

# Access and Diversity Plan

2008-2010

Access and Diversity Committee

***PELLISSIPPI STATE***  
***PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE***

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## Introduction

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Pellissippi State Technical Community College serves a diverse community and diversity is an integral part of its campus climate. Pellissippi State's student population includes male and female students of various ages, religions, abilities, ethnicities and cultures. Our campus seeks to be as diverse as the community we serve. According to the U.S. Census Bureau, by 2025, there will be an additional 72 million members of the U.S. population that will include 32 million Latinos, 12 million African Americans, and 7 million Asians. Diversity issues will continue to be an important part of our campus climate for years to come.

Along with a significant student growth in the last few years, Pellissippi State also experienced a marked growth of students from different racial and ethnic backgrounds. Fall 2007, Pellissippi State enrolled 128 students with international backgrounds from 74 different countries. The following chart represents student growth over the last three years.

	<b>ASIAN</b>	<b>Alaskan Native</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Unclassified</b>	<b>American Indian</b>	<b>TOTAL</b>
Fall 2007	185	14	598	156	7507	110	39	8608
Fall 2006	153	32	559	127	7161	127	29	8188
Fall 2005	158	19	555	132	6668	129	25	7686

Pellissippi State has promoted diversity for many years. Many activities on campus deal with issues of diversity. Numerous events with emphasis on diversity and global awareness are offered to students, staff and the community by both student clubs and organizations and faculty and staff (see Appendix 1).

Spring semester 2007, President Allen Edwards appointed the Access and Diversity Committee. The purpose of the committee is to assist in creating an open, supportive, and responsive environment in which differences are valued, encouraged, and celebrated. Specific responsibilities include the following:

- *Formulate a vision statement which will provide a foundation upon which to plan and build diversity programs and activities*
- *Define diversity/access goals*
- *Review the previous inventory of diversity-related programs*
- *Set measurable objectives by which success in achieving diversity goals is defined*
- *Clearly articulate the educational benefits of diversity goals to students and to the institution*
- *Articulate and evaluate race-neutral strategies to achieve institutional diversity goals*
- *Conduct a climate survey*
- *Establish accountability measures to help assess the success of the diversity program*
- *Improve the representation of under-represented groups among the College's student population and the College's work force*

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## Organization

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The following employees are members of the 2007-10 Access and Diversity Committee.

Bejnood, Saeed	Associate Professor, Natural and Behavioral Sciences
Bledsoe, Mary	Assistant Vice President, Student Success
Cotter, Mark	Director, TRiO Student Support Services
Davenport, LeChelle	Financial Aid Coordinator
Eldridge, Annette	Technical Clerk, Marketing and Communications
Farrell, William "Biff"	Assistant Professor, Video Production Technology
Fernandez, Maritza	Assistant Professor, Spanish
Gray, Annie	Associate Professor, English
Hashemian, Vida	Associate Professor, Communications Graphics Technology
Queener, Karen	Director, Human Resources and Affirmative Action
Satkowiak, Ann	Director, Services for Students With Disabilities
Thomas, Darryl	Assistant Professor, Mathematics
Tillman, Rosalyn	Assistant Dean, Magnolia Avenue Campus
Touzeau, Leigh Anne	Assistant Vice President, Enrollment Services
Wilson, Peggy	Vice President, College Advancement
Wood, Gayle (Chair)	Director, Access and Diversity
Yarbrough, Sharon	Director, Institutional Effectiveness, Research and Planning
Yazdi, Todd	Assistant Professor, Liberal Arts

The committee includes the following permanent members:

1. Director, Access and Diversity
2. Director, Human Resources and Affirmative Action
3. Director, Institutional Effectiveness, Research and Planning
4. Assistant VP, Enrollment Services
5. Assistant VP, Student Success
6. Financial Aid Coordinator

Other representatives from faculty, staff and administration will be appointed annually.

The Access and Diversity committee meets monthly. Meeting dates for the 07-08 academic year are: April 3; April 24; September 20; October 25; November 29; January 24; February 22; March 28; and April 25.

Members of the AD committee also serve in small teams. The following members currently worked in teams to create objectives for each goal:

Team 1: Cotter (L), Gray, Satkowiak

Team 2: Queener (L), Wood, Thomas, Bejnood, Fernandez

Team 3: Bledsoe (L), Davenport, Touzeau, Yarbrough

Team 4: Farrell (L), Yazdi, Eldridge, Tillman, Hashemian, Wilson

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## **Strategic Plan, Goals, Definition, and Statement on Diversity**

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### **Tennessee Board of Regents**

#### **Policy 5:01:02:00 - Equal Employment Opportunity, Affirmative Action, Discrimination and Nepotism**

“The Board of Regents specifically finds that diversity of students, faculty, and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels.”

