

**Diversity, Equity, and Inclusion Plan**

**2014-2017**

**Corning Community College**

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## **SECTION I – Foreword**

By Dr. Katherine Douglas

This Diversity and Inclusion Plan at Corning Community College has been developed to create a climate that supports individual rights and respects diverse cultures, backgrounds, and ideas. This Plan recognizes Diversity and Inclusion as an appreciation and awareness of our campus, community, and global differences as we work together, learn together, and ultimately live together. We recognize these differences can include but are not limited to age, physical ability, ethnicity, gender, nationality, race, religious beliefs, sexual orientation, and socio-economic status. We also recognize that a diverse student population includes our first generation college students, non-native English speakers, non-traditional delivery need students, and students residing outside our three county service region.

Diversity and inclusion are indispensable components of academic excellence and therefore are directly related to our goal of becoming a premier community college. Excellence simply cannot be achieved without paying attention to and drawing from the richness and strength reflected in the diversity and inclusion of our region, New York State, the nation, and beyond. We know that diverse educational environments foster authentic learning and a deep level of engagement while preparing us to live in an increasingly global and complex world.

Diversity and inclusion are also rooted in Corning Community College’s access and success mission. Our commitment to diversity and inclusion, broadly speaking and broadly defined, encourages respect for individual differences in a safe, positive, welcoming, and nurturing academic environment. Respectful treatment of others affirms and encourages individuals to take pride in their identity and results in the inclusion of all in the “CCC Family.”

This updated Diversity and Inclusion Plan underscores through policies and procedures not only that all are welcome in our CCC family but provides guidance for the specific and ongoing actions we will take at CCC to accomplish our goals. In 2015, it is important to recognize that the efforts of our Diversity Council, along with the activities developed by our Center for Diversity and Inclusion, are having an impact on our capacity to implement diversity, equity, and inclusion efforts. These efforts lead CCC towards embracing diversity as a process toward better learning and living rather than merely quantitative outcomes with numbers of students, staff, or programs counted as success.

Collectively, we are developing a more positive campus climate by transforming curriculum and co-curricular efforts. While we have “miles to go,” this revised and updated plan coupled with the leadership of our Diversity Council has CCC on our way.



## SECTION II – Introduction and Purpose

Diversity is one of the five core values identified in The Power of SUNY - SUNY's Strategic Plan 2010 and Beyond:

### DIVERSITY

Diversity makes us stronger and smarter. We respect, encourage, and promote all aspects of human difference—whether in terms of background, interests, age, race, or stage of life. Diversity enriches our lives and the educational experience: it invigorates conversations, awakens curiosity, and widens perspectives. Diversity also ensures that our campuses mirror the rapidly changing world, creating an environment that prepares our students to be culturally competent so they can succeed anywhere. Our diversity is SUNY's edge.

If our purpose is for our students and employees to succeed in a multicultural society, then we must provide them with opportunities to become culturally competent. With this objective in mind, CCC will foster a diverse, culturally aware community through the development and implementation of human resource policies, employee and student programming, curriculum initiatives, diversity internship opportunities, and other strategies that will establish a more diverse workforce and advance an environment that embraces and supports human differences of both students and employees.

Through its policies and programs, Corning Community College undertakes to comply fully with all applicable federal, state and local laws relating to equal employment and equal educational opportunity. Although such legislation does much to advance diversity and the inclusion of underrepresented individuals, CCC seeks to move beyond these legal concepts to create and sustain a campus culture that welcomes and provides support to individuals of all groups and encourages understanding and mutual respect of diverse individuals.

A broad definition of diversity encompasses not only race and ethnicity, but also gender, religion, sexual preference, age, and other dimensions, as described on the Diversity Wheel contained in Appendix A. Equity refers to fairness and impartiality without regard to cultural or social differences. The concept of inclusion captures the idea of embracing an environment that is welcoming, non-threatening, and seeks the participation of all individuals and groups.

Corning Community College's Regional Board of Trustees is committed to diversity, equity, and inclusion, as affirmed in the 2013-2016 Strategic Plan:

Theme 4- Caring and Inclusive Community Goal: CCC will create an inclusive environment for students and employees.

