A true mosaic of people who contribute daily to create a dynamic and rewarding learning environment.
Vision Statement

Cuyahoga Community College (Tri-C®) will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment and economic development characterized by continuous improvement, innovation and community responsiveness.

Mission Statement

To provide high quality, accessible and affordable educational opportunities and services – including university transfer, technical and lifelong learning programs – that promote individual development and improve the overall quality of life in a multicultural community.

Diversity and Inclusion Statement

Tri-C is fortunate to have a true mosaic of people who contribute daily to create a dynamic and rewarding learning environment. Tri-C stands with the belief that diversity enriches not only the institution, but society as a whole, and is therefore committed to appreciating diverse perspectives and valuing the collective differences and similarities that make Tri-C a leading community organization.
In a time of divisive rhetoric and actions that increasingly polarize our society, it is important to recognize our shared responsibility to ensure that our future is brighter not for just a few but for all. Unless we can improve this environment, America’s civility, ingenuity and competitive edge are jeopardized.

Our salvation, quite honestly, rests on the shoulders of young people equipped with dreams bigger than themselves, who not only live in their communities but also live for their communities, and who recognize the dignity of every human. We must equip them to ensure that all people, regardless of their backgrounds or life circumstances, have a chance at productive, meaningful lives, at educational achievement, personal enlightenment and transformed communities.

We are fortunate that Tri-C is part of that solution; that we, as our diversity and inclusion statement indicates, “have a true mosaic of people who contribute daily to create a dynamic and rewarding learning environment.” In the following pages you will see progress updates on the work we have undertaken to ensure that every student and employee has an opportunity to succeed. Even as we recognize that much effort remains, we have already achieved much. And that is worth celebrating.

_Alex Johnson_
_President, Cuyahoga Community College_

When I ask people what diversity and inclusion mean to them I get many different responses. The dictionary defines _diversity_ as “variety” or “difference,” and _inclusion_ as “the act of including.” Tri-C is in the business of bringing students and employees of all types together to preserve the institution’s rich foundation. Whether the differences are those that can be seen, such as age, race, disability or gender, or those we cannot see, including people in discussion, decisions or activities allows for the cultivation and growth of a diverse institutional culture. Tri-C values and thrives on the insight and wisdom of all who enter our doors at each of our campuses and locations. Be a part of this inclusive environment by participating in meetings or activities you might not have experienced in the past. Share your history and the stories that make you who you are.

_As my 6th grade teacher, Mrs. Gill, used to say, “I am unique. No one in the world can do what I do the way that I do it.” Little did she know that her mantra would live with me throughout my education and into my adult life. What’s your mantra?_

_Judi McMullen_
_Vice President, Human Resources, Cuyahoga Community College_
Inclusive Excellence & Equity

Statement:
Tri-C is committed to the concept of equity – providing all students what they need to be successful. While all Tri-C students may receive equal access to education, empirical evidence and trend analysis reveal significantly different outcomes for different groups of students. Achieving the Dream (ATD) defines equity as “eliminating achievement gaps and significantly improving outcomes for all students, one learner at a time.”

Rationale:
As an ATD Leader College, Tri-C is committed to reviewing internal policies and practices in order to remove barriers and intentionally create systems that meet the needs of all students.

Strategies:
1. Facilitate collaborative review of internal policies and practices to identify unintentional sources of inequity and make recommendations for change.
2. Create a College-wide culture of increased engagement with students of color, students over 25 and Pell-eligible students to promote their success.
3. Increase faculty and staff development opportunities to support inclusive excellence.
4. Analyze, support and recommend programs and activities that focus on achieving the goal of inclusive excellence.

Achievements:

• **Equity & Inclusive Excellence** – The Faculty Sustained Dialogue (SD) group and campus committee-Equity Taskforce provided updates to Metro Campus faculty and staff regarding how their efforts around equity intersect with those of the College-wide Inclusive Excellence Task Force. A new term introduced by the task force, “inclusive excellence,” originated with the American Association of Colleges and Universities. The concept of inclusive excellence links equity to diversity, challenging us to recognize and celebrate diversity in service of student and organizational learning. Figuring out how to use diversity most effectively in service of learning can take the College to a whole different level. Answers to the question, “What does ‘diversity’ mean in your experience?” suggest a complex understanding of the subject and indicate that the College is well on its way to meeting its equity-related goals:
  — “Feeling comfortable being around people of diverse backgrounds.”
  — “Understanding when a student is talking to you even if you have never shared this experience.”
  — “Not being afraid to ask questions, and hear the responses.”
  — “Asking what can I learn from this person?”

