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**Volunteer State Community
College Diversity Strategic
Plan 2017-2023**

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**Vision:** Volunteer State Community College will be the premier provider of higher education, training, and service meeting the diverse needs of our constituencies.

**Mission:** Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to our constituencies. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural awareness, and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

**Core Values:**
We believe STUDENTS matter. Students invest in Vol State to meet their individual needs. Our goal is to help them realize their potential.

We are LEARNERS: We aspire to continuously increase our knowledge to improve ourselves and those we serve.

We are EDUCATORS: Faculty are educators within and beyond the classroom; staff and administrators are educators outside the classroom.

We are RESOURCEFUL: We use our skills, abilities, and technology to develop creative and innovative solutions.

We are part of a global COMMUNITY: We are all responsible for supporting the communities where we live and work.

**Institutional Profile: Institutional Profile:** Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the citizens of eleven counties in northern middle Tennessee through course offerings held at the Gallatin main campus, the Livingston Center, the Cookeville Higher Education Campus, Highland Crest and over 25 off-site locations throughout the service area. Flexible course offerings respond to emerging labor force and educational needs culminating in associate of arts, associate of science, associate of fine arts, associate of applied science, and associate of science in teaching degrees and certificates. Programs designed for transfer assist approximately 62% of the College's students in transferring to local universities. Strong secondary education partnerships contribute to the largest dual enrollment program in the state and afford students extensive opportunities for college courses. Training needs of local residents are met through a globally competitive

curriculum, innovative workforce programs and emerging technologies. Fifty-six (56) percent of all students enroll full-time and 79% are younger than 25 years of age. Student support programs assist adult students, first generation college students, underprepared students, dual enrolled students and part-time students in reaching their educational goals. Continuing education initiatives provide personal enrichment, career sustainment, Occupational Safety and Health Administration (OSHA) training, and career growth opportunities while the Center of Emphasis offers healthcare training for area professionals; complementing the Health Science credit curriculum of the College.

**Introduction**

Volunteer State Community College (Vol State) seeks to further its commitment to diversity and inclusion by creating an environment to promote these tenets in and out the classroom and in our interactions with our community. As part of a broader system of Tennessee institutions, Vol State aims to engage students, faculty and staff in activities that not only educate but also augment skills essential to contribute to a global society. The entire Vol State community desires to encourage and celebrate diversity and inclusion throughout our service region. Our community extends to all our locations, which includes the Gallatin, Highland Crest, Livingston and Cookeville campuses.

The College, through our Office of Diversity and Inclusion as well as other departments, is committed to sponsoring educational and awareness programming/activities across our four campuses that resonate with our domestic and international students. Some events will include, but not limited to, our crucial conversations series, International Education Week, cultural and ethnic month celebrations, and activities sponsored by the Diversity and Cultural Awareness Committee and the Office of Diversity and Inclusion.

This document outlines the goals and strategies that Volunteer State Community College will use as a compass to achieve the objectives outlined in this plan. The intent is to ensure our work will have positive and long-lasting effects on our campus and in our community at large.

**Rationale for Diversity and Inclusion**

We live in a diverse society. As an institution of higher learning, it is imperative we prepare our students for a diverse and global society where they will be contributing members. Educators have a unique opportunity to shape and hone attitudes and behaviors in and out of the classroom. When faculty (and staff) members understand and evaluate their own social identities and biases, they have a more robust ability to build an inclusive learning environment.

"The intersectionality of their social identities (i.e., race, gender, sexual orientation, physical ability, and so on) complicates the issues of preparedness, creating a more complex analysis and,

therefore, a more thorough understanding of the challenges of creating inclusiveness" (Samuels, 2014).

The educational environment is reflective of the society.  In a world where racism, sexism, homophobia, stereotypes, and implicit biases exists, it is clear that there are numerous challenges to inclusiveness. Every individual (be they student, staff or faculty) that comes to our campus has a race, gender, sexual orientation, social class, and other intersections.  Many members of our campus community have already faced some form of discrimination and biases.  Understanding that paradigm, the professionals at Vol State are endeavoring to create a more inclusive and welcoming environment.  One of the goals of the College is to facilitate an environment where learning is social, learning takes place in a community of practice (where in the event we fail, we learn to change and adapt), and learning is mediated by cultural tools and artifacts (Bensimon & Malcom, 2012). The College has traditionally paid close attention to certain sub-populations including African-Americans and Hispanics.  In an effort to be intentional, the College is expanding to include members of the LGBTQ+ Community with special emphasis on our Trans subpopulation.  With respect to the LGBTQ+ Community, most of the body of knowledge that links to higher education falls into just a few categories.  Some of these categories include visibility (of LGBTQ+ persons as students, faculty or staff), campus climate (campus acceptance of members of the community), and changing constructs of LGBTQ+ identities (studies of identity that are typically about students who are in the community and the psychological approaches they take during identity development) (Wimberly, 2015).

**Diversity landscape of current Volunteer State Community College Student Demographics**

Please see Appendix A

**Diversity landscape of current Volunteer State Community College Employee Demographics**

Please see Appendix B

**The Creation of the College Diversity Statement**

The college has adopted a diversity statement, crafted by the Diversity and Cultural Awareness Committee, and subsequently approved by the President's Cabinet.  This statement cites the institution's mission to commit to diverse learning experiences that prepare students to join a diverse and global world.

**Volunteer State Community College Diversity Statement:**

Volunteer State Community College is committed to respecting the rights and understanding the point of view of all members of the community, and considers diversity an integral part of both the social and intellectual climate, on and off campus. The College values inclusion across a range of measures, including dimensions of race, ethnicity, and country of origin; gender identity/expression and sexual orientation; socio-economic status; age; physical; cognitive; and sensory abilities; religious or ethical value system; political beliefs; and familial status, among others.

In Goal A.2.2 of our College Strategic Plan, the college commits to:

***The development of a Diversity Strategic Plan that will focus on one or more of the subpopulations. The plan will describe the underrepresented groups and will include targets and goals for improvement and methodologies for achieving the target and goals.***

Vol State historically has created plans for diversity in response to Tennessee Board of Regents (TBR) guidelines. This plan is a revision from previous years, which demonstrates the understanding of current diversity and inclusion needs. As mentioned in the College's Strategic Plan, Vol State has identified the following subpopulations: Low Income students, African-American students, Males, Veterans, Health Program Students, Adults, Learning Support students. The Office of Diversity and Inclusion has further identified additional sub-populations to engage, monitor and track progress. These subpopulations include Women majoring in Information Technology, the Trans population, Males of Color and Hispanics.