#### **System Strategic Plan - Access to Learning**

The Tennessee Board of Regents System will strategically provide access to higher education to an increasingly diverse population.

### **Pellissippi State Technical Community College**

- Goal 2. ACCESS TO LEARNING: The College will provide access to higher education to the diverse population of its service area.
- Goal 3. QUALITY: The College will continually strive to improve the quality of instructional programs it offers to students and to enhance the environment that supports its employees through improved avenues of communication, increased opportunities for professional development and equitable compensation.

### **Access and Diversity Committee**

#### **Definition**

Diversity is the mosaic of people who bring a variety of backgrounds, styles, perspectives, beliefs and competencies as assets to the groups and organizations with whom they interact.

#### **Vision Statement**

Diversity celebrates our uniqueness as individuals. It affirms the individual strengths, gifts, personalities, challenges and differences each faculty, staff, and student brings to this institution. Pellissippi State embraces diversity both as an institutional goal and as an esteemed value of this institution.

#### **Goals**

1. Create a community that values diversity and provides quality customer service to a diverse clientele.
2. Recruit, employ, develop and retain a diverse workforce at all levels.
3. Recruit and retain a diverse student body, with special emphasis given toward recruiting and retaining students from underrepresented populations
4. Infuse diversity into the curriculum to encourage student involvement and to facilitate respect of diverse perspective.

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## **Campus Climate Surveys - Overview**

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The campus climate survey (Appendix 3) was administered spring semester 2008 to faculty and staff and students enrolled in DSPTS0800 (College and Lifetime Learning). Of the 724 full- and part-time faculty and staff, 230 (37.76%) completed the survey. Of the 302 students enrolled in DSPTS0800, 150 (49.66%) completed the survey. Of faculty and staff completing the survey, 152 (66%) were age 55 and older.

Overall, faculty and staff responses were positive. Responses overwhelmingly suggested that Pellissippi State (1) provides a positive environment for all employees, (2) is receptive to diversity programs and events, (3) supports a diverse work-force, and (4) is committed to recruiting a diverse student body.

Written comments were more varied. While many faculty and staff agreed that Pellissippi State embraces diversity, others suggested that the College is less supportive with regard to issues of sexual orientation, lifestyle, religious preference, and ethnicity. Some suggested that more attention is placed on serving specific racial groups. Many agreed that diversity must begin at the executive level.

Student responses were equally positive.

Survey results were reviewed by the Access and Diversity committee and were used to create diversity goals and objectives.

## Goals and Objectives

<b>Goal 1. Create a community that values and respects diversity and provides quality customer service to a diverse clientele, our students.</b>				
<b>Objective</b>	<b>Strategy</b>	<b>Benchmark</b>	<b>Funds</b>	<b>Contacts</b>
1.1 In accordance with the College's Statement of Vision and Values (appendix 3), provide opportunities for professional development and certification in diversity and cultural awareness.	<p>1.1 All full-time and adjunct faculty and full- and part-time staff will complete a self-administered on-line training module that includes diversity awareness, laws covering access and discrimination, and effective communication.</p> <p>1.1.1 All full-time and adjunct faculty and full- and part-time staff will complete a self-administered on-line training module on sexual harassment.</p>	<p>1.1 Representatives from the Access and Diversity, Services for Students with Disabilities TRiO Student Support Services, Human Resources and Affirmative Action (HR), and the International Education Steering Committee will collaborate to identify and purchase an on-line assessment by the end of the Fall 2008 semester.</p> <p>Supervisors in each department will ensure that 100% of faculty and staff will take a self-administered pre-test and score 80% or better on a post-test gauging awareness of diversity issues and laws by the end of the 2008-09 academic year.</p>	\$6000 to purchase assessment and training materials	Director of Human Resources and Affirmative Action
Objective 1.2 Provide open-forum discussions of global involvement and diversity during student orientations and in other co-curricular activities throughout the academic year to provide baseline data for future activities	1.2 Conduct diversity workshops and presentations and facilitate student discussion forums and collect data on attendance.	1.2 Staff from Access and Diversity, Enrollment Services, and Student Success will collaborate to design and host workshops for Fall 2008 new student orientation. Staff will develop a learning outcomes assessment and will administer this assessment to 30% of student attendees by the end of the 2009-10 academic year.	\$2500	<p>Assistant Vice President for Enrollment Services;</p> <p>Assistant Vice President for Student Success</p> <p>Director, Institutional Effectiveness, Research, and Planning</p>

