

Fulton-Montgomery Community College
SUNY



Diversity and Inclusion Plan
2016
FINAL

Contents

Introduction	3
I. Campus Diversity and Inclusion Vision and Mission Statements	3
Vision	3
Mission	3
II. Assessment of Current Campus Diversity and Inclusion.....	4
Diversity Council.....	4
Current State of FM.....	4
Current Student Data	4
Current Employment Data.....	9
Examples of Campus Activities Promoting Diversity and Inclusion.....	12
Trending Concerns of Various Student Constituent Groups	15
Examples of Curriculum that Address Topics of Diversity and Inclusion	17
Retention Initiatives and Programs, 2016-17.....	18
Challenges.....	21
III. Diversity and Inclusion Goals	23
IV. Strategies and Implementation	23
A. Strengthen partnership with the local community to promote diversity and inclusion.....	23
B. Raise profile of Campus diversity efforts and accomplishments	23
C. Provide cultural competency and diversity training and mentoring opportunities to staff and students.....	24
D. Improve minority representation of faculty and staff.....	24
E. Support enrollment management initiatives to increase diversity of our student population	24
F. Increase our student retention and completion rates of diverse students	25
G. Enhance the curriculum to further infuse diversity, inclusion, and civility themes into our course offerings and co-curricular activities	25
V. Assessment and Evaluation	25
VI. Summative Statement	26
Appendix A	27
Appendix B.....	31
Appendix C.....	35
Appendix D	46

Introduction

The following Diversity and Inclusion Plan at Fulton-Montgomery Community College (FM) has been developed to help create a welcoming climate that respects different backgrounds, cultures, and perspectives. Creating a diverse and inclusive environment equips students with the experience they need to succeed in a multicultural world and fosters an atmosphere that enables us to work and learn in a richer academic environment. This plan provides guidelines on how to develop allies and partners with our local community as we promote diversity, inclusion, and civility, thereby offering even better academic and student services to meet the needs of a diverse student body. The plan also suggests steps to increase and retain a diverse faculty and staff. This plan mirrors and reinforces fundamental beliefs outlined in our College's Board Policies (anti-discrimination, etc.) and our College's Strategic Plan: Building on Success. This plan will aid the College as it strives to achieve specific goals outlined in the strategic plan by seeking continuous improvement in areas of diversity and inclusion. The College's vision is to be an innovative leader in higher education, and a detailed, robust diversity and inclusion program will fortify FM's ability to accomplish this vision as it serves the needs of a changing demographic in New York and the United States.

I. Campus Diversity and Inclusion Vision and Mission Statements

Vision

Fulton-Montgomery Community College strives to represent and embrace students, faculty, and staff from a variety of cultures and backgrounds and celebrate all people in a dynamic, inclusive culture. FM will be the multicultural center of the community it serves.

Mission

Diversity and inclusion are defining features of FM's past, present, and future. Increasing the diversity of our students and staff to better reflect the populations we serve is critical to FM's mission as a public institution and imperative to achieving its full potential. Diversity entails appreciation and celebration of our differences and recognition of how cultural uniqueness strengthens learning and work experiences at the College. Such differences can include, but are not limited to, race, ethnicity, abilities/disabilities, sexual orientation, nationality, veteran status, geographic region, gender, age, religious beliefs, and socio-economic status. Our commitment to diversity and inclusion is founded in principles of respect, as well as promoting a positive, safe, and welcoming environment.

II. Assessment of Current Campus Diversity and Inclusion

Diversity Council

President Swanger created the President's Diversity Council in March of 2016. The general purpose of the Council is to promote and support Campus diversity and inclusion efforts and to make program or policy recommendations that will further the diversity mission of the College. The members of the Council represent the various populations served by FM and draw from many employee groups and departments across the College, including teaching faculty, student services professionals, administrators, and students and staff that support the Residential Life Program. In the future the Council looks to expand student membership. The Council will implement and assess the action steps included in this plan.

The Council embarked upon developing a definition of diversity and benchmarking existing diversity plans. Comparable plans and diversity definitions were then shared and discussed. The Council developed a Diversity Climate Survey for students and staff which was administered and analyzed in the Spring 2016 semester.

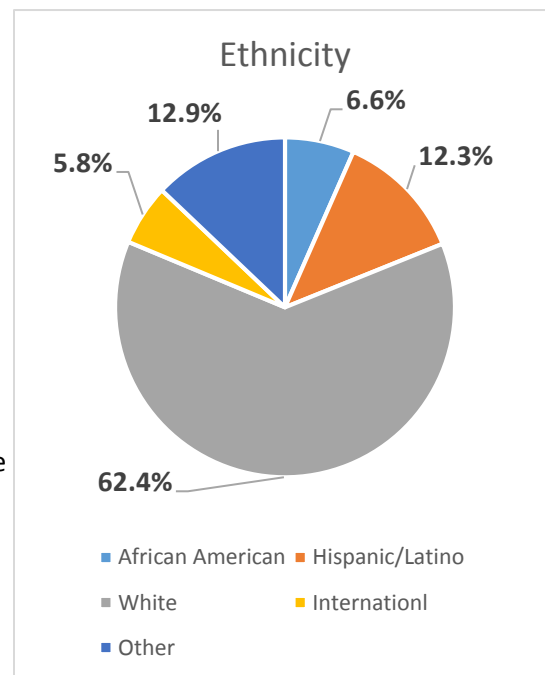
Current State of FM

Current Student Data

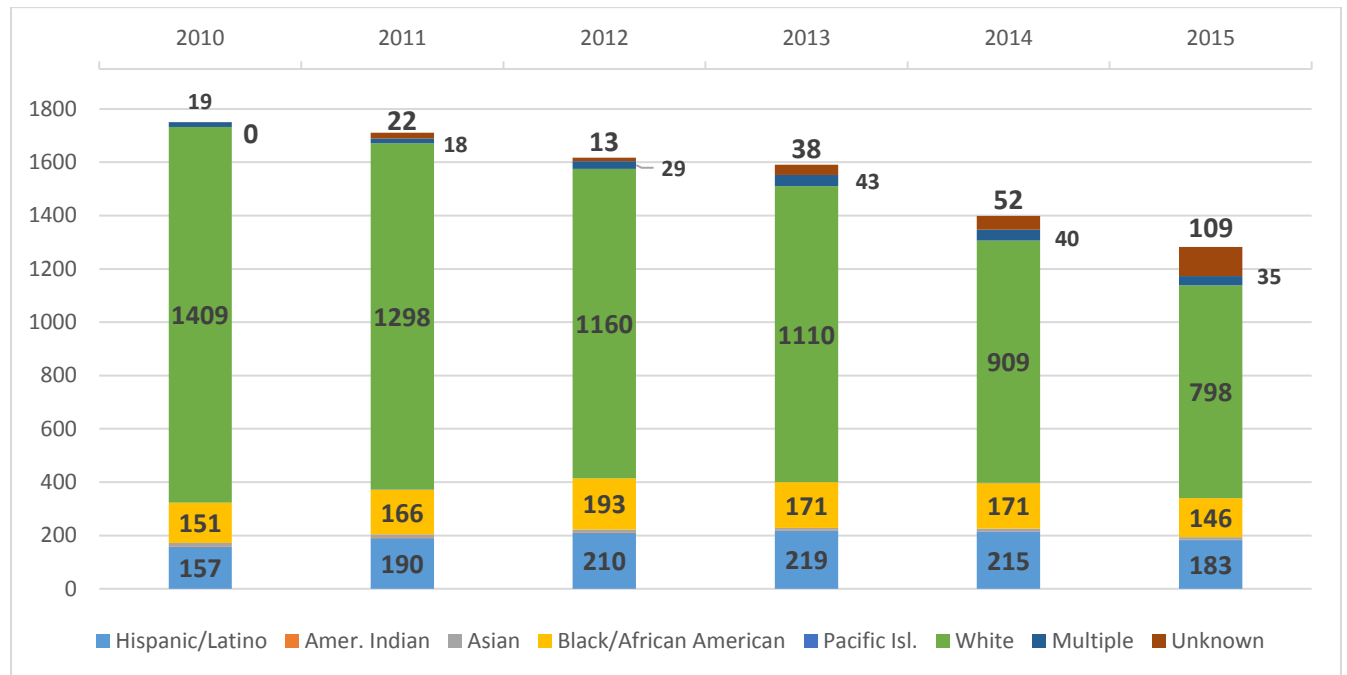
Enrolled students by ethnicity: Fall 2015

Student Ethnicity	Enrollment
African American	6.6%
Hispanic/Latino	12.3%
White	62.4%
International	5.8%
Other*	12.9%

*Other includes students who identify with multiple ethnic groups (2.9%), Asian (1%), Native American (0.1%), or chose not to answer (8.9%)



All college student enrollment: Fall, full-time by ethnicity, 2010-2015

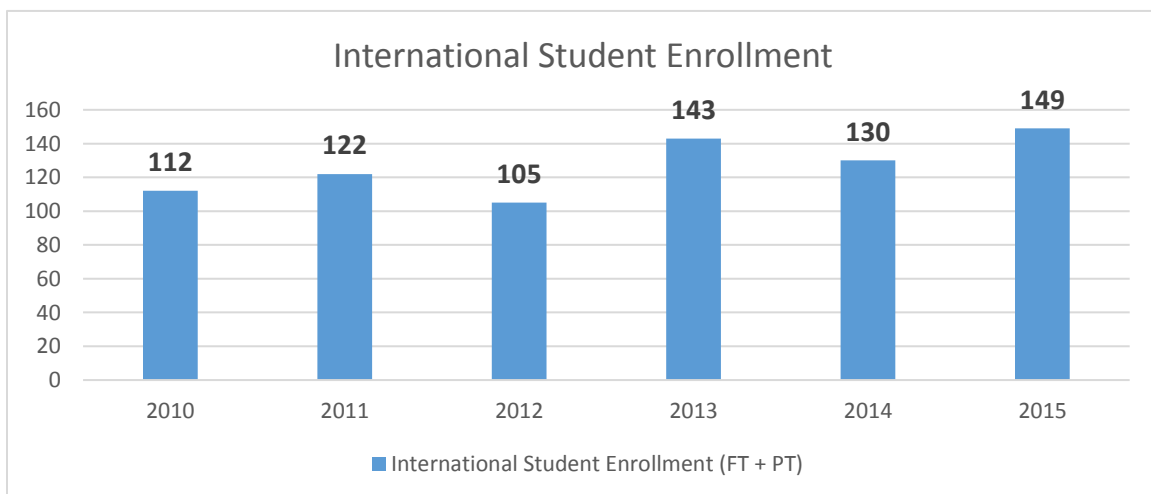


Unknown = student did not disclose

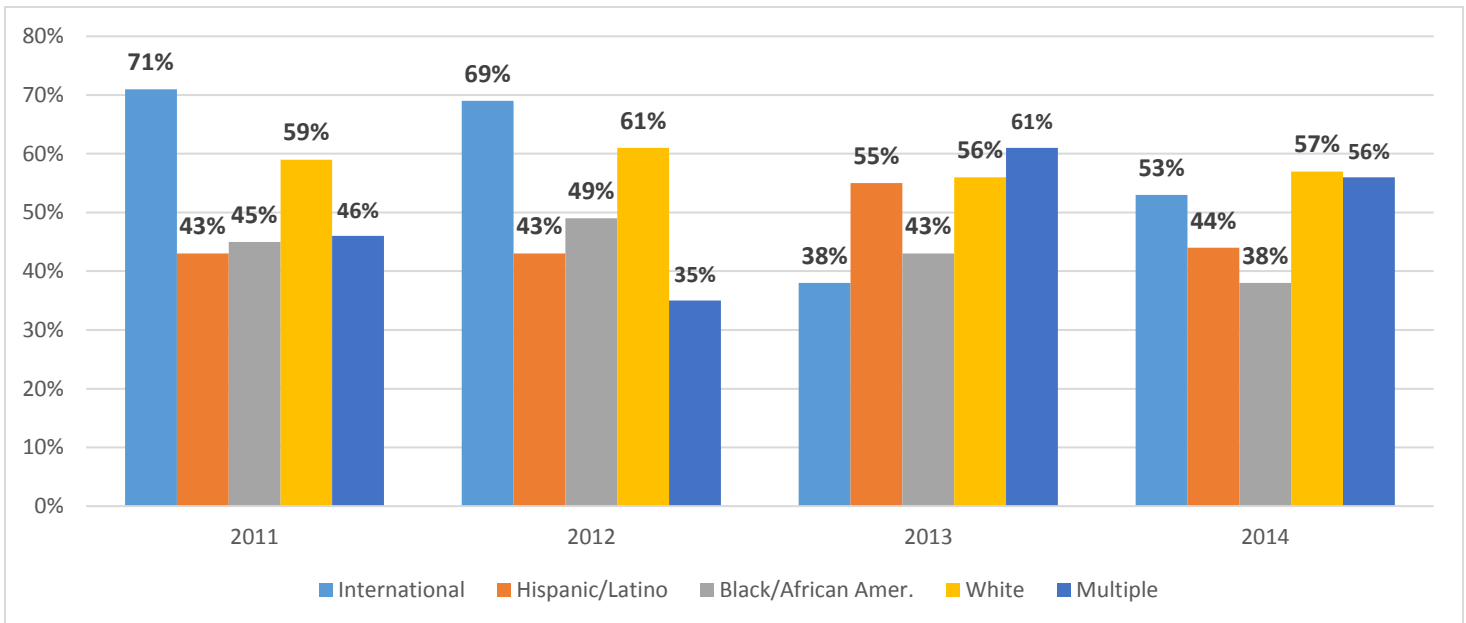
International Student Enrollment Data

Over a five-year period (2010 to 2015), the international student population at FM has consistently been a key component of the overall student body. Averaging over 6% of new freshmen students within that time frame, the number of represented countries increased from 20 to 30, from six continents. The changes occurred primarily with the addition of more students from China, Southeast Asia, and the Indian subcontinent. Students from Latin and South America also enrolled during specific years through special government grant initiatives with which FM has partnered.

