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COMMUNITY COLLEGE**  
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## **DIVERSITY AND INCLUSION REPORT**

**Academic Year 2016 - 2017**

**June 5, 2017**

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## Diversity and Inclusion Report

### Executive Summary

*In one page or less, provide an executive summary of the information presented in this report. Information may include special activities or programs, highlights of results achieved, challenges faced, future goals, or other observations. Additionally, please include information related to diversity's impact on student success, Complete 2021, any other organizational goals, and how your council focused on its priorities in the academic year.*

- With Student Success as priority one, it was important that Diversity & Inclusion (D&I) be further engrained in the student curriculum. With assistance from the Chief Academic Officer and the Academic Deans, the college's Diversity Officer and the Employee Training and Development Manager, developed a comprehensive training on Diversity and Inclusion for the students. The training was first administered in Fall 2016 to over 450 students and 20 faculty to enhance their SDV 100 and 108 Class core requisite. Based on class interaction/participation and survey responses from the students, as well as verbal acknowledgement from the requisite faculty, the presentations were an overwhelming success. As such, the presentations were repeated in Spring 2017, resulting in similar responses from 435 students and 22 faculty. Summer presentations are currently at-play.
- In 2016, to ensure we were providing useful information and good service to visually impaired users, TCC's Office of Web Communications implemented SiteImprove, a subscription software service that evaluates our website for compliance with Web Content Accessibility Guidelines (WCAG) 2.0 standards as required by VCCS. When the software was implemented in September of that year, 40 "A" issues were identified. As of the April 17, 2017 snapshot, there are 15 "A" issues, with just 1 error, 6 warnings and 8 "needs review." The Web Communications staff has a completion date of July 2017 for eliminating the remaining "A" error, and then will address errors in the "AA" and "AAA" issues.
- During the period of June 1, 2016 through May 10, 2017, the Office of Materiel Management and Procurement Services issued 307 eVA orders totaling \$706,360 to minority vendors. In fiscal year 2016, TCC increased its expenditures with minority businesses from 4.4% to 4.8% of our total spend. In an effort to promote diversity, the procurement staff created a "Micro Business Jeopardy" game which was presented during two of the training sessions at the fourth annual Procurement Day in March 2017. This was a fun, exciting way to assist our end-users in locating small, minority, and woman owned businesses for their requisitioning needs. The procurement staff attended several events throughout the year hosted by the Virginia Department of Small Business Supplier Diversity.
- The Diversity & Inclusion Task Force/Council collaborated with the Internal Relations Committee on a charge *to develop a formal employee recognition program for all categories of employees and revising procedures for service awards*. Over the seven-month period, they were asked to form subcommittees and conduct research on best practices, identify needs of the TCC constituents, work with Institutional Effectiveness to conduct internal surveys, and provide subsequent recommendations. They issued an Employee Award and Recognition Survey to the college community, and received a 20% response rate. They are currently assessing the results

to make a recommendation. Some expected outcomes include a recognition program that is deliberately inclusive of all employees leading to an improved and sustainable program for all. The outcomes will advance support for improvements in the areas of *collaboration, fairness, respect & appreciation* that warranted attention on the 2016 Climate Survey.

- In 2015, the Office for Intercultural Learning became the Intercultural Learning Center (ILC), an inclusive learning environment that aligns centrally-planned intercultural learning efforts with student learning outcomes. During the 2016-17 academic year, the ILC year's annual intercultural programming theme was, *Changing America: American Political Life*. Intercultural keynotes were held across the college for Hispanic Heritage Month, International Education Week, Black History Month, Women's History Month, and the TCC Literary Festival. The TCC Literary Festival aligned with the programming theme with the 2017 Festival.
- The Global & International Learning Committee and the Intercultural Learning Center, along with volunteers from the college serving as hosts, facilitated the visit of 13 students from Tradium College (Randers, Denmark) in Fall 2016. This program enabled an opportunity for TCC students to engage with their Danish peers in business education, co-curricular programming, and cultural exchange.
- The Computers For Student Success program was created in Fall 2009 by the TCC Computer Club. The goals of the program were to provide computers to deserving low income TCC students and non-profits within the community while providing hands-on experience to club members. With this win-win scenario, over 1,800 computers per year have been provided to TCC Students, Non-profits, area schools, local Social Service Agencies and their clients. Students are required to pay a nominal \$25 processing fee when picking up computers. To date, 9,619 computers have been given to students and non-profits and the Club has repaired over 2,024 student and staff computers.

