

Lazer Focus

2017-2022 Diversity and Inclusion Master Plan





It is with great pleasure that I present Onondaga Community College's (OCC) *Lazer Focus: 2017-2022 Diversity and Inclusion Master Plan*. As one of 64 campuses of the State University of New York, OCC remains excited about continuing its work to foster an environment that welcomes diversity of students, faculty and staff and values inclusion of all. The College seeks to build a community that is grounded in equity and social justice. This plan allows us to be more intentional with our efforts. We must be proactive and deliberate when it comes to fostering an environment which embraces people from all walks of life.

Lazer Focus: 2017-2022 Diversity and Inclusion Master Plan, allows us to be thoughtful about advancing an appreciation for individuals from diverse backgrounds and promoting a more inclusive atmosphere. It aides us in the development and implementation of initiatives that will help to bring about a more welcoming and equitable environment. Included in the plan are clearly stated goals and actions that are supported by research and based on best practices. They address student retention and graduation as well as ways to strengthen opportunities for all students to connect academically and socially within our community, build a sense of belonging, and become active agents in their own learning.

As the President of Onondaga Community College, I want to send a heartfelt thank you to the various campus groups and individuals who contributed to the development of this plan. We have much work to do, but I know collectively we will be able to make a difference for good.

Sincerely,

A handwritten signature in blue ink that reads "Casey Crabill". The signature is written in a cursive, flowing style.

Casey Crabill, Ed.D.
President
Onondaga Community College

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I. DIVERSITY & INCLUSION VISION/MISSION STATEMENT

A. WHAT IS DIVERSITY AND INCLUSION

Onondaga Community College (OCC) seeks to create a climate that values diversity, inclusiveness, equity, and social justice, and is free from prejudice, discrimination, and hate, campus-wide. The College works to promote “*inclusiveness*,” whereby people are treated fairly, feel recognized and welcomed, and are actively engaged in all elements of our college community, regardless of their ethnicity, race, age, socio-economic status, gender, sexual orientation, religious beliefs, political beliefs, and abilities. The College’s commitment to diversity, inclusion, and equity is embedded within our mission, values, and actions.

B. COLLEGE’S MISSION AND VISION

Onondaga Community College serves as Central New York’s partner in education for success, and we seek to fulfill our mission through:

- Student Access, Retention, Completion, Transfer
- Academic Excellence
- Student Engagement and Support
- Career and Workforce Advancement
- Responsible Stewardship of Resources
- Community Engagement

C. COLLEGE’S CORE VALUES

At the core of what we do is a belief in our students, learning, excellence, diversity, community, and responsibility. Hence, Onondaga Community College’s core values are:

- Students First – Keep students at the center of all we do.
- Learning – Embrace the lifelong pursuit of knowledge and free expression of ideas in a safe environment to advance the individual and the community.
- Excellence – Strive for continual improvement and innovation to seek our highest potential.
- Diversity – Enrich learning through an inclusive campus environment that respects human dignity and difference.
- Community – Foster active and productive participation in building a mutually supportive environment for members of the campus and broader communities.
- Responsibility – Build a culture of integrity and accountability to develop both self and others.

Over the years Onondaga Community College has made progress in strengthening diversity and inclusivity. This work has been supported by an extremely supportive and talented leadership team and employees who are passionate about advancing our commitment to diversity and inclusion. Our Diversity Council (est. 2005) continues to promote respect for the inherent dignity

and worth of all College constituents in the learning and work environments. Under the leadership of our Vice President/Chief Diversity Officer and Diversity Council co-chair, an elected member of our campus community, the Council serves to:

- promote cross-cultural understanding, communication and cultural competence among employees and students.
- gather, analyze and monitor relevant information and data concerning diversity at OCC and to set specific goals and objectives for achieving and enhancing diversity awareness and cross-cultural understanding, and to adjust those goals and objectives as needed.
- recognize excellence in diversity education, awareness and promotion on campus.
- facilitate timely communications, when necessary, about issues adversely affecting students, faculty, administrators and staff of color.

