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DIVERSITY STATEMENT

Adopted by the Rockland Community College Board of Trustees, January 15, 2015

Rockland Community College embraces diversity at the core of our educational mission. Diversity is the responsibility of all College constituencies: students, faculty, staff, department chairs/heads, supervisors, administrators, the President and the Board of Trustees.

Rockland Community College fosters an environment that attracts, recruits, supports and retains faculty, staff, and students who value diversity. The College promotes a collegial and inclusive environment by recognizing, promoting, embracing, respecting and celebrating the expansive range and dimensions of cultures, attitudes, ideas and viewpoints contained within our campus community.

Embracing and fostering diversity encompasses a level of tolerance and respect, without judgment, for a multiplicity of traditions and cultures, which include not only race and gender, but age, citizenship, class, economic status, educational attainment, ethnicity, gender identity, mental ability, military status, physical appearance, physical ability, political affiliation, political beliefs, religion, religious beliefs, sex identity, sexual orientation, social status, spiritual practice, and other ideologies/identifications.

It is essential that our College, in its entirety, encompass diversity; therefore, we are committed to ensure equal opportunity and to sustain a climate of civility for all who work, study or visit.

ABBREVIATED DIVERSITY STATEMENT

RCC embraces diversity at the core of our educational mission; fosters an environment that attracts, recruits, supports and retains faculty, students and staff who value diversity; and sustains a climate of civility for all who work, study or visit.

DIVERSITY GOALS

Goal 1 - Recruit, hire, retain and promote faculty and staff that reflect the diversity of our community.

Goal 2 - Recruit, retain, graduate and transfer students that reflect the diversity of our community.

Goal 3 - Develop and adapt curriculum to reflect the importance of diversity and ensure access and opportunity to quality higher and lifelong education.

Goal 4 - Provide on-campus and off-campus opportunities for professional development for faculty and staff regarding diversity and non-discrimination to ensure cultural competence, sensitivity and safety.

Goal 5 - Communicate our commitment to diversity and inclusion in events, activities, exhibits, artwork, student organizations and all our media publications, website(s), and advertisements.
CURRENT CAMPUS DIVERSITY & INCLUSIVENESS ASSESSMENT

According to the June 2016 SUNY Data Brief: Diversity, Equity & Inclusion report (the Data Brief), based on Fall 2015 enrollment data, Rockland Community College ranks fourth among SUNY community colleges in the percent of students of color and international students with a total percentage of 46.3%. Westchester (62.2%), Nassau (56.0%) and FIT (52.8%) rank higher than RCC with the SUNY total at 35.6%. Consistent with other SUNY community colleges, most of the student diversity at RCC is attributed to the enrollment of underrepresented minorities (Black or African American, Hispanic/Latino, Native American or Alaska Native, Native Hawaiian or Pacific Islander and Two or More Races) with smaller enrollment of Asian and international students.

According to the Data Brief, based on Fall 2015 employment data, RCC ranks first among SUNY community colleges in the percent of employees of color and international employees with a total percentage of 25.5%. Westchester (22.8%) and Orange (22.4%) rank second and third with the SUNY total at 21.2%. RCC did not have any international employees as of Fall 2015.

The College’s students are more diverse than the County, and the College’s employees are less diverse than the County.

Compared to other SUNY community colleges

RCC ranks first among SUNY community colleges in the percent of employees of color and international employees with a total percentage of 25.5%.

RCC ranks fourth among SUNY community colleges in the percent of students of color and international students with a total percentage of 46.3%.
Comparison of Rockland County Population to Rockland Community College Students and Employees

<table>
<thead>
<tr>
<th></th>
<th>Rockland County</th>
<th>Rockland Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Residents¹</td>
<td>Students²</td>
</tr>
<tr>
<td><strong>RACE / ETHNICITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian and Alaskan Native</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>6.6%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>11.4%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17.5%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Native Hawaiian and Pacific Islander</td>
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<td>0.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.3%</td>
<td>1.8%</td>
</tr>
<tr>
<td>White</td>
<td>62.8%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>--</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>--</td>
<td>14.7%</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>51.0%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Male</td>
<td>49.0%</td>
<td>46.2%</td>
</tr>
</tbody>
</table>

¹ The demographic data of Rockland County residents is based on annual population estimates and population projections from the U.S. Census Bureau, birth and mortality rates from the U.S. Health Department, and projected regional job growth for 2015.

² The demographic data of RCC students is based on enrollment data from Fall 2015.

³ The demographic data of RCC faculty, administrators and staff is based on employment data as of November 2015.

The President’s Diversity Council conducted the Diversity Survey in Spring 2014. Full and part-time employees and students were surveyed about their backgrounds, campus experiences with diversity, attitudes and actions relative to diversity, experiences as a member of a specific group, and opinions about the campus as a welcoming environment. Sample results included:

- 91% of respondents reported that students, faculty, or staff/administrators are respectful of people of different races/ethnicities, religions and sexual orientations;
- 88% of respondents reported RCC has visible leadership that fosters respect for diversity on campus and provides accessibility for persons with disabilities; and
- 58% of respondents were satisfied with the services addressing the needs of individuals of diverse religions, persons with disabilities, international individuals, and diverse races and ethnicities.