Objective 1: Educate the college community on inclusivity in thought and practice

Objective 2: Affirm commitment to an inclusive learning environment for students and employees

CCC's Diversity, Equity, and Inclusion Plan is the guiding document to ensure that the College achieves its goals. The plan identifies the parties with administrative responsibility for specific aspects of diversity, campus diversity practitioners, and outlines the College's goals and objectives related to diversity.

### **SECTION III – Delegation of Administrative Responsibilities**

The President of the College has ultimate responsibility for ensuring that the Diversity, Equity, and Inclusion Plan, Equal Employment and Educational Opportunity Policy, and other related laws, policies, and programs are effectively administered. She has assigned the operation and implementation of these to certain qualified individuals and groups on campus.

The Director of Human Resources or his/her designee investigates discrimination complaints, oversees recruitment/hiring processes, and also serves as the College's Section 504/ADA/Title IX Coordinator. In discharging these responsibilities, the Director of Human Resources ensures, for example, that:

- Only job-related criteria are used for selection for hire, promotion, transfer, training, compensation and all other employment-related actions.
- The Diversity, Equity, and Inclusion Plan is reviewed and updated annually.
- Organizational goals and objectives are established and reviewed.
- The College complies with applicable federal and state laws.

The Director of Human Resources shall coordinate the activities of the Equal Opportunity Committee, a group of three members of the campus community appointed by the President of the College to serve on an "as needed" basis to review allegations of discrimination in accordance with the College's discrimination complaint procedure.

The Director of Human Resources, in collaboration with the President, is responsible for the maintenance of the written Diversity, Equity, and Inclusion Plan. The Diversity Council is a major contributor to the Plan. The Plan is reviewed and receives final approval by the Regional Board of Trustees.

The Diversity Council consists of faculty, staff representing all areas of the College, and students. The Council is committed to promoting an inclusive environment by fostering a culture that values

individuals' unique characteristics and provides enriching opportunities for students and employees to learn from one another. Members include: three faculty members, two students (one resident and one commuter), the Diversity Center Coordinator, the Coordinator of Student Activities, two representatives from Student Development and Enrollment Management, two Presidential appointments, and one person from each of the following areas: Academic Affairs Dean's Staff, Senior Staff, Human Resources, Administrative Services, and a College employee in any other category.

The Council strives to elevate inclusiveness throughout the campus community and is charged with the following responsibilities:

- Cultivate and support campus-wide diversity awareness.
- Plan and implement diversity activities.
- Recommend and promote policies, procedures, and other initiatives that will:
  - attract and retain a diverse population of students, faculty and staff;
  - encourage diverse perspectives in curriculum;
  - address diverse learning styles and abilities;
  - promote pedagogy that recognizes individual social, cultural differences; and
  - foster greater inclusion.

## **SECTION IV – Other Campus Diversity and Inclusion Practitioners**

Diversity, equity, and inclusion are the responsibility of the entire CCC campus. In addition, specific departments and organizations on campus make significant contributions to the creation of an inclusive, diverse and culturally aware campus community. Those groups include the following:

Student Disability Services provides academic and support services to students with disabilities that substantially limit one or more major life activities.

Student Support Services assists low-income, first generation college students and students with disabilities, helping them to achieve success in college.

Student Senate assists the Coordinator of Student Activities & Programs by offering various programs/events that foster appreciation and awareness of the diverse cultures on our campus.

The Student Veteran's Association provides support to student veterans; promotes campus wide fellowship among veterans and non-veterans; provides an opportunity to inform veterans of their benefits and rights; and establishes an information center to keep veterans abreast of current legislation affecting them. A Veteran's Coordinator provides support and resources to student veterans.

Student Clubs: All CCC clubs are open to all CCC students. Clubs are formed based on student interest. As a result, clubs periodically change semester to semester as they must adhere to the Student Association guidelines to be active.

Active clubs that meet specific guidelines are funded by the CCC Student Association. The following are a sample of clubs reflecting the diverse interests of CCC students:

- The Christian Club fosters Christian growth and living among members of various faiths.
- EQUAL provides a place and time for gay, lesbian, bi-curious, and transgendered students and their straight supporters to talk openly about issues involving them.
- The International / Foreign Language Club provides an organization common to all persons interested in cross-cultural awareness and the exchange/promotion of the study of foreign languages.
- My Brother and Sisters Keeper aims to improve the representation of men and women of minorities at all levels at CCC; integrate people within the college to reach a communal understanding of diversity through shared knowledge and resources brought by club and faculty members; administer a wealth of mindfulness to the student body for the purpose of personal growth and self-awareness; create an inclusive work environment that fosters creativity and innovation; promote student engagement in the areas of community service, guidance, and support within the greater Southern Tier region; and provide cultural enrichment.

