



# **Diversity, Equity & Inclusion Plan Annual Report 2020- 2021**

A Community College Plan for Inclusive Excellence within the SUNY System



## **Finger Lakes Community College Diversity Statement**

At Finger Lakes Community College, we strive to create a welcoming, equitable community where differences are valued and respected. Diversity is strength—and nowhere is that more evident than in higher education. As an institution of higher education, we know that learning is enhanced when students, faculty, and staff interact with people whose identities, worldviews, and experiences are diverse in nature. At the same time, we recognize the long and painful history of exclusion and oppression that has brought us to the present day. As a campus community we know that we cannot enjoy the benefits of diversity without ensuring equitable and inclusive treatment for all. In particular, this means that Finger Lakes Community College must enact policies that reach out to those who have been silenced and marginalized.

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## Presidential Statement

We are doing GREAT THINGS!

I am honored to be part of our FLCC community so vigilantly pursuing diversity, equity and inclusion. It is especially important today, right here, right now.

With matters of race relations saturating the American airwaves over the past year and a half, this created an opportunity across the national landscape to better learn, and to help change historic disparities embedded in modern day injustice. As president, I am humbled to have collaborated with so many FLCC colleagues and members of our surrounding community in helping our College and the communities we serve more equity-focused.



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Higher education institutions that advance matters of diversity, equity, and inclusion, will continue to be a catalyst for change and ultimately support our students, faculty, and staff. We are dedicated to creating a pluralistic atmosphere where everyone feels valued, from the Board of Trustees to each of us, and especially for our students. This past year reflects the collective impact of our efforts as we strengthened our work around diversity, equity, and inclusion, as well as accessibility.

Organizational cultures are ingrained over time and require our continued dedicated efforts to move Finger Lakes Community College forward. It is a matter of critical importance for the vitality of our College and our communities. By incorporating best-practices from the national arena, recommendations from the State University of New York system, and through the resiliency and tremendous efforts by so many at our College, the results we have achieved this past year have been simply remarkable!

I am so proud of the tremendous strides we have made in carrying out our commitment to Diversity, Equity and Inclusion, and even more excited to continue our efforts in creating a brighter future for everyone!

Respectfully,

Robert K. Nye, President



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## Chief Diversity Officer Statement

Finger Lakes Community College is making progress! Over the past year, through commitment, innovation and hard work of faculty, staff, and students, our impact in our region has been significant in our four-county area and beyond.

During the fall 2020 academic semester, the Board of Trustees approved the adoption of our Institution-Wide Diversity, Equity and Inclusion Plan. Through the strategic collaboration of internal and external stakeholders, the college was able to establish six goals supporting our efforts around recruiting, programming, curriculum, climate, and policy. The past year brought race in America to the forefront of the national conversation, creating an opportunity for higher education institutions to show leadership by responsibly engaging in meaningful discourse that addresses systemic issues that have historically plagued our country.

From Black Lives Matter to Back the Blue, the behaviors of many have necessitated that action be taken in support of more civil engagement around different perspectives, experiences, and contributions, and I am happy to share that Finger Lakes Community College has been a leader in this space, both on campus and in the local community.

Building on this foundation, Finger Lakes Community College continues to focus on the lived experience of our students, faculty, and staff, as we commit to fostering an extraordinary teaching and learning environment, expand the college impact in the region via economic and cultural engagement, advancing social justice, and strategically addressing our organization as a place of employment.

Dedicated to the removal of barricades toward academic achievement and providing the support mechanisms to ensure that our students develop and succeed, Finger Lakes Community College takes the time to investigate achievement gaps among different student populations while simultaneously bolstering academic excellence.

Student Success is a top priority here at the Finger Lakes Community College, supporting the development of those from various backgrounds to actualize their full potential.

Yours in Leadership,

Sim J. Covington, Jr., Ed.D.





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## Campus Community Voices in Action!

Diversity extends beyond students, faculty, and staff. It also encompasses how higher education assesses programs, services, events, and how we teach in and out of the classroom. There are many reasons to continue to keep diversity at the forefront. Most important of these is the fact that we will continue to have a shifting student body here at FLCC. Therefore, we must take a broader range of life experiences into account when preparing to meet the needs of our student body, as they get ready to enter the workforce or transfer on.

**Jennie Erdle, Director of Student Life**

Diversity is important at FLCC in enriching learning and experience for our students and employees, and indeed as well for the whole FLCC Campus Community. Mingling, sharing, and accepting ideas from a diverse range of opinions and cultures breaks through previously held stereotypes, and bolsters richer ideation, innovation, and creativity. Diversity is also important for FLCC in that using technology we now serve a global education marketplace, and we value and want to interface effectively by learning about all cultures and beliefs in order to communicate and deliver on our mission.

**John Taylor, Chief Information Officer**

Diversity is important at FLCC because it provides an environment for open learning, growth and development for students, faculty and staff. It provides individuals with an opportunity to see and know that there are other individuals similar to them; that in turn allows for representation of the larger world community. It also helps to dispel negative stereotypes and personal biases about different groups, and it brings in new ideas and experiences that all members of the community can learn from.

**Sara Iszard, Director of Community Standards and Counseling**

In a high education settings diversity, equality and equity is the inclusion and fairness of all no exceptions. Diversity and equality is excepting differences in people and treated everyone with the same respect no matter what differs between individuals. Equity is allowing the needs of each person to be met, to ensure fairness.

**Alonie Rodriguez, FLCC Student**

As someone who lies outside the narrow mold of who our society deems worthy of success, college is where I learned that I am worthy of love and respect just by virtue of being a human. College is also where I learned how to extend that love and respect to other human beings despite the differences we may have. The pursuit of knowledge that inevitably leads to empathy is the true mark of why diversity in higher education is so important.

**Bucket Abdallah, FLCC Student**

In terms of instruction, diversity helps our students see themselves in the topics we are discussing. Importantly, promotes understanding and empathy for others who may be viewed as different. And because, the world in which our students will interact should be reflected in their experiences in college.

**Milton Johnson, Professor and Academic Senate Chair**

Diversity at FLCC is important because it acknowledges diminished voices, addresses societal slights, and validates one's experiences; it's a game changer for underrepresented students. Having diverse experiences at FLCC broadens one's view of the world and challenges accepted norms based on one's life experience up to that point; it enrich one's social development. Promoting diverse experiences at FLCC serves to increase awareness and understanding towards our differences, as well as foster the ability to relate to and respect those from various cultural backgrounds; it prepares students to enter today's diverse workforce.

**Carol Urbaitis, VP for Enrollment Management**

As a higher education institution, diversity is a big part of learning and personal growth. Students, as well as faculty and staff, are exposed to various backgrounds and cultures allowing us to acknowledge and celebrate our diverse demographics. It affords a unique opportunity to appreciate the value of what other cultures can offer to ourselves and our surrounding community.

**Adam Rathbun, VP for Administration**

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## Institutional Progress:

Finger Lakes Community College is committed to building a campus climate where everyone is welcome. Each person who walks among our walls deserves to be recognized, understood, and respected. We live our values when we embrace diverse cultures, identities, experiences, and perspectives.

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### Student Access

- Successfully received a Building Rural Innovation, Designing Educational Strategies (BRIDES) Grant with the support of Board of Trustees member George Cushman
- Obtained a Lumina Grant in conjunction with the State University of New York
- Board representation on the Urban League of Rochester and the Rochester Children's Scholarship Fund

### Student Success and Support

- Hyflex classrooms created and implemented to support student achievement
- Telehealth spearheaded by Student Affairs, where students can select services from those from similar demographic backgrounds
- Office of Student Life hired a new Pt.-Time Student Life Specialist for Diversity, Equity and Inclusion

### Academics

- Criminal Justice Department revamped the academic curriculum to address matters of implicit bias in law enforcement
- Mathematic Department weaving the Hidden Figures story in the academic curriculum to show the contribution of African-American women at NASA
- Nursing Department expansion to support access for students from marginalized backgrounds

### University Leadership and Structure

- New hiring and promotional opportunities for women in our campus community
- New hiring of veterans in our campus community, including at the Cabinet level

### Employee Training

- Backwards Design for the Center for Teaching and Learning Professional Development Series
- Anti-Racism, LGBTQ+ Terminology, Political Diversity and more presentations for the campus
- Creating Inclusive Spaces presented for FYE instructors
- Dr. Robert Brown Diversity Speaker Series

### Employee Access, Recruitment, and Hiring

- Updated Hiring Policy in support of Diversity, Equity, and Inclusion
- Search Committee Training to address matters of Implicit Bias

### Campus Climate and Policy

- Institutionally Recognized Name Policy and Gender Neutral Bathroom Policy
- Electronic Information Technology Accessibility Plan and Chief Diversity Officer appointment SUNY Provost Team

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## Goal 1

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

## Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

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

Objective 5: Ensure organizational sustainability

## Strategic Objective # 1

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

## Strategic Objective # 2

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



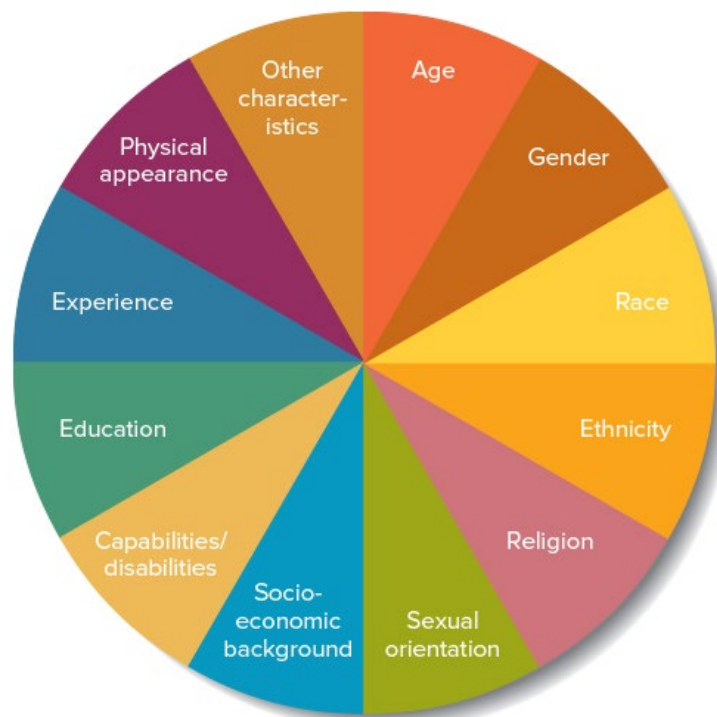
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## The Business Case for Diversity

Diversity is differences among people due to age, gender, race, ethnicity, religion, sexual orientation, socioeconomic background, education, experience, physical appearance, capabilities/disabilities, and any other characteristic that is used to distinguish among people as depicted in Figure 1 below (Jones & George, 2021). Diversity also creates a competitive advantage in the corporate setting through the delivery of better customer service, better problem solving, improved critical analysis, a higher tolerance of different perspectives, a better comprehension of various communication patterns, increased flexibility to meet the needs of the consumer base, valuing fairness and respect for individual contributions, innovative practices, and the sharing of best practices (Knouse, 2009).

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Recognizing these differences and organizational benefits created as a result, the Finger Lakes Community College has worked to establish goals which embrace diversity in order to validate and support the lived experience of our employees. Under the direction of our Chief Human Resource Officer and Chief Diversity Officer, the FLCC Hiring Policy has been updated and is currently navigating the shared governance process. Diverse personnel is critical to academic excellence because as the research demonstrates, diverse teams are more innovative, productive, and solve complex problems faster and better (Page, 2008). Furthermore, Faculty diversity is key to preparing all students to live and work in an increasingly global, diverse and interconnected world by exposing students to a wide array of ideas, experiences, cultures, and individuals. Finally, the FLCC Marketing Office has also worked with the Chief Diversity Officer to update the college website, including posting our Institution-Wide DEI plan.

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## From our Chief Human Resource Officer



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### Michelle Polowchak

Finger Lakes Community College’s efforts to hire more diverse personnel will support our ability to meet the needs of a diverse student body, as the American demographic continues to change based on the higher education research. Diversity within our faculty and staff fosters an environment needed to reflect the intersectionality within our students, and generate ideas and learning experience that will help them transition to future careers or further educational pursuits. As an institution, addressing matters of diversity in our hiring practices helps us confront implicit bias and operate with intentionality around bringing in more individuals from historically marginalized backgrounds. As a Predominately White Institution (PWI), Finger Lakes Community College is committed to moving this charge forward, in both our policies and our practices.

### FLCC Diversity Applicants by the Numbers

<b>2020</b>	<b>2021</b>
Veterans: 4.63%	Veterans: 10.64%
Disability: 6.72%	Disability: 56.17%
Race/Ethnicity: 4.5%	Race/Ethnicity: 13.3%

\* The Veteran and Disability Categories pertain to percentage of the total applicant pool, and the Race/Ethnicity numbers are reflective of applicants hired at FLCC.

