

BELONGING

Diversity, Equity, and Inclusion Plan



MONROE COUNTY
COMMUNITY COLLEGE

enriching lives

Submitted by Members of the MCCC Diversity Task Force / Legacy Partners of NWO

Monroe County Community College

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MCCC DEI Task Force

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Executive Summary

Belonging: The Monroe County Community College 2021 Diversity, Equity, and Inclusion Plan, is an extension of the College's ongoing Strategic Planning process. *Belonging* was generated by the DEI Strategic Planning Task Force (the DEI Task Force) and is emblematic of the culture of continuous improvement at Monroe County Community College (MCCC).

MCCC recognizes the need for continued growth and evidence-based revisions of our DEI plan. To ensure informed decision-making, we have instituted regular, systematic, and robust evaluations of our plan's outcomes. In this manner, our plan is a living document that responds to the successes and failures of previous efforts. Evaluation requires multiple methods of assessment, both year-to-year and longitudinally, that demonstrate where we are in achieving our strategic goals.

Furthermore, the assessment of our processes is documented and communicated in a manner promoting transparency and accountability, which allows for informed input from the campus staff, faculty, students, and the community we serve.

Highlights of *Belonging*

The plan consists of six (6) Strategic Goals that drive a total of twenty-eight (28) objectives. Goals and their rationales are:

- ***Strategic Goal 1 - Establish a sustainable Diversity, Equity, and Inclusion (DEI) infrastructure.***

Sustainable DEI strategies require the ongoing focus from MCCC leadership including, but not limited to the following, MCCC Board of Trustees, an appointed DEI lead, and the involvement of the faculty, staff, administrators, and students. Deep institutional integration improves diverse student and employee recruitment and involvement to cultivate institutional excellence through continuous growth and change.

The MCCC DEI Task Force and the Monroe County Diversity Committee, in collaboration with partners and key stakeholders from surrounding companies, local officials, organizations, schools, and community spokespersons/opinion makers will join to form a DEI Community Task Force.

- ***Strategic Goal 2 - Foster and embrace a welcoming and inclusive community-***

oriented culture on campus that will permeate throughout Monroe County and its surroundings.

Monroe County is less racially/ethnically diverse than neighboring counties. The majority race in Monroe County, MI is white at 91.9% of residents versus Wayne County, MI (52.3%), Lucas County, OH (61.6%), and Washtenaw County, MI (74.2%), and then Michigan (79.2%). (Data Sources: U.S. Census, proprietary data mapping and analysis).

The College acknowledges the lack of racial/ethnic diversity in Monroe County and is intentional about leading efforts to foster and embrace an inclusive culture. Specifically, the College is committed to supporting any and all efforts to bring about reconciliation and healing through educational and edifying activities.

- *Strategic Goal 3 - Improve recruitment and retention of faculty, staff, and administrators from underrepresented populations.*

As in the Monroe County community, the College acknowledges lack of diversity in its workforce. MCCC is mindful of the need to address lack of diversity (not only racial/ethnic) among administrators, faculty, and staff to ensure the College provides an environment where diverse cultures, views, and histories can be nurtured and to ensure inclusive social environments for all (See appendices for employees' demographics—page 23).

- *Strategic Goal 4 - Build diversity and inclusion competencies for faculty, staff, and administrators.*

Improving diversity-related knowledge and skills is necessary to succeed in our global economy. With growing diversity in the U.S. population and more colleges, businesses, and other stakeholders having global presence, those organizations that effectively integrate multicultural and equity skill development in their employees will benefit most. MCCC faculty, staff, and administrators should be equipped with strategies to be proactive and remove barriers from underserved communities, which will build and encourage diversity on the campus and in the community.

- *Strategic Goal 5 - Embed diversity and inclusion efforts into student recruitment and retention processes.*

Of the students enrolled in Fall 2021 that reported their race/ethnicity, 88% identify as White. MCCC is committed to increasing student diversity to ensure the College provides an environment where diverse cultures, views, and histories can be nurtured and to additionally ensure inclusive

social environments for all students. MCCC must maintain a welcoming environment to supply a safe and effective high learning environment for all students.

- *Strategic Goal 6 - Establish and/or strengthen partnerships with organizations that provide services to underrepresented populations in Monroe County and surrounding areas.*

Within and surrounding Monroe County, there are numerous organizations including non-profit and for-profits, who provide services for populations impacted by marginalization. Due to current MCCC demographics, those services are vital to the health and sustainability of MCCC culture. MCCC must create a network of organizations providing services to impacted and underrepresented populations, constituents, local officials, and companies to make more resources available at MCCC. As a result, MCCC becomes a hub for students and the community to access resources vital to the growth and sustainability of a thriving, supportive, diverse, and safe higher learning institution and community.

Foundations of DEI Efforts

Board Statement on Diversity, Equity, and Inclusion

The MCCC Board of Trustees is committed to uniting against racism, social injustice, and all forms of inequity. We believe positive change can be made at the College and beyond even though historically the effects of social injustice have been rooted in education. Every student success at MCCC will be assured through eradicating all forms of discrimination and holding student success as our guiding light. – *approved by the Board of Trustees on June 22, 2020.*

Board Approved DEI Strategic Plan – 2021 Objective 3.5

Diversity, Equity, and Inclusion: Create a culture of Diversity, Equity, and Inclusion to ensure that everyone (students, employees, visitors) who comes on campus feels a sense of belonging.

- *Tactic 3.5a* Review past efforts and take inventory of diversity initiatives (i.e., previous institutional surveys) to establish a baseline by the beginning of Winter 2021.
- *Tactic 3.5b* Hire a consultant to develop a comprehensive DEI Plan by the end of Winter 2021.
- *Tactic 3.5c* Utilize the internal Diversity Committee and the county-wide committee to further develop steps in the execution of a comprehensive DEI Plan by the end of Summer 2021.
- *Tactic 3.5d* Tie in work from the DEI Committee to the planned DEI space (refer to Tactic 3.4b) by the beginning of Summer 2021
- *Tactic 3.5e* Engage the community to support MCCC diversity, equity, and inclusion initiatives

community-wide and adopt community-wide by the end of Fall 2022.

