



JCC Diversity Plan



JCC Diversity Committee
Fall 2016

Introduction

In 2015, the State University of New York (SUNY) launched an intentional strategic focus on diversity with the work of the SUNY Diversity Task Force and the subsequent adoption of its recommendations by the SUNY Trustees as part of the SUNY Diversity, Equity and Inclusion Policy. Through implementation of the Policy, intent is for SUNY to lead the national dialogue and achieve its goal of becoming the most inclusive institution of public higher education in the country. By providing leadership and support to SUNY campuses in promoting measures that reduce barriers to access, inquiry, engagement and completion, SUNY hopes to provide a dynamic model for campus inclusion programs with a goal of continuous improvement throughout every aspect of campus life (SUNY March, 2016 guidance document).

Jamestown Community College

Jamestown Community College was founded in 1950 as a predominantly transfer, liberal arts oriented institution and was among the first community colleges within the State University of New York. The college has grown from an enrollment of 169 students attending classes at Jamestown High School to a headcount enrollment of approximately 5,000 students in a multi-campus institution. The Jamestown Campus is located on a 107-acre site at the foot of Chautauqua Lake in Jamestown, NY. The Cattaraugus County Campus is located 50 miles east of Jamestown in Olean, NY and JCC also operates a center in Dunkirk, NY.

JCC is the only community college in a large, rural area of Western New York. JCC's service area is a geographically large area covering 3,400 square miles and includes Chautauqua County and Cattaraugus County. The college draws students from these two counties as well as Allegany County in New York and Warren, McKean, and Potter counties in neighboring Northwestern Pennsylvania. All of these counties are designated part of the Appalachian Region.

JCC serves a rural area with low income levels, high poverty levels, and higher-than-average unemployment. The median household income in each county is considerably lower than that of New York State. According to census figures, Chautauqua County's median household income is approximately 73% of the NY State median household income and the Cattaraugus County equivalent is at approximately 75% of NYS. The percentage of persons in each county living below the poverty level is higher than that of the state (19.1% and 17.2%, respectively vs. 14.9% statewide). JCC's students reflect this lower median family income of the service area. According to 2015 census data, both Chautauqua and Cattaraugus County populations are approximately 92% white.

SUNY Diversity Policy Goal

“SUNY aspires to be the most inclusive State university system in the country. We will achieve this goal by: striving to ensure that the student population we serve and the administrative staff and faculty we employ are representative of the diversity of our state; recognizing the value of international experiences and interactions; and eliminating achievement gaps for minority and low income students. We will develop strategic diversity and inclusion action plans for system administration and at each campus that tangibly demonstrate SUNY's commitment to the principles of inclusive excellence, wherein an institution only achieves excellence when it is inclusive. SUNY will identify diversity, equity and inclusion as essential aspects of system and campus planning and as indispensable characteristics of academic excellence and the ongoing

experience of every member of the SUNY community.” (p. 2, June, 2016 SUNY Data Brief: Diversity, Equity, and Inclusion)

SUNY Charge to Campuses

The SUNY Diversity, Equity and Inclusion Policy broadly defines diversity to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (such as transfer, stop-out, international student acclimation), and first-generation students.

Among other responsibilities, the policy calls upon every SUNY campus, as well as System Administration, to appoint a chief diversity officer who will: 1) work collaboratively with offices across campus including but not limited to, the offices of academic affairs, human resources, enrollment management, and admissions; 2) elevate inclusiveness and implement best practices related to diversity, equity and inclusion in such areas as the recruitment and retention of students and senior administrators, faculty and staff hires; and 3) serve as part of a system-wide network of CDOs to support SUNY’s overall diversity goals. In addition, the CDO will coordinate the development of a comprehensive strategic diversity and inclusion plan in order to address: 1) student recruitment, retention, and completion strategies; 2) administrative, faculty, and staff recruitment and retention strategies; 3) cultural competency programming; and 4) the development of an evaluation/assessment component.

Diversity Task Force

Charge to the Task Force

In spring, 2016, Dr. Cory Duckworth, President of Jamestown Community College established the Diversity Task Force and charged the group to develop a strategic diversity and inclusion plan to particularly focus on the following: 1) best practice research/JCC strategy for student recruitment and retention to enroll and retain a student population that is representative of the JCC service region and New York State; 2) best practices research/JCC strategy for administrative, faculty, and staff recruitment and retention that will improve JCC efforts to increase diversity and inclusion; and 3) an evaluation component that will assure that JCC is meeting its diversity and inclusion commitments and achieving intended outcomes.

President Duckworth also charged the task force to develop and implement a schedule of campus-wide, creative programming efforts relevant to diversity and inclusion and in support of SUNY system goals of inclusiveness. To meet this broad goal, the Diversity Task Force will: create an inventory of current activities; develop visual materials and a web presence; and create a programming calendar of events focused on integrating a diversity curriculum, practices, and programs into the college community.

Finally, Dr. Duckworth requested that the task force develop metrics and procedures to track trends and increase accountability through assessment of programs, policies, and services as they pertain to a diverse JCC community

Membership

- Eileen Goodling, Chair; Vice President of Student Development and Chief Diversity Officer
- Tyler Silagyi, Residence Director

- Kayla Crosby, Director of Campus Life
- Tamara Racino, Coordinator, Training Development and Talent Acquisition
- Shannon Bessette, Professor of Anthropology
- Rose Torres, Senior Student Services Assistant – Admissions
- Francis LaChappelle, Instructor, Human Services, Cattaraugus Campus
- Preston Ross, Student Senate President
- Elizabeth Booth, Director, North County Extension Center
- Hannah Lorenc, Jamestown Student Senate

JCC Vision, Mission, and Beliefs

Vision: Jamestown Community college, an integral part of our communities’ social and economic frameworks, will be the region’s premier provider of transfer, career, developmental, and continuing education, and will be recognized for academic excellence, a collaborative spirit, innovative leadership, and an entrepreneurial mindset.

Mission: Jamestown Community College is a comprehensive, regional, open-access, student-centered institution that embraces academic excellence and meets the service area’s learning needs in diverse ways, including liberal arts transfer degree programs, career programs, community service, developmental education, and business and industry training. The college’s partnership with the greater community contributes to the social and intellectual improvement, economic development, and cultural enrichment of western New York State and northwestern Pennsylvania.

Statements of Beliefs:

Commitment to Quality: The college is committed to student learning and to the promotion of the college, its mission, and the welfare of our communities.

Commitment to Students: We believe students and other consumers of college services are the first priority in all we do.

Commitment to Life-long Learning: We believe the entire college community is responsible for enriching lives by creating an atmosphere dedicated to lifelong learning and intellectual inquiry and for promoting communication, collaboration, and greater understanding of our pluralistic society and the world in which we live.

Commitment to Community Partnership: We believe we share a responsibility for the well-being of our college and must play a role, in partnership with other community agencies, in fostering the economic, social, and cultural well-being of our community.

JCC Non-discrimination Statement

Jamestown Community College does not discriminate on the basis of color, sex, sexual orientation, race, creed, religion, national origin or citizenship, age, marital status, military status, disability, family status, domestic violence victim status, arrest or conviction record, or predisposing genetic characteristics. This policy applies to access to all activities and programs under the college sponsorship as well as to application and selection for admission, employment, and all other personnel procedures within the college.

JCC Civility Statement

JCC is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.