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PROMOTING RECRUITING OPPORTUNITY, DIVERSITY, INCLUSION AND GROWTH

Finger Lakes Community College has been provisionally approved by the State University of New York to receive PRODiG funding. PRODiG ("Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth") aims to increase the representation of historically underrepresented faculty at SUNY, including underrepresented minority ("URM") faculty in general and women faculty of all races in STEM fields ("WSTEM"). Increasing the representation of faculty members who understand, and have overcome, race- and gender-based barriers and biases is important to the success and well-being of our students. As FLCC has been provisionally approved, changes in the SUNY system have prolonged the final process. Therefore, we are keeping our fingers crossed in positivity!

In the interim, we are happy to announce the hiring of Tomas Gonzalez, Assistant Professor and Coordinator of Paralegal Studies, who will serving in our PRODiG role. In addition to supporting our initiatives in recognition of Dr. Martin Luther King, Jr., Tomas plays an integral role in connecting our paralegal students to firms for practical experience.





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The phrase glass ceiling is used to represent an invisible, but real, barricade that thwarts a given demographic from rising beyond a certain level within an organizational hierarchy. Traditionally, the term has been utilized by feminists in relation to resistance pertaining to the careers of high-achieving women. Taking this concept seriously as a higher education institution, FLCC continues to provide space for upper-level workforce opportunities that have historically be impenetrable in the world of work. As a matter of Diversity, Equity, Inclusion, as an employer FLCC works to show that women are valued for their skills, expertise, and contribution to the campus community. Congratulations on your hire and promotions to Lisa Thomas, Director, Academic Success and Access Programs and Educational Opportunity Program (EOP); Sarah Heisman, Assistant Director for Victor Campus Center; Megan Kennerknecht, Director of Financial Aid; Kelly Engert, Assistant Director for Employee and Labor Relations; Mehegan Murphy, Director of Academic Advising, Career and Transfer Services; Christine Palace-Neiningger, Controller; Ainsley Sikora, Assistant Director of Human Resource Operations. Thank you for all that you do for FLCC!



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## **From the Kitchen to the Classroom:**

**Teaching FLCC Students The Importance of Excellence and Preparation**

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**Congratulations to Patrick Rae**

**Assistant Professor of Culinary Arts**

**Selected as the Business Department Chair!**



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## Served our Country, Now Serving our Campus: Armed Forces Continue to Make an Impact!

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Employers and companies can benefit from hiring Veterans. Military personnel are often cross-trained in multiple skills and have experience in varied tasks and responsibilities. Many Veterans have learned what it means to put in a hard day's work. They have also come to appreciate the challenges and satisfaction of a job well done. Much of this experience can translate to their participation in the workforce, making the Veteran an asset on the job (U.S. Department of Veteran Affairs, 2021). In the FLCC Institution-Wide DEI Plan, Goal # 1 Strategic Objective # 2 is: A bronze-level veteran support designated campus, FLCC will increase efforts to have individuals with veteran status reflected in our institutional personnel. As an institution of higher learning, we aim to achieve a balanced representation of veterans in line with national, state, and regional demographics, and maintain a commitment to retention and promotion of such individuals.

FLCC is excited that we have made progress in this area as an institution on both the Cabinet level, as well as in our highly-valued Campus Police Department. Thank you to Adam Rathbun, VP for Administration and Finance and Officer Nathan Swanger for your service to our country and to the FLCC community!

Semper Fidelis

ESTABLISHED 1965, CANANDAIGUA, NEW YORK.



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## Goal 2

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

## Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

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

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

Objective 5: Ensure organizational sustainability

## Strategic Objective # 1

Retention of Students from Underrepresented Backgrounds

## Strategic Objective # 2

Recruitment of Students from Underrepresented Backgrounds



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## Diverse Student Body Recruitment Efforts

The number of FLCC applicants who indicated they are Asian or Pacific Islander, Native American, Black, multiracial, or Hispanic (institutionally referred to as Students of Color) decreased from 1802 in Fall 2020, to 1325 for Fall 2021. FLCC enrolled 338 Students of Color in Fall 2021, down from 412 in Fall 2020. Overall, Students of Color from all ages and geographic markets represent 23.2% of students who enrolled in Fall 2021 (total=1458). **It is important to note that Fall 2021 numbers for Students of Color still outperformed Fall 2019 figures when 306 students of color enrolled!**

Recently, FLCC has been making special efforts to welcome additional Hispanic Students through outreach, events, and translated materials. Out of the total Student of Color pool, applications from Hispanic individuals decreased from their recent high in Fall 2020 of 643 to 467 in Fall 2021, and Fall enrollment decreased from 155 to 135 respectively. **Analyzing our subpopulations more, the growth of SUNY Online is a contributor to diversity in FLCC's enrollment since it allows participation from people outside of our immediate area, and from those who need a flexible schedule.** 63 of the newly enrolled students of color are in SUNY Online programs. Looking at SUNY Online as a whole, those 63 racially diverse students are 32% of the 195 Fall 2021 SUNY Online newly enrolled students. In addition, we recognize that a growing percentage of our diverse students are also adult learners. In both Fall 2020 and Fall 2021, only 36% of enrolled students of color are traditional students coming straight to FLCC after high school graduation. This is disproportionately low when compared to our overall proportion of high school seniors; for example, in fall 2021, 47.4% of all enrolled students came straight from high school. While we need to continue to meet the needs of diverse adult learners, we believe recruiting at target high schools where there are diverse student bodies remains a way to increase diversity at FLCC. **The decrease in diverse enrollment from Fall 2020 to Fall 2021 can also be explained by changes to NYC recruitment, as the admissions office paused in-person recruitment travel to NYC during the pandemic and virtual visits had low attendance. Applications fell from 605 to 279, and enrollment from NYC fell from 98 to 45.**

For Spring 2022 and Fall 2022, the enrollment management team is continuing efforts to recruit from diverse populations. The partnership with SUNY Online expanded to add new in-demand programs: Computer Science and Engineering Science Online. Admissions offers evening, weekend, and daytime appointments and events in order to reach prospective students both in person and online on their schedule. During the spring yield season, we take special care to call first-generation applicants from target schools locally and in NYC in order to offer assistance and answer questions. Admissions is partnering with EOP to improve the pipeline for that important program. Additionally, while the travel hiatus to NYC continues, the admissions team is focusing staff time on visits locally and in our secondary market of Monroe County and the Rochester City School District in particular in order to continue to conduct meaningful outreach to students from diverse backgrounds. We partner with community based organizations such as Migrant Ed, Urban League, Encompass Future Ready, and the College Bound Initiative to build relationships with prospective scholars as well.



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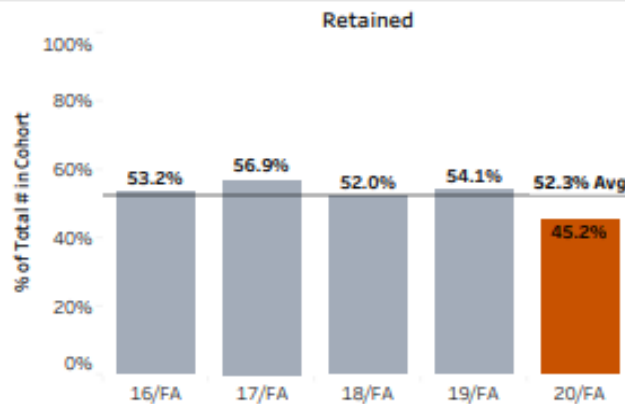
## Diverse Student Body Retention Efforts

### Overall Student Body Data

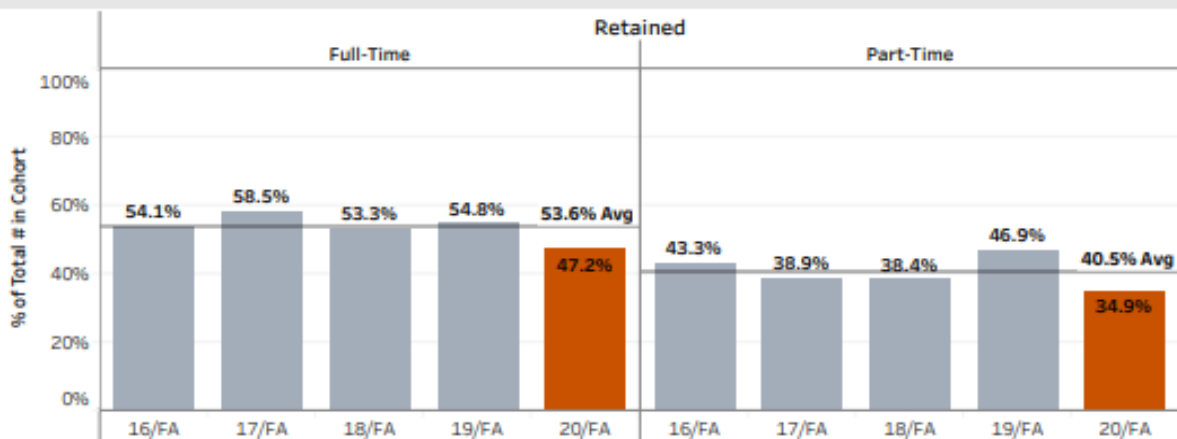
#### Fall-to-Fall Retention

Retention for matriculated first-time-in-college students (New) after one year

#### Overall Retention All Students by Fall Cohort



#### by Credit Status



Retention	Credit Status	16/FA		17/FA		18/FA		19/FA		20/FA	
		# in Cohort	% of Cohort	# in Cohort	% of Cohort	# in Cohort	% of Cohort	# in Cohort	% of Cohort	# in Cohort	% of Cohort
Retained	Full-Time	515	54.1%	626	58.5%	481	53.3%	517	54.8%	422	47.2%
	Part-Time	39	43.3%	37	38.9%	33	38.4%	38	46.9%	59	34.9%
Not Retained	Full-Time	437	45.9%	444	41.5%	421	46.7%	427	45.2%	473	52.8%
	Part-Time	51	56.7%	58	61.1%	53	61.6%	43	53.1%	110	65.1%
Grand Total		1,042	100.0%	1,165	100.0%	988	100.0%	1,025	100.0%	1,064	100.0%

Retention: Defined as students who enroll in the following fall term after initial fall cohort entry AND/OR have completed a degree by then.

Avg Reference Line: Computes the average of the sum of each cohort retention rate



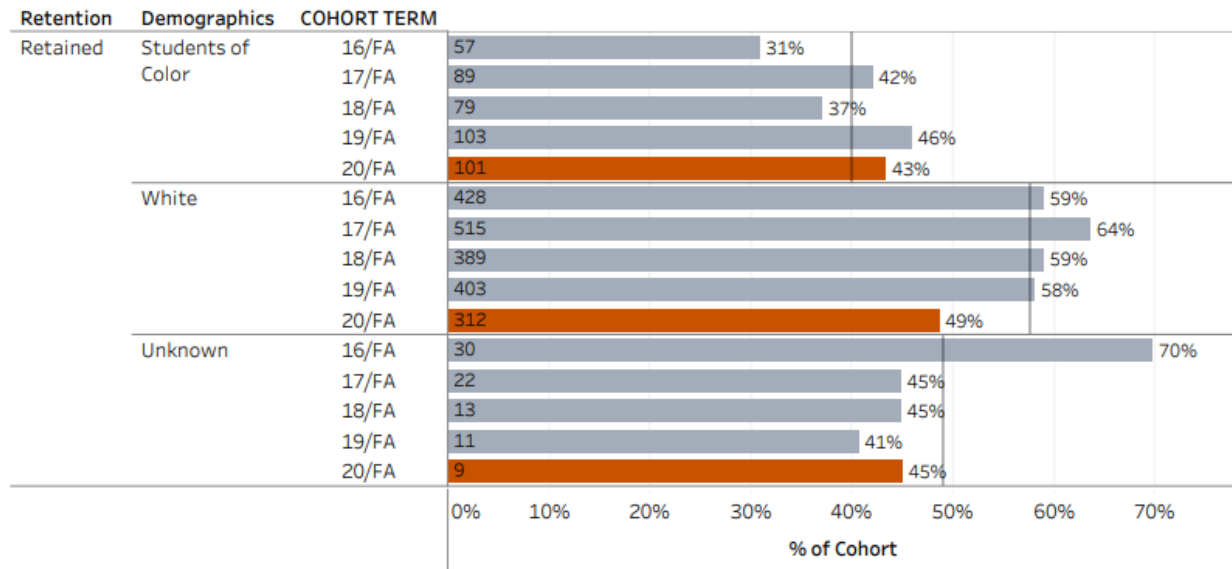
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## Student Retention by Demographics: Students of Color

Cohort retention for New Full-Time Matriculated students

The values in the inner left of each bar are the number of students in each cohort. The percentages on the outside right of each bar are the retention rates for each cohort subcategory.



**Retention:** Defined as students who enroll in the following fall term after initial fall cohort entry AND/OR have completed a degree by then.

