Diversity, Equity and Inclusion Plan
2016-2018

Finger Lakes Community College
Canandaigua, New York

Campus Centers in Geneva, Newark, Victor
Finger Lakes Community College  
Diversity, Equity and Inclusion Plan  
2016 – 2018

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SECTION I: OVERVIEW

At Finger Lakes Community College (FLCC), we recognize the diversity of each member of our community and value the benefits of sharing experiences, viewpoints, and ideas in a climate of civility and mutual respect. We are committed to fostering a campus culture of respect, equity and inclusion and believe it is the responsibility of every member of our campus.

Thus, the Diversity, Equity and Inclusion (DEI) Plan sets forth campus-wide goals and strategies to help us build community and integrate DEI best practices into our work. Following information from our process, research, and review of current practices, we present four overarching goals. Following each goal, we have identified a few strategies but acknowledge that this work will continue in the coming months with the Special Task Force for Diversity and Inclusion. The plan has been established as a two year plan to align with the charge of the Special Task Force and the college’s strategic plan.
The plan was created by the *Special Task Force for Diversity & Inclusion*, led by Coordinator Tracy Archie. This Task Force began in January 2016 with a charge from the then FLCC President, Dr. Barbara Risser. As a cross-divisional team, the task force observed current procedures, researched best practices, and obtained input from multiple stakeholders across the campus. Working together, the Task Force created the overarching goals included in this plan. Moving forward, FLCC is committed to continuing this valuable discussion and implementation of specific strategies.

**PAST TIMELINE**

**MEMBERSHIP**
Tracy A. Archie, Coordinator  
Colleen Aiezza, Academic Success & Access Programs  
Selim Araci, Science/Technology  
Devin Armstrong, Student  
Jon Belec, Music  
Kelsey Bright, Provost’s Office  
Vic Fernandez, Educational Planning & Career Services  
Beth Johnson, Theatre  
Rosemary Lowden, Geneva Campus Center  
Lester Mayers, Student  
Neeta Primo, Office of Professional Learning & Leadership Development  
Patrick Rae, Business  
Bonnie Ritts, Admissions  
Susan Romano, Financial Aid  
Vera Whisman, Social Science  
Tammie Woody, Educational Planning & Career Services  
Patti Zimmer, Human Resources  
Kristen M. Fragnoli, Ex-Officio, Provost & Vice President of Academic & Student Affairs
SECTION III: MESSAGE FROM THE PRESIDENT

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. Our mission and vision statement focus in 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.

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 - apply these two simple yet powerful concepts as a cornerstone into 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,

Rob Nye, Ph.D.
President
SECTION IV: FLCC’S MISSION, VISION, AND VALUES

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.

VALUES
Finger Lakes Community College values its rich history of developing and providing high quality programs and services for the benefit of our students and community. From the historic Canandaigua store fronts to the natural beauty surrounding our campus locations, we continue to value the development of the individual through inquiry, interconnectedness, perseverance and vitality.

FLCC graduates demonstrate the following institutional learning outcomes:

*Vitality, Inquiry, Perseverance, and Interconnectedness*

Vitality: Consider the impact of individual action on personal and community well-being, for example physical, environmental, social, occupational, and fiscal wellness.

Inquiry: Pose insightful and productive questions. Generate, evaluate, integrate, and cite compelling evidence to support reasonable conclusions.

Perseverance: Take actionable steps to see tasks through to completion, both independently and collaboratively.

Interconnectedness: Express connections between disciplines with creativity and clarity.
SECTION V: FLCC DEFINITIONS ON DIVERSITY, EQUITY AND INCLUSION

At Finger Lakes Community College (FLCC), we recognize the diversity of each member of our community and value the benefits of sharing experiences, viewpoints, and ideas in a climate of civility and mutual respect. We are committed to fostering a campus culture of respect, equity and inclusion and believe it is the responsibility of every member of our campus.

**DIVERSITY**
Diversity is a dynamic concept, shaped by history and changing as our world evolves. It embraces human differences while building interconnections. FLCC recognizes the diversities of our community to include, but is not limited to, race/ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, language, culture, religion, mental and physical ability, national origin, military status, and others.

**EQUITY**
Equity is creating the systems and conditions where all have the opportunity to succeed, through access and participation, such that all may achieve equal outcomes.

**INCLUSION**
Inclusion is the active, intentional, and ongoing creation and support of an environment where all feel welcomed, and the human dignity of each individual is respected, and valued.
SECTION VI: CURRENT CAMPUS STATUS

INSTITUTIONAL DATA DIVERSITY REPORT
FLCC maintains some data related to issues of diversity, equity and inclusion. This section includes summary statistics and graphs as snapshots of our campus. These data are to serve as benchmarks for future measurement and we recognize the need for improved data collection and analysis in the future. Please refer to Appendix A for the detailed data report.

Insert graphs from the data diversity report.

INVENTORY OF ACTIVITIES
FLCC has a wide range of diversity, equity and inclusion initiatives taking place throughout the college. We have organized them into the following categories and highlight a few initiatives below. Please see Appendix B for the full inventory of activities.

- Student Success
- Culture and Climate
- Employee Development
- Curriculum
- Data Assessment
SECTION VII: CAMPUS DEI GOALS

FLCC recognizes that the work of diversity, equity and inclusion spans the campus, requiring students, faculty, staff, and administrators to collaborate in multiple areas. Thus, the FLCC campus goals have been organized into four categories. These areas of concentration intentionally overlap and align with FLCC’s Strategic Plan. For each category, we have identified a few strategies but acknowledge that this work will continue in the coming months with the Special Task Force for Diversity and Inclusion. Please see Section IX: Next Steps.

