



Monroe Community College

STATE UNIVERSITY OF NEW YORK

2017-2021 Diversity, Equity, and Inclusion Plan

Submitted by

Members of the MCC Diversity Council

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Introduction

Monroe Community College (MCC) is an associate degree granting, public institution, located in Rochester, New York, on the southern coastline of Lake Ontario and the historic Erie Canal. MCC enrolls over 35,000 students from the Finger Lakes region, making it the sixth largest institution in the State University of New York (SUNY) system. MCC's two campuses and multiple learning locations include:

- Brighton Campus
- Damon City Campus
- Applied Technologies Center
- Public Safety Training Facility
- Economic and Workforce Development Center
- Online/Virtual Campus

Together, these locations provide centers for civic engagement, gateways for students to transfer to four-year baccalaureate programs, lifelong learning for the community, and opportunities for the local workforce. MCC is nationally regarded as a leader in innovative approaches to college access.

MCC is an academic community made up of individuals who reflect differences in sex, gender, nationality, culture, ethnicity, religion, color, race, skill, physical ability, country of origin, migration status, and sexual orientation. For more than fifty years, the College has evolved to meet the ever-changing needs of our students and our community. We are proud of our efforts thus far and are deeply committed to continuing to grow as a community that becomes more inclusive moving forward. In response to demographic changes in the College community and to address the needs of the business community, the College has developed new and exciting degree programs, created unique educational and workforce initiatives, and built contemporary urban and suburban facilities.

As a community of global learners, we are proud to affirm and celebrate the rich diversity that exists among us. We believe acknowledging and celebrating our diversity is essential to maintaining academic freedom and inquiry. We maintain that valuing differences can teach us more about ourselves as human beings and provide us with creative energy that results when we learn from each other.

Valuing diversity requires a willingness to respect and understand the full range of thought, feeling, and viewpoints of all members of the College community. To achieve these ends, we strive to maintain open minds; we suspend judgment and seek others' views and insights for consideration when making decisions and reaching conclusions. The MCC community supports learning activities that enhance our knowledge, awareness, and appreciation of diversity. To this end, we seek to expand our efforts to eradicate unconscious bias along the lines of misogyny, transphobia, racism, xenophobia, ethnocentrism, racism, ableism, class bias, and biases along religiosity and country of origin.

The value that the College places on diversity can best be summed up by our open access mission – we want to make college available and affordable for all who seek higher education. Overall, MCC fulfills its commitment to access for a diverse community through affordable tuition, multiple campuses, off-campus centers, shuttle services, and child care support. As part of its mission of open access, MCC has successfully maintained the third lowest tuition rate within the SUNY system.

Open access is also furthered through our partnerships with community organizations, particularly local school districts. As a member of the SUNY Innovation Team focused on advancing the “Seamless Education Pipeline” initiative, the College has formed K-12 partnerships throughout the Greater Rochester area with the goal of preparing students for successful transition to college and in-demand careers. MCC’s partnership with the Rochester City School District led to the creation of a Smart Scholars Early College High School and a Pathways in Technology Early College (P-Tech) High School in the city. These programs serve underrepresented students, including first-generation college students and students from a variety of socioeconomic and ethnic backgrounds.

Faculty, staff, and students have committed to addressing issues of diversity and inclusion. This plan codifies these efforts and allows for each member of the community to embrace our efforts to build a strong sense of community for all. This plan provides an organization-wide approach which will lead to transformation. Specifically, the plan seeks to:

1. provide intentional programs and services which utilize best practices to improve institutional outcomes;
2. remove institutional barriers which inhibit access and completion; and
3. enhance the culture of assessment, leading to continuous improvement for both our students and the College as a whole.

MCC’s Mission

MCC is a dynamic learning community where access, excellence, and leadership are the College’s hallmarks. Our mission is to educate and prepare diverse learners to achieve scholarly, professional, and individual success within a local and global context. The College serves as a catalyst for innovation, economic development, lifelong learning, and civic engagement.