JCC Diversity and Inclusion Statements of Belief

Adopted by the JCC Diversity Committee – September 26, 2016

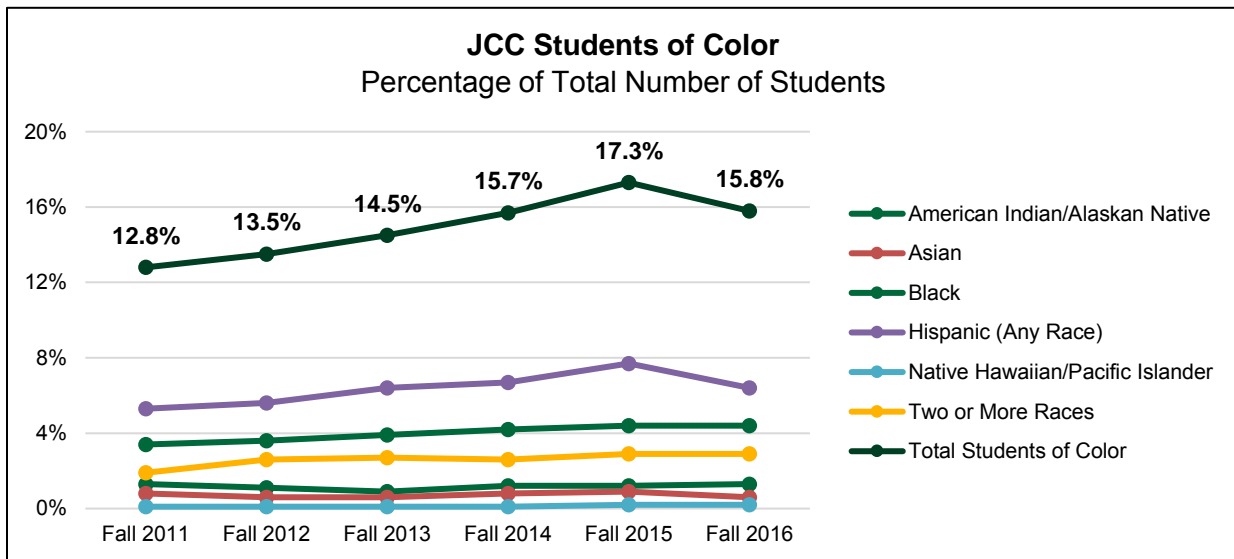
Commitment to Equitable Treatment: We believe that all members of the JCC community must be treated fairly, as individuals, with dignity and respect. Equity must be at the heart of all JCC policies and practices.

Commitment to Inclusion: We believe that interactions among all in the JCC community, as specified by the SUNY Diversity charge and within cultural contexts, are vital in order to increase understanding, community, and inclusion.

Commitment to Diversity: We believe in growing an increasingly diverse community to include students, faculty, staff and administration within a culture of civility and mutual respect.

JCC Campus Diversity and Inclusiveness Data (Reference-Appendix I)

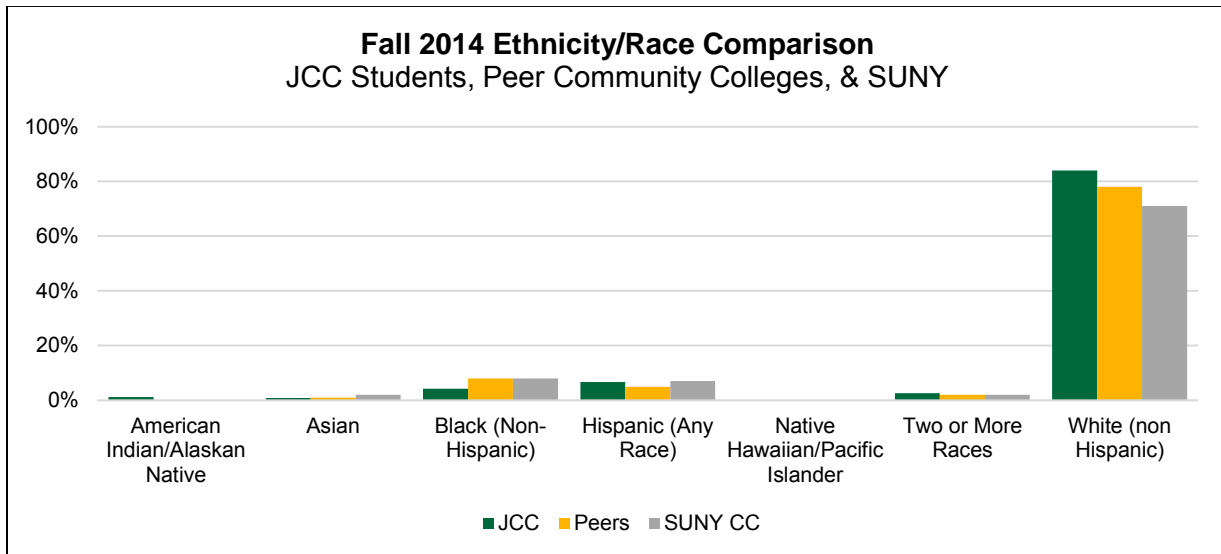
In the past five years, the overall JCC enrollment has decreased, but the percentage of JCC racial and ethnic minority students has increased by approximately 3%. At present, 15.8% of the JCC student population is classified as a racial or ethnic minority member. The fastest growing population at Jamestown Community College has been Hispanic students which is reflective of the regional demographic.

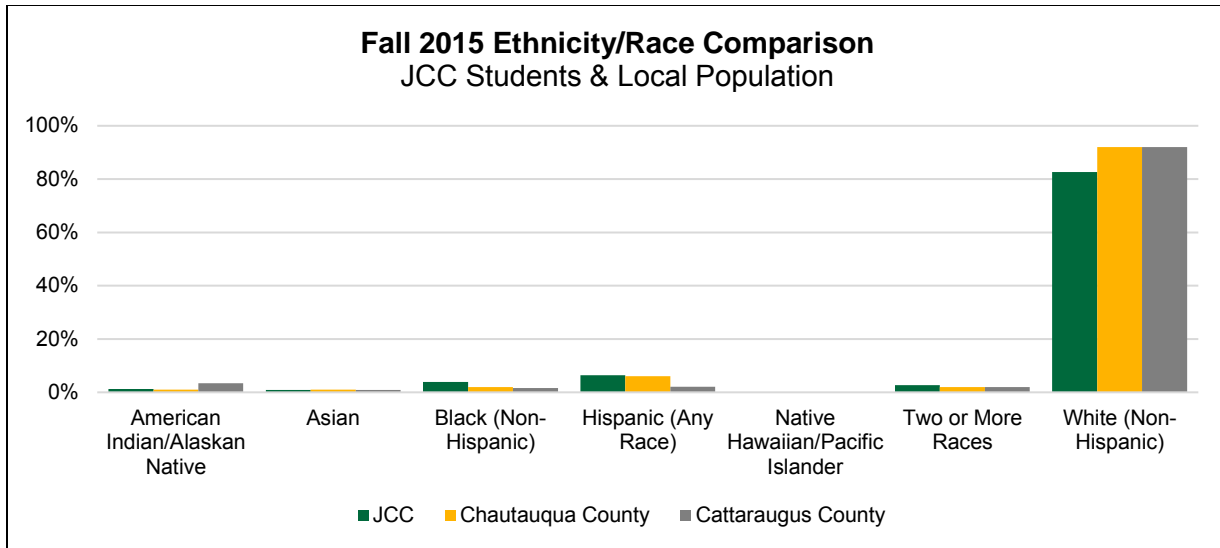


Even though, JCC has increased the diversification of the student population, there remains need for a continued focus on equity and success among all populations. From fall 2015 to fall 2016, JCC retained white students at a rate of 63.1%; Black students were retained at 54.3% and Hispanic students at 43.1%. Clearly a success gap exists between white students and students of

color at JCC and will require a strategic focus. That said, 2015 data from the JCC Office of Institutional Research (OIR), indicated that 41% of students living in the Jamestown Campus residence halls were students of color. In the past five years, 2011-2015, the average retention rate for residence life students has been 63% while the average retention rate for the general JCC population has been 60.1%. Overall, students of color have a lower retention rate at JCC than white students, but even with a high percentage of students of color in the residence halls, retention rates are higher than in the general population. Retention practices from the JCC residence life program warrant increased study to ascertain best practices that might be applicable to the general population of diverse students.