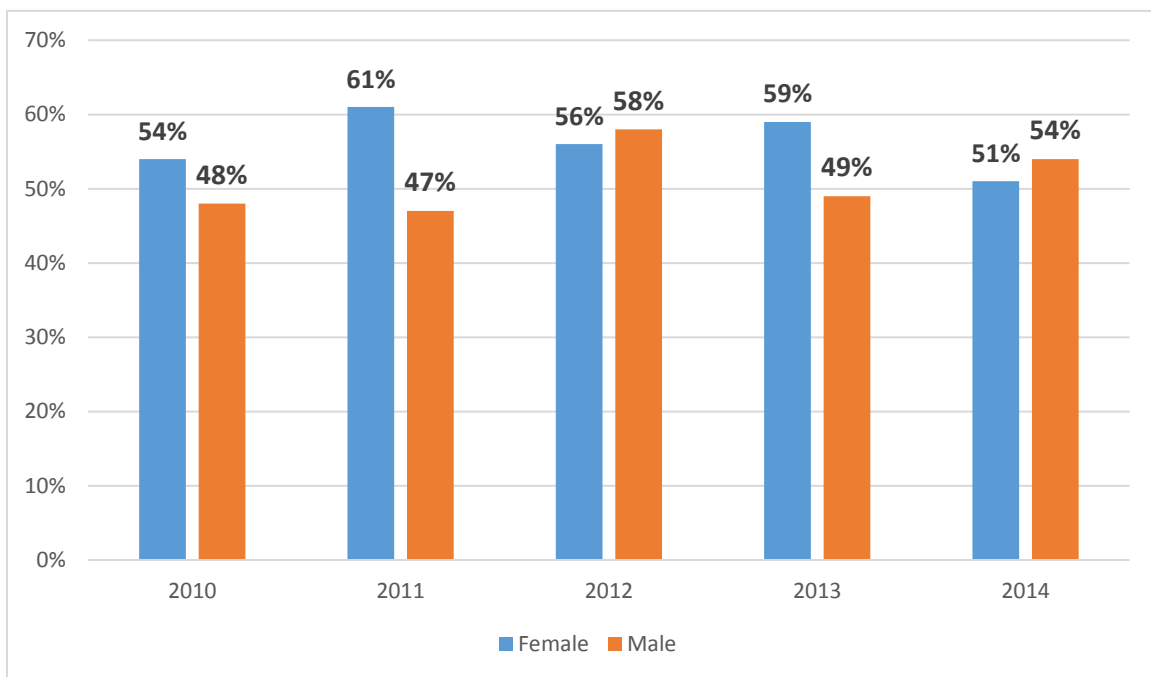
All international student enrollment: Fall, full-time and part-time, 2010-2015



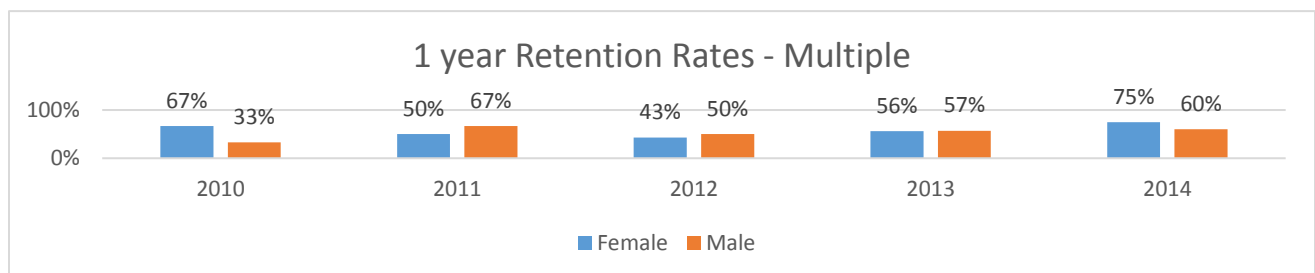
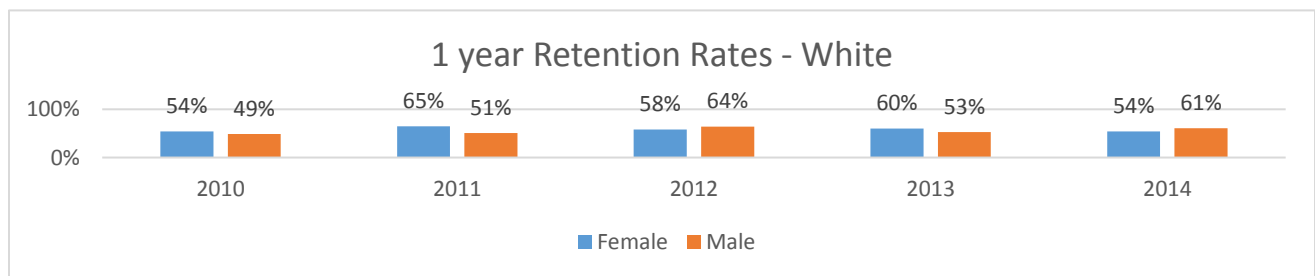
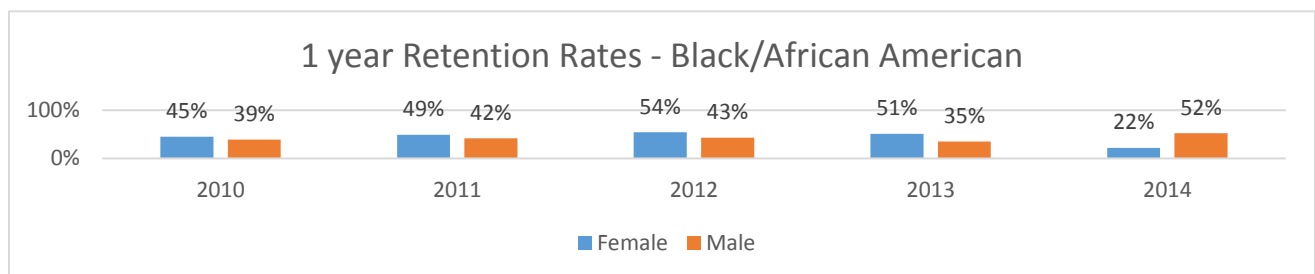
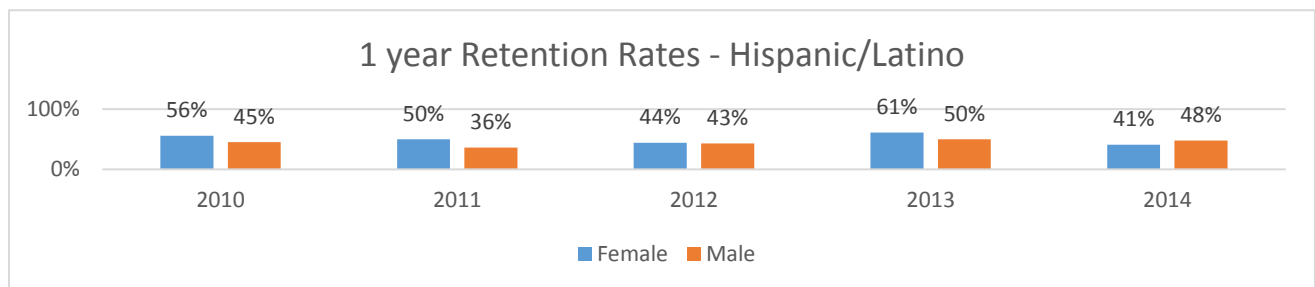
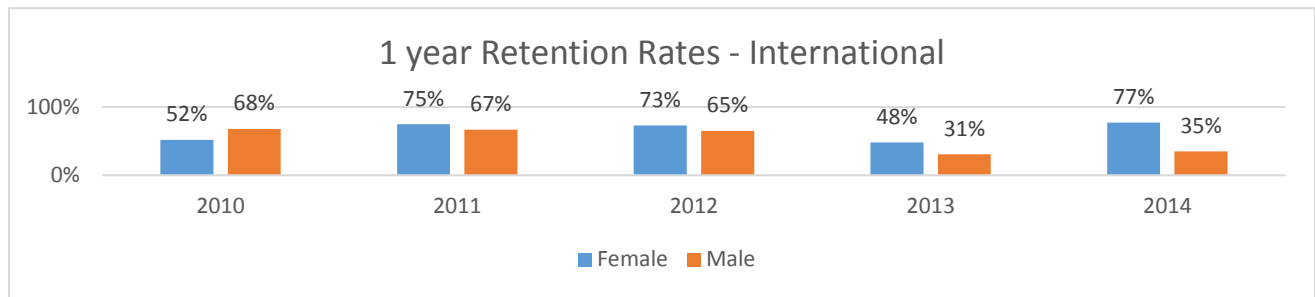
Retention by ethnicity: First-time-Full-time; Fall to Fall, 2011-2014



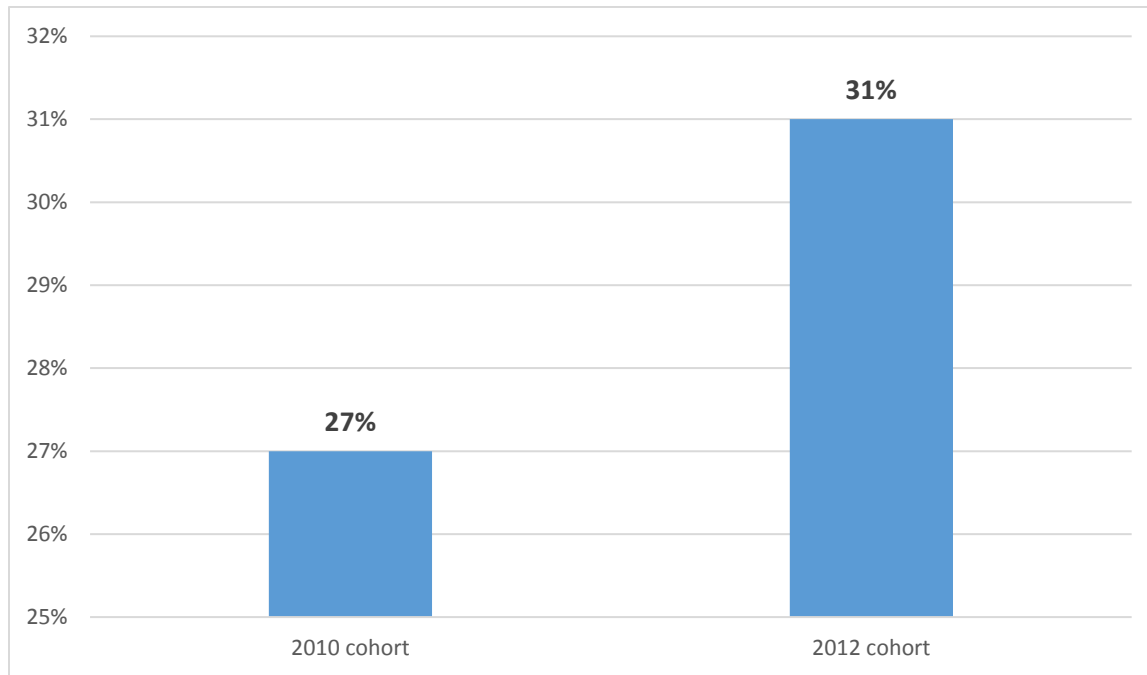
Retention by gender: First-time-Full-time; Associate Degree-seeking, 2010-2014



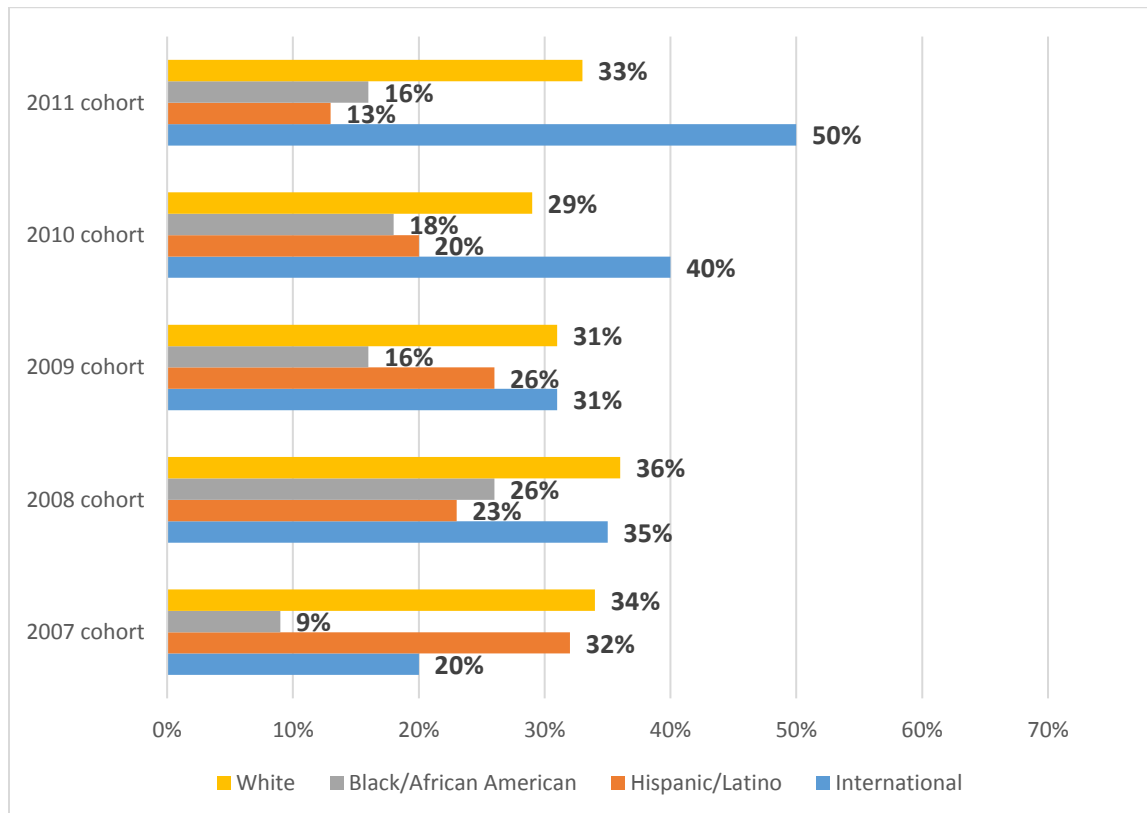
Retention – 1 year by ethnicity and gender, 2010-2014



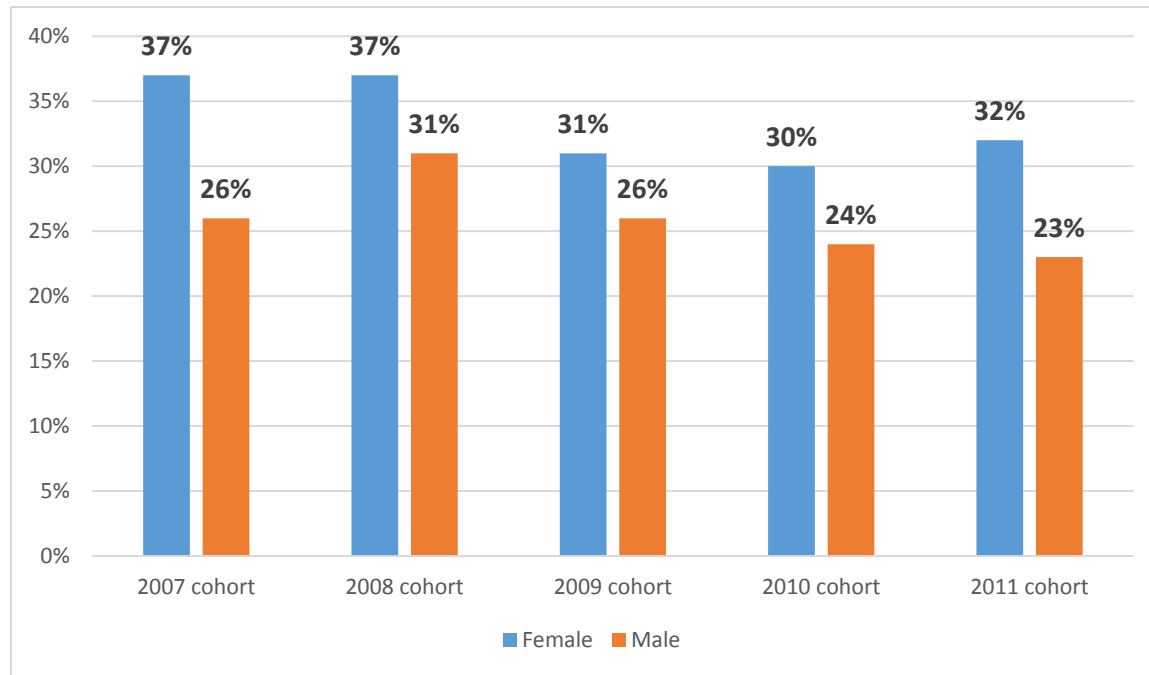
Graduation rates: Overall rates for all students who graduated within 150% of “normal time” to completion for their program



Graduation rates by ethnicity and cohort: students who graduated within 150% of “normal time” to completion for their program



Graduation rates by gender and cohort: students who graduated within 150% of “normal time” to completion for their program



Current Employment Data

Current ethnicity statistics of employees:

- 94% identified as White
- 3% identified as African American
- 3% identified as Hispanic or Latino
- 0.4% as Native Hawaiian or Pacific Islander
- 0.2% as two or more races

Retirements:

Since 1993 there have been 96 retirements with an average of 4 retirements per year. The College projects similar retirement numbers in future years.