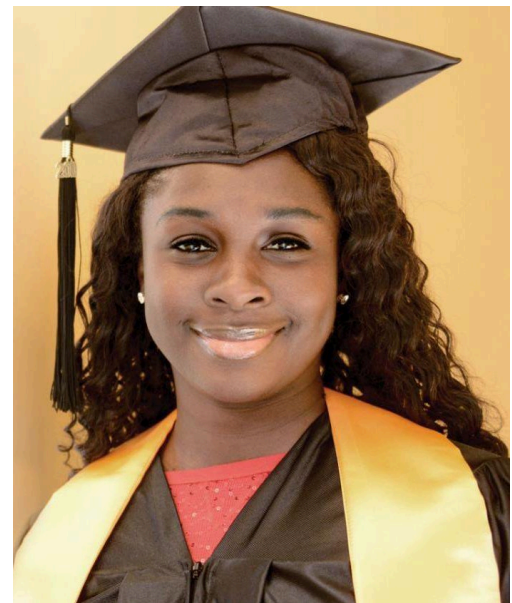
**Note:** The grey line in each demographic subcategory signifies the average retention rate across all cohorts.

## Diverse students are staying at FLCC!

As indicated in the graphic information presented above and below, as a Predominately White Institution (PWI), FLCC is proud to share that we are retaining our Students of Color at a high rate.

For example, in Fall 2019 FLCC retained 46% of our Students of Color, compared to 43% in Fall 2020 (approximately a 3% decline). Whereas, in Fall 2019 FLCC retained 58% of our White students, compared to 49% in Fall 2020 (approximately a 10% decline).

To this end, even with the impact of the COVID-19 pandemic, FLCC has been able to successfully minimize the impact for our Students of Color. Furthermore, our Fall 2020 retention data indicates that FLCC's diverse students are approximately at or above our diverse student retention rate averages over the last 5 years!



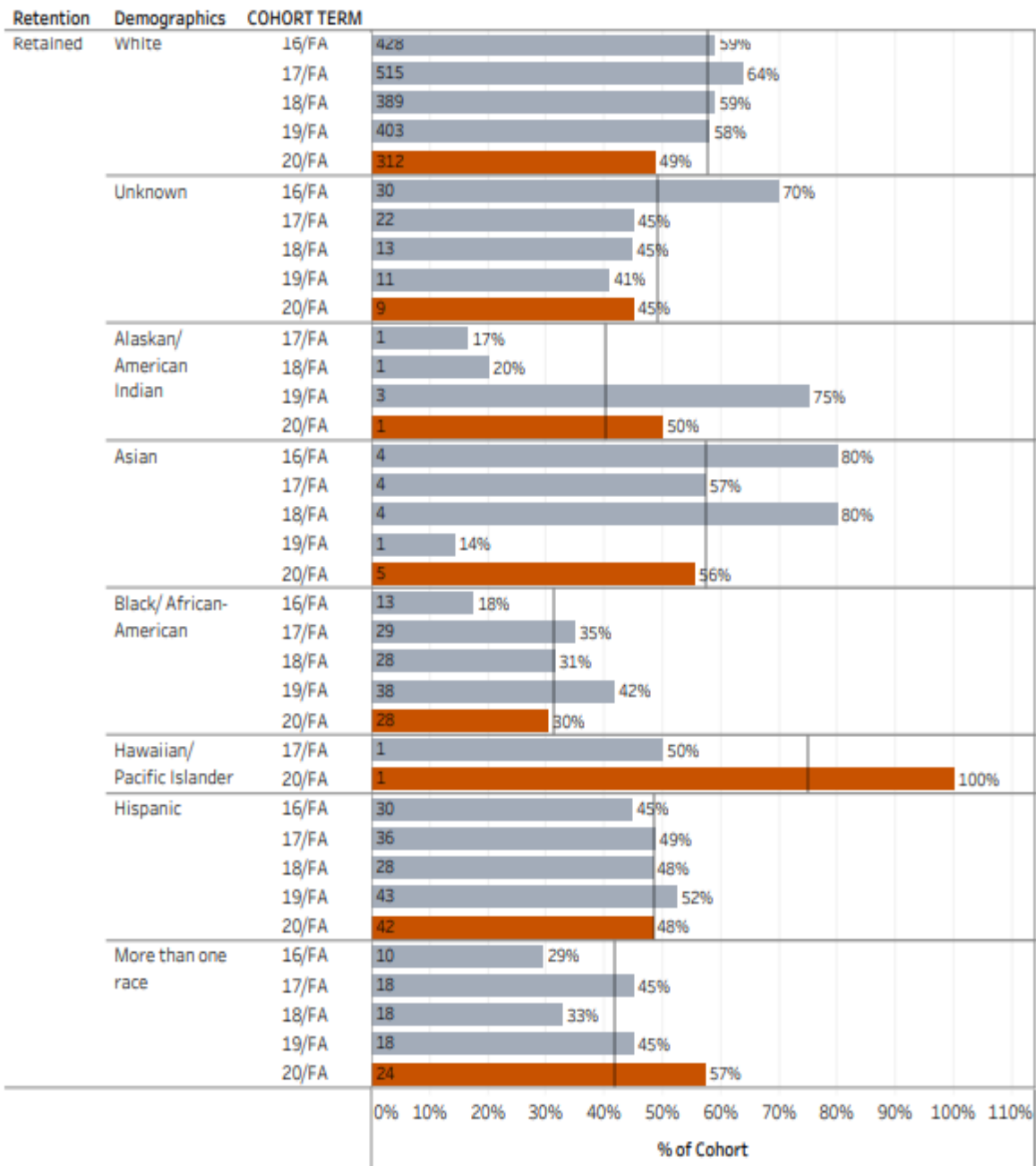
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## Student Retention by Demographics: Race/Ethnicity

Cohort retention for New Full-Time Matriculated students

The values in the inner left of each bar are the number of students in each cohort. The percentages on the outside right of each bar are the retention rates for each cohort subcategory.



**Retention:** Defined as students who enroll in the following fall term after initial fall cohort entry AND/OR have completed a degree by then.

**Note:** The grey line in each demographic subcategory signifies the average retention rate across all cohorts.

## Hyflex Making a High Impact!



“HyFlex Technology supports DEI at FLCC in a variety of ways. One of the strongest is in the area of access. Students can access an in-person experience from a distance, synchronously. This allows students who may not have the time management skills to be completely effective in a fully online course to still experience the live interaction of a classroom, from their home. This is especially a strong option for those who have transportation or child care issues. Furthermore, lectures in this space are captioned, so students who may have auditory issues can read along with what the instructor is saying. Leveraging technology to level the playing field for students of all backgrounds is really important at FLCC and we recognize that asynchronous online is not for every learner, this is why HyFlex is such a strong option”.

**Ryan McCabe**  
**AVP of Academic Technology and High Impact Practices**

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## AVP of Student Affairs and Team Influencing Retention!



### Student Affairs Supporting DEI Retention Efforts

Educational Opportunity Program (EOP) – NYS funded initiative that provides support services to students who despite being economically and academically disadvantaged, demonstrate the potential to successfully complete college.

Disability Services offers appropriate and reasonable academic adjustments and testing accommodations to qualifying students with a diagnosis/disability. Executive Functioning Coach in Disability Services works with on life and academic skill development for Neurodivergent students.

FLCC Emergency Services supports all students. Services range from food assistance, housing assistance, emergency bill assistance, book/supply purchases, support for domestic violence survivors and others who are in need.

FLCC Extended Orientation – Intentionally designed six-eight week program connecting current students with new students who are coming from diverse & underrepresented populations.

TimelyCare for Lakers is 24/7 on-demand and scheduled medical visits, appointments with certified health coaches, mental health support and psychiatric referrals. Students can select diverse practitioners and specializations.

\*Not run in Fall 2021, due to new staff in SLO





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The FLCC **Strategic Enrollment Management Team** has established new goals for the institution and have aligned all initiatives with the efforts around Diversity, Equity and Inclusion.

## EITA Plan and Accessibility Statement

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Continuing to be progressive as a campus community FLCC has made progress with our Electronic Information Technology Accessibility Plan. Electronic and Information Technology (EIT) efforts focus on supporting initiatives around electronic access for both internal and external constituents living with a permanent or temporary disability. Under the direction of John Taylor, Chief Information Officer, Sim Covington, Chief Diversity Officer, and Sarah Moon, Director of Library Learning Resources, leading the charge, SUNY has designated the FLCC EITA plan as one of the best, and Dr. Covington has been appointed by the SUNY System Provost to the EITA Leadership Team, focused on helping other campuses bring their efforts up to par. Additionally, FLCC has established and adopted an Accessibility Statement which communicates that Finger Lakes Community College is committed to providing its employees and students equal access to all programs, services, and activities.



## Institutionally Recognized Name and Gender Neutral Bathroom Policies.

**IRN Policy:** The College's Institutionally Recognized Name policy\* allows students and employees to officially notify the college of their Institutionally Recognized name(s) and pronoun, and have this request reflected in on-campus communication systems as long as the Institutionally Recognized name is not used for purposes of misidentification, fraud or misrepresentation, and that the Institutionally Recognized name meets community standards (i.e. not profane, obscene, or derived from hate-speech, is not considered a violation of a trademark, and conforms to technical requirements). Including, but not limited to, support of the LGBTQ+ community, international students, nicknames and/or individual partiality, Institutionally Recognized names are limited to alphabetical characters, a hyphen (-) and a space. The **Gender Neutral Bathroom Policy:** In alignment with the State University of New York resolution (Creation of 8 NYCRR Part 317: Gender Neutral Bathrooms), the Finger Lakes Community College Gender Neutral Bathroom Policy designates all public single-occupancy bathroom facilities as gender neutral for use by no more than one occupant at a time or for family or assisted use. Such gender neutral bathroom facilities shall be clearly designated by the posting of appropriate signage on or near the entry door of each facility. Both policies are consistent with Diversity, Equity, Inclusive higher education practices supporting individuals against discrimination based on gender identity and expression, and is best practice for supporting transgender, gender non-conforming, and all members of the college community.

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## **Goal 3**

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

## **Strategic Plan Alignment**

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

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

Objective 5: Ensure organizational sustainability

## **Strategic Objective # 1**

DEI Woven into Institutional Course Offerings

## **Strategic Objective # 2**

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



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## DEI Woven into Institutional Course Offerings



Finger Lakes Community College continues to make progress addressing matters of Diversity, Equity, and Inclusion through a progressive academic curriculum. Faculty are committed to fostering deeper understanding around matters of social identities and intersectionality. Faculty understands the importance of all students having an opportunity to express themselves around matters of human difference with the utilization of accurate language promoting allies who demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. Some example of efforts in this area are highlighted below:



### Social Sciences

Recognized as a leader, Assistant Professor Nasim Sarvaiya gave a presentation on cultural humility at FLCC. Most of the presentation centered on the difference between cultural competence vs. cultural humility. The presentation centered on raising self-awareness and self-evaluation on how a person's own culture can influence his/her perceptions of other communities and the impact that can have in attempting to have productive cultural exchanges. The audience talked about the limitations of our own cultural perspectives; recognizing and changing power imbalances; and understanding that developing cultural understanding is a lifelong learning process (hence the humility aspect of it). Lastly, the discussion talked about the ways that people unintentionally hinder/stop conversations of diversity (i.e. I don't see color; we are all human beings; deep down we are all the same, etc.).





# Diversity, Equity & Inclusion Plan Annual Report 2020- 2021

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Talk by author and America's oldest living and most decorated triple fighter pilot ace, Col. Clarence Anderson, "Recollections of a WWII Triple Ace."

**Native American History Month:** 11/18/21

"Haudenosaunee Stories: It all begins with Creation," A talk by Dr. Kevin White, University of Toronto's Centre for Indigenous Studies.

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## Spring 2021

**Black History Month** 2/25/21

"People of Courage, People of Hope, Seekers of Justice: The Underground Railroad Revisited," A talk by Paul and Mary Liz Stewart of Russel Sage College and the Underground Railroad Education Center.

**Women's History Month:** 3/10/21

"American Comet: Eunice Newton Foote The World's First Female Scientist." A talk by Leif HerrGesell, Author and Former Director of East Bloomfield Historical Society

**Holocaust Remembrance:** 5/6/21

"Why? Explaining the Holocaust," A talk by Dr. Peter Hayes Professor of History and German and Professor Emeritus of Holocaust Studies at Northwestern University. Chair of the Academic Committee of the United States Holocaust Memorial Museum.

## Fall 2020

Events cancelled owing to COVID

## Spring 2020

**Black History Month** 2/21/20

Mounafanyi Percussion and Dance Ensemble, performing traditional West African music.

**Women's History Month:** 3/5/20

"Leading the Charge: The Fight for Woman Suffrage in New York and Beyond," A talk by Ashley Hopkins-Benton, Senior Curator at the NYS Museum,

**Veterans:**

**Korean War 70<sup>th</sup> Anniversary,** Norman Champagne, USMC 1952-3 and Korean War Legacy project, 3/26/20 –cancelled, COVID

**Holocaust Remembrance:** Holocaust survivor Lea Malek, 4/2/20 –cancelled, COVID

# Diversity, Equity & Inclusion Plan Annual Report 2020- 2021

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## History, Culture, & Diversity Posters

### History, Culture & Diversity series

### Fall 2021

**Recollections of a WWII Triple Fighter Ace**  
A Talk by Col. Charles E. "Bud" Anderson



Go to <https://toflyandfight.com> for copies of Bud's memoir

Contact: [Robert.Brown@ficc.edu](mailto:Robert.Brown@ficc.edu) Sponsored by the Office of Diversity, Equity & Inclusion

**To Fly and Fight**  
Memoirs of a Triple Ace



Col. Clarence E. "Bud" Anderson with Joseph P. Marshall  
Foreword by General Chuck Yeager

Thursday, Oct. 21, 2021 4:00 to 5:15 p.m.  
This Event Will Take Place on Webex and is OPEN TO ALL!

