Monroe Community College
Diversity, Equity, Inclusion and Social Justice (DEISJ) Plan
Draft (December 5, 2025)

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Message from the President

As we embark on this critical journey outlined in our Diversity, Equity, Inclusion, and Social Justice (DEISJ) Plan, I am reminded of the transformative power of education and its role in creating a more equitable and inclusive society. This plan serves as a cornerstone of our institutional commitment, rooted in Vision2027: Monroe Community College's Strategic Plan, to champion equity, opportunity, innovation, and excellence in all aspects of our work.

At Monroe Community College, our mission goes beyond delivering education; it is about transforming lives and communities. Through fostering the success of diverse students and creating a sense of belonging for all, we empower individuals to achieve their potential and inspire change. The DEISJ Plan represents not only a continuation of this mission but a significant evolution, ensuring that we are deliberate, accountable, and forward-thinking in our efforts to serve all members of our community equitably.

This document reflects the collective voices, insights, and expertise of students, faculty, staff, alumni, and community stakeholders. Together, we have established clear goals, strategic actions, and timelines to advance equity and inclusion across our multi-campus institution. It is through this shared responsibility that we can achieve the inclusive excellence to which we aspire.

Our DEISJ Plan aligns seamlessly with Vision2027, emphasizing the need for incremental and sustainable progress. It acknowledges the importance of embedding equity and social justice into our everyday practices, guided by the principles of trust, respect, and authenticity. By prioritizing inclusion, increasing diversity, ensuring equity, and advocating for social justice, we will continue to build an educational environment where everyone feels valued and empowered to succeed.

I extend my gratitude to the Inclusion, Diversity, Equity and Inclusion (IDEA) Council, the Division of Diversity, Equity, and Belonging, and all who have contributed to this plan. Your dedication to creating a more inclusive and just Monroe Community College (MCC) is both inspiring and essential.

As we move forward, let us embrace this plan as a living, breathing document that will evolve with our community's needs. I encourage every member of our community to engage with this work, offering feedback, sharing experiences, and collaborating to ensure that MCC remains a beacon of opportunity and innovation. Together, we will lead by example, demonstrating the power of education to foster understanding, empower individuals, and transform lives.

In partnership and with gratitude,

Dr. DeAnna R. Burt-Nanna, President

MCC Vision and Mission

Vision

Monroe Community College champions equity, opportunity, innovation, and excellence while transforming students' lives and communities.

Mission

Monroe Community College transforms lives and communities, fostering the success of diverse students through affordable and innovative academic, career, technical, and workforce development programs. Our shared work inspires and champions excellence in higher education and builds global engagement and understanding.

MCC Diversity, Equity, and Inclusion Statement

"Monroe Community College expects and upholds equity, inclusion, and a sense of belonging in our educational programs, policies, campus life, employment, and community involvement. We believe that diversity enriches our lives and leads to understanding and appreciating our differences and commonalities. To achieve academic and institutional excellence, we actively recruit, engage, and retain students, faculty, staff, and community partners who represent the diversity of our region, nation, and world." *MCC Vision2027 Strategic Plan*

In this regard, we are dedicated to creating, empowering, and sustaining a community built on trust and a commitment to respect for all, irrespective of backgrounds, experiences, and identities, which welcomes and encourages the variety of human experiences and the uniqueness of everyone. We believe a commitment to diversity, equity, inclusion, and social justice is essential in preparing engaged global citizens to lead lives enriched by critical thought, creativity, discovery, and the pursuit of academic excellence – values that are rooted in our educational mission to transform lives and communities by fostering the success of diverse students through affordable and innovative academic, career, technical, and workforce development programs.

Institutional Context

Introduction

Through *Vision2027: MCC's Strategic Plan (PDF)*, and the MCC Diversity Statement (reproduced above), Monroe Community College has begun engaging in a meaningful campus conversation about DEISJ from the perspective of students, employees, alums, administration, and trustees. The College is now well-positioned to make great strides in enhancing the campus climate, maintaining its relevance as a premier community college, and becoming a national leader through ongoing, large-scale institutional initiatives.

With the Diversity Statement and *Vision2027* as guides, this document defines goals and strategies that provide a framework for MCC to achieve its diversity, equity, inclusion, and social justice (DEISJ) goals. By recognizing strategies and initiatives already embedded in parts of our institution – from Guided Pathways (PDF) to the Aspen Unlocking Opportunity: The Post-Graduation Success and Equity Network – this document also offers opportunities for other parts of the college to borrow and institute best practices in higher education related to DEISJ.

This document sets out the course for future planning and implementation for a large and complex multi-campus institution by suggesting a set of goals and metrics that can help the College make clear and deliberate progress toward inclusive excellence. The critical work of implementation must take place over a more extended period, with the recognition that incremental change is a necessary component of lasting change. As such, the strategies suggested here can be prioritized, translated, or adapted into relevant and consequential activities at the college, school, department, unit, and division levels.

This *DEISJ Plan* represents a collaboration between the Division of Diversity, Equity, and Belonging, the IDEA Council, and employees across the college. Feedback on drafts was gathered and incorporated by the Vice President for Diversity/Executive Director of the Downtown Campus and MCC IDEA Council Chairs from the following groups: Faculty Senate, Student Government Association (SGA), Support Staff Planning Council (SSPC), the IDEA Council, the DEI in Teaching and Learning Workgroup, the STEM DEI&B Work Group, Institutional Research, Curriculum and Program Development, and the Executive Leadership Team (ELT). We are grateful for this feedback and hope all those who participated in this process can identify a record of their voices in this document.