Recruitment, Development of prospect pool and hiring for Campus Leadership, faculty, and staff:

- A. Unique Challenges of Dual-Career Couples: While this issue has rarely been raised by our candidates, FM acknowledges that there are steps we can and do take to ensure FM is an attractive employment option to dual-career couples. In the last five years we have been successful with increasing our out-of-state recruitment for professional/faculty positions and attracted diverse candidates from states such as Florida, Hawaii, Maryland, and Ohio. FM’s HR staff has partnered with our local Chamber of Commerce to provide welcome packets to out-of-state candidates. These packets include information on local schools, health services, religious institutions, child care, social/recreational opportunities, and other community resources. FM provides employees with the benefit of using high quality, affordable, on-campus day care services offered by credentialed YMCA staff, and

promotes this benefit to candidates. In May of 2016 HR staff joined the Central New York and Mohawk Valley Regional Recruitment and Relocation Initiative (a consortium of 12 regional colleges and universities) to share and learn about best practices to attract and retain dual-career couples. The HR department plans to continue participation with this organization and implement any practices that will help attract diverse working couples to FM.

B. FM uses a variety of sources to recruit and advertise for our qualified, diverse faculty, including but not limited to:

- National Job Boards: Chronicle of Higher Education, Inside Higher Ed, HigherEdJobs.com, Career Builder, Monster, Indeed
- Newspapers: Times Union (Albany), Gazette (Schenectady), Amsterdam Recorder, Leader-Herald, NY News Publishers Ad Net (a consortium of papers that can target either the Capital District or state-wide, including New York City, Buffalo, and Syracuse)
- Local Job Board: Capital Area Help Wanted (heavily used in Albany area)
- Social Media: LinkedIn, Facebook, Twitter
- All positions posted with NYS Department of Labor
- Professional positions listed with Capital District 100 Hispanic Women
- Professional websites, depending on discipline, such as: National Academic College Advisor Association, Capital District Library Council, National Association of Young Children, Society of Professional Journalists, Broadcast Education Association, Empire State Association of Two-Year College Biologists
- Complete job postings with Monster that simultaneously post with a variety of diversity publications (Appendix A)

As part of the search process, HR staff directly participates on each full-time search committee to ensure it gives full consideration to candidates from underrepresented groups. A Search Committee Guide is provided to participants new to the search process so that they understand the College's desire to promote staff diversity (as well as understand legal interview questions and other best practices). Additionally, to widen the geographic reach of our search area the College has adopted Skype interviews. This enables us to give more interview opportunities to diverse candidates residing at great distance from FM. Going forward, at the beginning of each search meeting HR will emphasize our current employee and student demographics and articulate our desire to continually increase the diversity of our staff and why it helps our institution to do so.

Best practice mentoring plans:

The College has an Institutional Advancement Committee (a Senate-chartered committee and part of shared governance structure). The Institutional Advancement Committee has empowered a volunteer sub-committee to develop a College-wide mentoring program. This working group has collected information from SUNY programs, non-SUNY programs, and the US Office of Personnel Management on how to structure an effective mentoring program. Project tasks include: creating desired outcomes, the duration of the mentoring program, identifying specific activities and supports (for all groups but also recognizing distinct needs for diverse staff), how employees and mentors will be matched, how to promote the program, recognizing mentors, and how to evaluate the program. This committee is researching an FM Faculty Mentoring program that existed 10-15 years ago to learn what worked well and what aspects of this initiative needed development (it was not sustained). The research involves

reviewing documentation related to the program and speaking with veteran faculty that can provide feedback on the efficacy of this effort.

Cultural competency programming for new and continuing employees:

- The College holds annual staff development sessions each March during Founders Day. Examples of diversity programming and education offered since 2008 include: workshops on basic Spanish and sign language, lectures on understanding diversity and on issues of poverty for college students, and a panel of student military veterans and their perspectives.
- Classified staff have received in-depth customer service training, including components on assisting our international students and parents.
- FM ensures that its staff receives training on preventing/reporting sexual harassment and annual training on Title IX.
- The Director of International Programming has provided seminars to Residential Life and other staff on the various cultures and distinct needs of our international students.

Examples of cross-cultural training and events for the campus community have included the following:

- Staff from the International Student Programs Office and the Students of the World club brought guest speakers to the AAUW campus meeting in the Spring 2016. Students shared their cultural backgrounds and how they adjusted to living and going to school at FM. This well-attended campus and community event allowed participants to share cultural experiences and preconceptions through personal testimonies. In recent years, the Students of the World club worked in cooperation with the Student Government Association Cultural Awareness Committee and Chartwells Dining Services to sponsor multicultural dinners, dances, and social events, including a Lunar Moon festival, a Mexican Independence Day dinner, Indian Cultural Day activities, a Caribbean Festival, etc.
- Each Fall, the International Student Office and students participate in International Education Week activities, which include a multitude of activities to raise cultural awareness through events open to both campus staff and community members. A special initiative in Fall 2015 was launched in conjunction with the library staff and the FM international student body. Community programs have also included presentations to local service organizations such as Rotary, Soroptimist International, local churches, and scout groups.
- Staff development workshops are offered on specific cultures as in-service training within the Student Affairs Department. These workshops are conducted during FCA annual retreats, RA trainings, and faculty and Founders Day presentations and are often lead by the Director of International Student and ESL Programs. Guest speakers have included personnel from Centro Civico (a Latino community-based center) and a local expert in Japanese and Brazilian academic and language challenges.
- The College provides staff with opportunities to learn conversational Spanish. The Library offers instructions on how to access Mango Language through the New York Public Library. Learning resources are available, and in 2012 our Coordinator for Accessibility Services studied Elementary Spanish.

Examples of Campus Activities Promoting Diversity and Inclusion

- Beyond Tolerance Luncheon on World AIDS Day
- Safe Zone training, open to all faculty and staff
- Holiday gatherings to celebrate Kwanza, Hanukah, and other religious festivals
- Presentation entitled “Raising a Transgender Child”
- Latin-themed parties sponsored by the Cultural Affairs Committee
- College Dining Service (Chartwells) celebrations of both Hindu holidays and Hispanic Heritage Month, with ethnic foods and cultural movies
- African Dance performances by an Albany African dance company
- Performances by FLAME, a rock band comprised of musicians from the local ARC
- Amish culture speaker
- “Born This Way Ball,” a drag dance put on by the Spectrum club
- Race kiosk on Campus where student could change their appearance
- Exhibit on the “Fluidity of Gender” hosted by our art gallery
- American Sign Language Club monthly “Deaf Chats,” where student/local community members from deaf community share experiences with other students/staff
- Welcome signs in six different languages installed at the entrance to campus
- Multi-faith prayer room in O’Connell Hall
- In recognition of FM’s diversity efforts, President Swanger presented with the Corazon “Heart Award” by Centro Civico, and the Leadership Council on Inclusion (LCI) Presidential Award

Community Policing:

The College’s Department of Public Safety is implementing a community policing model on campus. The purpose is to develop a better relationship and level of trust between the officers and the individuals they serve. Specific aspects of this program entail the assignment of particular law enforcement personnel to certain residence halls, and officers will hold weekly meetings with Resident Assistants at Campus Housing. Having a regular staff assignment and frequent staff meetings will increase familiarity with students and staff and allow them to more readily exchange information and proactively solve problems. The goal is to enhance the ability to provide an even safer atmosphere conducive to learning and to improving student success and retention.

Residence Life:

Residence Life at FM has conducted numerous trainings and activities related to diversity and inclusion:

RA Training – Fall 2015, Spring 2016 & Fall 2016

- Sessions on understanding and helping students with mental health issues (presented by Angela Rhodes and Deb Bovee) and students with disabilities (presented by Robin Devito)
- Training on effectively working with students from different backgrounds

Events/Activities/Involvement – 2015-2016

- Celebration of Mexican Independence Day with students here on exchange from Mexico; event was a collaboration with Students of the World, Chartwells, and the International Student Office

- Trips to Asian Cultural Markets in Albany
- Black History Month Celebration Events – Feb 2016
 - Movie Night: *Creed*
 - Motivational Speakers: Jean Clervil and Pascal Faustin
 - Family Reunion Party
- Women's History Month Celebration Event, March 2016
 - Red ribbon sale to raise funds for the American Heart Association (students purchased ribbons for \$1 to honor important women in their lives/ribbons displayed in the Res Life Office); students given fact sheets about how heart disease affects women
- Associate Director, Nicoy Pusey, served on campus Diversity Committee

Events/Activities – 2015-2016

- 9/8: Guest Speaker on Civility and Inclusion
- Associate Director of Residence Life, Nicoy Pusey, serving as co-advisor for Students of the World Club, along with Ryoko Sekiguchi
- Assisting residential students with starting a Black and Latino Student Association
- Planning events for the following celebrations:
 - October 2015: LGBTQA Awareness; Latino Heritage Celebration
 - November 2015: International Week
 - International Day of Tolerance
 - February 2016: Black History Celebration
 - March 2016:
 - Women's History Month; 3/8: National Women's Day
 - Holi Festival, religious holiday festival observed in India, Nepal, and Sri Lanka
 - April 2016: Celebrate Diversity Month
 - 4/15: Day of Silence to protest the silencing of LGBTQA individuals
 - May 2016:
 - Asian American and Pacific Islander Heritage Month
 - 5/5: Cinco De Mayo, celebration of Mexican Culture
 - October 2016:
 - 10/13: Student Senate Association approved the creation of the Black and Latino Student Association

Examples of current student clubs that support diversity and inclusion efforts include (but are not limited to):

- **ABLE** Abilities Beyond Limitation through Education is the club for students who wish to explore ways to make attending college easier for students with disabilities. Students work together on projects to raise money for club outings and activities to support this mission.
- **American Sign Language** The American Sign Language Club collaborates with the local Deaf community to meet-and-greet in ASL, a visual, spatial concept language which is not related to English. They advocate for equal rights of Deaf individuals and promote that the only thing the Deaf cannot do is hear.

- **Community Outreach FM** Community Outreach at Fulton-Montgomery Community College helps communities in Fulton and Montgomery counties by raising money and volunteering in soup kitchens and schools, supporting community fundraisers, donating, etc.
- **Criminal Justice Club** The Criminal Justice Club allows students to meet and interact with various law enforcement professionals from federal, state, county, and local agencies in an informal setting. Students hear from speakers, view short films, and participate in field trips to learn about the diversity of the criminal justice field. Students also have the ability to work closely with the criminal justice professionals in volunteer programs. This exposure allows club members valuable insight into their possible future careers.
- **Spectrum Club (Gay-Straight Alliance)** Club meetings offer the opportunity for students to discuss issues related to sexual orientation, diversity, and sex-based discrimination. The club sponsors on-campus speakers who promote tolerance. Members also attend conferences at other colleges where they can share ideas with their peers.
- **Peer Tutor Club** This club is open to any person who is actively working as a tutor. The club has participated in food drives, fundraisers, and review sessions for finals. The Peer Tutor Club is also active in the community through the March of Dimes Walk-a-thon.
- **Residence Life Club** This club provides an opportunity for residential students to plan programming and events for the campus community and is open to all FM students.
- **Student Art Guild** The goal of the Student Art Guild is to promote visual fine arts on campus and in the community. Through hosting exhibitions, field trips, and creative projects, the Art Guild enhances student and community accessibility to the fine arts. With diverse exposure to fine arts, a greater appreciation of artistic expression can be fostered.
- **Student Senate Association** The Student Senate Association meets each month to discuss issues relevant to all facets of student life. Each club has a voting SSA representative.
- **Students of the World Club** Not only for international students, this club promotes cross-cultural awareness by sponsoring service projects and recreational outings, plus on- and off-campus activities.
- **Team Raiders** A student dance team, this club was created to build self-esteem for women and to promote unity among our students. Club members usually perform at home sporting events. Any Fulton-Montgomery student can join, and all levels of dance are welcome.
- **Think Peace** This club has four simple goals: To promote peace through patience, equality, awareness, civility, and empathy; to promote peaceful/nonviolent methods of resolving conflict; to promote peace by respecting the dignity, diversity, and human rights of all people; and to support the practice of civility individually, in the school community, and in the local community.
- **Veterans Club** The Veterans Club at FM offers an opportunity for Military Veterans, spouses, dependents, and anyone who supports the military to assist peers with the transition from

military to college. The Veterans Club also provides community service activities, fundraising, and donations to local community veteran organizations.

- **Word of Grace Aurora Christian Fellowship** This club is open to all students and promotes the discussion of God and the Bible. The club contributes to the social, educational, and cultural climate at FM through meetings, social activities, and volunteer experiences.