• **Inclusive Excellence Committee** – Metro Campus faculty and staff were invited to learn about the campus committee’s formulation and to participate in the Sustained Dialogue process. Campus President Dr. Michael Schoop described the committee’s charge and its alignment to the College-wide initiative, along with broader concerns regarding the achievement gap and performance-based funding. Attendees participated in a moving activity that highlighted the concept of privilege and how it affects a person’s perspective on diversity while learning how to connect with others by “seek(ing) first to understand.”
Inclusive Excellence & Equity (cont.)

• **Degree in Three (D3)** – Tri-C’s Eastern Campus is leading the College-wide effort to replicate the City University of New York’s (CUNY) Accelerated Study in Associate Programs (ASAP) student success and completion program. Both the Eastern and Western campuses were successful in recruiting the required 250 students per campus and are currently preparing the first annual report on this grant-funded initiative for CUNY and MDRC, the independent research firm monitoring the implementation of the program at Tri-C, Lorain County Community College and Cincinnati State.

• **TriO** – The Eastern Campus launched its first TRiO program after receiving federal approval the previous academic year. The TRiO office at East is fully staffed and strategically located on the first floor of the Student Services building, adjacent to other student support offices.

• **Student Lounge** – The Eastern Campus worked hard to pull together the resources needed to remodel, furnish and open its first student lounge. The lounge is open for use by every member of the student body, and they appreciate this new space.

• **Black American Council (BAC) Office/Programming Space** – In an effort to more closely collaborate with BAC and make better use of its programming, the Eastern Campus has reassigned space on the first floor of the Student Services building to provide a campus office and small meeting space for BAC, located in close proximity to the new student lounge.

• **Student Government** – Eastern Campus leadership continues to work closely with student leaders to address matters of concern to the student body. Currently, the majority of student government officers at East are African-American.

• **Minority Male Equity Summit** – The Eastern Campus hosted its first Equity Summit in conjunction with the BAC.

• **Sustained Dialogue** – Tri-C is the only community college in the United States with a Sustained Dialogue Network program. Sustained Dialogue (SD) is a student-led initiative that allows students to weigh in on College-wide diversity and inclusion efforts, accomplishments and challenges. Faculty members who participated in SD recommended ways to help people get to know one another as human beings, setting the tone for the conversation on equity and earning recognition for their insight and commitment.

• **Cultural Competency** – The Westshore Campus strongly encourages cultural competency among its employees and students, based on the College’s position that diversity enriches the institution and society.

• **Inclusive Work Environment** – The inclusive work environment at the Westshore Campus encourages different perspectives and supports the diverse student body.

• **Supporting Diversity** – The Westshore Campus actively supports diversity by:
  
  — Supporting student organizations and events that promote global awareness and an appreciation for diversity
  — Supporting a diverse, inclusive and equitable workforce climate that encourages the professional development of employees
  — Identifying barriers or restrictions to diversity and inclusivity and taking action to remove them
  — Communicating the spirit of diversity on campus
  — Continually asking, “What are we learning as an organization?”
Celebrating Diversity Speaker Series

The Celebrating Diversity Speaker Series is a College-wide program open to students, employees and the community, featuring local and national speakers, workshops and activities that highlight all facets of diversity. Events take place at various campuses and locations throughout the year.

The 2015-2016 Diversity Series, Civility Through Social Justice, consisted of programs, workshops and lectures by esteemed presenters including the following:

**Force Continuum**

This drama told the story of three generations of African-American New York police officers struggling in their community, in law enforcement and with the death of a civilian. The family took a jagged, precarious journey where all involved gradually learned that understanding comes not just through seeing others, but through hearing them.

**African-American Male Think Tank: “PHD to Ph.D.: How Education Saved My Life”**

This gripping, no-holds-barred memoir details how education took Dr. Elaine Richardson from being a PHD, or “Po Ho on Dope,” to getting a real Ph.D. The event included a general conversation about Dr. Richardson, her journey, and where she is today.

**Culture Shock**

This event celebrated cultural diversity, giving attendees a glimpse into Hungarian, Romanian, Saudi Arabian, Ukrainian, Native American and Chinese cultures. Visitors could see their names written in Arabic, handle handmade Romanian crafts, learn about Buddhism and take in facts about the geography and history of Iraq.

**African American Read-In**

The second annual African American Read-In featured the works of African-American male writers read by campus, College and community leaders.