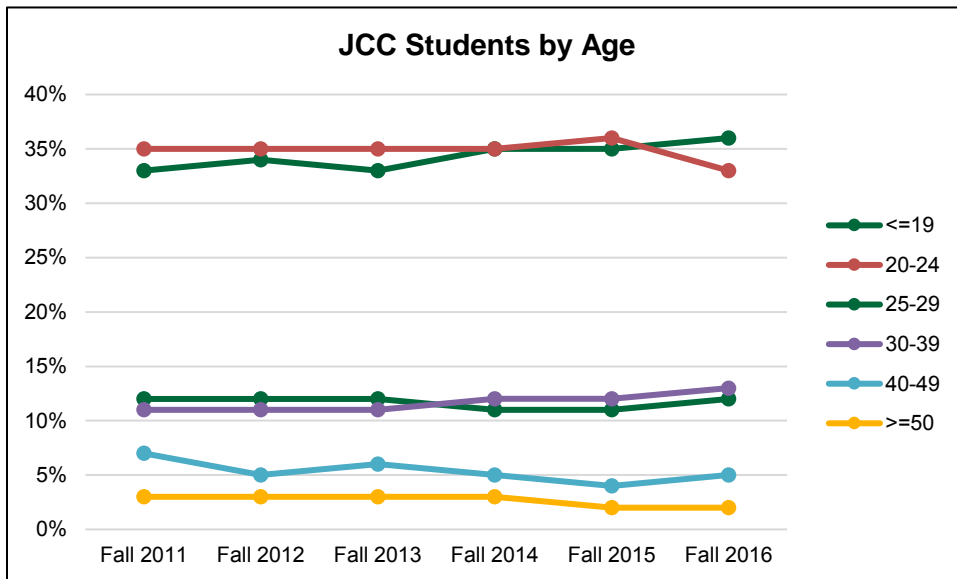
In the most recent IPEDs report, JCC reported an 84% white student population compared to a 78% white population of peer community colleges and a 71% white student population at other SUNY community colleges. JCC's current percentage of students of color is 15.8% and both Chautauqua and Cattaraugus Counties report 2015 commensurate populations of 8%. As of November 1, 2015, the JCC faculty/staff were comprised of 4% racial and ethnic minorities, or 96% white, and no full-time JCC employee identifying as Black. JCC's percentage of students considered to be of racial and/or ethnic minority groups lags behind peer groups and other NY State community colleges, but does outpace the region's level of diversity. The JCC employee base is not diverse by student, peer, SUNY, or regional comparison standards.



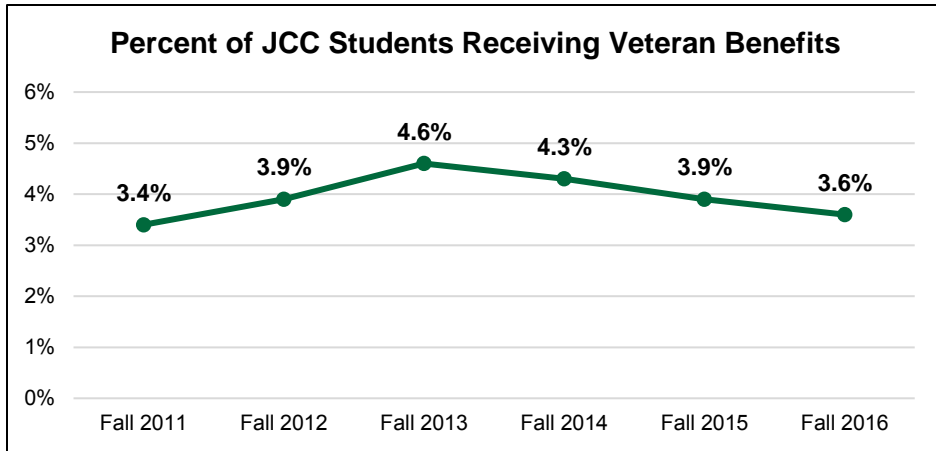


The JCC student gender ratio has remained relatively stable over the past five years and is currently 42% male and 58% female. As of November 1, 2015, JCC faculty and staff were 37% male and 63% female. As a group, faculty members are 59% female and 41% male.

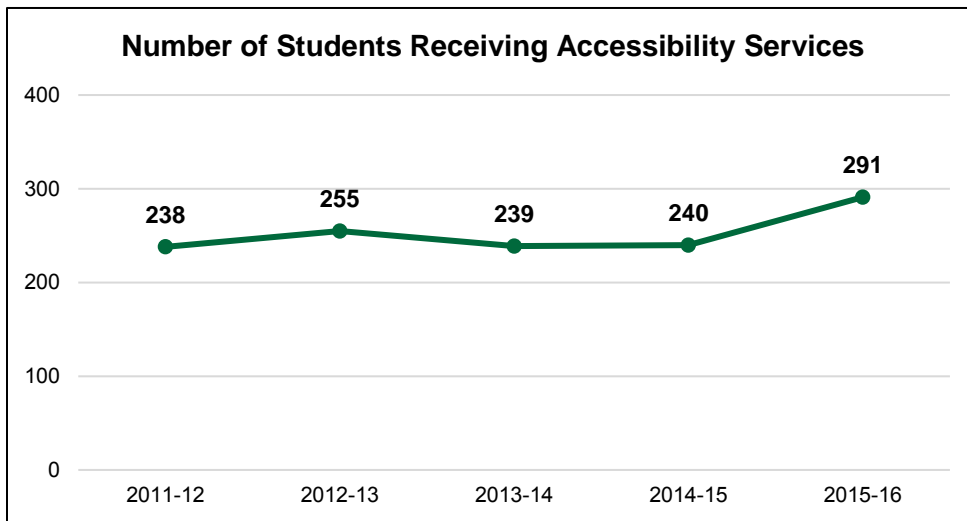
The JCC student population is trending toward younger students. JCC’s percentage of “younger than 19 to age 24” population 5 years ago represented 68% of the JCC student population and now represents 71% of students.