Trending Concerns of Various Student Constituent Groups

FM gathers data from various sources related to diversity and inclusion. Appendix B identifies institutional data points and third-party assessments, including the Community College Survey of Student Engagement (CCSSE) and the ACT Student Opinion Survey (ACT-SOS) related to diversity. Where available, survey questions have been compared against the previous years' responses (ACT-SOS 2016, 2013, and 2010; CCSSE 2015 and 2009). In May 2016, FM conducted a short diversity climate survey on campus. Results from that snapshot survey are located in Appendix C. The respondents included individuals from the student, faculty, and staff populations. The intent of this survey was to identify campus-wide diversity themes and topics. The Diversity Council and other groups/clubs on campus will use the results to plan activities and initiatives that support an inclusive culture. Utilizing multiple measures allows for a richer and deeper review of FM's diversity culture.

LGBTQ Community

The College has an LGBTQ club with a faculty club advisor. Some of our transgender students have been working on issues such as acceptance, parental reactions, and self-realization. This group has hosted luncheons to discuss issues such as gender and faith and held a student-led discussion called "Beyond Tolerance." This last fall the Club changed its name from GLOW (Gay, Lesbian, Or Whomever) to Spectrum to embrace the full spectrum of gender and sexuality. The members wanted a name that was more inclusive and welcoming.

Veterans

Two main issues that FM's student-veterans identify to the faculty and staff members that work closely with them are: low Basic Housing Allowance (BHA) rates for Fulton and Montgomery counties, and the transition to a less structured institutional environment than the one they were previously engaged in. The BHA issue is one that FM does not and cannot control. The College can advocate for an increase in the BHA rate but it is formula driven at the Federal level. All of the faculty and staff that work with the student-veterans attempt to assist in the transition process. The Veterans Club and the Veterans Lounge help with the transition process, giving the student-veterans both a forum and a space to relate to people in a similar transitional process and freely discuss their experiences with each other.

FM endeavors to support student-veterans with a number of services and opportunities for participation in campus and community organizations and events. While the majority of FM's faculty and staff assist in the support of student-veterans on campus, there are no fewer than three staff members that interact and support our student-veterans directly. Christie Crawford is an Academic Advisor that works specifically with FM's student-veterans to schedule classes and assist with other matters of an academic nature. Moira Samek is a Financial Aid Advisor and Veterans Benefits Certifying Officer at FM. She

assists student-veterans with applying for and receiving educational benefits. She also provides one-on-one financial aid counseling. Daniel Towne, the Systems and Electronic Services Librarian at FM, is also the faculty advisor to the College's Veterans Club. He is a United States Army veteran himself. Crawford, Samek, and Towne work closely together to assist FM's student-veterans and to provide them with information from outside agencies that may be particularly useful to them as military veterans.

All student-veterans attending FM are invited to join the Veterans Club. The club has approximately 10-12 actively participating members. All student-veterans at FM are entitled to use the Veterans Lounge, located on the second floor of O'Connell Hall. The lounge is designated as an exclusive "veterans only" space and is equipped with three desktop computers installed with both common and course/program specific software. A printer is also available in the lounge. In addition to the information technology available, the lounge is also outfitted with couches and chairs, a coffee table, refrigerator, microwave, and a coffeemaker. Supplies, snacks, drinks, and other refreshments are provided by the Veterans Club and offered to the student-veterans at no charge.

FM became a chapter of SALUTE in 2015. SALUTE is the first national honor society established for student-veterans and military in 2-year and 4-year institutions of higher education. One unique element of our honor society is that it includes a 4 tier system. This tier system encourages student-veterans to improve their GPAs to advance to higher tiers in the honor society. Thirty-one members were inducted in 2015.

Students with Disabilities

Disability issues vary widely throughout our campus. For many students with disabilities the primary accommodation they need is being recognized as a full-time student for aide purposes while taking less than twelve credits. The next largest category of accommodations relates to having extra time and an alternate location to complete tests.

Extended Time

Extended time is permitted only if the student would be disadvantaged by taking an exam in a limited time span. There are two forms of extended test time for exams given to students.

The *first form* of extended time is **unlimited time**. Some students have disabilities that manifest in memory deficits or extreme pain; these are the only students for whom we recommend the use of **unlimited time** for tests. The *second form* of extended time consists of **1 ½ - 2** times the normal testing time period.

Having access to good notes is important to student success. Student may need assistance with this task if they have physical limitations or an inability to concentrate. FM provides several methods by which students with disabilities can obtain copies of notes for their classes. Students are expected to attend class as a qualifier for receiving notes; only in rare cases, such as temporary hospitalization, would notes be provided for a student not attending classes.

Many instructors adapt a universal approach to note taking and provide a direct link to class notes through available technology in our learning management system. Other instructors share Power Point notes directly with qualified students. Students who are able to take notes but fall behind can try out a Smartpen that records the lecture while they are writing notes. These students can later use the pen to

activate a recording of what was being said at any point in their written notes. Some students take advantage of their phones and mobile technology to capture class lectures and important information. Finally, note takers are hired (or volunteer) to provide a copy of notes in the classes students with disabilities are taking. The Learning Center then emails a copy of notes to the student within 24 hours of the class. The College also helps students with disabilities to improve their own note-taking strategies by using active learning approaches such as the Cornell Note Taking System.

Many students are now asking for videos used in the classroom to be closed captioned. Many videos are available with closed captioning, but some films and media websites lack closed captioning. Visual accessibility is also important in textbook access and a few students receive, through our office, publisher files of textbooks to address their needs.

FM prides itself on being responsive and supportive of the vast array of disability issues and accommodations. Each person's accommodation needs are unique to their circumstances. Our accessibility office works to provide reasonable accommodations while maintaining academic integrity, even if they involve unconventional ideas. For example, a student with echolalia, a need to repeat what others have said, received a course substitution for speech by completing an acting class. There is even a student-led group, Abilities Beyond Limitation through Education (ABLE), that focuses on disability issues of interest to the students.

Students with disabilities have a warm and supporting community at FM and often become some of our best and brightest students. Over the past decade we have seen many of our area students with disabilities choose FM due to the excellence of our accessibility services. FM has been fortunate to receive additional TRiO grants to help support our students with disabilities through TRiO Quest.

Examples of Curriculum that Address Topics of Diversity and Inclusion

FM takes every opportunity to infuse diversity topics, include perspectives from underrepresented groups, promote forums for open-safe discussions on matters of diversity and inclusion, and afford students opportunities to engage in and learn about people from a variety of cultures, religions, backgrounds, sexual identities, and other areas of diversity. Appendix D identifies many of the FM courses that infuse diversity topics within their content. Examples of these endeavors include the following:

- BUS 137 focuses on diversity in writing throughout the class
- HPER has added several classes that appeal to a diverse population, including Judo and Zumba
- The Early Childhood program offers diversity presentations in music, art, and children's literature; the program has conducted a study of diverse populations and how we can best teach them
- Introduction to Early Childhood Education classes focus on cultural diversity and how to teach children from cultures other than one's own; the class also studies the film and book "One Million Paperclips," which deals with diversity and the Holocaust
- HUM 170 instructs in the mythological and religious belief systems across a wide variety of cultures
- Several upper-level English courses incorporate literature from a wide array of cultures and ethnicities
- The Sciences division uses multi-racial models in the A&P lab

- “Cultural competence” is taught annually in RAD 101, and students develop a project investigating an aspect of cultural diversity
- The Technology Department randomly assigns lab partners so there is ample opportunity for students of all backgrounds and cultures to partner with each other
- Currently the Digital Communications and Transmedia program has a diverse ethnic population, including African American, Asian, Latino, and Caucasian students
- Travel photography and the study of cultural advertisements: world cultures are mediums used in the curriculum to express diversity in the world, our communities, and our campus; a free publication of the Photographers Forum Magazine is given to students as a mechanism to see what emerging professionals are creating through the eye of the lens; topics include photojournalism, thinking in pictures, current technology, and exploring places; students do projects to create awareness of critical issues on campus
- Electronics Technology provides workshops to encourage women to join the technology program (AAUW Sister-To-Sister); female graduates have been invited back to talk to students about their tech jobs
- Automotive Technology invites guest speakers from across the industry into courses and incorporates live training segments from various trainers in the industry such as Snap on Tools Corporation
- The Troy NY Photo center sponsored a Juried Student Art Show; this was the first year FM club members’ submitted work into the show; five FM students were selected and FM Student Ashley Smith won a cash award; FM Annual Art Show submissions are a campus opportunity for all students to express their artistic talents
- The Humanities Division stresses diversity in every HUM course and defines diversity to include race, gender, disability, age, sexual orientation
- Diversity is stressed in all sociology courses, especially “Diversity in America”
- SOC 285 raises funds for programs promoting gender equality
- Cultural diversity is the essence of history courses (from World and Western to American and Russian history); during each semester every class takes time to compare the differences and similarities between various civilizations, cultures, religions, and ethnicities and raise questions about cultural integration in today's world; international students are encouraged to share their unique perspective with their classmates
- American history courses discuss racial relations and their evolution over the course of the last two centuries; the course is taught with an eye toward diversity
- The History of the United States details the struggles of minority groups, including African-Americans, women, the LGBTQ community, and other groups
- POL 101 courses put diversity center stage, particularly in regards to the pursuit of expanded liberties for minority groups; this approach is empowering to minority students and also a powerful way to encourage empathy among students who have not experienced that pain of racial segregation, disenfranchisement, and the denial of a voice in civil society
- The College offers classes in world languages such as American Sign Language, French, German, Italian, and Spanish

Retention Initiatives and Programs, 2016-17

Assigned Advisor Model

All new Fall 2016 students were assigned a specific academic advisor. This advisor serves as the student’s point of contact on campus and forms a cohesive bond with the student in order to increase

retention and completion rates for all students. This initiative is based on the TRiO model of intrusive advising and follow-up tracking which has achieved 10+ years of sustained retention/graduation rates above the institution as a whole. During Summer 2016 new students received three letters containing timely and relevant information. The first introduced the students to their advisor and encouraged use of college email for communication. The second reminded students to fill out the FAFSA and alerted them to the imminent mailing of tuition/fees billing. The final letter encouraged students to contact their advisor for any necessary schedule changes and invited them to participate in new student orientation, which included a group session with advisors and their assigned advisees. Throughout early fall, advisors scheduled one-on-one appointments with all advisees to ensure they are on track for success and to complete pre-registration advisement and clearing which will position them to successfully register for Spring 2017 courses. Additionally, this early semester contact is hoped to stem some enrollment “melt” and sustain higher retention rates. Further contact, outreach, and follow-up throughout the semester will occur in order to ensure maximum Spring enrollment/registration before the conclusion of the Fall semester. All new students will participate in this initiative (approximately 580 students).

College Opportunity Programs:**TRiO/Quest Program**

- These federally funded Student Support Services programs are designed to improve retention and graduation rates for low income, first generation, and disabled college students. The program provides academic counseling, financial literacy, assistance with transfer school planning/application, tutoring, and trips to 4-year colleges and universities. The program also provides a Study Lab for students, which includes tutoring, computers, and printing/coping services. Each year the project provides a blended Summer Bridge program (one week residential, four weeks online) to incoming freshmen in order to prepare them for the rigor and expectations of college level work. Approximately 45% of TRiO students are of a race/ethnicity underrepresented in higher education; the programs serve approximately 275 students each year.

Collegiate Science and Technology Entry Program (CSTEP)

- This New York State Department of Education program is designed to assist students who are underrepresented in science and technology majors (Computer Science, Electrical Tech, Liberal Arts and Sciences, Health Studies, Nursing, and Radiological Technology degree programs) to improve retention and graduation rates. The project provides academic advisement, financial literacy, case management, transfer assistance, service learning projects, and research and internship opportunities. Each year the project provides a blended Summer Bridge program (one week residential, four weeks online) to incoming freshmen in order to prepare them for the rigor and expectations of college level work. Approximately 75% of CSTEP students are of a race/ethnicity underrepresented in higher education; the project serves approximately 120 students each year.

Health Professions Opportunity Grants (HPOG 2.0)

- HPOG targets TANF (Temporary Assistance for Needy Families) eligible students enrolled in high demand health care related occupations (Nursing, Radiological Technology, Health Studies,

Health Science, Liberal Arts and Science pre-Nursing, and Human Services). The program provides assistance with textbooks, uniforms, and childcare as well as intense case management to increase student retention and completion. Additionally, the project provides career/job readiness training, soft skill development, and tutoring. The project is new to campus and expects to serve approximately 120 students each year.

Pre-College Opportunity Programs:**Liberty Partnership Program (LPP)**

- New York State Department of Education program serving at-risk students at Amsterdam High School (AHS). The project, housed at AHS during the school year, provides comprehensive pre-college preparation, workplace readiness, tutoring, and intensive case management to prevent high school dropout and encourage immediate entry into post-secondary education or the workplace upon high school graduation. The project also provides a six-week summer program on the FM campus, including a residential experience for seniors. Program enrollment is approximately 260 students each year, a majority of which are ethnic/racial minority students.

Science Technology Entry Program (STEP)

- This NYS Department of Education program is the pre-college version of the CSTEP project, serving 75 students traditionally underrepresented in STEM at Amsterdam High School and Lynch Middle School annually. The project provides afterschool tutoring and Saturday workshops on the FM campus, as well as opportunities for students to participate in STEM academic competitions across New York State. Approximately 90% of participants are ethnic/racial minorities.

New York State Pathways in Technology (NYS P-TECH) program

- The New York State Pathways in Technology (NYS P-TECH) program is a public-private partnership that will prepare thousands of New York students for high-skills jobs of the future in technology, manufacturing, healthcare, and finance. The NYS P-TECH model delivers five core benefits to students designed to: 1) develop programs of study in high-wage, high-skill, high-demand career areas; 2) align school, college, and community systems in these programs of study; 3) support strong academic performance; 4) promote informed and appropriate career choice and preparation; and 5) ensure that employers in key technical fields have access to a talented and skilled workforce. Approximately 150 students in grades 9-11 are now enrolled and attending classes both at the Johnstown location and on the FM campus. There is a diverse make-up of the student body in the program. The goal of the project is to graduate students with dual high school diplomas and Associate Degrees within five years.

Smart Scholars Early College High School (ECHS) Program

- Through the Smart Scholars Early College High School Program, institutions of higher education (IHEs) partner with public school districts to create early college high schools that provide students with the opportunity and preparation to accelerate the completion of their high school studies while earning a minimum of twenty-four but up to sixty transferable college credits at the same time. This program is targeted to students who are traditionally underrepresented in postsecondary education. Students receive additional academic support from the

school/college partnerships to ensure they are at grade level and ready to participate in rigorous high school and collegiate courses. This “dual or concurrent enrollment” program serves to increase high school graduation and college completion rates, while reducing student tuition costs as a result of the compressed time needed to complete a college degree. Approximately 100 Amsterdam High School students in grades 9-12 participate; racial/ethnic composition is approximately 85% minority.

