Diversity and Inclusion Plan

2017-2020

Introduction

The mission of Clinton Community College is to provide educational opportunities that enrich minds, strengthen the economy and improve the quality of life in our region. Our vision is that, as a result of our efforts, individuals will be prepared to meet the challenges of a global society, our economy will thrive and the people in our region will enjoy an enhanced quality of life.

To fulfill the college’s mission, vision, and to adhere to its core values, the implementation of a diversity plan becomes a necessity. Diversity and inclusion are integral components of the highest quality academic programs and the strongest campus climate. The following plan is how Clinton Community College will strive to uphold our vision.

Definition of Diversity

Diversity can be broadly defined to include all aspects of human difference, including but not limited to, age, ability, race, ethnicity, gender, gender expression and identity, marital status, learning style, educational and regional background, national origin, sexual orientation, religion, socio-economic status, occupation, status as a veteran, language and cultural heritage.

Diversity Plan Vision Statement

Clinton Community College is committed to providing educational opportunities that enrich minds and prepare individuals to meet the challenges of an evolving workforce and global society. The College strives to be diverse in ways that reflect the world in which we live and work. By being intentional about creating a strong climate of mutual respect and inclusiveness, we recognize that learning experiences will be broader, richer and more meaningful for all members of our community.

To that end, our vision is to see a community where diversity is celebrated as a means to enrich learning and acceptance to afford our students the opportunity to excel in an increasingly globalized economy.

- We commit to challenge ourselves and each other to improve the campus climate for all students, faculty and staff by addressing identified areas for learning, opportunity, growth, and potential.
- We commit to lead by example. To emulate and exemplify enlightened leadership to facilitate inclusivity for students, faculty, and staff.
- We commit to encourage, model, and facilitate appropriate pedagogy necessary to develop greater cultural sensitivity and global awareness and to ensure that all members of the campus community have a voice.
Assessment of Current Campus Diversity and Climate of Inclusion

Current Demographics

Clinton Community College (CCC) is one of thirty locally-sponsored community colleges within the State University of New York (SUNY) System. CCC is sponsored by Clinton County and is situated just south of the city of Plattsburgh, NY in the northeastern corner of the state. The College predominately serves students within Clinton County and neighboring Essex and Franklin counties of New York State. It also hosts several hundred students collectively from other areas of New York, other U.S. states and international students. The college offers twenty A.A., A.S., and A.A.S. programs and seven certificate programs. Numerous articulation agreements and transfer options exist for CCC students to continue their tertiary education. In addition to its on-campus offerings, CCC offers credit-bearing courses to high school students through the College Advancement Program (CAP) as well as on-line courses.

While it is impossible to paint a true picture of the myriad of diversity amongst the members of our College’s community, the information below provides a basis for establishing goals.

<table>
<thead>
<tr>
<th>2015/2016</th>
<th>Students (11/1/2015)</th>
<th>Faculty/Staff (11/1/2015)</th>
<th>Clinton County (7/1/2015 Census)</th>
<th>NY State (07/01/2015 Census Report)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>1211</td>
<td>141</td>
<td>48.7%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Men</td>
<td>899</td>
<td>77</td>
<td>48.7%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Unknown/NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>38</td>
<td>6</td>
<td>4.8%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Foreign-born</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>31</td>
<td>1</td>
<td>3%</td>
<td>18.8%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>11</td>
<td>0</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>28</td>
<td>0</td>
<td>1%</td>
<td>9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>108</td>
<td>1</td>
<td>5%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific</td>
<td>6</td>
<td>0</td>
<td>n/a</td>
<td>0.1%</td>
</tr>
<tr>
<td>Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1660</td>
<td>207</td>
<td>90%</td>
<td>56%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>15</td>
<td>0</td>
<td>2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Race or ethnicity unknown</td>
<td>213</td>
<td>9</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td><strong>Veterans</strong></td>
<td>51*</td>
<td>7</td>
<td>8%</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>With a disability under age 65</strong></td>
<td>10%*</td>
<td>unknown</td>
<td>10.6%</td>
<td>7.3%</td>
</tr>
<tr>
<td><strong>Language other than English spoken at home</strong></td>
<td>unknown</td>
<td>6.4%</td>
<td>30.2%</td>
<td></td>
</tr>
</tbody>
</table>