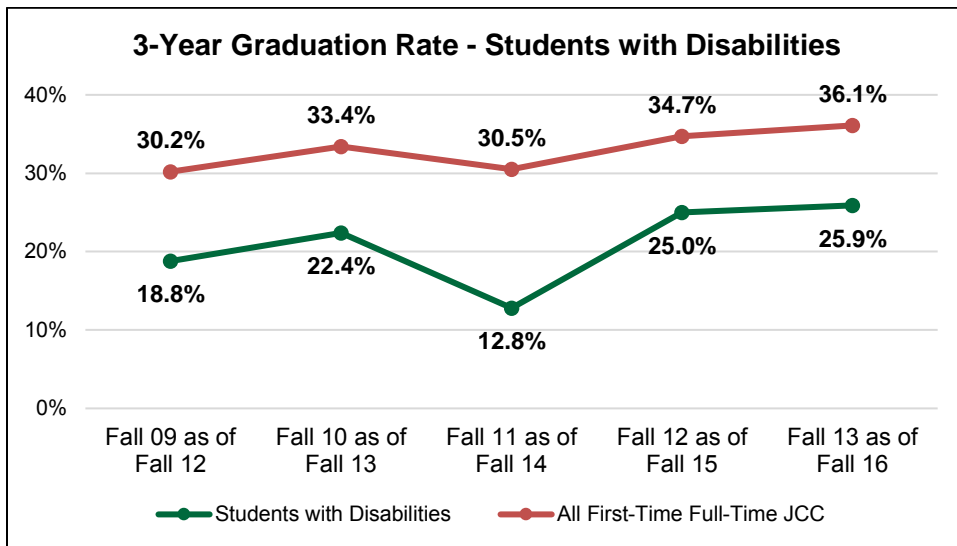
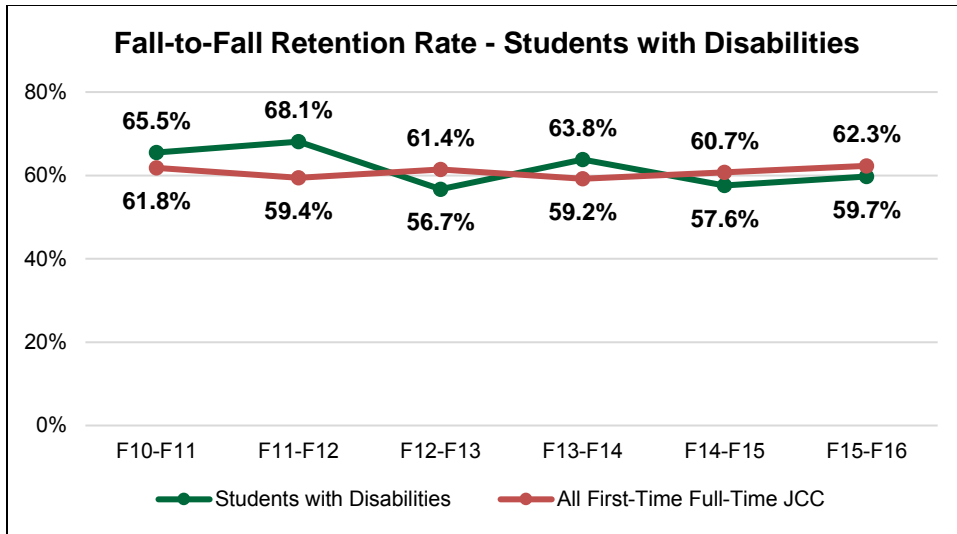


The percentage of students with veteran status has varied over the past five years from 3.4% to a high of 4.6% and was at 3.8% of our student population in fall 2015.

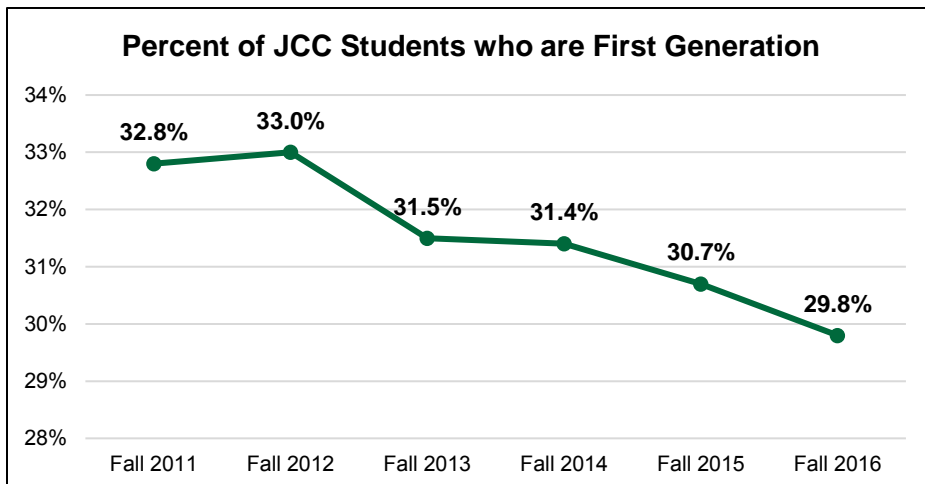


While the overall JCC student enrollment is declining, JCC’s population of students with disabilities has grown every year in the past five years and has shifted from approximately 6% of the student population to nearly 10%. Fall to fall retention of students with disabilities has tended to be on par or exceed the general student population, but JCC completion of students with disabilities has been, on average, 10% less in the past five years than the JCC general student population. The assumption from the JCC Coordinator of Accessibility Services on this trend is that students with disabilities, at times, take longer than three years to complete. More information is needed to substantiate this theory.

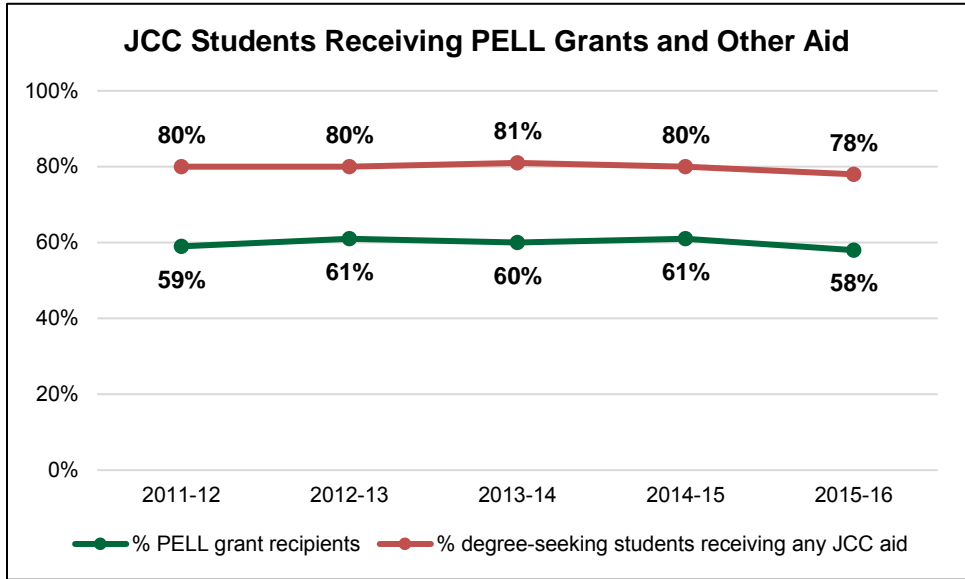




The number of JCC students who are considered first generation college students has decreased over the past five years from 33% to approximately 30% of all JCC students.



The percentage of JCC students who receive some type of financial assistance also remains relatively stable at approximately 80% of all JCC students; socioeconomically, JCC’s poorest students are represented by those who are eligible for PELL grants, or approximately 60% of the JCC student population.



JCC Diversity Goals and Implementation Strategies

Access and Equity			
Goal:	Strategy:	Outcome:	Responsibility:
Increase enrollment for racial minorities	Target initiatives (such as “Say Yes”) and high schools, for recruiting efforts, that are significantly racially/ethnically diverse.	Increased % of racially/ethnically diverse students.	Enrollment, Marketing, Communications, and Athletics (EMCA)
	Increase JCC presence and attendance at college fairs that draw from areas with high ethnic diversity.	Increased % of racially/ethnically diverse students.	EMCA
Improve access to JCC for low income students	Partner with low-income school districts for college-readiness experiences.	Create resiliency within students at risk due to low socio-economic status	EMCA, Academic Affairs (AA)
	Partner with Higher Education Service Corporation (HESC), Office of Children and Family	Create resiliency within students at risk due to prior	EMCA, Academic Affairs (AA)