The Planning Committee in collaboration with the President’s Diversity Council conducted the Personal Assessment of the College Environment in Spring 2015. Full and part-time employees were surveyed about institutional structure, supervisory relationships, teamwork, and student focus. Respondents were asked to rate each topic on a five-point scale from a low of 1 to a high of 5. Sample results included:

- the extent to which the College has a strong commitment to promoting racial/ethnic harmony – 3.98;
• the extent to which people of different racial/ethnic backgrounds are well represented among faculty – 3.56;
• the extent to which people of different racial/ethnic backgrounds are well-represented among senior administrators – 3.73;
• the extent to which conversations about student outcomes, based on race and ethnicity occur in my institution – 3.33;
• the extent to which my supervisor maintains an environment that is supportive of people from different races/ethnicities – 4.18;
• the extent to which faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds – 3.75;
• the extent to which the College advances the educational persistence of students from diverse racial/ethnic backgrounds – 3.90; and
• the extent to which student services reflect the needs and interests of students from diverse racial/ethnic backgrounds – 4.11

The College participated in the Community College Survey of Student Engagement (CCSSE) in Spring 2015. Full and part-time students were asked questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. Sample results from all student respondents included:

• At RCC during the current school year, how often have you had serious conversations with students of a different race or ethnicity? – 2.59;
• At RCC during the current school year, how often have you had serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values? – 2.38;
• How much does RCC encourage contact among students from different economic, social, and racial or ethnic backgrounds? – 2.69; and
• How much has your experience at RCC contributed to your understanding people of other racial and ethnic backgrounds? – 2.65.

The College participated in the Student Opinion Survey (SOS), which has been given to undergraduate students at all 64 SUNY colleges and universities every three years since 1985, in Spring 2016. Full and part-time students were asked questions about various areas of the student experience at RCC, both academic and non-academic. The results of the Spring 2016 SOS were not available at publication of this plan, however, they will be available to compare to the Spring 2019 results in Fall 2019.
STRATEGIC DIVERSITY ACTION PLAN AND IMPLEMENTATION STRATEGIES

Goal 1: Recruit, retain, and promote faculty and staff that reflect the diversity of our community.

Objective 1.  Diversify the applicant pool by continuing to improve the full and open search process for faculty and staff positions.

a. Ensure each position announcement for full-time administrator and faculty positions includes a preference for experience working with diverse audiences.
b. Ensure each position description for any employee with supervisory responsibilities includes the following statement:
   Models inclusive excellence through specific actions that support the College’s diversity goals in the recruitment, hiring, and retention of talented and diverse faculty and staff.
c. Advertise position announcements in at least one diversity-related recruiting source, which could include websites, listservs and emerging technology, such as social media, above the benchmark for each full and open search to fill a vacancy.
d. Annually attend at least one job fair focused on protected class members.
e. Distribute (via email) all position announcements to community, civic, professional and cultural organizations focused on protected class members.
f. Notify and seek referrals for candidates, particularly protected class members, from regional colleges and universities.

Person(s) or Department(s) Responsible: Academic Affairs, Diversity & Inclusion, Human Resources

Objective 2.  Diversify the applicant pool by continuing to improve the recruitment literature.

a. Compose/design recruitment literature that emphasizes the importance of diversity as expressed in the College’s mission and diversity statement, includes college statistics and features pictures of diverse individuals.
b. Produce a video of a guided campus tour to include on the College website including diverse individuals and addressing the benefits of working at the College, accommodations of individuals with disabilities, diversity events, wellness program, childcare facilities, etc.
c. Create and answer frequently asked questions on the College website about:
   o being a protected class member at the College and provide the contact email to a College employee who is a member of the same protected class to ask additional questions on the College’s website; and
the recruitment process, unions and benefits.

d. Create a directory about County resources on the College website and in handout to describe or identify local communities, and private and religious schools; local churches, synagogues and mosques; hospitals; social organizations, civic groups, and groups for veterans; housing opportunities; and transportation.

**Person(s) or Department(s) Responsible:** Academic Affairs, Campus Communications, Diversity & Inclusion, Human Resources, Multi-Media Production Center

**Objective 3.** *Ensure all qualified candidates receive fair treatment during the search process.*

a. Ensure search committees are composed of diverse (gender, age, job type, ethnicity, departments, etc.) members.

b. Require search committees complete a training program to address inappropriate questions, legal obligations and subtle bias.

c. Require search committees complete and receive prior approval from Human Resources and Diversity & Inclusion offices of a rubric to select applicants for an initial interview prior to the committees’ review of any resumes.

d. Require search committees provide written explanations when qualified candidates, including protected class members, are not offered an initial interview.

e. Implement methods of ensuring fair treatment for applicants for adjunct positions, who are hired outside of the full and open search process employed for full-time faculty and administrators.

**Person(s) or Department(s) Responsible:** Diversity & Inclusion, Hiring Managers, Human Resources, Search Committees

**Objective 4.** *Expand career counseling and leadership opportunities to increase the success of all employees.*

a. Assess and implement best practices into the mentoring programs for faculty, administrators and staff.

b. Assess and implement best practices into other faculty development and retention initiatives.

c. Investigate interest, create and support implementation of peer mentoring/affinity groups for faculty and administrators based on race, ethnicity, gender, veteran status, disability, sexual orientation/gender identity, etc.

d. Notify all employees of opportunities to chair or co-chair selected college committees.

e. Establish terms for Division Chairs and advertise positions to all faculty and adjuncts.