<p>1.3 Develop community outreach and establish a campus climate of diversity and globalization.</p>	<p>1.3 Create open events and cultural representations of diverse groups (artwork, media presentations and music) in public areas and classrooms.</p>	<p>1.3 Access and Diversity and Student Life and Recreation will collaborate with the International Education Steering Committee and the Common Academic Book committee to facilitate one international performance or festival each semester during the 2008-09 academic year and will purchase and install permanent displays of international or diverse culture in common areas of the administration and classroom buildings.</p>	<p>\$10,000 (with some recouping possible through admission charges)</p>	<p>Director, Access and Diversity</p> <p>Director, Student Life and Recreation</p> <p>Chair, International Education Steering Committee</p> <p>Chair, Common Academic Book</p>
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<b>GOAL 2: Recruit, employ, develop, and retain a diverse workforce at all levels by 2010.</b>				
<b>Objective</b>	<b>Strategy</b>	<b>Benchmark</b>	<b>Funds</b>	<b>Contacts</b>
2.1. Increase the number of diversity related contacts. <b>(academic year 2008-09)</b>	2.1.1. Attend at least one employment fair targeting diverse faculty and staff.	Human Resources will have a new and expanded list of contacts for search committee members to use when conducting an employment search. The number of diverse applicants will increase by 5%.	\$10,000	Director, Human Resources and Affirmative Action
	2.1.2. Expand the pool of diverse contacts for faculty and staff.			
2.2. The search and hiring process will reflect the College's diversity initiatives, goals, and objectives.	2.2.1. Appoint a group of three individuals to create an Access and Diversity statement and letter.	Each new employee will receive a letter from the President which will indicate the College's commitment to Access and Diversity goals and objectives.	No funds required	Director, Human Resources and Affirmative Action
	2.2.2. Develop a diversity component to be used as part of new employee orientation by Fall '09.	Each new employee hired will receive training on Access and Diversity and have an understanding and appreciation of Access and Diversity initiatives, goals, and objectives.	\$10,000	Director, Human Resources and Affirmative Action
	2.2.3. Put a plan in place to ensure a member of the Access & Diversity committee serves on each search committee.	A member of the Access and Diversity committee will be a participant on every search committee and provide valuable insight to the committee on Access and Diversity goals.	No funds required	Director, Human Resources and Affirmative Action
	2.2.4. Establish diversity climate questions to be asked of all interview candidates.	Diversity climate questions will be asked of all interview candidates.	No funds required	Director, Human Resources and Affirmative Action

2.3. The College's work force will be receptive to diversity-related changes in the workplace and in the world.	2.3.1. Research and recommend training and professional development opportunities for employees on various dimensions of diversity.	Training and professional development opportunities on various dimensions of diversity will be offered to all faculty and staff; at least 10% of faculty and staff will participate.	\$7,500	Director, Human Resources and Affirmative Action
	2.3.2. Establish criteria to be used for awarding an annual diversity award.	An annual diversity award (awarded at the Employee Appreciation Day) will be presented to an individual to recognize exemplary work in the area of diversity. A monetary gift will be given to the recipient of the award.	\$1,000	Director, Human Resources and Affirmative Action

<b>GOAL 3: Recruit and Retain a diverse student body specifically to include underrepresented populations.</b>				
<b>Objective</b>	<b>Strategy</b>	<b>Benchmark</b>	<b>Funds</b>	<b>Contact</b>
3.1 Increase applicants from inner city high schools by 2%	3.1.1 Increase number of recruitment activities	Using 2007-2008 enrollment data as benchmark	Current budget	Assistant Vice President Enrollment Services
	3.1.2 Increase dual enrollment applicants from inner city high schools			Director, Institutional Effectiveness, Research, and Planning
3.2 Increase student applicants from rural high schools by 2%	3.2.1 Increase dual enrollment applicants from rural high schools	Using 2007-2008 enrollment data as benchmark	Current budget	Assistant Vice President Enrollment Services  Director, Institutional Effectiveness, Research, and Planning
3.3 Increase participants attending ESL Info Day by 5%	3.3.1 Redesign implementation of ESL info day (include deaf students)	Using 2007-2008 enrollment data as benchmark	Current budget	Assistant Vice President Enrollment Services  Director, Institutional Effectiveness, Research, and Planning
3.4 Determine causes for attrition of African American non-returning students	Review retention rate; conduct phone survey of non-returning students; analyze results; develop strategies. Attend conference on retention strategies for African American students	Use retention rates for Fall 07 to Fall 08 as benchmark	\$10,000	Assistant Vice President Student Success  Director, Institutional Effectiveness, Research, and Planning
3.5 Develop methods to compile retention data for students with disabilities	3.5.1 Investigate method/s and legalities involved to collect and track student retention and persistence	Establish baseline retention data for students with disabilities by Fall 2009 for the purpose of developing retention strategies by spring 2010	Current budget	Assistant Vice President Student Success  Director,