MCCC Past Efforts

In 2008, Clarence Smith was hired as a consultant to help the College in its diversity efforts. MCCC applauds the efforts of Mr. Smith, but recognizes a new approach and updated plan is needed (see appendices—Diversity Planning Chart—page 26).

An institutional diversity committee was established in 2013 to assist with diversity planning. *Belonging*, developed with the assistance of MCCC's DEI task force and Legacy Partners of NWO, seeks to embrace the community and create cohesiveness and unity within the community. Past endeavors include, but are not limited to:

- MCCC organizes Diversity Week events typically in January.
- MCCC established the MCCC Diversity and Current Affairs series featuring numerous activities celebrating various cultures and ethnicities including, but not limited to, Black History Month, Women's Heritage Month, and LGBTQ, Native American, Arab, and Muslim peoples and experiences.
- MCCC's Gender and Sexuality Alliance (GSA) has been at the forefront of organizing numerous activities on- and off-campus.
- MCCC built six single-use restrooms on campus.
- MCCC organizes an annual Unity Peace March celebrating and honoring Dr. King's legacy.
- MCCC offers college classes on the Eastside of Monroe, helps with GED and beginning college classes, collaborates with MI Works and the Learning Bank for adults.
- MCCC tutors primarily racial and ethnic minority youth on Eastside at the Opportunity Center.
- MCCC leaders worked directly in the black community and other communities of color for census counting, and voter registration.
- MCCC created a new Meditation/Lactation/Private space on campus.
- A Diversity, Equity, Inclusion Space on campus is currently being created.
- MCCC obtained a Native American Heritage Fund grant, the largest awarded by the Fund in 2019 - and is working with the River Raisin National Battlefield and three Native American Nations.
- MCCC led the formation of the Coalition for Racial Equality, Equity, and Diversity (CREED).
- MCCC is leading the County-wide Diversity Committee which meets on campus.
- The Turtle Island Dream Keepers Native American group meets monthly on campus.
- CREED led Book Discussions on *White Fragility* and *Caste*.
- 95% of MCCC employees completed mandated Implicit Bias Training.
- MCCC participated in the 21-Day Equity Challenge in partnership with United Way of

Monroe and Lenawee Counties.

- CREED collaborated with Rotary Club districts for community presentations and training on depolarization, civility, implicit bias, and law enforcement.
- MCCC partnered with ProMedica Monroe Regional Hospital to reach out especially to minoritized communities about health during the COVID-19 pandemic.
- MCCC teamed up with the Michigan State Police and local county sheriffs to talk about and answer questions about community policing.
- MCCC is developing a Land Acknowledgment in collaboration with campus and community members from Indigenous and non-Indigenous groups.
- MCCC has collaborated with community partners to offer HIV Education and Screening on campus and in the community.

Definitions

Diversity

The concept of diversity at MCCC means embracing our individual and social differences; uplifting and celebrating one's value; showing respect through listening, serving, being polite, being affirming, and being kind; and exploring and understanding these differences in a safe, positive, and nurturing environment. It is beyond tolerance and acceptance, but diversity means creating a culture of belonging. Differences can be in the form of race, ethnicity, gender, sexual orientation, socio-economic status, age, abilities, religious beliefs, political beliefs, or other ideologies, and other personal and social characteristics.

It is important to support and protect diversity by valuing individuals and groups, without prejudice. By fostering a climate where equity and mutual respect are intrinsic, we will create a growth-oriented, cooperative, and caring community that draws intellectual strength and produces innovative solutions from the synergy of its individual members. MCCC will be a place where everyone feels a sense of belonging.

Equity

"Equity is defined as 'the state, quality, or ideal of being just, impartial and fair.' The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired situation or a lofty value. To achieve and sustain equity, it needs to be thought of as a structural and systemic concept" (Annie E Casie Foundation).

Equity includes making sure everyone has the opportunities or the support they need. Equality however means each individual or group of people is given the same resources or opportunities. Equality recognizes that each person has different circumstances and allocates the appropriate resources and opportunities needed to reach an equal outcome. (onlinepublichealth.gwu.edu)

Inclusion

The concept of inclusion at MCCC is when everyone feels welcome, their voice feels valued, and they have access to organizational power. Inclusion can be used to refer to an outcome, to describe how inclusive our campus culture feels to faculty, staff, administrators, and students. It can also describe a feature of processes and dynamics embedded in culture (e.g., Race Matters Institute, 2019), such as registration processes, building designs, scheduling procedures for tutors or classes, etc. To achieve an inclusive college, MCCC must focus on, listen to, and amplify the voices of individuals from marginalized or minoritized groups and practice looking for institutional and cultural patterns that exclude people or leave them behind. Welcoming, transparent, and empowering processes help maintain a sense of belonging on a dynamic campus.

Underrepresented

It is important to note ‘underrepresented’ in this plan refers to the vulnerable, minority, or impacted students and employees. It means individuals who experience patterns of societal discrimination, prejudice, stigma, and other ways individuals frequently do not have consistent access to opportunities and support. This is not necessarily based on a particular race and/or a certain ethnic group.

DEI Strategic Plan

Strategic Goal 1 - Establish a sustainable Diversity, Equity, and Inclusion (DEI) Infrastructure.

Objective	Action(s) with details	Unit(s) of Measurement	Responsible Individual(s) or Group(s)	Timeline
Hire a DEI Lead (part-time initially) within Human Resources and accountable to the President.	Define the DEI Lead as a collaborator with key stakeholders of the <i>Belonging</i> initiative. The DEI Lead drives all DEI activities throughout the year with participation from faculty, staff, and administrators.	An experienced individual who aligns with the vision of this plan.	Director of Human Resources and the County-Wide Advisory Committee.	Fall 2021
Infuse the DEI Strategic Plan, <i>Belonging</i> , led by the President, supported by	DEI Lead participation in meetings of the Executive Leadership Team and other	Numbers of meetings, interactions with, external constituents	DEI Lead, President, and the internal Diversity Committee	Annual End of Year Evaluation of the Human Resources function.