**Person(s) or Department(s) Responsible:** Academic Affairs, Administration & Staff Assembly, Center for Excellence in Teaching & Learning, Diversity & Inclusion, Finance & Administration, Human Resources, Office of the President
Goal 2: Recruit, retain, graduate and transfer students that reflect the diversity of our community.

Objective 1: Reach underserved diverse audiences through new programming, amenities, and increased targeted marketing.

a. Undereducated Adults:
   - Examine and possibly expand career oriented programming to serve the 52% of the population of adults in the County who do not have an associate’s degree or higher.
   - Increase marketing of the 24-credit High School Equivalency (formerly GED) Program and the TASC Exam (Test Assessing Secondary Completion; formerly known as the GED Exam) availability, including non-credit preparatory options through Continuing Education.
   - Offer credits for life experience.

b. International Students:
   - Develop relationships and agreements with local and foreign institutions to develop pipeline programs, including English language schools, scholarship opportunities at four-year schools, and transfer agreements.
   - Build residence halls to help attract a larger population of international students.
   - Explore the possibility of extending the 24-credit High School Equivalency Program to international students.

c. English as a Second Language (ESL) Students:
   - Improve marketing of the ESL program options at the College distinguishing the two different ESL programs offered (ESL academic vs. ESL continuing education).
   - Market appropriate ESL program to targeted audiences (i.e., local Hispanic/Haitian population, international students abroad).
   - Increase number of bilingual marketing resources and materials to cater to the local immigrant population and international student population, as well as parents who may not speak English.
   - Provide tours and presentations in Spanish and Creole, especially aimed at parents.
   - Initiate College information nights at local high schools for Spanish or Creole-speaking parents and students.

d. Orthodox Jewish Students:
   - Expand RCC High School Program into more local Yeshivas.
   - Offer programs that serve the needs of the undereducated segment of the Orthodox Jewish community.
   - Work with local guidance counselors at Yeshivas to promote the diversity at RCC to their students.
   - Recruit students in Regents diploma granting private Jewish high schools in surrounding communities.

e. First Generation Students:
   - Offer workshops to increase parental awareness of college and show how college can become a reality to diverse communities.
   - Consider and possibly implement a Men of Color Leaders and Scholars Academy.
○ Provide assistance with financial aid process.
○ Provide career and transfer counseling.
○ Provide academic advising.

f. Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual (LGBTQ+)
Students:
○ Increase services available to LGBTQ+ students and create strategies that will address
the unique needs of LGBTQ+ students, such as Safe Zone and Campus Pride index.
○ Increase LGBTQ+ presence on College website. List LGBTQ+ events under RCC Diversity
webpage, including the presence on-campus and programming aimed at educating the
College population.
○ Provide students with the option to use preferred name and personal gender pronouns
on college records.

g. Current Military and Veteran Students:
○ Offer credits for military service.
○ Improve marketing to current military and veterans.
○ Continue career counseling.
○ Enhance academic advising.

**Person(s) or Department(s) Responsible:** Admissions, Campus Communications, International
Student Services, Office of the Vice President of Student Services, RCC Foundation, Registrar,
Student Development Center, Student Involvement, TRIO, Veterans Services

**Objective 2:** *Strengthen the College community support structure around underserved student
populations to drive academic success, retention, graduation and transfer.*

- a. Promote/advertise services provided by the Academic
Success Center (ASC), International Student Services,
Accessibility Services, and TRIO.
- b. Consider mentor groups for targeted populations (i.e.,
International Student Partners, New Student Mentors,
Staff/faculty mentors, Honors Student Mentors program,
etc.).
- c. Expand mentoring programs to include all students.
- d. Increase transfer counseling services through the
establishment of a Transfer Center.
- e. Offer new student scholarships to international student applicants and also international
students in their first semester (i.e., students who start in the spring semester).
- f. Create and market scholarships developed for specific groups (i.e., African American, Asians,
women, LGBTQ+, Hispanic, student with disabilities, first generation, etc.).
- g. Cluster scholarships by population (i.e., African American, Asians, women, LGBTQ+, Hispanic,
student with disabilities, first generation, etc.).
- h. Work with the Rockland County Career Center and the Department of Labor to create programs
that will assist the unemployed and underemployed to gain needed skills to enter the
workforce.
- i. Expand student services offered at the Haverstraw Center and the Herbert Kurz Automotive
Technology Center (Orangeburg).
Objective 3:  Expand pipeline programs with local schools.

a. Offer workshops to parents of middle school and high school students addressing the benefits of enrolling at the College, including diversity, curricular offerings, financial considerations, transfer ability, etc.
b. Continue to work with local high school guidance counselors and BOCES on transitioning students with disabilities to college.
c. Continue to promote the Early Admit Program.
d. Continue to increase the number of high schools and students participating in the RCC High School Program.
e. Continue to promote the Liberty Partnership Program.
f. Continue to work with BOCES to transition vocational students in career technology programs and students in the ESL program into College degree programs.

