

Diversity, Equity & Inclusion Plan 2020-2023

A Community College Plan for Inclusive Excellence within the SUNY System



Finger Lakes Community College State University of New York

ESTABLISHED 1965, CANANDAIGUA, NEW YORK.

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Finger Lakes Community College Diversity Statement

At Finger Lakes Community College, we strive to create a welcoming, equitable community where differences are valued and respected.

Diversity is strength—and nowhere is that more evident than in higher education. As an institution of higher education, we know that learning is enhanced when students, faculty, and staff interact with people whose identities, worldviews, and experiences are diverse in nature.

At the same time, we recognize the long and painful history of exclusion and oppression that has brought us to the present day. As a campus community we know that we cannot enjoy the benefits of diversity without insuring equitable and inclusive treatment for all. In particular, this means that Finger Lakes Community College must enact policies that reach out to those who have been silenced and marginalized.

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LAND ACKNOWLEDGEMENT

A “Land Acknowledgement” is an official declaration that respects Indigenous Peoples as the original stewards of this land and recognizes the enduring relationship that exists between Indigenous Peoples and their traditional territories. The land on which this institution was built is the original homelands of the Seneca people, the westernmost nation of the Haudenosaunee Confederacy. As Finger Lakes Community College’s main campus is located in Canandaigua, New York, we find it imperative as an institution to recognize the past history of our geographical location and its significance in United States history. The name “Canandaigua” is a derivation of the original Seneca term for this place, meaning “a place that was selected”. Most famously, the Canandaigua Treaty was signed here on November 11, 1794 by sachems representing the Grand Council of the Haudenosaunee Confederacy and by Colonel Timothy Pickering, the official US agent of President George Washington. The Canandaigua Treaty outlined territorial boundaries for the Seneca nation, established a lasting peace between the Haudenosaunee Confederacy and the United States of America, and solidified the sovereign relationship between both nations. Each year, leaders of the Haudenosaunee and others remember and honor the treaty by meeting at the original site of the treaty’s signing, a place called Council Rock (pictured above). Council Rock sits on the front lawn of the Ontario County Courthouse on Main Street in Canandaigua, New York. As an institution of higher learning, Finger Lakes Community College recognizes our land with this expression of thankfulness and gratitude to those on whose territory we reside, and as a way of showing reverence to the Indigenous people who have been living and working on the land from time immemorial.



ESTABLISHED 1965, CANANDAIGUA, NEW YORK.

EXECUTIVE SUMMARY

A member of the State University of New York, Finger Lakes Community College (FLCC) supports and recognizes that a multifaceted approach to addressing diversity and assuring inclusive excellence are essential to both student and organizational success. As a community college, FLCC strives to implement best practices aimed to attract and retain diverse students, faculty, staff and administrative leaders. Understanding the complexity of serving a diverse student body, FLCC has a sincere focus on student completion and implementation of programs and strategies focused on establishing a welcoming environment for individuals of all backgrounds.

SUNY has indicated that diversity and inclusiveness are integral components of the highest quality academic programs and the strongest campus climate. Furthermore, SUNY's statutory mission makes clear its responsibility to provide the broadest possible access, fully representative of all segments of the population of New York State. In alignment with these efforts, Finger Lakes Community College has taken considerable action to be in compliance with SUNY and recognizes the importance of moving the institution forward in support of diversity within our students and personnel, equity within our policy and practices, and inclusiveness in our collective efforts around organizational sustainability. Strategic in our efforts, FLCC fully comprehends that our Diversity, Equity and Inclusion (DEI) endeavors requires the dedication and contribution of all members of our campus community. Initial evidence of progress on the institutional level is found via the award of a 2017 SUNY Performance Improvement Fund (PIF) focused on "Building Capacities for Inclusive Excellence", the hiring and start date of the college's Inaugural Chief Diversity Officer in January 2018, the hiring of the college's Admissions and Financial Aid Counselor for Special Populations in June 2018, a grant awarded for "Academic Curriculum Reform and Cultural Initiatives" from the SUNY Office of Diversity, Equity and Inclusion in May 2018, and the appointment of two Electronic Information Technology (EIT) officers in December 2019, focused on institutional accessibility efforts for stakeholders living with a permanent or temporary disability.

Furthermore in 2019, FLCC was the only community college to receive the "Excellence in Assessment" award from the Association of American Colleges & Universities (AACU), in recognition of the college's commitment to the comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success at the institution level. To this end, in our resolute effort toward the future, FLCC has established a strong foundation upon which to build our commitment toward future initiatives. Such efforts have been evidenced in our emergency preparedness in support of students, faculty, and staff during the spring 2020 COVID-19 pandemic.

Focused on establishing a positive and transformational educational experience for our students, the intent of the FLCC DEI plan is to support both campus and SUNY system administration efforts to achieve the goal of becoming the most inclusive public university system in the country (SUNY, 2015). As our students transition into the broader society, our goal is to help them establish the skills and fortitude to thrive in a pluralistic community. The creation of this plan allows FLCC to highlight current success and future undertakings which supports the college's overall strategic plan and with the vision established by SUNY. In summary, FLCC's Diversity, Equity & Inclusion Plan 2020-2023 will help the college move forward, both as an institution of higher learning for our students as well as a great place to work for our personnel.

INSTITUTIONAL LEADERSHIP SUPPORT STATEMENTS

FLCC Board of Trustees Statement of Endorsement

Finger Lakes Community College aims to be the higher learning institution of choice. By creating a welcoming atmosphere for all students, faculty and staff, the FLCC Board of Trustees works to help the college fulfill its mission and adherence to the institutional strategic plan in support of diversity, equity and inclusion.

Viewing diversity as human characteristics or experiences which benefit the collective, the Board of Trustees recognizes this imperative matter and strives to define the standards that contribute to our board composition. To this end, diversity, equity, and inclusion will serve as guiding principles for our future processes and practices.

A diverse student population and curriculum provides all FLCC students with a distinctive and vital opportunity for intellectual, emotional and moral development. Therefore, the Board of Trustees understands that the college needs to be well equipped to provide our students with the essential skills to navigate the world successfully as they transition into their next phase of life.

As we are committed to FLCC's values, we are dedicated to building our students vitality as they consider their impact on the greater community, supporting our students' inquiry into the lived experiences of others, strengthening perseverance in the face of adversity, and promoting interconnectedness as they collaborate with peers from divergent backgrounds.

With a commitment to advancing diversity within our community, our intention is to assist FLCC in its efforts to foster an environment that supports student success, as well as retain personnel from all walks of life. We aspire to provide leadership, accountability and encouragement to the FLCC campus in incorporating diversity, equity, and inclusion into all aspects of college affairs. In all, the FLCC Board of Trustees wholeheartedly believes that all facets of diversity, equity and inclusion need be reflected in policy and practice to move the college forward into the future.

FLCC Board of Trustees



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President Statement

Almost fifty years ago, Finger Lakes Community College was founded to provide an opportunity for anyone in the region to pursue an education in fulfillment of their dreams and passions. Our college has a proud history and heritage that goes all the way back to the Store Front Pioneers who had a dream and a vision. Today, that dream and vision live on through our beliefs in our mission, vision, values and our new institutional learning outcomes. These important proclamations below set the stage for our work as educators and are embedded into our College's beliefs regarding diversity, equity, and inclusion.



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Our mission and vision statement focus on providing the best possible opportunities for our students to succeed. If you look closely, our mission and vision statements focus on the student, who comes from any number of diverse backgrounds with hopes and dreams of making a difference in life. Subsequently, our values statement and our institutional learning outcomes are focused on providing the best possible environment to allow our students to succeed. That environment allows for our stated College beliefs in diversity, equity and inclusiveness to be embedded into our values and institutional learning outcomes. Diversity is addressed in our Vitality institutional learning outcome, helping us to appreciate and embrace “human differences.” Equity is embedded in our vision statement and each of the four learning outcomes, ensuring the provision for everyone at the College to have the opportunity to succeed on equal footing. Inclusiveness is linked directly to our vitality institutional learning outcome, and through our mission and vision statements. We cannot succeed if we do not continually strive to achieve an environment of inclusiveness in all that we do on our campus.

In spring 2020, the Coronavirus pandemic presented a variety of challenges to both public and private institutions. As President of Finger Lakes Community College, I am happy to report that our response to all of our students has been above board, and we also adhered to both state and national guidelines in support of students from marginalized backgrounds. As a campus community we united to ensure the well-being of our internal constituents as well as supported county, state and national efforts to decrease the spread of the virus. Our facilities department has incorporated top tier practices for hygiene, we implemented virtual learning modes for our classes, assisted our students with a safe transition out of our residence halls, designated most employees to work virtually, and are adhering to social distancing orders and “stay at home” instructions issued by the Governor of New York state.

Finally, it is fitting that inclusiveness addresses “dignity” and “respect” for everyone in the College. As each of us at the College - faculty, staff, and students - applies these two simple yet powerful concepts as a cornerstone of everything we do, together we will ensure our College truly embraces the uniqueness and goodness that emanate from a diverse, equitable and inclusive community.

Sincerely,

Robert K. Nye, Ph.D.
President

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Chief Diversity Officer Statement

As the diversity of individuals entering the higher education arena continue to increase, Finger Lakes Community College (FLCC) must be responsive to this trend, in both creating a welcome atmosphere for all as well as focusing on organizational sustainability. FLCC's Diversity, Equity, and Inclusion (DEI) plan is a positive step in the right direction as the college focuses on infusing diversity into the institution's recruiting, admissions, and hiring efforts, curriculum and co-curriculum endeavors, and organizational policies and practices. Recognizing that diversity embraces all aspects of human difference while building on their commonalities, as an institution of higher learning FLCC is enhanced by the various experiences and perspectives each individual member brings to our campus community. To this end, we are dedicated and sincere in our efforts to provide an affirming experience for all who are a part of our internal and external community, focused on awareness, sensitivity and understanding.

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FLCC is committed to encouraging a culture of equity and respect for all students, faculty and staff, fostering healthy institutional transformational efforts aimed at individual and collective success. It is via this asserted determination, that we recognize our responsibility to endorse high-impact alterations as needed, focused on academic and institutional excellence. By supporting a healthy environment with individuals from a wide range of lived experiences, FLCC creates an environment where negative misperceptions are challenged, commonalities are embraced, minds are elevated, and effective social change takes place. As Chief Diversity Officer, it is important to note that diversity should not include the devaluation or discrimination of others, regardless of divergent perspectives. Therefore it is paramount that Finger Lakes Community College must remain attentive and unwavering in our sympathetic efforts around all forms of difference in support of humanity. As genuine participation and solidarity are essential for advocates for social justice, differences in cultural perspectives and worldviews need to be imperatives for us as a college community.

As diversity and academic excellence are inseparable, Finger Lakes Community College has been strategic and intentional in our efforts to support DEI, taking guidance from highly respected higher education professional association and research firms such as EAB Consulting, the National Association of Diversity Officers in Higher Education (NADOHE), American Association of Colleges & Universities (AAC&U), the Middle State Commission on Higher Education, the National Inclusive Excellence Leadership Academy (NIXLA), and the State University of New York (SUNY). In addition to the empirically-based data provided by the aforementioned organizations, as Chief Diversity Officer I have participated in the National Conference on Race and Equity in Higher Education (NCORE), as well as other professional events, to stay on top cutting-edge research and best-practices in the DEI field. Furthermore, in support of the SUNY Electronic Information Technology Accessibility policy, FLCC has been intentional in recognizing that support of individuals who utilize our digital space is imperative as we continue to support a more inclusive, equitable and diverse campus community.

As Finger Lakes Community College moves forward, I am thrilled that contributions of groups as well as individuals have been essential in helping guide our DEI process towards ingenious and effective outcomes, especially given the recent COVID-19 pandemic. Given this capacity, our "one team" philosophy can continue to be achieved, as we work collectively as a campus community. In all, our DEI plan is both reflective and aspirational as it pertains to our DEI efforts. Focus and dedicated to change, positive efforts will help us all realize a greater Finger Lakes Community College!

Yours in Leadership,

Sim Jonathan Covington, Jr., Ed.D.
Chief Diversity Officer

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Academic Senate Resolution

Whereas, in 2014 The State University of New York (SUNY) Diversity Task Force was formed and charged with recommending policies to strengthen SUNY's efforts to increase diversity among students, faculty, and staff and also ensure supportive and welcoming environments, and

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Whereas, the SUNY Diversity Task Force included faculty and student representation from the Faculty Council of Community Colleges and the Student Assembly, and

Whereas, the SUNY Diversity Task Force made recommendations informing the Diversity, Equity, and Inclusion Policy adopted by the SUNY Board of Trustees in 2015, including the following action item:

System Administration and each campus will develop and implement strategic diversity and inclusion plans to achieve SUNY's inclusion goal (SUNY Excels), and

Whereas, the Presidential Diversity Council was created and charged in 2018 by President Nye with developing and supporting college-wide efforts to achieve FLCC's commitments to diversity, equity and inclusion, and

Whereas, the Chief Diversity Officer, in collaboration with the Presidential Diversity Council, has developed with college-wide input the 2020-2023 Diversity, Equity & Inclusion Plan, and

Whereas, the Academic Senate has been provided the opportunity to review, provide feedback and discuss the 2020-2023 Diversity, Equity & Inclusion Plan, now therefore be it

Resolved, the Academic Senate endorses the goals of the 2020-2023 Diversity, Equity & Inclusion Plan.

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College Council Endorsement

With the goal of ensuring equal educational access to all students, the College Council of Finger Lakes Community College embraces diversity and inclusion and applauds the conversations the College has initiated to make our environment more equitable and inclusive for all individuals.

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Too often, the presence of diverse populations alone are used as a metric by which organizations measure progress. However, inviting people from a wide range of backgrounds is vastly different than creating a space for them to belong. Diversity itself creates a space where marginalized identities must still try to fit the mold of the dominant culture. Inclusion creates the space for those identities to belong, just as they are.

Systemic inequality allows those of us with the privilege of belonging to avoid acknowledging those differences in others that make us uncomfortable or challenge our norms. For those without privilege, systemic inequalities are isolating and demoralizing. The College's Diversity, Equity, and Inclusion Plan represents the collective efforts of many in the College community, led by our Chief Diversity Officer and the members of the Presidential Diversity Council. The plan builds upon feedback about the campus climate provided by students, faculty, and staff, to create a blueprint for building a space in which all individuals belong and thrive.

Everyone deserves space to belong. To that end, College Council supports adoption and implementation of the actions of this plan. Further, we challenge past, current, and future members of the FLCC community to recognize and embrace differences of all types, identify and investigate their own implicit and unconscious biases, and to create a space where everyone belongs.

With gratitude,
College Council

Student Corporation Statement

Finger Lakes Community College's Student Corporation stands with every member of the community. Our differences make us unique, and give each and every one of us something immeasurably bright and powerful.

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We envision FLCC with an emphasis on the first 'C' in "FLCC". Community. Focusing on a welcoming community is vital to our unified success as students. We see a unified force of brilliant individuals in which the absence of any single person would take away from the grand mural we create together. We see an environment where we can learn from each other, with each other, and express what makes us unique in a way that allows to continue building a future that we can all be proud of.

FLCC's Student Corporation upholds these ideals with utmost importance and intends to continue such efforts through continued discussions regarding diversity, equity, and inclusion among peers as well as faculty and staff. Furthermore, we intend to use these discussions with our peers to endorse the student voice so that we may ensure that ALL students are equally represented, and that their concerns and ideas will be addressed.

Lastly, one of FLCC's Student Corporation's core functions is to enrich the student experience for EVERY student WITHOUT exception. As such, we will continue to provide programming and events that reflect these ideals. We also seek to discover new ways to highlight and celebrate diverse cultures and identities through said programming.

There is beauty in diversity. There is progress with equity. There is strength with inclusion!

Thank you for your time,

FLCC Student Corporation

FLCC Association

In cultivating cultural, social, athletic, recreational, living, and other endeavors for the benefit of the students, faculty, and staff of Finger Lakes Community College, the FLCC Association is dedicated to the tenets of the College's *Diversity, Equity and Inclusion Plan*. The Association strives to support and nurture a welcoming and inclusive environment in its housing, bookstore, child care, and auxiliary services operations.

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Respect, dignity, and equity are pillars of the Association's mission of enriching the educational and extracurricular lives of the College community. When experiences are shared and individuality is celebrated, understanding and knowledge are deepened and contribute to the growth of all campus community members, both in and out of the classroom.

Stephanie Carpentier, Executive Director
FLCC Association

FLCC Foundation

The Finger Lakes Community College Foundation is a 501 (c) (3) charitable corporation which cultivates relationships and partnerships, solicits, receives and manages private gifts and bequests, engages alumni, and owns and maintains properties to sustain the standard of excellence at FLCC. We strive to ensure ample financial support to supplement, promote, advance and enrich the College's creation of innovative programs and to support the success of students, the construction or renovation of state-of-the-art learning environments, the perpetuation of a robust scholarship and awards program that promotes access and completion, and professional development of the faculty and staff.

With the creation of an institution-wide Diversity, Equity and Inclusion plan, the FLCC Foundation endorses the college's efforts to deliver high quality, student-focused education which fosters a diverse community of learners whom make a responsible contribution to a global society. As Finger Lakes Community College moves toward the future, appreciation for Diversity, Equity and Inclusion are vital in order to remain competitive in the market and to actively engaging with a variety of people, perspectives, and lived experiences. Serving as a provider of comprehensive and meaningful higher education in the 21st century, this plan reinforces institutional initiatives which aim to build upon FLCC's brand and advance the area's community and economic development, cultural perspectives and worldview. Recognizing individual and collective contribution, through the endorsement of this plan the FLCC Foundation is fully supportive of healthy student development, robust faculty contribution, and a positive experience for staff.

FLCC Foundation

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COLLEGE MISSION & VISION, DEI DEFINITIONS, AND TITLE IX STATEMENT

College Mission and Vision

Mission:

Finger Lakes Community College serves as a dynamic learning resource, empowering our students to succeed and fueling the cultural and economic vitality of the region.

Vision:

Finger Lakes Community College will build innovative programs to meet evolving educational needs, drawing on partnerships in the community and beyond. FLCC will offer an educational environment that is intentionally designed to engage our students as learners and propel them to completion.

DEI Definitions

DEI:

Diversity, Equity, and Inclusion

Diversity:

Diversity can be broadly defined to include all aspects of human difference. We at FLCC recognize those differences arising from systemic social injustices. This would include, but not be limited to age, ethnicity and race, gender, gender expression and identity, language, learning preference, mental and physical ability, national origin, religion, sexual orientation, socio-economic status, and status as a veteran.

Equity:

FLCC defines equity as institutional efforts to ensure equal opportunity and access to resources essential for the full involvement and development of all stakeholders. Addressing equity necessitates identifying inequalities and deliberately supporting marginalized groups by removing any affiliated obstacles.

Inclusion:

FLCC defines inclusion as the creation of a welcoming environment that supports the full contribution of all stakeholders. Sincere inclusion provides an opportunity for genuine participation and an accurate sense of belonging that fosters discourse and networks among individuals and groups.