II. INSTITUTIONAL ASSESSMENT

Onondaga Community College established its first diversity master plan in 2009, which has served as a comprehensive guide to advance the College's diversity and inclusion vision and supported implementation of researched-based best practices. Based upon a review of our 2013-2017 Diversity Master Plan, we successfully completed over 90% of the action items identified. Furthermore, in some areas we exceeded our targets and executed additional items in our efforts to advance diversity and inclusion. For example, we increased the diversity of our student body through an increase in enrollment of traditionally underrepresented students of color. The percentage of African American, American Indian, Asian American, Hispanic/Latino, multiple races, and international students increased from 25% of students enrolled in fall 2012 to 27% in fall 2016. We attribute this success to the adoption of additional best practice student recruitment strategies, including partnerships with local community-based partners (i.e. Hillside Work Community Scholarship, OnPoint for College, etc.) and neighboring school districts (i.e., Syracuse City School District, Solvay, etc.).

Moreover, we have been more deliberate about becoming student-focused and implementing policies and practices to remove barriers to engagement and success and improve equity. In 2015, Onondaga Community College officially became a participant of *Achieving the Dream*, an organization that serves as a catalyst for improvement by helping colleges to build their capacity to close achievement gaps and ensure that more students complete college and have more opportunity for economic success. Furthermore, we have enriched the quality and quantity of supportive services as well as our diverse cultural programming. Nonetheless, recent student surveys and institutional gap analyses suggest that there is room for growth as we work to foster a more diverse and inclusive campus community.

Since 2007 Onondaga Community College has consistently participated in the Community College Survey of Student Engagement (CCSSE). A comparison of students' responses to various questions posed in 2012 and 2015 suggests that we have made some progress in increasing students' appreciation for diversity and inclusiveness. In 2015 when students were asked,

“During your college years how often did you have serious conversations with students of a different race or ethnicity of your own?” 45.4% indicated often/very often versus 39.1% in 2012. Furthermore, when participants were asked, *“During your college years how often did you have serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values?”* 42% indicated often/very often versus 35.1% in 2012. Finally, when students were asked, *“How much does this college encourage contact among students from different economic, social, and racial or ethnic background?”* 53.3% reported quite a bit/very much versus 47.6% in 2012. These increases are indicative of the progress we have made. We attribute these improvements in part to the efforts of OCC’s faculty and staff who have created platforms for students to engage in difficult conversations about diversity, equity, and inclusion.

In fall of 2015, the College contracted with the University of California at Los Angeles’ Higher Education Research Institute & Cooperative Institutional Research Program to implement a comprehensive student campus climate survey, *Diverse Learning Environments (DLE)*. Over 8,600 students were asked to participate and 863 responded, representing a 10% response rate. The survey instruments were very comprehensive and covered broad areas of campus climate (sense of belonging, academic validation, general interpersonal validation, institutional commitment to diversity, positive cross-racial interaction, negative cross-racial interaction, discrimination and bias, harassment and conversations across differences), institutional practices (curriculum of inclusion, co-curricular diversity activities and navigational action) and student learning outcomes (habits of mind, integration of learning, academic self-concept, pluralistic orientation, and civic engagement). Student demographic information was also collected.

To measure the broad underlying concepts, DLE employed confirmatory factor analysis (CFA) to combine individual survey items into global measures that captures the areas. The factors were normalized with mean 50 and standard deviation of 10. Within the campus climate section, Onondaga Community College’s overall scores for sense of belonging, academic validation, general interpersonal validation, institutional commitment to diversity, conversations across difference, discrimination and bias, harassment, and negative cross-racial interaction were on par or higher than those of comparable public, two-year colleges. However, OCC’s scores on positive cross-racial interaction were lower compared to its peers. Under institutional commitment to diversity, OCC’s scores were slightly lower than peer institutions in curriculum of inclusion but at par with peers on co-curricular diversity activities. Under student learning outcomes, the College’s scores were not significantly different from other peer institutions. OCC’s scores were broken down by race/ethnicity, and we didn’t see significant differences among the racial groups.