MCC’s Vision

Carrying on the vision of our founders, MCC continues to provide a quality education at an affordable price. Today, we offer more than 100 outstanding academic programs taught by award-winning faculty members for a much lower cost than private colleges. This commitment to excellence is what has made MCC a smart choice for half a century. Since 1961, nearly half a million people have been inspired by MCC. We hope to continue our traditions of innovation and value for many years to come. Thus, the vision statement adopted by the College is as follows:

Monroe Community College will champion opportunity, innovation, and excellence to transform lives and communities.

In an effort to fulfill the mission and vision of the College, the Diversity Council, which consists of a representative group of College faculty, staff, and administrators, challenges the College community to explore how it can embrace diversity and further create an environment of inclusion. The Council strives to elevate diversity and inclusiveness as a core value embraced throughout the organization through the directions of the College Strategic Plan to:

- Encourage and educate
- Listen and engage
- Plan and implement
- Promote and celebrate

See: Fulfilling the Promise: Monroe Community College's 2012-2016 Strategic Plan

Vision of Diversity at MCC

Consistent with its stated commitment to diversity, MCC embraces SUNY's vision on strengthening and defining diversity. The definition states that:

Diversity can be broadly defined to include all aspects of human difference, including, but not limited to, age, disability, race, ethnicity, gender, gender expression and identity, language heritage, learning style, national origin, sexual orientation, religion, socioeconomic status, status as a veteran, and world-view. (Office of Diversity, Equity, and Inclusion, 2016)

A highlight of MCC's mission is promoting access to quality education by providing opportunities to underrepresented individuals to help transform their lives through the achievement of educational credentials, which will assist them in maximizing their earning power in the workplace. By providing a diverse study body that represents and values everyone equally, the College is also preparing our students for the workplace, as they will be expected to be able to relate to their colleagues and to function effectively in a global economy. As an institution of higher education, MCC recognizes the need for a diversity plan that affirms the belief in and understanding of the value of diversity, equity, and inclusion. MCC aims to create a culture that reflects appreciation of diversity and inclusion at all levels. The Diversity Council believes that MCC's mission of pursuing individual and economic growth through learning and partnerships will only be achieved by supporting students, employees, and community partners. The College understands the importance of creating an organization that is reflective of the diversity of the greater community that it serves. At the same time, MCC recognizes the importance of looking beyond community demographics in its quest for a more inclusive environment – the College seeks to welcome and respect the richness all bring to the learning community and is actively searching for ways to reach people beyond our geographical boundaries.

Diversity refers to ensuring that we welcome and embrace all individuals, while valuing their individual differences. Individual differences may include factors such as personality, learning

styles, life experiences, race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious, or other affiliations. Equity includes the creation of opportunities and programs for historically underrepresented populations to have equal access to and participation in educational programs that are intended to close the achievement gap in student success and completion. These programs are also designed to assist these underrepresented groups in achieving success in the workplace. Inclusion is more than simply numerical representation of various groups in the organization; rather, it is the active engagement of all viewpoints and individuals in the discussions and decisions that are made within the organization. All members of the College community must feel valued and heard for the College to achieve its goal of creating a diverse learning environment.

Current Campus Diversity and Inclusiveness

As a full-opportunity institution, MCC affords students an educational experience consistent with the stated mission as reflected in admissions policies and placement processes. MCC adheres to SUNY's statutory requirements for diversity; our mission explicitly affirms the College's commitment to access and preparing diverse learners to achieve success within a local and global context. Evidence of this commitment can be found throughout the College:

- MCC's Division of Economic Development and Innovative Workforce Services (EDIWS) plays a significant role in increasing the community's understanding of our regional economy's needs through several workforce metrics reports that it prepares and shares with the community. EDIWS also guides MCC's investments in education and training programs based on the information contained in the reports. These reports provide data-driven analyses of current and emerging workforce dynamics and needs.
- MCC has made a conscious decision to embrace veterans and has been designated a military-friendly school, according to *G.I Jobs* and *U.S. Veterans* magazines.