Title IX

The State University of New York and Finger Lakes Community College are committed to providing options, support and assistance to victims/survivors of sexual assault, domestic violence, dating violence, and/or stalking to ensure that they can continue to participate in College and campus programs, activities, and employment. All victims/survivors of such conduct have specific rights, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

FLCC's Title IX Coordinator and Civil Rights Compliance Officer works closely with the Office of Human Resources, the Office of Community Standards & Counseling, and Campus Police to assist students and employees who wish to report any act of discrimination or harassment, including sex-based discrimination or harassment, and to provide information about reporting options and potential outcomes. Policies and procedures applicable to reports of discrimination or harassment are available on [FLCC's policy page](#).

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INCLUSIVE EXCELLENCE AT FLCC

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Leadership at Finger Lakes Community College fully comprehends that the institution's success is fully reliant on its efforts to recognize, include and support the diversity of students, faculty, staff, administrators, and external stakeholders. More than an isolated effort, Finger Lakes Community College's DEI plan represents a comprehensive approach committed to the transformation of the

institutional fabric by embedding and implementing values around diversity continually in all initiatives at every level of the institution. According to the American Association of Colleges & Universities (AAC&U, 2005), Inclusive Excellence supports quality in the undergraduate curriculum, diversity and civic engagement, and preparing faculty to deepen students' learning acquisition. Inclusive Excellence consists of the following four primary elements:

1. A focus on student intellectual and social development. Academically, it means offering the best possible course of study for the context in which the education is offered.
2. A purposeful development and utilization of organizational resources to enhance student learning. Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.
3. Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.
4. A welcoming community that engages all of its diversity in the service of student and organizational learning

As a foundation, Inclusive Excellence integrates diversity efforts into essential institutional functions, due to realizing the educational benefits of diversity in service to our students and our community. By infusing Inclusive Excellence into our administrative functions as an institution of higher learning, this showcases a deliberate understanding that diversity and inclusion are pivotal to organizational as well as academic excellence.



DIVERSITY, EQUITY, AND INCLUSION PLANNING PROCESS AND COMMUNITY ENGAGEMENT

In response to the State University of New York (SUNY) Diversity, Equity, and Inclusion (DEI) Policy, Finger Lakes Community College embarked on a journey around inclusive excellence by taking intentional and strategic steps to implement best practices to attract and retain diverse students, faculty, staff and administrative leaders campus-wide. Focused on creating a welcoming environment for all, Finger Lakes Community College works to support both campus and SUNY system's efforts to achieve the goal of becoming the most inclusive public university system in the country. Supporting the college value of interconnectedness, FLCC continues to work collaboratively through effective communication strategies and via our shared governance process to move our institutional efforts forward.

SUNY PIF and ODEI Grants

In December 2017 Finger Lakes Community College was awarded a SUNY Performance Improvement Fund (PIF) grant, focused on "Building Capacities for Inclusive Excellence", in order to support the work of a full-time Chief Diversity Officer. Also aligned with the SUNY DEI policy, Finger Lakes Community College hired their inaugural Chief Diversity Officer (CDO) in January 2018, responsible for supporting all aspects of Diversity, Equity, and Inclusion for the institution, creating a welcoming atmosphere for students, faculty, and staff. Focusing on climate, policy, programming and recruitment, the CDO works to advance diversity and equity within institutional units in support of organizational sustainability.

With Finger Lakes Community College acting as an active participant in SUNY's diversity and inclusion plan, successful utilization of funding from the PIF grant was the foundation of our data-driven DEI efforts. In addition to institutional funding approved by the FLCC Board of Trustees, PIF allow the college to secure a reputable external consultant to assist with preparing campus stakeholders for a campus wide climate survey focused on learning how all constituency groups experience and perceive the climate for living, learning and working at the college, and how the community responds to them. In all, collective efforts lead to record numbers on the national level, with Finger Lakes Community College producing a 24% institutional-response rate.

Dedicated to the creation of an inclusive DEI plan and to encourage a sense of shared ownership of the final product, Finger Lakes Community College's centralized structure allowed the institution to embark on a consolidated approach to uncover and address challenges and opportunities within the campus environment. In fall 2018 the Presidential Diversity Committee delved into a 6-month planning period to work with Rankin & Associates to develop our institution specific climate survey tool (Laker Voices). Rankin & Associates also met with the college cabinet for informative and clarification purposes. Furthermore, during this time, students, faculty, and staff were informed about DEI initiatives from campus leadership, participated in community engagement events, and were periodically alerted via our eNews campus electronic communication.

Over the next 8-month period, starting spring 2019, Finger Lakes Community College moved forward with review of the project by leadership in the Office of Assessment Planning and Continuous Improvement (APCI), IRB approval of the project, data collection and incentives for participation, final report review by the Presidential Diversity Council, and final presentation of findings to the campus

community by Rankin & Associates. Upon completion of the final report, the Chief Diversity Officer collaborated with the college cabinet and the Coordinator for Diversity and Inclusion to provide both online and in person platforms for the campus community to deliver ideas and feedback, which were used along with other existing diversity, equity and inclusion-related data to inform our plan.

Additional utilization of funding from the PIF grant has helped the FLCC campus to:

- Support DEI Training for the campus community to support growth and development in the area of diversity, equity and inclusion
- Hire a Spanish Speaking Admissions/Financial Aid Counselor for Special Populations
- Create Spanish language recruitment and financial aid materials
- Fund initial programs for prospective and admitted students from the NYC Metropolitan area to support the College developing enrollment initiatives in this tertiary market
- Participate in SUNY PIF Community of Practice and the SUNY Diversity Conference
- Develop policies to support DEI, including “Free Speech” and “Institutionally-Recognized Name”
- Allow the CDO to Work collaboratively with offices across system administration, including but not limited to, the offices of academic/student affairs, human resources and enrollment management to elevate inclusiveness and implement best practices related to diversity, equity and inclusion
- Have the CDO serve as part of a system-wide network of CDOs to support SUNY's overall diversity goals
- Develop a Presidential Diversity Council with representatives from across all divisions/functions of the college

Finally, in May 2018, Finger Lakes Community College was awarded funding from the SUNY Office of Diversity, Equity and Inclusion, for their “Academic Curriculum Reform and Cultural Initiatives” proposal. In collaboration with the Provost/Vice President for Academic and Student Affairs, the Vice President for Enrollment Management, and Faculty, the Chief Diversity Officer has successfully allocated funding to support institutional efforts around DEI. As the college moves forward, it will continue to explore grant opportunities to support efforts in creating a welcoming and informed atmosphere for all.

Presidential Diversity Council

Established in August 2018 under the leadership of the Chief Diversity Officer, the President's Diversity Council (PDC) is a long-term advisory and leadership team responsible for developing and supporting college-wide efforts to achieve FLCC's commitment to Diversity, Equity and Inclusion as a core institutional and educational value. The PDC recommends supportive policy and practices aimed at moving the college forward in its creation of a pluralistic and safe environment for all students, faculty, staff, and community members. This group is diverse in its formation, including various representations of gender, gender expression, identity, race, ethnicity, sexual orientation, age, religion, political affiliation, and campus bargaining-unit. The first major charge of the PDC was to work with Rankin & Associates for the Development of our campus-wide DEI climate Survey (Laker Voices).

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Presidential Diversity Council Representatives

Sim J. Covington, Jr., Chief Diversity Officer
Deborah Ortloff, Vice President for Strategic Initiatives and Assessment
Catherine Burns, HR Compliance Coordinator/Title IX Co-Coordinator
Erik Dipasquale, Student Corporation President
Vera Whisman, Associate Professor
Issac Scott, Student Corporation Director of Diversity, Equity and Inclusion
Nolana McKinstry, Paralegal Instructor and Paralegal Program Coordinator
Nicole Dugan, Coordinator of Data & Administrative Assessment
Sara Iszard, Director of Community Standards & Counseling
Colleen Johnson, Director of Academic Success & Access Programs
Marsha Ver Plank, Help Desk Specialist
Katia Chapman, Admission/Financial Aid Counselor for Special Populations
Amber Ingalls, Assistant Director of the Newark Campus Center
Laura Helker, One Stop Specialist
Mary Ruehl, Diversity Coordinator
La Toya Collins, YEA Program Manager
Jason Maitland, Chief of Campus Police
Joseph Mariconda, Associate Professor



FLCC Laker Voices Campus Climate Survey

For quality assurance and to ensure a high level of participant confidentiality, FLCC selected to utilize an external vendor to conduct our institution-wide campus climate survey. Upon the completion of the Request for Proposal (RFP) process as required by the State University of New York, Finger Lakes Community College selected Rankin & Associates as the designated vendor. This selection was based on Rankin & Associates' providing the best documentation in their proposal, their national reputation around higher education campus climate research, and the organization's history serving both private and public intuitions of higher learning. Including participation from FLCC students, faculty, and staff, the phases below highlight the intricate process FLCC and Rankin & Associates incorporated, leading to a 24% institutional response rate for our Laker Voice Campus Climate Survey (reported as above average for community colleges on the national level by Rankin & Associates).

Phase I. Initial Proposal Meeting

- a) Presentation of proposal to the Presidential Diversity Council & other constituent groups
 - The meetings were conducted to prepare the campus community for the climate project and have community input into the project process

Phase II. Assessment Tool Development, Communication Plan, IRB Proposal

- a) Development of assessment tool
 - Development of web based and paper & pencil survey instruments as needed
- b) Developed a communication plan for the assessment
 - Coordination with the Presidential Diversity Council on the marketing and communication plan strategy (e.g., letter of invitation, talking points to be shared among the constituent groups)
- c) IRB proposal
 - Development and submittal of proposal

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Phase III. Survey Implementation & Data Analysis

- a) Survey administration (design, methods, sampling) and monitoring
 - Consultation with the Presidential Diversity Council and other constituent representatives on the strategy for administration that will yield the highest response rates
- b) Data coding and database management
- c) Data analysis (descriptive statistics, frequency tables, significance testing) as deemed appropriate by Rankin & Associates

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Phase IV. Development and Presentation of Report

- a) Development of draft report (executive summary, data presentation, and report findings) - The Presidential Diversity Council will review the draft reports and provide consultant with recommended revisions, and agree upon said revisions for inclusion in the final report
- b) Development of final reports (executive summary, data presentation, and report findings)
- c) Presentation of final report to the CSWG & other constituent groups

Phase V. Facilitate Actions Planning Process

- a) Assist the community in developing the process to develop strategic actions that respond to the results of the internal assessment



INSTITUTIONAL ADHERENCE TO NATIONAL STANDARDS



As an organization, FLCC understands the importance of highlighting current efforts, as well as continuing to research and incorporate industry best practices, while also gathering feedback from both internal and external constituents around Diversity, Equity and inclusion.

In recognition of national standards and empirically-based evidence pertaining to Diversity, Equity and Inclusion, Finger Lakes Community College is strategic in our approach to Inclusive Excellence. As such, the college has selected standards set forth by the National Association of Diversity Officers in Higher Education (NADOHE) to serve as the primary framework for our efforts. In addition, we have also aligned our practices to parameters created for Access, Equity, Diversity and Inclusion established by the Council for the Advancement of Standards in Higher Education (CAS), as well as recommendations for Strategic Diversity Leadership promoted in the National Inclusive Excellence Leadership Academy (NIXLA), where the institution had representation within the inaugural cohort.

NADOHE Guiding Framework

The primary guiding framework for Diversity, Equity and Inclusion efforts at Finger Lakes Community College were conceptualized from the National Association of Diversity Officers in Higher Education Standards of Professional Practice for Chief Diversity Officers in Higher Education 2.0. Originated and published in the *Journal of Diversity in Higher Education* (2014), the standards were revised by the appointment of a Presidential Task Force on behalf of the NADOHE Board of Directors and updated for release in March 2020. In accordance with intellectual property regulations, Finger Lakes Community College has obtained written permission prior to the utilization of these standards and the Chief Diversity Officer participated in the Summer 2020 NADOHE Standards of Professional Practice Institute. Understanding that success around this work is not effective via operating in a silo, FLCC has adopted the NADOHE standards organizationally in the following fashion:

1. The college works collectively to envision and conceptualize a comprehensive diversity mission of the institution as well as a broad and inclusive definition of diversity supportive of unique

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identity issues and recognition of intersectionality established by the Presidential Diversity Council and appropriately vetted via the institution's shared governance process.

2. The college ensures that elements of equity, diversity, and inclusion are embedded as imperatives in the institutional mission, vision, and strategic plan. Specially addressed in our strategic imperatives of sustainability and continuous improvement, as well as respect and inclusion, DEI is also addressed in objectives 1-5 of the institutional strategic plan.
3. Focused on institutional change FLCC continues to work to foster understanding around the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts, with the support of the college cabinet and Board of Trustees.
4. Staying on top of best practices, campus leadership works to revise or remove the embedded institutional policies, procedures, and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups. FLCC is has also been active in the creation of new policies in support of DEI, such as the Free Speech policy and Institutionally Recognized Name policy.
5. Implemented via the Center for Teaching and Learning, Office of Diversity, Equity, and Inclusion, the Division of Enrollment Management, the Office of Student Life, and the Office of Student Housing, institutional leadership works collaboratively to support curriculum and co-curricular development efforts committed to inclusive excellence in teaching and learning aimed at advancing the diversity mission of the college; Recent efforts include the FLCC Association/College collaboration to improve the residential life experience), as well as our Athletic Department initiatives promoting DEI (e.g., Winning with Character Program).
6. Campus stakeholders collaborates with a community of scholars to advocate for inclusive excellence in research, creativity, and scholarship in all fields as fundamental to the mission-driven work of the institution. An example is our premier work via a National Science Foundation grant as well as our leadership in the Community College Undergraduate Research Initiative (CCURI).
7. FLCC has a history for being committed to drawing from existing scholarship and using evidence-based practices to provide intellectual leadership in advancing equity, diversity, and inclusion. In addition to peer-reviewed research articles, FLCC has utilized guidance from higher education professional association and research firms such as EAB Consulting, the National Association of Diversity Officers in Higher Education (NADOHE), American Association of Colleges & Universities (AAC&U), the Middle State Commission on Higher Education, the National Inclusive Excellence Leadership Academy (NIXLA), and the State University of New York (SUNY). FLCC continues to benchmark by providing representation at the SUNY Pride Conference, SUNY Student Diversity & Leadership Conference SUNY Spectrum Conference, the SUNY Chief Diversity Officer Consortium, and the SUNY Morrisville Day of Dialog.
8. As a college, FLCC understands effective collaboration is required with sensitivity to characteristics of our institution such as type, size, mission, and goals. Through careful assessment and planning across organizational and divisional lines, we recognize and understand the physical, human, and fiscal resources needed to carry out the multifaceted work around DEI.
9. The college has incorporated both centralized and decentralized efforts to achieve equity, diversity, and inclusion throughout the institution. This includes centralized efforts with the development of an institution-wide DEI plan which provides an overarching conceptual framework and vision for the campus as well as specific campus-wide efforts related to planning, programming, assessment, evaluation, and reporting. In addition, decentralized efforts

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include DEI plans for each academic department focused on discipline specific nomenclature and pedagogical practices around student development

10. With a commitment to assessment, planning, and building institutional capacity for equity, diversity, and inclusion, the campus leadership has profound knowledge of how various forms of institutional data can be used to benchmark and promote accountability, as supported via our VP for Assessment Planning and Continuous Improvement and Chief Diversity Officer.
11. Institutional leadership has a strong understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity, as orchestrated through record setting campus climate survey efforts.
12. College leadership has an understanding of the procedural knowledge for responding to hate-bias incidents when they occur on the college campus as communicated via our institutional non-discrimination and title IX policies and procedures applicable to students, faculty and staff.
13. Campus leadership works effectively to facilitate and assess efforts to mentor, educate, and respond to campus activism, protests, and demonstrations about issues of equity, diversity, and inclusion. Our use of facilities policy by third party helps mitigate risk and ensure the safety of the campus community in support of the expression of divergent views.
14. In support of the State University of New York, Finger Lakes Community College is committed to accountability for advancing equity, diversity, and inclusion throughout the institution.
15. Campus leadership has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education, as communicated via the Office of Human Resources, and the Division of Academic and Student Affairs.
16. In compliance with accreditation standards, the college conducts work in ways that reflect the highest levels of ethical practice, pursuing self-regulation as higher education professionals.

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In addition to campus/institutional leadership understanding and support of the aforementioned standards, FLCC takes strides to cascade down information to all internal parties in support of transparent practices and to foster greater comprehension.



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Alignment with Council for the Advancement of Standards

in Higher Education (CAS) Recommendations

The Council for the Advancement of Standards in Higher Education (CAS) is a consortium of professional associations in higher education which promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services (CAS, 2018). Historically recognized since 1979, CAS continues to create and deliver a dynamic and credible professional standards and guidelines that are designed to lead to a host of quality-controlled programs and services (CAS, 2018). In adherence to standards of organizational excellence as an institution of higher learning, FLCC has aligned our efforts with Part 5 of the CAS General Standards: Access, Equity, Diversity and Inclusion.

CAS Standard	Institutional Alignment
5.1 Inclusive and Equitable Educational and Work Environments	
Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, the functional area must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.	In support of our mission, Finger Lakes Community College continues to advance our efforts around Diversity, Equity and Inclusion. This includes support and training of students, faculty, staff, administrators, and community members, to foster an atmosphere that is welcoming, accessible, inclusive, equitable, and free from bias or harassment.
The functional area must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.	In accordance with laws on the national and state level, as well as codes, laws, and institutional policies supported by the State University of New York, Finger Lakes Community College prohibits all forms of discrimination for students, faculty, staff and administrators. As a college we possess both policies and statements pertaining to non-discrimination statement and Title IX. FLCC takes all forms of discrimination seriously and works to ensure the safety of all parties.
5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion	
The functional area must provide equitable access to facilities and resources for all constituents.	As an open access institution, Finger Lakes Community College works to ensure equitable access to facilities and resources for all constituents. This includes support from Facilities, Enterprise Risk Management and Environmental Health & Safety, Human Resources, and Disability Services.
The functional area must respond to the needs of all constituents when establishing hours of	Finger Lakes Community College makes a concerted effort to respond to the needs of all constituents via the establishment of various

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operation and developing methods for delivering programs, services, and resources.	hours of operation and developing methods for delivering programs, services, and resources. These efforts were most highlighted during the Spring 2020 Coronavirus crisis, with the campus transitioning to primarily online delivery of academic services and workplace operations.
The functional area must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.	Under the guidance of the Chief Human Resource Officer, FLCC ensures compliance with national and state laws, actively working to address and remediate all forms of systematic oppression at the institution.
5.3 Advocating for Access, Equity, Diversity, and Inclusion	
The functional area must advocate for accessible facilities and resources, and address issues that impede access.	FLCC leadership and members of our community are provided with continuously opportunities to advocate for accessible facilities and resources, with the campus working diligently to address issues that may impede access.
The functional area must advocate for inclusion, multiculturalism, and social justice within the institution.	FLCC continues to incorporate new initiatives in support of inclusion, multiculturalism, and social justice within the institution. The campus houses a Chief Diversity Officer, a Coordinator for Diversity & Inclusion, and a Director of Diversity, Equity, & Inclusion under our Student Corporation.
The functional area must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.	Through the utilization of industry experts and the incorporation of best-practices FLCC takes steps to enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services. This includes inclusive pedagogy, UDL, and cultural competency.
The functional area must develop plans for ongoing professional development on cultural competence and workplace inclusion.	FLCC has designated DEI professional development for faculty and staff as a goal within our institution-wide DEI plan.
5.4 Implementing Access, Equity, Diversity, and Inclusion	
The functional area must establish goals for access, equity, diversity, and inclusion.	FLCC has established six goals within our DEI plan that have been vetted via shared governance
The functional area must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.	In efforts to foster an inclusive community, FLCC shows sensitivity to diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
The functional area must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.	Via our Office of Diversity, Equity and Inclusions, Office of Human Resources, and Center for Teaching and Learning, DEI workshops and trainings are presented to the campus.