Visit <https://events.ficc.edu/> for the Webex link

**Audenosaunee Stories: It all begins with Creation**  
Dr. Kevin J. White, Centre for Indigenous Studies, University of Toronto



Thursday, Nov. 18, 2021 4:00 to 5:15 p.m.  
This Event Will Take Place on Webex and is OPEN TO ALL!

To Join Visit <https://ficc.webex.com/join/robert.brown>

Contact: [Robert.Brown@ficc.edu](mailto:Robert.Brown@ficc.edu) Sponsored by the Office of Diversity, Equity & Inclusion

**HISPANIC HERITAGE MONTH**  
*People Power Movements in Caribbean Festival Culture: The Calypso Experience*  
Meagan Sylvester, Music Sociologist, Author & Researcher, The University of the West Indies, Trinidad and Tobago



Tuesday, Oct. 19, 2021  
11:00 am to 12:15 p.m.  
This Event Will Take Place on Webex and is OPEN TO ALL!

Visit <https://events.ficc.edu/> for the Webex link

History, Culture & Diversity series  
[Robert.Brown@ficc.edu](mailto:Robert.Brown@ficc.edu)

Sponsored by the Office of Diversity, Equity & Inclusion




### History, Culture & Diversity series

### Spring 2021

**HOLOCAUST REMEMBRANCE AT FLCC**  
Dr. Peter Hayes Professor of History and German and Professor Emeritus of Holocaust Studies at Northwestern University, Chair of the Academic Committee of the United States Holocaust Memorial Museum

Thursday, May 6, 2021  
1:00 to 2:15 p.m.  
This Event Will Take Place on Webex and is OPEN TO ALL!

Visit <https://events.ficc.edu/> for the Webex link




Explaining the Holocaust  
Peter Hayes

History, Culture & Diversity series  
[Robert.Brown@ficc.edu](mailto:Robert.Brown@ficc.edu)

Sponsored by the Office of Diversity, Equity & Inclusion

**CELEBRATING WOMEN'S HISTORY MONTH AT FLCC**  
*American Comet: Eunice Newton Foote The World's First Female Scientist*  
Leif Herr-Gesell, Author and Former Director of East Bloomfield Historical Society




Our Roll of Honor  
Commemorating the Signatories to the "Declaration of Sentiments" at Seneca Falls, New York  
September 19, 1848

LADIES:  
Abigail Adams, Anne Bradstreet, Anne Hutchinson, Elizabeth Cady Stanton, Catharine Beecher, Lucretia Mott, Margaret Fuller, Maria W. Chapman, Elizabeth Follen, Elizabeth Pease, Elizabeth Wright, Elizabeth Cady Stanton, Catharine Beecher, Lucretia Mott, Margaret Fuller, Maria W. Chapman, Elizabeth Follen, Elizabeth Pease, Elizabeth Wright

Richard D. Randall, Daniel Garrison, Henry James, Elizabeth Cady Stanton, Catharine Beecher, Lucretia Mott, Margaret Fuller, Maria W. Chapman, Elizabeth Follen, Elizabeth Pease, Elizabeth Wright

Wednesday, March 10, 2021 1:00 to 2:15 p.m.  
This Event Will Take Place on Webex and is OPEN TO ALL! Visit <https://events.ficc.edu/> for the Webex link

FLCC Proudly Salutes  
**Black History Month**




History, Culture & Diversity series  
[Robert.Brown@ficc.edu](mailto:Robert.Brown@ficc.edu)

Sponsored by the Office of Diversity, Equity & Inclusion

**"People of Courage, People of Hope, Seekers of Justice: The Underground Railroad Revisited"**  
PAUL AND MARY LIZ STEWART  
Russell Sage College

February 25, 2021, from 1:00 to 2:15 p.m.  
This event will take place on Webex and is OPEN TO ALL!  
Visit <https://events.ficc.edu/> for the Webex link

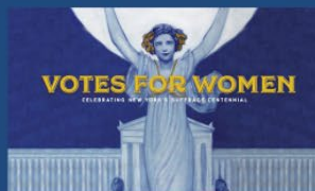


### History, Culture & Diversity series

### Spring 2020

#### Women's History Month

*Leading the Charge:  
The Fight for Women's Suffrage in New York State and Beyond*  
Ashley Hopkins-Benton, Senior Curator at the NYS Museum



Thursday, March 5, 2020 (12:40 – 1:50pm)  
Room 2775

History, Culture & Diversity Series [Robert.Brown@ficc.edu](mailto:Robert.Brown@ficc.edu)



celebrate  
**BLACK**  
history MONTH

#### Mounafanyi Percussion and Dance Ensemble

Friday, February 21, 2020  
1:00-2:00 PM  
College Auditorium



PART OF THE History, Culture & Diversity SERIES. DR. ROBERT BROWN, ORGANIZER

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## Mathematics

SP/22 MAT 100 01

Math Seminar

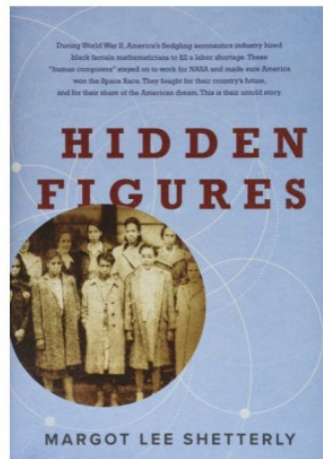
Want to read Margot Lee Shetterly's #1 New York Times bestseller and widely-acclaimed novel, *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*?

Interested? For more information, contact Terri Gauthier by email at

Theresa.Gauthier@floc.edu

Register today!

MAT 100 is a 1-credit course, meeting weekly on Wednesdays, from 1 to 1:50



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New initiatives to support Diversity. During the SP/22 semester, the focus of MAT 100 will be to study underrepresented groups in mathematics. We will read Margot Lee Shetterly's *New York Times* bestseller, *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*. The text provides historical context dating back to World War II and chronicles more than two decades' worth of time coinciding with the Civil Rights Movement during the Cold War-era for a group of black women who were pivotal in their roles as mathematicians and engineers in advancing what would ultimately become the United States' space program and the creation of NASA. The journeys of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and others are detailed as their careers evolved while navigating environments fraught with the challenges of both segregation and gender norms of the period.

Students need not have any specific mathematical background, just an interest in learning a bit about what it means to be a mathematician. For individuals who want to learn more about these women and their lasting impact on modern-day space travel, then this course is for you! Students will also have the opportunity to learn about contributions to mathematics by other individuals typically underrepresented in the field. Having students enrolled from a broad array of programs and interests will enhance the discourse and provide learners an opportunity to further examine their own assumptions about who can be mathematicians.



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## Health Information Technology

Dr. Covington presented on Implicit Bias to our Health Care Studies first year experience students. This was the start of the cultural competency unit within the course. Our students spent the next 4 weeks researching different cultures or populations and their beliefs relating to healthcare. They reviewed the principles of ethics and how it relates to treating patients, communication, and marketing. The in-person students wrote a paper and delivered a presentation to the class while the students in the online sections earned cultural competency certification. The Health courses have revised materiel to further discuss the LGBTQ community within the relationships and communications unit of the course. The PowerPoint presentations were reviewed to make sure they have a diverse representation which allows students to see themselves within various learning scenarios. Our Physical Education and Exercise Science majors learned about different types of disabilities including mental, social, and physical. These students taught an adapted physical education lesson plan to modify instruction for individuals who may be deaf, blind, paraplegic, or non-ambulatory.

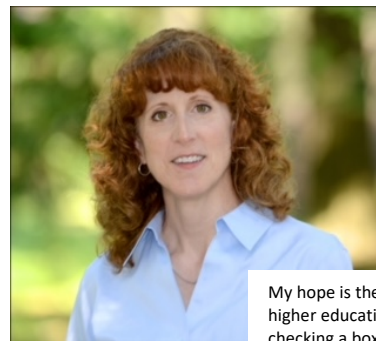
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## Visual and Performing Arts

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

Those studying Music explore a variety of musical styles and music-making traditions from around the world. This includes an examination of the people, places and cultures involved in its creation. Similarly, the Theatre Arts curriculum focuses on representational plays, productions and performances from around the world and within their cultural contexts. The arts are particularly suited to help students explore diverse perspectives through each mode's varied expression of personal identity and cultural experience. As an example, in this fall's theatre history course, students looked at representation of female oppression in dramatic literature across the globe as well as a unit dedicated to Africa theatrical history and literature. Both topics intersected in two plays Carol Churchill's *Cloud 9* and Lynn Nottage's *Ruined*.

Each area of the Visual and Performing Arts department is also committed to offering diverse selections for performance. This enriches both the students' co-curricular experience, by providing them an



My hope is the Diversity, Equity and Inclusion work in higher education can be fully authentic and not just about checking a box. DEI outcomes should be part of long-range planning and bring about institutional change.

Beth Johnson  
Chair, Visual and Performing Arts  
Professor of Speech and Theatre



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opportunity to perform in material from a variety of cultures and historical periods, as well as helping to enrich the larger community's cultural awareness and appreciation. Last spring's Vocal Jazz Concert included the African-American spiritual, "Soon Ah Will Be Done", as well as a piece by a contemporary African-American woman composer, Rosephanye Powell, based on the poem by Langston Hughes, titled "I Dream A World".

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This fall the Vocal Jazz Concert presented a concert which will include another piece by Ms. Powell, also based on the Hughes' poem, titled "To Sit and Dream". The December Chorale concerts also includes "I Dream A World" as part of the holiday program. The fall's theatre production of *Doubt* was chosen as it required a diverse cast and explores issue of race and sexuality. Whether it is part of an art exhibit, digital production, music recital or theatrical production, the Visual and Performing Arts department is committed to diversity, equity and inclusion.

## Humanities

Faculty in the Humanities Department regularly include texts by persons of color and members of underrepresented groups in their teaching. Here is a report from Professor Deborah Ferrell on materials she uses in teaching her ENG 102/Introduction to Reading Literature class: Colson Whitehead's *The Nickel Boys* and Edwidge Danticat's *The Things We Cannot See*. Danticat is a Haitian-American writer. Faculty plan on using Louise Erdrich's Pulitzer Prize winning novel *The Night Watchman* (Indigenous People). I take every chance to participate in POC events. In the spring, Faculty gave a lecture to the Finger Lakes Film Society on "The Blood of Jesus," (Williams, 1939) as part of a panel with our Chief Diversity Officer and a former FLCC student. Dr. Ferrell reports, "This is something I really practice," a sentiment shared by Humanities instructors overall.

## Nursing



In addition to the expansion of our nursing program to provide more access to students, in NUR 101 which will change to Health Concepts 2 (HC 2), FLCC students are required to complete an On-Line Cultural Diversity Course from the Department of Health and Human Services. <https://ccnm.thinkculturalhealth.hhs.gov/>

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Additional progress within our Nursing Department include:

- The new Concept-based Curriculum (CBC) will include a Sexuality/Reproduction concept and a specific exemplar for LGBTQ+ communities in Health Concepts 3 (HC 3).
- Students complete a poster presentations in all courses with topics such as Health Care Disparities and LGBTQ+ Health.
- Simulation experiences incorporate diversity across the curriculum.
- Cultural considerations are embedded in most assignments across the curriculum.
- NUR 203 (Maternal-Child Nursing) soon to be HC 3 – specifically addresses diversity as it pertains to sexuality, fertility challenges for the LGBTQ+ population, Hispanic, Asian, and Middle Eastern cultures and childbirth. Additionally we spend considerable time addressing the high maternal mortality rate in African American women.

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## DEI General Education Requirements



Following the SUNY Chancellor’s announcement of the development of the System-Wide Diversity, Equity, and Inclusion Action Plan, and based on the new SUNY General Education Requirements, FLCC will be embarking on a journey to address new ways to embed racial equity into the academic curriculum. Committed to this effort, FLCC recognizes the importance of empirical-base practices and will be proactive in our efforts as we come together as a campus community to support this important endeavor. According to a report by the University of California, Los Angeles (UCLA), Educational Benefits of Diversity include the following:

- Brainstorming sessions among diverse groups have been shown to generate ideas that are of higher quality in feasibility and effectiveness (McLeod et al., 1996).
- Group discussions that include viewpoints from diverse students have been shown to stimulate discussion of multiple perspectives and previously unconsidered alternatives showing a higher level of critical analysis of decisions and alternatives (Antonio et al., 2004; Nemeth, 1995, 1985; Schulz-Hardt et al., 2006; Sommers, 2006).
- Students who interacted with diverse peers both informally and within the classroom showed the greatest engagement in active thinking, growth in intellectual engagement and motivation, and growth in intellectual and academic skills (Gurin, 1999; Gurin et al., 2002). Meaningful engagement rather than casual and superficial interactions led to greater benefit from interaction with racially diverse peers (Espenshade and Radford, 2009).