In the fall of 2016, Onondaga Community College’s Diversity Council conducted a series of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses of the College’s diversity efforts with various campus constituencies (e.g. College’s Executive Council). Data from these sources provided the Council with an opportunity to identify gaps and appropriate action items to be included in this 2017-2022 Diversity and Inclusion Master Plan. Based on the SWOT analyses, the College’s strengths include: strong leadership, faculty and staff who are genuinely dedicated to diversity and inclusion; a diverse student body; the possession of a diversity master plan and a

Diversity Council championing diversity and inclusion efforts; campus-wide diversity/inclusion programming, events, and presentations geared towards students, faculty, staff, and administrators; student dialogue circles that allow for conversations surrounding issues of diversity and inclusion; and, established partnerships with K-12 institutions.

Through the SWOT, we also identified two main areas in need of improvement. As our student body continues to become more and more diverse, there is an ongoing need to implement programs that foster an awareness and appreciation for individuals from diverse backgrounds and to implement initiatives that continue to establish an equitable environment. In addition, our faculty and staff bodies remain homogenous and there is a need to diversify our workforce and to continue to build upon faculty and staff competency in the areas of diversity, equity, and inclusion.

There are several existing opportunities that will aid Onondaga Community College in achieving its desired diversity and inclusive outcomes over the next five years. Achieving the Dream engages us in the implementation of system-wide strategies focused on increasing our retention and graduation rates and closing achievement gaps among diverse student populations, including low-income students and students of color. Building upon established partnerships with community-based organizations and K-12 institutions will undeniably continue to increase our diverse student enrollment. Also, building upon our internal groups (e.g. student organizations, faculty/staff/administrators, alumni, etc.) will help us achieve diversity and inclusion goals within student recruitment and retention. The College will rely upon the strong commitment to diversity and the expertise of our faculty and staff members who serve as ambassadors for diversity and inclusion both inside and outside of the classroom.

III. ANNUAL AND MULTI-YEAR GOALS

A. PURPOSE

Onondaga Community College launches its *Lazer Focus: 2017-2022 Diversity & Inclusion Master Plan* in the wake of its new College Strategic Plan, "*Lazer Focus: 2016-2021 Strategic Plan*," and its involvement in the national initiative "*Achieving the Dream*." These major campus initiatives also support diversity and inclusion vision and goals. Hence, the goals and strategies in this master plan find significant reinforcement and support across campus and across multiple platforms. This plan addresses the issues of diversity and inclusion in ways that encompass the widest possible number of students, faculty, staff and administrators. Hence, the primary purpose of the plan is to focus on the retention and graduation of our diverse student population. As mentioned earlier, OCC has made progress in the recruitment of a diverse student body; however, modest progress has been made with respect to the retention and graduation of underrepresented students of color. Secondly, based on OCC students' response to the Fall 2015 campus climate survey, *Diverse Learning Environments Survey*, we need to strengthen how our students connect academically and socially within our community, build a sense of belonging, and become active agents in their own learning. Therefore, there are action items that are directed at enhancing our campus climate and providing opportunities for students to become more engaged learners. Finally, as educators, we recognize that we live and must be responsive

to a dynamic and forever changing world. It is imperative that we stay abreast on matters of diversity and inclusion. This Diversity & Inclusion Master Plan includes action items that are directed at increasing the diversity of our workforce as well as further developing the knowledge and skills of our current employees.

As mentioned, the College has a history of employing a comprehensive approach to guiding its diversity and inclusion objectives. The *Lazer Focus: 2017-2022 Diversity & Inclusion Master Plan* addresses the areas of Access & Equity, Teaching & Learning, and Community Outreach and comprises five high priority fundamental goals, specific action plans/strategies, desired outcomes, and responsible groups/partners. OCC's diversity and inclusion goals are outlined below and in *Section IV, Diversity and Inclusion Strategies and Implementation*.