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The functional area must have an established protocol for, and foster expectation of, bias incident reporting.	FLCC's Office of Human Resources, Office of Counseling and Community Standards, and the AVP of Student Affairs enforce all policies and procedures pertaining to bias incident reporting.
Personnel within the functional area must cultivate understanding of identity, culture, self-expression, and heritage.	Via on campus workshops/training, as well as external professional development, FLCC provides extensive opportunities to help employees cultivate understanding of identity, culture, self-expression, and heritage.
Personnel within the functional area must promote respect for commonalities and differences among people within their historical and cultural contexts.	FLCC works to ensure that personnel promote respect for commonalities and differences among people within their functional unit.
When educational and/or workplace accommodations are requested, the functional area must provide individuals with an interactive process to determine reasonable accommodations.	At FLCC, the Office of Human Resources, Enterprise Risk Management and Environmental Health and Safety, and the Office of Disability Services are sure to engage in an interactive process to determine reasonable accommodations for submitted request.

National Inclusive Excellence Leadership Academy Suggestions Diversity Leadership Strategies (Williams, 2013)

Change Strategy	Description	Significance	FLCC Tactics
Collegial Leadership	Focusing on collective planning, decision-making, and implementation activities to advance campus diversity efforts	Essential for achieving deep, transformative change by engaging multiple stakeholders, expanding consensus, and building strong coalitions, while remaining sensitive to divergent opinions, the democratic process, and shared decision making.	<p>Establishment of a Presidential Diversity Council</p> <p>DEI Discussions at Institutional Town Halls</p> <p>DEI vetting via the Shared Governance Process</p> <p>DEI updates at Academic & Student Affairs Meetings</p>
Organizational Learning	Applying research efforts to build new or revise existing initiatives to advance institutional diversity goals that can achieve meaningful institutional changes	Essential to breaking flawed diversity implementation efforts that lead to sub-optimal institutional outcomes and stand in the way of institutional transformation.	<p>Benchmarking studies (Laker Voices Climate Survey)</p> <p>Institutional diversity brand revamping efforts</p> <p>Evaluation of diversity programs for students/personnel</p> <p>Disaggregated data assessment studies (e.g., achievement gaps)</p>

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<p>Structural Leadership</p>	<p>Developing formal organizational structures, leadership roles, resources, and policies to advance campus diversity goals</p>	<p>Essential for building relational capital and navigating the turbulence that comes with attempting to advance a campus diversity agenda that will invariably fly in the face of other competing priorities, units, initiatives, and efforts.</p>	<p>Creation of an Institutional-Wide DEI Plan with designated leadership/unit support areas</p> <p>Leveraging expertise with internal (CTL) and external (invited guest) stakeholders</p> <p>Creation of Campus Policies in support of DEI</p> <p>Town/Gown: Cultivating relationships and building partnership and coalitions with community members</p>
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SUNY must be an institution of higher education that provides opportunity for an *excellent* education that prepares **ALL students - regardless of race, nationality, sexual orientation, or socio-economic status - to make a positive impact on the state, the nation and indeed the world.**

- SUNY Chancellor Kristina Johnson

SUNY Model Outline of a Campus Diversity and Inclusion Plan

- I. **A Campus Diversity & Inclusion Vision/Mission Statement:** The FLCC Presidential Diversity Council has established a “Commitment to Diversity Statement” in support of this recommendation.
- II. **Current Campus Diversity & Inclusiveness Assessment – Frame a diversity agenda informed by an assessment of the current status of diversity and inclusiveness within the institution:** The FLCC Learning Framework and Inclusive Excellence information within this plan (p. t) highlights current institution-wide DEI successes.
- III. **Annual and Multi-Year Goals – Setting long- and short-term goals:** This FLCC DEI plan has established both milestone and multi-year goals in accordance with this recommendation.
- IV. **Strategic Diversity Action Plan and Implementation Strategies – Background, purpose and timeliness of each strategy and how the campus plans to develop a program or initiative**

supporting each goal using an implementation strategy. Strategies will impact faculty, staff, students and leadership in an effort to build an inclusive campus program and support for underrepresented segments of the campus population and campus diversity:

Strategic in its nature, FLCC's DEI plan is fully comprehensive, taking into consideration impact on faculty, staff, students and leadership in an effort to build an inclusive campus program and support for underrepresented segments of the campus population. This includes goals, strategic objectives, actions items, functional area responsibility, annual measurements, institutional strategic plan alignment, suggested targets, and timeline for completion.

- V. **V. Assessment and Evaluation – Initially provide current benchmarks and projected outcomes in as much detail as needed reflecting the work of departments, divisions or programs in the college. Going forward, analyze the success or limitations the campus experienced in implementing its diversity plan and identify adjustments to improve future performance and goal attainment:** FLCC's Office of Assessment Planning and Continuous Improvement has establish initial benchmarks and will provide direction and support on the evaluation of the college's DEI efforts.
- VI. **Summative Statement:** A summary statement of the FLCC DEI plan has been provided at the end of this document.

Importance of DEI within the Community College

As open access allows community colleges to provide higher education to individuals from all walks of life, developing an atmosphere of inclusion is paramount to student success. As the majority of minority students in the United States pursuing their higher learning at a community college, it is pivotal that such institutions recognize and support different cultures, ideologies, backgrounds, and abilities. Therefore, changes in student demographics necessitate cultural competency and compassion in response to the shifts in the American landscape. In order for community colleges to be most effective in meeting the needs of current students, institutions must align their efforts to support of the intersectionality of individuals who enter in the pursuit of academic achievement and career attainment.



ACADEMIC DEPARTMENTAL SUPPORT OF DIVERSITY EQUITY, AND INCLUSION

Institutional Values

FLCC's values—Vitality, Inquiry, Perseverance, and Interconnectedness—are the Institutional Learning Outcomes all students acquire in their educational experience at FLCC. They form the pinnacle of FLCC's Learning Framework and serve as measurement tools for determining student growth and development. As FLCC students pursue their education, the College challenges them to inquire, persevere, make connections, and practice being a vital member of the community.

Vitality

FLCC students are encouraged to consider the impact of individual action on personal and community well-being (examples: physical, environmental, social, occupational, and fiscal wellness).

Inquiry

FLCC students are encouraged to pose insightful and productive questions. Generate, evaluate, integrate, and cite compelling evidence to support reasonable conclusions.

Perseverance

FLCC students are encouraged to take actionable steps to see tasks through to completion, both independently and collaboratively.

Interconnectedness

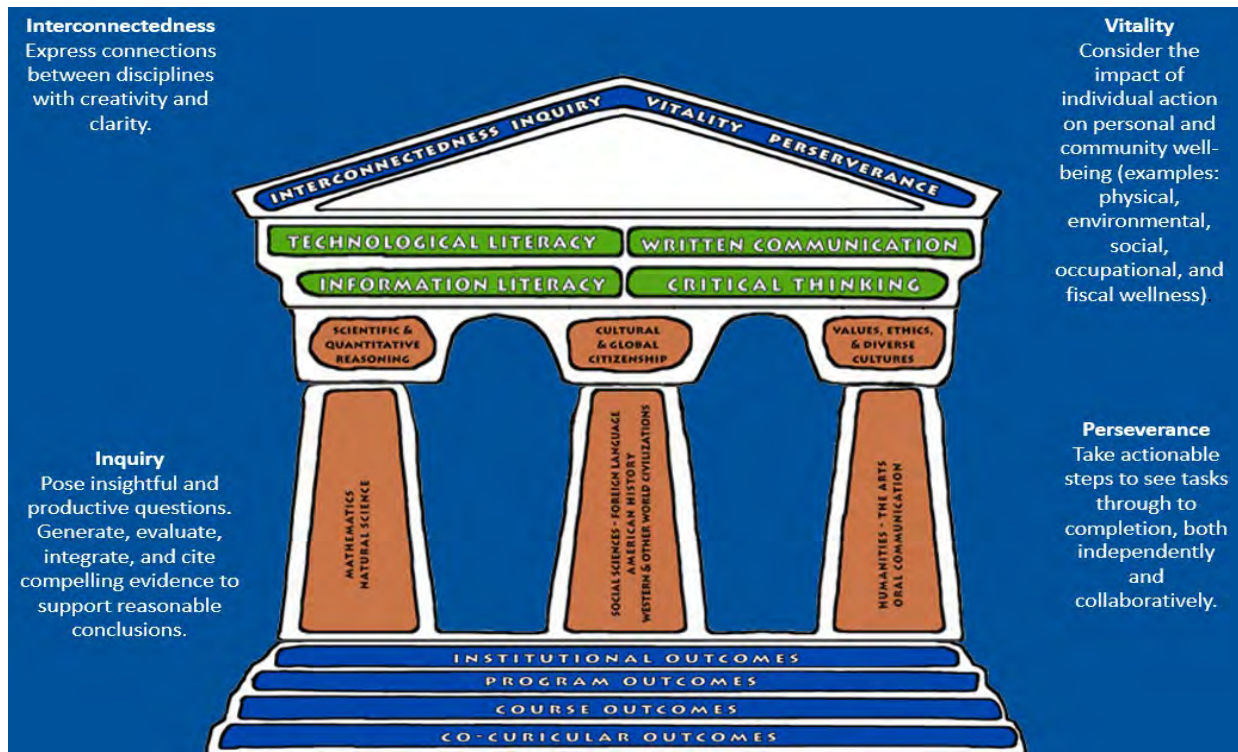
FLCC students are encouraged to express connections between disciplines with creativity and clarity.



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FLCC Learning Framework



The Finger Lakes Community College Learning Framework helps guide the educational experience for all students at the institution. It provides a foundation for how FLCC makes curriculum and assessment decisions to meet the learning needs of our student body. As an institution of higher learning, the DEI narrative is embedded in every program as well as the general education course assessment plan. Recognizing the importance of disaggregating our data, FLCC works to evaluate whether our students are equitably learning. By valuing the assessment of student learning outcomes, this helps FLCC to interrogate whether we are fulfilling our promise to equity as we explore our disaggregated data as a community college.

Within the FLCC learning framework, each academic program works to adhere to the pillars of our model (conceptualized in alignment with our institutional values, our Middle State accreditation body, the State University of New York, and in support of the FLCC student body). Though, three pillars have been established by the college community, the last two identified below specifically aim to support the college's efforts around Diversity, Equity and Inclusion.

FLCC Learning Framework Pillar Definitions

Scientific and Quantitative Reasoning is the process of identifying a problem from authentic contexts, and designing, evaluating, and implementing a strategy to engage the problem. Students will understand and create arguments supported by quantitative and/or qualitative evidence. They will clearly communicate these arguments using mathematical analysis, as appropriate (formulas, tables, graphs, etc.).

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Societal and Global Citizenship requires a critical understanding of self and others, and the critical analysis of complex, interdependent global systems and their implications for people's lives. Students will 1) become historically informed, culturally open-minded, and interpersonally responsible people who are attentive to the spectrum of diversities and unities, 2) seek to understand how the actions of humans across the life course have affected and continue to affect local and global communities, and 3) address the world's most pressing and enduring issues collaboratively, equitably, and sustainably.

Values, Ethics, and Diverse Perspectives indicates that students will explore ethical self-awareness and communal social values in order to develop an understanding of the elements (standards, traditions, artifacts, methodologies, motivations, etc.) surrounding specific issues or social problems. In studying how perspectives interact (and influence individuals and communities), students will engage in measured explorations of prioritizing and assigning value to information, evaluating conclusions drawn by others, and synthesizing information from a variety of ethical perspectives to establish a foundation for articulate rational, moral and valuative judgements through a variety of modalities such as oral presentation, artistic critique, written essay and performance.



Academic Departments DEI Plans

Under the direction of the Provost/Vice President for Academic and Student Affairs, the Chief Diversity Officer has been charged with creating DEI plans for each academic department, incorporating discipline specific pedagogical practices and industry informed empirical research.



Academic Departments Current Level of DEI Support

Business

Finger Lakes Community College Business Department is committed to supporting all aspects of Diversity, Equity, and Inclusion (DEI) in line with our mission as a community college. In addition to our department having representation on the Presidential Diversity Council, we offer a variety of academic programs focused on market needs and continuously improve our efforts based on recommendations by our industry advisory board. Furthermore, the Department of Business continues to support diversity presented in our faculty, as reflected in the leadership of our ABA-accredited paralegal program.

Supporting a diverse community to achieve Inclusive Excellence is a priority in the FLCC Business Department, and faculty understand this significant aspect of the institutional identity. DEI encompasses the full engagement of all involved, including students, staff, faculty, administrators, and alumni constituents. Overall, our department is committed to supporting a campus community in which members and visitors feel welcomed and appreciated, with the ability to share their authentic identity, engage in the open exchange of ideas, and operate in an atmosphere categorized as safe, honest, courteous and respectful.

As we prepare students for entry into a global economy, our curriculum encompasses cutting-edge material, and we have also hosted a business etiquette luncheon that support cultural competency and professional development. Business faculty fully comprehend that support of Diversity, Equity and Inclusion creates an opportunity to recognize implicit bias, generate new perspectives, and contribute to adequate preparation of FLCC students as they continue their education or transition to the world of employment.

Through in-person and online academic offerings, the Department of Business is dedicated to preparing students for gainful employment through A.A.S. degrees and for transfer to four-year colleges through A.S. degrees. Students enrolled in our programs can expect to interact with professionals in their chosen field of study, visit fully operational business settings, and achieve a level of competence appropriate for success in the workplace. We possess a variety of academic offerings to meet market demand, including Accounting, Business Administration, Culinary Arts, Food & Beverage Management, Hospitality and Tourism, Hotel & Resort Management, Marketing, Paralegal, Sports Studies, Tourism Management, and Viticulture & Wine Technology.

Our curriculum is formulated to have students engage in critical thinking and deepen their knowledge about real world issues that present themselves in the corporate setting. In support of the college's progression, the FLCC Business Department is dedicated to upholding standards of excellence in this imperative area, and looks forward to supporting future endeavors as we build a solid underpinning to display our campus community's continued success.

In summary, the Finger Lakes Community College Business Department is committed to our obligation to meet the requirements of our corporate and hiring partners, who expect an adequately prepared talent pool that have the skill set to compete in today's market. Reinforcing our college values of vitality, perseverance, interconnectedness, inquiry, DEI enables our students, faculty and staff to be able to operate in a reality-based environment and challenges those in our broader community to recognize the value and contributions from all member of our campus.

Computing Science

The Computing Sciences Department provides a welcoming environment for students to participate and partake in. We offer a variety of courses that allow students to find success, develop new skills, thrive in an open atmosphere, and nurture problem solving strategies. The department has started using Discord for many of its classes. Discord is a communication tool that students use heavily for group work, class discussions, content inquiries and support. The students also find a community within this safe environment to share their thoughts, perspectives, interests, or simply voice their opinions and concerns.

The CS Faculty treat all the students with respect, kindness, and equality. Students come into the programs with varied backgrounds and abilities, and our hope is that they find the courses engaging and provide different opportunities for participation and learning. We are aware that our field is currently male-dominated, but we make conscious efforts when we can to recruit, support, and include female faculty and students.

FLCC eSports program provides a great opportunity for a large diverse number of students who typically are unable to easily find and connect with other like-minded students. Despite the department not being directly responsible for the FLCC eSports program, we have rearranged some course scheduling and placement allowing for more opportunity for the students in the eSports program to participate and connect with a welcoming group of peers.



Environmental Conservation and Horticulture

The environmental conservation and horticulture department believes strongly in providing an atmosphere that encourages student success. Faculty and staff are willing to go above and beyond to make students feel welcomed, respected and included. Personnel are also on a first name basis with their students which provides a starting point to build equitable relationships. The department host a welcome picnic for their students at the conclusion of the

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first week of classes every fall semester to foster an atmosphere of inclusiveness. Faculty and staff provide a level of caring for the student as an individual and try within reason to accommodate their every need. All faculty have invested in the shared advising model which provides the students additional support and services for their success. Finally, everyone in the department strives to advocate for students who are marginalized and face potential barriers to success by their willingness to respond and taking action on behalf of students.

Humanities

FLCC's Humanities Department places an intentional emphasis on providing intellectual and cultural exposure to texts and experiences that will expand students' perspectives. This work is at the forefront of all of our courses and in the nature of the humanities, themselves.

Here are some specific, current examples of the department's work that supports diversity, equity and inclusion:

- In spring 2020, ASL students will visit the Memorial Art Gallery in Rochester for De'VIA Deaf View/Image Art, where they will have an opportunity to converse with some of the Deaf artists. Our goal is to have the De'VIA artists display their work here at Art Space 36 so all FLCC students can experience Deaf Culture Art.
- ENG 101 and 103 composition courses are structured to encourage students to articulate, examine, and shift their assumptions as they read research and hear opinions that vary from their own world view.
- Instructors of ENG 102 use a variety of literary texts to showcase unique perspectives and help students expand their concerns for the diverse experiences of others. Texts used in fall 2020 include *Exit West*, written by Mohsin Hamid, which focuses on the immigrant experience; *The Birthday of the World* by Ursula K. LeGuin, which focuses on gender identity and the roles of women as dictated by various cultural paradigms; and stories called "Other Voices," featuring pieces by Bengali Americans, Indian Americans, Native Americans, Dominican Americans, and Haitian Americans, as well as African Americans.

- A culture-based research project assigned in all FRN and SPN courses. This assignment requires students to reflect on and choose a topic related to French- or Spanish-speaking culture that is of particular interest to the individual student, research that topic, and present their research

findings. The assignment culminates in the design and implementation of a creative digital presentation of those findings.

- The Humanities Department has also offered Study Abroad courses to Costa Rica and France for over twenty years. These courses are invaluable for the immersion experience they provide to student participants.
- Faculty encourage students to bring cultural diversity to the classroom through presentations on topics of the students' choice and by inviting in the college's Chief Diversity Officer into classes to explore issues intersectionality, personal values, and messages we receive from our families and society.

Mathematics

The faculty in the Mathematics Department believe that each student is an individual who deserves to be treated fairly and with kindness. Mathematics students are held to high standards and offered support to attain their goals. Faculty clearly communicate course expectations and apply classroom policies consistently. Instructors value creating classroom environments where students are actively engaged in their own learning. Faculty in the department have received training in growth mindset and productive persistence strategies, techniques proven through research to lower students' belonging uncertainty.

The Fall 2019 relocation of the Math Center to be in close proximity to where math classes are taught on main campus was the result of a collaboration between Academic Success and Access Programs and the Mathematics Department. This has resulted in greater numbers of students seeking assistance with their coursework early and often throughout the semester. This move makes the Math Center more accessible to students and allows for enhanced communication between course instructors and Math Center tutors.

Since accurate placement is crucial to student success, upon initial enrollment, students receive their mathematics placement level via multiple measures, including a high school transcript review whenever possible. Based on the program of study, students are then advised to register for the mathematics course most suited to their background and long-term interests.