*Fall 2016 data

Pell Grant Recipients (Fall 2014)**

** SUNY Data Brief: Diversity, Equity & Inclusion, 2015

SUNY community college average 44.7% Clinton Comm. College 54.20%
Demographics of Prospective Students

CCC has a strong record of serving New York State students, with an average of 96% of students during the past five years coming from within the state. The college’s admissions plans and marketing initiatives will continue to focus on serving New York State students. A slight growth in enrollment is projected for international students within the coming five years; however, a slight decrease in enrollment in projected for outside of New York State (U.S.) students during this time.¹

Reviewing the New York State Census data, the state saw an increase in those identifying as Hispanic between the 2010 census and the 2015 census (from 17.6% to 18.8% of the population)

The Asian population saw an approximately 13% increase from 7.3% to 8.8% between the 2010 census and the 2015 census.

The Black or African American percentage of population increased from 15.9% in 2010 to 17.6% in 2015.

Figure 1. NYS Public High School Graduate Racial/Ethnic Demographic Profile Trends

Excerpted from Knocking at the College door, Projections of High School Graduates, New York State Profile, December 2012, Western Interstate Commission for Higher Education (WICHE).

Nationally, the new collective majority of minority schoolchildren (K-12) was projected to be 50.3% in the fall of 2014, by the National Center for Education Statistics.²

¹ Clinton Community College – SUNY Excels 2015, Performance Improvement Plan
² “U.S. School Enrollment Hits Majority-Minority Milestone” Education Week, August 19, 2014
In addition to looking at the high school age population, the College must also look to the demographics of non-traditional age New Yorkers as a source of prospective students, faculty and staff.

**Figure 2. Distribution of Educational Attainment by Race Ethnicity of New Yorkers 25 Years and Older**

**Figure 3. Retention of First-Time, Full-Time Students in a Program for Select Race/Ethnic Groups, Fall 2013 cohorts – SUNY Overall, State-Operated Institutions, and Community Colleges**
Current College Climate Assessment

Faculty/Staff Climate Survey 2016

The 2016 Faculty and Staff Climate Survey was administered February 9 – 29, 2016 via Survey Monkey. 100 individuals responded; responses were anonymous. Response rates were as follows:

- Full-time teaching faculty: 78% (36 respondents)
- Adjunct faculty: 14% (7 respondents)
- Staff: 68% (48 respondents)
- 9 respondents did not identify

Q: I feel respected as an individual

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>45%</td>
<td>12%</td>
<td>24%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Q: Differences in opinion and perspectives are valued

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>25%</td>
<td>23%</td>
<td>34%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Q: Diversity is valued

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>24%</td>
<td>45%</td>
<td>18%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Q: CCC is a safe place to appropriately question ideas/perspectives

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>20%</td>
<td>27%</td>
<td>34%</td>
<td>14%</td>
</tr>
</tbody>
</table>

SUNY Student Opinion Survey Feedback – Spring 2016

The SUNY Student opinion Survey was conducted in March and April of 2016. CCC successfully collected 430 surveys (30.8% of the Spring enrolled class). Included in the bottom third ranking (consistent from 2013 to 2016):

- Racial harmony on campus
- Diversity of faculty and staff
- Diversity of student body
- Faculty respect for students
- Student respect for other students (including in the classroom)
- Campus openness/acceptance/feeling of belonging
- Disability issues
After reviewing current and prospective student demographic data, as well as climate survey results, it became clear that we must invest and commit ourselves to furthering opportunities to learn and work in a diverse and inclusive campus environment in order for our College to thrive. Five themes emerged as we examined the data relative to our vision. The themes were developed into the following goals:

**Goal 1: Enhance diversity-related educational opportunities and experiences to ensure that students graduate with the knowledge and skills necessary for living and working effectively as members of a diverse, global society.**

**Goal 2: Promote and support activities and events which celebrate diversity and develop an awareness of inclusion throughout the College and local community.**

**Goal 3: Identify and incorporate changes in our communications as well as physical plant which promote an inclusive environment.**

**Goal 4: Increase faculty, staff and student diversity throughout the College.**

**Goal 5: Develop and implement strategies and programs designed to support the retention and success of under-represented students.**
Strategies and Implementation

Goal 1: Enhance diversity-related educational opportunities and experiences to ensure that students graduate with the knowledge and skills necessary for living and working effectively as members of a diverse, global society.

- Hold regular forums highlighting diversity in our local community and discussion issues of global concern.
- Support Study Abroad courses and opportunities.
- Celebrate International Education Week (November).
- Research viability of an international/ESL program.
- Encourage the infusion of different cultural perspectives into classroom discussions by offering faculty and staff seminars on ways to interact, mentor, and support diverse students.
- Identify applied learning opportunities (e.g. service learning, etc.) which develop and apply students’ diversity and inclusion competencies.

Goal 2: Promote and support activities and events which celebrate diversity and develop an awareness of inclusion throughout the College and local community.

- Showcase international operations of local industries.
- Show films highlighting international and diversity issues (Gender, veteran, socio-economic, culture, disability).
- Invite diversity speakers to present on campus.
- Celebrate the cultural heritage of members of the CCC community through diverse food service offerings.
- Offer student activities which develop an awareness of others’ experiences and perspectives.
- Develop and offer Diversity Week programming concurrently with Plattsburgh State University.

Goal 3: Identify and incorporate changes in our communications as well as physical plant which promote an inclusive environment.

- Review and update signage to ensure it portrays an inclusive environment
- Review existing forms and College correspondence to ensure language/terminology is inclusive
- Review web site, marketing materials, and publications to ensure use of inclusive language and images
- Ensure that both campus and instruction is accessible.
- Provide information and resources to support the College community’s efforts to understand differing perspectives and experiences (i.e. terminology, etc.)
- Identify “inclusive management” as a leadership competency and provide professional development opportunities to staff and faculty in order to develop this competency
Goal 4: Increase faculty, staff and student diversity throughout the College.

- Research methods to diversify faculty including teacher exchange programs, Artist-in-Residence, Visiting Faculty, or perhaps a short term program for newly minted teachers to gain experience and be mentored here by our faculty.
- Develop plans to secure SUNY funding for the hiring of diverse faculty.
- Improve the search and hiring process to enhance the potential for increasing the diversity of the faculty (full-time and adjunct) and the staff (casual, support, and administrative). Include diversity and inclusion competencies in criteria matrices.
- Research methods to diversify staff including internship possibilities, etc.

Goal 5: Develop and implement strategies and programs designed to support the retention and success of under-represented students.

- Develop student and/or staff buddy system to support new and returning students.
- Provide clarity concerning Accommodation Services for students.
- Re-introduce and expand the student peer support program (i.e. Human Services STEPS program).
- Expand access to learning opportunities that occur outside the traditional classroom.

Assessment and Evaluation

Under development.

Summative Statement

Clinton Community College is committed to providing educational opportunities that enrich minds and prepare individuals to meet the challenges of an evolving workforce and global society. The College strives to be diverse in ways that reflect the world in which we live and work. By being intentional about creating a strong climate of mutual respect and inclusiveness, we recognize that learning experiences will be broader, richer and more meaningful for all members of our community. We will cultivate a learning and work environment that is welcoming, inclusive and respectful of human differences. The goals and strategies identified in this Diversity Plan are intended to facilitate fulfilling this commitment. This Plan further promotes fostering a deeper awareness of others, which, in turn, will result in a vibrant and thriving sense of community.