- The Office of Diversity and Inclusion created a draft of the Diversity Strategic Plan to submit to the Diversity and Cultural Awareness Committee for review and revisions. **Timeline: September 2017**
- The Committee will submit finalized plan to the President's Cabinet. **Timeline: January 2018**
- Execute programs and initiatives as allocated by the plan. **Timeline: Ongoing**

**The Diversity Climate Survey of 2017**

During the spring of 2017, the Diversity and Cultural Awareness Committee along with the Office of Institutional Effectiveness, Research, Planning and Assessment (IERPA) developed a Diversity Climate Survey to assess student and employee experiences and perceptions concerning diversity and inclusion issues at Vol State. The IERPA office administered the survey to various classes for students and an electronic survey given to employees.

A sample of 1012 students in 45 classes were selected for the survey. Five hundred sixty-five surveys were returned completed for a response rate of 55.8%. Most students' primary campus was Gallatin (475, 85%), between the ages of 19-23 years old, White, Women, Christian, Heterosexual, Politically Conservative, Born in the United States, Single and working part-time. A sample size of 208 were returned by employees , majority being from the Gallatin Campus, Faculty members, over 50 years old, White, Women, Christian, No Disability, Heterosexual, working full time and married.

**Recommendations from the Diversity Climate Survey of 2017**

The College will pursue in response to the diversity survey the following areas of focus:

   **A.** Campus wide Diversity and Inclusion training.
   **B.** Education and Awareness of the Trans population at the College.
   **C.** Acknowledgement and civility among varying religious and political differences.

**Goal 1:  Develop activities that correlate to the results of the Diversity Climate Study that aligns with the College's Strategic Plan and the Diversity Strategic Plan.**

**Strategy 1:**  The Office of Diversity and Inclusion proposes to focus on the following sub-populations (extracted from the College's Diversity Strategic Plan and the College's Strategic Plan) to create programs and interventions to address the findings from the climate study. Subpopulations include Low Income, African-American, Males, Veterans, Health Program Students, Adults, Learning Support, Women majoring in Information Technology, the Trans population, Males of Color and Hispanics. **Timeline: October 2018**

**Implementation Plan:**
   • Activities will be planned strategically to include each subpopulation. These activities would focus on experiential diversity such as music, food, art, fashion, and spoken word literature. These facets of diversity include American culture in its many forms and international cultures. The Office of Diversity and Inclusion, working in collaboration with the Academic Divisions, the Office of Student Engagement and Support, the Office of Veteran Affairs and Adult Learners, the Learning Commons and other relative departments, will create intentional programming that will supplement and augment the classroom experience.  **Timeline:  Ongoing**
   • The Office of Diversity and Inclusion will offer training to include areas identified by the Diversity Climate Survey and the latest in current events related to diversity and inclusion.  Training will occur each semester to faculty, staff and students. **Timeline: Ongoing**

**Assessment:**
- Training will be conducted no less than three times during a semester, which will be open to faculty, staff or students.
- Evaluation will consist of surveys, focus groups and depending on the nature of the training, pre/post-tests. Assessments will be collected and given to IERPA for analysis.
- The number of students who attend each event will be tracked with the goal of increasing student involvement.
- A report will be designed by IERPA and distributed after each event to confirm learning objectives are met. Evaluations will be submitted to the Office of Diversity and Inclusion and IERPA.

**Strategy 2:** Create a resource directory of information for underrepresented students as a resource. This directory will be available in the Offices of Diversity & Inclusion Student Engagement and Support and will also be available in electronic format.

**Implementation Plan:**
- Host a welcoming event for students in subpopulations to announce the creation of the Office of Diversity and Inclusion. **Timeline:   October 2018**
- Gather resources from the service area and make them available to the Vol State community. **Timeline:  Ongoing**

**Assessment:**
- Evaluate the effectiveness of the directory by tracking the number of students who request and/or utilize the services.

**Goal 2:  Develop and maintain an inclusive college environment.**

**Strategy 1:** Create, communicate and sustain a mechanism to bring awareness of the different facets of diversity through programming, training, course curriculum and classroom lectures.

**Implementation Plan:**
- The Office of Diversity & Inclusion in conjunction with the Diversity & Cultural Awareness Committee will host annual awards luncheon to recognize faculty and staff for their diversity and inclusion related efforts to the college and community at large. **Timeline:  Annually in the spring semester.**
- Develop & expand programming for education & awareness for diversity and inclusion. The Office of Diversity & Inclusion will host topics around diversity and inclusion and continue providing training. Programming will be expanded to the point where former

trainees can become trainers themselves.
**Timeline:  Ongoing**

**Assessment:**
- The Diversity and Inclusion (D&I) awards luncheon will occur annually.
-  Track the number of participants who attend each training topic as well as assess the evaluations by training/topic.

**Strategy 2:  Establish a welcoming and inclusive atmosphere in all Vol State Grand Divisions:  Academic Affairs, Student Services, Business and Finance, IERPA and Resource and Development.**

**Implementation Plan:**
- Create signage that contains the College's Diversity Statement to be placed in college offices. **Timeline:   Spring 2018**
- Work with the Public Relations department and create a "diversity highlight" to be updated on a monthly basis.  **Timeline:  Ongoing**
- Create diversity and inclusion customer service training with emphasis on front-line staff. This will be expanded to include all staff and faculty.
**Timeline:   Fall 2018**

**Assessment:**
- Have all diversity signage in place.
- Have plans finalized by the end of the fall semester of 2017 and ready to execute in the spring of 2018 with regard to Public Relations and the diversity highlight.
- Track how many posts are made on social media in regards to diversity programming.
- Track participation for front-line staff trainings and evaluate effectiveness through surveys.

**Goal 3: Create Opportunities for Diversity and Inclusion in Academic Divisions**

**Strategy 1:** Collaborate with Academic Affairs to identify strategies to infuse diversity and inclusion in the academic divisions.

**Implementation Plan:**
- Create dialogues and round-table discussions between the Office of Diversity and Inclusion and the faculty to create a plan for curriculum infusion. **Timeline:  Fall 2018**

- Academic Affairs will provide professional development for how to embed diversity in curriculum. **Timeline:  Ongoing**
- The Office of Diversity and Inclusion and Academic Affairs will offer condensed diversity trainings to be completed in one class period. **Timeline:  Ongoing**
- Record trainings and leverage the use a repository for curated content. **Timeline: Ongoing**

**Assessment:**
- A comprehensive curriculum infusion plan will be developed by the Summer of 2018 and will be executed in the Fall of 2018.
- Academic Affairs will create a brief form for faculty to provide feedback at the end of the semester for any activity implemented throughout the semester.
- Establish a baseline for measurement.