	rates for students with disabilities			Institutional Effectiveness, Research, and Planning
3.6 Develop a retention component for students receiving the access and diversity scholarship.	3.6.1 Increase student retention by awarding scholarships to underrepresented students	Use retention rates for spring 2008 as benchmark.  An end of semester review ( <a href="#">fall08</a> ) and an annual review ( <a href="#">fall and spring 08-09</a> ) will determine effectiveness <a href="#">and will offer suggestions should changes need to be implemented.</a>	62,700	Director, Access and Diversity  Director, Institutional Effectiveness, Research, and Planning
	3.6.2 Develop an individualized academic plan and an early alert monitoring component for each student.			

<b>GOAL 4: Infuse diversity into the curriculum to encourage student involvement and to facilitate respect of diverse perspectives.</b>				
<b>Objective</b>	<b>Strategy</b>	<b>Benchmark</b>	<b>Funds</b>	<b>Contact</b>
4.1 Offer diversity workshops during fall 08 inservice and throughout the academic year.	4.1.1 Develop professional development events and activities.	Coordinate with Vice President of Learning to schedule professional development opportunities.	\$2500	Director, Access and Diversity
	4.1.2 Create a list of diversity classroom strategies used by instructors at Pellissippi State			
4.2 Introduce a diversity exercise at new student orientation.	4.2.1 Initiate diversity awareness to new students and family members.	New students and their family members will have a greater understanding of diversity.	\$3000	Assistant Vice President Enrollment Services
4.3 Create an incentive program that encourages faculty, staff and students attendance at Multicultural events offered at all Pellissippi State campuses	4.3.1 Encourage students to participate in diversity programming by receiving points toward a free gift (such as a lunch coupon, bookstore voucher, etc.)	The Access and Diversity Committee will offer incentives for participation in diversity activities.	\$2,500	Director, Access and Diversity
4.4 Encourage academic advisors to enroll students in courses dealing with diversity and international societies such as African-American Studies (HIST 2040), Cultural Anthropology (ANT 1300), Exploring Art & Music (HUM 2500), Women in Society (WMN 2200), World Civilization (HIST 1110/20), World Literature (ENGL 2310/20, etc.	4.4.1 Advisors will stress the importance of a well rounded liberal arts education based on experiencing new concepts, ideas and cultures.	Increase enrollment in classes dealing with diversity and international societies by 3%.	\$1,000	Director, Academic Advising
	4.4.2 Create a brochure of all multicultural events and classes offered at all Pellissippi State campuses.			
	4.4.3 Create a web page of all multicultural events and classes offered at Pellissippi State.			

4.5 Encourage faculty to offer extra credit for student participation in multicultural activities.	4.5.1 Encourage students to participate in these activities. Inform them of diversity points that can be earned.	Provide faculty with a list of multicultural events and emphasize the value of the activities to students.		Director, Access and Diversity
4.6 Investigate the feasibility of creating a new program/major in Diversity and International Studies at Pellissippi State (or creating new classes about “Inter-group Relations, Conflict and Community” and “The History of Human Patterns of Migration, Emigration and Immigration.” <a href="http://www.pitt.edu/~cidde/web/diversity/resources.htm">www.pitt.edu/~cidde/web/diversity/resources.htm</a>	4.6.1 Team up with other colleges and universities that already have existing programs.	Conduct a needs analysis to see if enrollment will be sufficient.		Dean of Liberal Arts