Person(s) or Department(s) Responsible: Accessibility Services, Admissions, Continuing Education, Liberty Partnership, RCC High School Program

Objective 4:  Educate the campus community about student rights and responsibilities under local, state and federal law.

a. Use training programs, the College website, handouts, etc. to ensure students and employees are aware of the rights and responsibilities of
   o students with disabilities;
   o pregnant and parenting students;
   o international students;
   o survivors of sexual and interpersonal violence;
   o transgender students;
   o student veterans
   o students on financial aid; and
   o students with regard to their education records.

b. Use training programs, the College website, handouts, etc. to ensure students and employees are aware of the rights of students to an academic environment free from harassment or discrimination on the basis of a student’s race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

c. Use training programs, the College website, handouts, etc. to ensure students and employees are aware that students may ask that their religious practices or beliefs be reasonably accommodated.

Person(s) or Department(s) Responsible:  Accessibility Services, Campus Communications, Center for Excellence in Teaching and Learning, International Student Services, Office of the Vice President of Student Services, Student Involvement, Title IX Coordinator, Veterans Affairs
Goal 3: Develop and adapt curriculum to reflect the importance of diversity and ensure access and opportunity to quality higher and lifelong education.

Objective 1: Add new course offerings that reflect the diverse student population we serve.

a. Review student demographics (race, ethnicity, gender, sexual orientation) and map course offerings to reflect the demographics.
b. Cluster course offerings (collection of Asian, African, or Latin American Studies courses).
c. Add more courses to the general education category Other Worlds.
d. Expand continuing education course offerings in Multicultural Studies and Peace Studies.

**Person(s) or Department(s) Responsible:** Academic Department Chairs, Continuing Education, Curriculum Committees, Faculty, Multicultural Studies and Peace Studies Committees, Registrar

Objective 2: Adapt existing curriculum to reflect and celebrate diversity.

a. Change Pluralism and Diversity in America (PDA) to Multicultural Studies (MCS).
b. Revise degree programs to include Multicultural Studies requirement where possible.
c. Include diversity in updated First-Year Experience Learning Activity Proposal (LAP).
d. Incorporate diversity in general education courses.

**Person(s) or Department(s) Responsible:** Academic Department Chairs, Curriculum Committees, Faculty

Objective 3: Increase diversity-related opportunities and experiences on and off-campus for students.

a. Offer MCS in more participating high schools in the RCC High School Program.
b. Offer languages through the Hudson Valley Educational Consortium (HVEC).
c. Expand transfer opportunities/articulation agreements with historically Black colleges and universities (HBCUs), Hispanic serving institutions (HSIs), and minority serving institutions (MSIs).
d. Adjust scheduling to meet the needs of the local community.
e. Increase online courses and degree offerings.
f. Develop a plan for offering and validating more credit for prior learning.
g. Expand continuing education offerings.

**Person(s) or Department(s) Responsible:** Academic Affairs, Academic Department Chairs, Academic Intervention & Transfer Center, Continuing Education, Faculty, Placement & Assessment

Objective 4: Develop intercultural knowledge and competency in our students in preparation for work and engagement globally.

Goal 4: Provide on-campus and off-campus opportunities for professional development for faculty and staff regarding diversity and non-discrimination to ensure cultural competence, sensitivity and safety.

Objective 1: Provide professional development opportunities to assist faculty and staff in addressing diversity in teaching, mentoring, advising and serving diverse students.

a. Offer on-campus presentations and workshops, including guest speakers, on topics that increase awareness among faculty and staff, including:
   o the diversity of our student body and the needs of the College regarding specific populations;
   o different learning styles;
   o students who speak English as a second language;
   o veterans;
   o students who have diverse physical and mental challenges; and
   o difficult dialogue facilitation in the classroom about such topics as race, religion and immigration.

b. Encourage appropriate staff and faculty members to participate in professional development workshops, conferences and/or webinars.
   o CETL will give priority to all proposals for off-campus professional development opportunities for faculty and staff that provide insight into diversity.

Person(s) or Department(s) Responsible: Accessibility Services, Center for Excellence in Teaching and Learning, Heritage Committees, Student Involvement, Veterans Affairs

Objective 2. Expand training programs to improve the knowledge and skills of employees.

a. Offer new employee orientation more frequently.

b. Implement department training program for new hires.

c. Implement an annual training program for supervisory administrators, and for faculty division and department chairs.

d. Implement an excellence training program, including customer service training program, sexual harassment prevention training and diversity training.

Person(s) or Department(s) Responsible: Administration & Staff Assembly, Center for Excellence in Teaching & Learning, Diversity & Inclusion, Hiring Managers, Human Resources
Objective 3: Provide a safe academic and work environment for all students and employees.

a. Continue to provide training to students on:
   - services provided by Public Safety;
   - crime reports, including hate crimes, on campus; and
   - emergency response procedures, including active shooter and bomb threats.

b. Continue to provide training to employees on:
   - services provided by Public Safety;
   - crime reports, including hate crimes, on campus;
   - disruptions in the classroom;
   - workplace violence prevention and response;
   - domestic violence prevention and response; and
   - emergency response procedures, including active shooter and bomb threats.

c. Amend the emergency management plan to address responding to student protests and demonstrations, including:
   - student participant safety during an event;
   - involvement of participants who are not members of the campus community;
   - procedures in the event that a protest occurs, including working with outside agencies;
   - counter-protest activities; and
   - continuation of other campus activities while protest is under way.

d. Publicize the emergency management plan, including refuge locations for evacuations of students and employees with disabilities.

**Person(s) or Department(s) Responsible:** Public Safety

Goal 5: Communicate our commitment to diversity and inclusion in events, activities, exhibits, artwork, student organizations and all our media publications, website(s), and advertisements.