Challenges

- The sponsoring area is not very diverse. Therefore, it is difficult to create a diverse student population without going outside the area.
- The table below compares the demographics of the College with the two counties in its service area in Fall 2015. It is clear that FM’s student body is more diverse than that of its service area.

Demographic information – ethnicity by percent			
<i>Race and Hispanic Origin</i>	Montgomery County, NY	Fulton County, NY	FM – student population
White alone, percent, July 1, 2015, (V2015) (a)	93.5	95.4	80.3
Black or African American alone, percent, July 1, 2015, (V2015) (a)	2.9	2.1	10.0
American Indian and Alaska Native alone, percent, July 1, 2015, (V2015) (a)	0.5	0.3	0.5
Asian alone, percent, July 1, 2015, (V2015) (a)	0.9	0.7	4.8
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2015, (V2015) (a)	0.1	2	0.1
Two or More Races, percent, July 1, 2015, (V2015)	2	1.5	4.3
Hispanic or Latino, percent, July 1, 2015, (V2015) (b)	13.1	2.9	13.1
White alone, not Hispanic or Latino, percent, July 1, 2015, (V2015)	82.5	93	65.4

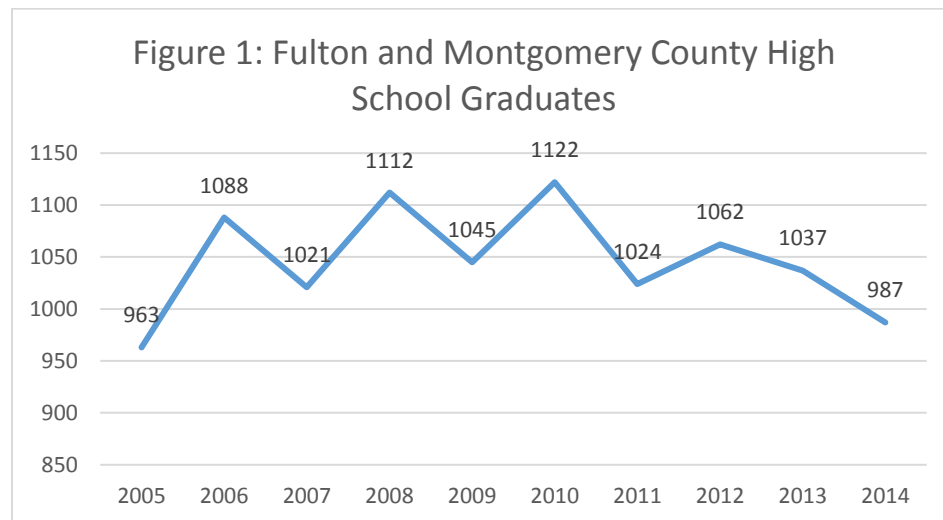
*FM figures exclude students not reporting a race

The local environment presents the College with the following challenges and opportunities:

- **Drop in the number of high school graduates** Figure 1 below shows that the number of high school graduates declined by 135 between 2010 and 2014. The New York State Office of Higher

Education Research and Information Systems projects that the number of high school graduates will decline by 6.3% and 17.9% in Fulton and Montgomery Counties respectively between 2008 and 2018.

- High poverty rates and poor preparation for college in local high schools** The local counties have some of the highest poverty rates in the state, with Montgomery County ranked 4th (19.2%) and Fulton County ranked 13th (16.5) out of the 62 counties in New York. Education statistics for K-12 for both Amsterdam and Gloversville, the largest school districts in FM's service area, show a pattern of poverty and is categorized by the New York State Education Department as a rural school district with high student needs relative to the resource capacity of the District. In 2009-2010, the District served 3,673 students, of which 40% were eligible for free and reduced price lunch. Amsterdam High School (AHS), from which FM gets 12.96% of its student population, struggles to serve 1,212 urban, suburban, and rural students, of which 30% are Latino and 436 (28%) receive free or reduced lunch meals. Many AHS students are ill-prepared for college, and many exhibit poor academic behaviors such as absenteeism (11%) and school suspension (22%). The graduation rate for AHS is 63%, with 37% of students dropping out before earning a high school diploma. At Gloversville High School, 47% of students qualify for free or reduced lunch and of those low-income students only 34% graduate with a high school diploma. The District spends \$8,024 per pupil, significantly less than the group of similar sized districts (\$9,418) and the State as a whole (\$10,874). Hence, as with AHS, the State of New York has classified Gloversville High as "rural with high student needs in comparison to district resources."



Source: Basic Educational Data System (BEDS).

- Declining local population** The Census Bureau estimates that the population for both Fulton and Montgomery Counties declined slightly from 2010 to 2013.
- Low educational attainment** Both Montgomery (16.1%) and Fulton (14.5%) Counties had among the lowest percentages of their populations earning a B.A. in New York State. This presents both a challenge and an opportunity: a challenge in that it is an indication that the Region places a low value on education, and an opportunity as there is a large market for FM's services.

- **Lack of public transportation** Students without their own transportation have difficulty getting to campus and to local services, as public transportation in the two counties is limited. This disproportionately affects our diverse student population.
- **Staffing of all classified personnel such as security guards, police, clerical employees, IT support, and maintenance staff** Hiring is limited by civil service residency restrictions. Per Civil Service rules, all applicants must have current residency in either Fulton or Montgomery Counties. The counties' homogeneity is reflected in the data below*.

III. Diversity and Inclusion Goals

- A. Strengthen partnerships with the local community to promote diversity and inclusion.
- B. Raise profile of Campus diversity efforts and accomplishments by building upon multicultural programming.
- C. Provide cultural competency, diversity training, and mentoring opportunities to staff and students.
- D. Improve minority representation of faculty and staff to better reflect FM's student population.
- E. Support enrollment management initiatives to increase diversity of our student population.
- F. Increase our student retention and completion rates of diverse students.
- G. Enhance the curriculum to further infuse diversity, inclusion, and civility themes into our course offerings and co-curricular activities.

IV. Strategies and Implementation

A. Strengthen partnership with the local community to promote diversity and inclusion

- Improve the communication to the community with regard to our activities related to diversity and inclusion
- Use our existing copy space in the Leader-Herald & Recorder to highlight diversity/inclusion topics involving FM staff, students, programs, or activities
- Bring diverse, local community organizations, or individuals from such organizations, to Campus in a way that offers a regular presence and supports students and/or staff
- Host diversity topic conversations on campus and in the community to further strengthen relations between the campus community and the surrounding communities
- Create and implement a community survey centered on diversity themes to further identify diversity strengths and areas for improvement

B. Raise profile of Campus diversity efforts and accomplishments

- Produce a monthly diversity/inclusion article on Campus with stories of interest that promote diversity efforts at FM
- Create opportunities and space for students to celebrate and express diversity, inclusion, and multiculturalism through art and other forms
- Include more students on the Diversity Council (i.e. a representative from BLSA, SPECTRUM, Students of the World, ABLE, etc.)

- Highlight the work of unrepresented or non-traditional groups in all academic disciplines through campus displays, speakers, films, and other forms of expression
- Sponsor/host regular campus-wide event celebrating diversity (International Day on the Quad, etc.)

***Implementation** An implementation plan will be created following the approval of the Diversity Plan. The implementation plan will include stated outcomes and measures, person(s) responsible, timelines for each strategy, and follow-up actions, as needed.

C. Provide cultural competency and diversity training and mentoring opportunities to staff and students

- Offer diversity-themed workshops to students as part of orientation or other student-focused events
- Provide students a platform for monthly showcase of cultures and diverse groups
- Encourage the Barto series to address more diverse topics
- Consider offering a course in African-American Studies
- Chartwells Dining Service will sponsor and market a cultural activity and/or menu to highlight the diverse cuisines and cultures representative of our students and faculty/staff
- Develop, formalize, and implement a series of employee diversity trainings by 2017-18, such as recognizing bias “blind spots” and nurturing an inclusive classroom
- Explore opportunities and scholarships for students to study abroad
- Complete design of staff mentoring program for 2017-2018 via Institutional Advancement

D. Improve minority representation of faculty and staff

- Share current statistics at each search meeting to emphasize gap between current employee demographics and minority student representation
- Record trends of diverse staff compared to previous years
- Record length of service/tenure status and promotions of underrepresented staff compared to previous years
- Have HR review job descriptions and classified advertisements to ensure they are free from bias
- Leverage more recruiting sources that target minority candidates such as the Journal for Diversity in Higher Ed
- Promote diverse community resources to assist dual-career couple relocation
- Solicit potential diverse candidates through professional networks
- Assure that at least one question regarding diversity and inclusion is a part of every candidate interview
- Explore, develop, and implement retention strategies for diverse employees

E. Support enrollment management initiatives to increase diversity of our student population

- Further support and implement actions identified in the FM Enrollment Plan:
 - Out-of-state recruitment and tuition reset, regional efforts

- College in High school objectives
- P-TECH objectives
- Student athlete programs

F. Increase our student retention and completion rates of diverse students

- Encourage and support student retention/completion programs such as the attendance policy, mandatory study hall in Res Life, etc.
- Collaborate and promote the program goals of targeted grants (HPOG, QUEST, C-STEP, etc.)
- Review FM's support services for underrepresented students and improve or make changes, if needed
- Thoughtfully audit and review communications to students and families for cultural sensitivity and language barriers

G. Enhance the curriculum to further infuse diversity, inclusion, and civility themes into our course offerings and co-curricular activities

- Promote interdisciplinary, diverse activities within and among courses that focus upon a common culture, a country, and/or an underrepresented population
- Highlight best practices by faculty who facilitate diverse initiatives within their courses
- Create a visibly diverse learning environment inside and outside of the classroom
- Provide professional development for faculty and staff on how to infuse diversity and inclusion into the classroom and co-curricular activities
- Utilize campus communications (radio stations, flyers, text, etc.) to promote a diverse culture
- Work with student clubs to support a culture of diversity (student-led PD on diversity, open mic nights, etc.)
- Review all academic programs for the inclusion of diversity topics within their courses; revise any programs that do not currently have diversity embedded within the curriculum
- Create a system to identify diversity infused courses and highlight these courses for students

V. Assessment and Evaluation

- A. Strengthen partnerships with the local community to promote diversity and inclusion
- B. Raise profile of Campus diversity efforts and accomplishments by building upon multicultural programming
- C. Provide cultural competency, diversity training, and mentoring opportunities to staff and students
- D. Improve minority representation of faculty and staff to better reflect FM's student population
- E. Support enrollment management initiatives to increase diversity of our student population
- F. Increase our student retention and completion rates of diverse students
- G. Enhance the curriculum to further infuse diversity, inclusion, and civility themes into our course offerings and co-curricular activities

Assessment tools used to assess Diversity Goals

Assessment Tools	GOALS						
	A	B	C	D	E	F	G
1					x		
2					x	x	
3			x		x	x	
4				x			
5					x		
6		x					x
7		x					x
8	x	x	x				x
9	x		x				x
10		x		x			x
11	x						
12		x					x
13	x		x			x	x
14	x		x				
15	x	x	x				x

- | | |
|---|--|
| 1. Enrollment data | 9. Dept./Division Annual Reports |
| 2. Retention data | 10. Diversity Climate Survey |
| 3. Graduation data | 11. Community Diversity Survey (TBD) |
| 4. Employee data | 12. Curriculum review of courses that address diversity topics |
| 5. SUNY Excels data | 13. Grant reports (TriO, Liberty, C-STEP) |
| 6. Community College Survey of Student Engagement (CCSSE) | 14. Committee Reports (Founders Day, Advancement, etc.) |
| 7. Student Opinion Survey (SOS) | 15. BOT Academic Showcase reports |
| 8. SUNY Faculty Survey (TBD) | |

VI. Summative Statement

The mission of FM is to provide accessible higher education and quality programs with a focus on student success. FM partners with the community through engagement in economic development and by providing cultural and intellectual opportunities. The institution values student-learning, excellence in teaching and provides a caring personalized service for all its stakeholders. By preparing its student population to succeed in an increasingly diverse society, FM continues to promote and cultivate an academic and work environment that is safe, positive, welcoming, and respectful of individual differences. These goals and objectives can only be accomplished through strong community partnerships and resources that promote diversity and inclusion. This Diversity Plan further promotes FM's growing culture of inclusion, while capitalizing on additional opportunities that foster a deeper awareness and sense of community, both on and off campus.

Appendix A

Monster Diversity Job Network*

Diversity job distribution will reach the following partner sites.