DEI function.	College leadership groups; regular meetings with external constituents.			
Establish a place where individuals can express DEI concerns in confidentiality.	To provide an independent resource, free from conflicts of interest to all employees and students. Individuals have a safe space to share grievances and concerns.	Number of feedbacks received and effectively addressed. Track implementation	DEI Lead, HR, and President of College	Fall 2022
Revive the county-wide committee and the campus committee—an extension of the DEI task force.	These committees will collaborate on the efforts and initiative of the DEI Lead and offer support and recommendations for current and future endeavors.	Representation from a large group of community organizations.	Director of Human Resources, the President, and Third-party consultants	Fall 2022
Become a recognized Diversity, Equity, and Inclusion 'HUB' for connections, resources, and training in the Monroe County community.	MCCC will unify all DEI efforts by supporting, organizing, and hosting resources, and by fostering a community which identifies and creates added resources to meet campus and community needs.	Quarterly surveys of college and community groups (i.e., students, employees, community participants, service organizations) dependent upon DEI Lead quarterly objectives that assess the 'pulse' of this HUB.	DEI Lead with IR Office and participation from faculty, staff, and students	Beginning of 2022
The Board will integrate explicit DEI monitoring of their governance structure.	Outline an evaluation of Board leadership, effectiveness, and continuous improvement on DEI goals. Trustees have a leadership role in ensuring that the	Inventory Checklist (Appendices)	MCCC Board	Annual Evaluation

	governing board actively promotes diversity, equity, and inclusion.			
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Strategic Goal 2 – Foster and embrace a welcoming and inclusive community-oriented culture on campus that will permeate throughout Monroe County and its surroundings.

Objective	Action(s) with details	Unit (s) of Measurement	Responsible Individual(s) or Group(s)	Timeline
Establish a pilot Mentoring Program, infuse with ‘Belonging’ principles, for onboarding all new employees.	Form new DEI task force to develop welcoming recruitment protocols, mentoring programs, and surveys. To guide mentoring, a checklist and training will be developed that includes next steps and ‘go-to’ persons for related matters.	Two surveys: 1. Stay interview done three (3) months after hire. 2. Exit interviews when notified of resignation /retirement / termination.	Director of Human Resources	As needed
New Student Orientation with intentional outreach to impacted or under-represented students.	Student Ambassadors will be responsible for welcoming, introducing, and ensuring new students are acclimated for at least two-weeks. To guide ambassadors, a checklist and training will be developed that includes next steps and ‘go-to’ persons for	Two surveys: 1. Initial survey as part of the welcoming process. 2. At the end of two-weeks, a survey should be sent.	The office of Vice President of Enrollment Management and Student Success	Fall 2022

	related matters.			
Foster and promote Student, faculty, and staff inclusion	<p>I. Conduct listening sessions to create procedures and environments that communicate a welcoming message and make transparent both how systems work, and ways individuals can impact change by focusing on students, faculty, and staff, as well as community members from underrepresented groups.</p> <p>II. Ensure divisive symbols on campus are not used to instill fear and intimidation.</p>	<p>Process mapping (consider collaborating with strategic planning); Interviews with field studies with individuals from minoritized groups; Exit interview data from employees; UM Healthy Mind Study DEI questions [1.3 of the Strategic Plan]</p> <p>Review procedures for recommendations and count number of implementations.</p> <p>Monitor parking lots and grounds with frequency to ensure that student, faculty, and staff feel a sense of security.</p>	DEI Lead and Director of Institutional Research, Planning, and Accreditation Liaison Officer (ALO), Head of Security	Annual review and assessment daily
Check-up of current campus climate	Yearly organization-wide surveys on climate, proctored by a third party (such as HEDS), to include opinions of students, faculty, staff, and community members.	<p>Survey should include:</p> <ol style="list-style-type: none"> 1. opinions on current DEI status of the College. 2. views on institutional support of DEI. 3. opinions on equity in opportunities. 4. opinions on the accessibility of campus for all groups 5. opinions on success in reaching out and partnering with diverse organizations within the community. 6. an opportunity to express individual experiences with DEI 	Leadership Team (The President, VPs); Human Resources Manager, and DEI Lead.	Annual review and assessment

		challenges. 7. a breakdown of survey engagement based on race, gender, ethnicity, age, socioeconomic status, etc.		
Sharing the 'Human Story' on campus fosters transparency and relatability through seminars, workshops, presentations during the culture, ethnic, and diversity month events.	Sharing the 'Human Story' allows individuals to see beyond themselves and embrace a welcoming culture. This can be done by a 'culture awareness' campaign (digital platform and listening sessions) that focuses on local and global issues and other activities throughout the year. It is currently done with monthly diversity events.	Administer surveys - number of presentations and number of people presenting and attending these sessions; monthly displays	DEI Lead & Marketing Team; President's office.	Quarterly assessment

Strategic Goal 3 –Improve recruitment and retention of faculty and staff from underrepresented populations

Objective	Action(s) with details	Unit (s) of Measurement	Responsible Individual(s) or Group(s)	Timeline
Create an applicant pool incorporating proven procedures that reflects diversity; intentionally engage students from impacted or underrepresented populations.	1. Regular monitoring of applicant pools by proven procedures. 2. Widely advertise positions, including in minority publications. 3. Create mentorship and on-the-job training opportunities	Applicant pool data Outreach efforts to underrepresented populations Recruitment and retention rates Retention efforts to underrepresented populations.	Director of Human Resources, DEI Lead, directors, and deans.	Establish a baseline and assess annually.

	to enhance opportunity for underrepresented employees, i.e., mentored adjunct opportunities. 4. Regular monitoring of underrepresented population recruitment.			
Monitor search committee membership	Create an outline of expectations for how search committee members can practice procedures that reduce the influence of bias.	Search committee membership data	Director of Human Resources, DEI Lead	Establish a baseline and assess annually.
Employment equity	Advertise open positions on website and other outlets with intentional focus on marginalized and underrepresented populations. Measures should be assessed by Director of Institutional Research, Planning, and Accreditation Liaison Officer (ALO).	Create a tracking system of the number of advertisements, where they are distributed, and what is stated on the advertisements and website, with a focus on underrepresented populations.	Director of Human Resources	Evaluate annually
Retain a diverse workforce	Monitor the applicant and employee groups for possible barriers to diversity with proven procedures and ensure that diverse individuals are being mentored and listened to when they have concerns.	Faculty and staff demographics on recruitment and retention. Document concerns and review with Director of Human Resources and DEI Lead.	Director of Human Resources, DEI Lead	Establish a baseline and assess annually.