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- Engagements with diversity fosters students’ cognitive and personal growth including their cultural knowledge and understanding, leadership abilities, and commitment to promoting understanding. Students develop more accurate knowledge, students learn to think more deeply, actively, and critically when they confront their biases and change erroneous information (Antonio, 2001a, 2001b; Antonio et al., 2004).
- Completion of a diversity course requirement reduces students’ level of racial prejudice (Chang, 2002), and is associated with students’ cognitive development (Bowman, 2010) and civic behaviors and dispositions (Bowman, 2011).
- Individuals who are educated in diverse settings are far more likely to work and live in diverse environments after they graduate (Hurtado et al., 2003).
- A lack of diversity can lead to tokenism of underrepresented students and being a part of an underrepresented group on a campus can produce negative social stigma (e.g., Fries-Britt, 1998; Fries-Britt and Turner, 2001, 2002; Steele, 1992, 1997, 1998; Steele and Aronson, 1995) and other “minority status” stressors (Prillerman et al., 1989; Smedley et al., 1993) that adversely affect student achievement.
- Underrepresented and marginalized groups benefit educationally from intragroup contact. For example, students of color benefit from same-race interaction in ways that white students do not, as students of color create social and academic counterspaces to support their achievement against an often hostile campus climate (Solórzano et al., 2000).
- It is especially important that no single group of students—especially students of color and other marginalized populations—be unintentionally burdened as “the diversity” with whom all others should interact. Increasing the representation of these groups may provide a context that helps prevent this from occurring (Milem et al., 2005).
- Increasing the representation of historically marginalized groups in organizations that are largely dominated by a single social group is critical for others to overcome status leveling and stereotyped role induction. Status leveling occurs as individuals make adjustments in their perception of the token’s (an individual from an underrepresented group) situational or professional status to be in line with the expected position of the token’s social category (Kanter, 1977).

## Staying HIP at FLCC: High Impact Practices making a difference for our Students of Color!

2019-2020 Academic Year (19SU-20SP)	2020-2021 Academic Year (20SU-21SP)
<p style="text-align: center;">Total 314</p> <p style="text-align: center;">Black/African American = 8                      American/Alaska Native = 3                      Asian = 3                      Mixed Race = 11                      White = 257                      Unknown = 32                      Latinx = 14 (10 also identified a race)                      First Gen = 69                      Pell Eligible = 225</p>	<p style="text-align: center;">Total 533</p> <p style="text-align: center;">Black/African American = 31                      American/Alaska Native = 0                      Asian = 4                      Mixed Race = 21                      White = 437                      Unknown = 39                      Latinx = 33 (21 also identified a race)                      First Gen = 96                      Pell Eligible = 430</p>

# Diversity, Equity & Inclusion Plan Annual Report 2020- 2021

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Applied Learning is generally referred to as a High Impact Practice (HIPs), although the AAC&U only includes the applied learning forms of Internships, Global Learning, Undergraduate Research and Services Learning in their definition of HIPs. The types of applied learning taking place at FLCC include internships, practicum & clinical practicum, creative works, undergraduate research, field study and international and domestic travel/exchange. All of these forms of applied learning are course based and for credit at FLCC. We do not currently track co-curricular applied learning or independent internships that students may do over the summer that are not credit bearing.



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We know from national research that high impact practices improve outcomes for all students and particularly for the experiences of historically underserved students. According to George Kuh’s seminal work *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*,<sup>1</sup> there is a generally positive relationship between high-impact practices and measures of student learning and achievement such as GPA and retention. These effects, he pointed out, are more pronounced for Black, Latinx and students with low ACT scores, students who are less likely to have opportunities to engage in deep learning. Kuh recommended that every students should have access to at least two high impact practices during their college career with one in the first two years.

Subsequent research has shown that in order to be effective, high impact practices must also fit certain quality standards – they must be intentional, students must invest significant time and effort, there needs to be deep interaction with faculty, frequent constructive feedback, structured opportunities for students to reflect and opportunities for students to understand the relevance of their learning through real-world applications.<sup>2</sup>

However, Kuh and O’Donnell also point out that too few students take part in HIPs and that underrepresented students, in particular, take part in proportionately fewer of these experiences than their peers, particularly study abroad, undergraduate research and internships. This makes sense if we consider some of the barriers that students of color, first-generation and low-income students face in terms of economic and social inequality. For instance, internship opportunities often present themselves because of family connections which might be less true in families with lower social capital. Study abroad typically requires money for airfare, housing and associated costs which low income students might not be able to afford.

A note about the data: FLCC started collecting data on applied learning courses in the Fall of 2018. Because that data is so new, we are not yet able to generate data to study whether or not engaging in applied learning affects student success (for underrepresented student populations and the student

<sup>1</sup> George Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Washington, DC: Association of American Colleges and Universities, 2008).

<sup>2</sup> George Kuh and Ken O’Donnell, *Ensuring Quality & Taking High-Impact Practices to Scale* (Washington, DC: Association of American Colleges and Universities, 2013) 8.



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body as a whole) – namely retention and completion. We should be able to look at this Fall 2018 cohort as a whole following the Spring 2022 semester.

While we do not yet have complete data for students of color, first-generation and pell eligible students who engage in applied learning at FLCC, we can see that students of color make up a very small percentage of those engaging in applied learning as opposed to their white counterparts (about 9% for the 2019-2020 academic year and 13% for the 2020-2021 academic school year). However, it is also worth noting that only about 10% of the total student body (based on Fall 2020 enrollment) participates in some form of applied learning. Only 6% of the student body participated in Spring 2021 and this low percentage can likely be attributed to the COVID-19 pandemic and many students getting recalled from internships and other applied learning activities.



“Addressing matters of diversity with intentionality helps higher education institutions create more equitable spaces in support of student achievement”.

**Cassy Kent,  
Associate Vice President of Instruction**

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## Goal 4

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

## Strategic Plan Alignment

Objective 1: Improve student retention and persistence

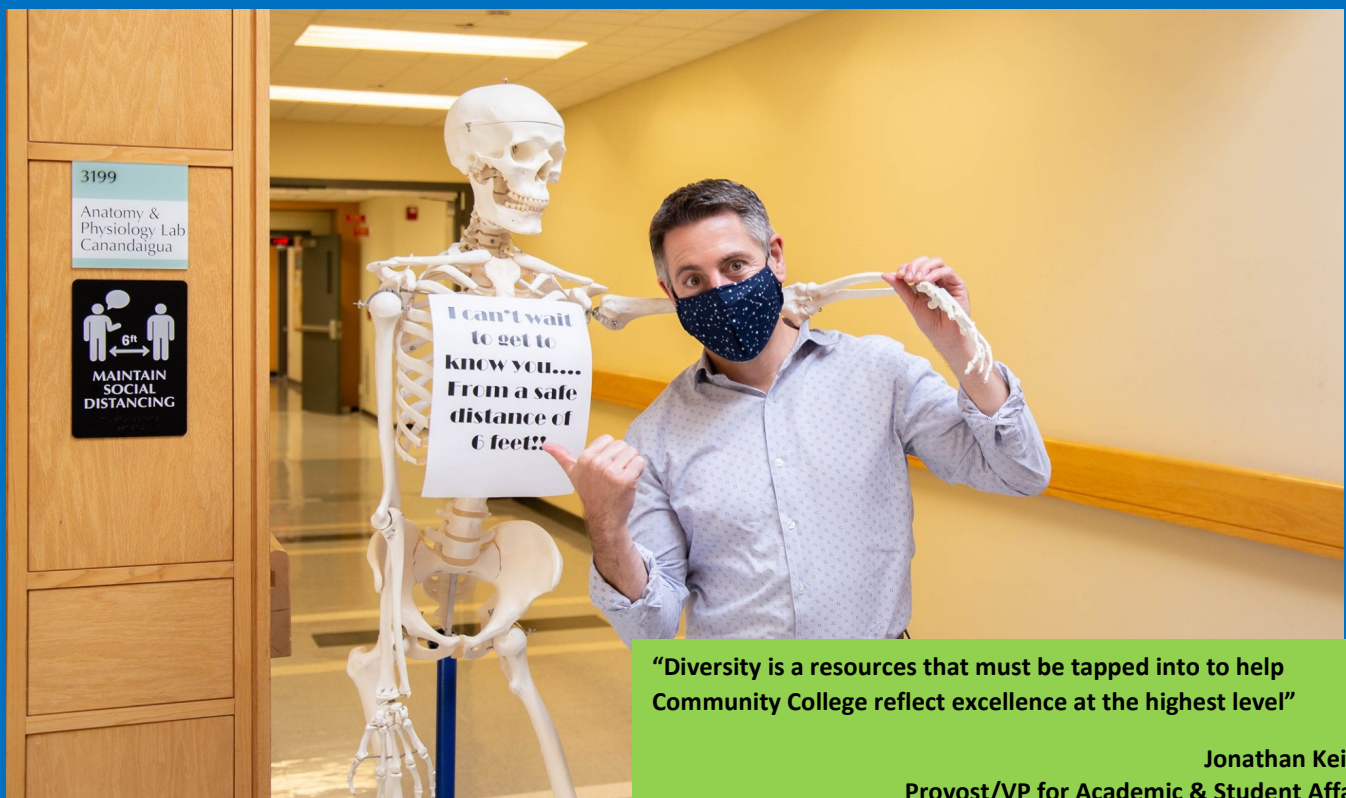
Objective 2: Meet the needs of underserved populations

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

Objective 5: Ensure organizational sustainability

## Strategic Objective

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



**“Diversity is a resources that must be tapped into to help Community College reflect excellence at the highest level”**

**Jonathan Keiser**  
Provost/VP for Academic & Student Affairs

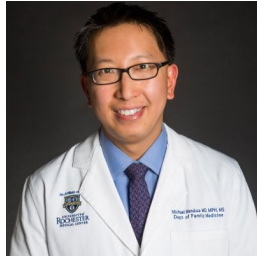
# Diversity, Equity & Inclusion Plan Annual Report 2020- 2021

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DEI Professional Development on the FLCC campus has provided numerous opportunities for students, faculty, and staff to engage in meaningful dialog around social identity, difference, empathy, understanding, and advocacy. As a campus community, we have also taken the time to address the impact of COVID-19 on the world of higher education. Below are some featured programs.

Spring 2021 Opening Days Keynote

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**Michael D. Mendoza, M.D., M.P.H.** "Navigating Crisis and Effective Change Management in the Era of COVID-19: What steps can community colleges take to remain viable and how can personnel pull together to support the students we serve?"

Fall 2021 Opening Days Keynote



**Maureen Negron, VP Client Services ESI Employee Assistance Group** "Returning to Work and COVID: How Community Colleges can respond in Uncertain Times?" - Our Employee Assistance Program provider, will discuss common experiences and challenges many have faced during the COVID-19 pandemic, and help us transition back to "normal" through facilitated discussion and sharing as a campus community.

## Chief Diversity Officer Programs in Collaboration with our Student Life Specialist for Diversity, Equity, and Inclusion

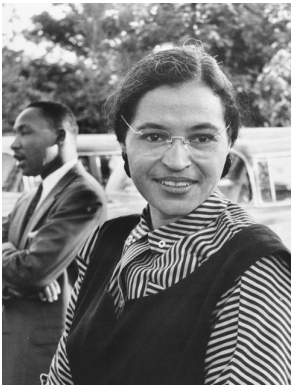
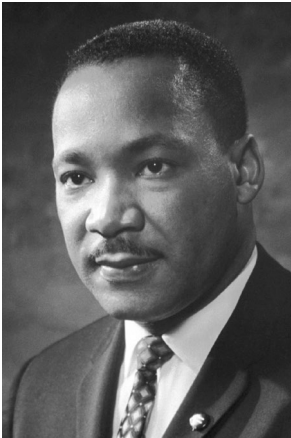
The image displays five event posters arranged horizontally. Each poster is presented by the Office of Diversity, Equity and Inclusion and the Office of Student Life.

- LGBTQ+ TERMINOLOGY:** In support of an inclusive campus community, come learn about different terms pertaining to the LGBTQ+ community! Thursday, October 28th 12:00pm-1:00pm Stage 14.
- ANTI-RACISM:** GUEST SPEAKER, REV. LEX CADE-WHITE, UNIVERSITY OF WISCONSIN-GREEN BAY. JOIN US FOR A DISCUSSION ON HOW WE CAN BE ACTIVE PARTICIPANTS AGAINST RACISM AS A CAMPUS COMMUNITY. THURSDAY, NOV. 4TH 12PM-1PM STAGE 14.
- IMPLICIT BIAS:** What we don't think we think... What is it? Where does it come from? How do you identify it? How do you combat it? Thurs. Dec 2 @ 12pm-1pm Stage 14.
- SEXISM:** As the challenge for equality continues in this country, come dive into a dialogue about sex discrimination. Thursday, November 18 12pm-1pm Room 2302.
- POLITICAL DIVERSITY:** AS THE INTERNATIONAL CLIMATE REMAINS CHARGED AROUND DIVERSITY, JOIN US FOR A DISCUSSION ON BUILDING A FOUNDATION OF CIVILITY! THURSDAY, DEC 16 12PM-1PM STAGE 14.