Nursing

Finger Lakes Community College's Nursing program is accredited by The Accreditation Commission for Education in Nursing. The program must demonstrate to satisfy Accreditation Standard 4.5 that the curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives. To maintain ongoing accreditation our department has made diversity, equity and inclusion ongoing curricular priorities. FLCC Nursing Department provides a curriculum that is culturally, ethnically, and socially diverse at all levels of instruction.

Course textbooks - present complementary and contrasting considerations in a manner that emphasizes respect, sensitivity, and understanding. Many of the books have case studies highlighting unique cultural, ethnic and social situations along with a disease process or concept presented. Instructors use these vignettes to highlight all considerations critical to the care of individuals and families.

Course assignments - require students to reflect upon cultural, ethnic, social, spiritual, developmental influences that are relevant to patient care when assessing and developing a plan of care. A few examples include: the introduction of Healthy People 2020 in NUR 100, NUR 101, and NUR 203. The weekly Clinical Reasoning Tool (CRT) cues students to provide examples of how the cultural needs of the patient being met. Additionally, the comprehensive assessment and care plans in NUR 100, 101, and 202 all address diversity specifically. NUR 101 requires all students to complete the Health and Human Services Cultural Diversity course.

Lectures - all topic areas across all levels address diversity as it related to the patient experience. For example, in NUR 203 the LGBTQ population is discussed in relation to reproduction and maternal-child care. NUR202 Pediatric topics include: Promoting Health and Well-being of Lesbian, Gay, Bisexual and Transgender Adolescents; Substance Abuse in Adolescents (drugs and/or alcohol); Child/Adolescent Bullying and Health.

Patient Simulation - simulated patient experiences across the curriculum highlight different cultural and ethnic differences and spiritual needs.

Clinical experiences - support diversity as students have opportunities to experience multiple sites throughout the nursing program. Contracted rural and urban clinical facilities offer students an array of opportunities highlighting a diverse patient population as it pertains to social concerns, diagnosis, treatment, and outcomes. Examples include the Mennonite population unique to our region and the homeless population in Rochester as well as in rural Canandaigua. Post conference is another opportunity to share insights related to diversity and its impact on patients and families as they interact with the healthcare system. Recently, clinical students in NUR 202 attended Rochester Regional Health panel discussion focused on meeting the needs of the transgender community. Additionally, community and home health agencies offer services beyond the acute care setting which augment student exposure



to the diverse needs of specific populations. In NUR 215 the capstone professional issues course, , students are expected to connect culturally diverse concepts more globally when discussing topics specific to nursing practice such as disparities in health care. Throughout the program, students are expected to communicate with diverse patient populations in a culturally sensitive manner.

Community agency experiences - are incorporated into NUR 101, 202, 203, and 204. The purpose of this assignment is to expand the student's knowledge of available resources within the community. Examples include Finger Lakes Community Health in Sodus (which offers healthcare services to the migrant population) in Sodus, 5 Points Jail in Ontario County, and the Suboxone Clinic at the VA in Canandaigua. These opportunities enhance an awareness of resources available to underserved and vulnerable populations.

Physical Education & Integrated Health

Over the last few years the Physical Education and Integrated Healthcare department has made positive changes to support Diversity, Equity, and Inclusion. Our mission statement reflects our goals that all people will benefit from being active and making healthy choices. For example, with the support of the Chief Diversity Officer, the department successfully created a women's self-defense course that is gender inclusive to focus on this unique area of martial arts. Athletic team courses and dance classes are no longer gender specific offerings, in support of inclusive practices. The department also works closely with the Ontario County ARC to encourage students with disabilities to participate in our courses. Last semester we provided adapted physical education support to modify instruction to meet each individual's physical and mental ability. These are just a few examples that show how the Physical Education and Integrated Healthcare department supports our FLCC mission of fostering a campus culture of respect, equity and inclusion.



Science and Technology Department

The Science and Technology Department has made an effort to identify, investigate availability, and purchase (when possible) models representing individuals of diverse ethnicities for use in Anatomy and Physiology teaching labs. At this point, there are not many commercially available models for teaching basic anatomy, but we have been able to recently purchase a torso model representing an individual of color. Faculty and staff are committed to supporting our students with diverse learning needs. Over the

last two academic years, we have been expanding our collection of teaching aids that are accessible for visually impaired students. In cooperation with Academic Success and Access Programs, we have both purchased and created models for teaching many basic scientific processes and concepts, utilizing Braille labels or 3D materials. The department has also increased the number of faculty proficient in creating documents that are accessible for screen readers.

Social Science Department

The Social Sciences Department houses disciplines and professions dedicated to the rigorous and critical examination of human social life, individually and collectively, historically and contemporarily, globally and locally. Topics related to Diversity, Equity, and Inclusion (DEI) have always been part of the social sciences. We also recognize that we need to do a great deal more.

Learning that addresses DEI in and out of the classroom:

- At present, the department's offerings include courses dedicated to the history, culture, and experience of non-Western societies and subordinated groups within the United States. Regularly offered courses include ANT 206: Native American Histories and Cultures, SOC 210: Race and Ethnicity, SOC 230: Sex and Gender, HIS 112: Early World Civilizations, HIS 122: Modern World History. Additionally, the Social Science department offers special topics courses such as Middle Eastern History and Women and Sustainability.
- More broadly, many departmental courses include substantial treatment of DEI concepts. CDC 115: Issues in Ethics prepares students to work with clients whose cultures and values are different from their own. EDU 210: Schools in America focuses on diverse learners. The U.S. History courses, HIS 110 and 111, include a learning outcome on understanding "the role of unity and diversity in shaping American society." HUS 150: Interviewing and Counseling teaches students to practice multicultural competencies in communication. PSY 210: Social Psychology analyzes the psychological workings of prejudice and discrimination, and the sources of bias. ANT 111: Cultural Anthropology and SOC 100: Intro to Sociology examine social inequalities, including those organized around race, class, and gender. SOC 200, Social Problems, also focuses on inequality, with a particular emphasis on environmental justice issues.
- The Social Science Department sponsors a yearly lecture series (curated by historian Robert Brown) entitled "History, Culture, and Diversity," featuring presentations from scholars throughout our region. The History Program also organizes special events for the various History Month observations, as well as Veterans' Day and Holocaust Remembrance Day.
- Social Science faculty contribute DEI-related service across campus, including the Presidential Diversity Council, the Sustainability Working Group, and student organizations addressing veteran and LGBTQ concerns.

Moving forward with DEI in the Social Sciences Department:

None of the disciplines and professions housed in our department have been free of androcentrism, Eurocentrism, and heterosexism in their founding or their practice. Going ahead, the Social Sciences Department plans to examine how well we integrate DEI into our work, whether in the topics we do or don't cover, the assumptions we make about our own objectivity, or the subtle ways we draw boundaries that include and exclude. We have many questions to ask and decisions to make, and we are committed to undertaking that work.

Visual and Performing Arts

FLCC's Visual and Performing Arts department has a long-standing practice of diversity and inclusiveness in its curriculum, its exhibits and its performances. Art classes analyze objects made by people around the globe seeking to understand how specific cultures express their values. Communications courses work with students to define and developed their Intercultural Communication competency. This work requires an understanding of what constitutes a culture and the ability to recognize obstacles and accelerators: stereotypes, prejudice, chauvinism, etc. Studies in mass media, be it digital, print or video, require students to look at how a message is crafted to reach particular audiences. Those studying

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Music explore a variety of musical styles and music-making traditions from around the world. This includes an examination of the people, places and cultures involved in its creation. Similarly, the Theatre Arts curriculum focuses on representational plays, productions and performances from around the world and within their cultural contexts. The arts are particularly suited to help students explore diverse perspectives through each mode's varied expression of personal identity and cultural experience.

Much of these activities are captured in both program and course level assessments. What is harder to assess is the commitment to inclusion that is at the core of the department's values. The department is committed to developing the gifts and talents of students with different backgrounds, identities and experience. This can be seen in the practices of colorblind casting, blind auditions for ensembles and through the open access to education that is at the heart of the community college system. The collaborative nature of these disciplines is the perfect vehicle for fostering collaboration between students of differing races, ethnicities, creeds, gender identities, socio-economic status and disability or veteran status. Each area of the Visual and Performing Arts department is also committed to offering diverse selections for performance. This enriches both the students' co-curricular experience, by providing them an opportunity to perform in material from a variety of cultures and historical periods, as well as helping to enrich the larger community's cultural awareness and appreciation. Whether it is part of an art exhibit, digital production, music recital or theatrical production, the Visual and Performing Arts department is committed to diversity, equity and inclusion.



ADMINISTRATIVE OFFICES SUPPORT OF DIVERSITY, EQUITY, AND INCLUSION

Human Resources

Non-Discrimination Statement: Finger Lakes Community College does not discriminate against any employee, applicant for employment, student or applicant for admission based on an individual's race, color, national origin, religion, creed, age, disability, sex, gender identification, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, veteran status, domestic violence victim status, criminal conviction or any other category protected by law. The College adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education.

Diversity Hiring Statement: "FLCC is committed to diversity, equity and inclusion, and strives to provide an environment that embodies these principles. We strive to attract talented personnel from diverse backgrounds and traditions who vary by their race and ethnicity, gender, gender identity, sexual orientation, nationality, culture, religion, worldview and physical and mental abilities. As such, applicants from historically under-represented groups are highly encouraged to apply".

Diversity Audits: "If there are any concerns about an EEO candidate not moving forward in the search process, Diversity Advocates will recommend an audit to be conducted by the Chief Human Resource Officer/Affirmative Action Officer and the Chief Diversity Officer. Upon review, the audit recommendation will be final."

Human Resources Inventory of Activities to Support DEI

Hiring:

- The EEO Plan is updated annually by a third party vendor, OutSolve. Data is collected from each full search including where the position was advertised, and how many applicants self-identified their gender, race, and ethnicity, disabled and veteran status. The Plan tracks the demographics of the candidate pool as well as the demographics of our workforce. FLCC sets EEO goals, and trains Diversity Advocates to serve on all full searches
- Diversity Advocates share an activity with the search committee members to demonstrate the effects of unconscious bias and to facilitate discussion on choosing the best candidate
- Job description review to ensure diverse candidates are not being eliminated unnecessarily
- An equal opportunity statement is posted on the FLCC hiring site, as well as statements on each job posting encouraging traditionally underrepresented applicants

Policies: College Policies that address potential areas of discrimination include:

- EEO Policy
- Americans with Disabilities Act
- Classification and Compensation
- Employee Uniformed Services Military Activation and Leave



- Equal Employment Opportunity
- Family and Medical Leave Act
- Hiring Administration, Faculty and Staff
- Non-Discrimination and Sexual Harassment Prevention and Response Policy

Training: The Human Resources Office, as required by Title IX, trains all employees to understand the Non-Discrimination and Workplace Violence policies. The HR Office administers the online training through a third-party vendor, We Comply. This training is required by all employees and includes how and when to report instances of discrimination, sexual harassment, sexual misconduct including sexual violence, and other threats or instances of workplace violence

Compliance: One of the College's Title IX Co-Coordinators / Investigators resides in the Human Resources Department. This individual upholds the following responsibilities:

- Fosters a welcoming, safe, non-discriminatory, and harassment-free educational and working environment for all members of College community
- Reviews new and changing state and federal laws, SUNY mandates, and legislation that requires the development or revisions of human resources policies and procedures including the College's Non Discrimination and Sexual Harassment Response and Prevention Policy and accompanying procedures
- Coordinates and administers the College's compliance with the statutory and regulatory requirements of Title IX and all other applicable federal and state laws that prohibit unlawful discrimination and harassment while upholding due process and privacy for all parties
- Responsible for the intake assessment and response to reports of violations of the College's Non Discrimination and Sexual Harassment Response and Prevention Policy and conducts investigations
- Facilitates appropriate accommodations, support services, and other interim or protective measures for reporting and responding parties involved with reports of civil rights violations including those qualifying as Title IX
- Active member in the President's Council on Diversity, Equity and Inclusion

Office of Admissions

In the FLCC Office of Admissions, counselors and office support staff are often the first representatives of the college to speak with a student and their family, and therefore give the first impression of the college and its values. As such, Admissions staff treat each prospective student as an individual who has their own interests, needs, and concerns to address. We prioritize time for conversations with students by offering daily information sessions and tours Monday-Friday, individual appointments, coverage for walk-ins, as well as regular Saturday information sessions and special events, such as fall, winter, and spring open houses. Due to the hiring of a bilingual staff member and new materials from Marketing, FLCC staff are able to communicate in Spanish with Hispanic students and their families when English is not the first language. During Admissions information sessions and events, staff promote a full range of FLCC experiences available to each student that includes our breadth of programs, support services, leadership opportunities, and honors studies. We also participate in community coalitions that expand college access beyond campus, as the Geneva 2030 College and Career Readiness Action Team and the Rochester College Access Network.

Diversity, Equity & Inclusion Plan 2020-2023

A Community College Plan for Inclusive Excellence within the SUNY System

In May 2018, a bilingual Admissions Counselor for Special Populations was hired through a State University of New York Performance Improvement Grant targeting the College's diversity, equity, and inclusion efforts. The counselor is fluent in Spanish and cross-trained in financial aid. The addition of the counselor permitted an expansion of Admissions recruitment efforts targeting students from diverse backgrounds (e.g., increase in visits to high schools with large enrollment of underrepresented students, FAFSA workshops, and instant admissions events in new markets (i.e., New York City). The Admissions Counselor for Special Populations has strong working relationships with community-based organizations that serve underrepresented and undocumented students, as well as high school teachers and college instructors in Advanced English Language Learner classrooms to establish smooth pathways for their students. In addition, FLCC collaborated with other offices to create new events such as the Hispanic Leadership Panel and further opened existing events to welcome diverse groups to campus, such as students from Migrant Education, New York City, and the Rochester Urban League.

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Office of Diversity, Equity and Inclusion (ODEI)



The Office of Diversity, Equity, and Inclusion is dedicated fulfilling its mission to advance diversity at the college and enhance academic excellence. This includes, but is not limited to, supporting diversity in all forms of the institution's labor force, student body, scholastic programs, as well as employee training and development opportunities. As continued academic excellence, student professional preparation, equal access, and creation of a vibrant campus community will be a strategic objective as the institution moves forward, focusing on diversity, equity and inclusion within the community is not insulated in the moment, but rather include the persistent commitment, concerted effort, and sincere consideration of all campus constituents. In support of the Finger Lakes Community College's strategic plan and values, and commitment to the college's mission and vision, efforts in the Office of Diversity, Equity, and Inclusion, aims to create a campus climate that is advantageous to the development of all faculty, staff, and students, as well as enhancing and solidifying the institution as a place of excellence and innovation.

The Office of Diversity, Equity, and Inclusion aims to reinforce diversity as a vital component of institutional excellence at Finger Lakes Community College and within the State University of New York (SUNY) system. By strategically and intentionally preparing our students for success in an ever-changing, diverse, and global society, the Office of Diversity, Equity, and Inclusion envisions Finger Lakes Community College as a distinguished public two-year institution that is accurately representative of the rich collection of human and intellectual diversity that is the hallmark of New York State. Inclusion will be a core value of the office, with institutional stakeholders, community partners, and those within our 64-campus SUNY system, that recognize and embrace the dedicated connection between academic excellence and diversity, equity, and inclusion.

Office of Student Life

Office – We ensure that we are creating a welcoming environment to all students, faculty/staff, and community members through the physical set-up of our office (such as the door always being open for access by students/staff/guests in wheelchairs and to be visually welcoming), as well as the customer service-oriented attitude of our staff. We also have spaces dedicated as hubs of interaction for different student populations – veterans, LGBTQIA+, and AALANA students. Our middle room is a space for clubs/orgs to do work, and sometimes utilized (especially in the beginning of the semester) for students to have lunch/take a break/connect with others that is not as overwhelming as the Café.

Events – Our Student Corporation, and the Campus Activities Board (the programmatic arm of Student Corporation) ensures that their events are accessible to all when considering the locations of events, means and layout of advertising, food options (planning for as many dietary restrictions/food sensitivities as possible), the topics covered and types of events, as well as the days/times of events to try to reach and accommodate as many students as absolutely possible. The Director of Inclusion of Student Corporation accompanies CAB to the NACA Conference and attends the planning retreat each semester to ensure all voices are represented in programming. Event attendance is tracked via student ID cards and the data is used to ensure we are seeing a range of students that matches the make-up of our student body as a whole [when Colleague cooperates in providing that data]. An Evening Coordinator is employed to serve the students that we may not be able to see or serve during normal business hours.

Orientation – Online Orientation meets the need of students who cannot make it to an on-campus session. The on-campus program discreetly connects veteran students to our veteran services and, when possible, a veteran Orientation Leader. Orientation Leaders from a variety of majors/backgrounds/personalities are recruited and hired so that all of our new students can relate to and see themselves in their Orientation Leaders. There is also an Extended Orientation program.

Clubs/Orgs – Student Corporation has and actively encourages the creation of clubs and organizations that serve all different special interests, academic programs, and student populations.

Currently working on a Student Affairs-wide plan of how to better engage online students, (much of which will also better serve students primarily located at our Campus Centers).

Examples of events:

- Extended Orientation Match Ceremony & Training: First year students meet their mentor for the first time. Opened a line of communication and bonding between all students.

Diversity, Equity & Inclusion Plan 2020-2023

A Community College Plan for Inclusive Excellence within the SUNY System

- Extended Orientation Event: Students & mentors worked together to complete a basic campus amenities scavenger hunt, followed by a circle discussion centered on transportation & eating options in the area.
- Extended Orientation Event: Students & mentors attended circle discussion with Teresa Daddis & Sarah Blank. Conversation topics included self-care, how to deal with transition, mental health resources, tips and tricks for academic success & services offered through ASAP.
- Hispanic Heritage Month Trivia: All students were invited to answer trivia centered around Hispanic Heritage & the Latinx community today. Students were able to sample Mexican candies & Peruvian chocolate while listening to Latinx music. They were invited to share what Latinx culture means to them & their favorite parts about it.
- Extended Orientation Event: Students & mentors attended a circle discussion about campus resources. Andrea Hemmerich & Tammie Woody discussed career/transfer planning & resources offered by CTS. Sarah Heisman introduced Starfish.
- Kickball Tournament: All students were invited to attend an informal kickball tournament on the front lawn, hosted by Extended Orientation.
- National Coming Out Day: Celebrated 1 day early, students celebrate the courage & resilience of the LGBTQ+ community, especially those who have or are in the process of coming out.
- Extended Orientation Event: Mentors were challenged to lead blindfolded students through a series of obstacles (and vice versa) as quickly as they could.
- Extended Orientation Wrap-Up & Awards: Dorren Allen-Carr presented to students & mentors in the program about continuing to be successful after the program ends. Participants shared their thoughts about the program & each other over dinner. Program Coordinator then presented all participants with certificates of achievement.
- CAB hosts Spoken Word Artist Ashlee Haze: Ashlee's impactful poems speak to her identify as a Black woman, her ancestry and how that motivates her in own life and work.
- Veteran's Day Ceremony: Annual ceremony honoring our Veterans. This year's ceremony included a special keynote panel of local students from Midlakes High School and WWII Veterans that had the unique opportunity to go on a Soaring with Valor trip to the National World War II Museum in New Orleans, LA, sponsored by the Gary Sinise Foundation and American Airline
- Prism hosts LGTBQ Health: Prism hosted Trillium Health to discuss LGTBQ health care and the plethora of services that Trillium can provide.
- Transgender Day of Remembrance: Students commemorate transgender lives that have been lost from anti-LGBTQ+ violence.
- Life of the Seneca: To honor Native American Heritage Month, artifacts from the indigenous tribes of New York State were displayed and an employee from Ganondogan State Historic Site answered questions in a show-and-tell-style event.
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Diversity, Equity & Inclusion Plan 2020-2023

A Community College Plan for Inclusive Excellence within the SUNY System

- International Day of Persons with Disabilities: Although this holiday was celebrated late, students loved receiving free bags of irregularly shaped jellybeans, learning about the disabled experience & sharing their own experiences with disability. They were invited to take a pledge to treat their peers with disabilities fairly.
- Human Rights Day: Students were invited to learn about their rights under the Universal Doctrine of Human Rights. Participants were also asked to think about a human rights cause/issue that mattered to them.