### **Campus Connect**

- In October 2016, the Norfolk Office of Educational Accessibility sponsored a one-mile Mental Health Awareness Walk. A combination of faculty, staff, and students participated in the event, joined by community members. They addressed the multitude of mental illnesses, and provided information from the Community Service Board, a Veterans outreach service, and other organizations in Norfolk.
- Dean's Dynasty of Dreamers – focused on encouraging sisterhood through education and empowerment while striving for excellence, self-actualization, leadership and graduation with the goals of promoting resilience academically and personally; improving student success through teamwork, etiquette, and goal setting skills; strengthening self-esteem and self-perception.
- Champions for Change – An initiative was created to address the issue of improving graduation and college completion rates for males, to equip those students with practical knowledge and skills enabling them to become productive citizens within their community. This will be accomplished through relevant experiences that will promote personal, academic, professional, and social success.
- Dreamcatcher – Students learned the Native American technique of making dreamcatchers and discovered the symbolism of the culture. They further participated in the decorative art form of beading.

## Diversity Report

### Part I. Diversity Dashboard

Fiscal Year Summary of Changes							
	Non-Minority Students	Minority Students	Non-Minority Teaching Faculty (full-time & adjunct faculty)	Minority Teaching Faculty (full-time & adjunct faculty)	Non-Minority Administrators	Minority Administrators	Remarks
<b>2014-15</b>	49%	51%	72%	28%	65%	35%	
<b>2015-16</b>	48%	51%	72%	28%	66%	34%	
<b>2016-17</b>	48%	51%	73%	27%	66%	34%	

*Please provide actions taken for each of the employment categories shown below. For definitions of each category, please see the Assumptions and Background information document on the shared drive. Actionable Highlights from Analysis of the College’s Diversity Dashboard:*

**Full-Time Teaching Faculty** Our greatest area of focus for recruitment efforts should be Full-Time Teaching Faculty, where only 19% minority population is represented. Since 2010, our minority percentage has fluctuated from 13% to 20%.

**Adjunct Faculty:** Our adjunct faculty is more diverse than our full-time teaching faculty (29%).

**Administrators/Managers** Since 2010, our minority population has increased from 22% to 34%, reaching a peak of 39% in 2014.

**Actions Taken and Results Achieved this Academic Year (as a result of, or related to actionable highlights):**

- The college continues to reinforce the need for diversity in its search committees for teaching faculty positions.

## Part II. Recruitment Programs and Activities

Applicant Flow Summary Chart				
Percentage of Minority Applicants by Employment Category				
	Classified	Adjunct	Teaching Faculty	Administrators/Managers
201 - 2015	21%	18%	8%	20%
201 - 2016	24%	16%	11%	25%
2016 - 2017	17%	16%	15%	20%

**Note** Percentage of applications submitted without identifying EEO data across all employment categories in 2016-17 was 72.55%. The majority of our applicants do not provide EEO data.

**Summary:** *Briefly summarize the recruitment, networking, or outreach programs that the college initiated, managed, or participated in during this academic year to increase the diversity of its selection pools.*

**Actions Taken and Results Achieved this Reporting Period:**

- All faculty ranked positions were advertised online in Diverse Issues.
- Became certified in the Virginia Values Veterans (V3) Program.
- Attended Veterans hiring fair – Commonwealth of Virginia initiative.

### Part III. Chancellor’s Teaching Fellows

**Summary:** Briefly summarize the recruitment, networking, or outreach programs that the college initiated, managed, or participated in during this academic year to increase the use of the Chancellor’s Teaching Fellows Program at your institution.