In fall 2016, MCC implemented, at scale, its Academies model with the goal of reducing the likelihood that individuals will be marginalized due to academic preparation levels or other factors. The guided pathways model places every student on an academic pathway that aligns them with the identified program of study integrated within one of six Schools. The purpose of these pathways is to ensure that students are able to complete their educational programs in a timely fashion by providing them with directed choices that will enhance their programs of study and assist them in completing their degree requirements. From the time of admittance, students are fully included within the School's culture, supporting the development of intentional and informal cultural competence. Besides the guided pathways model, the initiatives below are examples of intentional programming to support cultural competence and diverse perspectives:

- Diversity Council: Led by the College's Chief Diversity Officer, MCC has a robust Diversity Council (DC) that meets on a regular basis to review the College's commitment to diversity and the progress made to create a welcoming and respectful learning and working environment for all. In 2014, students were added to the Council to emphasize programs that jointly impact faculty/staff and students. The Council recently reestablished Safe Zone (LGBTQ) training to be offered twice per year so that all new

hires can participate within one year of their hiring. Addressing the achievement gaps for men of color is a focus for 2015–2018. Additional initiatives planned include:

- Continued hosting of the “Power of Diversity” speaker series where nationally-known, diverse speakers are invited to the campus to help promote diversity and inclusion.
 - Influencing the hiring processes through serving on search committees and offering training for search committee members.
 - Exploring its role in shared governance, including drafting policies which impact diverse populations.
 - Providing funding for various affinity groups seeking programmatic support.
- MCC Global Strategic Plan and the SUNY Center for Collaborative Online International Learning (COIL): MCC recently joined the SUNY COIL Network and already has six faculty members using a COIL module in one of their courses. Four COIL courses are scheduled for 2015-2016, enabling over 80 students to have an international learning experience with peers from another country. MCC will increase COIL course offerings to 25 by the 2020-2021 academic year.
- The Office of Global Education and International Services (GEIS): GEIS was established in 2013 after MCC completed the American Council on Education’s Internationalization Lab, a direct result of our institutional commitment to provide students access to curricular and co-curricular opportunities that prepare them to succeed as global citizens in their local communities and beyond. GEIS is the center of collective impact for global education efforts at MCC, facilitating a commitment to global education throughout all units of the College. These efforts meet the values from our most recent institutional strategic plan, “Fulfilling the Promise 2012-2016,” and align with the Power of SUNY 2020.
- PRISM Multicultural Center: The Multicultural Center at MCC, named “PRISM,” promotes the academic and personal growth of traditionally underserved students. The Center serves the entire campus to create an institutional sense of community that embraces a climate of justice, provides academic, social, cultural, and recreational activities, and offers programs that educate the campus about diversity. PRISM will offer workshops, speakers, and open discussion times on a variety of topics related to culture, race, religion, and sexual orientation for the benefit of students, faculty, and staff. PRISM staff will collaborate with other entities in the College and the community to provide learning experiences that will increase multicultural awareness, knowledge, and skills.
- MCC strengthens the education continuum by developing, cultivating, and sustaining clear pathways extending from early childhood through career. Here are several key initiatives through which MCC helps underrepresented and/or at-risk students achieve academic success:

- College-readiness programs in East High School, East Irondequoit Central School District, Monroe High School, and World of Inquiry School (for Grades 11-12)
- Horizons summer program (for Grades 1-8)
- Liberty Partnerships Program (for Grades 7-12)
- Pathways in Technology Early College High School (for Grades 9-14)
- Rochester Early College International High School (for Grades 9-12)
- Science and Technology Entry Program (for Grades 7-12)
- Upward Bound/Upward Bound Math and Science (for Grades 8-12)

At present, approximately 20% of MCC's full-time employees identify themselves as minority. The following key initiatives, along with modifications to search processes, will ensure that the Human Resources Office and individual departments engaged in hiring will recruit and hire from a diverse pool of candidates.

