions Marketing/Communications Student Success Institutional Research DEAC	Immediately and Annually Assess at Census
	A.2.) 1.0% increase or greater annually of historically underrepresented (Asian, Black, Latinx, and Native FTFT and FTPT student retention). <i>Measured Fall to Fall</i>			
	A.3.) Mindfully created Customer Relationship Management (CRM) communications tailored to varying demographics offering support for continued persistence.			
	RESULTS			

<p>B. Assess, define, and design recruitment strategies to diversify candidate pools</p>	<p>B.1.) Candidate pools for faculty and staff will reflect equal to or greater than the percentage of New York state's racial diversity</p> <p>B.2.) Evaluate and revise recruitment strategies annually.</p> <p>B.3.) Hiring Officers and Recruitment Committee will have access to social media and social network templates created to align with current recruitment trends in higher education.</p>	<p>VP of Human Resources</p>	<p>Senior Diversity Officer Marketing/Communications DEAC</p>	<p>Immediately</p>
	<p>RESULTS</p>			

<p>C. Assess faculty hiring plan to align with SUNY PRODiG Community College plan and reflect student demographics</p>	<p>C.1.) Update the faculty hiring plan to align with SUNY PRODiG by Fall 2022</p>	<p>VP of Human Resources VPSA/SDO</p>	<p>Provost Office Institutional Research DEAC</p>	<p>Immediately and ongoing</p>
<p>RESULTS</p>	<p>Director EOP/ADO Student Activities</p>			

	RESULTS			
E. Develop funding strategy to retain a thriving, diverse faculty and staff	E.1.) Ability to co-sponsor (2-3) employee resource group activities in collaboration with our county organizations that focus on retaining professionals of color.	VP of Human Resources	VPSA/SDO Foundation Executive DEAC	Fall 2022
	RESULTS			

PRIORITY IV - DATA ANALYTICS AND REPORTING

Goal: Demonstrate EDJI progress and the College's commitment and improve tools to drive accountability				
ACTION STEP	KEY PERFORMANCE INDICATORS	LEAD(S)	CAMPUS PARTNERS	TIMELINE
A. Increase the identification of Equity Diversity, Justice, and Inclusion Data Visualization	A.1.) Greater than or equal to 50% of the students, faculty, and staff will document a rating of "agree or strongly agree" that EDJI initiatives and performance data in aggregate and disaggregate form is available.	VPSA/SDO Associate Provost	Institutional Research Marketing Faculty CTC DEAC	Three Year Cycle

	RESULTS			
B. Develop and implement a EDJI communication Plan	B.1.) DEAC and Marketing will develop a EDJI communication plan beginning Fall 2022	VPSA/SDO	DEAC Marketing	Fall 2023
	RESULTS			
C. Complete an equity scorecard assessment for students	<p>C.1.) The Diversity Equity Action Council will create an equity scorecard for Students</p> <p>C.2.) Quantify how many times the Scorecard was reviewed to support decision making using a range to assess</p>	<p>VPSA/SDO</p> <p>VP of Human Resources</p>	<p>DEAC</p> <p>Institutional Research</p> <p>Marketing</p> <p>ODESS</p> <p>Faculty</p> <p>Staff</p>	Spring 2023 Ongoing

	RESULTS			
D. Complete an equity scorecard assessment for the campus workforce	<p>D.1.) The Diversity Equity Action Council will create an equity scorecard for Tompkins Cortland faculty and staff</p> <p>D.2) Quantify how many times the Scorecard was reviewed to support decision making using a range to assess</p>	DEAC Profile Committee	DEAC Institutional Research Marketing ODESS Faculty Staff	Fall 2023 Ongoing
	RESULTS			