Since the initial draft of the DEISJ Plan was developed in spring 2023, the College has undergone several important transitions that informed subsequent revisions. The plan was refined through multiple iterations based on extensive feedback from campus stakeholders, and its scope was revisited following a Diversity, Equity and Belonging divisional assessment, which necessitated a revised, more comprehensive reorganization proposal that required a fresh review of priorities and operational alignment. A detailed account of the plan's development, stakeholder engagement, and revision history is provided in the Appendix (p. 26). Additionally, during this period—and in response to shifting federal policies related to diversity, equity, and inclusion—MCC established the Federal Compliance Resource Committee (FCRC) to support the President and Executive Leadership Team (ELT) in interpreting evolving policies, ensuring adherence to state and local laws, and assessing instances where federal requests may conflict with those obligations.

Shared Language

Operationalizing a shared language is crucial when crafting an effective DEISJ plan. Not taking the time to do so can hinder efforts on campus. By identifying definitions for standard terms and concepts relevant to DEISJ work, we assert that these terms are not interchangeable—for instance, diversity and equity are not the same thing and defining them for our work is essential.

A glossary of DEISJ terminology will be provided on the Diversity, Equity, and Belonging website to offer a working understanding of important definitions that every college community member should be aware of. The terminology provided is not an exhaustive list but provides a starting point for creating and maintaining an inclusive environment of learning and education. We also recognize that language is relational and, like relationships, is continually changing. As such, this glossary is a living document that must be updated regularly. The goal is not to avoid making mistakes but to be sensitive to the power of language to capture, empower, or discourage interactions.

In addition to this glossary, the following notes on our use of the words Inclusion, Diversity, Equity, and Social Justice are critical to understanding the intentions expressed in this DEISJ plan:

Inclusion

At Monroe Community College, we empower our campus community to create inclusive environments where all constituents feel authentically welcomed, valued, supported, and respected at every opportunity. We commit to actively and intentionally ensuring all voices across our institution are amplified and respected and contribute to an inclusive climate.

Diversity

At Monroe Community College, we promote a broad definition of diversity that recognizes that diversity exists in various forms, including identities and intersections of race, ethnicity, religion, age, sexual orientation, gender identity, military affiliation, geographic diversity, language, and ability or socioeconomic status. We commit to respecting diverse perspectives, embracing diverse people, and seeking to increase our campus diversity in every aspect of our community to maximize our living and learning environment.

Equity

At Monroe Community College, we believe in creating an environment of fairness that exemplifies a strong commitment to ensuring all members of our campus community can maximize their full potential through meaningful, impactful participation. We commit to proactively identifying and eliminating barriers in our policies, practices, and processes that preclude members from full and authentic participation.

Social Justice

At Monroe Community College, social justice is possible when a community of individuals is dedicated to creating and sustaining a fair and equitable society in which everyone and all groups are valued and affirmed. Social justice encompasses efforts to end systemic violence, racism, and all systems that devalue the dignity and humanity of any person.

Historically Excluded

At Monroe Community College, historically excluded refers to the systemic and institutionalized marginalization of specific groups from societal, political, and economic participation over extended periods. This marginalization often stems from discriminatory laws, policies, and practices rooted in prejudice, resulting in unequal access to resources, opportunities, and rights.

Current Campus Diversity, Equity, and Inclusion Assessment

As an institution of higher education, MCC is required to report on students and employee demographics. Race-Ethnicity is one; "Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, residents, and other eligible non-citizens." This is currently asked in two questions, "Ethnicity Hispanic or non-Hispanic" and 'Race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White." Anyone who selects yes for Hispanic in the first question is coded as such in the data, regardless of Race.

To provide context regarding the racial diversity of employees at Monroe Community College as of the fall 2023 census, below is a breakdown of all employees as compared to students at the college. For purposes of this report and in alignment with SUNY, minority is identified as those who fall into the following racial categories: Asian/Pacific Islander, Black, Hispanic, and Native American. It is worth noting that SUNY has not adopted a process in which other recognized groups or special populations (e.g., LGBTQ, those with differing abilities, etc.) are counted separately. Therefore, MCC does not currently track these groups separately.

Table 1 - Employee Profile

Employees	Fall 2025
Total Employee FTE (Full-Time Equivalents)	1,333
Full-Time Employees	702
FT Employees (Including Grant-funded positions)	743
Part-Time Employees	590
Adjunct Employees	370
FT Average Age	50
FT Minority Headcount	183
% Of Full-Time Employees (Minority)	32.9%
% of Full-Time Faculty (Minority)	16.7%

Table 2 - Student Profile

Students	Fall 2025
Total Students FTE (Credit)	9,143
Full-Time Students	4651
Part-Time Students	4492
Student Average Age	22
Minority Headcount	4,614
% Minority Headcount	50.5%

Student Diversity (Compare Fall 2017 and Fall 2025)

MCC is an open-access institution that provides educational opportunities to a considerable population of students that includes but is not limited to first-generation, low-income, single-parents, military affiliated, international, immigrant, asylum seekers, refugees, and other special demographics of students; many of whom are identified as historically excluded in higher education. As such, it is the college's responsibility to offer specific, research-informed support necessary to ensure the success of a vast demographic of students.