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**Proposed Budget**

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**2008-09**

15,000	Diversity Training	<i>Goal 1: Objective 1.1; 1.2 Goal 4: Objective 4.1; 4.2</i>
10,000	Employment fair targeting diverse employees	<i>Goal 2: Objective 2.1</i>
10,000	Multi-cultural programming and events	<i>Goal 1: Objective 1.3</i>
10,000	Retention of African American Students	<i>Goal 3: Objective 3.4</i>
2,500	Incentives to get students to attend multi-cultural events	<i>Goal 4: Objective 4.3</i>
62,700	Access and Diversity scholarships 2008-09 ( <b><i>funds provided by TBR</i></b> )	<i>Goal 3: Objective 3.6</i>
1,000	Increase enrollment in courses dealing with diversity and international societies	<i>Goal 4: Objective 4.4</i>
\$111,200		

**2009-2010**

45,000	Continuation of 2008-09 activities	<i>Goals 1-4</i>
5,000	Develop and implement diversity component for new employee orientation	<i>Goal 2: Objective 2.2.2</i>
7,500	Diversity training and professional development	<i>Goal 2: Objective 2.3</i>
1,000	Employee Appreciation award for exemplary work in the area of diversity	<i>Goal 2: Objective 2.3.2</i>
63,500		

## *Appendix 1*

### **Multi Cultural Events -- 2007-08 Academic Year**

#### **2007-2008 Phi Theta Kappa (PTK) Honors Satellite Series – Fall Semester**

“Gold, Gods, and Glory: The Global Dynamics of Power”

- How to Win a Cosmic War," Reza Aslan
- America and China: Raising the Barricades?" Zanny Minton Beddoes
- Afghanistan after the Taliban," Tamim Ansary
- American Theocracies," Kevin Phillips

#### **2007-08 Common Book Sharpshooter by David Madden – Fall and Spring semesters**

- President's Convocation
- Fresh Fusion
- The Homefront Minstrels Concert
- Second Life & Sharpshooter - David Brown
- Mountaineers in Glory" - John D. Fowler
- All Right, Let Them Come: The Civil War Diary of an East Tennessee Confederate" - Charles Swift Northern
- "Mountain Rebels" - Todd Groce
- “Sanctified Trial: The Diary of Eliza Rhea Anderson Fain, a Confederate Woman in East Tennessee," - John Fain
- “African-Americans in the Civil War” - Prince Brown
- “Glory” the movie
- Civil War re-enactors from the 63<sup>rd</sup> Tennessee Volunteer Infantry Regiment (Confederate) and the 8<sup>th</sup> Tennessee Volunteer Infantry Regiment (Federal) portrayal of the American Civil War era as part of a Living History observation.

#### **Music and Theatre – Fall and Spring Semesters**

- Don Nigro's “The Curate Shakespeare As You Like It.”
- Flute Juice Concert and classroom presentation - Galen
- Play of African-American history, presented by students and written by English associate professor, Robert Boyd
- Drama students view the film, ‘Vagina Monologues’
- James McClure plays—“Lone Star” and “Laundry and Bourbon”
- “Three Fables” Knoxville’s InterAct Theatre Children’s Theatre for the Deaf
- Commemoration of the 63<sup>rd</sup> anniversary of the liberation of the Auschwitz concentration camp, discussion with documentary filmmaker the Rev. Steven D. Martin. Martin, of Oak Ridge, about his film “Theologians Under Hitler.

#### **Conversation Cafes (Virtual Worlds Symposium) – Fall and Spring Semesters**

- Spirituality and Virtual Worlds - David Brown
- Religions and Virtual Worlds - David Howell

- Pedagogical Uses of Virtual Worlds – Edward Francisco

### **Native American Heritage Month – November**

- Valerie Ohle, Chair and CEO of Wisdom Keepers, Inc. and Editor of the Tanasi Journal “American Traditions: Native American Mascots, Nicknames, and Logos”
- Storytelling by Tribal Elders
- Traditional & Contemporary Dancers
- Drummers, guitarists, vocalists
- Native American cuisine
- Arvel Bird, contemporary fiddler and classically trained violinist

### **“Window on the World” International Days – November**

- Coffee and Conversation Café
- “Crouching Tiger and Hidden Dragon: Emerging Resources, Population and the Development of China” - Hsiang-te Kung
- Nationally known silhouette artist Kathryn Flocken creates Faces of Diversity
- Display of “Treasures from around the world”
- International Showcase
- Study abroad information fair
- ESL Day campus visit
- China Roundtable (featuring faculty and staff who recently traveled to China)
- Satellite recording of “Afghanistan after the Taliban”
- International Showcase and Taste of Cultures (Division Street Campus)

### **Art Exhibits – Spring Semester**

- Student Design Showcase
- Student Art exhibit
- Mexican art exhibit “Cinco Maestros Michoacanos”