Goal 1. Increase enrollment of students (e.g., degree and certificate seekers) from diverse ethnic and/or underserved backgrounds and improve their persistence to be comparable to that of all students.

Goal 2. Improve employee recruitment and orientation procedures and practices to attract and retain a diverse workforce, including a leadership team that reflects the diversity of the College's service area.

Goal 3. Improve campus culture relative to inclusion, acceptance, and respect for human dignity through diversity awareness programs and activities.

Goal 4. Infuse multiculturalism, pluralism, and global awareness into the educational curriculum.

Goal 5. Enhance Community Engagement: Foster active and productive participation in building a mutually supportive environment for members of the campus and broader communities.

IV. DIVERSITY & INCLUSION STRATEGIES AND IMPLEMENTATION

A. Access & Equity

Goal 1. Increase enrollment of students (e.g., degree and certificate seekers) from diverse ethnic and/or underserved backgrounds and improve their persistence to be comparable to that of all students.

Action Plan/Strategies

Student Recruitment

- Sustain our enrollment levels by targeting increased enrollment from under-represented populations in the community including students of color and adult learners. (Fall 2016 Baseline Data = 2973 self-reported African American, Asian, Native Hawaiian/Pacific, American Indian/Alaska, Hispanic, Multiple Races, International, representing 27% of the total enrollment of 12,640)

Outcome: Twenty-seven percent of the student population will be ethnically diverse.

Responsible Group/Partners: Marketing & New Media, Student Recruitment, IPAR, IT, Diversity Council

- Provide additional college-readiness activities throughout high school.

Outcome: Additional college-readiness activities will be provided.

Responsible Group/Partners: Enrollment Development

- Expand and support K-12 partnerships (e.g. McKinley Brighton, P-TECH, OCC Advantage) that provide the College access to diverse prospective students.

Outcome: Additional K-12 partnerships will be established.

Responsible Group/Partners: Enrollment Development, Academic Affairs, Diversity Council

- Develop a program (e.g. LPP Partnership Program) that engages enrolled students and/or alumni of diverse backgrounds to support recruitment events both on and off campus.
Outcome: A program will be developed.
Responsible Group/Partners: Enrollment Development, Alumni Communication & Institutional Events, Diversity Council
- Develop interactive, student-focused websites that reflect the College's diverse citizenry and program offerings and illustrate diversity and inclusivity.
Outcome: Websites will be reevaluated and updated to echo our diverse citizenry.
Responsible Group/Partners: Marketing & New Media, Diversity Services, Diversity Council
- Increase partnerships with various community-based organizations (e.g. OCC satellite office at Southwest Community Center) that serve traditionally underrepresented populations.
Outcome: Two new partnerships will be established.
Responsible Group/Partners: Diversity Council, Workforce Development

Student Support

- Continue to focus on creating a welcoming campus environment for people of all backgrounds through the Achieving the Dream (ATD).
Outcome: Implementation of all phases of ATD.
Responsible Group/Partners: Enrollment Management, Student Engagement & Learning Support, Academic Affairs, Diversity Council
- Develop and implement Financial Literacy initiatives to support low-income, first-generation, and other at risk students.
Outcome: Students' financial plans will be in place at the beginning of the semester, thereby allowing for timely delivery of financial aid.
Responsible Group/Partners: Administration & Compliance (Financial Aid)
- Establish a formal partnership between American Food and Vending and the Community Care Hub to help address students' food insecurities.
Outcome: A partnership will be established and student needs met.
Responsible Group/Partners: Administration & Compliance, Student Engagement
- Expand the Living & Learning Communities in the Residence Halls to include diversity and inclusion themes and programming.
Outcome: All Living & Learning Communities will implement a diversity and inclusion program.
Responsible Group/Partners: Student Engagement & Learning Support, Faculty
- Strengthen the College's partnership with Barnes and Noble to ensure that the student academic materials are affordable and accessible on the first day of classes.
Outcome: Students will have materials on the first day.
Responsible Group/Partners: Administration & Compliance, Academic Affairs
- Secure scholarship funding (e.g. SUNY Diversity Scholarship) to provide students with equitable access to financial aid for tuition as well as the other costs of attendance such as books, fees, and supplies.
Outcome: Funding will be secured.
Responsible Group/Partners: OCC Foundation, Administration & Compliance (Financial Aid)
- Secure emergency funding to address the needs of our most vulnerable students who are at risk of suspending their education because of food, housing, childcare, or transportation insecurity.