Partner Website	Domain
Military.com (Diversity & Veteran Job Ad only)	http://www.military.com
BlackPlanet	http://blackplanet.com
National Association of Asian MBA's	http://asianlife.com
Asian Life (A division of Asian Diversity Inc.)	http://asianmba.org
AsianAve	http://asianave.com/jobs
MiGente	http://migente.com
Hire Disability	http://hireds.com
Career Cast Diversity Network	http://diversity.careercast.com/
Career Communications Group, Inc.	http://intouch.ccgmag.com/
Hispanic Engineer	http://ccom.jobs.careercast.com/
Women of Color	http://intouch.ccgmag.com/page/woc_conference
Black Engineer	http://www.blackengineer.com/artman/publish/
EmpleosAmigo.com	http://empleosamigo.com/
AFRO	http://afro.com
Glass Ceiling	http://glassceiling.com/
NewsOne	http://www.newsone.com
The Urban Daily	http://www.theurbandaily.com
Giant Magazine	http://www.giantmag.com
Hello Beautiful	http://www.hellobeautiful.com
Elev8	http://www.elev8.com
Zona de SABOR	http://zonadesabor.com
HBCU CONNECT	http://HBCUConnect.com
UNCF.org	http://careers.uncf.org
BlackHistory.com	http://BlackHistory.com

HBCU.COM	http://hbcu.com
BlackWomenConnect.com	http://blackwomenconnect.com
HBCUNetwork.com	http://HBCUNetwork.com
BlackPhD.com	http://blackphd.com
BlackAccountants.com	http://blackaccountants.com
The Connect Platform	http://connectplatform.com
BlackInAmerica.com	http://blackinamerica.com
TylerPerryFans.com	http://tylerperryfans.com
BlackJobs.com	http://blackjobs.com
BlackNews.com	http://jobs.blacknews.com
HBCUParents.com	http://HBCUParents.com
BlackHealth.org	http://blackhealth.org
BlackCEOs.com	http://blackceos.com
AfricanAmericanCareers.com	http://AfricanAmericanCareers.com
Chocolate Pages Network	http://chocolatepagesnetwork.com
BlackAuthorsConnect.com	http://blackauthorsconnect.com
BlackInColumbus.com	http://blackincolumbus.com
AfricanAmericans.NET	http://africanamericans.net
Real Men Cook	http://network.realmencook.com
BlackGreeks Connect	http://blackgreeksconnect.com
Hampton University Alumni	http://PirateConnect.com
SupplierDiversity.com	http://SupplierDiversity.com
MinoritiesInHealthcare.com	http://MinoritiesInHealthcare.com
97.9 The Box Houston	http://theboxhouston.com/
Hot 96.3 Indiana	http://IndyHipHop.com
RadioNOW 100.9 Indiana	http://www.radionowindy.com
MyPraise ATL	http://www.MyPraiseATL.com
Spirit 1400 Baltimore	http://MyBaltimoreSpirit.com

Praise 1300 Cleveland	http://www.PraiseCleveland.com
Praise KMJQ 102.1 Houston	http://www.praisehouston.com
Praise 103.9 Philadelphia	http://www.PraisePhilly.com
The Light 103.9 FM	http://www.TheLightNC.com
Praise 104.7 Richmond VA	http://www.PraiseRichmond.com
Praise 104.1 DC	http://www.praisedc.com
Majic ATL	http://www.MajicATL.com
Magic 95.9 Baltimore	http://www.MagicBaltimore.com
93.1 WZAK Cleveland	http://www.WZAKCleveland.com
Magic 106.3 Columbus Ohio	http://www.MYColumbusMagic.com
Old School 94.5	http://www.Oldschool945.com
Majic 102.3 Washington DC	http://www.MyMajicDC.com
106 WTLC Indiana	http://www.TLCNaptown.com
100.3 WRNB Philadelphia	http://www.rnbphilly.com
Foxy 107.1-104.4 North Carolina	http://www.FoxyNC.com
99.3-105.7 Kiss FM Richmond	http://www.KissRichmond.com
92 Q Baltimore	http://www.92Q.com
93.9 WKYS Washington DC	http://www.KYSDC.com
97.9 The Beat DFW Dallas	http://www.TheBeatDFW.com
Hot 107.9 Philly	http://www.hot1079philly.com
WPZS-FM Charlotte	http://www.praisecharlotte.com
WOSF-FM Charlotte	http://oldschool1053.com
WOSL-FM Cincinnati	http://oldschoolcincy.com
WCHB-AM Detroit	http://wchbnewsdetroit.com
WPZR-FM Detroit	http://Praise1027Detroit.com
KMJQ-FM Houston	http://myhoustonmajic.com
WCDX-FM Richmond	http://ipowerrichmond.com
WFUN-FM St. Louis	http://oldschool955.com

WOL-AM Washington DC	http://woldcnews.com
WYCB-AM Washington DC	http://myspiritdc.com
Hot 104.1 St. Louis	http://www.hot1041stl.com
Hot 102.7 Detroit	http://www.hothiphopdetroit.com
Hot 107.9 Atlanta	http://www.HotSpotATL.com
101.1 The Wiz	http://www.Wiznation.com
Power 107.5 Columbus	http://www.MyColumbusPower.com
K97.5 North Carolina	http://www.hiphopNC.com
Z 107.9 Cleveland	http://zhiphopcleveland.com
The Buzz 1230 AM Cincinnati	http://www.thebuzzcincy.com
WERE-AM 1490 Cleveland	http://newstalkcleveland.com/
WCHB-AM News Talk 1200	http://www.WCHBNewsDetroit.com
AM 1310: The Light Indiana	http://www.PraiseIndy.com
WTPS 1240 AM, The Petersburg Station	http://www.urbanpetersburg.com/
WOLB Talk 1010	http://www.WOLBBaltimore.com

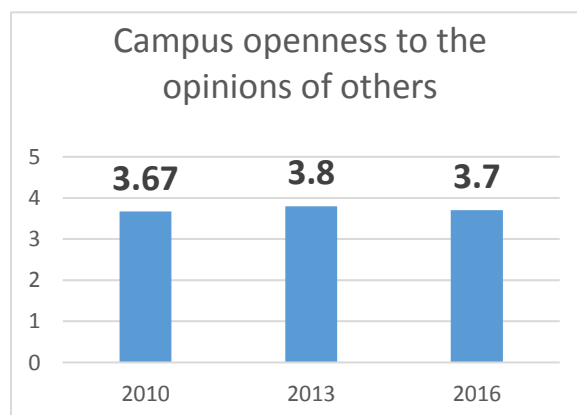
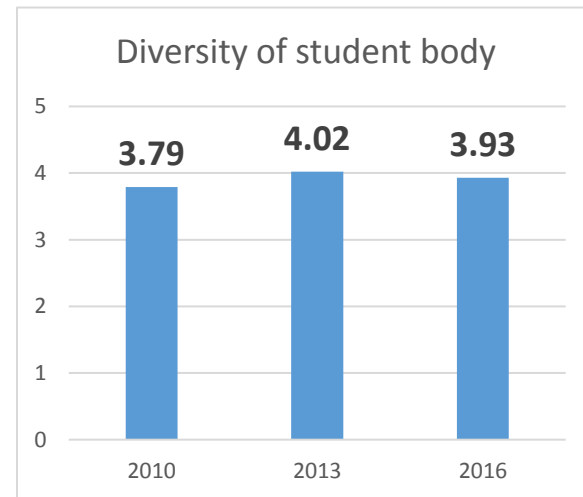
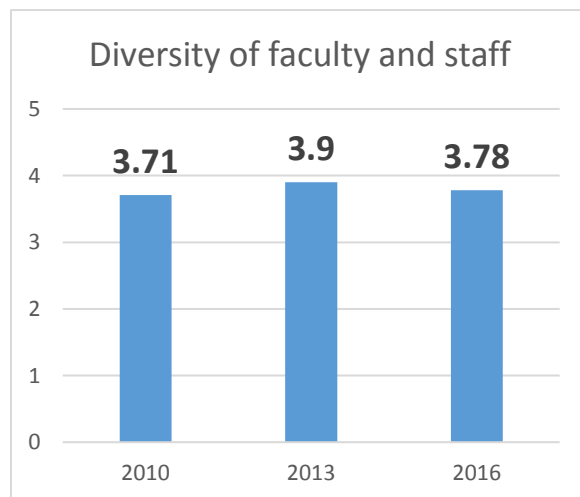
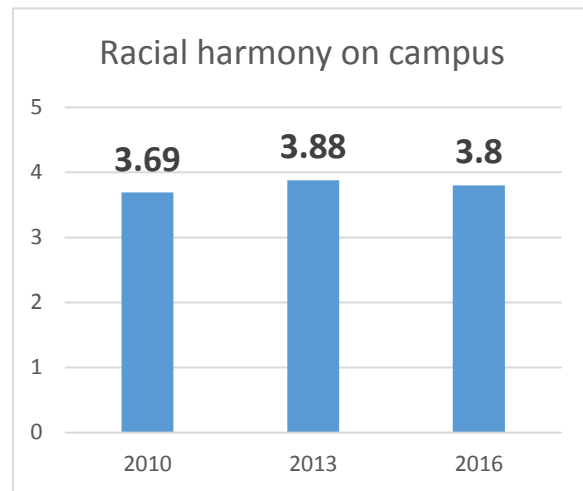
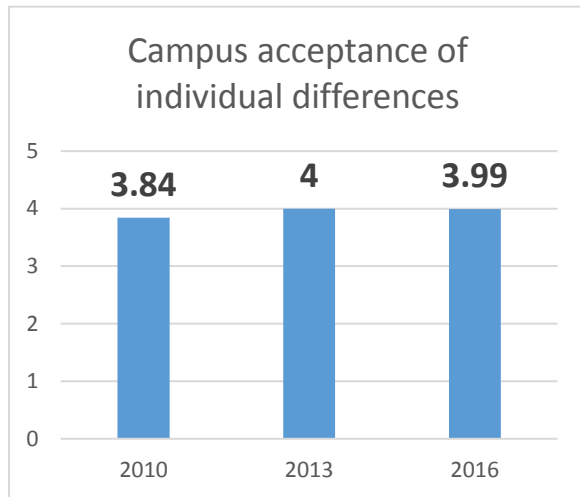
*Organizations on this list are part of the Monster Diversity Job Network, effective 1/22/2015. This list is subject to change at any time, without prior notice.

Appendix B

Level of Student Satisfaction about Diversity (ACT-SOS 2016, 2013, 2010)

n=550-600

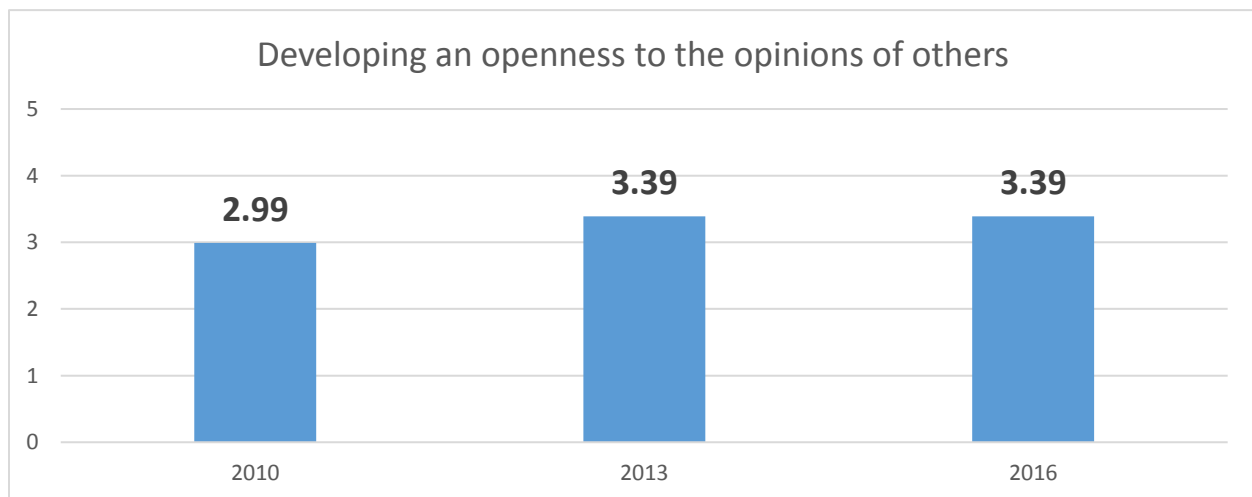
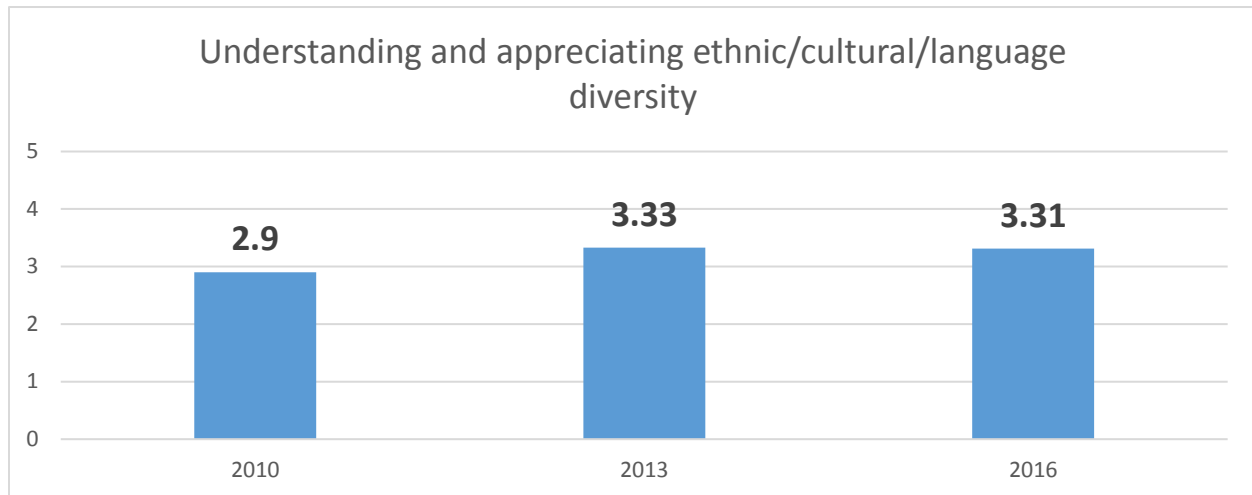
5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2= dissatisfied, 1=very dissatisfied



College contribution to student growth and learning (ACT-SOS 2016, 2013, 2010)