Objective 1: Promote the College’s commitment to diversity through campus programming, clubs, and campus resources.

a. Continue to support and increase participation in heritage celebrations.

b. Encourage more collaboration among offices, student clubs and heritage committees.

c. Establish a biannual Diversity Week to unify the campus, and to share student differences and similarities through a variety of activities.

d. Continue to improve Student Orientation, Advisement and Registration (SOAR) presentations to cater to those from diverse backgrounds (i.e., subtitles in video presentations)

**Person(s) or Department(s) Responsible:** Academic Advising, Accessibility Services, Campus Communications, Evenings & Weekends, Heritage Committees, International Student Services, Library, Multimedia Production Center, Office of the President, Performing Arts, Religious Life, Student Clubs, Student Involvement
Objective 2: Continue to create a welcoming campus environment for students, staff and faculty of all diverse backgrounds in art, architecture and culture.

a. Conduct a walk-around assessment to ensure that spaces are visually and physically welcoming for individuals of culturally different backgrounds and make necessary corrections as deficits are identified.
b. Create a common cultural space(s) for diverse religious communities (Interfaith Office), such as Center for Christian Life, Center for Jewish Life/Hillel, and the Center for Muslim Life.
c. Create a cultural resource library (books, videos, magazines, journals, etc.) within common cultural space, as well as in the Library.
d. Expand awareness and implementation of safe zones (a place where all people feel safe, welcome and included) on campus.
e. Include signage on buildings indicating presence within of gender neutral bathrooms.
f. Include in the plans for the new residence halls rooms that would allow transgender/gender non-conforming students to feel comfortable with living on campus, food plans to cater to diverse dietary restrictions, etc.
g. Increase countries represented in Global Gallery through flags, photos and artwork.
h. Construct lactation stations on-campus for employees and students.
i. Consider diversity a priority when establishing any new spaces on campus, including naming opportunities of physical spaces on campus.
j. Adjust the campus map to include gender neutral bathrooms, handicap accessible bathrooms, Veterans Lounge, International Student Services office, lactation stations, etc.

**Person(s) or Department(s) Responsible:** Art, Campus Café, Campus Communications, Evening & Weekend, International Student Services, LGBT Quality of Life Committee, Library, Plant Facilities, Religious Life, Student Involvement

Objective 3: Ensure that the College presents a diverse, welcoming, and inclusive campus brand image in all community and public advertising/marketing and for all internal materials.

a. Condense Diversity Statement into a one-line tag statement, making it easier to be used in most publications, publicity statements, and other College materials.
b. Maintain an image library representative of our diverse student body.
c. Utilize inclusive language and photos of diverse populations in all written publications.
d. Expand website to highlight and promote each heritage committee’s events and celebrations and including a downloadable calendar/poster with all events for that year.
e. Continue to distribute all press releases, including heritage events, to an assorted set of local and metropolitan news media.
f. Maintain website list of campus personnel available if needed for communicating with students or parents in other languages.

**Person(s) or Department(s) Responsible:** Admissions, Campus Communications, Heritage Committees
ASSESSMENT & EVALUATION

Assessment will play an essential role in meeting the goals set forth in this plan. The Chair of the College-wide Assessment Committee will work with each department identified in this plan to ensure that the enumerated action items are included in each department’s annual planning documents and, ultimately, will become part of the five-year program reviews for each department. Through this process, departments will report progress on diversity efforts each June, including those within this plan and those not mentioned in this plan. The President’s Diversity Council will work with the Chair of the College-wide Assessment Committee to review the results supplied in the June reports.

Since planning drives budgeting at Rockland Community College, the inclusion of the enumerated action items in the annual planning documents will allow for financial resources from the operating budget to be allocated to departments to accomplish the enumerated action items. In those instances where additional resources are necessary beyond what is available in the College’s operating budget, departments, with the support of the President’s Diversity Council, will work with the Associate Vice President of Resource Development to find and apply for grants to finance the enumerated action items.

The table below includes measures of progress set for each of the diversity goals. For each measure, a baseline and target are indicated, and the difference between the baseline and target are include as the gap. Following consultation with Institutional Research and Effectiveness, the measures were chosen based on availability and usefulness in assessing improvement. The baseline for most measures is Fall 2015. However, the baseline for survey data is the last semester the survey was administered – PACE (Spring 2015) and CCSSSE (Spring 2015). Each survey will be administered again three years from the semester last administered. The results of the Spring 2016 SOS were not available at publication of this plan, however, they will be available to compare to the Spring 2019 results in Fall 2019. Data (other than data from surveys) will be collected and reported every year; data analysis may yield a change in strategies.

Table Note: “URM” (a category that is used by SUNY in its data briefs) signifies underrepresented minorities, which include Black or African American, Hispanic/Latino, Native American or Alaska Native, Native Hawaiian or Pacific Islander and Two or More Races.