TCC’s Credentialing Specialist has reinstated tracking the Teaching Fellows program since 2014-2015 academic year. Both, Fall 201 and Spring 201 semester’s reflect the efforts put forth to ensure the Academic Deans/Directors were aware of the program and reviewed Teaching Fellow applicants. The current outcomes are shown below.

Academic Year	Total Minority Professional Applicants	Minority Professional Interviews	Minority Professional Applicants Hired	Total Graduate Student Applicants	Graduate Student Interviews	Graduate Student Applicants Hired	Fall 2016 Hires	Spring 2017 Hires	Notes/Success Stories
2015-2016	62	3	3	31	5	0	3	0	
2016-2017	73	2*	2	40	1	1	2	1	*Deans’ are currently reviewing applicants who’ve applied as of 4/31/2017.

**Explanation of Results:**

- 2015-2016 data includes applicants who applied between 7/1/2015-6/30/2016.
- 2016-2017 data includes applicants who applied between 7/1/2016- 4/30/17.
- For 2016-2017, there were applicants who applied for both Minority Professional and Graduate Student programs.
- 2 applicants did not provide transcripts, international transcript evaluations, or did not meet the graduate semester hour requirement, or earned a degree from a regionally accredited college or university.
- 2 applicants from both programs applied for disciplines not looking to fill positions.

**Actions taken and Results Achieved this Fiscal Year:**

1. The TCC Credentialing Specialist continued as liaison with the Academic Deans/Directors and kept track of the Teaching Fellows Program at TCC.

2. All Academic Deans/Directors regularly review applicants for the teaching Fellow positions.

## **Inclusion Report**

### **Part IV. Great Colleges to Work Survey Highlights and Analysis:**

***Summary: Briefly summarize your institution's results as it relates to the Great Colleges to Work for Survey. This can include participation rates, overall ratings, and recognition categories, if applicable.***

In March 2016, *The Chronicle of Higher Education Great Colleges to Work For* survey was administered to a random sample of 600 employees. The response rate was 21%, equating to 126 respondents which was down from 37.2% in 2015. The overall response rate was good. The three areas identified as significant were: Collaboration, Fairness, Respect & Appreciation.

#### ***Actions Taken and Results Achieved this Academic Year:***

As mentioned earlier in this report, the Diversity & Inclusion Task Force/Council joined forces with the Internal Relations Committee on the charge to develop a formal Employee Recognition Program. Their work will continue through AY 2017-18 and the outcomes, once implemented, should contribute to improvements in the categories identified from the climate survey.

### Part V. Development and Employment Activities

*List the top three actions taken at your college in order to train, promote, and support a diverse workforce.*

Activities or Initiatives Undertaken This Academic Year and the Results	Results from Actions Taken This Academic Year
<p><b>A. Development of a new Faculty Inquiry Model:</b> The Intercultural Learning Center (ILC) established a new faculty inquiry model to engage faculty in the proposal, decision-making, and design process for developing an annual calendar of intercultural programming and supportive programs and initiatives to be implemented in AY 2017-18. The ILC engaged faculty across the college in focus groups and research on national best practices in faculty engagement on intercultural learning efforts. The ILC piloted a model and proposal process to increase faculty engagement in intercultural learning efforts.</p>	<p>Three unique professional development programs and a week-long program of college-wide literary activities with infused intercultural learning content were developed using the new model. The new faculty inquiry model will be expanded in AY 2017-18 to engage a larger group of faculty and continue piloting the faculty engagement model.</p>
<p><b>B. Mapping Diversity and Inclusion to the Curriculum:</b> The ILC began a multi-year project of mapping diversity and inclusion concepts, skills, and habits of mind into the nine meta-majors of Guided Pathways. Preliminary work began in AY 2016-17 with researching national best practices for infusing intercultural content into co-curricular programming. The work will continue in AY 2017-18 by identifying diversity and inclusion concepts, skills, and habits of mind and using baseline information to map to one of the nine Guided Pathways’ meta-majors with plans to continue the mapping process.</p>	<p>Several of these evidence-based best practices were implemented into TCC’s international student orientation and the curriculum of WISE, our women’s leadership development program.</p>
<p><b>C. Development of a New Student Engagement Model:</b> new student engagement model was established that: a) integrates Guided Pathways concepts and co-curricular strategies; b) provides initiatives that cultivate intentional interactions between diverse groups, and c) addresses the unique needs of female and international students through direct services and educational programs. To do this, the ILC established a new student engagement model that includes an annual calendar of programming and ongoing support services.</p>	<p>All ILC programs and services were mapped to general education learning outcomes, co-curricular objectives, the QEP, and VCCS employability skills.</p>