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## AALANA @ FLCC

AALANA is the African American, Latinx, Asian, & Native American Student Organization at FLCC, and has been very active on matters of Diversity, Equity, and Inclusion at FLCC.

During Black History Month, AALANA has been able to have on-campus events that celebrated the successes of African Americans, while educating on the history of African Americans, by way of open discussions and more.

Last February, the AALANA Student Organization collaborated with Assistant Professor Tomas Gonzales, and hosted an event, acknowledging the longstanding impact Dr. Martin Luther King Jr. It focused on Dr. King's contributions to people of color and America as a whole, highlighting the role each individual would have to perform in order to establish cultural acceptance, equality, and societal success.

During COVID-19 AALANA decided to celebrate Black History Month by showing three educational-purposeful movies that highlight Black History including Harriet (2019), Selma (2014) and Detroit (2017). At the end of each movie was a Q&A.

Though virtually, AALANA was still able to successfully engage FLCC students, to have serious and positive conversations around race relations in America.



# Diversity, Equity & Inclusion Plan Annual Report 2020- 2021

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

# Diversity, Equity & Inclusion Plan Annual Report 2020- 2021

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The events that AALANA has hosted from Fall 2020 to Fall 2021 has been a continuous embodiment of the organization's mission.

Events, such as social issue - open discussions, have guided educational/intellectual conversation, while fostering environments of appreciation towards the student voices of African Americans, Latinos, Asians, and Native Americans. Students left with ideas and solutions on how they, individually, could be advocates and pushers of social justice/equality.

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Here at FLCC, AALANA upholds its essential role in the continuous efforts to establish diversity, and ethnic/cultural awareness and initiatives. Over the past year and a half, despite the COVID-19 outbreak and many setbacks, AALANA took the initiative to donate to causes geared towards assisting families' in need, who lived in the Rochester, NY area. This consisted of providing food donations to the New Wineskin Ministry church, which was then distributed to local high schools, and made available for families to pick up. The organization also provided food donations to Vertus High School, an all-boys institution, also located Rochester, and was invited to return for their "College Fair", to promote FLCC and AALANA to graduating seniors, upcoming juniors, sophomores, and freshman.

AALANA's Hispanic Heritage celebration event was the major kick-off for the Fall 2021 semester. Guest speaker, Virginia Tortuella, educated all in attendance on what Latin culture was/is from her eyes and lived experiences. Additionally, AALANA facilitated meaningful discourse later in the semester centered on the correlation and differences of mistreatment towards African Americans from past to present. The national climate inspired the organizations "Know Your Rights" event, which was geared towards educating students on their rights, as well as teaching effective communication skills when interacting with police officers.

Each event that AALANA hosts, are sure to educate, socially engage, and break the barriers around having uncomfortable conversations. Our events provide students/staff/faculty the opportunity to come together converse on various important topics, but to also come to an understanding of truth, hardship, success, and mission.



## The Illustrious Lester Mayers

Lester Mayers, FLCC Alum and a founder and former president of the AALANA Student Organization, presented on "**Black and Proud: Navigating the Predominately White Institution as a Person of Color**". A renowned poet, Lester has completed his bachelor's degree at SUNY New Paltz, and his master's degree at Naropa University in Boulder, Colorado. Lester has also been featured in the New York Times and is published by NYU Press. Dr. Beth Johnson has secured the services of Lester for the Spring 2022 semester, as an Artist-In-Residence and he will be returning to FLCC to host a variety of programs for the campus community. AALANA was formed in Fall 2015 through the FLCC Student Corporation.

## Anti-Racism Resources Explored at FLCC

### Videos

Bryan Stevenson: Bear Witness, Take Action  
Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers  
Diversity Training Isn't Enough: Racism, Trauma and Justice w/Dr. Joy Degruy  
Dog Whistle Politics: Ian Haney Lopez at TedxUOregon  
How Studying Privilege Systems Can Strengthen Compassion | Peggy McIntosh at CNN/Sesame Street  
Town Hall: How to Explain Racism to Kids  
CNN/Sesame Street Town Hall: Elmo and his dad Louie Talk about Racism and Protesting  
How to Resolve Racially Stressful Situations | Howard C. Stevenson Ted Talk  
Overcoming Microaggressions as a Faculty Member | Academic Impressions

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### Podcast

1619 (New York Times)  
About Race  
CEO Action Time to Act  
Code Switch (NPR)  
Intersectionality Matters! hosted by Kimberlé Crenshaw  
Momentum: A Race Forward Podcast  
Pod For The Cause (from The Leadership Conference on Civil & Human Rights)  
Pod Save the People (Crooked Media)  
Seeing White

### Literature

Biased by Jennifer Eberhardt  
Between the World and Me by Ta-Nehisi Coates  
Black Feminist Thought by Patricia Hill Collins  
Blind Spot: Hidden Biases of Good People by Anthony Greenwald and Mahzarin Banaji  
Blink: The Power of Thinking Without Thinking by Malcolm Gladwell  
The Bluest Eye by Toni Morrison  
Eloquent Rage: A Black Feminist Discovers Her Superpower by Dr. Brittney Cooper  
False Cause: Fraud, Fabrication, and White Supremacy in Confederate Memory by Adam H. Dombey  
The Fire Next Time by James Baldwin  
Heavy: An American Memoir by Kiese Laymon  
How To Be An Antiracist by Dr. Ibram X. Kendi  
I Know Why the Caged Bird Sings by Maya Angelou  
Just Mercy by Bryan Stevenson  
Killing Rage by bell hooks  
"Letter from a Birmingham Jail" by Martin Luther King Jr.  
Me and White Supremacy by Layla F. Saad



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My Mother Was a Freedom Fighter by Aja Monet  
The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander  
The Next American Revolution: Sustainable Activism for the Twenty-First Century by Grace Lee Boggs  
Nobody Knows My Name by James Baldwin  
Notes of a Native Son by James Baldwin  
Raising Our Hands by Jenna Arnold  
Redefining Realness by Janet Mock  
Sister Outsider by Audre Lorde  
So You Want to Talk About Race by Ijeoma Oluo  
Song in a Weary Throat by Pauli Murray  
Talking to Strangers by Malcolm Gladwell  
The Autobiography of Malcolm X by Malcolm X and Alex Haley  
The Free Men by John Ehle  
The Warmth of Other Suns by Isabel Wilkerson  
Their Eyes Were Watching God by Zora Neale Hurston  
This Bridge Called My Back: Writings by Radical Women of Color by Cherríe Moraga  
Until We Reckon by Danielle Sered  
We Real Cool by bell hooks  
When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America by Ira Katznelson  
Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do by Claude Steele  
White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo, PhD  
Why Are All the Black Kids Sitting Together In the Cafeteria by Beverly Tatum  
Why We Can't Wait by Martin Luther King Jr.

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## Films and TV series:

13th (Ava DuVernay)  
American Son (Kenny Leon)  
The Black Panthers: Vanguard of the Revolution  
Black Power Mixtape: 1967-1975  
Clemency (Chinonye Chukwu)  
Dear White People (Justin Simien)  
Fruitvale Station (Ryan Coogler)  
I Am Not Your Negro (James Baldwin doc)  
If Beale Street Could Talk (Barry Jenkins)  
Malcom X  
Mississippi Burning  
Just Mercy (Destin Daniel Cretton)  
King In The Wilderness  
See You Yesterday (Stefon Bristol)  
Selma (Ava DuVernay)  
The Hate U Give (George Tillman Jr.)  
When They See Us (Ava DuVernay)

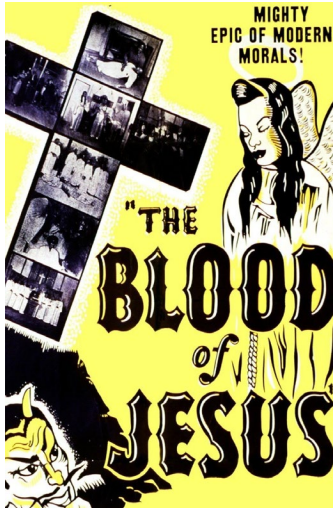


“Diversity, Equity, and Inclusion are paramount to the mission of the Community College!”

**Debora Ortloff**  
Vice President for Research

## Campus Centers Supporting the Charge

### Geneva Connection



**The Blood of Jesus:** Deborah Ferrell, professor of English, lectured on the film "The Blood of Jesus" a part of an online Smith Opera House event on Thursday, April 29, 2021. The 1941 film is a morality play about a deeply faithful woman who experiences a spiritual crisis. "The Blood of Jesus" celebrated the vitality and centrality of the church in Black culture. The film showing and follow-up Zoom discussion are part of the Smith's series on Race Films/Race Matters: Starting Conversations about Race in America. Deborah was joined by Dr. Sim J. Covington, Jr., Chief Diversity Officer and others.



Urban League of Rochester, N.Y., Inc.

### Victor Campus Center Connecting with Students and the Urban League of Rochester!

The mission of the Urban League of Rochester, NY, is to enable African-Americans, Latinxs, the poor, and other disadvantaged to secure economic self-reliance, parity and power, and civil rights. FLCC's Victor Campus Center continues partner with the Office of Diversity, Equity, & Inclusion, and the Office of Career and Workforce Solutions to host visits and presentations for students partnered with the Urban League of Rochester.



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## Dr. Sam Samanta

### Moving DEI Forward for FLCC and the Community at Large

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Dr. Sam Smanata continues to support Diversity, Equity and Inclusion at Finger Lakes Community College by connecting our students to professional opportunities for internships and employment. He is also a pioneer at bringing in diverse talent to communicate with the FLCC student body. Below is an event spearheaded by Dr. Samanta in Fall 2021!

### ***Bloomfield Scientific Club Presentation***

#### **Dr. A. David Peter**

#### ***“Advances in Minimally Invasive Abdominal Surgery”***

**When:** Tuesday Nov 9<sup>th</sup>, 2021

**Where:** Meet upstairs at [NYBP](#) 300 High Street, Victor, NY 14564

6:15 pm Meet, Greet, Drinks

7:00 pm Dinner (Choices to [Sam.Samanta@flcc.edu](mailto:Sam.Samanta@flcc.edu), by Nov 4<sup>th</sup>)

8:00 pm Presentation



Three components of the da Vinci system



Surgeon Console

Patient Cart

Vision Cart

Dr. Peter is the Director of the Robotic Surgery Center of Excellence and Co-Director of Hernia Surgery Center of Excellence at F.F. Thompson Hospital. He specializes in robotic and laparoscopic surgery, and robotic hernia repair. Dr. Peter earned his BS in Biology at Purdue University, and his MD at the Indiana University School of Medicine. He has been at Canandaigua Medical Group since 2012.

Please email RSVP with dinner choice by Nov 4<sup>nd</sup>

[Sam.Samanta@flcc.edu](mailto:Sam.Samanta@flcc.edu), CC to [bloomfieldscientificclub@gmail.com](mailto:bloomfieldscientificclub@gmail.com)

*Representatives of [LSI Solutions](#), [New Scale Technologies](#) and [Optimax Systems](#) will be available to showcase their medical technology innovations, and discuss job/career opportunities.*

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The Office of Diversity Equity and Inclusion and The Office of Student Life

Diversity Discussion Series: A Deeper Dive into the Lived Experience of Others (2020-2021).

Image	DEI Focus	Pre-Work	Learning Objective	Discussion Prompt
	Women	Netflix: I Don't Know How She Does It w. Sarah Jessica Parker (2011)	Gain a deeper understanding of the challenges women face in the workplace in comparison to their male colleagues.	Are women held to a different standard than their male counterparts in the workplace?
	Faculty and Staff of Color	YouTube/Netflix: 13 <sup>th</sup> Documentary (Free on Netflix)	Learn about the historic representation of African-Americans in the media, and the use of the U.S. prison system to feed the pockets of corporate America.	How has Racism negatively impacted the perception and experience of those from marginalized backgrounds in the United States?
	LGBTQ+	Harvard Business Review: Is a Promotion Worth Hiding Who You Are?	Heterosexism and the Challenges for LGBTQ Professionals Coming Out in the Workplace.	Should an individual be authentic about their sexuality at work if it can have negative circumstances?
	Young Professionals	Supporting the Old but Neglecting the Young? The Two Faces of Ageism	Build our understanding of ageism and residual implications for young professionals.	What does ageism in the workplace look like and how can we create more inclusive spaces?
	Veterans	American Sniper Movie (2015)	Explore some of the psychological impacts of military service and the transition to civilian life.	How can organizations support the successful transition of veterans to the world of work?
	Living with a Disability	The Upside Movie (2019)	The Impact of Societal Perception on Individuals Living with a Disability.	What form of discrimination have you witnessed or experienced around serving in the workplace with a visible or invisible disability?