Strategic Goal 4 – Build diversity and inclusion competencies for faculty and staff.

Objective	Action(s) with details	Unit (s) of Measurement	Responsible Administrator(s)	Timeline
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Provide regular mandatory trainings to employees.	Diversity, Equity, and Inclusion training includes topics such as: <ul style="list-style-type: none"> • Compliance training • Supervisory training • Microaggressions, implicit bias, stereotyping. • Scenarios 	Number of trainings, survey data from participants. Survey Evaluations Number of employees completing training.	Director of Human Resources, DEI Lead	Evaluate training annually.
Performance Evaluations	Rewrite diversity goals to be more impactful by, for example, guiding the identification of inequities, testing new strategies to reduce inequities, and tracking outcome strategies. Include achievement of diversity goals in performance evaluations.	Number of performance evaluations containing diversity goals, number of employees meeting goals.	Director of Human Resources	Inclusion of diversity goals in performance evaluations in 2022
Supplemental Opportunities to increase DEI awareness and skills.	Augment mandatory training with additional opportunities. <ul style="list-style-type: none"> • Social Justice Training • Retreats/Team Building exercises • Mentoring and Faculty Exchanges • Volunteer/Ambassador Programs • Unit Recognitions integrating diversity in curriculum • Provide tutoring and mentoring 	Number of opportunities, participants, characteristics including race; add social characteristics to the application.	Director of Human Resources and DEI Lead	Evaluate training annually.

Strategic Goal 5 – Embed diversity and inclusion efforts into student recruitment and retention processes.

Objective	Action(s) with details	Unit (s) of Measurement	Responsible Administrator(s)	Timeline
Identify and remove barriers to underserved student enrollment,	Collaborate with community groups to identify barriers to student	Number of community-based initiatives to address barriers to student enrollment,	The Office of Vice President of Enrollment Management and	Evaluate 2021-2022 initiatives on

retention, and completion.	enrollment, retention, and completion	retention, and completion. One suggestion is food bank on campus.	Student Success, DEI Lead, and Community Liaison.	Spring of 2022
Develop students' competencies in diversity and inclusion topics.	Increase co-curricular opportunities that focus on diversity and inclusion topics. <ul style="list-style-type: none"> • Service Learning • Scholar Activism • Affinity Group involvement 	Number of co-curricular opportunities, number of students served	The Office of Vice President of Enrollment Management and Student Success, and Vice President of Instruction	Evaluate 2021-2022 initiatives on Spring of 2022
Provide educationally enriching opportunities for underrepresented students and their families.	Collaborate with community agencies to organize application and program information sessions in the community. Partner with schools to facilitate this process.	Number of application and program information sessions, number of students enrolled.	The Office of Vice President of Enrollment Management and Student Success, DEI Lead, and Community Liaison	Evaluate 2021 initiatives in Spring of 2022.
As part of educational equity, form affinity groups	MCCC should aspire to have students of diverse groups achieve GPA and graduation rates at similar levels, each department should include an evaluation and assessment from each social group. Provide tutoring and mentoring.	Pull data to examine educational achievement outcomes by key social group characteristics, including race; add social characteristics to the application.	Deans, DEI Lead, and advisory committee	Annual evaluation
Enhance MCCC's campus culture for diverse populations.	1. Develop a DEI web page which has links for pertinent information: <ol style="list-style-type: none"> web sites campus/community events College clubs and organizations 2. Develop diversity specific orientation events <ol style="list-style-type: none"> develop more diversity organizations and clubs (affinity groups), Have College clubs form mentoring relationships with in-kind clubs and 	1. Dashboard of collected metrics publicly posted on College website and widely advertised. 2. Dashboard includes acknowledgement of successes, challenges, and planned and/or instituted changes that will be made to correct course. Allow area for viewers	All Employees	Current year, five-year, and ten-year comparison to benchmark, highlighting areas of success and identifying needed areas of change.

	<p>organizations in the community and area schools.</p> <p>3. Work with the community to develop a pool of ambassadors who will work on behalf of the College to drive minority enrollment. Identify local high school teachers and counselors to begin to have regular information sessions with them (invite CREED and our local minority business owners).</p>	<p>to submit comments and suggestion, not only regarding DEI at the College but also regarding the assessment plan.</p>		
<p>(Enrollment Management Specific) MCCC needs to target first year students to assess ways of improving recruitment and retention activities to underrepresented populations.</p>	<p>(Enrollment Management) Currently, the Enrollment Management team is deeply lacking in representation of underrepresented populations.</p> <p>1. Provide intentional diversity training to all Enrollment Management personnel.</p> <p>2. Hire a student navigator with a specific job description tailored to the recruitment of minority students with the goal of MCCC diversification.</p> <p>3. Hire a student advisor/counselor with a specific job description tailored to the recruitment and retention of first-generation with the goal of students with the goal of supporting and recognizing the</p>	<p>Number of initiatives; Number of underserved students retained.</p>	<p>The Office of the Vice President of Enrollment Management and Student Success, and DEI Lead</p>	<p>Annual evaluation with year-to-year comparison</p>

	barriers these types of students face and encounter including unsupportive families and support systems.			
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Strategic Goal 6 – Establish and/or strengthen partnerships with organizations that provide services to underrepresented populations in Monroe County and surrounding areas.