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>CATEGORIES</th>
<th>BASELINE</th>
<th>TARGET</th>
<th>GAP</th>
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</thead>
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<tr>
<td>Goal 1. Recruit, hire, retain and promote faculty and staff that reflect the diversity of our community.</td>
<td>URM</td>
<td>28%</td>
<td>27%</td>
<td>+1%</td>
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<tr>
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<td>Latino/Hispanic</td>
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<td>-1%</td>
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<tr>
<td></td>
<td>Asian</td>
<td>9%</td>
<td>8%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>57%</td>
<td>53%</td>
<td>+4%</td>
</tr>
<tr>
<td>Percent of applicants for full-time faculty and administrator vacancies</td>
<td>All</td>
<td>8%</td>
<td>8%</td>
<td>--</td>
</tr>
<tr>
<td>Percent of applicants interviewed for full-time faculty and administrator vacancies</td>
<td>URM</td>
<td>7%</td>
<td>8%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>6%</td>
<td>8%</td>
<td>-2%</td>
</tr>
<tr>
<td></td>
<td>Latino/Hispanic</td>
<td>6%</td>
<td>8%</td>
<td>-2%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8%</td>
<td>8%</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>8%</td>
<td>8%</td>
<td>--</td>
</tr>
<tr>
<td>MEASURE</td>
<td>CATEGORIES</td>
<td>BASELINE</td>
<td>TARGET</td>
<td>GAP</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Percent of faculty</td>
<td>URM</td>
<td>16%</td>
<td>18%</td>
<td>-2%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>6%</td>
<td>7%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>5%</td>
<td>9%</td>
<td>-4%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67%</td>
<td>54%</td>
<td>+13%</td>
</tr>
<tr>
<td>Percent of administrators</td>
<td>URM</td>
<td>31%</td>
<td>35%</td>
<td>-4%</td>
</tr>
<tr>
<td></td>
<td>Latino/Hispanic</td>
<td>12%</td>
<td>15%</td>
<td>-3%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>9%</td>
<td>7%</td>
<td>+2%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>59%</td>
<td>51%</td>
<td>+8%</td>
</tr>
<tr>
<td>Percent of adjuncts</td>
<td>URM</td>
<td>12%</td>
<td>18%</td>
<td>-6%</td>
</tr>
<tr>
<td></td>
<td>Latino/Hispanic</td>
<td>5%</td>
<td>7%</td>
<td>-2%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>5%</td>
<td>9%</td>
<td>-4%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50%</td>
<td>54%</td>
<td>-4%</td>
</tr>
<tr>
<td>Retention of individual faculty for the entire measurement period</td>
<td>All</td>
<td>92%</td>
<td>90%</td>
<td>+2%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>90%</td>
<td>90%</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>URM</td>
<td>100%</td>
<td>90%</td>
<td>+10%</td>
</tr>
<tr>
<td></td>
<td>Latino/Hispanic</td>
<td>100%</td>
<td>90%</td>
<td>+10%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>100%</td>
<td>90%</td>
<td>+10%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>94%</td>
<td>90%</td>
<td>+4%</td>
</tr>
<tr>
<td>Retention of individual administrators for the entire measurement period</td>
<td>All</td>
<td>91%</td>
<td>90%</td>
<td>+1%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>89%</td>
<td>90%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>URM</td>
<td>97%</td>
<td>90%</td>
<td>+7%</td>
</tr>
<tr>
<td></td>
<td>Latino/Hispanic</td>
<td>90%</td>
<td>90%</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>100%</td>
<td>90%</td>
<td>+10%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>94%</td>
<td>90%</td>
<td>+4%</td>
</tr>
<tr>
<td>PACE results:</td>
<td>All employees</td>
<td>3.56</td>
<td>3.81</td>
<td>-.25</td>
</tr>
<tr>
<td>• The extent to which people of different racial/ethnic backgrounds are well represented among faculty.</td>
<td>All employees</td>
<td>3.73</td>
<td>3.98</td>
<td>-.25</td>
</tr>
<tr>
<td>• The extent to which people of different racial/ethnic backgrounds are well represented among senior administrators.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2. Recruit, retain, graduate and transfer students that reflect the diversity of our community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of first-time freshmen entering RCC</td>
<td>URM</td>
<td>39%</td>
<td>40%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>5%</td>
<td>7%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>49%</td>
<td>51%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>25 and up</td>
<td>6%</td>
<td>10%</td>
<td>-4%</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>1%</td>
<td>3%</td>
<td>-2%</td>
</tr>
<tr>
<td></td>
<td>ESL</td>
<td>4%</td>
<td>6%</td>
<td>-2%</td>
</tr>
<tr>
<td></td>
<td>First generation</td>
<td>35%</td>
<td>40%</td>
<td>-5%</td>
</tr>
<tr>
<td></td>
<td>Veterans</td>
<td>&lt;1%</td>
<td>2%</td>
<td>&gt;-1%</td>
</tr>
<tr>
<td>MEASURE</td>
<td>CATEGORIES</td>