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	<p>Faculty and Staff of Color</p>	<p>Tell Them We Are Rising   The Story of Black Colleges and Universities</p> <p>On YouTube:  <a href="https://www.youtube.com/watch?v=Cgmr7V8zrA">https://www.youtube.com/watch?v=Cgmr7V8zrA</a></p>	<p>Learn about the historic representation of African-Americans in the Higher Education landscape from past to present day.</p>	<p>What's the significance of Historically Black Colleges &amp; Universities (HBCUs) in the Civil Rights Movement?</p>
	<p>Women</p>	<p>Second Act w/ Jennifer Lopez</p> <p>On YouTube:  <a href="https://www.youtube.com/watch?v=NU-BmMSkvJE&amp;t=17s">https://www.youtube.com/watch?v=NU-BmMSkvJE&amp;t=17s</a></p>	<p>Gain a deeper understanding of the difficulties facing women in the status quo of the workplace.</p>	<p>Identify some modern examples of female discrimination in the workplace &amp; how it can be addressed?</p>
	<p>LGBTQ+</p>	<p>Handsome Harry</p> <p>On YouTube:  <a href="https://www.youtube.com/watch?v=DWVMSo2rvw">https://www.youtube.com/watch?v=DWVMSo2rvw</a></p>	<p>Heterosexism and the U.S. Military</p>	<p>How has heterosexism shaped the live experience of LGBTQ+ Americans in the armed forces?</p>
	<p>Young Professionals</p>	<p>Study identifies countries and states with greatest age biases</p> <p>Article:  <a href="https://msutoday.msu.edu/news/2020/apelsm">https://msutoday.msu.edu/news/2020/apelsm</a></p>	<p>Understand the societal factors contributing to ageism against the old &amp; young.</p>	<p>What are the varying perspectives on young professionals &amp; older professionals in the workplace in this country?</p>
	<p>Veterans</p>	<p>Street Vets – PBS Homeless Veteran Documentary</p> <p>On YouTube:  <a href="https://www.youtube.com/watch?v=Axoi93hZpZ8">https://www.youtube.com/watch?v=Axoi93hZpZ8</a></p>	<p>Explore the largely invisible world of homeless veterans.</p>	<p>What factors may lead to the homelessness that impact those whom have serve our country in uniform?</p>
	<p>Living with a Disability</p>	<p>"Crip Camp" documentary by Michelle &amp; Barack Obama</p> <p>Available on Netflix</p>	<p>Understand the barriers that prevent individuals with disabilities from enjoying a "normal" life, both past &amp; present.</p>	<p>What obstacles have you noticed or observed that effect individuals with disabilities in a workplace setting?</p>

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## The Office of Student Life Staying in the Mix!

### Fall 2020

- Extended Orientation – Trained 9 students who served as mentors to new students, and hosted 7 social and educational events for the mentors and new students. Events were a mix of in-person and virtual.
- Diversity Dialogue Series – Co-hosted 5 sessions with the Chief Diversity Officer for students, faculty and staff. Each session highlighted a systemically marginalized community – women, people of color, LGBTQ+, young professionals, and veterans.
- Hispanic Heritage Month Giveaway – Students were asked to fill out a form asking them to think critically about why it is important to understand/celebrate other cultures. Two winners received Babbel language learning subscriptions.
- National Voter Registration Day Virtual Voter Registration Drive – Hosted speaker from Disability Rights New York.
- Native American Heritage Month Event – Hosted speaker from Ska-nonh Great Law Peace Center who spoke about native history and legacy in New York State.
- International Persons with Disabilities Day Event – Hosted speakers from Lakeview Health Services, Ontario ARC, and Bad Dog Boutique about how they support the disabled community. All attendees received gift cards to North Star Coffee Shop, a division of Ontario ARC that employs people of all abilities.
- Racial Justice in the Finger Lakes Event – To celebrate Human Rights Day, our Chief Diversity Officer and speakers from National Coalition Building Institute Rochester and People’s Peaceful Protest Geneva talked about racial justice work being done in our area.



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### Spring 2021

- Extended Orientation “Ask A Laker” series and New Student Meet-Ups – 6 week program. FLCC alumni and current students served as resources during the Ask A Laker series events.
- Friday Dance Features – In celebration of Black History Month, a YouTube video of different types of dance were shared on social media each Friday.
- Diversity Dialogue Series – Hosted again featuring the same communities with different articles and resources shared.
- Food On Us – In an effort to simultaneously address student food insecurity & experience an important aspect of another culture, students were able to pick up meals on Main Campus that

# Diversity, Equity & Inclusion Plan Annual Report 2020- 2021

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were purchased from various local restaurants of different cuisines. Three events were held, each featuring a different restaurant.

## Fall 2021

- Diversity Discussions – Two hosted per month covering these topics: LGBTQ terminology, anti-racism, sexism, implicit bias, political diversity.
- Tasting Tuesdays – a re-branded version of “Food On Us” held in spring 2021. Two events were held with food from two local restaurants of different cuisines.
- Active Minds – This student club is a chapter of the national organization of the same name, whose goal is to bring awareness to and destigmatize mental health. The group has hosted a multitude of club meetings and passive programming events throughout the semester.
- Veteran’s Day – Eli helped to create a video for our student veterans with messages of support from throughout the Laker community.
- International Persons with Disabilities Day – pamphlets and social media posts highlighted content creators who are persons with disabilities. Also highlighted the topic of neurodiversity.
- Human Rights Day – Hosting an expressional wall, encouraging students to share what human rights mean to them.

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### Diversity Student Leadership:

Arrow Conner, President of Prism  
Morgan Collazo, Director of Marketing for Student Corporation

“Diversity, Equity and inclusion is important in higher education because it enhances the educational experience. It promotes and encourages individuality throughout each student, staff and faculty. Creating a safe environment for everyone to learn from those whose experience, beliefs, and perspectives are different from our own.”

**Eli O'Connor**  
**Student Life Specialist for Diversity, Equity, and Inclusion**

# Diversity, Equity & Inclusion Plan Annual Report 2020- 2021

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## Goal 5

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

## Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

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

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

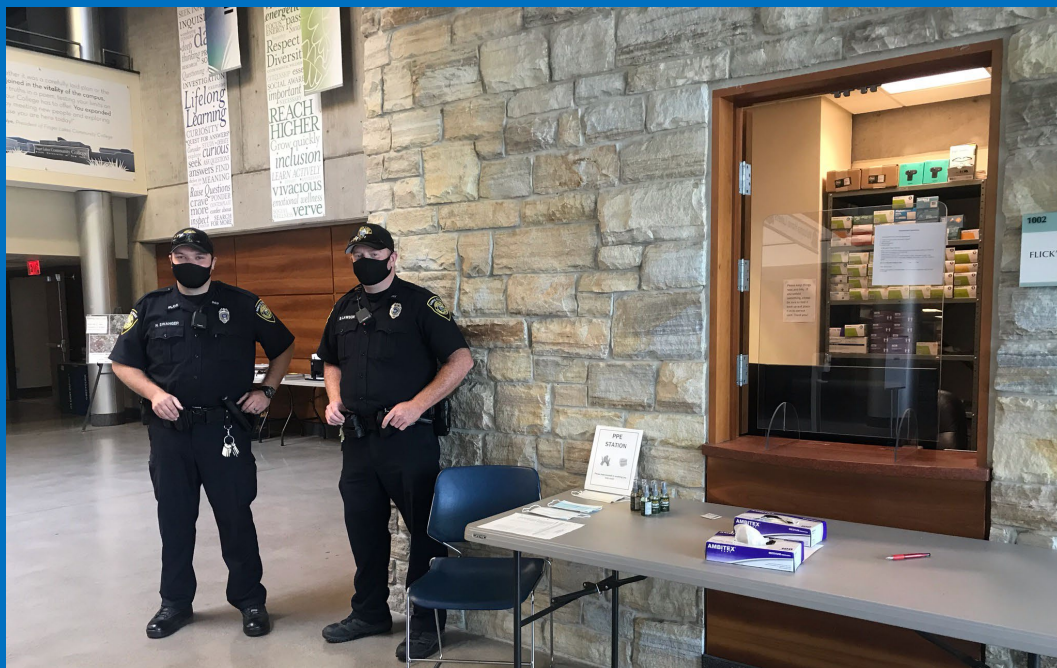
Objective 5: Ensure organizational sustainability

## Strategic Objective # 1

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

## Strategic Objective# 2

Building a Sense of Community on Campus and within Housing





## The Suites at Laker Landing



Housing is an essential part of the student experience, our staff in the Suites at Laker Landing are working to support Diversity, Equity, and Inclusion at the highest level. Here are some initiatives below:

### **Medical Accommodations**

Throughout its practice, Housing and Residential Life welcomes and encourages individuals with disabilities to live in the residence hall. To the fullest extent possible, Association Housing seeks to provide accessible housing to meet the needs of everyone and provides avenue for residents to seek accommodations allowing them to better experience and enjoy their time in the residence hall. Accommodations may include physical implements or modifications, exception to requirements or policy, or additional provision or allowance including Emotional Support Animals.

### **Preferred Name**

Since 2014, Housing and Residential Life has welcomed residents to use a preferred name; to have that name on file with the department and have it used in all internal applications including, rosters, door decorations, name tags, and communications.

# **Diversity, Equity & Inclusion Plan Annual Report 2020- 2021**

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## **Gender Identity**

Since 2014, Housing and Residential Life has welcomed residents to freely express their gender; to have that gender identity affirmed and on file with the department and have it used in all internal applications, specifically, in assignment. Residents are assigned based on how they identify and are included in that process so they are most comfortable with the current binary assignment model.

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## **Gender Inclusive Housing**

Housing and Residential Life is currently making provisions to allocate space and allow residents to select Gender Inclusive Housing (beginning Fall 2022). The general premise of Gender Inclusive Housing is to provide an assignment option irrespective of gender identification.

## **Programming Model**

Part of creating a community that espouses its values is to have them manifested in the way it administers and programs. Housing and Residential Life provides an enriching living environment through a variety of programmatic efforts. One such effort is through student staff, Resident Assistant (RA), programming. Under professional staff (Resident Director RD) guidance and supervision, the RAs use a programming model that focuses on six (6) “core elements”- Citizenship, Interpersonal, Diversity, Learning, Wellness, and Discovery.

## **DEI Series and Interoffice Partnerships**

The Office of Housing and Residential Life considers the Chief Diversity Officer and their office as an invaluable resource. To that end, Housing and Residential Life has partnered with the Chief Diversity Officer to co-sponsor DEI sessions and programs within the residence hall. Additionally, all professional members of Housing and Residential Life have regularly consulted with the Chief Diversity Officer for perspective and insight in execution of their duties including, training, conduct, programming, communications, and general resident body wellbeing.

## **RA Training and In-Service**

The Resident Assistant (RA) training and In-Service programs have always incorporated targeted subject matter delivered by content experts to best prepare the staff to engage a diverse array of individuals and circumstances. Specific topics include: DEI, student services, mental health, suicide awareness and prevention, Title IX Sexual assault/Sexual misconduct and awareness.

## **DEI Consciousness**

The Office of Housing and Residential Life makes a concerted effort to promote and incorporate the values of Diversity, Equity, and Inclusion in its general effort to afford our residents opportunity to engage. Events hosted or presented by other office on Campus, especially those of the Office of DEI are widely promoted and marketed within the residence hall. A new life-skills based programming series, Life Workshop (Spring 2022 launch), will include sessions reflective of DEI such as Unconscious Bias, Developing Emotional Intelligence, and Civic Engagement. The Office of Housing is also interested in resident perspective. To this end, Housing and Residential Life has hosted Town Hall meetings for the resident body and executed engagement and climate surveys.

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## Goal 6

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

## Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

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

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

Objective 5: Ensure organizational sustainability

## Strategic Objective

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



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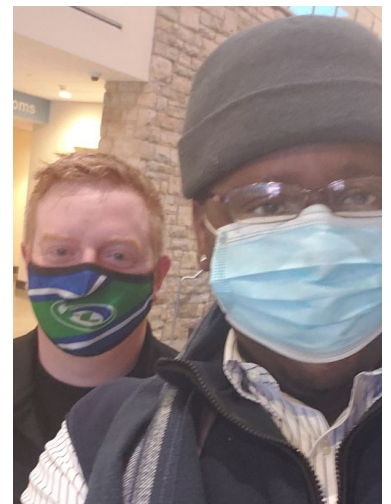


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## Moving our Community Forward: Collective Impact for a Greater Good!

Finger Lakes Community College has been instrumental in the community around matters of Diversity, Equity, and Inclusion. This include the Chief Diversity Officer participating in a **BLACK LIVES MATTER** speaking tour, conducting Implicit Bias Training for local law enforcement agencies, serving on the Police Reform and Reinvention Collaborative for three organizations, including Ontario County Sheriff's Office, Geneva Police Department, and Canandaigua Police Department, serving on the DEI Committee for Canandaigua City School District, presenting on DEI at Wood Library in Canandaigua, and getting elected as the First African-American man as a Council Member-At-Large for the City of Canandaigua!