Objective	Action(s) with details	Unit (s) of Measurement	Responsible Administrator(s)	Timeline
Design multicultural, global learning and social justice experiences to students.	Increase connections between MCCC and appropriate community partners. Students will serve on Diversity Committee. Students will be involved with CREED and/or other DEI focused community groups.	Numbers of community connections, student experiences, and student participants.	DEI Lead, Community Liaison, and Global Studies Coordinator.	Evaluate year-long initiatives in Spring of the following year.
Design multicultural and global learning experiences for faculty and staff.	Increase connections between MCCC and appropriate community partners.	Number of community connections; number of faculty and staff experiences.	President, Director of Human Resources, and DEI Lead.	Evaluate year-long initiatives in Spring of the following year.
Increase collaboration with individuals and organizations that serve underrepresented populations.	Promote new and existing grant programs and enrichment initiatives that support the academic success of underrepresented student populations.	Number of co-curricular opportunities, number of students served, outcomes for students.	The Office of Vice President of Enrollment Management and Student Success, DEI Lead, and Community Liaison.	Evaluate year-long initiatives in Spring of the following year.
Connect and engage with constituents, surrounding companies, local officials, organizations, and schools.	1. Offer cross-training and shared training opportunities among community partners and individuals when	The number of connections; the number of initiatives; and the community awareness of this DEI Plan through engagement surveys.	President, Community Liaison, DEI Lead, and Advisory Committee.	Evaluate year-long initiatives in Spring of the following year.

	<p>possible, increasing the likelihood that training efforts will be implemented by having outside accountability partnerships.</p> <p>2. Develop messaging for engaging potential community partnerships and participation to include support, collaboration, and opportunity.</p> <p>3. Work with established as well as unique community partnerships to survey groups and participants about their current DEI efforts, plan for efforts in the future, and likelihood of partnerships in upcoming MCCC DEI Plan.</p>			
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APPENDICES

BOARD GOVERNANCE INVENTORY LIST (From: Association of Community College Trustees)

The following inventory is an internal checklist to further gauge Board readiness and effectiveness in pursuing policies to increase institutional and student diversity, equity, and inclusion. Questions below provide detailed ways to discuss and intentionally implement diversity, equity, and inclusion (DEI) throughout the College and community.

Using the Diversity, Equity, and Inclusion Inventory below, our Board can assess their progress and that of MCCC. Examples that follow come from ACCT's Diversity, Equity, and Inclusion Committee (2019-2020) as well as from the websites of ACCT member institutions.

THE BOARD

- Is there way of increasing diversity on the Board?
- Does Board membership reflect the racial, ethnic, and socio-economic diversity of the college's student population and community?
- Are Board members made aware of the college's history in educating underserved populations? Does the Board receive disaggregated data on student access, progress and success and assess the college's past and current record in serving underrepresented populations?
- Paper, philosophy, or values statement for the college website?
- When hiring college faculty and staff, does the Board ensure DEI are clear in the position description, in evaluating candidates, and then later in evaluating their performance?
- Do the college's strategic plan and institutional effectiveness reports reflect the Board's DEI goals?
- Does the Board ensure DEI in policy development and implementation? Do all relevant Board and college policies and college procedures reflect diversity, equity, and inclusion fully, including sexual orientation, gender identity or incarceration status wherever federal or state law mandates against discrimination?
- Does the Board have a regular schedule for conducting equity-minded policy reviews, i.e., with an equity lens?
- Does the Board have a DEI policy regarding contracts, minority bidding, etc.
- Does the Board receive and monitor annual DEI/Equity reports on student demographics, community stakeholders, college partnerships, etc.
- Does the Board and the college provide the campus and community evidence of achieving its diversity, equity and inclusion goals and publish and celebrate milestones?

THE COLLEGE

- Does the President’s Message on the website reflect DEI values or goals and their multiple facets?
 - Is DEI reflected in the President’s annual goals, in public statements to the campus and in the community, and in the President’s evaluation process?
 - Does the college Strategic Plan have Specific, Measurable, Achievable, Relevant and Time-based (SMART) DEI goals?
 - Has the college made a commitment of resources (human and financial) to diversity, equity, and inclusion?
 - Have the President, cabinet, and college staff and faculty had annual equity training and professional development?
 - Does the college have a multicultural or equity center for students? Do the president, staff and faculty participate in the center’s programming? Does the board allocate resources?
 - Are diversity, equity, and inclusion goals explicit in hiring throughout the college?

FACULTY AND STAFF

- Is the staff diverse throughout the college?
- Does the faculty reflect the diversity of the students?
- Is equity mindedness an explicit goal for hiring faculty and staff?
- Have faculty and staff taken an initiative-taking role in developing the college’s equity goals and
 - equity lens or framework or other approaches to DEI?
 - Do faculty and staff take an active and leading role in campus DEI activities?
 - Equity is interdisciplinary. Does the college’s curriculum overall reflect equity-minded values?
 - Do learning outcomes reflect broad and integrative knowledge of diverse histories, cultures, and societies? Are diversity, equity and inclusion part of classroom discussions and course outcomes?
- Are there specific courses, programs or departments that offer DEI education for students?
- Do faculty/staff have frank dialogues about the college climate for underserved students and examine attitudes about student success that may hinder or advance the college’s ability to support these students?
- Do faculty and staff engage in equitable practices designed to accommodate differences in students’ learning—and not treat all students the same?
- Do faculty and staff use equity-minded data analytics to track student’s progress and provide proactive guidance or academic assistance, particularly for underserved populations?

Demographics

To be successful, specific measurable goals need to be set. Since this is the first effort at such a plan, benchmarks are still being established. The information below will assist in the establishment of these benchmarks for employee hiring and student recruitment as this fluid/dynamic plan continues to evolve.