## PART VI. Student Data

*A diverse and inclusive workforce will directly impact the educational environment our students experience each day. Additionally, more diverse faculty and staff will attract a more diverse student population. If you have collected or analyzed student data over the past academic year, please provide that information in this section along with any key findings.*

TCC enrolls a diverse student population that mirrors the college's service region of South Hampton Roads as demonstrated in the college's Diversity Dashboard. The college's service region population is 54% white, non-Hispanic and 46% minority. TCC students are 51% minority, exceeding the service region minority population by 5 percentage points. These ratios have not changed from the previous year.

Higher enrollment numbers for minority students is directly reflected in the number of student applications received by the college. For the Fall 2016 semester, student applications from minority students comprised 57.8% of all applications received—an increase of 0.7 percentage points—while applications from white, non-Hispanic students accounted for 42.2% of the 17,044 total applications.

Student success measures, however, show that minority students trail white, non-Hispanic students. The Student-Right-to-Know-Act graduation rate for minority students is nine percentage points lower for minority students than for non-minority students in the same cohort (Fall 2013 cohort of first-time, full-time, curricular placed students tracked for 150% of program time): 15.8% and 24.8%, respectively.

Minority Students who did not graduate within three-years (150%) but transferred to another college or university did so at a rate of 2.2 percentage points lower than non-minority students: 14.2% and 16.4%, respectively.

Fall-to-spring retention rates of a Fall 2016 cohort of first-time, curricular-placed students was 3.3 percentage points lower for minority students compared to non-minority students: 72.5% and 75.8%, respectively.

## PART VII. Institutional Goals

*Identify goals that your D&I Council and institution will focus on in the upcoming academic year based on the outcomes of the 2016/2017 academic year. These can be continuation or extension of your previous goals/priorities, but should align with system priorities and the Complete 202 initiative.*

### Goal I

- Continue to facilitate Diversity & Inclusion training in the SDV 100 and 108 classes college-wide. Based on survey results from over 800 students and feedback/requests from the faculty, the message is relevant and impactful. The overall consensus from the students is that “everyone should receive the training.”

### Goal II

- In late 2016, TCC’s Diversity & Inclusion Council joined forces with the Internal Relations Committee on their charge to “assist and advise the AVP for Human Resources in completing development of a policy and procedures for a formal Employee Recognition Program for all categories of employees that is consistent with the state and VCCS policy.” This initiative is ongoing!

### Goal III

- The TCC Women’s Center STEM Promise Program is scheduled to launch in Fall 2017. With funding from the Educational Foundation, 30 students in South Hampton Roads will pursue and complete an associate degree in a STEM (Science-Technology-Engineering-Math) degree program tuition-free as part of TCC’s Women’s Center STEM Promise Program.

TCC Educational Foundation received over \$400,000 from the Estate of Alexandria Manrov<sup>i</sup> in honor of her late daughter, Alexandria Manrov, Ed.D., who taught biology at TCC for many years. This fund will be used to create a highly impactful and high-profile Women’s Center STEM Promise Program, the first of its kind in Virginia. This program addresses a pressing national security, societal, economic and public policy challenge – the need to create a larger and much more diverse workforce in STEM fields. The priority aligns with regional, state, and national educational priorities as well as TCC’s Diversity and Inclusion goals for 2017-18. The proposal aligns with the VCCS Complete 2021 goals regarding degree attainment.

**Report Approved:**

**Edna V. Baehre-Kolovani, Ph.D.**

**Report Developed:**

**Susan M. James**

**President**

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**TCC Diversity Office**