**Will Allen**

Retired professional basketball player Will Allen, shared his message on the benefits of urban agriculture in a presentation titled “Growing Power and the Good Food Revolution.” What started as a simple partnership to change the landscape of the north side of Milwaukee has blossomed into a national and global commitment to sustainable food systems.

**She’s Got Issues**

Actress Morgan McCoy presented her one-woman show, “She’s Got Issues,” where she addressed topics such as human trafficking, domestic violence, sexual abuse and other women’s rights issues. The performance was followed by a workshop where students could interact, experience healing and learn about advocacy.

**Humble G**

Myles Alexander Keaton Smith, known by the stage name Humble G the Fiddla, shared his unique blend of edutainment (educating while entertaining), hip-hop (positive hip-hop) and Afripean music (African drums with European strings) in a performance that received rave reviews from students and staff.
The Cuyahoga Community College Black Caucus (now Black American Council) was founded in 1969 with the goal of promoting equal opportunity and inclusion not just for African-Americans, but for all students, faculty and staff. Today, the Council serves approximately 400 minority students, providing quality programs that support retention and academic success and assist in closing the equity gap within the College. Through expanded programming and outreach, grade point averages as well as retention and graduation rates of mentees have improved College-wide.

Many Tri-C students are first-generation college students who come from a variety of cultural backgrounds and diverse situations. As such, it is critical to provide programming centered upon the power of diversity and the need for inclusion.

The Black American Council has grown significantly and reached major milestones within the past few years. Just three years ago, the Council awarded $10,000 in student scholarships. In May 2016, thanks to increased internal and external support from College President Dr. Alex Johnson and the Cuyahoga Community College Foundation, a total of $50,000 in scholarships were awarded. The Council also received an additional $50,000 toward a new Success and Completion Scholarship.

The Council has formed new partnerships and presented numerous events during the 2015-2016 academic year which have greatly impacted students. Members of the Minority Male Leadership Academy and the Minority Women’s Leadership Initiative programs have participated in College think tanks, politics and pop culture forums, voter rights and responsibility symposiums, entrepreneur discussions and empowerment workshops.
Hispanic Council

The Hispanic Council has been an integral part of the College’s equity agenda and its goal of inclusive excellence for over 25 years.

Created in 1992, the Hispanic Council facilitates the implementation of initiatives to benefit Tri-C students and the Hispanic community, advises the College on Hispanic issues and serves as a liaison between the College and the Greater Cleveland Hispanic community. The Hispanic Council offers assistance with admissions, registration and financial aid processes and connects students with Tri-C programs, services, and faculty and staff who can address specific academic and student support needs. The Hispanic Council office also interacts with Spanish-speaking students by phone, email and in person to provide direct bilingual support and assistance with admissions, financial aid and scholarships. Council staff coordinate the participation of high school students from Cleveland and its inner-ring suburbs in the annual Hispanic Education Conference. The Hispanic Council also serves as the awarding body for Tri-C’s Hispanic Endowment Fund. In the past six years, over 260 scholarships have been awarded to students across the College.

The Council’s two major events serve to engage students and move them toward completion. The Hispanic Education Conference addresses recruitment, support services, leadership development, career opportunities and financial aid for low-income, first-generation high school students. About 200 participants attend each year. College students, faculty, administrators and members of the community at large serve as speakers, hosts and workshop presenters. The annual Hispanic Scholarship Luncheon recognizes scholarship recipients and promotes academic success and completion, featuring local students and executives as speakers.

The Council’s Student Excellence and Peer Program (STEPP) provides students with wraparound support services and helps them make satisfactory progress from semester to semester. In addition to student services and events, the Council maintains an affinity group of Hispanic employees who serve as volunteers for community events and help plan cultural events for the College.
Veterans Initiative

For over 50 years, Tri-C has demonstrated its commitment to the men and women who have served in the U.S. Armed Forces by providing access to affordable education and workforce training programs that enable them to successfully transition from military to civilian life. Tri-C enrolls the fourth-largest number of student veterans in Ohio and has been designated as a Military Friendly School by GI Jobs Magazine for seven consecutive years.

The College’s Veterans Initiative assists veterans in preparing for college and helps them transition into academic or fast-track workforce training programs that align with the needs of area employers.

Over the past five academic years, more than 30,000 veterans and their families have received assistance through the College’s Veterans Services Centers.