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Academic Support and Access Programs (ASAP)

In support of the college's efforts around Diversity, Equity and Inclusion the FLCC Educational Opportunity Program (EOP) has increased enrollment into the 2019 EOP Summer Program, in collaboration with Admissions increased enrollment efforts in NYC, and increased classroom instruction hours from 51 hours to 69 hours, including additional lab time for outside course learning. Staff within the are also engages in professional development aimed at supporting Students with Disabilities, including the Association on Higher Education and Disability (AHEAD) Management Institute: Legal compliance, the AHEAD Masters Course: Community Colleges, the NYSDSC Annual Meeting, and the Landmark College Online Course: Neurodiversity and Reframing Autism. Finally, ASAP has a College Reading and Learning Association (CRLA), Level I Peer Tutor Training Program, possessing a curriculum that includes a training session dedicated to Diversity, Equity, and Inclusion in support of college students.



Academic Advising, Career and Transfer Services (ACCTS)

The Office of Academic Advising, Career and Transfer Services supports the FLCC DEI Plan in a number of ways:

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- Academic Advisors are trained to be culturally sensitive and have an inclusive mindset in all advising interactions with students. The next training is a half-day workshop in December with the Director of Counseling from RIT, Dr. David Reetz.
- AACTS was awarded a Strategic Initiative Grant to develop the MLK Jr. program reflecting on how FLCC is promoting MLK's dream 50 years later
- We are intentional in being inclusive in our hiring practices. Of a staff of 7, 6 are women, 2 are African American, and one is Latino. Same with our student workers, 50% are of color.
- With a Spanish speaker in the office, serve as a resource for students for whom English is a second language.

Community Standards and Counseling

The Office of Community Standards and Counseling supports the FLCC DEI Plan in a number of ways through a variety of programs and services offered by the office. The CSC Office has a counselor dedicated to work with the EOP program at FLCC throughout the academic year and during the summer EOP program on campus. The CSC Office manages the emergency services and emergency loan program funded by the FLCC Foundation. The emergency services we offer include the FLCC Food Cupboard, Flick's Place, Emergency Gas Cards, Café Cards and Bus Passes. Through our work in these programs, we strive to ensure that all of our students have access to basic needs of everyday life so they can focus on their academic pursuits. Community Standards and Counseling staff work closely with many local agencies to ensure our students are aware and has access to a variety of community services. These services and community agencies are on campus twice a year for our Student Health and Wellness fair. Staff members in the CSC Office have attended SafeZone Trainings, the SUNY SPECTRUM Conference and other professional development trainings with regard to mental health and wellness that supports the college's Diversity, Equity, and Inclusion mission.

Student Health

Student Health Services is a member of the American Health College Association (ACHA) and adheres to ACHA Guidelines for Standards of Practice for Health Promotion in Higher Education. Membership of ACHA commits to cultural inclusion, cultural respect, equality and equity.

Student centered care is achieved through holistic health assessment, including factors that effecting both physical and mental wellbeing.

The goal of Student Health Services is to provide care to students using evidence- based programs that promote health and address health issues related to academic performance. Licensed professionals assist with personalized health and wellness goals as identified by each student, and support self-care through health promotion and disease prevention. FLCC will be working with five other SUNY schools and Office of Addiction Services and Supports (OASAS) to implement ScreenU For a healthier campus

life. This is a web-based method that administers screening, brief intervention, and referral to treatment (SBIRT) to identify students that are misusing alcohol, marijuana or prescription drugs.

Student Health Services works collaboratively with Office of Community Standards and Counseling, and the Office of Disability Services to meet unique needs of each student allowing for a highly individualized plan of care.



One Stop Center

The One Stop Center represents services provided by five college offices (Admissions; Advising, Career, and Transfer Services; Financial Aid; Student Accounts; Student Records). The One Stop Center enables students who have questions or transactions related to enrollment taken care of in one visit versus visiting individual offices. One Stop Center services include: Admissions application process, financial aid application/award status, register for courses, tuition bill payment, and student record requests.

Library

The Charles J. Meder Library is committed to supporting diversity, equity, inclusivity and social justice and embracing differences with acceptance and respect. The Library actively supports and continues to enhance the advancement and celebration of DEI by:

- Providing access to a balanced inclusive library collection
- Teaching information literacy research skills so that all members of the College community can create knowledge and seek out facts and truths
- Maintaining an accurate archive of the College's history that serves a resource to better understand the past in order to build a better future
- Designing library spaces for diverse populations that are welcoming, functional and easy to use and provide a forum for civil discourse and exchange of ideas
- Providing programming, such as the Human Library, that encourages people from different backgrounds and experiences to learn from one another

Online Learning (Blackboard, Starfish, ALLY, etc.)

Online Learning at FLCC supports Diversity, Equity, and Inclusion efforts by increasing access to those who may be unable to travel to a specific campus location. Our recent participation in SUNY Online has led to 52% of applicants to our SUNY Online programs being non-white. Online Learning approaches course design from a Universal Design perspective and where not applicable makes any accommodation needed to ensure equity. All of the technology utilized in the online environment is accessible, screen reader compliant, and captions are available as needed. FLCC Online utilizes Blackboard Ally to create a more inclusive digital learning and community engagement environment. Blackboard Ally helps FLCC with usability, accessibility, and quality in mind. Ally:

- Closely monitors content for accessibility issues based on key areas of the WCAG 2.1 Level AA standard and prioritizes issues based on severity
- Automatically generates alternative accessible formats using advanced machine learning algorithms
- Provides teacher-specific feedback and guidance to help make their content more accessible
- Generates school- and district-wide reporting on course content accessibility to help drive further improvements

Workforce & Career Solutions

In looking at the college's strategic plan, three of the six areas have been the primary focus of the Workforce and Career Solutions Department. All three connect to the colleges diversity goals either indirectly or directly. These "top three" are:

1. Meet the needs of high-growth sectors in our region
2. Meet the needs of underserved populations
3. Improve engagement and interaction between the College and community



Underrepresented Groups, Income and Mobility

A key to our department's mission and success is to improve the economic vitality of the region. This includes its businesses and households. While being a member of a low-income household and being a member of an underrepresented group are not synonymous, unfortunately they are correlated in many of our communities. The goals below address serving underrepresented populations by targeting lower-income households that generally have more barriers to sustainable employment than their more affluent counterparts do.

1. The focus of the department is on in-demand occupations in high-growth sectors *that specifically have demonstrated career paths that require less than a 2-year degree to enter*. These programs typically have lower barriers to entry and completion than other programs, which unfortunately, currently favor underrepresented populations in our regions.

2. A second focus of our department, which will have an impact on both underserved and lower-income households, is a shift in delivery from campus based to online and hybrid learning *supplemented by local, hands-on applied learning*. This will allow us to “reach into” many of the small population clusters in our large service area where there is a higher density of both underrepresented households and households below the *ALICE Threshold*. Hands on learning locations will include employers who will look favorably on hiring local program graduates thereby increasing placement rates to the benefit of all stakeholders.

Direct Outreach

Our current department objectives involve direct outreach to organizations and groups who serve individuals that represent a more diverse population. We have identified over a dozen community organizations with whom we “interact” but who may not be aware of how our offerings can benefit their members. A significant outreach effort is in place this year to have our team “touch” these organizations regularly.

Adult Basic Ed

By design, the Adult Basic Education Program is a springboard for underserved students. It recognizes and welcomes those of different races, ethnicity, gender, age, disabilities, cultures, nationality, ethnicity, as well as those with differences in learning styles, skills, abilities, values and attitudes. The High School Equivalency program provides a chance or a “second” chance to achieve a high school diploma from the New York State Department of Education for those who have fallen behind or were left behind educationally; or have not gone through the mainstream educational system. The English as a Second Language (ESL) program provides an opportunity for those who speak other languages to learn fluent English and to become knowledgeable about American culture while sharing their cultural experiences with other students and teachers.

The program provides free and equal access to these underrepresented populations. It provides preparation to achieve a necessary fundamental credential as well as an opportunity to learn language skills that remove barriers and close gaps - allowing each student the opportunity to reach their full potential. Doors to higher education (be it at FLCC - or elsewhere), vocational training and better employment opportunities are opened. In these ways - program addresses some of the root causes of inequities - resulting in a more just, integrated and stronger community.

Gemini

FLCC’s Gemini (Concurrent Enrollment) program provides our service area high school students the opportunity to enroll in FLCC courses during their regular school day. Each year, thousands of high school students participate in FLCC’s Gemini program giving them a head-start on their collegiate aspirations.

Beginning in the Fall semester of 2014, FLCC became one of a small group of community colleges who offer concurrent enrollment courses without tuition costs to students. Students eligible for free or reduced school meals have no out-of-pocket expense for program participation. The Gemini program has grown substantially since 2014 with approximately 20% indicating free or reduced meal eligibility.

A 2016 study found 86% of Gemini students agreed or strongly agreed that participating in the Gemini program helped them gain confidence in their ability to succeed in college. Similarly, 86% believed the program was helping them meet their educational goals.

The Gemini program is proud to support our area schools' efforts at fostering a college-going culture that is inclusive to all student populations and underrepresented groups through low or no-cost access to FLCC's courses.

K-14

The Liaison of K-14 Outreach and Partnerships currently supports diversity, equity, and inclusion in the following ways:

On October 11, 2019, we hosted the Joint Superintendent's Conference Day for the Bloomfield and Honeoye School Districts. As part of the planning team, I suggested a presentation on DEI based on the conference theme and the needs of the districts. The district was unaware of Dr. Covington's position at FLCC and the variety of initiatives he supports. Dr. Covington was asked to present one of the breakout sessions for the conference and from that presentation came additional follow up presentations. I feel I support diversity, equity and inclusion by connecting faculty and staff in the Wayne-Finger Lakes Region to our Chief Diversity Officer and continually encouraging these relationships, ultimately to support the students in this region.



Along those same lines, I was able to facilitate a meeting between Dr. Covington and a small group of representatives from W-FL BOCES and a few of our area school districts (on January 9, 2020). This group has continued to meet and will present to all 25 superintendents in the Wayne-Finger Lakes BOCES Region to look at ways to encourage cultural responsiveness across all districts in the region. The immediate goals include getting all 25 districts to make a commitment to including cultural responsiveness to some degree into their goals for next school year (2020-2021). I am a standing member of this committee to continue to advocate for collaboration with FLCC around this important topic.

Enterprise Risk Management and Environmental, Health and Safety (EHS)

Enterprise Risk Management and Environmental, Health and Safety supports DEI by serving as the FLCC liaison to NYSED Office of Civil Rights.

The Office supports campus programs to promote a safer and more environmentally responsible campus, serves as a technical resource and provides tools, training, and communication on best practices and compliance issues (including compliance with SUNY requirements, and local, state and federal level regulations for environmental management and occupational safety and health) regardless of an individual's status or ability.

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The office assists in access compliance with the New York State building and fire codes requirements and coordinates FLCC's program to provide public access defibrillation. The Emergency Planning function of this office assists in planning for emergencies for all individuals.

The Office oversees all equipment and facilities accommodation requests for employees under the Americans with Disabilities Act (ADA).

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Applied Learning

Applied Learning is considered to be a High Impact Practice (specifically internships, service/community based learning, undergraduate research and global learning) and supports diversity, equity and inclusion in two primary ways.

First, research shows HIPs have a pronounced positive effect on the success of students from underserved populations (students of color, first generation, low-income students). Historically, however, these students have less access to HIPs than others, making it important to include in a DEI plan as a strategy for the retention of underserved students. Second, participating in HIPs, especially those that take a student off-campus such as study-abroad, internships or community-based learning, increase the likelihood that student will experience diversity through contact with people who are different than themselves.



Financial Aid

The Financial Aid Office supports diversity, equity, and inclusion by providing access for all students to the financial aid process. The office works with accepted, continuing, and returning students to provide assistance in the FAFSA and verification completion process.

Financial aid counselors work closely with the Director of the Educational Opportunity Programs and our EOP students. They offer workshops, assist with FAFSA and verification completion, explain the loan process, and answer any questions students may have. The Financial Aid Office also provides FAFSA and New York State aid application completion support to students and families through the FAFSA Completion Specialist who is bilingual in Spanish. Furthermore, the office has expertise in working with undocumented students, providing guidance on how to apply for the NYS Dream Act.

Financial Aid staff participate in the Rochester College Access Network, and the Director of Financial Aid serves as the co-chair of the Geneva 2030 College and Career Readiness Action Team.

A series of videos are being created that provide guidance on all steps of the financial aid process to supplement services provided by the office. This will allow for-virtual step-by-step instructions for students and families who cannot utilize our services in person.

In conclusion, FLCC's Financial Aid Office is committed to maintaining their long-standing tradition of providing access for all students.

Information Technology

The FLCC Information Technology Division has many current and sustained activities that support Diversity, Equity, and Inclusion. Those activities include formal efforts that address equitable and inclusive access to digital content, organized and active projects that support a student or employee's abilities to have a chosen name on record for use at FLCC, and comprehensive and vibrant committees that collect and disseminate information and needs through our IT Advisory group structure. A brief listing of efforts and associated benefits supporting DEI is below:



- The Name Management Technical Team is in progress to provide students the opportunity to present a preferred (chosen) first name to the FLCC community in all Colleague/WebAdvisor-related communications and public facing lists where a legal name is not required. Testing of the processes currently being built around this effort will commence in early 2020 with full rollout planned for Fall 2020.
- A "classroom use preferred name" process is currently in place. Any student that wishes to have their first name changed and used by their instructors can fill out an online form. This only pertains to faculty's use of a student's name in the context of the classroom. The request is processed by the Office of Community Standards & Counseling, and the student's faculty will be notified of the request. This request does not yet flow into other systems that may contain a student's name. This is not a legal name change. If the student is requesting a legal name change, they can contact the FLCC One-Stop to have that completed.
- The IT Advisory Group structure provides a constantly present set of forums for two-way inclusive and diverse communications of IT-related issues. The groups include the Technology

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Advisory Group (TAG), Information Security Program Team (ISPT), Instructional Technology Improvement Group (ITIG), and Colleague and Business Operations Team (CBOT).

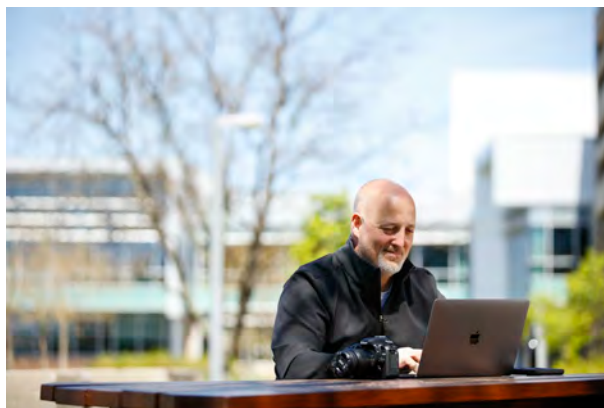
- Biennial IT User Satisfaction Surveys are implemented for employees and students to gather diverse input with all groups. The surveys are anonymous which supports inclusivity.
- An IT Staff member is a member of the College's Diversity Council.
- The Web Accessibility Initiative (WAI) Coordination Group has been meeting for the past year and is working on a three year plan to improve FLCC Web Accessibility across the campus.

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Campus Centers

In addition to regional access, FLCC campus centers host a variety of recruitment events and workshops focused on diversity, equity, and inclusion, as well as participating in community events focused on supporting individuals from diverse backgrounds. The Victor Campus Center has partnered with the Urban League of Rochester to host recruitment workshops focused on introducing middle and high school students to STEM programs. The Geneva Campus Center has partnered with the Intercultural Center at Hobart & William Smith College, participates in the annual Festival of Nations event hosted by the City of Geneva School District, and is involved in supporting Geneva 2030, a collective impact initiative. The College provides funding for a part-time Pre-College Advisor in support of Geneva 2030. The advisor works with underrepresented high school students in the City of Geneva School District to assist with their college-going and career plans. The Newark Campus Center is a partner in the Wayne County Community Schools initiative to foster equity and enhance opportunities for local students, many of whom come from underrepresented backgrounds.



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Campus Police

- Integrated Chief Diversity Officer into in-service firearms training
- Approximately 80% of the department have completed Safe Zone training with goal of 100% participation to be completed by 2021
- Department contacted the deaf and hearing impaired community (at RIT and FLCC) for input relative to officer training & emergency planning
- Department seeking support to produce a “Run, Hide, Fight” video that portrays the actions of mobility impaired, deaf and hard of hearing, and visually impaired individuals (based on example of NYU)
- Chief is representative on the FLCC Presidents Diversity Council and participated in the development of the Campus Climate Survey
- Chief is an FLCC EEO representative on several hiring committees- actions resulted in the interview and hiring of underrepresented candidates
- Committed to hiring diversity in ranks of the department as represented by the probationary hiring of a female candidate who resigned during training due to a significant non-duty injury, and the completion of a pre hire process of an additional female candidate as a potential provisional hire
- Officer and Lieutenant attended Hate Crimes Investigations training in Syracuse with instruction from the Anti-Defamation League, Queens County NY prosecutors office, NYS Division of Human Rights, and a victims perspective from the Jewish Community Relations Council
- 5 Officers attended Effectively Responding to Emotional Crisis training for dealing with people who are dealing with mental illness provided by the NYS Office of Mental Health
- Chief attended 3 day Police Mental Health Instructor training obtaining NYS DCJS certification
- Department representatives volunteered to interact with EOP students over the summer
- Department participation in Thanksgiving dinner for students remaining on campus
- Self-initiated Department participation in PRISM, AALANA, and Veterans group events each year

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Athletics

Under the leadership of a new Athletic Director (1 of 3 full-time female Athletic Directors within NJCAA Region III), the FLCC Athletics department:

- Works with the Chief Diversity Officer to coordinate a committee of the Student-Athlete Advisory Board dedicated towards identifying ways we can improve and enhance diversity and inclusion efforts to be implemented during the 20/21 academic year
- Utilizes educational programs to promote a culture where each student-athlete and member of the athletics support staff feels uniquely connected to and a valuable member of the athletics department
- Collaborating with Chief Diversity Officer to connect DEI initiatives to the Winning in the Classroom curriculum
- Updates diversity, equity, and inclusion policies in Coaches Handbook as well as Student-Athlete Code of Conduct as needed, and promote diversity trainings for coaching staff annually

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The Athletics department understands the important role diversity plays in the college experience in fostering compassionate student-athletes as well as helping FLCC student-athlete to better assimilate into a multicultural community at the college and beyond.