<td>BASELINE</td>
<td>TARGET</td>
<td>GAP</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Percent of transfer students entering RCC</td>
<td>URM</td>
<td>41%</td>
<td>42%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>8%</td>
<td>9%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>63%</td>
<td>51%</td>
<td>+12%</td>
</tr>
<tr>
<td></td>
<td>25 and up</td>
<td>39%</td>
<td>40%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>1%</td>
<td>2%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>ESL</td>
<td>3%</td>
<td>4%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>First generation</td>
<td>30%</td>
<td>31%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Veterans</td>
<td>&lt;1%</td>
<td>2%</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>Numbers of students participating in mentoring programs</td>
<td>Honors</td>
<td>361</td>
<td>372</td>
<td>-11</td>
</tr>
<tr>
<td></td>
<td>Peer Mentors</td>
<td>594</td>
<td>650</td>
<td>-56</td>
</tr>
<tr>
<td></td>
<td>TRIO</td>
<td>--</td>
<td>144</td>
<td>-144</td>
</tr>
<tr>
<td></td>
<td>ECCEL (off campus)</td>
<td>--</td>
<td>9</td>
<td>-9</td>
</tr>
<tr>
<td>Number of students enrolled in Early Admit Program</td>
<td>URM</td>
<td>15</td>
<td>20</td>
<td>-5</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>9</td>
<td>10</td>
<td>-1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>53</td>
<td>55</td>
<td>-2</td>
</tr>
<tr>
<td>Number of students in RCC High School Program</td>
<td>URM</td>
<td>105</td>
<td>200</td>
<td>-95</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>28</td>
<td>54</td>
<td>-26</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>439</td>
<td>475</td>
<td>-36</td>
</tr>
<tr>
<td>Number of pre-college program (Liberty Partnership and ESL/TASC)</td>
<td>URM</td>
<td>7</td>
<td>10</td>
<td>-3</td>
</tr>
<tr>
<td>participants who enroll at RCC</td>
<td>Asian</td>
<td>3</td>
<td>5</td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>16</td>
<td>20</td>
<td>-4</td>
</tr>
<tr>
<td>Percent of first-time, full-time students that return the next fall</td>
<td>URM</td>
<td>66%</td>
<td>69%</td>
<td>-3%</td>
</tr>
<tr>
<td></td>
<td>Non-URM</td>
<td>69%</td>
<td>71%</td>
<td>-2%</td>
</tr>
<tr>
<td>Percent of first-time, transfer students that return the next fall</td>
<td>URM</td>
<td>70%</td>
<td>71%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Non-URM</td>
<td>66%</td>
<td>71%</td>
<td>-5%</td>
</tr>
<tr>
<td>Students who receive C- or better, or Pass out of all grades received</td>
<td>URM</td>
<td>71%</td>
<td>75%</td>
<td>-4%</td>
</tr>
<tr>
<td>and withdrawals</td>
<td>Non-URM</td>
<td>78%</td>
<td>78%</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>ESL</td>
<td>84%</td>
<td>84%</td>
<td>--</td>
</tr>
<tr>
<td>Percent of first-time developmental math students completing first</td>
<td>URM</td>
<td>32%</td>
<td>40%</td>
<td>-8</td>
</tr>
<tr>
<td>credit bearing math course (MAT 100 or MAT 101) in 2 years</td>
<td>Non-URM</td>
<td>46%</td>
<td>46%</td>
<td>--</td>
</tr>
<tr>
<td>Percent of first-time developmental English students completing first</td>
<td>URM</td>
<td>59%</td>
<td>65%</td>
<td>-6%</td>
</tr>
<tr>
<td>credit bearing English course (ENG 101) in 2 years</td>
<td>Non-URM</td>
<td>73%</td>
<td>73%</td>
<td>--</td>
</tr>
<tr>
<td>Percent of first-time, full-time students that graduate in 3 years</td>
<td>URM</td>
<td>25%</td>
<td>30%</td>
<td>-5%</td>
</tr>
<tr>
<td></td>
<td>Non-URM</td>
<td>32%</td>
<td>32%</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>ESL</td>
<td>18%</td>
<td>23%</td>
<td>-5%</td>
</tr>
<tr>
<td>Percent of first-time, full-time students (who did not graduate) that</td>
<td>URM</td>
<td>12%</td>
<td>16%</td>
<td>-4%</td>
</tr>
<tr>
<td>transfer to a four-year school</td>
<td>Non-URM</td>
<td>20%</td>
<td>20%</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>ESL</td>
<td>10%</td>
<td>15%</td>
<td>-5%</td>
</tr>
<tr>
<td>MEASURE</td>
<td>CATEGORIES</td>
<td>BASELINE</td>
<td>TARGET</td>
<td>GAP</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>----------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>PACE results:</td>
<td>All employees</td>
<td>3.90</td>
<td>4.15</td>
<td>-.25</td>
</tr>
<tr>
<td>The extent to which RCC advances the educational persistence of students from diverse racial/ethnic backgrounds.</td>
<td>All employees</td>
<td>3.33</td>
<td>3.58</td>
<td>-.25</td>
</tr>
<tr>
<td>The extent to which conversations about student outcomes, based on race and ethnicity occur in my institution</td>
<td>All employees</td>
<td>3.90</td>
<td>4.15</td>
<td>-.25</td>
</tr>
<tr>
<td>CCSSE results:</td>
<td>All students</td>
<td>2.65</td>
<td>2.90</td>
<td>-.25</td>
</tr>
<tr>
<td>How much has your experience at RCC contributed to your understanding people of other racial and ethnic backgrounds?</td>
<td>All students</td>
<td>3.75</td>
<td>4.00</td>
<td>-.25</td>
</tr>
</tbody>
</table>