The Veterans Initiative:

- Provides services to approximately 7,000 veterans annually through activities and community outreach events
- Serves a diverse student veteran and community base (65 percent male, 35 percent female, 35 percent minority)
- Offers academic assessments and guidance for developing academic and career plans
- Connects veterans with the College’s fast-track certificate and degree programs
- Links veterans with College-staffed Success Teams on each campus, which oversee connections with counseling, tutoring and numerous other resources provided by the College
- Connects veterans with monetary support available through the GI Bill and assists them in obtaining other financial assistance, including scholarships provided through the Alfred Lerner Memorial Endowment Scholarship Fund
LGBT/Ally Council

Established in the summer of 2015, the LGBT/Ally Council strives to educate, advocate, support and create a safe space for all forms of sexual orientation, gender identity and gender expression. The Campus Pride Index will be utilized in the coming year to measure the College’s LGBT policies, programs and practices. Participating in this national survey is a crucial first step to ensuring that the LGBT community has a safe, quality experience at Tri-C.

Tri-C offers student and faculty-led programs and resources for LGBT students such as the Tri-C Safe Zone program, created by the College’s Lambda Gay Straight Alliance (GSA). A Safe Zone is a space where everyone is respected and listened to regardless of sexual orientation, gender identity or expression. Safe Zone Ally training is offered to employees and students each year; as of May 2016, 447 students and employees have completed training.
Inclusivity Advisory Committee

The mission of the College-wide Inclusivity Advisory Committee (IAC) is to foster diversity and inclusion by serving as the pulse of College climate and culture. The committee develops and implements strategies for cultural competence, celebration and recognition, recruitment, retention, training, mentoring, professional development and programming.

Student Access and Completion

Tri-C is an open access institution with a commitment to recruiting exceptional Northeast Ohio students. The College currently utilizes community outreach efforts, admissions fairs, campus diversity events, community bridge programs, pre-college programs and scholarships to recruit low-income, first-generation and/or underrepresented students.

Implemented in 2015, the First Year Experience (FYE) program is customized to meet each student’s individual needs, helping them start their Tri-C journey on the right path. FYE includes the following components:

- **New Student Orientation** – Introduces students to Tri-C policies, procedures and resources
- **New Student Convocation** – Celebrates the beginning of the Tri-C journey and provides a formal introduction to the College community
- **First Year Success Seminar** – A one-credit course that develops lifelong learning skills and connects students to College resources
- **Fast Forward** – A foundational learning program in math and/or English
- **Bridges** – Intensive courses designed to help students complete their math or English requirements faster and with greater success

Tri-C is vigilant in its retention efforts as well as in the recruitment of students. In an effort to improve the retention and graduation rates of historically underrepresented students (African-American, Latino/Hispanic, Native American), a strategic College-wide retention plan has been implemented which includes scholarships, supplemental instruction, free tutoring, culturally relevant advertising (i.e., advertising that takes identity into account), an early warning academic system and summer bridge programs.

Mentoring programs match students with faculty and staff to provide personalized support and connection to campus resources, with a particular focus on low-income, first-generation African-American and Hispanic students who are more likely to enter college academically underprepared. Benefits of the mentoring program include:

- Increased personal and academic confidence
- Guidance to maintain enrollment and academic goals
- Referrals to College resources
- Proactive intervention to help avoid academic problems
- Contacts in the local community for direct services
Access Program

The Americans with Disabilities Act (ADA) defines disability as any mental, physical or learning condition that substantially limits any major life function. The ADA mandates access to higher education for those identifying as disabled. **Tri-C serves about 1,700 students and visitors with disabilities** annually. The students who choose Tri-C do so because of its continued commitment to serving their needs. Founded in 1979, Tri-C’s Access program supports students with disabilities at any campus, site or location, including online students. Common disability types include learning disabilities, sensory limitations, psychiatric conditions, physical mobility conditions and chronic health issues. All matters related to a person’s disability are kept confidential. According to their summer 2014 – spring 2015 report, the Access program served over 1,600 students with a disability during this time period.

Access Success Stories

**Dominic S.** came to Tri-C accompanied by his mother, Mary Sue, who acts as his personal aide to help control his behavior. Dominic was born autistic and can be become easily upset by sudden, unexpected changes in his environment. Dominic’s immediate goal was just to see if he could take a course and be able to function successfully. He registered for Art Therapy I and passed the course with assistance from his mother and Tri-C faculty and staff. Dominic became so interested in the relationship between art and words that, after leaving the College, he published an autobiographical account about growing up with autism.

**Alexie N.,** a young man of Russian descent with extremely limited vision, came to Tri-C as a Massage Therapy major. With basic academic accommodations such as more time for tests, enlarged class handouts, screen image enlargement software combined with a high-contrast computer screen, and a staff member who read his patient notes to him in the massage therapy clinic, Alexie successfully graduated from the program and is now in private practice.