Categories developed in 1997 by the Office of Management and Budget (OMB) describe groups individuals belong to, identify with, or belong in the community's eyes. The categories do not denote scientific definitions of anthropological origins. The designations categorize U.S. citizens, residents, and other eligible non-citizens. Individuals are asked first to designate ethnicity as (1) Hispanic or Latino or Not Hispanic or Latino and (2) Individuals are asked to indicate all races that apply among the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White.

Using MCC Integrated Postsecondary Education Data System's (IPEDS) data for Fall 2017 and Fall 2025, the percentage of underserved students serve by MCC increased for African American (20.21% to 23.27%), Hispanic (9.88% to 14.39%), and Asian (4.73% to 6.02%) full-time students, as well as for those who identify as two or more races (3.83% to 6.40%), respectively. During this same period, the largest decrease in full-time students was amongst white students (58.84% to 47.36%).

Institutional data, supported by national trends, predicts that MCC will continue to see an increase in historically excluded students, with MCC becoming a minority-serving institution in 2025. This shift in our student demographic will require MCC to implement strategic DEISJ and academic initiatives and be sensitive to their needs to impact their retention and graduation rates positively.

The changes in MCC student demographics are reflected in the fall-to-fall student comparison data provided in the table below. Data analysis shows substantial achievement gaps and differences in attainment rates between historically excluded students and their white peers. These disparities are just one part of the rationale for developing a comprehensive DEISJ plan that focuses on equity for all students.

Student Racial Diversity (Compare Fall 2017 and Fall 2025) - Degree and non-Degree (does not include Dual Enrollment)

Table 3 - Student Racial Diversity Data

Student Data	Count			Percentage		
IPEDS Race Ethnicity	**Fall 17**	**Fall 25**	**Change**	**Fall 17**	**Fall 25**	**Change**
White	7594	4330	-3264	58.84%	47.36%	-11.48%
Black	2609	2128	-481	20.21%	23.27%	3.06%
Hispanic	1275	1316	41	9.88%	14.39%	4.51%
Asian	611	550	-61	4.73%	6.02%	1.29%
Two or More Races	494	585	91	3.83%	6.40%	2.57%
Non-Resident (F-1)	156	142	-14	1.21%	1.55%	0.34%
Unknown	88	57	-31	0.68%	0.62%	-0.06%
American Indian	61	28	-33	0.47%	0.31%	-0.16%
Pacific Islander	19	7	-12	0.15%	0.08%	-0.07%
Grand Total	**12907**	**9143**	**-3764**			

Full-Time Faculty Diversity (Compare Fall 2017 and Fall 2025)

The rationale for faculty diversity is as compelling as the arguments for student diversity, extending beyond the obvious reasons of equity. Faculty diversification contributes directly to educational quality (Milem, 2003; Curtis, 2021). A lack of racial and ethnic diversity among our faculty makes it difficult to prepare students for an increasingly diverse world.

In examining MCC's Fall 2017 to Fall 2025 data as it pertains to the diversity of full-time faculty at the college, it is worth noting that the number and percentage of historically excluded full-time faculty has decreased for Black (6.4% to 6.2%), Hispanic (5.1% to 4.8%) and Native American (1.0% to .5%) faculty, respectively. The only areas of growth were for full-time faculty who self-identify as Asian (.8%), and white (82.4% to 83.3%). Fall-to-fall comparison information for full-time faculty diversity for MCC can be found in the table below.

Table 4 - Full-time Faculty Racial Diversity

FT Faculty Data	Count			Percentage		
IPEDS Race Ethnicity	**Fall 17**	**Fall 25**	**Change**	**Fall 17**	**Fall 25**	**Change**
White	244	174	-70	82.4%	83.3%	0.90%
Black	19	13	-6	6.4%	6.2%	-0.20%
Hispanic	15	10	-5	5.1%	4.8%	-0.30%
Asian	9	8	-1	3.0%	3.8%	0.80%
Two or More Races	5	3	-2	1.7%	1.4%	-0.30%
American Indian	3	1	-2	1.0%	0.5%	-0.50%

FT Faculty Data	Count			Percentage		
IPEDS Race Ethnicity	Fall 17	Fall 25	Change	Fall 17	Fall 25	Change
Unknown	1	0	-1	0.3%	0.0%	-0.30%
Non-Resident	0	0	0	N/A	N/A	N/A
Pacific Islander	0	0	0	N/A	N/A	N/A
Grand Total	**296**	**209**	**-87**			

Additionally, faculty diversity that better reflects the diversity of the student body contributes to a more harmonious cultural environment that promotes and anchors critical connections, particularly with students from historically excluded groups (Piercy, et al., 2005).

Recognizing the value of diversity among the employees (in particular, faculty) at MCC and the potential impact it could have on helping to retain and graduate a more significant percentage of our diverse students, must be considered as one of the primary goals outlined in this plan. According to Abraham and Bartlebaugh (2020), the representation of Black and Hispanic faculty at Colleges and Universities remains low, especially compared to the increasing diversity of the students served by higher education institutions. and is not expected to increase significantly over the next ten years. Despite this projection and the current budgetary challenges faced by the college, the Administration must diversify faculty and staff at MCC, as well as retain current faculty and staff from historically excluded populations.

Administration Diversity (Compare Fall 2017 and Fall 2025)

Although the demographics of student populations at many colleges and universities have changed in the past decade, appointments to administration and faculty positions have not kept pace with diversity. The Executive Leadership Team (ELT) at MCC is highly diverse, with five of the seven senior leaders coming from historically excluded backgrounds. Beyond the ELT, however, the diversity of campus leadership needs to be deeper.