INSTITUTIONAL-WIDE DEI PROGRAMMING/TRAINING/INITIATIVES

Since spring 2018, FLCC has made considerable progress in the areas of DEI for the campus community. Institutional-wide programming/trainings and initiatives include:

SafeZone Training

The Director of Student Life and Chief Diversity Officer collaborate to offer SafeZone training for faculty and staff. A "safe zone" is a confidential place where all people can bring their authentic selves and feel safe, welcome and included. The training strives to develop, enhance and maintain environments that are culturally competent and supportive to LGBTQ+ (lesbian, gay, bisexual, transgender, queer, questioning and more) individuals, as well as straight, cisgender people who care about diversity, equality and inclusion.

Employee Resource Groups (ERGs):

Initiated by the Chief Diversity Officer, in fall 2018 Finger Lakes Community College was proud to introduce six new diversity based Employee Resource Groups (ERGs). ERGs are common practice in the world of employment and are focused on creating a strong sense of community within the greater organizational community. An Employee Resource Group is a group of employees who identify with others similar to themselves, and this may include: race, gender, age, sexual orientation, working parents, functional level, disability, veterans, etc. The group comes together and actively engages and gathers around a unifying mission. Membership is voluntary and open to all of the organization's employees. ERGs serve as internal communities, providing personal connections and affiliation for its members and with the organization. The key mission of ERGs are to promote the well-being of the organization and develop mutually beneficial relationships between its members and institutional stakeholders. FLCC created six Employee Resource Groups to build a sense of community for those with a shared social identity, within the larger community. The six employee resource groups that have been established include Faculty and Staff of Color, LGBTQ+, Disability, Women, Veterans, and Young Professionals.

#Youarewelcomehere

Initiated by the Chief Diversity Officer and the Office of Marketing, in spring 2019 FLCC joined in the #Youarewelcomehere movement and release a campus-wide video message to reflect individuals from all walks of life are welcome at Finger Lakes Community College:

<https://www.youtube.com/watch?v=VdZWEUhJg08>

Diverse Student Recruitment Partnerships

With the support of the VP for Enrollment Management and Chief Diversity Officer, FLCC has developed stronger partnerships targeting recruitment of students from marginalized backgrounds. Two major organizations include On Point for College and the Urban League of Rochester. On Point for College helps traditional and non-traditional students overcome the barriers to higher education, by supporting students from application through graduation and beyond, empowering them to fulfill their dreams and achieve their potential, benefiting both the individual and our community. 85% of On Point students are students of color and the majority are first-generation college students (over 90%), low-income High school graduates or GED recipients who didn't go to college. Urban league of Rochester also serves

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diverse students and FLCC has partnered with them to host a Visit Day at our Victor Campus Center, participate on our Open House, and sponsor and attend their annual Black Scholar Dinner.

DEI Marketing Initiatives

Finger Lakes Community College is engaged in the development of a Hispanic initiatives aligned with Geneva 2020, a collective impact initiative formed in 2011, which seeks to harness the resources of the entire Geneva community to support the education of Geneva’s children from the “cradle to career.” In support of DEI recruitment, FLCC has developed 5 new publications including Spanish language version of the Admissions View Book, Spanish language Financial Aid Flyer, Spanish Financial Aid PowerPoint Presentation, Welcoming tabletop banner in Spanish, and Bilingual flyer template that has been used for 2 community conversations. FLCC also hosted a Hispanic Panel to provide individuals with an opportunity to meet local professionals and learn about their educational and career journeys.

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ArtSpace 36

In June 2019, ArtSpace36 (FLCC’s downtown art gallery) hosted Cocoa Rae David as a visiting artist. David gave an artist talk focusing on how diversity and representation matters, especially in the arts, and how the message behind her works supports this position. The presentation was free and open to the public and was attended by members of the FLCC community. This event was an important addition to the college’s mission to promote greater cultural competency because of the artist’s way of communicating a concept that aligns with acceptance, embracing difference, tolerance, and human connection.

AALANA/Prism

Developed under the Office of Student Life, AALANA and Prism are two diversity based student organizations at FLCC. AALANA (African America, Latino, Asian, and Native American) is a multicultural student organization that is focused on bringing college-wide cultural awareness of the heritages, traditions and livelihoods of the mentioned ethnicities. This organization insures that students who identify as AALANA have a voice on campus, feel culturally connected and represented on campus, learn more about their cultures and share information about their cultures to the larger student body. AALANA establishes an environment that embraces their cultures. AALANA empowers African American, Latino, Asian and Native American students, by providing leadership roles/opportunities to plan events/programs that are culturally relevant and educational. AALANA celebrates diversity and insures that all people are treated with equality and with respect. Prism is FLCC’s LGBTQ+ Club on campus.



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Prism provides a safe and positive environment for members of the LGBTQ+ community, as well as allies to the community. Prism hosts events that promote positivity and educates others on the community, including fun events such as movie nights.

Industry Expert Presentations

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Staying on top of best practices, FLCC has invited industry experts to campus to support campus personnel comprehension of various aspects of diversity and to improve services in support of DEI.



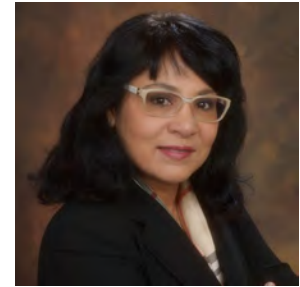
Keynote Speaker: Laura Rothstein, University of Louisville, Louis D. Brandeis School of Law: "Americans with Disabilities Act in Higher Education: Best Practices and Student Success"



Keynote Speaker: Thomas J. Tobin, faculty associate and conference programming chair in the distance teaching and learning department at the University of Wisconsin-Madison: "Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education"



Keynote Speaker: Theresa A. Conroy, partner at Harter Secrest & Emery LLC: "Raising the Level of Civil Discourse"



Keynote Speaker: Sangita Kasturi: "Higher Education Organizational Sustainability in the Era of COVID-19: What steps can community colleges take to remain viable and how can personnel pull together to support the students we serve?"

Diversity Recruitment Day

In spring 2019, a partnership between Finger Lakes Community College (FLCC), Canandaigua Chamber of Commerce, Ontario County, NCBI of Rochester, Urban League of Rochester, and NAACP of Geneva to market FLCC and Ontario County as an ideal place for employment was held at the college. Diversity Recruitment Day was a workforce focused event highlighting the full spectrum of professional opportunities at FLCC and in the surrounding community.

Cognitive Bandwidth Discussions Groups and Presentation

The Office of the Provost, along with the Office of Diversity, Equity and Inclusion, cordially invited members of the campus community to participate in a reading and discussion group based on the book *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism and Social Marginalization*, by author Cia Verschelden. Her work focuses on the identifying and recovering students' mental bandwidth loss due social marginalization (racism, sexism, poverty, etc.). Verschelden also visited the FLCC campus in March 2019 to lead a presentation on this topic.

Campus DEI Programming

In the Suites at Laker Landing (Student Housing), the Chief Diversity Officer hosts workshops on various topics around DEI, including but not limited to, What is DEI?, LGBTQ + Terminology, Race Relations,

White Rage, Intersectionality, Pronouns Matter, Gender Dialog, Ageism and Recruitment, and Politiversity.

Art Force 5 Mosaic

Art Force 5, founded at Alfred University in 2006 to inspire creativity over conflict through non-violence workshops and impactful community based art, visited FLCC main campus to create a mosaic of a local civil rights leader Lucile Mallard, president of the Geneva NAACP and resource coordinator for the Canandaigua City Court. The mosaic tribute to Lucile Mallard features her portrait simplified into a six-color palette. The NAACP button was added to symbolize her commitment and leadership to the Geneva chapter of organization. Two stars in the mosaic represented her home in Geneva and workplace in Canandaigua. The Canandaigua City Hall represented her current role within the court system. The mosaic tiles were painted by the community of Finger Lakes Community College (and admirers of Lucile's work) in appreciation of her dedication to improving the lives and equal rights of those in the region. More than 200 college students have participated in the Art Force 5 initiative, which recently made a mosaic celebrating the history of Atlanta for the NFL Super Bowl.

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Flick's Place

An initiative by Professor Izy Grooms, Flick's Place is a campus initiative to support FLCC students who are financially insecure. Located in the Student Center Atrium in Room 1002, this location request new or gently used items to help FLCC students offset the cost of living. Anyone in the FLCC community is eligible to donate.

DEI in the Curriculum Initiatives

The Office of the Provost and the Office of Diversity, Equity and Inclusion invited industry experts from Cornell University to host an Inclusive Course Design Workshop. This interactive workshop encouraged participants to explore a five-dimensional framework that invites entry from all disciplinary perspectives: consider who you are, who you teach, how you teach, what you teach, and how this influences the learning environment. Faculty were provided an opportunity to engage course design principles through the lens of diversity, and explore strategies for creating and sustaining inclusive classrooms. FLCC's K-14 Coordinator also supported this event, inviting representatives from local school districts.

In addition, FLCC's Center for Teaching and Learning is host "Friday Morning Forum: Roundtable Conversations on Classroom Practices and Teaching Trends." Breakout discussions centered on questions, topics, and issues handpicked by faculty and staff members. Topics such as neurodiversity, digital distractions, and ungrading was open for dialogue, discussion, and debate. Each conversation was connected to a short article, video or audio clip that participants were invited to access beforehand so that each dialogue would benefit from a common, and informed foundation. Roundtable topics included Clash of Perspectives: What are Factors to Consider, When Addressing Matters of Diversity, Equity and Inclusion in the Classroom?, How do we reconcile disruptive technology in the classroom?, How can we make our classroom practices and language inclusive?, What are some misconceptions about neurodiversity?, and How Can we Teach against Racism?.

Veterans Advisory Council (VAC)

In support of veterans, FLCC has a Veterans Advisory Council, which is a campus-wide advocacy group to support veterans. This organization hosts the college's annual veteran's dinner, 5K run, educational series and the Veteran

Day Memorial event. VAC does an excellent job inviting speakers who represent veteran's services around Ontario County and make connections within the higher education field, specifically college student life

through highlighting local resources. Overall, VAC initiatives speak to the inclusionary work that is supported and valued at FLCC. As our veterans and active military students are a diverse population with an incredibly wide range of experiences, FLCC recognizes it is impossible to take a one-size-fits-all approach to serving them.

Mix-it-Up-At-Lunch

Recommended by Professor Nasim Sarvaiya and the Employee Engagement Committee, and in support of Diversity, Equity and Inclusion to raise the level of civil discourse within the campus environment, FLCC embarked on Mix-It-Up-At-Lunch campaign to foster interconnectedness among the college personnel. A national program by Teaching Tolerance, Mix-It-Up-At-Lunch is a simple call to action for students of all grades to sit next to someone new in the cafeteria. As faculty and staff of the college, our purpose for Mix-it-Up is to politely encourage everyone to lead by example and navigate out of our comfort zone by getting to know our colleges in a new and refreshing way. Research has found that the more positive interactions we have with individuals from different social identities than our own, this is a great way to combat implicit bias in the workplace and in the greater community.

Hispanic Heritage Month Author Invite

Under the direction of Professor Curt Nehring Bliss, award-winning writer, speaker, educator, and former undocumented immigrant Reyna Grande has been invited to FLCC in celebration of National Hispanic Heritage Month. An excellent speaker, Grande garnered a standing-room-only audience reading from her memoir *The Distance Between Us*, which was the 2017-2018 selection for the "Rochester Reads" program and taught by several instructors at FLCC. Grande returned to FLCC by invitation from AALANA, and offered a public reading and book-signing from her follow-up memoir, *A Dream Called Home*, followed by two events just for members of the FLCC community: a student-focused discussion and an end-of-day celebration of Hispanic culture featuring catering from our local, authentic Mexican restaurant, Rio Tomatlan.

Finger Lakes Community College's History, Culture & Diversity series

Under the direction of Dr. Robert Brown, "History, Culture and Diversity" is an innovative and dynamic interdisciplinary series that I organize and present at FLCC. It brings an array of academics, scholars, authors and guest speakers to campus to widen our students' perspectives on a wide spectrum of cultural and social issues (historical and contemporary) and helps to promote diversity, equity and inclusion within and outside of our institution. These sessions are routinely well attended and prove the ideal context for meaningful student-faculty collaboration and interconnectivity. Each offering draws members of the general public, which enhances FLCC's role as a regional "cultural hub" and an educational leader in our community. Successful programming depends upon meaningful, and sustained, collaboration between the organizers, student groups (ALAANA, Prism, Student Corp), area organizations (Jewish Federation of Greater Rochester, Korean War Legacy Foundation, NYS Museum, Susan B. Anthony House, Harriet Tubman House, Veterans Administration of Ontario and Monroe Counties) and personnel from various colleges and historical societies in our region.

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Spring 2020

Black History Month, Mounafanyi Percussion and Dance Ensemble, performing traditional West African music. I coordinated with ALAANA and the Office of DEI.

Women's History Month: Ashley Hopkins-Benton, Senior Curator at the NYS Museum, "Leading the Charge: The Fight for Woman Suffrage in New York and Beyond."

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Fall 2019

LGBT History Month: Talk by Dr. Vera Whisman, Associate Professor of Sociology at FLCC, presenting "Stonewall and Beyond: The Movement We Made"

Hispanic Heritage Month: Talk by Dr. Anne S. Macpherson, Professor of Latin American and Caribbean History and Chair of the History Department at SUNY Brockport.

Talk by Gulf War Veteran and Author: Talk by Aaron Grant, MA, USMC ret, FLCC alum and author of *Taking Baghdad: Victory in Iraq with the U.S. Marines*

Native American History Month: Talk by Dr. Gwendolyn Saul, Curator of Native American Ethnography at the New York State Museum, *'How do We Overcome this Troubled Past?' Understanding New York Histories through Indigenous Art"*

Spring 2019

Women's History Month Dr. Preston Pierce, Ontario County Historian, "The Army Nursing Corps in WWI"; Dr. Andrea R. Foroughi, Associate Professor of History and History Dept Chair, Union College, "The World Turned Upside Down: Imagining and Caricaturing Women's Rights in the United States, 1850-1925."

Vietnam Retrospective: Talk by David Taylor, Vietnam veteran and author of, *Our War: The History and Sacrifices of an Infantry Battalion in the Vietnam War, 1968-1971.*

Holocaust Remembrance Talk by Holocaust survivor Steven Hess

Fall 2018

Islamic Heritage Month Dr. Kira Jumet, Asst Prof. of Government, Hamilton College, "Contesting the Oppressive State: Why Ordinary Egyptian Protested During the Arab Spring"

Hispanic Heritage Month Dr. Esteban Mayorga, Assistant Professor of Spanish and Latin American Studies, Niagara University, "Soccer and National Identity in South America"

Women Veterans Panel Roundtable panel discussion featuring Krista Stephenson (director of the national Women Veterans Call Center, VA), Laura Stradley (executive director of the Veterans Outreach Center) and Tamara Bresette (Operation Desert Shield veteran and bronze star medal recipient).

Spring 2018

Tet at 50: A Vietnam War Retrospective Panel with three Geneseo-based Vietnam veterans and co-authors of the book, *The Blue Devils in Vietnam.*

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Black History Month Dr. Joseph Inikori, Professor of History & African-American History, of University of Rochester, “African-Americans and the U.S. Economy: A Historical Perspective”

Women’s History Month Dr. Nicola Minott-Ahl, Associate Prof of English, Hobart & Wm Smith Colleges, “What’s Wrong with Lydia: Jane Austen and the Female Gamester in Pride and Prejudice”

Holocaust Remembrance Event Talk by Holocaust Survivor Helen Levinson (over 300 attended)

Fall 2017

Islamic Heritage Month Shalahudin Kafrawi, Ph.D. Associate Professor of Religious Studies, Hobart & William Smith Colleges “Islam and the Challenge of the Contemporary World”

Hispanic Heritage Month Event Michelle Martin-Baron, Ph.D. Assistant Professor of Women’s Studies, Hobart & William Smith Colleges, “Activism, Art and Immigration”

LGBT History Month Melissa Autumn, White, Ph.D. Assistant Professor of LGBT Studies, Hobart & William Smith Colleges “LGBTQ Politics and the Refugee Crisis”

Spring 2017

Black History Month “An Afternoon with Frederick Douglas (and Dr. David Anderson, Nazareth College)”; Dave Hughes, M.A. “1968: Race and American Sport”

Women’s History Month Dr. Linda Frank, Cayuga County Historian and author, “An Uncommon Union: Henry B. Stanton and the Emancipation of Elizabeth Cady”; Dr. Preston Pierce, Ontario County Historian, “Steeping Stones in the Law: How Women Got the Right to Vote in New York, 1880-1917”; “Towards an Equal Society, 1917-2017,” Women’s History Panel featuring Dr. Sara Dougherty, Dr. Vera Whisman, Hon. Ellen Polimeni & Linda Lopata (Susan B. Anthony House)**Holocaust Remembrance** Talk by Holocaust Survivor Samuel Rind; Holocaust survivor Eva Abrams spoke at FLCC in one of the best-attended events in the college’s history

FLCC History Courses: A Deep Dive into DEI

At FLCC, in US History students examine the origins of slavery in colonial America, and chart the campaign for civil rights through the Civil War, reconstruction era and beyond. They also explore women's suffrage, the ERA amendment and the role of diversity and unity in American history. The DEI component of our HIS 112 and 122, World history courses is observable, as both courses focus overwhelmingly on the history and culture of non-US or western societies and examine all major events from a global, multicultural perspective. Vital to our DEI mission are our HIS 100 and 101 Western Civilization courses. One of the key learning outcomes for both courses is that "Students will connect developments in early Western Civilization to those of other regions of the world." Western history is never considered in isolation in either course. Rather, every course unit globalizes the subject matter.

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For example, the units of HIS 100:

1. Ancient Greece -Chronicles the Greeks' many intellectual, cultural, economic and political interactions with Egypt, Persia and other Asian cultures.
2. Hellenistic Era -The greatest historical "advertisement" for diversity one can imagine. The entire unit revolves around the phenomenon known as the "Hellenistic Fusion" -the unprecedented explosion of cultural, intellectual, scientific and artistic creativity that resulted from Alexander the Great eliminating the barriers between the ancient world's great civilizations (Greece, Egypt, Persia, Palestine, Parthia, Afghanistan and India) and unleashing the greatest period of innovation the ancient world had ever seen. FLCC students love this unit, and are amazed to learn about the cosmopolitanism and diversity of this era and the incredible achievements in philosophy, art, religion and science that ensued when great global cultures united.
3. Rome -the Roman Empire was geographically extensive and profoundly diverse in its composition. One of the principal themes of the course (and a term paper topic) is the creative cosmopolitanism of the first civilization to unite the entire Mediterranean world, all of North Africa and Western Asia into one dynamic, innovative entity.
4. Early Medieval Era -Considered panoramically and involving a comparison of developments in W. Europe (as the Latin-speaking population fuses with Scandinavian, Germanic and Central Asian peoples) with those in Byzantine Empire of the East and the Islamic world during its golden age.
5. High and Late Middle Ages -An examination of key intellectual, religious and technological developments in Europe, and its many interactions with the Islamic world.
6. Early Modern Era -the formative experiences of the Scientific Revolution, renaissance, Reformation and the Age of Overseas Discovery. The latter is particularly emphasized, and the massive consequences of Old and New Worlds (Caribbean, Mexico, Central and South America) coming into direct, and sustained contact for the first time.