- Culture and Diversity Training: A course was developed for faculty and staff built on the Blackboard e-Education platform. It was piloted in 2015-2016 and is required to be completed by all new faculty and staff hired at the College.
- Dr. Alice Holloway Young Internship Program: The Diversity Council established the Dr. Alice Holloway Young Internship Program. The program's goal was to bring diverse adjunct faculty to the campus, give them an opportunity to be mentored, and gain valuable teaching experience while they are completing either their Master's degree or beyond. This program has been highly successful over the years; of the 111 interns, 67% have been hired to teach at the College, with 22% currently working at the College. The program recently expanded in an effort to offer the same opportunities for professional colleagues in the Student Services area of the College and will expand to other divisions as well.

Student Data

Enrollment at MCC in 2015 revealed nearly 33,000 students registered for credit and non-credit programs. Over one-third of students are 25 years or older. Gender is reflected as 53% female and 47% male. Historically, underrepresented student groups (i.e., Black and Latino) make up 37% of the population with an average age of 21 years. Over half of all enrolled students take at least one online course. Upon enrollment, student intent is reflected as: 58% wish to transfer, 20% are looking to directly enter the workforce, and 22% are undeclared. Over 52% of entering students have had no college or university education, 34% have some college or university experience, and 7% have an Associate Degree, 5% have a Bachelor's degree, and 1% have a Master's or higher. One percent is unknown.

Employee Data

The College employs 307 full-time faculty members, 792 part-time employees and adjunct faculty, 289 full-time administrative and professional employees, and 303 full-time support staff. Staff demographics are as shown in the following chart:

Employment Category	Number of Employees	Percent Minority	Percent Female
Administrative	289	13.1%	
Instructional Faculty (FT)	307	13.4%	
Instructional Faculty (PT)	495	10.5%	
Support Staff (FT)	294	17.3%	
Support Staff (PT)	15	33.3%	
Other Employees (FT)	9	22.2%	
Other Employees (PT)	282	18.4%	

As part of its efforts to have the diversity of its staff reflect the diversity of the student body, the College has implemented a voluntary affirmative action plan. Additionally, while hiring at the College is conducted by search committees made up of a variety of College employees, the College has implemented search committee training that emphasizes the need to embrace diversity in the hiring process. As part of that training, the College addresses perceived bias and the need to be open-minded when reviewing and interviewing candidates. In addition, the College has reviewed its recruiting sources and made an effort to increase the diversity of its applicant pool.

As part of its role, the Diversity Council will regularly review information regarding the College's hiring efforts, set goals to increase diversity, and assess the College's progress in reaching those goals. These efforts are consistent with the SUNY Diversity, Equity, and Inclusion plan.

Diversity Council

As noted above, the College has an established Diversity Council, which is comprised of a representative group of College faculty, staff, and administrators. The purpose of the Diversity Council is to challenge the College community to explore how it can embrace diversity and further create an environment of inclusion. The Diversity Council sponsors a number of activities and events which help to heighten the College community's awareness of issues related to diversity and to provide greater opportunities for individuals to interact around issues of diversity and the search for shared meaning.

As part of its efforts to develop this formalized diversity plan, the Diversity Council conducted an inventory of existing programs in spring 2016, focusing on both student and staff orientation activities, diversity, and the development and implementation of the College's human resources processes and procedures. The inventory identified areas where the College could emphasize efforts towards diversity and inclusion to support the creation of a welcoming and respectful learning and working community. To further this effort, each Vice President was asked to meet with their leadership teams and identify the activities their departments and offices engage in to

foster a diverse and inclusive environment on campus. Several key topics were inventoried and are as followed:

1. Data collection on underserved student populations
2. Orientation activities (for students and staff)
3. Partnerships and programs
4. Policies and practices
5. Staffing and hiring practices
6. Trainings and professional development