When examining campus leaders, the percentage of leaders who are White or Black decreased, -2.8% and .03%, respectively, between Fall 2017 and Fall 2025. The only groups that experienced growth are administrators who self-identified as Hispanic (5.4% to 7.0%), two races (1.7 % to 1.8%), and Asian (0.4% to 1.8%).

Based on the data available for employees and students, it is evident that students are now less likely to have the experience of working with or being supported by someone whose racial background mirrors their own. Therefore, a concerted effort to increase the diversity of employees – particularly faculty and mid-level managers – to be more representative of the current and future students MCC will serve is imperative (Martinez-Acosta et al., 2018).

Table 5 - Administrators Racial Diversity (A1 E-class Code)

Admin. Data	Count			Percentage		
IPEDS Race Ethnicity	**Fall 17**	**Fall 25**	**Change**	**Fall 17**	**Fall 25**	**Change**
White	196	180	-16	81.7%	78.9%	-2.80%
Black	26	24	-2	10.8%	10.5%	-0.30%
Hispanic	13	16	3	5.4%	7.0%	1.60%
Unknown						
Asian	1	4	3	0.4%	1.8%	1.40%
Two or More Races	4	4	0	1.7%	1.8%	0.10%
American Indian	0	0	0	0	0	0
Non-Resident	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Grand Total	**240**	**228**	**-12**			

Graduation Rates

Nationally, there is a recognized disparity in the graduation rate for 2- and 4-year institutions. The same holds for Monroe Community College. The drastic difference in completion rates is even stark when comparing historically excluded students and their white peers. Using data reported to the National Data Clearing House and the State University of New York as required by the Higher Education Act of 1965, MCC's graduation rate can be found in the document Student Right-to-Know Act: Graduation/Completion Rate Report 2024 (PDF) which highlights MCC's 3-year graduation rates by entering cohorts from Fall 2017 to Fall 2021.

This report documents that the 3-year graduation rate for MCC has increased from 23% (Fall 2017 cohort) to 26.9% (Fall 2021 cohort). It also highlights that the graduation rate for students who identify as male is higher than that of students who identify as female, 28% and 25.9%, respectively. We do not currently have data on graduation rates for students who identify as a gender other than male or female. When examined by race and ethnicity, the disparity in graduation rates is of even more significant concern.

When comparing the 3-year graduation rates from historically excluded racial groups to their white peers, the difference in persistence to graduation is stark. For students who identify as Black (African American), Hispanic, or Native American, the 3-year graduation rate for the most recent cohort is 8.5%, 19.2%, and 0%, respectively. Those completion rates are significantly lower than those who self-identify as white (34.7%) or Asian (33.3%).

MCC must make a concerted effort to increase all students' retention and graduation rates while also paying focused attention to the needs of historically excluded students. This plan, along with the College's Strategic Plan, *Vision2027*, the College's Strategic Enrollment Management (SEM) Plan, the Facility Master Plan, the Future of the Downtown Campus Plan, and the Academic Master Plan, must all work in concert and be laser-focused on identifying and implementing strategies that will create better outcomes for all students.

Summary

Given the information provided, and to create measures of accountability across the college for student success, this DEISJ plan serves as a guiding document for the college as we continue to identify and implement the best practices that will support an ever-changing, growing diversity of students. We look forward to working alongside the administration, the employees, the students, and the community to create a better experience for all.

IDEA Council: Composition and Responsibilities

The IDEA Council at Monroe Community College was formally established in 2017 due to racial unrest at the College. In 2017, the College created an Anti-Racism Action Plan that outlined a path forward that would begin to address issues of diversity, equity, and inclusion at MCC. These actions were the impetus for hiring the inaugural Chief Diversity Officer at MCC in 2018. In 2018, the Chief Diversity Officer revised the Council to its current format.

The IDEA Council is an institutional committee of faculty, staff, and students whose mission is to promote and build a diverse and inclusive college climate by extending diversity and inclusion awareness throughout the campus community. Our vision is to be an exemplary council that equips the campus community to support diversity and inclusion. The council partners with other campus leaders in cultivating a campus community characterized by respect toward individuals of diverse identities in ways that enhance connection with one another.

IDEA Council Membership and Terms

The IDEA Council will have a balance of staff, faculty, students, and community members, with at least one representative from each division of the college. The council shall also include the Vice President for Diversity/Executive Director of the Downtown Campus or the Chief Diversity Officer (if they are different) as a member. As a goal, at least two IDEA Council members shall be MCC students. The IDEA Council Co-Chairs will ask the Student Government Association (SGA) to recommend/nominate students to serve on the IDEA Council. The Co-Chairs will ask the Faculty Senate to recommend/nominate faculty/staff to serve on the Council. The remainder of IDEA Council membership will include anyone interested, even if their constituency group is already represented by the IDEA Council. The maximum size for the IDEA Council will be twenty-five (25).