	Services (OCFS), and the Professional Development Program (Albany) to present Pathways to College program for youth in foster care.	instability of home life	
	Seek new and expanding sources of financial assistance for regional populations of minority students – particularly Hispanic and Native American students.	Support retention and completion for regional students through financial support mechanisms	EMCA, SDEV
	Partner with regional YWCA’s Teen Education and Motherhood (TEAM) program to introduce program participants to JCC and college resources.	Create resiliency within students at risk due to parent status	EMCA, AA
Increase enrollment and access for non-traditional, adult students	Hold open house events for targeted adult populations to introduce JCC resources and programs.	Provide JCC orientation and support for adult students to enhance potential retention and completion	EMCA, AA, Student Development (SDEV), Continuing Education (CE)
	Dedicate social media resources targeted to adult learners.	Create awareness of JCC accessibility and resources for adult learners	EMCA
	Seek status and promote internal activities for JCC to attain “Military Friendly” designations.	Build awareness and support for veterans to increase the cohort’s JCC retention and success	SDEV, AA
Close the retention/completion gap between JCC students who are white and JCC students of color.	Deliberately build inclusive communities through such venues as residence life, athletics, and club/organization programming	Intentionally reach JCC minority students through existing mechanisms to enhance cohorts’ sense of belongingness	EMCA (athletics), SDEV, Faculty Student Association (FSA – housing)
	Within the communities of residence life, athletics, and student leadership, create junctures within the college	Intentionally reach JCC minority students through existing	EMCA, SDEV, FSA

	calendar in which students will receive academic feedback and tangible support.	mechanisms to enhance cohorts' retention and success	
Improve cultural competence within the JCC community of faculty, staff and students.	Expand curricular opportunities for the values, ethics, and diverse perspectives (VEDP) component of general education to be fulfilled.	Improve the culture of diversity with broad understanding and dialogue throughout JCC community.	AA
	Develop and implement a robust calendar of programming and events that focus on inclusion and diversity.	Expand the culture of diversity with broad understanding and dialogue throughout JCC community.	EMCA, SDEV, AA
Identify and promote current and new sources of financial aid for under-represented campus populations.	Partner with Hispanic community and leadership to establish JCC scholarship funding for prospective Hispanic students in the region.	Expand avenues of financial accessibility for regional Hispanic students	EMCA, SDEV
Enhance the physical environment to promote equity for under-represented campus populations.	Establish gender neutral bathrooms in all JCC buildings and gender neutral locker rooms as appropriate.	Expand inclusive and safe environments on all campus locations	SDEV, VP of Administration (ADMIN - facilities)
	Accomplish a full review of facility signage from a standpoint of accessibility (glare/color, location, Braille, etc.)	Expand inclusive and safe environments on all campus locations	SDEV, ADMIN
Review JCC's mission, vision, and values as they relate to diversity, equity and inclusion.	JCC leadership will review key documents and statements regarding JCC's primary efforts and motivations and adapt as necessary to reflect the organization's commitment to equity, inclusion, and diversity.	Improve the organizational culture of equity and inclusion.	President, President's Council (PC)
Recruitment and Retention of Faculty, Staff, Administrators, and Student Employees			
Goal:	Strategy:	Outcome:	Responsibility:

Improve employee recruitment practices to attract and retain a diverse workforce that more closely resembles the student body.	Search and hire process will undergo review for potential to incorporate best practices to attract and hire a more diverse employee base.	Increased % of diverse employee base	Human Resources (HR)
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Teaching and Learning

Goal:	Strategy:	Outcome:	Responsibility:
Further infuse diversity, equity and inclusion perspectives into the curriculum and academic experience and communicate those offerings to students.	Engage students in an understanding of diverse perspectives through the graduation requirement of at least one course designated as having a “values, ethics and diverse perspectives” (VEDP) designation for general education requirements.	Every JCC graduate will experience and gain understanding of a comparative study regarding diverse perspectives	AA
	Faculty team participation in AAC&U’s annual institute for General Education and Assessment (IGEA) in summer 2015 to update the vision/structure of JCC’s general education curriculum to include strengthening VEDP.	JCC faculty members will consider global awareness, inclusivity and diversity issues related to current and future curricular offerings.	AA
	General Education/Teagle Grant team will survey the student body regarding potential revisions/additions to the general education program – potential additions include “global perspective” and “respect for social and cultural diversity.”	JCC general education curriculum will reflect need for knowledge and respect for life in a diverse culture	AA
	JCC faculty will study and strategize to address the new Middle States requirements of “global awareness” and “cultural sensitivity.” A team of faculty attended an AAC&U conference on globalization of the curriculum in October, 2016.	JCC faculty members will consider global awareness, inclusivity and diversity issues related to current and future curricular offerings.	AA, SDEV, EMCA

Enhance JCC community members' abilities to engage in civil and respectful discourse	The JCC Civility Statement will appear on faculty syllabi, as a topic for the mandatory Student Success Seminar, and as a topic for new faculty/staff orientations	All in the JCC community will be knowledgeable about the need for discourse as part of the education process and gain skill in the manners of discourse	AA, SDEV,
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Community Partnership

Goal:	Strategy:	Assessment:	Collaboration:
Enhance campus and community awareness of JCC's commitment to inclusion, tolerance and respect for human dignity through communication, media and branding efforts.	Create partnership for community education and student success with the regional Hispanic community – particularly in Jamestown and Dunkirk.	Strengthen perception and partnership regarding JCC's commitment to regional minority students	EMCA, AA, SDEV, CE
	Create partnership for community education and student success with the regional Seneca community – particularly in Salamanca and Silver Creek.	Strengthen perception and partnership regarding JCC's commitment to regional minority students	EMCA, AA, SDEV, CE

Current Efforts

Enhancing Enrollment

While efforts to recruit, enroll, and retain a robust student body at JCC have been in place for many years, they became more focused in September of 2013 with the creation of a vice president of enrollment, marketing and communications position. Dr. Kirk Young brought considerable experience and energy to the role in fall 2013 and was tasked with increasing the enrollment of students of color – particularly from the growing, regional Hispanic population. Efforts in the 2014-2015 academic year to reach destinations within proximity of Chautauqua County, but with greater racial and ethnic diversity than the immediate region, included 44 visits to “Say Yes to Education” schools in Buffalo <http://sayyesbuffalo.org/> and 12 visits to “Say Yes to Education” schools in Syracuse. Additional efforts included 18 visits to other Erie County, NY high schools (not part of “Say Yes”), 16 visits to Erie, PA high schools, and 45 college fairs that draw from areas with students of diverse backgrounds.

Student recruitment initiatives which particularly focus on connection with prospective students from diverse backgrounds include: JCC representation and attendance at the annual City of Jamestown Juneteenth celebration.; six high schools with predominantly African American enrollment visited JCC in 2015 through an internal grant which funded bus transportation;

Buffalo and Syracuse public high school students receive a minimum of two JCC recruiting visits per year; the College Access Challenge Grant (CACG) received by JCC in 2012–2014 partnered with low-income districts for college readiness experiences, including Jamestown and Dunkirk high schools (those high schools with the largest minority student populations within the county) and Salamanca High School (possessing a significant Native American student enrollment); involvement in county, city, and community initiatives for Hispanic outreach. Early Childhood Education program informational sessions are held on both the Salamanca and Irving reservations and educational fairs hosted on both reservations are attended by JCC representatives. These efforts are yielding good results as the percentage of students of color has risen consistently for the past eight years. In 2015-2016, JCC employed six minority students as student ambassadors, approximately 50% of residence life RAs were students of color, and the student senate included a racially diverse mix of students.

In addition, JCC has actively recruited and supported students who are from a background of low socioeconomic status. In 2012-2014, JCC partnered with five low-income school districts for college readiness experiences for their students. For the past three years, JCC has partnered with HESC, OCFS, and the Professional Development Program in Albany to present a Pathways to College program for youth in foster care.

Initiatives particularly geared toward adult students are also in place. Facebook, Pandora, and other social media outlets are targeted to adult learners. Adult learner open house events and targeted program events (such as entrepreneurship) are held on a regular basis. And for those adult students who are veterans, JCC attends veteran’s job/education fairs and has received “military Friendly School” designation by Victory Media; additional designations of this type are actively being sought.



