Big Sandy Community & Technical College
Diversity, Equity, and Inclusion Strategy Revision Request

Big Sandy Community & Technical College is requesting to move forward with the following proposed strategies: We propose to reduce the total number of strategies from 17 to 10 to focus intently on effective implementation of strategies that yield positive results.
<mark>List all of your current strategies as of the 19-20 reporting year below</mark>

Opportunity:
1. Implement usage of Radius Software to identify and track potential URM students within geographical area.
2. Develop and promote scholarships specifically for Black/African American and Latino/Hispanic students.
3. Utilization of minority recruiter.
4. Partner with public secondary schools within the BSCTC five-county service area to host events showcasing BSCTC academic programs, financial aid, and support services. Also encourage local public schools to participate in college diversity events.
5. Create a specialized learning community to encourage math non-completers in the cohort who have stopped-out to re-enroll.
6. Increase Ready to Work (RTW) program participation.
7. Develop close/inter-connective groups of cross-cultural leaders/students for the purpose forming and sustaining a more equitable community.

Success:
8. Establish an at-risk advising process to facilitate student success.
9. Track academic progress through development of student cohorts.
10. Embed diversity module within the First Year Experience course.
11. Provide scholarship funding for students' emergency needs.
12. Provide financial and advisory support for student and staff-initiated conferences, projects, and events focused on equity, inclusion, and diversity.

Impact:
13. Increase advertising in such nationally known employment sites as Higher Ed Jobs by submitting all regular, full-time positions (including staff) to the national sites. National advertising in 2018-2019 was only utilized for administrative and faculty positions, not staff positions.
14. Hire temporary part-time staff and adjunct faculty minority positions in an effort to "grow from within" to begin training minorities to better qualify for regular, full-time positions in the future as the need and funding becomes available.
15. Develop an annual Multicultural College Fair.
16. Create a diversity award for faculty and staff who best promote diversity efforts.
17. Implement best practices in equality, inclusion, and diversity on campus and in the classroom by facilitating cross cultural interactions amongst students through the utilization of THRT (Truth, Racial Healing & Transformation Campus Center) and the Student 45 college events.

Please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

Opportunity		
Current Strategy (old strategy, combined strategies, etc.)	**Proposed Strategy #1 (the new proposed strategy will go in this section)**	**Justification (the reasoning behind changing the strategy)**
Current Strategy	**Proposed Strategy #2**	**Justification**
1. Implement usage of Radius Software to identify and track potential URM students within geographical area.	1. Use Radius Software to identify and follow up with URM students who have applied for admission.	We propose clearer language to guide actions.
2. Develop and promote scholarships specifically for Black/African American and Latino/Hispanic students.	2. Develop one new scholarship specifically for Hispanic/Latinx students.	We propose to separate the former strategy to provide focus for our actions for both Black/African American and Hispanic Latinx students.
	3. Promote John T. Smith scholarship to Black/African American students.	We propose to separate the former strategy to provide focus for our actions for both Black/African American and Hispanic Latinx students.
3. Utilization of minority recruiter.	eliminate	This strategy has been implemented and is now a regular practice. The college's minority recruiter's personal outreach has been instrumental in the enrollment of diverse students as noted in our last report. The position and activities are ongoing and will be reported under proposed Strategy 1, 2, 3, 4 and 5.
4. Partner with public secondary schools within the BSCTC five-county service area to host events showcasing BSCTC academic programs, financial aid, and support services. Also encourage local public schools to participate in college diversity events.	eliminate	This strategy has been implemented and is now a regular practice. However, it has not been successful in enrolling a diverse student body. While we will continue to partner with our secondary schools, we propose to no longer report to focus on strategies that hold promise to yield better results.
5. Create a specialized learning community to encourage math non-completers in the cohort who have stopped-out to re-enroll.	eliminate	We no longer plan to pursue this strategy. The college is seeing greater success in its co-requisite model of mathematics instruction. The numbers of students who fall into groups that could be organized as learning communities are small and not conducive to schedule effectively for students across the multiple campuses of the college.