### **Black History Month - February**

- African coffee and tea
- Movie: “Race- The Power of an Illusion
- *“Exploring Hip Hop’s Hold on Women”* Dr. Tracey Sharpley-Whiting, author of Pimps Up, Ho’s Down, Hip Hop’s Hold on Young Black Women
- Black Sunshine Art & Entertainment (poetry)
- Art display by students Richard Olowoyo and Diana Wenta
- Meet the Artist reception
- *In Their Own Words- Slavery in East TN - Become historians through evaluating authentic primary documents from the Knox County archives to discover this "hidden" past.* East TN Historical Association
- Diversity Luncheon and Open Mic
- Dreamers, Believers, and Achievers – African American career panel discussion

### Woman's History Month - March

- Woman's Image Day
- Fit for Life Presentation- Mary Bledsoe
- "A Woman Called Truth" – presented by WordPlayers
- The Myths about Domestic Violence – Marian Howard
- Music Performance – April Lynn
- How to be a Healthy You – Holly Burkett
- Women in China – Tyra Barrett
- Student essay contest: "What's Your Description of the Perfect Woman?"
- Fit for Life – Missy Kane
- Educational displays

### Festival of Cultures – April

Students and staff from more than a dozen nations share their music, dance, food and native costumes and traditional attire.

### Study Abroad Program – May

The Study Abroad program is sponsored by TnCIS (Tennessee Consortium for International Studies). The following courses for offered for credit:

<b>Summer Program</b>	<b>Courses</b>	<b>Dates</b>
Brazil, Fortaleza and Rio de Janeiro	<i>Brazilian Culture and Portuguese Language</i>	May 29 – July 6, 2008
England, London	<i>London Theatre</i>	July 8 – July 29, 2008
France, Cherbourg	<i>French Language, Culture and Film</i>	May 3 – May 23, 2008
Greece, Athens	<i>Philosophy in the Ancient World</i>	May 3 – May 21, 2008
Ireland, Thurles	<i>English, Social Work and Health</i>	May 3 – May 23, 2008
Mexico, Morelia I	<i>Spanish Language and Culture</i>	May 3 – May 23, 2008
Scotland, Edinburgh	<i>Media Technologies and Film</i>	June 14 – July 14, 2008
South Africa, Cape Town	<i>Sociology and African American Literature</i>	May 3 – May 24, 2008
Spain, Segovia	<i>Spanish Language and Culture</i>	May 3 – May 23, 2008

## *Appendix 2*

**00:02:00**

### **STATEMENT OF VISION AND VALUES**

In providing access to higher education for all our citizens, Pellissippi State Technical Community College will strive to build a climate that will support rigorous and relevant programs of study in response to community needs.

The Pellissippi State faculty and staff affirm the following values as guides for their professional practice:

1. Commitment to Student Success - recognition that enabling students to develop, achieve, and succeed is the college's first priority and reason for existence.
2. Pursuit of Excellence - achievement of excellence in educational programs, in student support services, in human and physical resources management, and in financial and information management.
3. Access to Lifetime Learning - provision of flexible programs meeting the continuing educational needs of students of diverse abilities, interests, and ages.
4. Involvement in the Community - participation in the community's civic and cultural life, partnerships with business and industry, support for economic development, and promotion of programs to facilitate community involvement in higher education.
5. Climate of Enthusiasm, Participation, and Support - emphasis on professional competence of faculty and staff, accompanied by appropriate recognition and rewards; respect for diversity among all employees and constituencies; use of participative decision making; and provision of appropriate physical facilities.
6. Leadership in Technology - distinctiveness in the teaching of technology, the use of technology in teaching, and application of technology in business and industry to enhance economic development.