Outcome: Funding will be secured.

Responsible Group/Partners: OCC Foundation

- Expand the enrollment of the pre-freshman summer bridge programs for underrepresented populations.
(Summer 2016 Baseline = 41)
Outcome: Enrollment will increase over the next five years.
Responsible Group/Partners: Student Engagement & Learning Support, Enrollment Development
- Expand the enrollment of the post-freshmen summer bridge programs for underrepresented populations.
(Summer 2016 Baseline = 27)
Outcome: Enrollment will increase over the next five years.
Responsible Group/Partners: Student Engagement & Learning Support
- Establish and support student mentoring programs and networks (e.g., Men of Distinction Program).
Outcome: Mentor programs will be established to address the needs of our students.
Responsible Group/Partners: Student Engagement & Learning Support
- Assess the success of our current ESL program in relation to Guided Pathways.
Outcome: An assessment will be conducted and recommendations provided.
Responsible Group/Partners: Student Engagement & Learning Support, Academic Affairs
- Create a comprehensive “*First Year Experience*” that addresses diversity and inclusion.
Outcome: A unit of the program will be devoted to diversity and inclusion issues.
Responsible Group/Partners: Academic Affairs, Faculty, Diversity Council
- In addition to providing food, housing, and finances, expand the focus of the Community Care Hub to deliver a broader range of student support services.
Outcome: Secure funding to address non-academic needs of students.
Responsible Group/Partners: Student Engagement & Learning Support
- Create safe spaces for LGBTQ student populations.
Outcome: Safe spaces will be established.
Responsible Group/Partners: Student Engagement & Learning Support, Diversity Council
- Establish a space for students to use for prayer services and meditation.
Outcome: A space for students to use for prayer services will be established.
Responsible Group/Partners: Student Engagement & Learning Support, Diversity Council
- Implement a Student Cultural Resource Center for promoting diversity and inclusion to all students.
Outcome: A Student Cultural Resource Center will be established.
Responsible Group/Partners: Diversity Services, Diversity Council

Goal 2. Improve employee recruitment and orientation procedures and practices to attract and retain a diverse workforce, including a leadership team that reflects the diversity of the College’s service area.

Action Plan/Strategies

Employee Recruitment and Applicant Tracking

- Continue to engage in active outreach with discipline-specific professional organizations, graduate degree granting colleges/universities, and community-based organizations that serve traditionally underserved groups to increase the diversity of the applicant pool for faculty. (2015.2016 Baseline Data = 5% of 650 faculty employed)
Outcome: Increased diversity in faculty employed.

Responsible Group/Partners: Human Resources

- Continue to engage in active outreach with discipline-specific professional organizations, graduate degree granting colleges/universities, and community-based organizations that serve traditionally underserved groups to increase the diversity of the applicant pool for management-confidential and professional administrator positions. (2015.2016 Baseline Data = 15% of 676 management-confidential and professional staff employed)
Outcome: Increased diversity in management-confidential and professional administrators employed.
Responsible Group/Partners: Human Resources
- Continue to advertise openings through social networking sites such as Linked-In, Facebook, and Twitter as well as traditional periodicals/sources.
Outcome: Job opportunities will be advertised through social networking sites.
Responsible Group/Partners: Human Resources
- If utilizing a search firm, the College will request information about the firm's success rate in attracting a diverse candidate pool.
Outcome: The College's solicitation will include a request for data on the search firm's success rate.
Responsible Group/Partners: Human Resources, Management Services