Fall 2020; Winter 2021 percentage of total staff (including faculty) by race/ethnicity:

Native American/Alaska Native: (4) 1.33%; (4) 1.28%



Asian: (6) 1.99%; (6) 1.92%



Black or African American: (6) 1.99%; (6) 1.92%



Hispanic/Latino: (5) 1.66%; (4) 1.28%



Two or More Races: (2) 0.66%; (1) 0.32%



Unknown: (23) 7.64%; (27) 8.63%



White: (257) 84.72%; (265) 84.66%



Non-Resident Alien: (0) 0.00%; (0) 0.00%

Fall 2020; Winter 2021 percentage of faculty (full-time and adjunct) by race/ethnicity:

Native American/Alaska Native: (3) 2.00%; (3) 1.86%



Asian: (3) 2.00%; (3) 1.86%



Black or African American: (2) 1.33%; (2) 1.24%



Hispanic/Latino: (3) 2.00%; (3) 1.86%



Two or More Races: (0) 0.00%; (0) 0.00%



Unknown: (18) 12.00%; (23) 14.29%



White: (122) 80.67%; (127) 78.88%



Non-Resident Alien: (0) 0.00%; (0) 0.00%

Fall 2020; Winter 2021 percentage of students by race/ethnicity:

Native American/Alaska Native: (10) 0.43%; (12) 0.47%



Asian: (17) 0.74%; (16) 0.71%



Black or African American: (63) 2.72%; (83) 3.51%



Hispanic/Latino: (72) 3.11%; (78) 3.36%



Two or More Races: (28) 1.21%; (35) 1.56%



Unknown: (339) 14.66%; (357) 16.02%



White: (1781) 77.03%; (1797) 74.28%



Non-Resident Alien: (2) 0.09%; (2) 0.09%



**2008 Diversity Planning Chart
Monroe County Community College**

Area/Division/ Department	Diversity Focus Area	Diversity Action Steps	Measurement	Responsible Person/Dept	Deadline	Priority
Instruction						
Instruction	Inventory of diversity activities/initiatives within each division	Coordinate, facilitate, report	Survey results	G. Yackee, Deans, faculty	Oct-08	A
	Identify areas diversity goals	Align with college goals	Focus group results	G. Yackee along with faculty and administrators	Dec-08	B
	Gap analysis - inventory, area goals, and college goals	Identify strategies for aligning activities/initiatives with goals	Focus group results	Instructional area	May-09	C
Campus & Community Events	CCS/Events	Plan a Diverse Campus/Community Events Season	Evaluation by the CCE Committee	T. Ryder	Fall 2008	A
	CCS/Events	Promote that we have Assisted Listening Devices in all marketing material	Track the number of ads and how many people use the devices.	T. Ryder/J. Verkennes	Fall/ Winter 2008	B
	CCS/Events	Promote the Meyer Theater as a Handicap Accessible facility in all marketing materials.	Track the advertising	T. Ryder/J. Verkennes	Fall/ Winter 2008	B
	CCS/Events	Create a Designated Seat on the Campus/Community Events Committee for a Diversity Committee Member	Rotate through members of the Diversity Committee, one per year	T. Ryder	Fall 2008	B
	CCS/ Room Reservation	Provide low/no charge rooms to support individuals, non-profit, etc....	Track rental information	T. Ryder/J. Vandaele	Ongoing	A
	CCS/ Room Reservation	Market facility to diverse groups with rental needs.	Track marketing	T. Ryder/J. Vandaele	Ongoing	A
Lifelong Learning Office	Lifelong Learning	ESL (English as a Second Language)	Enrollment/ Evaluation / Final Grade	T. Pillarelli	Ongoing	
	Lifelong Learning	ASL (American Sign Language) I & II	Enrollment/ Evaluation / Final Grade	T. Pillarelli	Fall & Winter Semesters	
	Lifelong Learning	Teen Driver's Training Program	Receive Driver's Permit	T. Pillarelli	Ongoing	

	Lifelong Learning	ACT Prep Course	Succeed with ACT Test	T. Pillarelli	Fall & Winter Semesters	
	Lifelong Learning	Fitness After 60 Classes	Enrollment/ Evaluation / Retention	T. Pillarelli	Fall, Winter, & Spring Semesters	
	Lifelong Learning	Kids' Summer Camps	Enrollment/ Evaluation / Retention	T. Pillarelli	Spring & Summer Semester	
	Lifelong Learning	Women's Self-Defense Seminar	Enrollment/ Evaluation	T. Pillarelli	Winter Semester	
	Lifelong Learning	Classes offered at Monroe Center (Senior Citizens)	Enrollment/ Evaluation	T. Pillarelli	Fall & Winter 2008	
	Lifelong Learning	Children's Self-Defense Seminar	Enrollment/ Evaluation	T. Pillarelli	Fall Semester	
	Lifelong Learning	Over 200 classes offered each semester at various time/days for all ages.	Statistics	T. Pillarelli	Ongoing	
Workforce Development	Hiring (Special Needs)	Work with ISD to hire students to work on campus	Number of hires	B. Kinsey / H. Kipf	Ongoing	A
	Hiring (Special Pops)	Work with LAL	Number of hires	B. Kinsey / H. Kipf	Ongoing	A
	Education	Offer Diversity Training Sessions to the Public	Classes Offered	B. Kinsey	Ongoing	A
	Education	Work with ISD to offer training sessions to their adult students	Program Developed and Offered	CCS, Health Science & Mathematics Division, & Admissions	Ongoing	A
Whitman Center	Whitman	Displays and Lunch + Learn Speakers	Evaluations/ Attendance	S. Kosmyna		A
	Whitman	Feb 08: Black History Month Display	Attendance	S. Kosmyna	2/29/2008	A
	Whitman	Speaker: 2/27 Underground Railroad	Evaluations/ Attendance	S. Kosmyna	2/27/2008	A
	Whitman	March 08: Women's History Display	Attendance	S. Kosmyna	3/31/2008	A
	Whitman	April 08: Clothesline Project Display	Attendance	S. Kosmyna	4/18/2008	A
	Whitman	Speaker: 4/17 Abuse	Evaluations/ Attendance	S. Kosmyna	4/17/2008	A
	Whitman	Display student work in hallway	Attendance	S. Kosmyna	Ongoing	B
	Whitman	Sept 08: Darfur Exhibit 9/15 - 9/30	Attendance	S. Kosmyna	9/30/2008	A