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FINGER LAKES COMMUNITY COLLEGE  
**CAMPUS SPEAK OUT**

TUESDAY, MAY 4TH  
3:00 PM  
FINGER LAKES COMMUNITY COLLEGE,  
CANANDAIGUA, NY

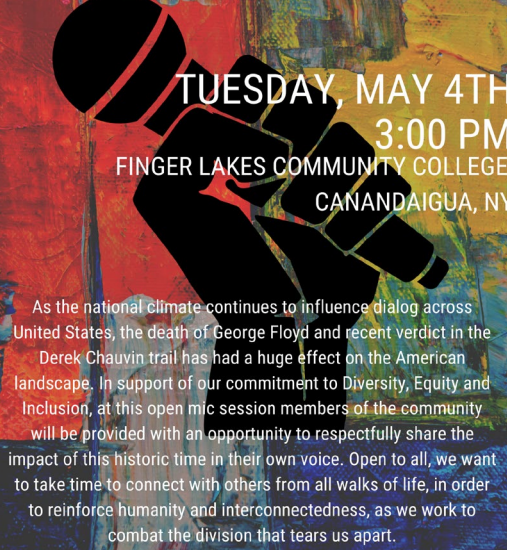
As the national climate continues to influence dialog across United States, the death of George Floyd and recent verdict in the Derek Chauvin trail has had a huge effect on the American landscape. In support of our commitment to Diversity, Equity and Inclusion, at this open mic session members of the community will be provided with an opportunity to respectfully share the impact of this historic time in their own voice. Open to all, we want to take time to connect with others from all walks of life, in order to reinforce humanity and interconnectedness, as we work to combat the division that tears us apart.



FINGER LAKES COMMUNITY COLLEGE  
**CAMPUS SPEAK OUT**

TUESDAY, MAY 4TH  
3:00 PM  
FINGER LAKES COMMUNITY COLLEGE,  
CANANDAIGUA, NY

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FINGER LAKES COMMUNITY COLLEGE  
**CAMPUS SPEAK OUT**

*As the national climate continues to influence dialog across United States, the death of George Floyd and recent verdict in the Derek Chauvin trail has had a huge effect on the American landscape. In support of our commitment to Diversity, Equity and Inclusion, at this open mic session members of the community will be provided with an opportunity to respectfully share the impact of this historic time in their own voice. Open to all, we want to take time to connect with others from all walks of life, in order to reinforce humanity and interconnectedness, as we work to combat the division that tears us apart.*

TUESDAY, MAY 4TH, 3:00 PM  
FINGER LAKES COMMUNITY COLLEGE  
CANANDAIGUA, NY



DIVERSITY, EQUITY, INCLUSION  
FINGER LAKES  
COMMUNITY COLLEGE:

**CAMPUS SPEAK OUT**

*As the national climate continues to influence dialog across United States, the death of George Floyd and recent verdict in the Derek Chauvin trail has had a huge effect on the American landscape. In support of our commitment to Diversity, Equity and Inclusion, at this open mic session members of the community will be provided with an opportunity to respectfully share the impact of this historic time in their own voice. Open to all, we want to take time to connect with others from all walks of life, in order to reinforce humanity and interconnectedness, as we work to combat the division that tears us apart.*

TUESDAY, MAY 4, 3:00 PM  
FINGER LAKES COMMUNITY COLLEGE



# #blacklivesmatter

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## Diversity, Equity & Inclusion in the Finger Lakes



**Education - Law Enforcement - Community**  
**Thursday, August 27, 2020 - 6 p.m. - 7:30 p.m.**  
Join the Zoom Webinar

## Race and Politics

Dr. Sim J. Covington, Jr.  
Chief Diversity Officer  
Finger Lakes Community College  
3325 Marvin Sands Drive  
Canandaigua, New York 14424





## Leadership Ontario

Finger Lakes Community College has a dynamic duo representing the institution in the inaugural class for Leadership Ontario. Leadership Ontario is a program administered by The Partnership for Ontario County. The Partnership for Ontario County, incorporated in 1998, as an independent non-profit organization, located in Canandaigua, NY. The Board of Directors and the Partnership team create, support and administer alliances to cultivate positive social change. Our Director of Admissions, Matthew Stever, and our Assistant Director of Student Life, Andrea Brown, are both enrolled and engaging in the process. This includes 13 full day sessions over the course of one year including a two-day retreat to kick off the program and ending with a graduation ceremony. Each program day highlights a key focus area of Ontario County.





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**FLCC Out in the Community:** Dr. Sim J. Covington, Jr., Chief Diversity Officer, was accompanied by Dr. Robert Nye, President, to represent FLCC at the annual Geneva NAACP School Supplies Giveaway in late August, handing out items donated by the FLCC bookstore.



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## History in the Making

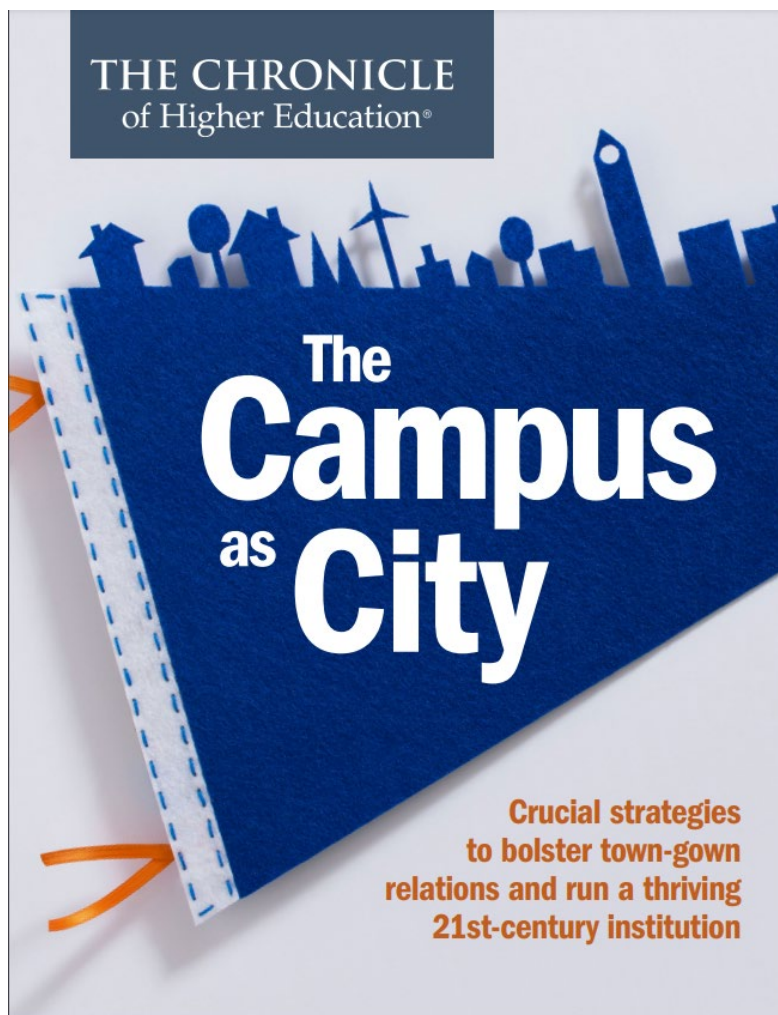
### Covington for Canandaigua



Dr. Sim J. Covington, Jr. has made history in the geographic region on several occasions since his arrival at FLCC. First, serving as the inaugural Chief Diversity Officer for Finger Lakes Community College, appointed in January 2018. Second, he is the first person of color to serve as the Finger Lakes Law Enforcement Academy Implicit Bias Associate Trainer and Associate Member. This appointment was created to facilitate conversations with local law enforcement agencies after the tragic death of George Floyd in Minneapolis, Minnesota and the response around police reform across the national landscape. Third, after winning his campaign and being elected in November 2021, Dr. Covington was sworn-in as the first African-American man to be elected to City Council for Canandaigua, New York. Representing the college and the community with the highest level of integrity, Dr. Covington takes his role supporting matters of diversity, equity, inclusion, and accessibility very seriously.

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## Workforce and Career Solutions getting GRITTY with it! Using BRIDES to Make DEI Success...

Todd Sloan in our Office of Career and Workforce has been supporting access to FLCC for both, our credit and non-credit adults students. FLCC has secured several grants, such as our BRIDGES (Building Rural Innovation, Designing Educational Strategies) grant where FLCC established a GRIT (Growing Rural Infrastructure Together) initiative, focused on helping our local high-need areas overcome possible technology & transportation barriers, and providing access to employers needing skilled graduates. As an institution, we have also engaged in identifying opportunities for industry-recognized incremental credentials for high demand career fields/occupations. BRIDGES has provided a rich opportunity to support our rural students at Finger Lakes Community College. With the creation of our institution-wide Diversity, Equity and Inclusion plan, BRIDES provides another chance to support our students coming from rural geographic areas, in addition to different aspects of their social identity. In support of BRIDGES, Dr. Covington represented FLCC at the Rural Community College Alliance in Hickory, North Carolina.

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FLCC plans to use the \$75,000 PACCE Grant funding to cover the costs of the infrastructure necessary to establish new HyFlex capable learning sites, develop curriculum for additional course offerings, and provide last dollar scholarships for targeted students. We anticipate the greatest portion of the funds, \$45,000, will cover the purchase of the equipment necessary for high quality delivery of courses at three new partner sites. Historically, a HyFlex classroom requires an investment of approximately \$15,000 in equipment which includes cameras, computers, large screen for video presentation, and personal devices, laptops or tablets, for student use.

Partners and locations will be selected specifically because of their proximity and accessibility to adult students, Black, Hispanic, Latino, and Native American, who have not had easy access to FLCC programming previously. Our experience has been that partners are often able to provide space for students, but are not able to invest in the high-quality equipment required for quality course delivery.

A significant portion of the grant funds, \$24,000 is expected to be expended on curriculum development. These funds would allow FLCC to hire subject matter experts to develop industry-based curriculum in high demand fields, aligned with regional labor market needs. The curriculum will be competency-based and contextualized to the specific high-demand occupations within these fields. Offerings will be modularized into self-contained, instructional packages covering a single conceptual unit, and designed to be delivered through the HyFlex instructional model. The development would integrate industry recognized credentials into higher education levels permitting incrementally attainable certifications, filling gaps that exist in current micro pathways or potentially adding new options. Grant funds would permit translation of needed employer and industry competencies to higher education curriculum. The offerings would be integrated into the FLCC learning management system.

The remaining portion of the grant funding would provide “last dollar” scholarships within the targeted communities to fill gaps remaining after other funding alternatives are exhausted. The dollar amounts for these scholarships are not expected to be large, but are expected to be impactful for recipients, members of the target population. FLCC would work with employers willing to offer educational matching funds to make programs self-sustaining after the grant period. Guidance from the technical assistance provided by the grant funding would assist FLCC in maximizing the impact of the new locations and scholarship offerings, while developing the most desirable educational offerings for the target population.



**Todd Sloane**  
Director of Career &  
Workforce Solutions



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## K-14 Connection

As the Liaison of K-14 Outreach and Partnerships, our **Liaison of K-14 Outreach and Partnerships** has worked to strengthen the relationship between FLCC and our area regional school districts around topics that will increase student success. Conversations around Diversity, Equity, and Inclusion (DEI) have increased in our regional schools in the last few years, and the college has also worked to support these efforts by participating in DEI related committees in the districts and by connecting these groups with the FLCC Chief Diversity Officer when possible. The following is a list of a variety of activities that have taken place to learn more and share ideas related to DEI efforts at Finger Lakes Community College:

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- March 2021: Our K-12 Coordinator Attended the CUNY Neurodiversity Conference and is currently pursuing an EdD in Education at Northeastern University that has a focus on DEI and social justice.
- April 2021: Attendance at the Resilience and Recovery: MTSS (Multi-Tiered System of Supports) Workshop offered by Finger Lakes Community Schools
- September 2021: Attendance at the DASA (Dignity for All Students Act) Coordinator's workshop for area K-12 DASA Coordinators.
- As the new Coordinator of the Teaching Assistant Certificate program, our **Liaison of K-14 Outreach and Partnerships** has been working with college leaders to work with the state on becoming an approved provider in Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention (DASA training).
- November 2021: Finger Lakes TV Mental Health Series: Working with our Director of Public Relations and Communication to support the creation of a video series documentary that uses storytelling to explore mental health issues among high school and college students.
- **Liaison of K-14 Outreach and Partnerships** Standing Committee Member:
  - The Regional Instructional Council (RIC) comprised of the Directors of Curriculum and Instruction of all 25 K-12 school districts within FLCC's service area.
  - RIC subcommittee on Cultural Responsiveness
  - College and Career Readiness Action Network of Geneva 2030 – collective impact initiative focused on coordinating resources of the entire Geneva community to support students from cradle to career.
  - High School Guidance Counselor Advisory Board at FLCC
  - Strategic Enrollment Planning (SEP) Committee at FLCC
  - Guided Pathways Committee at FLCC
- Connected Chief Diversity Officer with area school districts around DEI efforts:
  - Honeoye School District
  - Marcus Whitman
  - Midlakes (Future Event)
  - Penn Yan





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## Summary

As FLCC continues our efforts around Diversity, Equity, and Inclusion, we realize the importance of being dedicated to this work as a higher education institution. The past year and a half has provided a rich opportunity for the college community to come together, as we address matters of difference in a fair and equitable manner. Rejecting the expectation of diversity as a melting pot, while embracing diversity as a mosaic, students, faculty, and staff from all walks of life need to feel valued and respected as members of our campus community. As a diverse college campus opens more doors for students to interact with a variety views and lived experiences, we can all continue to learn from each other as human beings. With a commitment to social justice, Finger Lakes Community College will keep making strides around Diversity, Equity, and Inclusion, for our betterment as individuals and as a collective.