Approved: Executive Council, March 4, 1991

Reviewed/Recommended: President's Council, May 1, 1995

Approved: President Allen G. Edwards, May 1, 1999

Approved: President Allen G. Edwards, November 17, 1998

Approved: President Allen G. Edwards, June 21, 2001

### Appendix 3

#### Campus Climate Survey – FACULTY AND STAFF

	No Reply	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Pellissippi State creates an overall positive environment for all employees	1	45	124	31	20	9
	0.43%	19.57%	53.91%	13.48%	8.70%	3.91%
2. Pellissippi State provides an environment for free and open expression of ideas, opinions, and beliefs	1	40	126	31	28	4
	0.43%	17.39%	54.78%	13.48%	12.17%	1.74%
3. Pellissippi State administration is committed to increasing diversity within the campus.	1	60	127	29	10	3
	0.43%	26.09%	55.22%	12.61%	4.35%	1.30%
4. Pellissippi State is committed to recruiting employees from diverse populations.	1	56	130	28	13	2
	0.43%	24.35%	56.52%	12.17%	5.65%	0.87%
5. Pellissippi State has done a good job providing programs and activities that promote multicultural understanding.	2	63	123	32	8	2
	0.87%	27.39%	53.48%	13.91%	3.48%	0.87%
6. Pellissippi State has helped me to become more aware of racial and cultural diversity.	3	37	94	69	22	5
	1.30%	16.09%	40.87%	30.00%	9.57%	2.17%
7. Pellissippi State should offer professional development workshops on race and culture.	1	30	76	89	28	6
	0.43%	13.04%	33.04%	38.70%	12.17%	2.61%
8. Pellissippi State promotes respect for diversity.	1	62	134	24	6	3
	0.43%	26.96%	58.26%	10.43%	2.61%	1.30%
9. Faculty and staff are respectful of others whose race or culture is different from their own.	1	77	113	26	12	1
	0.43%	33.48%	49.13%	11.30%	5.22%	0.43%
10. The atmosphere is my department makes me feel like I belong	2	83	101	19	16	9

	0.87%	36.09%	43.91%	8.26%	6.96%	3.91%
11. I have attended or participated in Pellissippi State activities and programs to provide cultural understanding and diversity awareness.	6	55	118	28	20	3
	2.61%	23.91%	51.30%	12.17%	8.70%	1.30%
12. My experiences since coming to Pellissippi State have led me to become more aware of racial/cultural differences.	1	29	103	69	23	5
	0.43%	12.61%	44.78%	30.00%	10.00%	2.17%
13. My social interactions on this campus are largely confined to people of my racial or cultural background.	1	9	51	42	91	36
	0.43%	3.91%	22.17%	18.26%	39.57%	15.65%
14. I have experienced racial or cultural conflict on campus.	1	8	29	28	110	54
	0.43%	3.48%	12.61%	12.17%	47.83%	23.48%
15. I am comfortable speaking with others about my racial or cultural background on campus.	4	43	123	43	14	3
	1.74%	18.70%	53.48%	18.70%	6.09%	1.30%
16. I am often in situations where I am the only person of my race or culture on campus.	2	13	9	32	107	67
	0.87%	5.65%	3.91%	13.91%	46.52%	29.13%
17. In my experiences, students of different racial or cultural background participate equally in classroom discussion and learning.	3	22	91	87	22	5
	1.30%	9.57%	39.57%	37.83%	9.57%	2.17%
18. Pellissippi State is committed to recruiting students from diverse populations.	2	40	136	44	4	4
	0.87%	17.39%	59.13%	19.13%	1.74%	1.74%
	No Reply	Blount	Division	Magnolia	Pellissippi	
19. Primary Campus:	2	22	13	11	182	
	0.87%	9.57%	5.65%	4.78%	79.13%	

	No Reply	Administrative FT	Administrative PT	Faculty FT	Faculty PT	Support Staff FT	Support Staff PT				
20. Employee Status:	12	67	5	76	23	43	4				
	5.22%	29.13%	2.17%	33.04%	10.00%	18.70%	1.74%				
	No Reply	Less than 1	1 - 5	6 - 10	11 -15	16 - 20	21 or more				
21. Year(s) Employed at PSTCC:	11	19	39	46	39	50	26				
	4.78%	8.26%	16.96%	20.00%	16.96%	21.74%	11.30%				
	Black	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	White	Unknown					
22. Race:	4	13	4	2	2	205					
	1.74%	5.65%	1.74%	0.87%	0.87%	89.13%					
	<b>17 and younger</b>	<b>18 - 19</b>	<b>20 - 24</b>	<b>25 - 34</b>	<b>35 - 44</b>	<b>45 - 54</b>	<b>55 - 59</b>	<b>60 - 64</b>	<b>64 - 74</b>	<b>75 and older</b>	
23. Age:	9	0	4	4	13	38	63	55	37	7	
	3.91%	0.00%	1.74%	1.74%	5.65%	16.52%	27.39%	23.91%	16.09%	3.04%	
	No reply	Female	Male								
24. Sex	6	159	65								
	2.61%	69.13%	28.26%								
	No Reply	Student Success	Learning	Bus/Com Services	Business & Finance	College Advance	President's Office	Info Tech			
25. Division:	32	36	90	6	27	12	5	22			
	13.91%	15.65%	39.13%	2.61%	11.74%	5.22%					

