

OFFICE OF EQUITY AND INCLUSION

Strategic Plan for Equity and Inclusion: Strengthening the Infrastructure



Tarrant County College®
SUCCESS WITHIN REACH.

“Fundamental to TCC's mission is our belief that diversity and inclusion are necessary ingredients in providing the most stimulating learning and working environment possible.

“Our commitment to creating and sustaining a safe, respectful, welcoming and equitable environment for all students and employees has always been and remains unwavering.”

--Chancellor Eugene Giovannini

Office of Equity and Inclusion Mission

The Office of Equity and Inclusion (OEI) is committed to fostering and sustaining a diverse, equitable and inclusive culture conducive to optimal learning, teaching and working irrespective of one's gender, race, ethnicity, religion, age, ability, sexual orientation, socioeconomic status, linguistic heritage, cultural expression or military-connected status.

Background

In 2013, Tarrant County College implemented a Strategic Plan for Diversity and Inclusion structured around three main goals: 1) Institutional Infrastructure and Practices, 2) Employee Training and Development, and 3) Institutional Climate and Intergroup Relations.

Since then and in accordance with the plan's implementation, 220 employees have completed the Foundations of Diversity and Inclusion training to become D&I Associates; another 150+ employees have served or are continuing to serve on one of the College's six Diversity and Inclusion Councils. Further, approximately 1,389 employees completed the 2016 TCC Climate Survey, the results of which, when combined with input from the six D&I Councils, indicated that TCC's greatest opportunities for improvement could be found in focusing on Equity and Inclusion, since Diversity is part and parcel of TCC's student and employee composition.

The Equity and Inclusion Plan

This Equity and Inclusion Plan represents Tarrant County College's blueprint to:

- Help employees build and sustain an inclusive and respectful climate
- Enhance hiring practices to reinforce the College's commitment to a diverse and inclusive workforce
- Develop and improve advising and outreach practices such that TCC's employees model inclusive and equitable behavior within and beyond the walls of the College

This plan is dynamic and, accordingly, will be monitored and evaluated regularly to assess progress and areas needing additional focus.

Goal of the Equity and Inclusion Plan: foster and sustain an inclusive institutional infrastructure and corresponding practices to ensure TCC employees uphold TCC’s one-college, student-ready and community-serving commitment to equity and inclusion.

OBJECTIVE 1: Cultivate and sustain an institutional infrastructure that effectively supports and promotes progress on equity and inclusion initiatives.

Strategy 1.1

Collaborate with Equity and Inclusion Council Co-Chairs to develop action plans for their locations based on Climate Survey findings.

Strategy 1.2

Collaborate with Equity and Inclusion Council Co-Chairs and Communications, PR and Marketing to develop an annual report documenting accomplishments toward improvement based on action plans.

Strategy 1.3

Develop and maintain a web-based OEI event calendar listing all relevant events.

Strategy 1.4

Publicize OEI through communications materials to include a monthly employee email listing events, as well as informative brochures, posters and other collateral materials to keep equity and inclusion “top of mind.”

Strategy 1:5

Develop a process to regularly recognize (awards, internal announcements, REACH articles) TCC employees’ accomplishments related to diversity, inclusion, and equity, and share resources (e.g., executive summary of objectives and outcomes) with the TCC community as “best practices.”

Performance Indicators:

- Climate Survey findings analyzed (by each campus and District overall), with corresponding Action Plans/timelines developed for each (with no more than 3 areas of focus/campus) and communicated to all TCC employees at or immediately following Chancellor’s Breakfast. Campus plans should sync with Districtwide plan and align with Chancellor’s 3 Goals and 8 Principles.
- Parameters for employee recognition program developed and submitted to Vice Chancellor for Communications and External Affairs with intended rollout spring 2019. The recognition program should align with the reconstituted Chancellor’s Excellence Awards, achieve a minimum of 6 nominations (one per campus) per awards cycle.

OBJECTIVE 2: Collect and analyze data to identify opportunities for improved practices related to equity and inclusion.

Strategy 2.1

Using the 2016 Climate Survey as the Equity and Inclusion benchmark, conduct an annual Climate Survey to obtain qualitative and quantitative data indicating improvement, stagnation or decline in employees' perceptions of TCC's equitable and inclusive climate and practices.

Strategy 2.2

Develop action plans, in conjunction with each Equity and Inclusion Council, based on survey findings.

Strategy 2.3

Internally publicize survey findings (executive summary), action plans for improvement and timelines for completion and re-assessment.

Strategy 2.4

Develop an Intranet dashboard used to provide quarterly action plan "progress reports" to TCC employees.

Performance Indicators:

- Establish structure and timeline for annual employee climate survey. Using 2016 climate survey as benchmark, achieve response rate of 25% or better.
- Manage OEI dashboard and provide monthly updates to all action plans.

OBJECTIVE 3: Engage TCC employees to uphold TCC's standards of equity and inclusion.

Strategy 3.1

Refine orientation module to reflect increased focus on equity and inclusion.

Strategy 3.2

Collaborate with Human Resources to include training modules (proprietary or purchased) related to equitable and inclusive work environments as part of TCC's annual, mandatory compliance training.