**Strategy 2:**  Encourage and support curriculum development specifically related to diversity, equity and inclusion.

**Implementation Plan:**
- Establish and maintain support mechanisms that facilitate curriculum development for faculty and staff. **Timeline:  Ongoing**
- Faculty will attend professional development for how to embed diversity in curriculum where the goal would be to come away with a simple implementation plan for faculty's courses.  **Timeline:  Ongoing**
- Faculty will incorporate diversity as an ongoing thread throughout their current courses and curriculum. **Timeline:  Ongoing**

**Assessment:**
- Review number of changes to curriculum made by academic departments.
- Provide a brief survey immediately following classroom D&I related activities and that includes open-ended questions for a qualitative response.
- Provide a brief survey following each training session.

**Strategy 3:**  Expand and enhance the college's commitment to diversity and inclusion with respect to internationalization and globalization.

**Implementation Plan:**
- Strengthen collaborations between the Offices of International Education, Diversity and Inclusion, Student Engagement and Support as well as the Diversity and Cultural Awareness Committee and International Education Committee. **Timeline: Ongoing**
- Coordinate, support and expand diversity and inclusion related events, programming and activities to strengthen linkages between domestic diversity and internationalization. **Timeline: Ongoing**
- Execute one event (at minimum) each semester that demonstrates collaboration between units. **Timeline: Ongoing**
- Create a year in advance common event calendar from these offices given to faculty no later than the week before classes begin so that the activities may be included in the syllabi. **Timeline: Ongoing**

**Assessment:**
- Track number of diversity, equity and inclusion events/programs between the Office of International Education and Office of Diversity and Inclusion for collaboratively related cultural events and activities.
- Track number of participants for Diversity and Inclusion events.
- Have students assess the activities with a survey to be distributed at the conclusion of each event. Questions must be consistent across events.

**Goal 4: Build a stronger Vol State Community where campuses are exhibiting cultural competency and awareness of diverse perspectives that exist locally, regionally, nationally, and globally.**

**Strategy 1:** Actively build relationships with our external community to support and instill learning that pertains to diversity and inclusion.

**Implementation Plan:**
- The Office of Diversity and Inclusion with the Diversity and Cultural Awareness Committee, International Education Committee, Service Learning and Continuing Education and Workforce Development Division will strategize and create programs that encourage and support campus members to volunteer in the community and to gauge the needs of diversity and inclusion for all of our campuses including Gallatin, Livingston, Highland Crest and Cookeville. **Timeline: Ongoing**
- Increase community access and availability to our campus activities. **Timeline: Ongoing**
- Increase publication of activities and events with diversity, equity and inclusion themes. **Timeline: Ongoing**

- Develop contact list for promoting Diversity and Inclusion events to businesses and organizations for surrounding areas. **Timeline: Fall 2018**

**Assessment:**
- Monitor and track participants who are not Vol State constituents.
- Assess current marketing to ensure it is reaching the communities around our campuses.

**Summative Statement:**

Volunteer State Community College has assessed the campus constituency and evaluated our present campus climate to understand the challenges and opportunities for improving diversity and inclusion for the College. We have identified key goals and strategies in this plan and our work and commitment to improve the campus for a noticeable and sustainable future.

The Diversity Statement of Volunteer State Community College strategically shaped the creation of this plan. We have aligned our goals and strategies for achieving a more diverse campus community using this statement. Moreover, compliance of our Diversity Strategic Plan will ensure our continued persistence to meet our diversity and inclusion aims.

# Appendix A—Student Data

## Enrollment Data—Gallatin Campus

| Enrollment by Age for Fall 2012 to Fall 2016 | | | | | | |
|---|---|---|---|---|---|---|
| Age Category (yrs) | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 to 2016 Change |
| 17 & under | 211 | 301 | 501 | 619 | 736 | 525 |
| % of Total | 3.4% | 4.9% | 8.2% | 9.6% | 10.7% | 2.5% |
| 18-20 | 2425 | 2446 | 2521 | 3135 | 3364 | 939 |
| % of Total | 39.1% | 40.1% | 41.4% | 48.8% | 48.7% | 38.7% |
| 21-24 | 1256 | 1279 | 1175 | 1078 | 1134 | -122 |
| % of Total | 20.2% | 21.0% | 19.3% | 16.8% | 16.4% | -9.7% |
| 25-29 | 766 | 661 | 657 | 602 | 634 | -132 |
| % of Total | 12.3% | 10.8% | 10.8% | 9.4% | 9.2% | -17.2% |
| 30-39 | 866 | 794 | 691 | 562 | 595 | -271 |
| % of Total | 14.0% | 13.0% | 11.3% | 8.7% | 8.6% | -45.5 |
| 40-49 | 465 | 437 | 383 | 289 | 296 | -169 |
| % of Total | 7.5% | 7.2% | 6.3% | 4.5% | 4.3% | -36.3% |
| 50-64 | 205 | 178 | 153 | 130 | 134 | -71 |
| % of Total | 3.3% | 2.9% | 2.5% | 2.0% | 1.9% | -34.6% |
| 65 & over | 12 | 8 | 9 | 12 | 12 | 0 |
| % of Total | .2% | .1 | .1% | .2% | .2% | 0.0% |
| **Total Enrollment** | 6206 | 6104 | 6090 | 6427 | 6905 | 699 |
| **Average Age** | 25.7 | 25.2 | 24.4 | 23.16 | 23.0 | -2.7 |
| **Median Age** | 22.0 | 21.0 | 21.0 | 20.0 | 20.0 | -2.0 |
| There has been a decrease in enrollment in all but two of the age categories in the last 5 years. The most enrollment growth occurred in the 18-20 group (38.7%) followed by the 17 & under group (2.5%). | | | | | | |
| The average age of students has slightly decreased over the last 5 years (-2.7). | | | | | | |

## Enrollment by Ethnicity for Fall 2012 to Fall 2016

| Ethnicity | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 to 2016 Change |
|---|---|---|---|---|---|---|
| Hispanic/Latino | 214 | 251 | 281 | 387 | 407 | 193 |
| % of Total | 3.4% | 4.1% | 4.6% | 6.0% | 5.9% | 90.2% |
| American Indian or Alaskan Native | 35 | 14 | 22 | 28 | 29 | -6 |
| % of Total | .6% | .2% | .4% | .4% | .4% | -17.1% |
| Asian | 99 | 96 | 82 | 99 | 109 | 10 |
| % of Total | 1.6% | 1.6% | 1.3% | 1.5% | 1.6% | 10.1% |
| Black or African American | 610 | 603 | 606 | 663 | 659 | 49 |
| % of Total | 9.8% | 9.9% | 10.0% | 10.3% | 9.5% | 8.0% |
| Native Hawaiian or Other Pacific Islander | 3 | 5 | 7 | 7 | 7 | 4 |
| % of Total | .0% | .1% | .1% | .1% | .1% | 133.3% |
| White | 5008 | 4852 | 4816 | 4877 | 5311 | 303 |
| % of Total | 80.7% | 79.5% | 79.1% | 75.9% | 76.9% | 6.1% |
| Two or More Races | 67 | 106 | 145 | 194 | 200 | 133 |
| % of Total | 1.1% | 1.7% | 2.4% | 3.0% | 2.9% | 198.5% |
| Race and Ethnicity Unknown | 170 | 177 | 131 | 172 | 183 | 13 |
| % of Total | 2.7% | 2.9% | 2.2% | 2.7% | 2.7% | 7.6% |
| **Total** | 6206 | 6104 | 6090 | 6427 | 6905 | 699 |