n=550-600

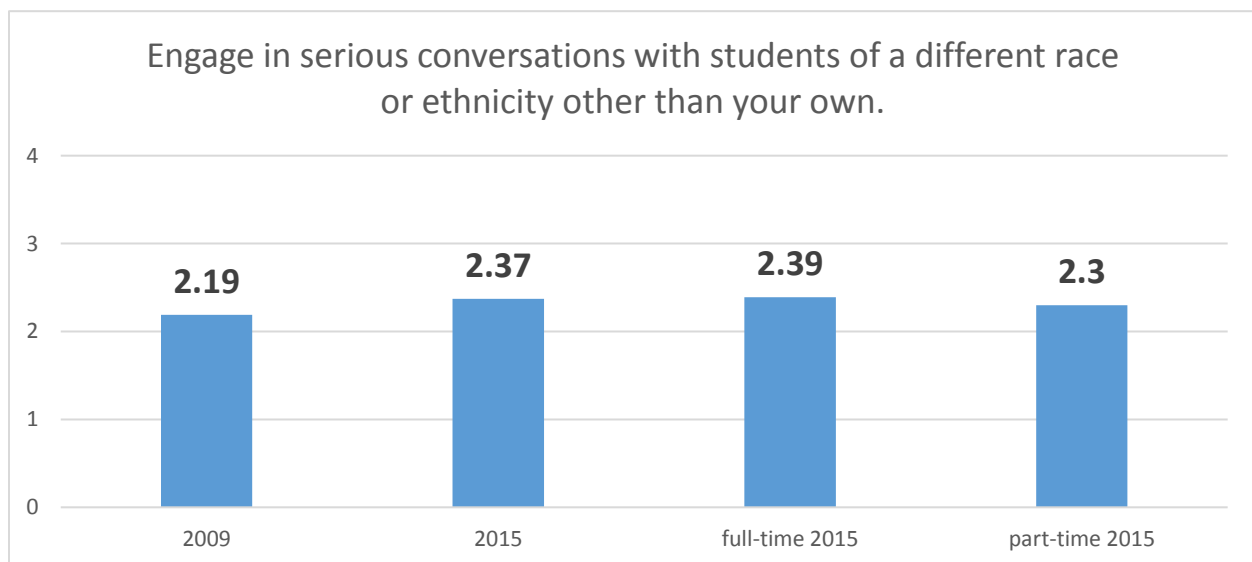
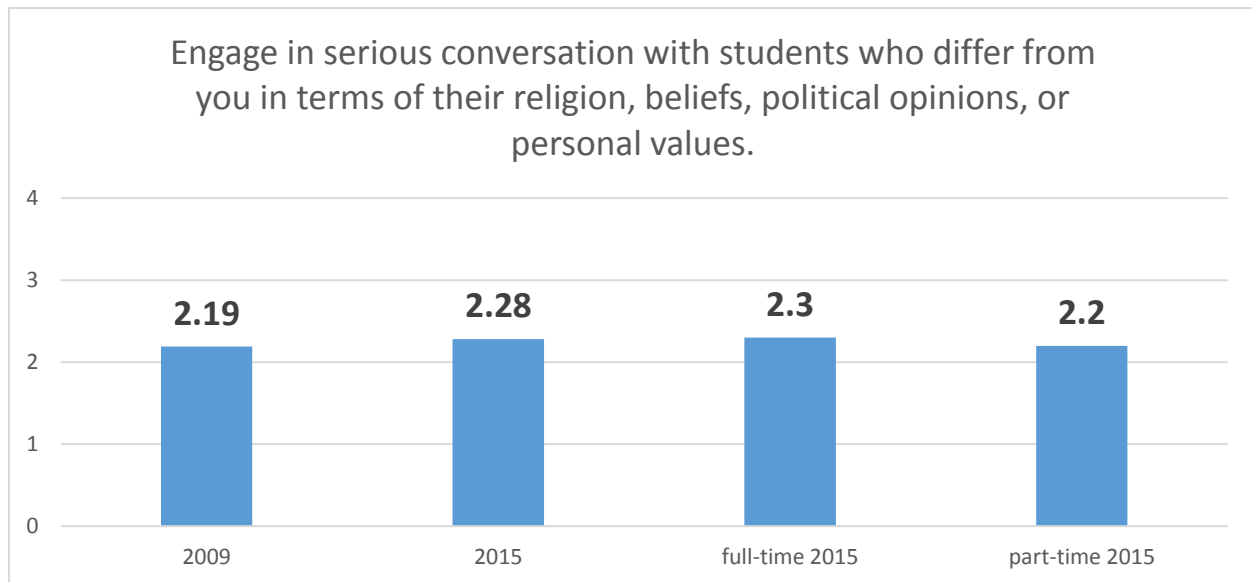
5=very large contribution, 4=large contribution, 3=moderate contribution, 2=small contribution,
1="not applicable" (responses were omitted)



Diverse experiences (CCSSE 2015, 2009; FT, PT students)

n=390-410

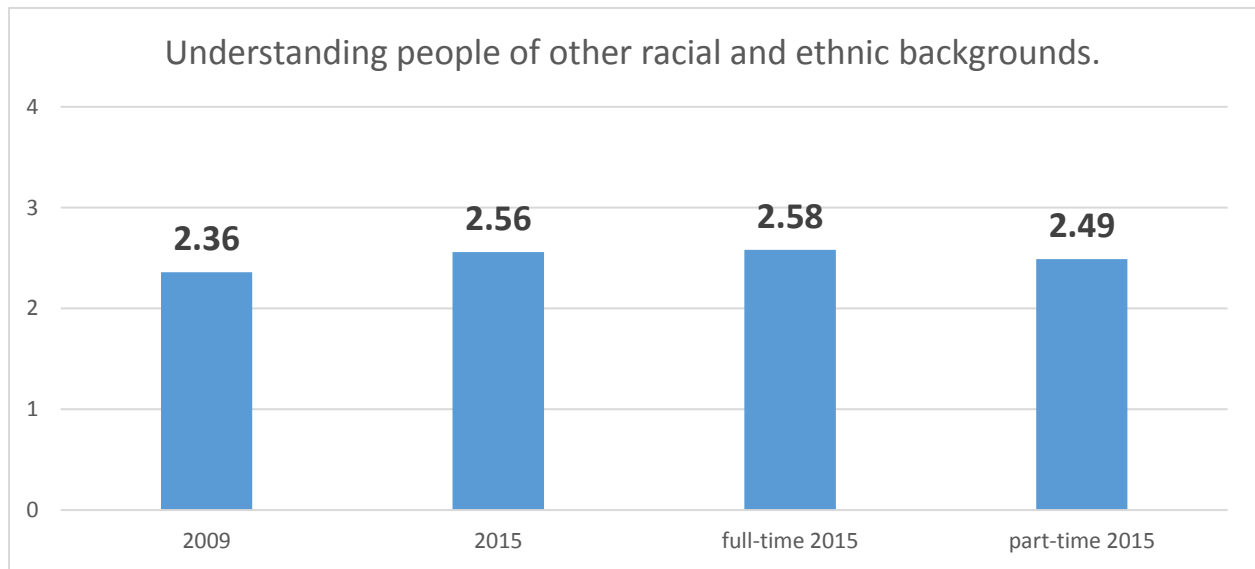
4=very often, 3=often, 2=sometimes, 1=never



Diverse culture (CCSSE 2015, 2009; FT, PT students)

n=390-410

4=very much, 3=quite a bit, 2=some, 1=very little



Appendix C

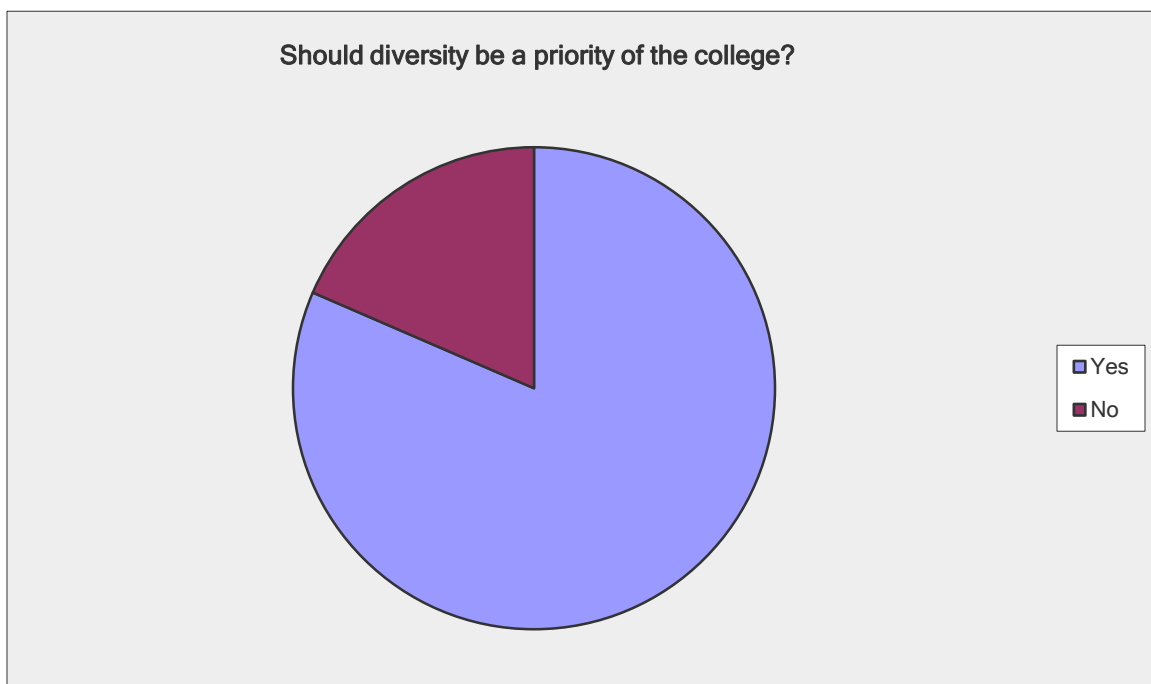
FM Campus Community Diversity Climate Snapshot

May 2016

Respondents = Students, Faculty, and Staff

The intent of this survey was to capture a pulse or snapshot of the current diversity climate at FM. By design, this was not a scientific research survey. Rather, it was designed as a high-level survey to begin the process of identifying diversity themes, issues, and topics.

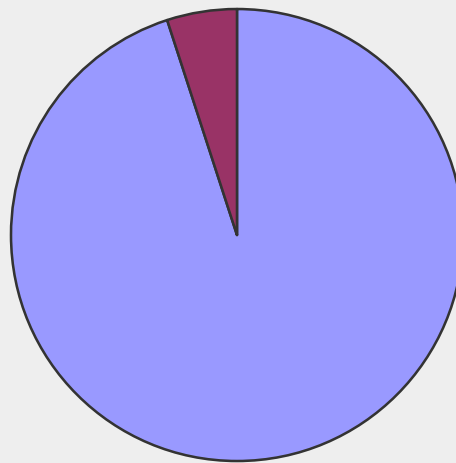
Should diversity be a priority of the college?		
Answer Options	Response Percent	Response Count
Yes	81.5%	374
No	18.5%	85
<i>answered question</i>		459
<i>skipped question</i>		3



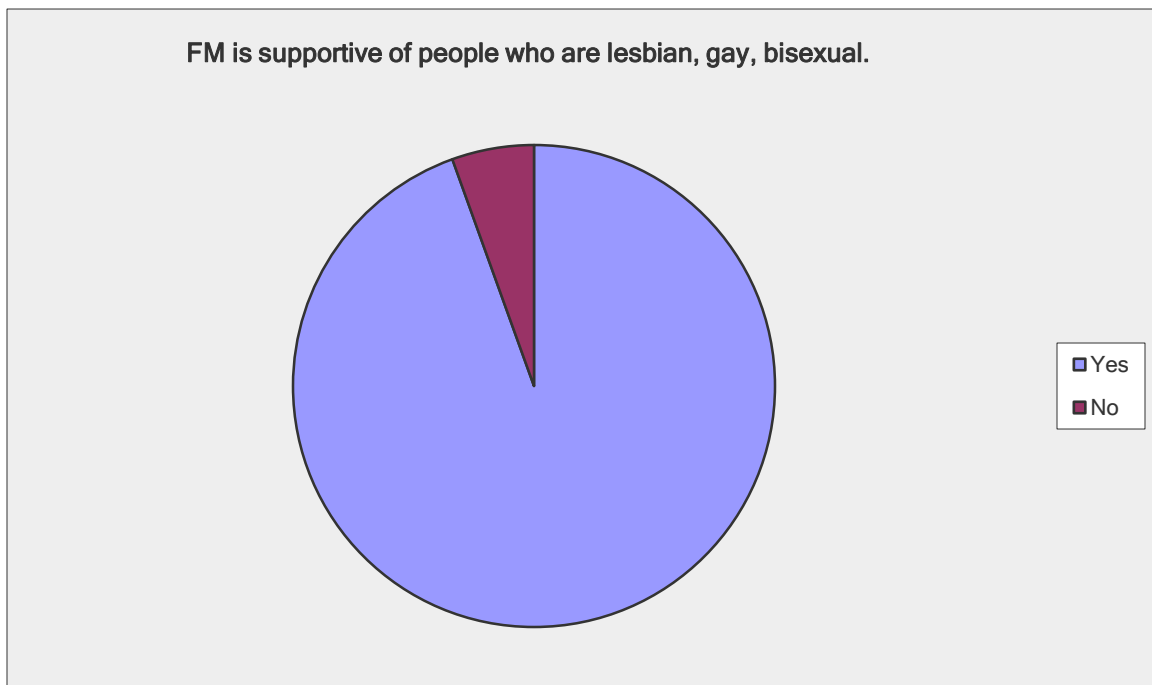
I understand why it is so important for FM to value diversity (to recognize the value of differences in race, gender, age, etc.)

Answer Options	Response Percent	Response Count
Yes	95.0%	438
No	5.0%	23
<i>answered question</i>		461
<i>skipped question</i>		1

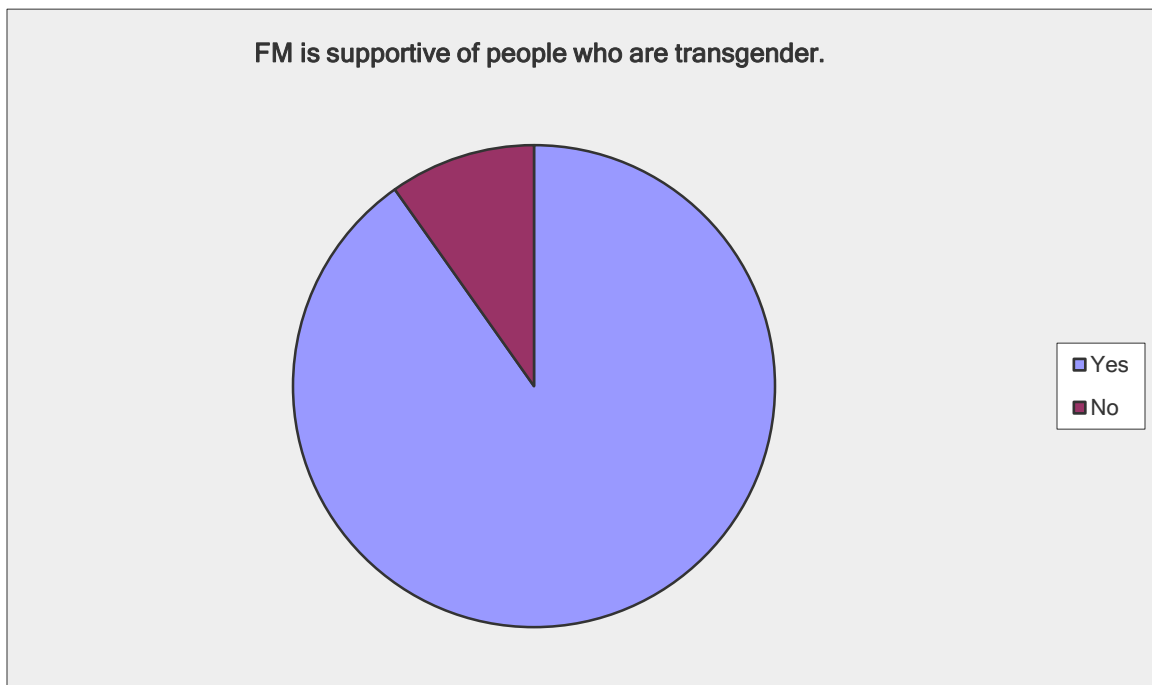
I understand why it is so important for FM to value diversity (to recognize the value of differences in race, gender, age, etc.)