The inventory, as submitted by each division Vice President, identified a number of key initiatives already underway at MCC. For example, the Dr. Alice Holloway Young Internship Program, a signature program shaped by a founding trustee of the College, began in 2002. The program initially sought to promote equity in faculty diversity by cultivating talented individuals from historically underrepresented racial and ethnic groups holding, or in the process of earning, a Master's degree. An additional program consideration included the enhancement of students' educational experience at the College. Over 100 individuals have participated in the program. Since its inception, 69% were subsequently employed by the College, 20% of whom were successful candidates for full-time positions. Dr. Young has had a profound impact on education in Rochester and Monroe County for more than fifty years and, to the College's great benefit, she continues to serve as an emerita member of the College's Board of Trustees. As a founding trustee of MCC, Dr. Young provided the leadership that aided MCC in becoming a premier institution in the community college sector. Dr. Young continues to have an impact on the College and our students today.

Regarding training practices, cultural competency is explicitly incorporated into the learning objectives for several programs of study, primarily in the Health Sciences. There are additional opportunities for students to develop these competencies by participating in multicultural environments throughout the curriculum. For example, programs offered in the Public Safety Training Facility address cultural, educational, language, age, and socioeconomic diversity issues as part of effectively communicating with patients while performing patient assessments and exams.

For students, Academic Support Services provides cross-cultural counseling and English for Speakers of Other Languages (ESOL) resources to help non-native English-speaking students successfully navigate the complexities of the College's culture within and beyond the classroom. Specialized tutorials are created for these populations. A special program called Project SOAR (Self-Directed, Over-Achieving, and Responsible) targets African, African-American, and Latino male students and offers a variety of supports to increase retention and completion rates among this important MCC student population.

The MCC Middle-Skills Bridge Program is part of the Economic Development and Innovative Workforce Services Cohort-Based Learning Model, which is based on a series of public-private partnerships that allows students to progress along career pathways. Many of the community-based organizational partners primarily serve diverse populations (e.g., Black, Latino, individuals with disabilities, low-income, etc.). This is a program that has been applauded across

the region for addressing the needs of historically underserved populations by preparing them for college and in-demand jobs that provide a living wage.

Emphasis on diverse hiring practices is noted at MCC. Each division has Affirmative Action Coordinators who work to ensure diverse applicants receive full consideration for employment opportunities. Search committee members are trained on inclusive hiring practices prior to serving on hiring committees. Job postings are reviewed for inclusive language and suitable qualifications by the Coordinators and Human Resources staff to ensure candidate pools are not biased. Human Resources strives to advertise job postings across multiple sources and platforms to attract diverse candidates for consideration as well.

Although divisions provided responses to professional development and training, much of the information was limited and repetitive. The Diversity Council recognizes there is a need for additional education, preparation on inclusive hiring practices, and a commitment to hiring a more diverse workforce. In addition, although much programming occurs at MCC, there is not a unified approach to delivering and messaging important diversity topics.

After reviewing the information submitted by the divisions and the current student and employee demographics, the Diversity Council identified three areas of focus for our diversity plan: access, attitudes, and appreciation. Access involves creating structures and relationships that help diverse candidates attain equity, both in the educational and employment arenas, and become contributing members to the College community. Attitudes refers to the receptiveness of our existing College community to diversity, how the College creates a welcoming environment for newly hired employees, and how the College promotes and encourages diverse thoughts throughout the College community. Finally, appreciation relates to how the College community values the input and impact of diversity on the educational and employment experiences. While each of these three attributes can stand alone, they are interrelated in the sense that members of the College community must have a positive attitude regarding, and an appreciation for, the differences of all members of our community in order to provide true access to all students and staff, and to ensure staff and student success.

III. Annual and Multi-Year Goals

MCC has identified several goals related to diversity. To accomplish these goals, identified strategies must involve several stakeholders: institutional leaders, students, faculty and staff, and the community.