## Headcount by Gender for Fall 2012 to Fall 2016

| Gender | 2012 | 2013 | 2014 | 2015 | 2016 | 2011 to 2015 Change |
|---|---|---|---|---|---|---|
| Males | 2369 | 2373 | 2432 | 2592 | 2776 | 407 |
| % of Total | 38.2% | 38.9% | 39.9% | 40.3% | 40.2% | 17.2% |
| Females | 3837 | 3731 | 3658 | 3835 | 4129 | 292 |
| % of Total | 61.8% | 61.1% | 60.1% | 59.7% | 59.8% | 7.6% |
| **Total** | 6206 | 6104 | 6090 | 6427 | 6905 | 699 |

The gender distribution favors females. The male to female ratio has been stable over the last five years.

| Student Level | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 to 2016 Change | |
|---|---|---|---|---|---|---|---|
| **Enrollment by Student Level for Fall 2012 to Fall 2016** | | | | | | | |
| All Freshmen | | | | | | 413 | |
| | 3117 | 3015 | 2912 | 3326 | 3530 | | |
| % of total | 50.2% | 49.4% | 47.8% | 51.9% | 51.1% | 13.2% | |
| Sophomore | | | | | | -266 | |
| | 2480 | 2314 | 2131 | 2052 | 2214 | | |
| % of total | 40.0% | 37.9% | 35.0% | 31.9% | 32.1% | -10.7% | |
| Special Student | | | | | | 552 | |
| | 609 | 775 | 1047 | 1039 | 1161 | | |
| % of total | 9.8% | 12.7% | 17.2% | 16.2% | 16.8% | 90.6% | |
| **Total** | 6206 | 6104 | 6090 | 6427 | 6905 | 699 | |
| First Time Freshmen | | | | | | 483 | |
| | 1304 | 1307 | 1361 | 1751 | 1787 | | |
| % of total | 21.0% | 21.4% | 22.3% | 27.2% | 25.9% | 37.0% | |

Freshmen account for 51.1% of the student body, and the number of students in this class has increased compared to five years ago. The number of Special Students (non-degree seeking) has increased by 90.6%, while sophomores have decreased in number by 10.7% over the past 5 years. The percentage of the student population who are first-time freshmen has increased over the last five years.

## Headcount by Enrollment Status for Fall 2012 to Fall 2016

| Headcount Status | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 to 2016 Change |
|---|---|---|---|---|---|---|
| Full-time* | 3268 | 3082 | 3043 | 3779 | 4071 | 803 |
| % of Total | 52.7% | 50.5% | 50.0% | 58.8% | 59.0% | 24.6% |
| Part-time** | 2938 | 3022 | 3047 | 2648 | 2834 | -104 |
| % of Total | 47.3% | 49.5% | 50.0% | 41.2% | 41.0% | -3.5% |
| **Total** | 6206 | 6104 | 6090 | 6427 | 6905 | 699 |
| * Full-time students are those enrolled in 12 or more semester credit hours | | | | | | |
| ** Part-time students are those enrolled in less than 12 semester credit hours. | | | | | | |
| Full-time students outnumbered part-time students for the past two years. | | | | | | |

**Enrollment Data—Livingston Campus**

| Headcount by Enrollment Status for Spring 2013 to Spring 2017 Status Based on VSCC Enrollment – Livingston | | | | | | |
|---|---|---|---|---|---|---|
| Headcount Status | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 to 2017 Change |
| Full-time* | 316 | 310 | 164 | 183 | 173 | -143 |
| % of Total | 43.9% | 45.5% | 49.1% | 65.1% | 66.5% | -45.3% |
| Part-time** | 403 | 371 | 170 | 98 | 87 | -316 |
| % of Total | 56.1% | 54.5% | 50.9% | 34.9% | 33.5% | -78.4% |
| **Total** | 719 | 681 | 334 | 281 | 260 | -459 |

\* Full-time students are those enrolled in 12 or more semester credit hours
\*\* Part-time students are those enrolled in less than 12 semester credit hours.

| Enrollment by Ethnicity for Spring 2013 to Spring 2017 – Livingston | | | | | | |
|---|---|---|---|---|---|---|
| Ethnicity | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 to 2017 Change |
| Hispanic/Latino | 11 | 11 | 5 | 4 | 3 | -8 |
| % of Total | | 1.5% | 1.6% | 1.5% | 1.4% | 1.2% | -72.7% |
| American Indian or Alaskan Native | 1 | 3 | 2 | 2 | 1 | |
| % of Total | | 0.1% | 0.4% | 0.6% | 0.7% | 0.4% | |
| Asian | 5 | 4 | 4 | 3 | 5 | 0 |
| % of Total | | 0.7% | 0.6% | 1.2% | 1.1% | 1.9% | 0.0% |
| Black or African American | 19 | 24 | 7 | 3 | 2 | -17 |
| % of Total | | 2.6% | 3.5% | 2.1% | 1.1% | 0.8% | -89.5% |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 1 | 0 | 0 | |
| % of Total | | 0.0% | 0.0% | 0.3% | 0.0% | 0.0% | |
| White | 657 | 605 | 283 | 255 | 234 | -423 |
| % of Total | | 91.4% | 88.8% | 84.7% | 90.7% | 90.0% | -64.4% |
| Two or More Races | 8 | 11 | 4 | 4 | 3 | -5 |
| % of Total | | 1.1% | 1.6% | 1.2% | 1.4% | 1.2% | -62.5% |
| Race and Ethnicity Unknown | 18 | 23 | 28 | 10 | 12 | -6 |
| % of Total | | 2.5% | 3.4% | 8.4% | 3.6% | 4.6% | -33.3% |
| **Total** | 719 | 681 | 334 | 281 | 260 | -459 |

Note: Beginning in 2009, race/ethnicity codes were updated to reflect current IPEDS definitions.

| Headcount by Gender for Spring 2013 to Spring 2017 – Livingston | | | | | | |
|---|---|---|---|---|---|---|
| Gender | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 to 2017 Change |
| Males | 213 | 223 | 123 | 78 | 99 | -114 |
| % of Total | 29.6% | 32.7% | 36.8% | 27.8% | 38.1% | -53.5% |
| Females | 506 | 458 | 211 | 203 | 161 | -345 |
| % of Total | 70.4% | 67.3% | 63.2% | 72.2% | 61.9% | -68.2% |
| **Total** | 719 | 681 | 334 | 281 | 260 | -459 |