Goal One: STUDENT SUCCESS

*Improve the recruitment, retention, and completion of diverse students at FLCC*

- Identify and develop student **recruitment** strategies to improve the diversity of the student population *such as*
  - Refine campus-marketing materials
  - Connect alumni with admitted students
  - Utilize our regional partnerships for recruitment of underrepresented students
  - Review the admission process, reducing barriers for underrepresented students

- Using best practices, develop new student **retention** and **completion** strategies *such as*
  - Implement a new academic advising model, providing additional support for students at risk
  - Expand the use of Starfish as an early alert system
  - Enhance orientation programming
• Build on successful programs such as CAP, EOP, Aspiring Nurses that ensure students have the supports needed to succeed
• Investigate the possibility of creating scholarships to support students of diverse backgrounds

• Expand and enhance campus diversity, equity and inclusion programming such as
• Continue to support student groups such as African American, Latino, Asian, & Native American (AALANA) and PRISM – The light that shines from a rainbow of differences - associated with Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ).
• Expand peer mentoring programs

Goal Two: CLIMATE AND CULTURE
Assess the climate and then create a culture of diversity, equity and inclusion where all members of the community can grow, learn, and thrive

• Execute a campus climate survey and create goals based on the survey results.
• Create a long-term plan for implementation of DEI initiatives such as
  • Establish a Diversity Council with representation across the college
  • Investigate the designation of a Chief Diversity Officer
• Incorporate diversity into strategic planning for the college and divisions
• Review campus policies and procedures with an equity focus
• Create opportunities for staff, faculty, and administrators to actively participate in DEI efforts
• Ensure that college facilities meet necessary expectations to accommodate the needs of students and employees

Goal Three: EMPLOYEE DEVELOPMENT
Engage in professional learning to build an inclusive campus community

• Increase the diversity of staff at all levels of the institution
  • Review and finalize the Affirmative Action plan
  • Review processes for all searches to ensure best practices as related to implementing inclusive searches across the institution.
• Provide professional learning opportunities related to diversity, equity, and inclusion
• Evaluate and improve practices that support the success and retention of diverse faculty and staff
Goal Four: CURRICULUM

Incorporate diversity, equity, and inclusion throughout the curriculum, and formulate a plan for further development.

- Integrate DEI into SUNY General Education courses and map to FLCC Learning Framework. Learning Framework coaches will assist faculty in planning and incorporation.
- Investigate the possibility of DEI-focused First Year Seminar as part of the new Liberal Arts A.A. and A.S. degrees.
- Form a DEI Curriculum Working Group, charged with planning the next steps for integrating DEI into the curriculum.

Goal Five: DATA AND ASSESSMENT

Regularly report on and assess DEI initiatives

- Develop an annual diversity data report to track relevant metrics
- Enhance assessment of underrepresented students’ student learning data
- Make use of relevant technology to improve data collection and tracking
- Create assessment tools to measure progress on goals

SECTION VIII: ASSESSMENT

As part of the DEI plan, we have a two part assessment process. First, (once the goals are solidified) an overall formative assessment plan, including a logic model has been developed. (See Appendix C) Second, as detailed in the next steps section below, working groups will be formed around each of our overall categories (Student Success, Climate and Culture, Employee Development and Data and Assessment) and part of their initial charge will include working with the relevant stakeholders to create specific tasks, measures and due dates for each project developed in the category. Working with the Assessment Office, the working groups will be provided with a template (Appendix D) to track project progress and outcomes in order to contribute to the plan’s overall continuous improvement.
SECTION IX: NEXT STEPS

The Special Task Force for Diversity & Inclusion will continue their work throughout the 2016-2017 academic year.

- The Task Force will create five working groups:
  - Student Success, Climate and Culture, Employee Development, Curriculum and Data and Assessment. Each working group will
    - Review current practices and provide recommendations based on evidence-based practices
    - Collaborate with the relevant stakeholders to create specific tasks, measures and due dates for each project developed in the category
    - Report updates and progress to the Steering Committee
    - Determine what policies and procedures should be developed, reviewed or revised
  - By August 2017, the Task Force will provide a report and recommendations to the President, to be shared with the college community.
SECTION X: APPENDICES

Attached are the following appendices to supplement this plan.

Appendix A) Data Diversity Report
Appendix B) Inventory of Activities
Appendix C) Assessment Logic Model
Appendix D) Project Template
Appendix E) FLCC Affirmative Action Plan
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- Before July 1: Cabinet Preview of Plan.
- August 9: Update to Dr. Nye.
- August 18: Update Plan with President’s statement
- August 19: Distribute DRAFT of plan to campus community
- August 22: FLCC Days Session to share overview and gather input
- August 24: Present Overview of DEI Plans at Adjunct Faculty Orientation and Resource Fair
- August 25: Present Draft Plan to Cabinet
- September 1: Present Draft Plan to College Council
- September 9: Open Session #2 to share overview and gather input
- September 9: DEI Task Force Meeting
- September 14: Open Session #3 to share overview and gather input
- September 15: Present Draft Plan to Academic Senate
- September 22: Present Draft Plan to Cabinet
- Early September: Meetings with division groups and departments
- Mid-September: Distribute DEI Plan survey monkey
- September 23: Dr. Carlos Medina, SUNY CDO keynote address on DEI
- October 1: Final review of draft.
- October 5: Present Final Draft to the Board of Trustees (BOT).
- October 7: DEI Task Force Meeting
- October 13: College Council vote on DEI plan
- October 15: Approval of College Council/Senate.
- October 21: DEI Task Force Meeting
- October 27: Academic Senate vote on DEI plan
- November 3: Approved by BOT.
- November 4: Submit to SUNY
- November 4: DEI Task Force Meeting
- November 18: DEI Task Force Meeting
- December 9: DEI Task Force Meeting
- December 16: DEI Task Force Meeting