Hiring Practices

- Ensure uniform search committee make-up and consistent message and procedures for searches for each of the groups of employees on campus (e.g., Administrators, Faculty, Staff, MC). Monitor to ensure each committee includes race/ethnic, gender and discipline diversity."
Outcome: Uniform policies and procedures will be implemented and monitored.
Responsible Group/Partners: Human Resources
- Create a database of high potential diverse job candidates (e.g., those sent forward as finalists but not selected) who are interested in future positions. Implement a system that ascertains interest and involves ongoing outreach to invite application to open positions.
Outcome: Such a system will be implemented.
Responsible Group/Partners: Human Resources

Professional Development

- Continue to provide employee (and student) diversity training and education (e.g. *Inclusive Community Professional Development Series*).
Outcome: Participation in employee diversity training will be reviewed annually and appropriate steps taken to address any deficiencies.
Responsible Group/Partners: Human Resources, Diversity Council, Academic Affairs, Student Engagement
- Expand the participants of the *Inclusive Community Professional Development Series* to include the College's auxiliary services (AFV, YMCA, Barnes & Nobles, etc.).
Outcome: Auxiliary services will participate in the College's diversity training series.
Responsible Group/Partners: Human Resources, Administration & Compliance, Auxiliary Services
- Establish a fund for underrepresented staff to engage in professional development opportunities.
Outcome: A fund will be developed.
Responsible Group/Partners: Human Resources

B. Teaching & Learning

Goal 3. Improve campus culture relative to inclusion, acceptance, and respect for human dignity through diversity awareness programs and activities.

Action Plan/Strategies

Campus Culture/Environment

- Integrate the Diversity Council's efforts in campus governance bodies (e.g. Faculty Senate, College Leadership Council, Executive Council) and routinely provide updated reports.
Outcome: Diversity Council will routinely present at each of these governing bodies.
Responsible Group/Partners: Diversity Council, Diversity Services
- Implement training to access the centralized calendar of student activities and programming.
Outcome: Training will be provided.
Responsible Group/Partners: Marketing & New Media, Room Scheduling
- Use social media technologies to advertise and celebrate events and programming geared toward inclusiveness.
Outcome: Social media technologies (e.g. Facebook, etc.) will be used for advertisement of events.
Responsible Group/Partners: Marketing & New Media
- Implement a universal access (close-captioning, mobility, ASL interpretation) system across all major college events.
Outcome: A universal access system will be implemented.
Responsible Group/Partners: Marketing & New Media
- Expand cultural/ethnic heritage events that recognize and enhance understanding and appreciation of our diverse citizenry. (2015.2016 Baseline Data = 68)
Outcome: Ten percent increase in the number of quality cultural/ethnic events will be offered.
Responsible Group/Partners: Diversity Services, Diversity Council, Student Engagement & Learning Support
- Implement a "Diversity Day" program that emphasizes "inclusivity."
Outcome: An annual event that focuses on "inclusivity" will be implemented.
Responsible Group/Partners: Diversity Services, Diversity Council
- Increase the number of student organizations focused on advancing awareness of diverse populations. (2015.2016 Baseline Data = 7)
Outcome: The number of clubs and organizations that are engaged in advancing diversity and inclusivity will increase by 30%.
Responsible Group/Partners: Student Engagement & Learning Support
- Increase faculty, staff, and student participation in the Student Conversation Circles. (2015.2016 Baseline Data = 140 Students, 20 faculty/staff)
Outcome: Identify and implement measures that sustain and expand the dialogues, and allow for greater participation on behalf of faculty, staff, and students.
Responsible Group/Partners: Diversity Services, Diversity Council, Faculty
- Secure funding for students to participate in the Student Conversation Circles and Applied Learning Experiences.
Outcome: Funding will be secured.
Responsible Group/Partners: OCC Foundation