**Enrollment Data—Highland Crest Campus**

| Headcount by Enrollment Status for Fall 2012 to Fall 2016 – Highland Crest | | | | | | |
|---|---|---|---|---|---|---|
| Headcount Status | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 to 2016 Change |
| Full-time* | 102 | 136 | 109 | 153 | 128 | 26 |
| % of Total | 25.3% | 29.1% | 29.1% | 40.4% | 38.1% | 25.5% |
| Part-time** | | | | | | -93 |
| | 301 | 332 | 265 | 226 | 208 | |
| % of Total | 74.7% | 70.9% | 70.9% | 59.6% | 61.9% | -30.9% |
| **Total** | 403 | 468 | 374 | 379 | 336 | -67 |
| | | | | | | |

* Full-time students are those enrolled in 12 or more
semester credit hours
**Part-time students are those enrolled in less than 12
semester credit hours

| Headcount by Ethnicity for Fall 2012 to Fall 2016 – Highland Crest | | | | | | |
|---|---|---|---|---|---|---|
| Ethnicity | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 to 2016 Change |
| | 8 | 15 | 14 | 20 | 17 | 9 |
| Hispanic/Latino | | | | | | |
| % of Total | 2.0% | 3.2% | 3.7% | 5.3% | 5.1% | 112.5% |
| | 1 | 1 | 0 | 3 | 3 | 2 |
| American Indian or Alaskan Native | | | | | | |
| % of Total | 0.2% | 0.2% | 0.0% | 0.8% | 0.9% | 200.0% |
| | 4 | 2 | 4 | 1 | 2 | -2 |
| Asian | | | | | | |
| % of Total | 1.0% | 0.4% | 1.1% | 0.3% | 0.6% | -50.0% |
| | 58 | 48 | 42 | 35 | 44 | -14 |
| Black or African American | | | | | | |
| % of Total | 14.4% | 10.3% | 11.2% | 9.2% | 13.1% | -24.1% |
| | 0 | 0 | 0 | 2 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | | |
| % of Total | 0.0% | 0.0% | 0.0% | 0.5% | 0.0% | #DIV/0! |
| | 321 | 391 | 302 | 309 | 251 | -70 |
| White | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| % of Total | 79.7% | 83.5% | 80.7% | 81.5% | 74.7% | -21.8% |
| Two or More Races | 2 | 2 | 5 | 4 | 11 | 9 |
| % of Total | 5.0% | 0.4% | 1.3% | 1.1% | 3.3% | 450.0% |
| Race and Ethnicity Unknown | 9 | 9 | 7 | 5 | 8 | -1 |
| % of Total | 2.2% | 1.9% | 1.9% | 1.3% | 2.4% | -11.1% |
| **Total** | 403 | 468 | 374 | 379 | 336 | -67 |

Note: Beginning in 2009, race/ethnicity codes were updated to reflect current IPEDS definitions. From 2007 to 2008, Native Hawaiian or Other Pacific Islanders were reported under Asian, while two or more races were not reported. All other race/ethnicity classifications have been updated to current categories.

## Headcount by Gender for Spring 2012 to Spring 2016

### Highland Crest

| Gender | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 to 2016 Change |
|---|---|---|---|---|---|---|
| Males | 116 | 116 | 130 | 129 | 122 | 6 |
| % of Total | 31.1% | 34.0% | 37.0% | 43.4% | 43.1% | 5.2% |
| Females | 257 | 225 | 221 | 168 | 161 | -96 |
| % of Total | 68.9% | 66.0% | 63.0% | 56.6% | 56.9% | -37.4% |
| **Total** | 373 | 341 | 351 | 297 | 283 | -90 |

## Enrollment Data—Cookeville Campus

| Headcount by Enrollment Status for Fall 2015 to Fall 2016 – Cookeville | | | |
|---|---|---|---|
| Headcount Status | 2015 | 2016 | 2015 to 2016 Change |
| Full-time* | 53 | 700 | 647 |
| % of Total | 82.8% | 68.6% | 1220.8% |
| Part-time** | | | 310 |
| % of Total | 11 17.2% | 321 31.4% | 2818.2% |
| **Total** | 64 | 1021 | 957 |

* Full-time students are those enrolled in 12 or more semester credit hours

**Part-time students are those enrolled in less than 12 semester credit hours

| Headcount by Ethnicity for Fall 2015 to 2016 – Cookeville | | | |
|---|---|---|---|
| Ethnicity | 2015 | 2016 | 2015 to 2016 Change |
| Hispanic/Latino | 2 | 61 | 59 |
| % of Total | 3.1% | 6.0% | 2950.0% |
| American Indian or Alaskan Native | 2 | 4 | 2 |
| % of Total | 3.1% | 0.4% | 100.0% |
| Asian | 0 | 22 | 22 |
| % of Total | 0.0% | 2.2% | 0.0% |
| Black or African American | 2 | 29 | 27 |
| % of Total | 3.1% | 2.8% | 1350.0% |
| Native Hawaiian or Other Pacific Islander | 0 | 1 | 1 |
| % of Total | 0.0% | 0.1% | 0.0% |
| White | 54 | 840 | 786 |
| % of Total | 84.4% | 82.3% | 1455.6% |

| | | | |
|---|---|---|---|
| Two or More Races | 0 | 26 | 26 |
| % of Total | 0.0% | 2.5% | 0.0% |
| Race and Ethnicity Unknown | 4 | 38 | 34 |
| % of Total | 6.3% | 3.7% | 850.0% |
| **Total** | 64 | 1021 | 957 |

<br>

| Headcount by Gender for Fall 2015 to 2016 – Cookeville | | | |
|---|---|---|---|
| Gender | 2015 | 2016 | 2015 to 2016 Change |
| Males | 39 | 539 | 500 |
| % of Total | 60.9% | 52.8% | 1282.1% |
| Females | 25 | 482 | 457 |
| % of Total | 39.1% | 47.2% | 1828.0% |
| **Total** | 64 | 1021 | 957 |

# Pell Grants by Location: Fall 2016

**Volunteer State Community College**
**Pell Grants by Location**
**Fall 2016**

**Note: Counts are duplicated by location**

| | Got Pell | | Did not Get Pell | |
|---|---|---|---|---|
| | N | % | N | % |
| Main Campus | 2607 | 37.8% | 4298 | 62.2% |
| Highland Crest (Springfield) | 133 | 39.6% | 203 | 60.4% |
| VSCC at Livingston | 173 | 54.9% | 142 | 45.1% |
| Cookeville Higher Education Campus | 473 | 46.3% | 548 | 53.7% |