## **SECTION V – Diversity and Inclusion Goals and Evaluation Methods**

If we endeavor to prepare our students to function effectively in a global society, our plan for enhancing diversity and inclusion within CCC must, at a minimum, address these areas: staffing, curriculum, and campus climate.

### **Staffing**

Accountability: Human Resources

Goal: We will develop and implement strategies that will establish a workforce that better reflects the wealth of diversity and inclusion among our student body and community.

Outcome: Increase full-time employment of racially/ethnically diverse individuals from 4.12% to 7% by 2015.

Evaluation Method: Progress toward this goal will be evidenced by an increase in the percentage of employees belonging to underrepresented racial/ethnic groups, as well as an increase in the number of racially/ethnically diverse job applicants. In 2011, the percentage of individuals belonging to underrepresented racial/ethnic groups in the College's service area, as well as its student body, was

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approximately 6%. As of November 2012, these percentages were 13% and 7% respectively. This percentage for full-time faculty and staff at CCC is 4.12% as of January 2013.

Related Activities:

- Through the Diversity and Inclusion Internship Program, members of ethnically underrepresented groups who are either graduate students or holders of graduate degrees will have an opportunity to gain teaching experience at a community college. Not only will these internships encourage diverse individuals to consider a career in community college education, but the education of CCC students will be enhanced by the opportunities for them to learn from a more ethnically diverse faculty. A description of this program is available in Appendix B.
- The Human Resources Office will continue to seek ways in which to create more diverse candidate pools and ensure that qualified diverse candidates receive consideration by search committees.
- Create a database of diverse candidates not selected who might be considered for future position vacancies.

## **Curriculum**

Accountability: Academic Affairs

Goal: We will facilitate the development of additional courses in areas of study relating to diversity and inclusion and identify and implement strategies to increase the inclusion of underrepresented perspectives in course curriculum.

Evaluation Method: Progress toward this goal will be evidenced by an increase in the number of courses relating to diversity and inclusion. Over 60 courses currently offered at CCC have been identified as relating to diversity and inclusion (see Appendix C). There may very well be additional courses that would fall into this category. For example, COIL classes may provide students with valuable exposure to other world cultures and perspectives. Additionally, the majority of the One Book, One College Common Read selections have been related to issues of diversity and inclusion. This program, initiated in the 2013-2014 academic year, invites members of the College community across disciplines to read the same book. Since 2015 all students enrolled in English 1010 Composition I courses are required to read that year's book as part of their curriculum. Selections have included Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian* (2013-2014), *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude Steele (2015-2016), and *Nickel and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich (2016-2017).

Related Activities:

- The Office of Academic Affairs will be charged with reviewing/revising course descriptions to better describe diversity and inclusion-related course content.
- Consider the development of a diversity and inclusion course as a general education requirement and the launch of an inclusive curriculum initiative.

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- Consider the development of certificate or degree programs related to Diversity and Inclusion. (e.g. Gender Studies, African-American Studies, International Business, etc.)

## **Campus Climate**

Accountability: Diversity Council

Goal: Develop and implement a survey devoted to student, faculty, and staff perceptions of diversity, equity, and inclusion through which a baseline is established and thereafter the effectiveness of the College's diversity initiatives and plan can be measured.

Evaluation Method: Compare findings from the baseline survey to subsequent years' surveys to determine the effectiveness of programs and opinions of campus environment and prepare an annual report analyzing the findings of the annual survey and identifying trends or patterns that emerge.

Goal: Create opportunities for students, faculty, and staff to acquire, develop, and apply the knowledge and skills to competently interact and engage with a variety of individuals whose gender, gender identification, culture, ethnicity, race, religion, language, sexual orientation, age, disability, national origin, and/or socio-economic status may or may not differ from their own.

Goal: Develop educational programming for students, faculty, and staff that promotes diversity, equity, and inclusion.