	Whitman	Speaker: 9/29 Darfur Coalition	Evaluations/ Attendance	S. Kosmyna	9/29/2008	A
	Whitman	Oct 20 - 30: Silent Witness Display	Attendance	S. Kosmyna	10/30/2008	A
	Whitman	Nov 08: Holocaust Display 11/3 - 11/28	Attendance	S. Kosmyna	11/28/2008	A
	Whitman	Speaker: 11/20 Holocaust Survivor	Evaluations/ Attendance	S. Kosmyna	11/20/2008	A
	Whitman	Display Case: Agencies will display information		R. Libstorff	Ongoing	B
	Whitman	Monthly Bake Sale: funds go to divers causes	Amount raised	C. Spearing	Ongoing	B
	LAL	Test Accommodations	Annual Report Statistics	C. Spearing/R. Libstorff		A
	LAL	First Steps Program (Fall + Winter)	Attendance	M. Studnicka	Semi-annual	A
	LAL	Individual Appointments	LAL Report	K. Gerlach	Monthly	B
	LAL	Adapting classrooms for special needs		S. Kosmyna	Ongoing	A
	Whitman	Outreach to GED class in Bedford		S. Kosmyna	Semi-annual	B
	Whitman	Maintain memberships: WEN, AAUW, MCCC rep. for ACE, Women Alive! Coalition		S. Kosmyna	Annual	B
	Whitman	Serve on the Diversity Standing Committee		S. Kosmyna	Monthly	A
	H & SS	Offer Multi-Cultural Credit Courses at WC	Number of classes tracked	B. Way	Fall & Winter Semesters	A
Business Div	Global View	Course offered in International Business	Students majoring in business management are required to take this course	W. Wysocki, P. Knollman, Course Instructors		
	Diversity in Leadership	BMGT 201 - Management Principles	Hundreds of students in the business programs are required to take this class. This course includes information about global management issues, leadership in a diverse society, and current issues in management.	W. Wysocki, P. Knollman, Course Instructors		
	Economic Diversity	ECON 251	This course has a section on International Economies and the study of economic factors in a global perspective.	W. Wysocki, P. Knollman, Course Instructors		

Health Sciences Division	Increase minority hiring within the HS Division	Advertise in publications that target a variety of diverse populations	faculty and staff in the HS Division to the previous year's numbers	D. Wetmore	Yearly, June 30	A
	Direct recruitment activities towards underserved student populations	Provide recruitment programs to High Schools, businesses and health care institutions with diverse populations and post information on college bulletin boards directed towards diverse populations.	Track the number of diverse students in the HS Division	D. Wetmore	Yearly, June 30	A
	Increase diversity content in HS Division courses as appropriate.	Review course content to ensure that diversity issues are addressed	Document HS Division courses in which diversity is taught and if content has been expanded as needed	Faculty	Yearly, June 30	B
	Provide educational programs and cultural events to the community directed at individuals who comprise diverse populations (gender, race, economic, educationally disadvantaged, persons with disabilities including, but not limited to learning, physical, social, emotional, etc.)	Provide the following programs: Health Odyssey, Open Classroom Days, Community Aging Project, Senior Exercise Classes, Summer Camp for Kids, Outreach to Orchard Center (alternative High School).	Provide program evaluations to determine if the program is serving the needs of a diverse population.	HS Division program planners	At the end of each program offering	B
Humanities/ Soc Sciences Div	Division Faculty	Visit to Dearborn, MI - Arab Cultural Neighborhood Masque	7 Participants	B. Way/J. Sabo	6-May-08	
	Students	Course offerings: Anthr 152 (Cultural), ENGL 240 (Af. Amer. Lit), ENGL 255 (Women's Writings), HIST 158 (World Hist), HIST 255 (Eastern Asia), HIST 256 (Af. Amer. Hist), SOC 153 (Women in Society).	Enrollment		Spring & Fall 2008	
	Students	Rewrite PHIL 253 - so it can forward to transfer School Diversity Equivalency.	Submit new outline for approval, offer course.	B. Way/J. Piippo	Winter 2008	
	Both	Study Abroad trip to Southeast Asia	Faculty, enrollment	J. Sabo	Spring 2009	
Science/Math Div	Science	Science Summer Camp for 5th-7th grades		V. Maltese, D. Waggoner, L. Scarpelli, K. Shepherd, R. Spalding, L. Johnston, C. Perria, Carmichael	Jul-08	
		Greenhouse Initiative with MCISD		V. Maltese, T. Kling, L. Johnston, C. Perria, Carmichael	FL 2008/WI 2009	
		Black History Month Display		K. Ahmed, L. Johnston	WI 2009	

		Science Odyssey @ Lincoln Elementary		Vallade	WI 2009	
		Student Diversity Club, involve Student Government		T. Wright, R. Ryder	WI 2009	
		Educational Dev Tech Prep		T. Wright, L Johnston		
	Math	Women in Math		K. Ahmed, L. Johnston		
Student Services						
Student Services	Lead by example	Support and promote activities/actions sponsored by division and committees		R. Daniels		
	"Platinum Rule"	Treat others as they want to be treated		R. Daniels		
	Recruit/Hire	Having a diverse population of staff and students		R. Daniels		
Admissions	Admissions	Upward Bound	Performance of Students	M. Hall/A. Quinn	Ongoing	
	Admissions	Greenhouse Initiative with MCISD	Program development	B. Kinsey/M. Hall	Sep-08	
	Admissions	YFU	Integrate YFU students in to community	S. Jenkins	Ongoing	
	Admissions	Black History Month	Promote scheduled events/attendance	T. Ryder	Feb-08	
Financial Aid	Financial Aid	Inform diverse populations of financial aid opportunities.	Number of applicants received.	Financial Aid	Ongoing	A
		Hire low income work-study eligible student assistants	Number of work-study eligible students hired	All departments	Ongoing	B
		Participate in College Goal Sunday to help first generation students complete the FAFSA	Number of participants	Financial Aid	Ongoing	B
		Work with LAL to inform students with disabilities of scholarship opportunities	Number of scholarships awarded	Financial Aid	Ongoing	B
Information Systems	Educational Media	Provide access to audio visual materials and resources representing a variety of views and topics.	Media added to the collection	Educational Media/Learning Resource	Annual	A
	Educational Media	Support equipment requests for students identified in the Learning Assistance Lab	Requests successfully fulfilled	Educational Media	Annual	A
	Information Systems	Application software installations to support specific needs.	Requests successfully fulfilled	Information Systems	Annual	A