# Appendix B—Employee Data

## Diversity Landscape of Current Volunteer State Community College Faculty/Staff/Administration Demographic

| Gender | Main Campus | | Highland Crest | | Livingston | | Cookeville | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Female | 442 | 58.5% | 6 | 54.5% | 11 | 32.4% | 8 | 61.5% |
| Male | 314 | 41.5% | 5 | 45.5% | 23 | 67.6% | 5 | 38.5% |
| Total | 756 | 100.0% | 11 | 100.0% | 34 | 100.0% | 13 | 100.0% |

| Race/Ethnicity | Main Campus | | Highland Crest | | Livingston | | Cookeville | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Non-Resident Alien | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino | 12 | 1.6% | 0 | 0.0% | 2 | 5.9% | 0 | 0.0% |
| American Indian or Alaskan Native | 1 | 0.1% | 0 | 0.0% | 1 | 2.9% | 0 | 0.0% |
| Asian | 10 | 1.3% | 0 | 0.0% | 1 | 2.9% | 0 | 0.0% |
| Black or African American | 61 | 8.1% | 1 | 9.1% | 0 | 0.0% | 0 | 0.0% |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| White | 648 | 85.7% | 9 | 81.8% | 30 | 88.2% | 12 | 92.3% |
| Two or More Races | 9 | 1.2% | 1 | 9.1% | 0 | 0.0% | 0 | 0.0% |
| Race and Ethnicity Unknown | 15 | 2.0% | 0 | 0.0% | 0 | 0.0% | 1 | 7.7% |
| Total | 756 | 100.0% | 11 | 100.0% | 34 | 100.0% | 13 | 100.0% |

| Age | Main Campus | | Highland Crest | | Livingston | | Cookeville | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Under 20 | 3 | 0.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 20-29 | 54 | 7.1% | 3 | 27.3% | 6 | 17.6% | 1 | 7.7% |
| 30-34 | 58 | 7.7% | 1 | 9.1% | 2 | 5.9% | 1 | 7.7% |
| 35-39 | 76 | 10.1% | 2 | 18.2% | 5 | 14.7% | 3 | 23.1% |
| 40-44 | 82 | 10.8% | 1 | 9.1% | 1 | 2.9% | 2 | 15.4% |
| 45-49 | 109 | 14.4% | 1 | 9.1% | 5 | 14.7% | 1 | 7.7% |
| 50-54 | 100 | 13.2% | 0 | 0.0% | 4 | 11.8% | 1 | 7.7% |
| 54-59 | 90 | 11.9% | 0 | 0.0% | 6 | 17.6% | 1 | 7.7% |
| 60-64 | 85 | 11.2% | 2 | 18.2% | 3 | 8.8% | 2 | 15.4% |
| Over 65 | 99 | 13.1% | 1 | 9.1% | 2 | 5.9% | 1 | 7.7% |
| Total | 756 | 100.0% | 11 | 100.0% | 34 | 100.0% | 13 | 100.0% |

| Classification | Main Campus | | Highland Crest | | Livingston | | Cookeville | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Administration | 6 | 0.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Professional | 103 | 13.6% | 2 | 18.2% | 5 | 14.7% | 2 | 15.4% |
| Faculty | 413 | 54.6% | 0 | 0.0% | 8 | 23.5% | 8 | 61.5% |
| Classified | 234 | 31.0% | 9 | 81.8% | 21 | 61.8% | 3 | 23.1% |
| Total | 756 | 100.0% | 11 | 100.0% | 34 | 100.0% | 13 | 100.0% |

| Diversity | | Main Campus | | Highland Crest | | Livingston | | Cookeville | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| Administration | Non-White | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | White | 6 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Professional | Non-White | 10 | 9.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | White | 93 | 90.3% | 2 | 100.0% | 5 | 100.0% | 2 | 100.0% |
| Faculty | Non-White | 60 | 14.5% | 0 | 0.0% | 3 | 37.5% | 1 | 12.5% |
| | White | 353 | 85.5% | 0 | 0.0% | 5 | 62.5% | 7 | 87.5% |
| Classified | Non-White | 38 | 16.2% | 2 | 22.2% | 1 | 4.8% | 0 | 0.0% |
| | White | 196 | 83.8% | 7 | 77.8% | 20 | 95.2% | 3 | 100.0% |
| Total | Non-White | 108 | 14.3% | 2 | 18.2% | 4 | 11.8% | 1 | 7.7% |
| | White | 648 | 85.7% | 9 | 81.8% | 30 | 88.2% | 12 | 92.3% |

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**Appendix D—Diversity Climate Survey Information**

**Summary of the Diversity Climate Survey**

In spring 2017, the Diversity Committee requested the development and administration of a Diversity Climate Survey to assess student and employee experiences and perceptions concerning diversity, equity, and inclusion issues at Vol State. The Office of Institutional Effectiveness, Research, Planning and Assessment developed a survey that was administered to a sample of students in class and an online version distributed via Email to Vol State personnel. The survey consisted of 13 multiple-choice questions, 4 multiple response questions, 14 yes-no questions, 32 five-point Likert scale items, and 1 open-ended item.

## Student Survey

A sample of 1012 students in 45 classes were selected for the survey. Five hundred sixty-five surveys were returned completed for a response rate of 55.8%. Most students' primary campus was Gallatin (475, 85%).Over two-thirds were 19-23 years old (375, 67.7%). The majority self-identified as woman (293, 54.4%) followed by man (210, 39.0%) and indicated their race was White (470, 83.2%). Nearly all respondents were Americans (531, 95.8%) and nearly three-fourths were Christian (398, 73.7%). Almost all indicated they did not have a disability (498, 91.0%). Less than 6% indicated they had a cognitive disability (25, 5.7%). The majority of respondents indicated their sexual orientation was heterosexual (416, 79.7%). Over one-third of respondents described their political beliefs as conservative (188, 36.5%) followed by moderate (155, 30.1%). The majority of respondents described their household as heterosexual dual-headed (374, 70.7%) with four people in the household (153, 28.35). Over three-fourths of respondents were single (430, 78.6%) and over half were working part-time (300, 56.0%) earning $37,000 or more (207, 42.7%).