Goal 1: Ensure that the diversity of the student and staff populations are representative of the state and local community

Objective 1.1: Develop a workforce that is more reflective of the student population

Strategy 1.1.a: Enforcement of an affirmative action plan, including policies that address discrimination and the need to provide equal opportunity for all

Strategy 1.1.b: Increase the opportunities for staff members and students to access public employment opportunities through the Civil Service system; provide information and training for employees and students regarding these opportunities and how to take advantage of them

Strategy 1.1.c: Modification of search guidelines to ensure departmental alignment with College goals

Strategy 1.1.d: Development of funds to support the recruitment of diverse faculty and staff through mentoring, leadership training, and scholarly opportunities

Strategy 1.1.e: Development of specific programs which seek to retain underrepresented faculty in teaching areas

Objective 1.2: Increase yield and retention rates of at-risk students and other students from diverse populations

Strategy 1.2.a: Development and implementation of audience-specific support programs to increase student retention by continuing to support student success for all

Strategy 1.2.b: Implementation of programs to engage family support of at-risk students

Strategy 1.2.c: Development of an integrative approach to deliver support services to at-risk students

Strategy 1.2.d: Development of audience-specific orientation cohorts for at-risk students by Schools (or through the College's Pathways Initiative)

Strategy 1.2.e: Development and implementation of a plan to increase marketing of available College supports and partnerships with community resources that support underserved and underrepresented groups to help maximize access to the College

Strategy 1.2.f: Creation of academic program-specific recruitment efforts which focus on underserved populations

Strategy 1.2.g: Utilization of current students in recruitment efforts

Strategy 1.2.h: Development of bridge programs that prepare specific student populations for greater success

Strategy 1.2.i: Development and expansion of mentoring programs for specific populations throughout the College

Strategy 1.2.j: Identification of access and inclusion issues for specific populations, including, but not limited to, veterans, students with disabilities, and LGBTQ students

Objective 1.3: Development of a centralized, institution-wide retention effort through the College Strategic Enrollment Management (SEM) Plan

Goal 2: Create extended community partnerships to support the needs of diverse students

Objective 2.1: Address immediate emergency needs of students which act as a barrier to completion

Strategy 2.1.a: Fully implement a Dreamkeepers program to offer micro-grants to students

Strategy 2.1.b: Fully implement Single Stop at MCC to connect students and their families to social services within the community

Strategy 2.1.c: Partner with community groups which are working to address poverty issues within the community, which ultimately have an impact on MCC

Objective 2.2: Build a new model for recruiting and advising corporate and technical education non-traditional students

Strategy 2.2.a: Utilize a full-time advisor to focus on working with non-traditional (gender) students and those who are undeclared

Strategy 2.2.b: Utilize a full-time employee relations coordinator to function as the liaison between the College and other regional employing entities and to assist students with onsite placements

Goal 3: Expand and enhance diversity and inclusion programming to ensure broad participation

Objective 3.1: Increase collaboration and communication across various diversity and inclusion efforts

Strategy 3.1.a: Develop specific programming geared toward faculty and other staff through the Teaching and Creativity Center

Strategy 3.1.b: Provide focus week/month programming using the PRISM Multicultural Center as the point of contact

Strategy 3.1.c: Develop partnerships across divisions which clearly focus on diversity initiatives

Objective 3.2: Utilize institutional funding to support increased diversity programming within the institution

Strategy 3.2.a: Utilize set-aside funds to support micro-grants for staff interested in engaging in programming which supports institutional diversity goals

Strategy 3.2.b: Partner with community agencies whose primary aim is to provide diversity and inclusion programming for the workforce

IV. Diversity Plan Implementation Strategies

Responsibility for implementing this plan rests in several areas throughout the College. The President, Diversity Council, and Chief Diversity Officer will ensure that strategies within the plan are carried out by appropriate personnel. The Chief Diversity Officer will hold primary responsibility for reporting accomplishments, challenges, and opportunities to the President. Further, the Diversity Council will report, on a yearly basis, progress toward achieving the goals of the plan to appropriate College audiences, including the Board of Trustees.

V. Assessment and Evaluation

Assessment of diversity efforts must be continuous and use of the findings is critical to ensure continuous improvement within the institution. The College will utilize performance indicators and develop dashboards to assess the effectiveness of strategies. Additionally, the College will continue to explore various assessment tools in an effort to assess our current and future state of diversity.