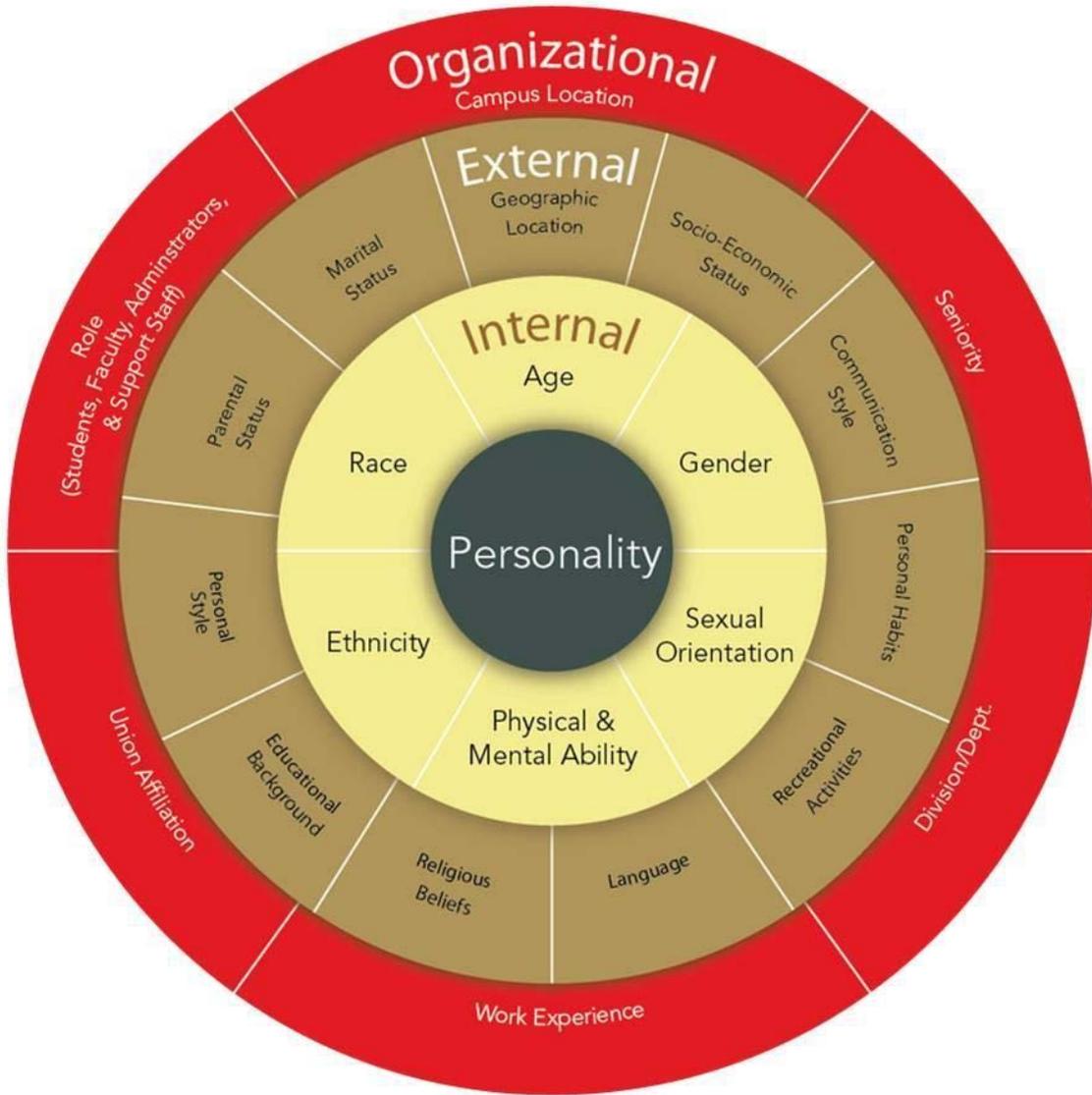
Evaluation Method: The effectiveness of the initiatives and programs offered to the campus community will be measured and analyzed using surveys administered after events and activities are held.

Related Activities:

- CCC will communicate its commitment to diversity and share the Diversity, Equity, and Inclusion Plan with current and new students and employees at orientation programs and start-up events.
- The "Ask Me About My Culture" series will be continued with at least one presentation to be offered twice a year.
- Numerous activities offered throughout the academic year by the International/Foreign Language Club.
- The Arthur A. Houghton, Jr. Library regularly displays exhibits relating to diversity, equity, and inclusion topics.
- Facing Racism in a Diverse Nation study circle will be offered twice a year.
- Make greater efforts to bring diverse artists, speakers, and programs to campus.