One-quarter of student respondents had witnessed or experienced harassment or discrimination by Vol State students on campus (58, 25.4%). On average, students never to rarely witnessed or experienced harassment or insulting remarks by Vol State students, faculty or staff because of differences in age, disability, ethnic background, gender/gender identity, nationality, perceived socioeconomic status, political beliefs, race, religion, or sexual orientation. On average, students never to rarely witnessed or heard about incidents of racism, sexism, or other forms of discrimination that were challenged by Vol State employees or students. Students reported often to always being treated with respect by Vol State employees and students. The majority of respondents indicated that Vol State did not need to better address areas of diversity, equity, and inclusion. On average, students disagreed to strongly disagreed that there is a lack of diversity, equity, and inclusion among students or faculty in STEM programs. Students felt confident in their ability to work with people from different backgrounds and cultures and felt Vol State

employees support diversity, equity, and inclusion of all students. The majority of respondents indicated the College can improve diversity, equity, and inclusion by focusing its efforts on events focused on diversity, equity, and inclusion (215, 25.4%).

There were some significant differences in demographics by campus. The Gallatin campus had significantly higher proportions of the following students.

- Woman/ (cis) woman (259, 56.6%)
- Black or African American (39, 8.2%)
- Christian (345, 75.7%)
- Conservative (166, 38.3%)
- Income $37,000 or more (184, 44.8%)

The Cookeville campus had significantly higher proportions of the following students.
- Under 19 years old (16,        20.5%)
- Man/(cis) man (38, 50.7%)
- Asian (2, 2.6%)
- Atheist (9, 11.5%)
- Politically moderate (35, 46.1%)
- Single male-headed household (10, 13.0%)
- Not employed (25, 33.8%)
- Income $27,000 to $31,999 (20, 29.0%)

Survey items by age group.

On average, students under 19 years of age witnessed or experienced harassment or insulting remarks by Vol State students because of differences in age significantly more frequently than students in the 19-23 age group (mean = 1.35). On average, students under 19 years of age witnessed or experienced harassment or insulting remarks by Vol State faculty or staff because of differences in age significantly more frequently than students in the 19-23 and 24-29 age groups. There were no significant differences between age groups for all other items.

Survey items by gender identity.

On average, students in the 'Other' category had witnessed or experienced harassment or insulting remarks by Vol State students because of differences in age, ethnic background, gender identity, nationality, perceived socioeconomic status, race, religion, and sexual orientation significantly more frequently than students who identified as a man or a woman. Students in the 'Other' category also significantly more frequently witnessed or experienced harassment or insulting remarks by students than women due to differences in political beliefs (mean = 1.96).

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Students in the 'Other' category were also exposed to harassment or insulting remarks by Vol State faculty or staff significantly more frequently than men and women due to differences in age, disability, gender identity, nationality, political beliefs, and race. In addition, students in the 'Other' category were exposed to harassment or insulting remarks by Vol State faculty or staff, significantly more frequently than all other groups due to differences in ethnic background, perceived socioeconomic religion and sexual orientation.

On average, students in the 'Other' gender category significantly more frequently witnessed or heard about forms of discrimination that were challenged by Vol State employees and students than men and women. The average agender/genderqueer response was significantly more positive than the average responses by men and women about the need for age and gender identity to be better addressed at Vol State. The average response by agender/genderqueer students was also significantly more positive than all other groups about addressing sexual orientation (mean = 1.50). The average response by students in the 'Other' category was significantly more positive compared to women about the need for nationality to be better addressed at Vol State, and it was significantly more positive than men and women regarding perceived socioeconomic status and race. The average level of agreement by women was significantly higher than men regarding a lack of diversity among faculty in STEM programs.

On average, Hispanic/Latino students were exposed to harassment by students significantly more frequently than White students due to differences in ethnic background, nationality, and sexual orientation. They were also significantly more frequently exposed to harassment because of differences in gender identity than Black or White students. Whites were significantly less frequently exposed to harassment due to differences in race compared to Hispanic and Black students. The average frequency of exposure to harassment by faculty or staff was higher for Hispanic students than all other racial groups due to differences in all areas of diversity, equity, and inclusion. The average response by Black students was significantly more positive than White students regarding the need for addressing age, nationality, and race. The average responses by Black and Hispanic students were significantly more positive than White students and students in the 'Other' race category regarding the need for addressing ethnic background and gender identity. The average level of agreement among Black respondents was significantly higher than Whites regarding a lack of diversity among faculty in STEM programs.

On average, American students were significantly less frequently exposed to harassment by students due to differences in age, ethnic background, gender identity, nationality, political beliefs, and race than students of other nationalities. American students were significantly less frequently exposed to harassment by faculty and staff due to differences in age, disability, ethnic background, nationality, perceived socioeconomic status, political beliefs, race, religion, and sexual orientation than students of other nationalities. The average response by Christian

students was significantly less positive than agnostics on addressing gender identity and significantly less positive than all other groups on addressing sexual orientation.

On average, students with disabilities were significantly more frequently exposed to harassment by students due to differences in disability and ethnic background compared to students with no disabilities. Students with disabilities were significantly more frequently exposed to harassment by faculty and staff due to differences in disability, ethnic background, and sexual orientation compared to students with no disabilities. Students with disabilities significantly more frequently witnessed or heard about administrators challenging incidents of discrimination than students with no disabilities. The average response by students with disabilities was significantly more positive than the average response by students with no disabilities regarding the need for better addressing age, cognitive disability, ethnic background, nationality, perceived socioeconomic status, and sensory disability. The average level of agreement among students with disabilities was significantly higher than that of students with no disabilities regarding the lack of diversity among faculty in STEM programs.

Homosexual students were significantly more frequently exposed to harassment by students due to differences in age compared to asexual and heterosexual students. Homosexual students and students in the 'Other' category were significantly more frequently exposed to harassment by students than heterosexual students due to differences in ethnic background. Homosexual students were significantly more frequently exposed to harassment by students than asexual, bisexual, and heterosexual students due to differences in sexual orientation. Students in the 'Other' category were significantly more frequently exposed to harassment due to differences in gender identity than asexuals and heterosexuals. Students in the 'Other' category were significantly more frequently exposed to harassment due to differences in nationality and perceived socioeconomic status than asexuals, heterosexuals, and pansexual/polysexuals. Pansexual/polysexuals were significantly more frequently exposed to harassment due to differences in religion than asexuals, bisexuals, and heterosexuals. Pansexual/polysexuals were also significantly more frequently exposed to harassment due to differences in sexual orientation than heterosexuals.

On average, heterosexuals were significantly less frequently exposed to harassment by faculty or staff than pansexuals due to differences in ethnic background. Students in the 'Other' category were significantly more frequently exposed to harassment by faculty or staff than asexuals, bisexuals, and heterosexuals due to differences in gender identity. Students in the 'Other' category were significantly more frequently exposed to harassment by faculty or staff than asexuals and heterosexuals due to differences in nationality. Students in the 'Other' category were significantly more frequently exposed to harassment by faculty or staff than bisexuals and heterosexuals due to differences in perceived socioeconomic status. Pansexuals were

significantly more frequently exposed to harassment by faculty or staff than asexuals, bisexuals, and heterosexuals due to differences in religion and sexual orientation.