The entire course is globally-oriented and driven, from the Industrial Revolution, to the Age of Imperialism, the First World War, the Second World War, the Cold War and beyond. Virtually every topic

encompassed by the course examines how the global community confronted, and was impacted by, some of the greatest challenges in the history of humanity. This is to reflect that these courses are in no manner and at no time Eurocentric.

FLCC also notes that the two other learning outcomes for the course also exhibit diversity in the highest degree. In the course, students examine the:

- Diversity of political thought -In every conceivable manifestation, from autocratic, monarchical and oligarchic regimes to the birth of democracy and the evolution of representative government. HIS 100 and 101 alone of all the courses at FLCC, examine the diversity of political systems and theories that still influence global populations today, like marxism, socialism, corporatism, capitalism etc.
- Religious diversity -Western and World history courses are among the only ones at FLCC that explore the origins and development of three of the world's largest and most influential religions, Christianity, Islamic and Judaism. These courses also explore the rise of secularism and the alternatives to traditional religious belief.
- Diversity of philosophical and intellectual thought, from Socrates to Epictetus, Zeno to Aquinas, Boethius to Descartes. Only in Western Civ (and PHL) will a student be introduced to humanity's diverse strategies for comprehending the world and our place within it, from rationalism and stoicism, to scholasticism and existentialism. These courses also reveal how changing intellectual paradigms have translated into a wide range (and diversity) of artistic and literary expression.
 - All of our history courses examine gender, gender relationships, the role of women in every historical context and the long campaign for rights/equality.
 - All of our history courses examine the tragedy/crime of slavery and the long struggle for racial equity, justice and empowerment.
 - All of our history courses examine immigration and the global movement of diverse populations.
 - All of our history courses embrace social class and social inequality as a major theme. In my Western Civ courses, this is a term paper/research topic.

Our 200-level courses are also global, internationalist and diverse:

- HIS 206 Native American history
- HIS 261: WWI and WW2 -coverage of these conflicts is global, and all operational theaters (including Africa, the Middle East and the Far East) are examined.
- HIS 265: Black Death and Beyond. A comprehensive and global examination of the evolution of medical theories, practices and therapies, from ancient Mesopotamia and medieval Islam to

Modern China. Central to our focus is the global impact of pandemic diseases, like plague, cholera, smallpox and, of course, COVID-19.

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In short, the DEI mission is very, very strongly embedded within, and nurtured, in our history courses. All of our history offerings focus on the diversity and variety of the human experience, in every conceivable way. There is virtually no other discipline or course that connects with DEI, or transacts its lofty mission, as successfully as history. As a HIS coordinator and a long-standing, committed and enthusiastic DEI advocate (as evidenced by my work with students of different backgrounds, student groups and organizations, my annual commemorations of Black History Month, Womens History Month, Native American History, LGBT History etc., and the ongoing "History, Culture and Diversity" series) faculty are passionate about FLCC's DEI mission and extremely conscientious about infusing and sustaining it in every History course FLCC offers.

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Williams-Insalaco Gallery Exhibit 2019

Barron Naegel, FLCC Assistant Professor of Art, also serves the community as the Director of the Williams-Insalaco Gallery³⁴. The gallery was the fortunate recipient of African Masks, Ceramics from the cultures of the American southwest- Hopi and Navajo, as well as under recognized, outsider artists in the US, from the estate of Barb Etzel, Prof. of Psychology who passed away in 2014. The exhibit featured a broad spectrum of masks that were from a number of African nations- Ethiopia, Nigeria, Ivory Coast, and others. AALANA, was an invited guest as was the public for the opening reception. The show ran from Sept to Nov. 2019. The picture below depicts Prof. Etzel on one of her travels to Ethiopia.



Nontraditional Student Support

In support of recognizing all forms of Diversity, Equity and Inclusion, Finger Lakes Community College is genuinely invested in providing a holistic student experience for our non-traditional student population. This includes incorporating effective strategies around enrollment management, academic support, co-curricular opportunities, applied learning, and transfer/career services. As college student demographics tend to change in response to the national economy, Finger Lakes Community College continues to make strides via our marketing efforts to showcase our academic offerings in both degree programs as well as certificate and workforce development programs.

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When it comes to leadership support for our non-traditional population, stakeholders include the college's executive cabinet, the Division of Enrollment Management, the Division of Academic and Student Affairs, College Council and Academic Senate. Currently, Finger Lakes Community College supports the unique needs of this population in a variety of ways. The COVID-19 global pandemic has only increased our efforts to meet students where they are comfortable. Focused on student success, we provide access to all of our offices in-person, online, and virtually. In addition, Admission offers opportunities for prospective students to learn more about the College by offering programs in the evening, as well as on Saturdays and holidays. We also assist students at a distance through pre-enrollment tasks like admissions and financial aid and also through enrollment-specific tasks like advising and registration. Once students are participating in a course they have access to 24/7 technical support, 24/7 librarian support, and 18 hours a day of tutoring support. FLCC also provides multiple scholarship opportunities to non-traditional students.

Given fluctuations that occur in college enrollments nationally year to year, Finger Lakes Community College recognizes that non-traditional students are imperative to the future of higher education and the economy. As the global landscape is ever-evolving, as an institution we fully comprehend that non-traditional college students today are not limited to the 25-and-above age bracket, but present as parents, guardians, employees, career changers, veterans and retirees. Whether entering Finger Lakes Community College from a home school environment, BOCES, traditional high school, or even without a high school diploma, we continue to make strides to develop proper support mechanisms focused on student success. As the non-traditional student population continues to grow nationally, Finger Lakes Community College continues to have pivotal dialog about targeting these individuals for enrollment and creating an environment conducive to their academic, professional, and personal success.

Recognizing that institutional financial resources are often scarce, as well as the fact that non-traditional students often hold many roles that demand their time and energy, Finger Lakes Community College recognizes that collaboration between academic affairs and student affairs is crucial to meeting their needs. Future efforts that Finger Lakes Community College will explore in support of non-traditional students includes, but is not limited to, greater flexibility in time and location of their academic journey through the expansion of course offerings, such as weekends, evening, online, accelerated and self-paced. Next, given the overlapping responsibilities that is reflected in the life of the non-traditional student, promoting understanding and sensitivity from professors is also of utmost importance. In full appreciation of the diversity of experience that is reflected in the higher education classroom, non-traditional students are value added, due to their life experience and cultural capital. To this end, it is important to develop various options to receive credit through the use of Prior Learning Assessments. Finally, other ideas include the potential creation of a campus space for non-traditional students, the establishment of a non-traditional student organization, the development of social integration opportunities to help non-traditional students transition to the college environment, affordable on-campus daycare options outside of traditional hours, and campus programming that is inclusive of children and families.

FLCC ASSOCIATION SUPPORT OF DIVERSITY, EQUITY, AND INCLUSION

The Finger Lakes Community College Association was incorporated in 1972 to establish, operate, manage, and promote education-related services for the benefit of the campus community, including faculty, staff, and students, in harmony with the educational mission and goals of the College. The following information highlights how offices under the FLCC Association support DEI at college:

Student Housing

In addition to housing's independent programming, the Office of Housing and Residential Life and the Office of Diversity, Equity, and Inclusion directly collaborate on programming efforts to host table top discussion sessions around DEI in The Suites at Laker Landing. The Office of Housing and Residential Life, as part of its application process, provides opportunity for applicants to request accommodations, both physical adaptations and exceptions to policy, which allow those with disabilities to better enjoy and avail themselves the use of the residence hall and its amenities. The Office of Housing and Residential Life acknowledges and respects the residents' right to self-identify. Specifically, residents' preferred name and gender identity are honored in assignment, and administrative use, including rosters and door decorations. Finally, based on institutional needs and a recommendation from the college president, FLCC has established an FLCC Association/College collaboration to enhance the academic and social engagement of students residing in the Suites. To improve housing climate and residential students' retention, in Fall 2020 the Presidential Residential Life Working Group provided a blueprint of recommendations. The recently-formed CATCH (College and Association Together Creating Housing) Steering Committee is providing oversight in implementing the recommendations. It important to note that COVID-19 has impacted advancing some of the recommendations, yet recommendations pertaining to RA selection and training have moved forward.

Child Care Center

With student success in mind, staff at the Child Care Center do the following with regards to supporting college efforts pertaining to DEI:

- Staff participate in training that focus on creating and embracing diverse families in the classroom and facility. This includes but is not limited to parent interactions and diverse materials and activities in the classroom.
- Children are offered different learning opportunities each day in their classroom. This addresses their differences in how each of them learns and develops. (Equity)
- Each fall semester, each classroom gathers data from the families about any special cultural traditions and/or practices that they practice at their home. Staff take that data and incorporate it into their classroom curriculum. This may include special celebrations and diverse family structure. (Diversity)
- The Child Care Center works with the Department of Social Services and SUNY FBG to provide funding to families in need to ensure their success on campus, not only for the children and their development at the Child Care Center but for the adults seeking higher education and student success.

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- Classrooms are rich in culturally diverse materials. These materials include but not limited to books and dolls.
- Families are always welcomed and encouraged to come in and share themselves with the children. We strive to make families feel included in celebrations and events. Family photos are posted in rooms for the children and other families to view at any time. (Inclusion)

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Campus Bookstore

The Bookstore takes every opportunity to engage the student body and community in an attempt to meet the needs of all the consumers on campus. Employees are trained for interactions with diverse groups including but not limited to proper use of pronouns, recognizing bias and microgressions, as well as ADA compliance and respect. New employees are solicited from current employees that will be moving on or graduating via referral. They are also solicited through programs like EOP first before advertisements are placed. The Bookstore has a history of promoting itself as a “safe space” for those of the LGBTQ+ community and has a policy of placing preferred names on student IDs. The Bookstore also hosts events like the Spectrum Series, which highlight internal FLCC talent from all walks of life and abilities in an effort to celebrate the things that make FLCC rich culturally.

As part of our daily activities we work with the Veterans Administration, ACCESS VR and other outside funding agencies to allow students to charge course materials and other supplies for classes in an effort to be sure every student has what they need to be successful. We work with the Library to provide adopted texts to make available to students to use during the semester. We hold small book buyback during the semester and a large book buyback at the end of semester to buy back books in an effort to put money back in student’s hands and reduce costs for the upcoming semester. We also have pioneered a program for our guest students as part of a day-hab/college experience program through the ARC of Ontario County to provide those consumers with access to meal plan services via a special ID numbering system.

FLCC Café - AVI (Food Service)

At AVI, we embrace our journey toward creating a diverse and inclusive environment where there is genuine respect for individual differences and uniqueness. As a family-owned and operated company founded by the son of Greek immigrants in 1960, we value the individual differences each of our team members contribute to the workplace. We understand that not only is our greater society today very global in nature, but that every single one of our individual communities and workplaces bring together a vast array of cultures, ethnicities, beliefs and other unique characteristics.

Diversity is everything that makes us as individuals, different. Some of the things that make us different are our culture, race, gender, gender identity, socio-economic level, education, sexual orientation and age. Of course there are many other things that make us diverse, but the important part of the equation is to ensure that every person knows that what makes them different and unique is valued.

Inclusion is the process of helping all AVI team members understand that they are acknowledged and accepted – we are a family-owned company and want everyone to feel and see that the qualities that make us different are the things that bring us together and help create a fantastic, blended family. When you think of inclusion it is not only that people are diverse and everyone brings their individual differences but that each person belongs to the family and those differences make us stronger. It is

important that each person at AVI knows that they are an integral part of each success and each opportunity our company encounters.

At AVI we believe people should be treated fairly. There is no place for any kind of unlawful or unethical discrimination in employment because of race, creed, color, age, sex, sexual orientation, gender, gender identity, religion, national origin, disability or veteran's status. This language is clearly worded in our application and employment policies.

AVI is committed to maintaining a work environment in which all team members are free from harassment or discrimination. As such, AVI prohibits the unlawful harassment of any team member by any other team member, management representative, customer, visitor, vendor, client or others. We encourage an environment where everyone feels valued and respected and where they bring their whole selves into the workplace. We believe that both people and organizations should grow and develop and that learning is critical to development so we create opportunities in our training for people to learn new ideas, concepts, cultures and perspectives in a manner where we challenge ourselves personally and collectively in a respectful and relationship building manner. *We are family and we care for each other.*

At AVI our core values define our culture. These values are what we believe in and what we live by. They are the foundation of everything we do including our approach to diversity and inclusion. Our values have never changed – they have defined AVI since our founding in 1960. Our values have always guided our actions – we are continuously improving and growing as an organization and as a family; we keep getting better because we care about our team members, our clients, and our customers and we challenge each other to grow and to do what's right.

Our core values:

- Integrity
- Excellence
- Innovation
- Relationships
- Sensitivity toward people
- Sensitivity toward society
- Family
- Passion
- Customer and Guestfocus
- Accountability

Our Commitment to Sustainability

Food is something that is pervasive in everyone's life. It's our passion, yet our commitment extends far beyond food.

AVI Foodsystems recognizes the importance of sustainability and protecting our ecosystem in any way possible. To ensure quality food, we must start at the roots, literally. Preserving our soil, water and air protects our food supply, and our future.

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We integrate environmentally conscious practices in every facet of our operations, from the containers we purchase to what we do with worn tires at our Fleet Maintenance Center. We know there is so much more we can do. Each day we bring new ideas, concepts and know-how to our green goals.

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FLCC FOUNDATION SUPPORT OF DIVERSITY, EQUITY, AND INCLUSION

The Finger Lakes Community College Foundation is a 501 (c) (3) charitable corporation which cultivates relationships and partnerships, solicits, receives and manages private gifts and bequests, engages alumni, and owns and maintains properties to sustain the standard of excellence at FLCC. FLCC Foundation strives to ensure ample financial support to supplement, promote, advance and enrich the College's creation of innovative programs and to support the success of students, the construction or renovation of state-of-the-art learning environments, the perpetuation of a robust scholarship and awards program that promotes access and completion, and professional development of the faculty and staff.

Foundation – Scholarships and Emergency Loans

Recognizing historical inequities across the American landscape, the FLCC Foundation offers numerous scholarship opportunities as well as emergency loans to support of the financial needs of Finger Lakes Community College students from marginalized backgrounds.



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INSTITUTIONAL DEI GOALS

Working collaboratively, the Presidential Diversity Council approved the following six goals with supporting strategic objectives and action items for this institutional-wide DEI plan.

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- **Goal 1: Increase Diversification of FLCC Personnel:** Strategically recruit, employ, train, and cultivate faculty, staff, and administrators from underrepresented backgrounds to support the achievement of greater quantity reflected in the diversity of employees across all segments of the institution.
- **Goal 2: Increase Diversification of the FLCC Student Body:** Focus on the quantitative representation of diversity within the student body, aimed at student success and reflected in recruitment, retention, and completion rates.
- **Goal 3: Incorporate DEI into the Curriculum and Instruction Practices:** Provide opportunities for students to engage in meaningful academic-based experiences aimed at fostering an understanding of themselves and others, around issues of social justice, positionality, intersectionality, and civil engagement. Incorporate High Impact Practices (HIP) proven to support the retention of students from underrepresented backgrounds.
- **Goal 4: DEI Professional Development for Faculty and Staff:** Provide educational opportunities focused on aspects of social identity, implicit bias, social justice and equitable outcomes for campus personnel.
- **Goal 5: Improve Campus Climate/Culture:** With a focus on student, faculty and staff retention, FLCC will work to explore new opportunities targeted at success and interconnectedness within the campus community.
- **Goal 6: Town/Gown Relations:** With a focus on student, faculty and staff retention, FLCC will work to explore new opportunities to build supportive relationships with the surrounding community.



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Institutional Strategic Plan Alignment

Goals within the FLCC DEI plan aligns to the overall institutional strategic plan by addressing the following objectives:

Student Success, Sustainability

**Objective 1: Improve student retention and persistence
(DEI Plan Goals 1 – 6)**

Student Success, Community & Industry Connections, Innovation & Opportunity

**Objective 2: Meet the needs of underserved populations
(DEI Plan Goals 1 – 6)**

**Objective 3: Meet the needs of high demand sectors in our region
(DEI Plan Goals 2 and 6)**

Student Success, Community and Industry Connections

**Objective 4: Improve engagement and interaction between the college and community
(DEI Plan Goals 1- 6)**

Sustainability, Vitality, Innovation and Opportunity

**Objective 5: Ensure organizational sustainability
(DEI Plan Goals 1-6)**

Goal 1

Increase Diversification of FLCC Personnel: Strategically recruit, employ, train, cultivate, and recognize faculty, staff, and administrators from underrepresented backgrounds to support the achievement of greater quantity reflected in the diversity of employees across all segments of the institution.

Strategic Plan Objective Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective # 1

Marketing of the Institution for Recruitment and Retention of Diverse Stakeholders as a Place of Employment: With a lens on individuals from underrepresented backgrounds, provide a pathway for qualified candidates to assume full-time/part-time faculty ranks and actively recruit administrators and staff from historically marginalized backgrounds.

Action Items

Focused on casting a broad net to build a talent pipeline for diversity, FLCC's effort will focus on:

- A. Identification of best practices for the successful recruiting and transitioning of minority personnel (Lead Agents: Chief Human Resource Officer and Chief Diversity Officer)
- B. Engagement in more active recruiting, pursuing diverse candidates in the Rochester, Geneva, Newark, and Syracuse, New York areas and beyond, ensuring a commitment to diversity throughout the search process (Lead Agents: Chief Human Resource Officer and Chief Diversity Officer)
- C. Attend diversity-based career fairs and create a mentoring program to support all new employees (Chief Diversity Officer)
- D. Outreach to Masters and PhD granting institutions to promote vacancies amongst minority candidates, and target and build strategic partnerships with schools that serve predominantly minority populations (HBCU, HSI, Tribal Colleges, etc.) (Lead Agents: Chief Human Resource Officer and Chief Diversity Officer)
- E. Update website to highlight the institutional commitment to diversity to both internal and external stakeholders (Images, ERGs, Vision, Mission, Stats) (Lead Agents: Chief Human Resource Officer, Chief Diversity Officer, Director of Marketing)
- F. Participate in SUNY PRODI-G (Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth) program and submit faculty candidates for the SUNY Faculty Diversity program (Lead Agents: Chief Human Resource Officer, Chief Diversity Officer, Provost/VP for Academic and Student Affairs, AVP of Instruction, VP for Strategic Initiatives and Assessment)
- G. Partner with Multicultural organizations, focused on promoting the institutional brand as a place of employment (Lead Agents: Chief Human Resource Officer and Chief Diversity Officer)
- H. Develop a process for the inspection and approval of search committee structures that ensure diverse representation (Lead Agent: Chief Human Resource Officer)
- I. Provide regular training opportunities for departmental chairs and faculty, as well as search committee members, for incorporating best practices on equity, inclusion, and diversity in the

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hiring and advancement of personnel (Lead Agents: Chief Human Resource Officer and Chief Diversity Officer)

- J. Research and employ best practices for increasing religious, gender, and sexual orientation categories for recruiting in addition to race and ethnicity (Lead Agents: Chief Human Resource Officer and Chief Diversity Officer)
- K. Adjust physical structures and spaces to meet universal design and social justice principles (Lead Agents: Chief Human Resource Officer, Director of EHS, and Director of Facilities).
- L. Conduct needs assessment to address desires of the campus community (Great Colleges to Work for Survey) (Lead Agent: VP for Strategic Initiatives and Assessment)
- M. Promote participation in ERGs to build a sense of community within the greater organization (Lead Agents: Chief Human Resource Officer and Chief Diversity Officer)
- N. Continue campus-wide education around diversity, power and privilege and ensure diversity of perspectives is considered around campus initiative (Lead Agents: Chief Human Resource Officer and Chief Diversity Officer)

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Annual Measurements (Milestones)

As indicated in our EEO Plan, four areas have been identified as areas of need regarding diversity recruitment:

- Executive level professionals from underrepresented racial identities
- Faculty from underrepresented racial identities
- Professionals from underrepresented racial identities
- Service/Maintenance Staff from underrepresented racial identities

Suggested Target – May 2023

Over the next three years FLCC will make progress on a minimum of 75% of our EEO Goals, which include recruitment of:

- Executive level professionals from underrepresented racial identities
- Faculty from underrepresented racial identities
- Professionals from underrepresented racial identities
- Service/Maintenance Staff from underrepresented racial identities

Strategic Objective # 2

A bronze-level veteran support designated campus, FLCC will increase efforts to have individuals with veteran status reflected in our institutional personnel. As an institution of higher learning, we aim to achieve a balance of representation of veterans in line with national, state, and regional demographics, and maintain a commitment to retention and promotion of such individuals.