### Campus Climate Survey Results - STUDENTS

	No reply	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel welcome at Pellissippi State.	0	78	54	11	3	3
	0.00%	52.00%	36.00%	7.33%	2.00%	2.00%
2. If I were treated unfairly because of my background, I would know where to get help at Pellissippi State.	0	26	50	34	31	8
	0.00%	17.33%	33.33%	22.67%	20.67%	5.33%
3. The college provides adequate support to adult students (ages 25 and older).	0	50	47	47	3	2
	0.00%	33.33%	31.33%	31.33%	2.00%	1.33%
4. Instructors at Pellissippi State treat all students fairly, regardless of their:						
Racial Background	2	82	46	15	1	3
	1.33%	54.67%	30.67%	10.00%	0.67%	2.00%
Cultural Background	7	80	45	10	3	4
	4.67%	53.33%	30.00%	6.67%	2.00%	2.67%
Disability	7	80	43	13	2	4
	4.67%	53.33%	28.67%	8.67%	1.33%	2.67%
Sexual Orientation	7	79	45	14	1	3
	4.67%	52.67%	30.00%	9.33%	0.67%	2.00%
Religious Preferences	7	80	40	16	2	4
	4.67%	53.33%	26.67%	10.67%	1.33%	2.67%
5. Instructors at Pellissippi State seem more interested in the opinions of male students than female students.	1	9	3	27	56	53
	0.67%	6.00%	2.00%	18.00%	37.33%	35.33%
6. I would like to see more instructors and staff at Pellissippi State with diverse backgrounds.	1	25	31	82	7	3
	0.67%	16.67%	20.67%	54.67%	4.67%	2.00%
7. Instructors pay LESS attention to certain students because of the students' background.	0	5	13	22	56	53
	0.00%	3.33%	8.67%	14.67%	37.33%	35.33%
8. Instructors should not be expected to give extra attention and assistance to students with disabilities.	1	10	10	40	50	38
	0.67%	6.67%	6.67%	26.67%	33.33%	25.33%
9. I am often ignored in the classroom when I attempt to participate.	0	6	10	19	58	56
	0.00%	4.00%	6.67%	12.67%	38.67%	37.33%
10. Sometimes I get singled out to speak on behalf on a specific group.	1	6	12	33	57	40
	0.67%	4.00%	8.00%	22.00%	38.00%	26.67%
11. I have overheard instructors make inappropriate jokes or comments.	3	4	8	17	54	63

	2.00%	2.67%	5.33%	11.33%	36.00%	42.00%	
12. I have been stereotyped in class.	4	5	13	24	51	52	
	2.67%	3.33%	8.67%	16.00%	34.00%	34.67%	
13. I appreciate having students from different backgrounds in my class.	5	69	62	11	0	2	
	3.33%	46.00%	41.33%	7.33%	0.00%	1.33%	
14. I feel respected by my classmates, regardless of my:							
Racial Background	0	73	50	22	2	2	
	0.00%	48.67%	33.33%	14.67%	1.33%	1.33%	
Cultural Background	6	72	47	20	1	3	
	4.00%	48.00%	31.33%	13.33%	0.67%	2.00%	
Disability	5	72	44	24	1	3	
	3.33%	48.00%	29.33%	16.00%	0.67%	2.00%	
Sexual Orientation	6	71	43	24	3	2	
	4.00%	47.33%	28.67%	16.00%	2.00%	1.33%	
Religious Preferences	5	71	43	26	2	2	
	3.33%	47.33%	28.67%	17.33%	1.33%	1.33%	
	No reply	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
15. I frequently interact with someone who is different from me.	2	50	60	32	4	1	
	1.33%	33.33%	40.00%	21.33%	2.67%	0.67%	
16. I have overheard students make inappropriate jokes or comments.	1	11	32	28	48	29	
	0.67%	7.33%	21.33%	18.67%	32.00%	19.33%	
	No reply	Racial background	Cultural background	Disability	Sexual orientation	Religious preference	No negative experience
17. I have had negative experiences at Pellissippi State that seem connected with my:	3	2	4	4	3	2	131
	2.00%	1.33%	2.67%	2.67%	2.00%	1.33%	87.33%
	No Reply	Replied					
17a. Please explain any negative experiences as stated in Question #17 in the space below:	124	25					
	82.67%	16.67%					
	No Reply	Yes	No				
18. Have you ever experienced discrimination at Pellissippi State?	3	2	144				
	2.00%	1.33%	96.00%				