On average, liberals were significantly more frequently exposed to harassment by students due to differences in age, gender, and nationality than conservatives. Students in the 'Other' category were significantly more frequently exposed to harassment by students due to differences in disability and religion than moderates. Liberals were significantly more frequently exposed to harassment by students due to differences in ethnic background than conservatives and moderates. On average, liberals were significantly more frequently exposed to harassment by faculty or staff due to differences in age than conservatives and moderates. Students in the 'Other' category were significantly more frequently exposed to harassment by faculty or staff due to differences in gender than moderates. The average responses by liberals were more positive than all other groups with regards to needing to better address all areas of diversity, equity, and inclusion. The average level of agreement was significantly higher among Liberals regarding a lack of diversity among students in STEM programs than conservatives. It was also significantly higher for liberals than conservatives and moderates regarding a lack of diversity among STEM faculty. Liberals were significantly more confident in their ability to work with people from different backgrounds and cultures than conservatives.

On average, students in the 'Other' household category were more frequently exposed to harassment by students in all areas of diversity compared to all other groups. Students in the 'Other' household category were more frequently exposed to harassment by faculty or staff in all areas of diversity except political beliefs compared to all other groups. The average response by students living in single-female headed households was significantly more positive than students living in heterosexual dual-headed households with regards to the need for better addressing cognitive disability and sexual orientation (Table 91a). On average, students who were married or civil unioned were treated with respect by students significantly more frequently than single students (Table 96a). Students at the poverty level were significantly more frequently exposed to harassment by faculty or staff due to differences in perceived socioeconomic status than students not living at the poverty level.

**Employee Survey**

Two hundred eight surveys were returned completed. The majority of respondents had the following characteristics:

- Gallatin campus
- Faculty
- Age 50 and over
- Woman/(cis) woman
- White

- United States
- Christian
- No disability
- Sensory disability
- Heterosexual
- Liberal
- Heterosexual dual-headed household
- Married
- Working full-time
- $37,000 or more household income
- 2 people in household
- Exposed to harassment by students on campus

On average, employees were exposed to harassment by students, faculty, or staff never to rarely and witnessed or heard about students or employees challenging forms of discrimination never to rarely. On average, respondents indicated they were treated with respect by students and employees often to always. The majority of respondents did not feel that various areas of diversity, equity, and inclusion needed to be better addressed at Vol State. Vol State employees did not feel there is a lack of diversity among students or faculty in STEM programs and were confident in their ability to work with people from different backgrounds and cultures than their own. In addition, employees indicated that Vol State administrators, faculty, and staff support diversity, equity, and inclusion of all students. The majority indicated the College could improve diversity, equity, and inclusion by focusing its efforts on events focused on diversity, equity, and inclusion.

Means and frequency distributions were calculated and compared when appropriate. On average, respondents aged 50 and over were exposed to harassment by faculty or staff significantly more frequently than respondents aged 30 to 39 years old on average, men were exposed to harassment by students significantly more frequently than women due to differences in perceived socioeconomic status and race. Caucasian respondents were exposed to harassment by students significantly more frequently than non-Caucasian respondents due to differences in age and sexual orientation (Table 40b). On average, Caucasian employees reported being treated with respect by staff significantly more frequently than non-Caucasian employees did. The average responses by non-Caucasian employees were significantly more positive regarding nationality and perceived socioeconomic status being areas that needed to be better addressed at Vol State.

A comparison of average faculty response by race revealed that respondents in the 'Other' religion category significantly more frequently witnessed or heard about harassment challenged by administrators and faculty than Christian faculty. The average responses by agnostic faculty were significantly more positive regarding ethnic background, race and sexual orientation

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needing to be better addressed at Vol State compared to Christian faculty. Average responses by faculty in the 'Other' religion category were significantly more positive compared to Christian faculty regarding the need for race and sexual orientation to be better addressed. The average level of agreement regarding a lack of diversity among students in STEM programs was significantly higher for agnostic faculty than Christian faculty.

Administrators and staff in the 'Other' religion category were significantly more frequently exposed to harassment by faculty or staff due to differences in age, ethnic background, gender identity, and nationality compared to Christian administrators and staff. Christian administrators and staff were significantly more frequently treated with respect by administrators than administrators and staff in the 'Other' religion category. The average response by administrators and staff in the 'Other' religion category was significantly more positive than Christian administrators and staff regarding the need for cognitive disability, ethnic background, nationality, political beliefs, and race to be better addressed at Vol State.

On average, employee respondents with a disability were exposed to harassment by students significantly more frequently than employees with no disability due to differences in age. On average, employee respondents with a disability were exposed to harassment by faculty or staff significantly more frequently than employees with no disability due to differences in age, disability, ethnic background, gender identity, nationality, and political beliefs. The average response by employees with a disability was significantly more positive regarding the need for political beliefs to be better addressed at Vol State compared to employees with no disability.

On average, employees in the 'Other' sexual orientation category witnessed or heard about incidents of discrimination that were challenged by staff significantly more frequently than heterosexual employees. The average response by employees in the 'Other' sexual orientation category was significantly more positive than heterosexual employees with regards to the need for better addressing cognitive disability, ethnic background, gender identity, nationality, perceived socioeconomic status, physical disability, race, religion, sensory disability, and sexual orientation at Vol State. The average level of agreement by employees in the 'Other' sexual orientation category was significantly higher than heterosexual employees with regards to the lack of diversity among students and faculty in STEM programs.

Liberal employees were significantly more frequently exposed to harassment by students than conservative employees due to differences in ethnic background and liberals were also significantly more frequently exposed to harassment by student due to differences in gender identity than both conservatives and moderates (Table 70b). Liberals significantly more frequently witnessed or heard about:
- incidents of discrimination challenged by faculty than conservatives

- incidents of discrimination challenged by staff than conservatives or 'Other' political category
- incidents of discrimination challenged by students than moderates (Table 72b)

Liberals were more in favor of addressing areas of diversity, equity, and inclusion than all other political groups (Table 74b). The average level of agreement among liberals was significantly higher than conservatives and moderates regarding a lack of diversity among students and faculty in STEM programs. The average level of agreement among moderates was significantly higher than liberals with regards to Vol State employees supporting diversity, equity, and inclusion of all students.

Employee respondents of single male-headed households were significantly more frequently exposed to harassment by students due to differences in perceived socioeconomic status, race, and religion than employees of a single female-headed household. Married employees were significantly more frequently treated with respect by faculty and students than single employees were. The average response by employees working full-time was significantly more positive with regards to the need for better addressing cognitive disability, physical disability, political beliefs, religion, sensory disability, and sexual orientation at Vol State than employees working part-time.

**Appendix C**

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