The members of the IDEA Council will serve on specifically designated sub-committees that align with the goals outlined in the DEISJ Plan. As the goals are completed, sub-committee adjustments will be discussed between the Co-Chairs and the sub-committee members, in collaboration with the VP for Diversity, Equity, and Belonging. The chart below summarizes the proposed makeup of the Council:

Table 6 - IDEA Council Membership

Representative Group	Min. # of Representatives	Term
IDEA Council Chairs	2	2 Years
Faculty Senate	2	2 Years
CSEA	1	2 Years
Faculty Association (FA)	1	2 Years
Support Staff Planning Council (SSPC)	1	1 Year
Student Government Association (SGA) or designee	2	1 Year
Administrative Services	1	2 Year
Academic and Student Affairs	1	2 Year

Representative Group	Min. # of Representatives	Term
Diversity, Equity, and Belonging	1	2 Year
Economic and Workforce Development	1	2 Year
Institutional Advancement	1	2 Year
Rochester Community Member	2	1 Year
Teaching & Creativity Center (TCC)	1	2 Year
Employee Resource Groups (ERGs)	3	2 Year

Please Note: All positions are renewable except for the IDEA Council Chairs, which will follow a staggered rotation.

The Diversity Council's goals include:

- to promote and sponsor activities and events supporting diversity;
- to advocate for a diverse and inclusive campus community;
- to forward to the college president and ELT recommendations that enhance a diverse and inclusive campus.

The current council co-chairs will call for members at the beginning of each Fall semester. Prospective members will be asked to provide information regarding what DEISJ means to them and how they can contribute to the IDEA Council. Council Co-Chair, in collaboration with the Vice President for Diversity, Equity, and Belonging or their designee, will approve new members based on evidence of their understanding of the core principles of DEISJ and their potential to positively contribute to the Council.

Diversity, Equity, and Inclusion Goals and Action Plan

Areas of Focus

Over the last several years, our country has been engaged in profound and often painful conversations about diversity and inclusion. These conversations have focused on fundamental questions of equity, justice, and community. This collective awareness offers an opportunity for reflection, dialogue, and action. While MCC has made strides toward an environment where everyone feels a sense of belonging, much more must be done. We must reflect, dialogue, and act together as an institution and as a community. Most importantly, for the future of our college, we must take the time to consider long-term, deliberative measures that we should take over the next few years to build a sustainable model of diversity, equity, and inclusion that will positively impact our institution and the community we serve.

In the Spring 2023 term, the College administered the Insight into Diversity Viewfinder Campus Climate Survey to better understand MCC's students, faculty, staff, and administrators' perceptions of the current campus climate. Based on the information gathered from the climate survey, four key performance indicators were identified as areas in which improvements were needed:

Key Performance Indicators (KPIs)

1. There is a sense of belonging at MCC
2. MCC is a safe environment for employees and students
3. There are opportunities for professional development at MCC
4. I feel valued at MCC

Based on this information and various college forums and discussions, the IDEA Council has created a comprehensive plan with specific goals, action steps and success measures that build on the work of our most recent diversity plan and align with the MCC Strategic Plan, *Vision2027*. This DEISJ Plan will guide the College's diversity efforts and provide an explicit, integrated, strategic, college-wide approach to our inclusion and diversity efforts.

This DEISJ plan will serve as one of many efforts by the college to integrate DEISJ into its core values. The IDEA Council recommends measuring progress on these efforts using the [National Association of Higher Education Systems (NASH)](). This is an established rubric for advancing diversity, equity, inclusion, and accessibility, and it calls for the assessment of the institution based on nine dimensions:

    I. Public Commitment
    II. Leadership
    III. Data
    IV. Policy
    V. Curriculum and Co-Curriculum
    VI. Student Success Intervention and Treatment
    VII. Faculty and staff hiring, retention, promotion, and rewards
    VIII. Professional Development
    IX. Community Engagement

Each component has five stages of development: (1) not present, (2) beginning, (3) emerging, (4) established, and (5) systemness [1]. The NASH rubric will help establish a baseline for MCC from which growth can be measured and appreciated. Combining the NASH rubric with the identified KPIs will allow the college to compare results, evaluate performance, and track changes with the goal of improving institutional outcomes.

With support from the Office of Institutional Research (IR), the IDEA Council developed four overarching goals for the DEISJ plan. Each goal is aligned with at least one of the four identified key performance indicators (KPIs).

Each goal is supported by specific action steps that are strategic, ambitious, and measurable and reflect the forward-looking perspective of a well-respected institution of higher education. Most importantly, the goals and action steps were designed to resonate across our institution and provide an opportunity for every part of our community, every academic pathway, every central administrative unit, and every individual to engage and contribute. Our schools, divisions, departments, and units are encouraged to collaborate and explore ways to work together to promote diversity and inclusive excellence. The goals also provide clear strategies for deepening our engagement throughout our community – from its multiple campus locations to the various constituents we serve. This is our opportunity to operationalize the value that we as an institution place on diversity and inclusion and its centrality to our teaching and service missions.

Strategic Goals, Action Plans, and Timeline

Strategic diversity planning should be an inclusive, continuous, and dynamic process, an enterprise in which the entire community is meaningfully involved and an evolving expression of institutional mission. After conducting a campus climate survey, conducting several focus groups, and meeting with institutional shared governance groups, the IDEA Council has

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[1] National Association of Higher Education Systems (NASH)

Stage One: Not Present—System is not currently following this practice.

Stage Two: Beginning—Practice present in limited ways in the system administration/office and on some campuses.