- Increase faculty, staff, and student participation in the OCC Common Read.
Outcome: Increased number of faculty, staff, and students engaged in recommending a common read and participating in related activities.
Responsible Group/Partners: Academic Affairs, Faculty, Diversity Council
- Provide opportunities for students to participate in collective and collaborative diversity-related philanthropy efforts that enhance the student experience at the College.
Outcome: Students will participate in collective and collaborative philanthropy activities.
Responsible Group/Partners: OCC Foundation
- Implement a bystander program that reflects the values of non-violence, equity, and inclusion embodied in Title IX and educates employees and students on effective bystander intervention to deescalate high-risk situations and model respect for others
Outcome: A bystander program will be developed and implemented.
Responsible Group/Partners: Diversity Council, Human Resources, Student Engagement & Learning Support, Administration & Compliance

Goal 4. Infuse multiculturalism, pluralism, and global awareness into the educational curriculum.

Action Plan/Strategies

Diversity in Curriculum

- Establish and offer a “*Diversity in Curriculum*” training to all new faculty during their first academic year.
Outcome: All new faculty will attend a workshop on infusing diversity in the curriculum during their first academic year.
Responsible Group/Partners: Academic Affairs, Faculty, Human Resources, Diversity Council
- Implement a Visiting Diversity Scholar Program.
Outcome: The Visiting Diversity Scholar Program will be implemented.
Responsible Group/Partners: Academic Affairs, Faculty, Diversity Council
- Establish a universal *Diversity and Inclusion Statement* to be included in course syllabuses.
Outcome: A statement will be established and included in 100% of course syllabuses.
Responsible Group/Partners: Faculty, Diversity Council

International Experiences

- Formalize and staff a Study Abroad office and centralize all study abroad initiatives.
Outcome: Study abroad initiatives will be centralized.
Responsible Group/Partners: Academic Affairs, Faculty
- Establish/strengthen partnerships with overseas colleges/universities.
Outcome: Partnerships will be established.
Responsible Group/Partners: Academic Affairs, Faculty
- Integrate Study Abroad opportunities across the curriculum.
Outcome: Establish a work group to identify and recommend ways to integrate study abroad across curriculum.
Responsible Group/Partners: Faculty, Academic Affairs
- Secure scholarships for students to participate in education abroad activities and programs.
Outcome: Scholarship funding will be made available.
Responsible Group/Partners: OCC Foundation

- Develop and implement a "Study Abroad Lecture Series."
Outcome: A Study Abroad Lecture Series will be established.
Responsible Group/Partners: Faculty, Academic Affairs

C. Community Outreach

Goal 5. Enhance Community Engagement: Foster active and productive participation in building a mutually supportive environment for members of the campus and broader communities.

Action Plan/Strategies

Student Engagement

- Increase student engagement with internships within their field of study (2015.2016 Baseline Data = 516 Students)
Outcome: A list of all student internships will be maintained and student involvement documented.
Responsible Group/Partners: Student Engagement & Learning Support, Academic Affairs, Faculty
- Increase student engagement in community service & service learning (2015.2016 Baseline Data = 695 Students, 1,877 hours)
Outcome: A list of all student community service & service learning opportunities will be maintained and student involvement documented.
Responsible Group/Partners: Academic Affairs, Faculty, Service Learning Committee, Student Engagement & Learning Support
- Secure funding for students to participate in Applied Learning Experiences that include a focus on diversity and inclusion.
Outcome: Funding will be secured.
Responsible Group/Partners: OCC Foundation
- Recognize all student engagement with internships, community service and service learning.
Outcome: Student engagement will be documented on an extra-curricular transcript.
Responsible Group/Partners: Academic Affairs, Faculty, Student Engagement & Learning Support