Action Items

Focused on casting a broad net to build a talent pipeline for diversity, FLCC's effort will focus on:

- A. Collaborate with local military officials to promote professional opportunities at the college (Lead Agents: Chief Human Resource Officer, Chief Diversity Officer, and Veterans Advisory Council)
- B. Identify veteran friendly website to post professional opportunities at the college (Lead Agents: Chief Human Resource Officer, Chief Diversity Officer, and Veterans Advisory Council)

- C. Establish a relationship with Unit Administrators at local guard and reserve units to promote upcoming job postings at re-civilian ceremony events (Lead Agents: Chief Human Resource Officer, Chief Diversity Officer, and Veterans Advisory Council)

Annual Measurements (Milestones)

Establish baseline data with HR and APCI, then capture:

- # of full-time faculty, administrators and staff with veteran status annually
- # of part-time faculty, administrators and staff with veteran status annually
- % of veteran candidates at each recruiting stage
- % of veterans at different levels within the college
- % retention rate of veteran employees

Suggested Target – May 2023

- Show upward trend in the number of full-time faculty, administrators and staff with veteran status
- Show upward trend in number of part-time faculty, administrators and staff with veteran status

Goal 2

Increase Diversification of the FLCC Student Body: Focus on the quantitative representation of diversity within the student body, aimed at student success and reflected in recruitment, retention, and completion rates.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 3: Meet the needs of high demand sectors in our region

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective # 1

Retention of Students from Underrepresented Backgrounds

Action Items

With a focus on DEI Student Achievement Gaps:

- A. Increase diversity of FLCC personnel in support of student's background being reflected in the faculty, staff, and administration (Lead Agent: Chief Human Resource Officer and Chief Diversity Officer)
- B. Extended Orientation: mentoring-based orientation program tailored specifically for underrepresented students, including segments that introduce various institutional support areas (Lead Agent: Office of Student Life)
- C. Introduced students from diverse background to institutional supports focused on success and tailored to their individual needs (starfish, tutoring, advising, career counseling, disability services, financial aid, transfer and career exploration, mental health counseling, honor society, one stop center, athletics, etc.) (Lead Agent: Division of Student Affairs)

- D. Encourage inclusion of more students of diverse backgrounds in campus-wide leadership positions via mentoring and active recruiting (Lead Agents: Office of Student Life and Chief Diversity Officer)
- E. Provide training focused on self-efficacy for students to build their capacity and engagement with appropriate support networks (Lead Agents: Division of Enrollment Management, Division of Student Affairs and Athletics Department).
- F. Work with faculty to develop multicultural pedagogy and foster classroom diversity (Academic Dept. DEI Plans) (Lead Agents: Chief Diversity Officer and Provost/VP for Academic and Student Affairs)

Annual Measurements (Milestones)

Establish baseline data with APCI, then capture:

- % retention rate of full-time students from underrepresented backgrounds annually
- % retention rate of part-time students from underrepresented backgrounds annually
- # of diverse students in campus-wide leadership positions
- Majority student participation in campus diversity education leadership efforts

Suggested Target – May 2023

- Increase the number of full-time students from underrepresented backgrounds by 1 %
- Increase number of part-time students from underrepresented backgrounds by 1%.

Strategic Objective # 2

Recruitment of Students from Underrepresented Backgrounds

Action Items

- A. Assess current recruitment strategies and employ best practices for recruiting a diverse student population. (Lead Agents: Director of Admissions)
- B. Continue efforts with our K-12 school system partners focused on recruitment of students from diverse backgrounds and FASFA completion support (NYC, Rochester, Geneva, Newark, etc.) (Lead Agents: Director of Admissions and K-12 Coordinator)
- C. Collaborate with School Counseling Staff to foster better understanding of the needs of diverse students and make connections with suitable institutional resources (Lead Agent: Director of Admissions)
- D. Collaborate with minority-based serving organizations committed to the transition of underrepresented students into higher education to host events and/or promote the college (Migrant Education and Tutorial Services, Urban League of Rochester, IBERO, On Point for College, REOC, GEARUP) (Lead Agents: VP of Enrollment Management, Director of Admissions, Chief Diversity Officer)
- E. Collaborate with area business to identify training needs and develop programming aimed at workforce development (Lead Agent: Director of Workforce and Career Solutions)

Annual Measurements (Milestones)

Establish baseline data with APCI, then capture:

- # of full-time students from underrepresented backgrounds annually
- # of part-time students from underrepresented backgrounds annually

Suggested Target – May 2023

- Increase the number of full-time new and transfer students from underrepresented backgrounds (i.e., students of color) by 1% over three-year period
- Increase number of part-time new and transfer students from underrepresented backgrounds (i.e., students of color) by 1% over three-year period
- Increase # of non-credit students from underrepresented backgrounds

Goal 3

Incorporate DEI into the Curriculum and Instruction Practices (material/pedagogy): Provide opportunities for students to engage in meaningful academic-based experiences aimed at fostering an understanding of themselves and others, around issues of social justice, positionality, intersectionality, and civic engagement. Incorporate High Impact Practices (HIPs) proven to support the retention of students from underrepresented backgrounds.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective # 1

DEI Woven into Institutional Course Offerings

- A. Create discipline-based DEI plans for each academic department on how to align diversity within their curriculum (Lead Agents: Chief Diversity and Provost/VP for Academic and Student Affairs)
- B. In support of Universal Design, incorporate principles of EIT Accessibility to create courses and integrate multiple delivery modalities for both face-to-face and online courses. (Lead Agents: Office of Online Learning and EITA Officers)
- C. Creation of an instrument/tool to evaluate courses for adherence to UDL. (Lead Agent: Office of Online Learning)
- D. Create new courses focused on diversity-based topics highlighting the lived experiences of those from marginalized groups and committed to social justice (Race, Gender, LGBTQ+, Veterans, Living with a Disability, etc.) (Lead Agents: Faculty with Department Chair Support)
- E. Establish a new Diverse-Faculty-In- Residence Program and apply for SUNY Prodi-G funds to support the initiative (Supports diverse faculty training/development at the community college level via mentoring and applied learning) (Lead Agents: Chief Diversity Officer and Provost/Vice President for Academic and Student Affairs).
- F. Verify and list where Societal and Global Citizenship and Values, Ethics, and Diverse Pillars of our FLCC Learning Framework are addressed in each academic program. (Leading Agents: Academic Senate)

Annual Measurements (Milestones)

Establish baseline data with APCI, then capture:

- # of academic departments with DEI Plan

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- Accessibility within course material (ex. PDF, web pages, videos, etc.) in alignment with our EITA plan
- # of trainings around data accessibility (curriculum and instructional material)
- % improvement over baseline for accessible LMS pages and Site Improve scores
- # of courses with DEI incorporated into the material (faculty actively infusing race, ethnicity, gender) mapped to Societal and Global Citizenship and Values, Ethics, and Diverse Pillars of our FLCC Learning Framework and other diverse perspectives into their course materials)
- # of diversity-based courses offered at the institution (presence of diversity courses across the curriculum)

Suggested Target – May 2023

- Meet DEI plans for each academic department by 100%
- Increase the number of courses with DEI incorporated into the curriculum and instructional practices by 1 %
- 100% verification of academic department alignment with Societal and Global Citizenship and Values, Ethics, and Diverse Pillars of the FLCC Learning Framework

Strategic Objective # 2

Continued incorporation of High Impact Practices in support of meeting the needs of a diverse student body (AAC&U).

Action Items

- A. Conduct a comprehensive disaggregated data analysis of DEI Student success indicators: graduation rate, retention rate, placement into developmental courses rate, success in developmental courses rate, first year retention rate, percentage of students attending full-time, fall-to-fall retention rate and academic support usage rate. (Lead Agent: APCI)
- B. Student Experience Committee will recommend High Impact Practices proven to support students from underrepresented backgrounds, such as:
 1. Offer First-Year Seminars Experiences to build students intellectual and practical competency (Short-Term) (Lead Agents: Student Experience Committee)
 2. Create common Intellectual Experiences to include both curricular and co-curricular options for students (Long-Term) (Lead Agents: Student Experience Committee)
 3. Exploring the establishment of Learning Communities (Long-Term) (Lead Agents: Student Experience Committee)
 4. Undergraduate research opportunities to support intellectual curiosity (Short-Term: CURRI) (Lead Agents: Student Experience Committee)
- C. Diversity/Global Learning (Diversity-Based/Social Justice Courses and Study Abroad) (Long-Term) (Lead Agent: Provost/VP for Academic and Student Affairs)
- D. Internships: Initiate new employment-based opportunities to assist students with becoming “work-ready” (Short-Term) (Lead Agents: Provost/VP for Academic and Student Affairs, AVP for High Impact Practices, Coordinator for Applied Learning)
- E. Capstone Courses and Projects (Long-Term) (Lead Agent: Provost/VP for Academic and Student Affairs)

Short Term Goal = Develop within 1 Year; Long-Term = More than 1 Year to Develop

Annual Measurements (Milestones)

Establish baseline data with APCI, then capture:

- % of diverse students actively participating in HIPs opportunities throughout the college
- Retention rate of diverse students engaged in HIPs institutional offerings

Suggested Target – May 2023

Focused on reducing institutional equity gaps:

- Identify percentage of diverse students actively participating in HIPs opportunities throughout the college (participation rate)
- Identify percentage retention rate of diverse student who participate in HIPs (outcome rate)

Goal 4

DEI Professional Development for Faculty and Staff: Provide educational opportunities focused on aspects of social identity, implicit bias, social justice and equitable outcomes for campus personnel.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective

Provide training on various DEI topics to foster better understanding within the greater campus community

Action Items

- A. Invite Speakers to Provost led All ASA Meetings to address topics pertaining to DEI with the higher education environment (Lead Agents: Chief Diversity and Provost/VP for Academic and Student Affairs)
- B. Host industry experts during campus Opening Days ceremonies on matters focused on supporting student success through a lens of equity and inclusion (Lead Agents: Chief Diversity and Provost/VP for Academic and Student Affairs)
- C. Utilize campus Center for Teaching & Learning to host workshops, seminars, and trainings to support faculty development around creating inclusive classrooms and pedagogy (Lead Agents: Chief Diversity Officer, AVP for Instruction, Assistant Director of Human Resources, Director of the Center for Teaching and Learning)
- D. Host workshops on Neurodiversity and Supplemental Education within the college environment (Lead Agent: Director of Academic Support and Access Programs)

Annual Measurements (Milestones)

Establish baseline data with HR and APCI, then capture:

- Quantitative representation of participants in DEI based events
- Perceptions of belonging in the campus climate via the use of institutional surveys

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Suggested Target – May 2023

- Start to track personnel participation in activities focused on support of DEI
- Continue to track participation of campus community in activities focused on support of DEI
- Increase in Perceptions of belonging in the campus climate

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Goal 5

Improve Campus Climate/Culture: With a focus on student, faculty and staff retention, FLCC will work to explore new opportunities targeted at success and interconnectedness within the campus community.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 3: Meet the needs of high demand sectors in our region

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective # 1

Utilize Data-Informed Initiatives (GCTWF Survey) to Improve Employee Experience at the college

Action Item

- A. Use data from GCTWF Survey and work with Employee Engagement Committee to establish recommendations for moving the college forward (Lead Agents: VP for Strategic Initiatives and Assessment, APCI, and Employee Engagement Committee)

Annual Measurements (Milestones)

Establish baseline data with APCI, then capture:

- The incorporation of recommendations from the GCTWFS

Suggested Target – May 2023

- Improved experience of college personnel based on incorporation of recommendations in response to CTWFS around institutional climate

Strategic Objective# 2

Building a Sense of Community on Campus and within Housing

Action Items

Sense of Community

- A. Review and update all public forms of communication, to ensure that information and images recognize the College's commitment to DEI (Lead Agent: Chief Diversity Officer)
- B. In support of EIT Accessibility, increase campus awareness about accessibility needs that address barriers for individuals living with a permanent or temporary disability (Lead Agents: EIT Officers)
- C. Continued Growth and Development of Campus Employee Resource Groups (ERG's) (Lead Agent: Chief Diversity Officer)
- D. Host Town Hall on Diverse Student Experiences at the College (Lead Agent: Chief Diversity Officer and Director of Student Life)

- E. Provide recommendations on policies and procedures necessary to establish an environment conducive to student retention and success (including, but not limited to registration, advisement, standards of progress, student code of conduct, student disciplinary measures, redress of grievances, withdrawals, and co-curricular student experiences) (Lead Agent: Academic Senate Student Experience Committee)

Housing

- F. Formation of CATCH (College and Association Together Creating Housing) to facilitate Association/College collaboration and foster residential students' academic and social engagement
- G. Strengthen College/Association collaboration and cooperation to support Suites' residents academic and social engagement through implementing the recommendations from the Residential Life Working Group (Lead Agent: CATCH - College and Association Together Creating Housing)

Annual Measurements (Milestones)

Establish baseline data with APCI, then capture:

- The incorporation of recommendations from the Student Experience Committee
- # of DEI workshops to support our residential community
- # of updated publications to a reflection of the colleges commitment to DEI
- Campus awareness initiatives to support EITA
- Engagement of ERGs with the campus community
- Town/Hall focused on diverse student experience at the college

Suggested Target – May 2023

- 100% of policies and procedures reviewed by the Academic Senate Student Experience Committee to address student success in support of DEI goals
- A minimum of 8 DEI workshops annually to support or residential community
- Increase in institutional publications that reflect a commitment to DEI: Update DEI Communication strategy in all forms of public communication (website and literature)
- Creation of a Campus-Wide EIT Accessibility Report
- Two Social and two Education programs/events hosted by each ERG annually
- Two diverse student experience panels hosted annually

Strategic Objective # 3

Revise/Create policies and procedures as needed focused on DEI

Action Items

- A. Update institutional policy and practices in support of students in our residence halls (FLCC/FLCC Association Steering Committee)
- B. Adopt Institutionally Recognized Name Policy (Lead Agent: Chief Diversity Officer)
- C. Create and Adopt Institutional Gender Inclusion Policy (Lead Agent: Chief Diversity Officer)

Annual Measurements (Milestones)

Establish baseline data with APCI, then capture:

- # of incorporated recommendations from the FLCC/FLCC Association Steering Committee in support of student success
- % retention rate of students from underrepresented backgrounds annually
- % retention rate of personnel from underrepresented backgrounds annually

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Suggested Target – May 2023

- Improve student retention in our residential community
- An approved Institutionally Recognized Name Policy
- An approved Institutional Gender Inclusion Policy
- An approved Institutional Use of Facilities Policy
- Improved utilization of Campus ERGs
- Creation of actions items based on diverse student town hall feedback

Goal 6

Town/Gown Relations: With a focus on student, faculty and staff retention, FLCC will work to explore new opportunities to build supportive relationships with the surrounding community.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 3: Meet the needs of high demand sectors in our region

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective

Focused on building relationships with the external community, FLCC will establish stronger ties between the college and the surrounding community in support of Diversity, Equity and Inclusion.

Action Items

- A. Collaborate with the Chamber of Commerce (Ontario and Wayne Counties) to create strategies and goals focused on building a greater sense of connection with areas business (Lead Agents: Chief Diversity Officer, Office of Community Affairs, Campus Center Directors)
- B. Work with community leaders to strengthen communication and foster new relationships between the college and the local community (ex. Mayor's roundtable, Create new Rotaract Club, Canandaigua Academy Community Service) (Lead Agents: President, Chief Diversity Officer and Office of Community Affairs)
- C. Host community forums focused on building an atmosphere of inclusion within the region (Wood Library seminars, workshops, Panels etc.) (Lead Agents: Chief Diversity Officer and Office of Community Affairs)
- D. Collaborate with Ontario County Sherriff, New York State Police, and Canandaigua Police Dept. around community building (BBQ, Ontario County Partnership Drug Abuse Taskforce, Law

Diversity, Equity & Inclusion Plan 2020-2023

A Community College Plan for Inclusive Excellence within the SUNY System

Enforcement Community Forum Participation) (Lead Agents: Chief of Campus Police, Chief Diversity Officer and Office of Community Affairs)

- E. Continue to support of MWBE via the institutional RFP process and collaborate with Chamber to identify and support MWBE organizations in the local community (VP of Administration & Finance and AVP of Administration & Finance)
- F. Coordinate FLCC participation in community events with an intentional focus on DEI (Lead Agent: Chief Diversity Officer and Office of Community Affairs)

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Annual Measurements (Milestones)

Establish baseline data with APCI, then capture:

- # of business connections in support of our students
- # of community partnerships focused on relationship building
- # of community workshops focused on DEI
- # of instances in which FLCC participation in a community activity is specifically focused on DEI

Suggested Target – May 2023

- Increase the number of area businesses willing to display an “FLCC Students Welcomed Logo” promoting the accessibility to our students
- Increase collaborative efforts with community organizations/schools focused on relationship building
- Host at least two workshops per semester in the local community on matters pertaining to DEI
- At least two instances per year in which FLCC brings a DEI focus to a community event



CLOSING SUMMARY

The Path Forward

Finger Lakes Community College has taken the time to participate in a shared governance process for the development of a comprehensive institution-wide DEI plan, and will continue to support these efforts moving forward. In addition to college personnel charged with helping the institution uphold standards related to DEI, as a campus community Finger Lakes Community College is committed to working collectively to realize our goals. Given our dedication to continuous improvement and our standard of both individual and organizational accountability, FLCC will take the time to monitor metrics established in this plan committed to making progress as an inclusive institution for higher learning. Finally, institutional efforts will be formalized to update the campus community about advancement pertaining to this plan. Tracking and reporting of information will take place on the institutional level, with the assistance of the Office of Assessment, Planning and Continuous Improvement. Formulated for 2020-2023, milestone goals have been developed for evaluation annually, with overall goals to be assessed at the end of year three.