Strategy 3.3

Collaborate with the Center for Teaching and Learning to develop and deliver customized equity and inclusion training for employees. As examples, focal points may include: 1) Cultural Competency; 2) Leading Diverse Teams; and 3) Understanding Bias.

Strategy 3.4

Engage more employees to participate in Foundations of Equity and Inclusion training (previously, Foundations of Diversity and Inclusion training) by developing shorter learning modules.

Strategy 3.5

Create a comprehensive inventory of external diversity and inclusion-related development resources for employees based on desired competencies at all levels (including conferences, in-service speakers, readings, etc.) and identify funding resources for employees to participate in developmental activities.

Strategy 3.6

Provide opportunities for meaningful dialogue around concepts of diversity that facilitate awareness of one's own and others' identities and perspectives, to build cultural humility.

Strategy 3.7

Create an Inclusive Excellence and Accountability Committee consisting of representatives from: the Intercultural Student Engagement and Academic Success Network, CARE (Consultation, Assessment, Resources, and Education) Teams, Joint Consultation Committee, Student Development Services, Student Accessibility Resources, Human Resources and the Center for Teaching and Learning. The committee will be utilized as a resource to strengthen and perpetuate equity and inclusion efforts throughout the district. Any proposals developed by the committee will be reviewed and prioritized for consideration/implementation by the Vice Chancellor for Communications and External Affairs in coordination with the CDO.

Performance Indicators:

- Professional Development Plan for all employees includes a four-hour minimum OEI training requirement.
- Foundations of Equity and Inclusion is available to 100% of TCC's full-time employees with a completion-rate increase of 33%, and then incremental increases thereafter.
- Employees' understanding of key OEI concepts will be measured through pre/post assessments, with participating employees exhibiting an 80% increased comprehension post-training.
- Video training modules for three key dimensions of Equity and Inclusion will be identified, vetted and incorporated in employees' mandatory compliance training.
- "Free to Be Me" training offered to all TCC employees, with completion-rate increase of 45%, and then incremental increases thereafter.
- Comprehensive inventory of external resources available around diversity, equity, and inclusion will be publicized quarterly.
- The Inclusive Excellence and Accountability Committee will meet quarterly with a minimum of 3 proposed projects/focal areas that are outlined and submitted for review, including next steps.

OBJECTIVE 4: Support the College's commitment to inclusive and equitable hiring practices.

Strategy 4.1

In collaboration with Human Resources, evaluate recruitment and hiring/promotion practices to ensure fair, equitable and consistent processes across the District.

Strategy 4.2

In collaboration with Human Resources, develop and conduct training for employees serving on search and hiring committees to ensure understanding of how to incorporate TCC's standards for equity and inclusion as part of the interviewing, hiring and onboarding processes.

Strategy 4.3

In collaboration with Human Resources, create an inventory of standard interview questions regarding potential hires' desired orientations, competencies, and experiences working in diverse environments for each job classification. Explore whether the questions should be asked via First Advantage assessment tool or by assigned interviewer (e.g. Dean, Director, Department Chair, etc.).

Strategy 4.4

In collaboration with Human Resources, ensure that all Hiring Committees incorporate questions related to the College's commitment to diversity, equity, and inclusion as part of standard interviewing procedures.

Performance Indicators:

- Collect baseline data regarding hiring supervisors' and committees' interpretations and competencies regarding diversity, equity, and inclusion implications in hiring practices, with response rate no less than 50%.
- Use baseline data to develop training, with 100% of employees serving on search/hiring committees completing the Interviewing/Hiring/Onboarding training.

Understanding Terms in the Plan

Term	Definition
Ability	Capability to perform tasks with relative ease; generally divided into being temporarily able-bodied/minded or having a disability.
Age	The length of time that a person has lived or a thing has existed.
Cultural Competency	Acceptance and respect for difference, continuing self-assessment regarding culture, careful attention to the dynamics of difference, continuous expansion of cultural knowledge and resources (Cross et al., 1989).
Cultural Expression	The form in which culture is expressed.
Diversity	Real or perceived differences among people in race, ethnicity, sex, age, physical and mental ability, sexual orientation, religion, work and family status, weight and appearance, and other identity-based attributes that affect their interactions and relationships.
Equity	Fairness; ensuring that people get access to the same opportunities by removing barriers to participation.
Ethnicity	The cultural characteristics that connect a particular group or groups of people to each other. It is rooted in the idea of societal groups, marked especially by shared nationality, tribal affiliation, religious faith, shared language or cultural traditions and backgrounds.
Inclusion	How individuals provide ways to allow everyone, across multiple types of differences participate, contribute, have a voice, feel that they are connected, and belong all without losing individual uniqueness, having to give up valuable identifiers, and aspects of themselves.
Inclusive Excellence	A planning process intended to help an institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of an organization.
Linguistic Heritage	Language spoken in the home that is different from the main language spoken in society.
Race	Not a biological category but an idea, a social construct created to interpret human differences and used to justify socioeconomic arrangements in ways that accrue to the benefit of the dominant social group.

Religion	A person's organized set of beliefs or faith-based policies that are promoted by a recognized institution (Buchanan et al., 2001).
Sexual Orientation	Gender(s) to which one experiences attraction towards.
Socioeconomic Status	A measure of social standing, typically indicated by a combination of income, occupational prestige, educational attainment, and wealth.