# APPENDIX A – Diversity Wheel

(Source: CCC Diversity Council)



## **APPENDIX B – Diversity Internship Program**

### **Mission**

Corning Community College offers an extensive yet affordable range of educational, cultural, and social opportunities to a diverse population of full-time and part-time learners. We focus on student achievement by stressing quality teaching and personal attention. Our emphasis on high standards, sustainability, and technological advancement provides a flexible learning environment in which students are prepared for a life of service to their professions and their communities in a globally interdependent society. We promote intellectual and personal growth, meet the educational needs of the community through transfer, career, certificate, and training programs, and enhance economic development.

### **Accreditation**

CCC is a member of the State University of New York (SUNY) and is accredited by the Middle States Commission on Higher Education and the National League for Nursing Accrediting Commission.

### **Commitment to Diversity and Inclusion**

CCC is committed to creating and sustaining a campus culture that welcomes and provides support to individuals of all groups and encourages understanding and mutual respect of diverse individuals.

### **Purpose**

This program provides members of ethnically underrepresented groups who are either graduate students or holders of graduate degrees with an opportunity to gain teaching experience at a community college. The internship has two goals:

- To encourage diverse individuals to consider a career in community college education.
- To enhance the education of CCC students by providing opportunities for them to learn from a more ethnically diverse faculty.

Interns will:

- Gain experience in teaching college level curriculum.
- Have opportunities to network and broaden their experience in their disciplines, as well as in other academic areas.

### **Program Outline**

Those selected for internships will be supervised by a department chairperson or associate dean and mentored by an experienced faculty member. Interns will teach or co-teach one or two courses per semester, meet regularly with their faculty mentors, and participate in departmental, divisional and college-wide activities. The length of an internship will be one semester, with an evaluation of the intern conducted at the end of the semester. The Vice President and Dean of Academic Affairs may approve continuation of the internship for a second semester.

Interns will be paid based on their level of education and teaching load:

- Bachelor's degree: \$770 per credit hour equivalent
- Master's degree: \$796 per credit hour equivalent

An additional .2 for each credit hour equivalent taught will be added to teaching load to compensate interns for assigned non-instructional activities.

### **Eligibility Requirements**

- Master's degree or completion of at least 15 graduate credits in the discipline to be taught

### **Application Procedure**

Applications are accepted on a continuous basis. Interested individuals should submit the following materials:

- Cover letter, including disciplines of interest and teaching philosophy
- Resume
- Official transcripts
- Contact information for three professional references
- Non-U.S. citizens must provide proof of U.S. permanent residency, as no visa sponsorship is available

For additional information or to submit an application, please contact:

Nogaye Ka  
Human Resources Office  
1 Academic Drive  
Corning, NY 14830  
607-962-9391  
nka1@corning-cc.edu