Enhancing Student Success, Retention, and Completion

It is noteworthy to recognize the high percentage of students of color, greater than 40%, who participate in the JCC residence life program. This is particularly significant when paired with the relatively high, fall to fall retention rate for residence life students (a five-year average of 63%). Given that the majority of out-of-region JCC students, urban and international, live in the residence halls, attention has been given to creating inclusive cultures within the residence halls. Residence life staff, both resident directors and student resident assistants, have historically comprised a diverse mix of employees. From a new minority student’s first encounter with the JCC residence life program, there is often an expressed sense of relief as the student recognizes a staff member who “looks like me.” Within hours of move-in, the residence life staff begin building community among the residents through orientation and team-building activities. Once a sense of inclusiveness to the residence life and JCC community has been established, efforts are made to understand individuals through their own unique and personal stories. In this way,

students are brought into the residence life program as an insider to JCC, but are also recognized and respected for the culture and background they bring to the college.



Development of Cultural Competence

The Office of Campus Life on the Jamestown Campus currently sponsors fifteen chartered student clubs and organizations through allocation of Faculty-Student Association (FSA) funds. JCC clubs and organizations must be open to all members of the JCC community and have a faculty/staff advisor to oversee efforts. All fifteen of the 2016-17 AY organizations are active and well-attended. Activities and initiatives from each club are reported out at a monthly club council meeting which is held jointly with the Jamestown student senate. Of this year's efforts, there are five student-initiated clubs which are of note for the Diversity Plan and which demonstrate the interest of JCC students, and those who influence them, in diversity and diverse populations and cultures:

- Black Student Union (BSU) – To celebrate diversity on campus and make sure the voices of the diverse student body is echoed in campus programming.
- IMPACT – Interdenominational interfaith Christian club that is student lead. The club is meant for students of all backgrounds to come together for their love for each other, God, and their campus.
- LGBT+ Alliance – To offer fellowship and support for LGBT+ students and their straight allies. Members advocate and raise awareness of LGBT+ issues, participate in service projects and serve the greater community.
- Nontraditional Networking – To provide all non-traditional students an opportunity to network and develop friendships. Also, this club allows students to be more connected to the college and general community through civic engagement and meeting with JCC faculty and staff.
- The Culture Club – To experience different cultures through music, art, foods, visuals, and their society.
- Club Valor – Club Valor, an approved Student Veterans of America (SVA) chapter, serves as a resource for current or former veterans as well as students considering enlisting in the military.



An example of a club activity is demonstrated by plans from the Black Student Union (BSU) in the fall 2016 semester to sponsor a “Where is Home?” project. The goal of the project is for JCC students to share diverse backgrounds and build bridges among themselves by sharing photos. BSU members will ask other students, “where is home for you?” and request that they write their answers on a paper. A photo will then be taken and printed, along with the student answers, by Weeks Gallery personnel as 12”x18” posters which BSU members will hang at various locations on the Jamestown Campus. The activity will help to educate the campus community regarding the level of geographic diversity that is present among JCC students.

Student senators, elected JCC student leadership, on all sites have engaged with the SUNY Student Assembly (SA) for the past several years. The work of the SUNY SA has served to influence several of the directions of the JCC student leadership. Two of these directions are the topics of gender equity and accessibility. Student leaders have presented the SUNY SA Gender Equity and Inclusion Resolution to the JCC President’s Council (PC), the faculty, and to the Educational Services Committee of the JCC Board of Trustees. To this point, the resolution has been presented as informational, but the student leadership has indicated a desire to formalize the language as a JCC policy statement. Results of student efforts have included the designation of thirteen gender neutral restrooms across JCC campuses, the designation of a gender-neutral locker room space in the Physical Education facility, and an administrative pledge to consider the need for gender sensitivity in all new construction. In addition, campus administration has sought assistance from SUNY Fredonia to guide efforts towards establishing preferred name practices for class rosters, student ID’s, and on commencement documents. In addition to tangible changes that have occurred, the JCC student senators have made great strides in educating the campus community regarding gender equity issues and the creation of a more inclusive environment.



JCC student leadership has also impacted campus action in a review of accessibility signage and building accessibility. While all physical spaces on JCC campuses are accessible according to code, JCC senate members accomplished a walking tour to determine whether problematic spaces exist and to advocate for updates. Their actions resulted in new room signage acquisition that is updated to color (non-glare), placement, and Braille.



Students are also, in large part, the determiners of campus life programming through their participation on the Campus Activity Board (CAB).



It is traditional for JCC to commemorate Martin Luther King, Jr. Day by sponsoring a Day of Service. For the past several years, this has involved both students and faculty/staff conducting an event at the local Jamestown Boys and Girls Club. In addition, in February, events continue with JCC's Annual "Voices of Diversity" Residency. In spring 2016, Jamila Lyiscott was in residence for several days and spoke to classes and an evening, community-wide forum on the topic of, "How Broken English Made Me Whole: The Politics of Race and Language." The opportunity for students, faculty, and staff to engage with the resident scholars has been invaluable. Decisions are currently being made for the February 2017 "Voices of Diversity" resident scholar/performer. JCC also hosted two spoken word poets in February 2016. Carlos Andres Gomez spoke on the topic of "Man Up: The Gift of Fear" and Caroline Rothstein's performance was entitled, "Fat is Not a Feeling." Carlos Andres Gomez will be performing at JCC again in November 2016. These performers are representative of the types of events hosted by CAB, academic affairs funding, and other funds and which enhance the organizational cultural competence.



The International Student Office moved to a new location in fall 2016 and is now located in an office that is highly visible to all students and well utilized by JCC's population of international students. The office hosts regular programming and will feature an International Education Fair in November 2016.



Also in November, the JCC Weeks Gallery will host the exhibit, “Made in China” which will feature photographers Youbing Zhan and Monika Garami who will offer an artist’s talk at the November 10, 2016 opening of the exhibit.



Curriculum Infusion

JCC’s Academic Affairs team has been very active for several years on key initiatives that serve to create and enhance a culture of diversity and global awareness for JCC’s students, faculty, staff, and broader communities. A primary effort has been focused upon faculty work to define and stimulate the JCC academic curriculum to reflect the values, ethics, and diverse perspectives (VEDP) designation through which every graduate of JCC will complete at least one VEDP-designated course. Support from SUNY as well as a Teagle Grant initiative have served as prompts for JCC faculty and administrators to review and generate an updated structure of JCC’s general education requirements. One tactic included in the general education update goal is to “review new Middle States standards for general education.” Faculty have begun to examine the overall JCC curriculum to meet Middle States’ standards which include new language in “global awareness” and “cultural sensitivity.” Any changes made to the JCC general education curriculum in the future will be accomplished with a potential to expand the current VEDP curriculum and with Middle State’s language in sight.

JCC’s globalization initiative involves projects that encourage increasing numbers of underrepresented students to study language through the means of intercultural competence, travel abroad, enrollment in paired courses in which global issues are viewed through the lens of a paired discipline, partnership collaborations with those from other countries, the infusion of telecollaborations in multiple disciplines to encourage students to engage with others of differing perspectives, and exploration of means to credential students who engage in activities which broaden perspectives and ultimately develop empathy.



A grant that has assisted with JCC’s globalization efforts is the Undergraduate International Studies and Foreign Language Program (UISFL) Grant. This project builds upon the strengths of JCC’s previous efforts and acknowledges the importance of global readiness – both from the perspective of high school students entering JCC ready to value and experience global learning and from the perspective of those graduating from JCC ready to continue within a global learning environment and/or to apply their global competencies to career and personal success. The goals of the project address four areas of emphasis: creating a pipeline of “global ready” entering students, expanding interdisciplinary partnerships to strengthen intercultural

competencies, enhancing foreign language offerings and enrollments, and engaging students from diverse backgrounds in study abroad.

JCC faculty are excited and engaged with efforts to assist JCC graduates as they become globally aware and culturally competent. These topics are included as peer-driven, faculty development presentation topics and are of interest to a majority of the community of faculty.