**Josh C.** was born with a serious neurological condition that made it nearly impossible for him to be in an upright position for longer than 30-40 minutes before experiencing a severe reduction of blood circulation to his brain and eventual loss of consciousness. Josh was apprehensive about attempting college courses online, but did not let his fear deter him from registering for a math class at Tri-C. Josh’s natural aptitude for math comes from his great-grandfather, a noted mathematician and college professor, and his parents, both accomplished professionals in the health sciences. Josh was successful in his online classes and, after completing the math sequence, chose physics as his major. Given Josh’s condition, on-campus participation posed a challenge for him as well as College staff, but with additional accommodations and the generous cooperation of faculty, he completed his physics lectures and labs and is now majoring in physics at a local university.
**Title IX**

Title IX was created through the Education Amendments of 1972 and states that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. This includes protection from sexual harassment.” The College has a reporting process in place for any student who feels he or she may have been a victim of activities described by Title IX.

The College’s Title IX coordinator, promptly, thoroughly and confidentially investigates any student related Title IX complaint that comes to the attention of the College. The Title IX Coordinator works in conjunction with the deputy coordinators: Rachel Anderson (East Campus), Shari Brazile (Jerry Sue Thornton Center), Andrew Crawford (Metro Campus), Julia Ruane (West Campus), and Marisa Vernon (Westshore Campus).

The College is dedicated to providing a learning and working environment that is free from gender discrimination, sexual harassment, sexual violence, sexual exploitation and intimate partner violence through the **Title IX Community Building Initiative**. This initiative provides social resources, education and professional development through partnerships with the Cleveland Rape Crisis Center, Domestic Violence & Child Advocacy Center, Ohio Domestic Violence Network, The Free Medical Clinic of Greater Cleveland’s Safe Space Station and Tri-C’s Police and Counseling departments to reach all demographics and ensure the safety of the College community.

**Recent Title IX training:**

- Required for faculty as part of their professional development
- Tri-C sports teams
- College-wide Cabinet
- New Student Orientation
- Workforce, Community and Economic Development held two training sessions in spring 2016
- Individuals signed up for training via the College’s TEC system from December 2015 to May 2016
- Portions of Title IX training were incorporated into the New Employee Orientation program

**Partnership with Cleveland Rape Crisis Center**

In an effort to prevent and respond to sexual violence, the College partnered with the Cleveland Rape Crisis Center (CRCC) to launch the **Better Than That** campaign during Sexual Assault Awareness Month in April. Customized posters featuring Tri-C students will be placed in all bathrooms across the College to encourage students, faculty and staff to join the movement.

The CRCC currently has a physical presence at the Metropolitan Campus and plans to offer services at the other three campus locations as well. These services include:

- Part-time therapeutic services for students, faculty and staff seeking confidential emotional support relating to or arising from sexual trauma
- Twenty-four-hour anonymous hotline and face-to-face response for victims at the College’s Police Department or at a hospital seeking evidence collection, including follow-up support and interaction
Partnership with Cleveland Rape Crisis Center (Cont.)

- Confidential support, education and crisis intervention for faculty, staff and students (upon request)
- Dedicated victim specialist to assist student victims/complainants through the on-campus judicial process
- Coordination with Counseling Centers to ensure appropriate assistance is received (upon request and release of information)
- Training for the College’s key stakeholders
- Outcome surveys to assess the effectiveness of CRCC services
- Assistance with identifying patterns of sexual assault involving students, faculty and staff (upon request)

Diversity Recruitment and Retention

The College remains diligent in its efforts to recruit and retain ethnically, racially and gender-diverse instructional faculty, utilizing more than 45 diversity-related sources to post administrative, faculty and staff positions. College-wide relationships established by faculty, staff and employee resource groups also help to recruit a talented and inclusive pool of employees.

The concepts of diversity and inclusion are also discussed with new faculty and staff members at New Employee Orientation.

Professional Development

The College fosters professional development by offering a plethora of face-to-face and online diversity, civility, sexual harassment and Title IX training opportunities for administrators, faculty, staff and students.

In 2016, the College will add additional training opportunities for faculty and staff, including:

- Unconscious Bias and You
- Cultural Differences
- Disabilities
- Gender Intelligence
- World Religions
- Generations
- Micro-Messages
- LGBT
- Veterans of the Military
Recent Awards

- Became a member of the Commission 20 (2016), recognized for progress in creating, enhancing and sustaining diversity and inclusion strategies
- Received the Higher Education Excellence in Diversity (HEED) Award for the fourth year in a row (2011-2015)