## APPENDIX C – Diversity and Inclusion Course Offerings

ANTH 2120	Cultural Anthropology
ARAB 1010, 1020, 2010	Arabic language sequence
ARTS 1004	Introduction to Art Appreciation
ARTS 1310	History/Appreciation of Art I
ARTS 1320	History/Appreciation of Art II
ARTS 1500	East Asian Art
ARTS 1505	Contemporary Craft History
CHIN 1010, 1020, 2010, 2020	Mandarin Chinese language sequence
EDUC 1560	Introduction to Special Education
EDUC 2040	Teaching in the Diverse Classroom
EDUC 2050	Schools and Society
ENGL 2090	The Bible as Literature
ENGL 2220	Major African-American Writers
ENGL 2410	World Literature I
ENGL 2420	World Literature II
ENGL 2800	Special Topics in Literature: Modern American Women Writers
English 2800	Special Topics in Literature: Holocaust Literature
English 2800	Special Topics in Literature: African-American Literature
FREN 1010, 1020, 2010, 2020	French language sequence
FREN 2310	Brief Introduction to French Literature
GEOG 1010	World Geography
GERM 1010, 1020, 2010, 2020	German language sequence
GERM 2310	Brief Introduction to Literature
GOVT 2010	Comparative Government
GREK 1010, 1020	Classical Greek language sequence
HIST 2040	History of Modern Europe
HIST 2050	History of England: Prehistory – 1700
HIST 2060	History of England: 1700 – present
HIST 2090	African American History
HIST 2110	Modern Africa
HIST 2120	Islam and the Middle East
HIST 2180	History of Modern China
HIST 2410	Latin American History
HUMA 1010	Basic Humanities I
HUMA 1020	Basic Humanities II
HUMA 2010	The Sexes in Art and Literature
HUMA 2030	General Linguistics
HUMA 2060	American Deaf Culture
HUMA 2070	Women in the Humanities
HUMA 2200	Irish Culture
HUSR 1520	Introduction to Differing Abilities
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HUSR 1530	Aging in the 21st Century
HUSR 1540	Developmentally Disabled Adult
ITAL 1010, 1020, 2010	Italian language sequence
LATN 1010, 1020	Latin language sequence
MUSC 1510	American Popular Music
PHIL 1300	Current Moral Issues
PHIL 2310	Philosophy of Religion
PHIL 2320	World Religions
PSYC 2215	Abnormal Psychology
RUSS 1010, 1020, 2010	Russian language sequence
SIGN 1010, 1020, 2010, 2020	American Sign Language sequence
SOCI 2000	Social Problems
SOCI 2030	The Family
SOCI 2210	Diversity and Discrimination in American Society
SOCI 2310	Sociology of Crime and Delinquency
SPAN 1010, 1020, 2010, 2020	Spanish language sequence
SPAN 1050	Spanish Field Study Trip
SPAN 2300	Spanish Conversation and Culture
SPAN 2310	Brief Introduction to Literature
THEA 2020	Theatre History

## APPENDIX D – Diversity Council Subcommittees: Job Descriptions and Goals

1. Diversity Plan Committee: All Council members are involved on this committee. Work involves a revision of the CCC Diversity Plan on an annual basis and is done in collaboration with Human Resources. The final draft will be due at our November meeting and will be presented to the President, who will approve the final draft of the Diversity Plan prior to its publication.
2. Activities and Communications Committee: The main purpose of this committee is to support campus-wide diversity awareness through the planning, promotion, and implementation of diversity activities and programming. Additionally, this committee will assist in the communication of our Council's activities and initiatives through the maintenance of the CCC Diversity website presence as well as our presence on Social Media. Finally, the committee will also be charged with the creation of promotional materials such as posters for events and writing press releases.
3. Teaching and Learning Committee: This committee will be tasked with investigating and facilitating the development of additional courses in areas of study relating to diversity and inclusion and implement strategies to increase the inclusion of underrepresented perspectives in existing course curriculum. Additionally, this committee will consider the development of a diversity course as a general education requirement and the launch of an inclusive curriculum initiative. Finally, this committee will also work with other faculty and the Center for Teaching Innovation and Excellence to offer instruction in pedagogy related to teaching a diverse student population and to share best practices and resources related to teaching diverse curriculum.
4. Campus Climate Committee:
  - a. OBJECTIVE: The objective of the Campus Climate Subcommittee is to gauge the College community's opinions, beliefs, and attitudes of the campus environment as it relates to matters of diversity and inclusion.
  - b. DUTIES and RESPONSIBILITIES
    - i. Assessment Instrument.
      1. Develop an assessment instrument aimed at measuring student and employee opinions, beliefs, and attitudes of Corning Community College as an inclusive, diverse environment.
      2. The assessment instrument will be administered to the entire campus community by the end of each academic year.
      3. Collect, analyze, and report the findings of the survey, and use the findings to influence positive change on campus through the implementation of initiatives and programming.

- ii. Mediation. The subcommittee will serve as a neutral body mediating and addressing campus conflicts or incidents of bias/hate.
- iii. Campus Orientation Program. Coordinate with the Human Resources Department and Student Life to incorporate campus initiatives on diversity and inclusion into orientation programming.
- iv. Employees. Collaborate with Human Resources personnel to ensure that new employees are provided with information and resources that will help them succeed and interact with students and personnel on campus. This may also assist in the retention of employees.
- v. Students. Collaborate with Admissions and Student Life to ensure that new/transfer and returning students are provided with information and resources to help them succeed in a diverse world.