Employee Recruitment and Retention

Of all diversity and inclusion goals included in the JCC Diversity Plan, the creation of a diverse workforce is the most challenging. While JCC is experiencing increasing success in attracting a diverse community of students, attracting a strong employee base to a small, rural, and primarily white region is more difficult. At present, the following actions have been taken by the JCC administration through the human resources office: 1) the JCC webpage, advertising open positions, has links posted to the equal opportunity statement and current laws; 2) JCC requires mandatory diversity training for all employees; 3) JCC search guidelines (currently under review and revision) require that all minority candidates meeting minimum requirements shall receive an interview; 4) JCC search guidelines also state that, “whenever possible, the offer of employment shall be made to a member of an underutilized protected class” (African-Americans, Asians, Native Americans, Hispanics, and women).

In addition, the JCC hiring process for every employee requires that: 1) search committee members meet with a human resources representative to be taught about hiring expectations, including requirements that encourage hiring diverse candidates; 2) all interview questions are reviewed by the Human Resources Office prior to conducting interviews and screened for any discriminatory language or questions; 3) any candidate who meets the minimum qualification for the applied position MUST receive the interview type being conducted (phone or on-campus); and 4) prior to extending an offer of employment, the Human Resources Office must complete Affirmative Action paperwork to review all applicants.

A JCC HR representative is on the JCC Diversity Committee and the SUNY-wide and JCC focus on diversity has begun to increase scrutiny on hiring and employee retention practices at the college. A strong desire exists within the administration, faculty, and college community to create an increasingly diverse employee base.

Community Partnerships

Jamestown Community College has a long-standing tradition of partnering with political and organizational leadership in the region. Two significant partnerships with members of the Hispanic community in fall 2016 are: 1) the “Cultural Bridges Action Team” of the City of Jamestown Strategic Planning and Partnership Commission and 2) social and political leadership in the city of Dunkirk, NY to establish the Willie Rosas Leaders of Tomorrow scholarship fund.

Formed in August 2016, the Cultural Bridges Action Team, according to its social media page, “seeks to bring Jamestown people of all cultures together, with the goal of creating understanding and appreciation for all the varied backgrounds of residents in the Greater Jamestown Community.” As a first endeavor, the action team promoted a series of events to celebrate the “National Hispanic Heritage Month.” Several JCC faculty and staff members served on the action team and the inaugural event for the initiative where Latin Jazz with Trio

Tumbao, was funded and hosted at JCC. “Democratic Dialogues” a second Hispanic cultural event, also had strong collaboration and participation by members of the JCC community. This event, held in downtown Jamestown included a meaningful “Democratic Dialogues” discussion organized by the New York Council for the Humanities, food and social interaction, and music provided by performer, David Gonzales.



As part of the National Hispanic Heritage Month, the action team is also sponsoring a community read of the book, “When I was Puerto Rican” by Esmerelda Santiago. The JCC Director of Libraries has promoted the effort and will be hosting community read events on the Jamestown Campus in fall 2016.

A second significant partnership has also been formed with city leaders in Dunkirk, NY where JCC has a branch location. Dunkirk has a fast-growing Hispanic population (Dunkirk high school is approximately 50% Hispanic students) and boasts having elected the first Hispanic mayor in NY state, Mayor Willie Rosas. Mayor Rosas, and others of the Dunkirk community, have partnered with JCC in an effort to encourage Dunkirk students to attend and complete college. Key to this support is the formation of the Willie Rosas Leaders of Tomorrow scholarship fund. A gala to support the fund was held in Dunkirk in September 2016. Approximately 300 people from the City of Dunkirk, local politicians, and a contingent from JCC were on-hand for the very successful event.



JCC has had ongoing dialogue and various initiatives over many years to engage prospective students from the regional Native American population. Both federal and National grant aid is available specifically for Native American students. Awards in both categories have increased significantly over the past five years (see Appendix I).



Another collaboration of note was the October 2016 performance of the play *Seven*. The play was held at the Scharmann Theatre at JCC and was produced through a community-college collaboration. *Seven*, a documentary play, features seven local and seven global women who have overcome oppression or severe adversity and gone on to make change in their communities. JCC students and community members read the individual stories of the women.



Assessment and Evaluation

The JCC Diversity Plan is a dynamic document that will continue, under the purview of the JCC Diversity Committee, to be scrutinized for data and initiative outcomes articulated within the plan. The JCC office of institutional research (OIR) has assumed a primary responsibility to support the data collection, analysis, and evaluation efforts, not only for the formation, but also continuation of the plan.

Efforts to cultivate, build, and support a strong culture of diversity at JCC are present in all areas of the college community: student leadership, faculty, administration, campus life offices, human resources, residence life, athletics, accessibility services, veterans' offices, financial aid, and through interests of members of the JCC Board of Trustees. Responsiveness to the need to inculcate JCC students and employees with understandings of global awareness and cultural sensitivity is apparent throughout all classrooms and offices of Jamestown Community College. As a result of the all-college approach, goals have been designed which will give forward direction to diversity efforts for the broad community; all members of the college community will be aware and affected by the stated goals of the diversity plan.

Responsibilities for management of JCC diversity goals have been articulated in the plan and designated along with anticipated outcomes. The Diversity Plan will be housed in the JCC document repository and also made available through google docs to student leadership. The document repository is an intranet site developed for JCC faculty, administration, and staff which houses a collection of information, documents, and reports to assist with planning and decision making. In this way, the Diversity Plan will be highly accessible to necessary constituent groups.

When pertinent external data can be obtained through OIR, it will be used for benchmarking JCC's student and employee diversification efforts with those of peer and SUNY community colleges as well as with regional and state data. Otherwise, five-year measures of internal indicators will be used to determine data regarding JCC's efforts to enhance recruitment, retention, and support to a diverse community of students and employees. The SUNY Student Opinion Survey (SUNY SOS) will also offer JCC and SUNY cohort information regarding student perspectives on measures related to diversity, campus climate, and students' sense of belonging. Initiatives implemented with the intent to educate and impact the JCC cultural environment will be assessed periodically through focus groups and survey measures via the appropriate offices (such as campus life and residence life).

In addition to responsibility from each goal manager to meet and act upon each stated goal to its intended outcome, the college will also have an opportunity to assess selected measures through its internal functional area review process. The major objective of the JCC functional area review process is to improve the quality of services, programming and internal processes at JCC. Functional area reviews involve a process of evaluating the extent to which a service or program has been successful in achieving its intended goals, through systematic collection and analysis of information relevant to those goals. All functional areas complete one cycle of assessment every five years. Diversity measures, such as recruitment, retention, and programming efforts, will be pertinent to many of the reviews and can be built in as appropriate to the particular areas.

Conclusion

Jamestown Community College has a history of action and organizational interest in creating a diverse and globally astute internal community and in providing diversity leadership to its external community. Through the work of the SUNY Diversity Task Force, SUNY energy and leadership has prompted JCC to shine a light on current efforts and to commit to future endeavors of diversification, education, and support. While an internal view exists that furthering JCC diversity, equity, and inclusion is a vehicle of social justice, there is also an equally compelling understanding that the entire campus community is enriched through the deep conversations and rich understandings of interaction with those who have different histories from one's own. It is that level of discourse and understanding to which individuals of JCC aspire.