Stage Three: Emerging—Practice present in the system administration/office and on a majority of campuses and plans exist to scale activities and build frameworks for campus collaboration

Stage Four: Established – Practice implemented broadly within the system administration/office and with some cross-campus collaboration, but significant areas for improvement exist

Stage Five: Systemness – Practice implemented across the system and at depth that reflects core system priority and supports collaboration and sharing of resources across campuses

It is at this point that the campus has reached its goals for institutionalizing diversity, inclusion and equity into the fabric of the institution, but recognizing the ever-changing environment it continues to assess its continuing progress and the sustainability of its achievements as it looks toward the future.

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identified four overarching goals that will shape and guide the internal and external plan for DEISJ that aligns with MCCs Strategic Plan, *Vision2027*. The goals identified are:

- Goal 1: Measure, improve, and communicate Campus Culture and Belonging (KPI 1)
- Goal 2: Create and sustain DEI infrastructure (KPI 2)
- Goal 3: Expand DEISJ Education for students, employees, and college leaders (KPI 3)
- Goal 4: Increase and maintain diversity in recruitment and retention (KPI 4)

The IDEA Council respectfully affirms its role as a recommending body and recognizes that the successful implementation of this plan relies on coordinated efforts across multiple areas of the College. The leadership, partnership, and stewardship provided by senior administrators and key operational units are essential to translating this vision into sustained institutional progress. To support this work, a fully staffed and adequately resourced Diversity, Equity, and Belonging division is a critical foundation for success. Accordingly, we have structured our recommendations so that Tier 1 outlines the staffing and infrastructure needed to enable effective implementation, while Tier 2 details the action steps to be undertaken once those foundational elements are in place. With regard to the timeline, we anticipate that the first year will focus on assessing needs, establishing baselines for measuring progress, and building the structures required for long-term success (Tier 1). The subsequent two years can then center on accomplishing the Tier 2 goals; however, work may begin sooner in areas where capacity already exists.

DEISJ Goals/Action Steps

Goal 1: Measure, Improve, and Communicate Campus Culture and Belonging (KPI 1)

Campus culture describes the habits, practices, and underlying meanings that shape the everyday experiences and perceptions of the community members. To understand campus culture, MCC will regularly measure "climate," which refers to the attitudes, values, perceptions, language, and behaviors of students, faculty, staff, and administrators, especially related to difference, diversity, equity, and inclusion. MCC will use this data to establish and maintain policies, programs, and practices to improve how individuals feel in terms of personal safety, being heard, valued, respected, and treated fairly, and communicate transparently at all levels about progress as well as challenges.

Table 7 - Tier 1 Action Steps for Goal 1

Tier 1 Action Steps	Responsible Division(s)	Timeline	Integrated Planning
Develop and implement a bi-annual campus-wide climate survey in collaboration with campus partners and SUNY.	DEB; IA	Fall 2025, every 2 years after	Vision2027 (Direction 1.1, and 1.2)
Identify dedicated DEB divisional staff members to support the Vice President of Diversity, Equity, and Belonging in overseeing the implementation of recommendations gathered from assessments, working with stakeholders across the college to improve data-driven decision-making and investment around diversity, equity, and inclusion through systems, policies, procedures, resources, and performance measures.	DEB; Office of the President	Fall 2026	Vision2027 (Directions 1.1, 2.3, 2.4, 3.2)
Develop and implement a college-wide DEISJ communication plan that reports not only on the campus climate survey but also progress on the goals and action steps outlined in the DEISJ plan.	DEB; IA	Spring 2025 and annually after	Vision2027 (Directions 1.1, 2.3, 2.4, 5.2)

Table 8 - Tier 2 Action Steps for Goal 1

Tier 2 Action Steps (Contingent on Accomplishment of Tier 1)	Responsible Division(s)	Timeline	Integrated Planning
Conduct the NASH Equity Framework to explore power, privilege, and difference and its impact on the college community by way of focus groups, department, or divisional meetings. This will allow the college to establish a baseline and produce more actionable KPIs for the next DEISJ Plan.	All Divisions	Spring 2026	Vision2027 (Directions 1.1, 2.2, 2.4, 4.1, 4.2)
Conduct focus groups with current employee affinity groups (African American Affinity Group (3AG), American Association of Women in Community Colleges (AAWCC), LGBTQIA+ Affinity Group, and the Latino Empowerment Network (LEN), as well as other specific populations of employees including military-affiliated, Deaf and Hard of Hearing, and disabled communities, to identify and address specific gaps in DEI programming, policies, mentoring, recruitment, retention, and training.	DEB	Spring 2026 and annually after	Vision2027 (Direction 1.1)
Conduct focus groups with specific populations of students, including but not limited to LGBTQIA+, military-affiliated, Indigenous, Deaf and Hard of Hearing, and disabled communities to identify and address specific gaps in DEI programming, policies, mentoring, recruitment, retention, and training.	DEB	Spring 2026 and annually after	Vision2027 (Direction 1.1)
Improve college messaging around DEISJ, including developing and displaying a land acknowledgment statement recognizing that Indigenous communities were the original inhabitants of this land, revising the current civility statement, and creating and implementing a college-wide pronoun statement.	DEB	Spring 2026	Vision2027 (Directions 1.1, 1.2, 2.2, 2.3, 2.4, 3.7, 4.1, 4.2)

Goal 2: Create and sustain DEI Infrastructure (KPI 2)

To move beyond dialogue into purposeful action, it is imperative to review qualitative and quantitative data to properly operationalize the many ways to foster inclusion, diversity, equity, and accessibility, and to share this data with the college community. MCC will create and sustain an institutional infrastructure that effectively supports progress in achieving diversity and inclusion goals aligned with the College's mission, vision, values, and strategic plan.