Employee Engagement

- Organize a work group to research best practices used by other community colleges and local community agencies to encourage and document employee engagement with community services.
Outcome: Implement research-based best practices to increase employee involvement in community services within the OCC community.
Outcome: Maintain a centralized listing of all employee engagement opportunities on campus and record of participation in personnel files.
Responsible Group/Partners: Human Resources, Diversity Council
- Implement a welcome program separate from Orientation to reach out to new diverse employees to include them in the campus community and help them acclimate to the greater Syracuse community.
Outcome: Increased inclusion and satisfaction among new diverse employees to encourage their retention,
Responsible Group/Partners: Diversity Council, Human Resources, Academic Affairs
- The College shall recognize employees' engagement on-campus and in the community.
Outcome: Employees' community service will be acknowledged in College publications, online and during annual events.
Responsible Group/Partners: Marketing Media, Human Resources, Diversity Services

- Create and support a “*job shadow*” program as an opportunity to build connections and enhance engagement across campus.
Outcome: A program will be established.
Responsible Group/Partners: Human Resources, Academic Affairs, Student Engagement & Learning Support
- Encourage employee development abroad.
Outcome: All employees will be encouraged to participate in study abroad.
Responsible Group/Partners: Human Resources

Development of Partnerships

- Identify organizations with the mission to promote diversity and inclusion and increase our partnerships on diversity initiatives, programs, events, etc.
Outcome: Listing of organizations with the mission to promote diversity will be established and maintained.
Outcome: Establish a baseline over the next two years to determine our current partnerships with organizations on diversity initiatives, programs, events, etc.
Responsible Group/Partners: Diversity Services, Diversity Council
- Increase the collaboration with offices and departments on diversity initiatives.
Outcome: Listing of offices to collaborate on diversity initiatives will be established and maintained in one location.
Outcome: Establish a baseline over the next two years to determine our current collaboration with offices and departments on diversity initiatives.
Responsible Group/Partners: Diversity Services, Diversity Council

V. ASSESSMENT & EVALUATION

Onondaga Community College is a data-driven institution that relies heavily on data to assess institutional and program effectiveness and inform its decisions. It has been and will remain an active participant in a number of institutional assessments: The Community College Survey of Student Engagement (CCSSE), the SUNY Student Opinion Survey, Post-Graduate Survey, Faculty/Staff Survey, the Diverse Learning Environment Campus climate survey, and more. The results of these surveys will continue to be used to help assess the degree to which the College is achieving its goals and to inform decisions.

In 2014, the College created the position of Vice President/Chief Diversity Officer, which is responsible for providing visible, engaged leadership in support of the college’s Strategic Plan, ensuring the college continues to recognize and value the importance of diversity and inclusion in our institution at all levels. This position co-chairs OCC’s Diversity Council and monitors the College’s progress towards achieving goals and action items outlined in the College’s Diversity & Inclusion Master Plan. The Vice President and the Diversity Council, with the assistance of our Institutional Planning, Assessment & Research (IPAR) area, will work to develop a new assessment plan to be implemented next year, which will form the foundation of annual reporting an updates to the plan.

VI. SUMMATIVE STATEMENT

Onondaga Community College is committed to advancing diversity and inclusion and establishing an equitable environment for all of its diverse citizenry here on campus. The College's *Lazer Focus: 2017-2022 Diversity & Inclusion Master Plan* will be used as a tool to guide the institution in achieving clearly stated goals as they relate to access and equity, teaching and learning, and community outreach. It is our belief that the achievement of these goals will enhance our diverse students' sense of connection, both socially and academically, to the campus and have a positive impact on retention and graduation rates.

VII. CONTRIBUTORS

The Onondaga Community College's *Lazer Focus: 2017-2022 Diversity & Inclusion Master Plan* was prepared by the 2016-2017 members of the College's Diversity Council:

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We also want to thank the members of the College's Executive Council, College Leadership Council, Grants, Government & Alumni Relations Office, Office of Institutional Planning, Assessment & Research who contributed to the development of this Diversity & Inclusion Master Plan.

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