Appendix

Ethnicity/Race

JCC Students by Ethnicity/Race

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
American Indian/Alaskan Native	1.3%	1.1%	0.9%	1.2%	1.2%	1.3%
Asian	0.8%	0.6%	0.6%	0.8%	0.9%	0.6%
Black (Non-Hispanic)	3.4%	3.6%	3.9%	4.2%	4.4%	4.4%
Hispanic (Any Race)	5.3%	5.6%	6.4%	6.7%	7.7%	6.4%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%
Two or More Races	1.9%	2.6%	2.7%	2.6%	2.9%	2.9%
White (Non-Hispanic)	87.2%	86.5%	85.5%	84.3%	82.7%	84.2%
Total Students of Color	12.8%	13.5%	14.5%	15.7%	17.3%	15.8%

Ethnicity/Race Comparison: JCC, Peer CCs, and SUNY CCs

	Fall 2013			Fall 2014		
	JCC	Peers	SUNY CC	JCC	Peers	SUNY CC
American Indian/Alaskan Native	1%	0%	0%	1%	0%	0%
Asian	1%	1%	2%	1%	1%	2%
Black (Non-Hispanic)	4%	8%	8%	4%	8%	8%
Hispanic (Any Race)	6%	5%	6%	7%	5%	7%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%	0%	0%
Two or More Races	3%	1%	2%	3%	2%	2%
White (Non-Hispanic)	86%	78%	74%	84%	78%	71%

Ethnicity/Race Comparison: JCC Students and Local Population

	Fall 2015		
	JCC	Chautauqua County	Cattaraugus County
American Indian/Alaskan Native	1%	1%	3%
Asian	1%	1%	1%
Black (Non-Hispanic)	4%	2%	2%
Hispanic (Any Race)	8%	6%	2%
Native Hawaiian/Pacific Islander	0%	0%	0%
Two or More Races	3%	2%	2%
White (Non-Hispanic)	83%	92%	92%

Fall-to-Fall Retention by Ethnicity Race

	F11-F12	F12-F13	F13-F14	F14-F15	F15-F16
American Indian/Alaskan Native	50%	27%	63%	33%	40%
Asian	75%	50%	50%	55%	50%
Black (Non-Hispanic)	61%	42%	49%	47%	54%
Hispanic (Any Race)	48%	47%	51%	53%	43%

Native Hawaiian/Pacific Islander	n/a	n/a	0%	100%	100%
Two or More Races	55%	52%	50%	62%	70%
White (Non-Hispanic)	59%	63%	60%	61%	63%
All First-Time Full-Time JCC Students	59%	61%	59%	59%	60%

Native American Aid

	2011-12	2012-13	2013-14	2014-15	2015-16
Federal Native American Aid	\$10,764	\$11,195	\$16,360	\$24,335	\$21,485
Nation Aid for Native Americans*	\$25,386	\$19,368	\$29,618	\$25,505	\$64,317

*Seneca, Oneida, Oneida Nation of Wisconsin, Nulato Tribal Council

Full Time JCC Employees by Ethnicity/Race (as of November 2015)

	Faculty (n=75)	Staff (n=233)	Total (n=308)
Asian	2.7%	0.9%	1.3%
Hispanic (Any Race)	1.3%	1.3%	1.3%
Two or More Races	1.3%	1.3%	1.3%
White (Non-Hispanic)	94.7%	96.6%	96.1%

Gender

JCC Students by Gender

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Male	43%	42%	41%	42%	42%	41%
Female	57%	58%	59%	58%	58%	59%

Full Time JCC Employees by Gender (as of November 2015)

	Faculty (n=75)	Staff (n=233)	Total (n=308)
Male	41%	36%	37%
Female	59%	64%	63%

Age

JCC Students by Age Range

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<=19	33%	34%	33%	35%	35%	36%
20-24	35%	35%	35%	35%	36%	33%
25-29	12%	12%	12%	11%	11%	12%
30-39	11%	11%	11%	12%	12%	13%
40-49	7%	5%	6%	5%	4%	5%
>=50	3%	3%	3%	3%	2%	2%

Veteran Enrollment

JCC Students Receiving Veteran Benefits

Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
#	%	#	%	#	%	#	%	#	%	#	%
135	3.4%	141	3.9%	167	4.6%	145	4.3%	118	3.9%	100	3.6%

First Generation Student Enrollment

Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
#	%	#	%	#	%	#	%	#	%	#	%
1296	32.8%	1194	33.0%	1133	31.5%	1056	31.4%	934	30.7%	829	29.8%

Students with Disabilities

JCC Students Receiving Accessibility Services

2011-12	2012-13	2013-14	2014-15	2015-16
238	255	239	240	291

Fall-to-Fall Retention Rates of Students Receiving Accessibility Services

	F10-F11	F11-F12	F12-F13	F13-F14	F14-F15	F15-F16
Students with Disabilities	65.5%	68.1%	56.7%	63.8%	57.6%	59.7%
All First-Time Full-Time JCC	61.8%	59.4%	61.4%	59.2%	60.7%	62.3%

Three-Year Graduation Rates of Students Receiving Accessibility Services

	Fall 09 as of Fall 12	Fall 10 as of Fall 13	Fall 11 as of Fall 14	Fall 12 as of Fall 15	Fall 13 as of Fall 16
Students with Disabilities	18.8%	22.4%	12.8%	25%	25.9%
All First-Time Full-Time JCC	30.2%	33.4%	30.5%	34.7%	36.1%

Residence Life

Students of Color Living in the Residence Halls

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Residence Halls	22%	31%	27%	31%	41%	33%
Jamestown Campus	12%	13%	15%	16%	18%	16%

Out of Area Students Living in the Residence Halls

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Residence Halls	37%	42%	44%	42%	44%	46%

Fall-to-Fall Retention Rates of Residence Hall Students

	F10-F11	F11-F12	F12-F13	F13-F14	F14-F15	F15-F16
Residence Halls	69%	65%	55%	62%	64%	59%

Jamestown Campus	61%	61%	59%	61%	59%	61%
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Three-Year Graduation Rates of Residence Hall Students

	Fall 08 as of Fall 11	Fall 09 as of Fall 12	Fall 10 as of Fall 13	Fall 11 as of Fall 14	Fall 12 as of Fall 15	Fall 13 as of Fall 16
Residence Halls	31%	33%	44%	33%	30%	43%
Jamestown Campus	32%	35%	39%	35%	37%	40%

Student Financial Status

	2011-12	2012-13	2013-14	2014-15	2015-16
Headcount – degree-seeking students	4332	4062	3880	3623	3323
PELL Grant recipients	2568	2465	2341	2194	1929
% PELL grant recipients	59%	61%	60%	61%	58%
% degree-seeking students receiving any JCC aid	80%	80%	81%	80%	78%

Selected Responses from 2016 SUNY Student Opinion Survey (SOS)

Average Satisfaction Ratings: Campus Culture and Environment

	2016	2013	2010	2006	2003
Campus acceptance of individual differences	4.23	4.11	4.08	3.94	4.08
Racial harmony on campus	4.19	4.10	4.06	4.02	-
Diversity of faculty and staff	4.02	3.97	3.93	3.88	3.81
Diversity of student body	4.19	4.06	3.99	3.92	3.97
Faculty respect for students	4.31	4.17	4.09	4.07	4.23
Non-teaching staff respect for students	4.29	4.10	3.97	3.96	4.12
Your sense of belonging at this campus	4.11	3.88	3.93	3.78	3.86
Campus openness to opinions of others	4.12	3.96	3.89	3.78	-
Personal safety/security on campus	4.16	3.91	3.71	3.68	3.82
Student respect for other students	4.05	3.91	-	-	-
Your social support network at this college	4.04	3.88	-	-	-
Student behavior in the classroom	4.12	4.08	-	-	-
Student behavior outside the classroom	3.92	3.91	-	-	-

1=Very Dissatisfied, 2=Dissatisfied, 3=Neither, 4=Satisfied, 5=Very Satisfied

How Frequently have you witnessed acts of prejudice based on gender identity or sexual orientation at this college?

	2016	2013	2010	2006	2003
Average Rating	1.48	-	-	-	-

1=Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very Frequently

How much has this college contributed to your growth and learning in understanding and appreciating ethnic/cultural/language diversity?

	2016	2013	2010	2006	2003
Average Rating	3.40	3.29	3.19	2.93	-

1=No Contribution, 2=Small Contribution, 3=Moderate Contribution, 4=Large Contribution, 5=Very Large Contribution