Table 9 - Tier 1 Action Steps for Goal 2

Tier 1 Action Steps	Responsible Division(s)	Timeline	Integrated Planning
The VP for DEB/Executive Director for the Downtown Campus will hire an Assistant or Associate Vice President for Equity and Access.	DEB; Administrative Services; Office of the President	Fall 2026	Vision2027(Direction 1.1)

Table 10 - Tier 2 Action Steps for Goal 2

Tier 2 Action Steps (Contingent on Accomplishment of Tier 1)	Responsible Division(s)	Timeline	Integrated Planning
Secure gifts, grants, resources, and staffing to support DEISJ goals	EDIWS; IA	Fall 2025	Vision2027 (Direction 5.4)
Develop DEISJ training for HR (Human Resources) & and all parties involved in the search process (e.g., committee members, approvers, etc.) This includes but is not limited to a review of policies and procedures pertaining to the education and experience requirements for all full-time and adjunct positions to increase the pool of applicants from historically excluded backgrounds.	DEB; ASA	Spring 2025	Vision2027 (Directions 4.1, 5.1)
Evaluate campuses to identify and mitigate barriers to physical accessibility for students, faculty, staff, visitors, etc. This includes centralizing information and updating signage pertaining to accessible and gender-neutral bathrooms, accessible doors, and the current location of all offices at all locations.	Administrative Services	Ongoing	Facilities Master Plan
In consultation with the LGBTQIA+ Employee Affinity Group and the Student Pride Alliance, develop resources, services, and spaces that support our intersectional LGBTQ populations. This will likely include developing a plan, rationale, and timeline for establishing an LGBTQ+ Student Center, as well as updating MCC web resources for LGBTQ+ students.	DEB	Spring 2026	Vision2027 (Directions 1.1, 1.2, 4.1 4.2)

Goal 3: Expand DEISJ Education for students, employees, and college leaders (KPI 3)

With the growing diversity of our community and therefore the students we serve, we will need to increase opportunities for DEISJ learning, engagement, dialogue, and understanding so that we are best equipped to provide a respectful and productive educational and working environment. This will include increasing the number of students, employees, and college leaders participating in inclusive excellence education and programming centered on creating a welcoming environment for all who work, are educated at, or visit MCC.

Table 11 - Tier 1 Action Steps for Goal 3

Tier 1 Action Steps	Responsible Division(s)	Timeline	Integrated Planning
Hire an Education Director within the Division of Diversity, Equity, and Belonging responsible for overseeing and tracking training efforts. This position should collaborate with established groups focused on employee education and training such as the TCC, the DEISJ in Teaching and Learning workgroup, and department-specific DEI groups.	DEB	Fall 2026	Vision2027 (Directions 4.1, 5.1, 5.4)

Table 12 - Tier 2 Action Steps for Goal 3

Tier 2 Action Steps (Contingent on Accomplishment of Tier 1)	Responsible Division(s)	Timeline	Integrated Planning
Expand and centralize a DEISJ-related repository of learning materials in collaboration with the Teaching and Creativity Center (TCC) and the MCC libraries. This includes documenting and recognizing historical diversity efforts and supports at MCC.	DEB; ASA	Fall 2024	Vision2027 (Direction 1.1, 4.1, 5.2, 5.3); ASAMP
Maintain and as needed, expand required training on diversity, equity, inclusion, and social justice (DEISJ) topics for all employees and students (i.e. Title VI, ADA, Title IX, etc.)	DEB; Faculty Senate, Faculty Association	Fall 2025 and annually after	Vision2027 (Directions 3.2, 5.1); ASAMP
Build a systematic approach to tracking and rewarding voluntary employee participation in DEISJ training. Likely steps: Identify existing training opportunities at the college as well as current content gaps. Develop training to fill these gaps, consulting internal and external experts. Create a system of digital badges to recognize ongoing PD related to DEISJ.	All Divisions	Spring 2026 and annually after	Vision2027 (Directions 5.1, 5.2)

Tier 2 Action Steps (Contingent on Accomplishment of Tier 1)	Responsible Division(s)	Timeline	Integrated Planning
Provide tangible institutional support, recognition, and incentives for completing these trainings.			
Provide ongoing training for employees tailored to specific areas within the college, recognizing that different areas are addressing different DEISJ-related challenges and therefore need specialized resources and training. This will likely include establishing a cohort of DEI champions in each division and institutional location and funding their training. This group would share resources with each other and meet at least yearly with representatives from the ELT and the IDEA Council to report on what is happening in their areas.	All Divisions	Fall 2026	Vision2027 (Directions 1.2, 3.2, and 5.1)
Incorporate consistent diversity, equity, inclusion, and social justice (DEISJ) pedagogy throughout the MCC experience for students (through courses, college programming, leadership development, etc.).	All Divisions; IA funding if funds do not come from SUNY	Fall 2026	Vision2027 (Directions 3.2, 5.1); ASAMP; SEM Plan

Goal 4: Increase and maintain diversity in recruitment and retention (KPI 4)

MCC will create recruitment and retention strategies to increase and maintain the diverse representation of students, faculty, and staff, and continually assess climate and sense of belonging for all constituents. Identify and incorporate culturally relevant recruitment and instructional best practices to increase the recruitment and retention of a changing, diverse student population.