Current Strategy	Proposed Strategy	Justification for Revision
6. Increase Ready to Work (RTW) program participation.	eliminate	This strategy has been implemented. As reported, our strategy to increase participation has been successful. We will continue with the actions but would like to eliminate the reporting to focus on other strategies that have promise of success that has not yet been achieved.
7. Develop close/inter-connective groups of cross-cultural leaders/students for the purpose forming and sustaining a more equitable community.	eliminate	We have subsumed this strategy into other actions within the college as part of the development of the college's new Strategic Plan. As we implement the Strategic Plan, we will develop a clearer strategy to include in the Diversity Plan that has clearer, better defined outcomes that may be measured for reporting purposes. As it currently is written here, this strategy is ill-defined, and we are unable to report on it. We request that it be eliminated.

Success

Current Strategy	Proposed Strategy #3	Justification for Revision
8. Establish an at-risk advising process to facilitate student success.	4. Establish specialized advising process for URM students to increase retention and completion.	This revision more clearly focuses on URM students' academic progress.
	5. Develop mentorship program in which URM students are assigned a mentor from staff or faculty.	This is a new strategy to support URM student success, especially in creating a sense of belonging.
9. Track academic progress through development of student cohorts.	eliminate	This strategy has been implemented and is a regular activity of the minority recruiter who monitors student progress. The activity of tracking will be a part of the advising process of the proposed Strategy #4.
10. Embed diversity module within the First Year Experience course.	eliminate	We have moved this strategy to proposed #9 in the Impact area and provided greater clarity.
11. Provide scholarship funding for students' emergency needs.	eliminate	This strategy has been implemented.
12. Provide financial and advisory support for student and staff-initiated conferences, projects, and events focused on equity, inclusion, and diversity.	eliminate	This strategy has been implemented and is a regular practice.

Impact

Current Strategy	Proposed Strategy #4	Justification for Revision
13. Increase advertising in such nationally known employment sites as Higher Ed Jobs by submitting all	eliminate	This strategy has been implemented and is a regular practice. As reported, the college has seen a substantial increase in the number of diverse applicants, We

regular, full-time positions (including staff) to the national sites. National advertising in 2018-2019 was only utilized for administrative and faculty positions, not staff positions.		now want to focus our efforts on #6 to ensure that those applicants are considered for interview and hiring.
	6. Implement unconscious or implicit bias training for search committee members.	This is a new strategy.
14. Hire temporary part-time staff and adjunct faculty minority positions in an effort to "grow from within" to begin training minorities to better qualify for regular, full-time positions in the future as the need and funding becomes available.	eliminate	We are no longer pursuing this strategy. We do not have the capacity at this time to give this strategy the time and attention that it needs to be successful in our market characterized by extremely limited pools of populations that qualify as URM.
15. Develop an annual Multicultural College Fair.	7. Reassess and revise the college's annual Multicultural Day.	Given the events of the past year it is timely that we examine the intended outcomes for our Multicultural Day and ensure we are providing relevant engagement.
16. Create a diversity award for faculty and staff who best promote diversity efforts.	8. Recognize faculty and staff who best promote diversity efforts in the classroom or college community.	The award has been created and has been awarded. This revision pushes us to publicly recognize nominees and awardees. This will serve to inspire and encourage others to consider what they could do in this arena.
17. Implement best practices in equality, inclusion, and diversity on campus and in the classroom by facilitating cross cultural interactions amongst students through the utilization of THRT (Truth, Racial Healing & Transformation Campus Center) and the Student 45 college events.	9. Embed TRHT Rx Racial Healing Circles as part of a diversity module within the First Year Experience course.	This revision focuses the college on the implementation of the Rx Healing Circles at scale.
	10. Identify a space dedicated to conducting our Rx Racial Healing Circles for the TRHT Center.	This new strategy will ensure that the Rx Healing Circles can be implemented at scale appropriately. As we implement Healing Circles as part of all FYE Courses, it is important that the activity be scheduled into a conducive setting for intimate and open discussion rather than the classroom used for everyday conduct of the course.