	Information Systems	Hardware installed to support specific needs.	Requests successfully fulfilled	Information Systems	Annual	A
Learning Resource Center	Materials in the collections that represent multiple views, cultures, global issues	Collection Development Policy	Includes states of those kind	T. Kovach, C. Yonovich, B. McNamee	Ongoing	C
	Materials in the collections that represent multiple views, cultures, global issues	Purchase in books, serials, databases, audiovisual	Recent purchases	T. Kovach, C. Yonovich	Ongoing	C
	Open welcoming service environment for all	Training/Observing staff while working with students, faculty	Customer (faculty and students) satisfaction	B. McNamee, C. Riedel, D. Howe, J. Clevenger, B. Kamprath, M. Studnicka	Ongoing	B
	Disability Services	Counseling, accommodations, academic support	Student satisfaction	C. Riedel, B. McNamee, J. Clevenger, K. Gerlach	Ongoing	A
	Disability Services	Project REACT	New student enrollment	Disability Services Counselor/Tutors	April 05, 06, 07, 08, 09	A
Data Processing Services	DPS	Each DPS staff member will read "Now Discover Your Strengths," Apply the book's inbuilt test to determine their traits and discuss their results in a group setting.	Personality/ Work traits will be identified for each DPS staff member. Participation in a lunch discussion that reviews each staff person's differences and how these trails can be used as strengths.	J. Ross	Jul-08	
	DPS	Research and review various reporting software solutions to allow users to extract data in needed format to facilitate new or different work processes.	Ease of use for targeted audience; users' ability to extractrequired data in desired format.	J. Ross		
Registrar	Registration	Recruitment	HR Evaluation	HR		A
	Registration	Decision Making	Complaints	P. Schmidt		A
Institutional Advancement						
Institutional Advancement	Foundation	Funding in support of diversity initiatives	Funding awarded or raised	S. Wetzel	Ongoing	
	Foundation	Inform diverse populations of scholarship opportunities	Number of scholarships awarded	S. Wetzel	Ongoing	
	Grants	Pursue grant opportunities to assist diverse populations	Number of grants submitted/ awarded	S. Wetzel	Ongoing	
	Alumni	Support college diversity events/recruiting	Participation when requested	S. Wetzel	Ongoing	

Marketing	Marketing	Annual Advertising Plan	Yearly evaluation of objectives	J. Verkennes	Ongoing	A
	Marketing	Publications	Representation of Diverse Populations	J. Verkennes	Ongoing	A
	Marketing	Public Relations Efforts - Development of news releases/ follow- up with media - diversity topics (e.g. Black History Month, YFU, Upward Bound, Dennis Archer visit)	Actual placement of news stories, features in papers/TV	J. Verkennes	Ongoing	A
	Marketing	Event/Program specific advertising	Evaluate attendance/ success of event/ program	J. Verkennes	Ongoing	A
	Marketing	Sponsorships of Diverse events, school activities, etc.	Evaluate value of sponsorships	J. Verkennes	Ongoing	A
Business Office						
Business Office	Health, Safety, and Access	Committees: Campus Development, ADA, Health & Safety	Attend meetings and review minutes to see if being done	Committee Chairs	Ongoing	A
	Contracting and Purchasing	make sure diverse groups aware of purchases, etc. and given opportunity to bid.	Review list of contractors, vendors and bid lists.	J. Ford, J. Blumberg	Ongoing	A
	Student Access	Affordable tuition	Student surveys, surveys of other tuition rates. Recommend to Bd.	T. Bennett, D. Nixon	Jan. 09	A
	Staff that is trained and sensitive o diversity issues and needs	Training, Training, Training	Survey staff measure: attitudes and actions	M. McCutchan, Administrators	Fall 2008, set up schedule	B (after training by consultant)
	Financial support for diversity activities	Budget development	Approved budget and monitor spending	T. Bennett, M. McCutchan, D. Nixon, Bd., Administrators	Annually	A
	Diverse Workforce	Recruit and hire employees with diverse backgrounds, heritage, beliefs, talents, etc.	Staff census	D. Nixon, VP's, Administrators, M. McCutchan	Ongoing	A
	Treating people with fairness and respect	Make sure staff is following Code of Ethics	Staff and student surveys, incidents.	D. Nixon, M. McCutchan, VP's	Ongoing	A
Maintenance	Vendor Selection	When possible, MBE vendors or contractors are used	Recent masonry vendor MBE contractor. Track and record if used.	J. Blumberg	Immediate	A
	Hiring	Efforts to hire diverse students	Hired 1 Latino student. Hired 1 female student	J. Blumberg	ongoing	A
	Hiring	Efforts to hire diverse maintenance employees	Hired 1st female Boiler Systems Operator	J. Blumberg	Ongoing	A
Purchasing	Vendors	Hire diverse vendors/contractors	Number of diverse vendors/contractors.	J. Ford	Ongoing	A

Bookstore/Cellar	Student Assistants	Hire diverse Student Assistants	Number of Student Assistants	J. Ford	Ongoing	A
Human Resources	Training & Development	Train adjunct fact (Aug) to complete 1st round of training to all emp groups. Provide follow-up training.	Training session evaluations. Number of fac/staff trained.	M. McCutchan	Ongoing	A
	Recruitment	Post position ads in diverse publications/websites/agencies/etc. Hire diverse fac/staff population.	Number of diverse applications. Number of diverse new hires.	M. McCutchan, C. Smith	Ongoing	B
	Diversity Plan	Design Diversity Plan by gathering/analyzing planning charts and developing budget.	Comprehensive diversity planning report for all areas (division/depts). Propose to Cabinet/Board for approval.	M. McCutchan, C. Smith, D. Nixon	Immediate	A
	Diversity Committees	Continue chairing standing/advisory committees, create opportunities to move initiative via committee work.	Diversity/cultural events slated. Quantity/quality of changes because of committee call to question.	M. McCutchan. D. Nixon	Ongoing	B