**Goal 3. Develop and adapt curriculum to reflect the importance of diversity and ensure access and opportunity to quality higher and lifelong education.**

| Percent of graduates who took at least one MCS course | All students | 100% | 90% | +10% |
| Number of courses with diversity included in LAP | | 107 | 113 | -6 |
| Number of general education courses with diversity included in LAP | | 62 | 65 | -3 |
| Number of articulation agreements with HBCUs, HSIs, and MSIs | HBCUs | 1 | 3 | -2 |
| | HSIs | 4 | 6 | -2 |
| | MSIs | 6 | 10 | -4 |
| Number of opportunities for students to enroll in global engagement | COIL | 1 | 10 | -9 |
| | Study Abroad | 2 | 3 | -1 |

**Goal 4. Provide on-campus and off-campus opportunities for professional development for faculty and staff regarding diversity and non-discrimination to ensure cultural competence, sensitivity and safety.**

| Number of diversity-related workshops (not heritage events) offered each academic year | | 5 | 8 | -3 |
| Number of supervisory training sessions offered each academic year | | 0 | 2 | -2 |
| Number of safety-related workshops offered each academic year | | 17 | 20 | -3 |
| Number of employees who completed at least one course in the excellence training program | | 139 | 400 | -261 |
### MEASURE CATEGORIES | BASELINE | TARGET | GAP
--- | --- | --- | ---
**PACE results:**
- The extent to which student services reflect the needs and interests of students from diverse racial/ethnic backgrounds.
  - All employees: 4.11 | 4.36 | -.25
- The extent to which my supervisor maintains an environment that is supportive of people from different races/ethnicities.
  - All employees: 4.18 | 4.43 | -.25

### Goal 5. Communicate our commitment to diversity and inclusion in events, activities, exhibits, artwork, student organizations and all our media publications, website(s), and advertisements.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Target</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of heritage (and other protected category) events held each academic year</td>
<td>82</td>
<td>90</td>
<td>-8</td>
</tr>
<tr>
<td>Campus Pride Index – score calculated by a non-profit organization based on campus responses about LGBT Policy Inclusion, LGBT Support &amp; Institutional Commitment, LGBT Academic Life, LGBT Student Life, LGBT Housing, LGBT Campus Safety, LGBT Counseling &amp; Health, and LGBT Recruitment and Retention Efforts</td>
<td>1</td>
<td>4</td>
<td>-3</td>
</tr>
</tbody>
</table>

### CCSSE results:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Target</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>At RCC during the current school year, how often have you had serious conversations with students of a different race or ethnicity?</td>
<td>2.59</td>
<td>2.84</td>
<td>-.25</td>
</tr>
<tr>
<td>At RCC during the current school year, how often have you had serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values?</td>
<td>2.38</td>
<td>2.63</td>
<td>-.25</td>
</tr>
<tr>
<td>How much does RCC encourage contact among students from different economic, social, and racial or ethnic backgrounds?</td>
<td>2.69</td>
<td>2.94</td>
<td>-.25</td>
</tr>
</tbody>
</table>

### PACE results:

- The extent to which the College has a strong commitment to promoting racial/ethnic harmony.
  - All employees: 3.98 | 4.23 | -.25
SUMMATIVE STATEMENT

In Fall 2015, the SUNY Board of Trustees approved a system-wide Diversity, Equity, and Inclusion policy requiring all 64 campuses to develop and implement strategic diversity and inclusion plans to achieve SUNY’s inclusion goal. Each campus is required to submit their plan to SUNY by November 1, 2016. The President’s Diversity Council developed this plan for the College incorporating feedback from the College community.

This plan, which reflects the aspirations of our community as set forth in the College Diversity Statement, is aligned with the Rockland Community College Strategic Plan 2014 – 2019: Forging a Dynamic Future. Building on our past as the first community college in the Country to require all degree-seeking students take a course on the pluralism and diversity of America, this plan strives to engage the entire College community in creating intellectual and social spaces where all members of the College community feel comfortable to be their authentic selves through continued innovation, collaboration and shared resources.
PRESIDENT’S DIVERSITY COUNCIL (2016 – 2017)

Melissa L. Roy, Co-Chair, Director of Diversity and Inclusion/Chief Diversity Officer

Corry Spring, Co-Chair, Coordinator of International Students

Lynn Aaron, Professor and Director of Center for Excellence in Teaching and Learning

Nilda Aragones, Counselor/Professor, Student Development Center

Sutonia Boykin, Dean of Student Development

Tammy Collins-Richardson, Director of Student Involvement

Willie Everett, Director of TRIO

Jude Fleurismond, Director of Admissions

Kathleen Hopkins, Associate Professor and Division Chair of STEM and Health Professions

Monica Jackson, Director of Accessibility Services

Dan Keeley, Director of Athletics & Arena Management

Belinda Kodgis, Associate Director of Employee Relations

Burton Louis-Charles, Coordinator of Evening & Weekend Programs

Kristie Morris, Associate Professor and Division Chair of Business, Social and Behavioral Sciences, and Professional/Public Services

Bill Murphy, Director of Public Safety

Elaine Padilla, Professor and Director of Center for Excellence in Teaching and Learning

Tzipora Reitman, Chief Communications Officer

James Robertson, Director of Institutional Research & Effectiveness

Beth Robinson, Instructor and Chair, Communication/Media Arts

Martha Rottman, Professor and Division Chair of Humanities

Renee Salvesen, Data Entry Operator, Admissions

Dana Stilley, Vice President of Student Services

Adam Zaydenband, Student

Considerable assistance provided by past Council members:

Roger W. Davis, former Associate Vice President of Instruction & Academic Services

Leo Paredes, Custodian I, Plant Facilities

Catherine Roche, Professor and former Division Chair of Business, Professional & Public Studies

Ethan Shatkin, Student