Table 13 - Tier 1 Action Steps for Goal 4

Tier 1 Action Steps	Responsible Division(s)	Timeline	Integrated Planning
Identify and train a staff member(s) within Human Resources whose role will be dedicated to coordinating the recruitment and retention of historically underrepresented employees.	Human Resources	Spring 2026	Vision2027 (Direction 4.1, 4.2, and 5.1)
Identify and train a staff member within Admissions whose role will be dedicated to coordinating the recruitment of historically underrepresented students and liaising with the Division of Diversity, Equity, and Belonging.	Division of Diversity, Equity, and Belonging; Admissions	Spring 2026 and thereafter	Vision2027 (Direction 4.1, 4.2, and 5.1); ASAMP
Establish a robust relationship between the Division of Diversity, Equity, and Belonging and Academic and Student Affairs to coordinate the retention of historically underrepresented students, through existing programs including but not limited to ASAP, EOP, SUNY Reconnect, CSTEP, TRiO, Dual Enrollment.	DEB; ASA	Fall 2025 and ongoing	Vision2027 (Directions 2.1, 2.2, 2.3, 2.4, 3.4); ASAMP

Table 14 - Tier 2 Action Steps for Goal 4

Tier 2 Action Steps (Contingent on Accomplishment of Tier 1)	Responsible Division(s)	Timeline	Integrated Planning
Identify and implement specific strategies for retention and recruitment to increase the diversity of both full-time and adjunct faculty, as well as full-time professional staff and CSEA employees.	DEB; All Divisions	Fall 2025	Vision2027 (Directions 2.1, 4.1, 5.1, 5.3); ASAMP
Within one year of favorable follow-up with a student or employee focus group (see Goal 1), increase and maintain representation of that group in the recruitment pipeline by a context-meaningful percentage.	DEB; ASA; EDWIS	Spring 2027	Vision2027 (Directions 1.1, 2.2, 2.4, 3.2)

Tier 2 Action Steps (Contingent on Accomplishment of Tier 1)	Responsible Division(s)	Timeline	Integrated Planning
Develop mentoring and support systems specifically for historically excluded faculty and staff to improve overall retention and success	DEB; ASA	Fall 2026 ongoing	Vision2027 (Directions 2.2, 2.4, 5.1, 5.3, 5.4)
Initiate or strengthen communication with diversity partners, including but not limited to Historically Black Schools and Universities (HBSCs), Historically Hispanic Serving Institutions (HSIs), and MCC alumni, to increase diversity of the recruitment pipeline or accept input on what historically excluded candidates seek in a potential employer.	Division of Diversity, Equity, and Belonging; Academic and Student Affairs	Fall 2026 and ongoing	*Vision2027* (Direction 5.1)
Increase the participation of historically excluded students (in particular) in retention and success programming efforts (e.g., TAAC)	ASA; EDIWS	Fall 2025 (ongoing)	Vision2027 (Direction 2.1, 2.2); ASAMP

Appendix: History of this DEISJ Plan

Throughout the process of drafting the DEISJ plan, the Division of Diversity, Equity, and Belonging has provided progress reports, sought feedback, and engaged stakeholders in the process of drafting the DEISJ Plan. This process is documented below.

Table 15 - Communication and Feedback Schedule

Constituency Group	Date Provided	Feedback Received
President DeAnna R. Burt-Nanna	1/24/24	2/25/24
Executive Leadership Team (ELT)	2/8/24	2/25/24
Mid-Level Managers	2/12/24	2/25/24
Faculty Senate (FS)	2/15/24	2/29/24
CSEA meeting with consultant (declined)	Feb. 2024	N/A
Student Government Association (SGA)	Feb. 2024	3/26/24
Support Staff Planning Council (SSPC)	3/12/24	3/26/24
Other Groups/Cohorts (Affinity Groups)	8/9/24	9/10/24
Updated Draft to the Faculty Senate Executive Committee	7/15/24	7/30/24
Updated Draft to Dr. Burt-Nanna and ELT	8/1/24	8/15/24
Faculty Senate – Final Review	9/19/24	9/30/24
ELT and President – Final Review	Aug. 2024	10/28/24
Board of Trustees	10/9/24	10/9/24
DEB Re-Org withdrawn in lieu of a more comprehensive DEB division assessment (announced decision to SCAA)	1/24/25	N/A
Contracted external consultant to do a comprehensive DEB division assessment	Feb. 2025	May 2025
DEB division assessment interviews with stakeholders across MCC	Apr. 2025	May 2025
Assessment results shared with ELT and Dr. Burt-Nanna	6/18/25	7/20/25
Adjustments to assessment with consultant (based on feedback)	7/22/25	7/23/25
Updated Re-Org Proposal shared with Dr. Burt-Nanna and ELT		
Financial analysis of proposed positions updated based on assessment	Oct. 2025	Nov. 2025
Updating of the DEISJ Plan to Reflect Updated Re-org Proposal	Oct. 2025	Dec. 2025
Released updated draft of the DEISJ Plan to the college	12/4/25	12/18/25
Revise plan based on feedback, and begin implementing	12/19/25	1/20/25

Going forward, DEISJ must become integral to the college's culture and values. Acknowledging that this work has more than one clear path or set of definitive rules is essential. Intersections and localized considerations exist; our DEISJ plan will only be effective if a concerted effort is made to get buy-in from all areas of the college. This will be accomplished through a comprehensive assessment and communication plan, as described in Goal 1 of this DEISJ Plan.

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