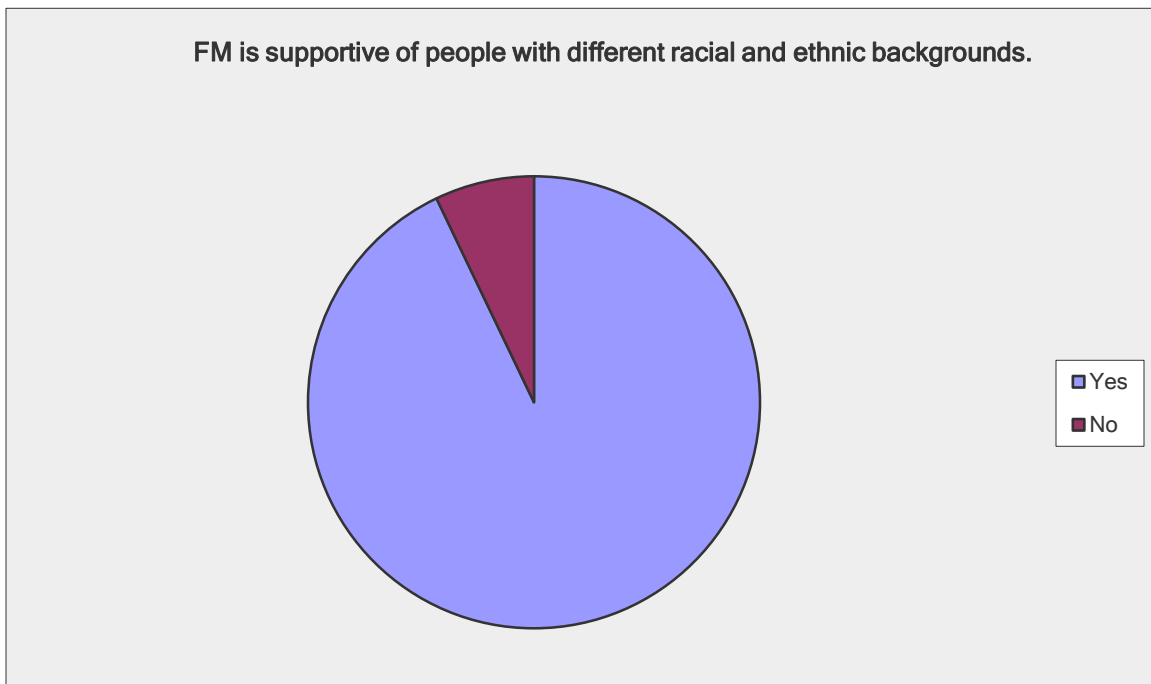
FM is supportive of people who are lesbian, gay, bisexual.		
Answer Options	Response Percent	Response Count
Yes	94.5%	426
No	5.5%	25
<i>answered question</i>		451
<i>skipped question</i>		11



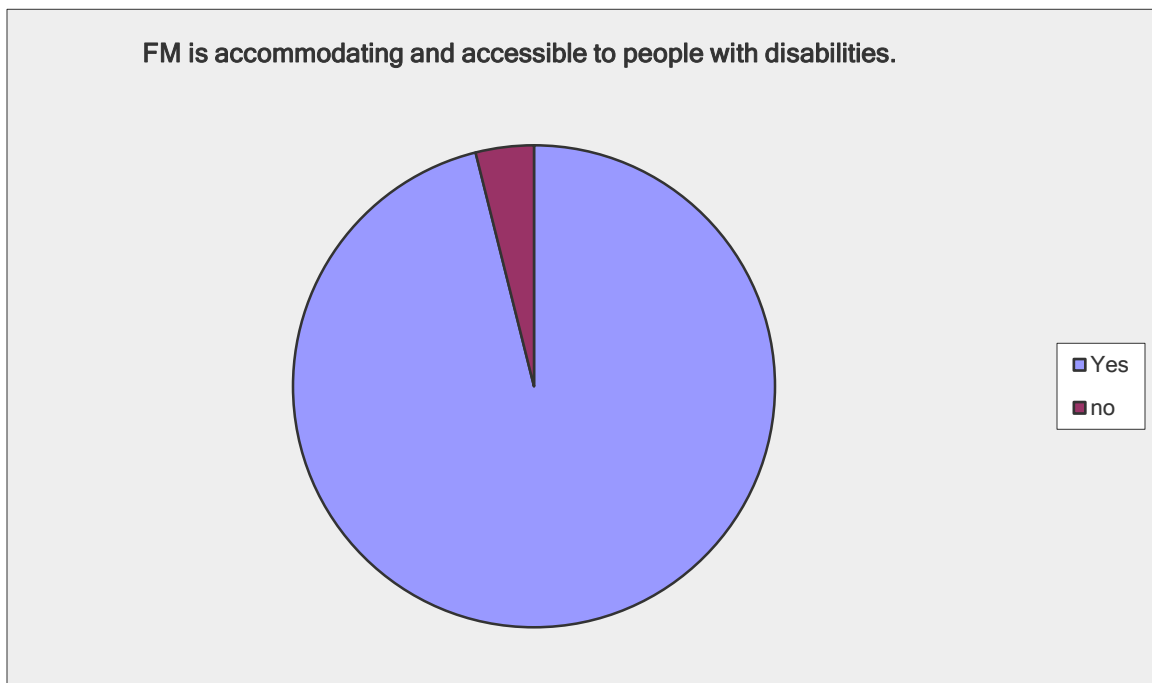
FM is supportive of people who are transgender.		
Answer Options	Response Percent	Response Count
Yes	90.2%	398
No	9.8%	43
<i>answered question</i>		441
<i>skipped question</i>		21



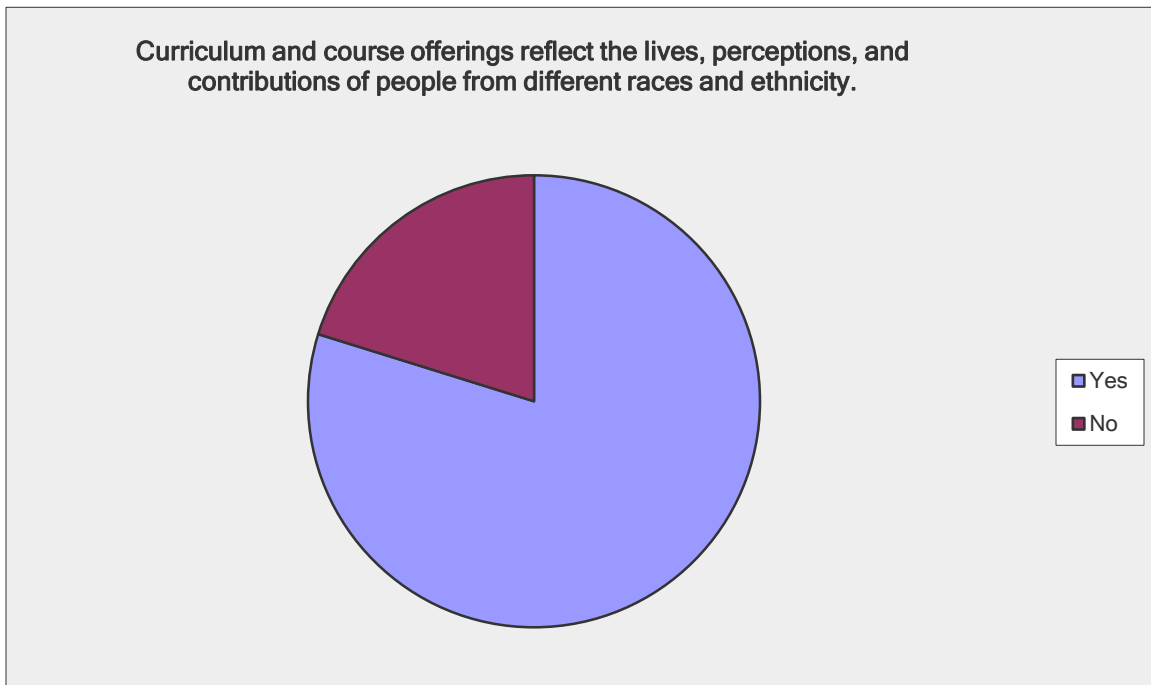
FM is supportive of people with different racial and ethnic backgrounds.		
Answer Options	Response Percent	Response Count
Yes	92.9%	417
No	7.1%	32
<i>answered question</i>		449
<i>skipped question</i>		13



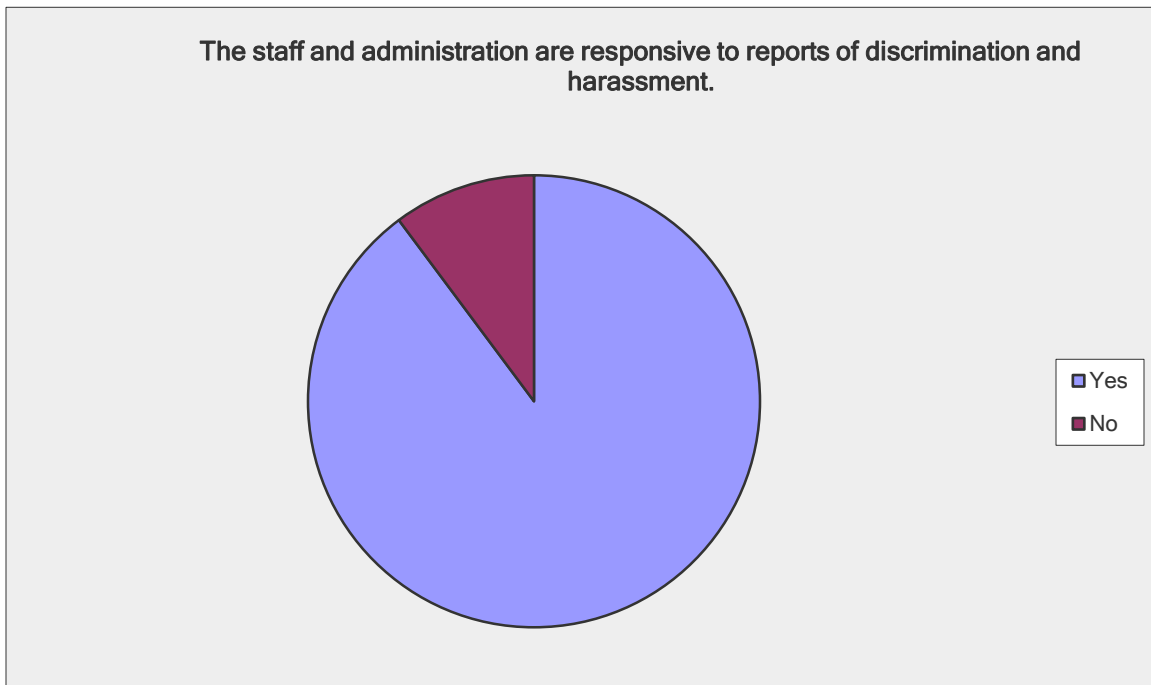
FM is accommodating and accessible to people with disabilities.		
Answer Options	Response Percent	Response Count
Yes	96.1%	440
no	3.9%	18
<i>answered question</i>		458
<i>skipped question</i>		4



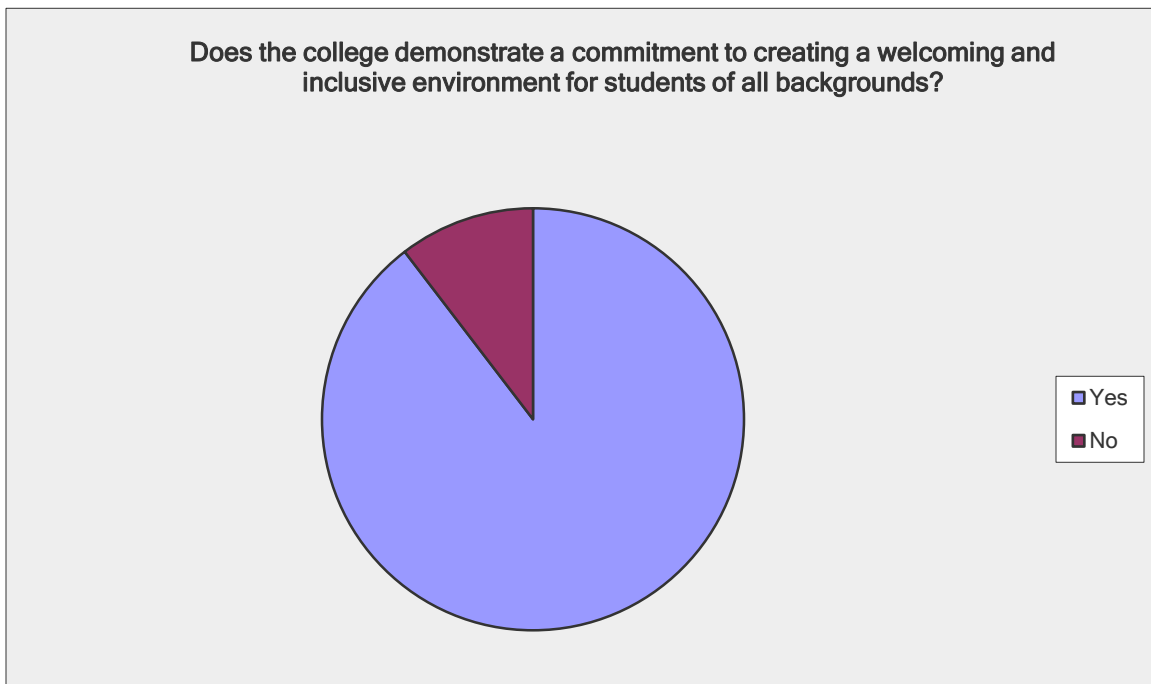
Curriculum and course offerings reflect the lives, perceptions, and contributions of people from different races and ethnicity.		
Answer Options	Response Percent	Response Count
Yes	79.8%	351
No	20.2%	89
<i>answered question</i>		440
<i>skipped question</i>		22



The staff and administration are responsive to reports of discrimination and harassment.		
Answer Options	Response Percent	Response Count
Yes	89.8%	378
No	10.2%	43
<i>answered question</i>		421
<i>skipped question</i>		41



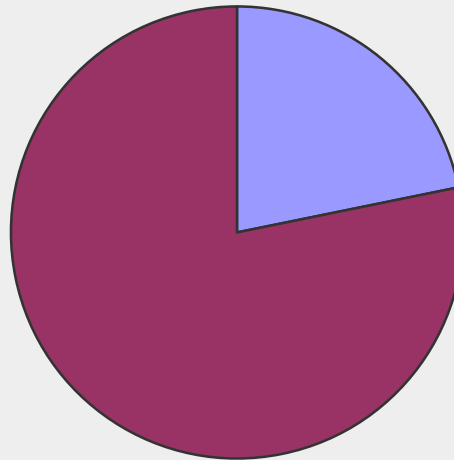
Does the college demonstrate a commitment to creating a welcoming and inclusive environment for students of all backgrounds?		
Answer Options	Response Percent	Response Count
Yes	89.6%	406
No	10.4%	47
<i>answered question</i>		453
<i>skipped question</i>		9



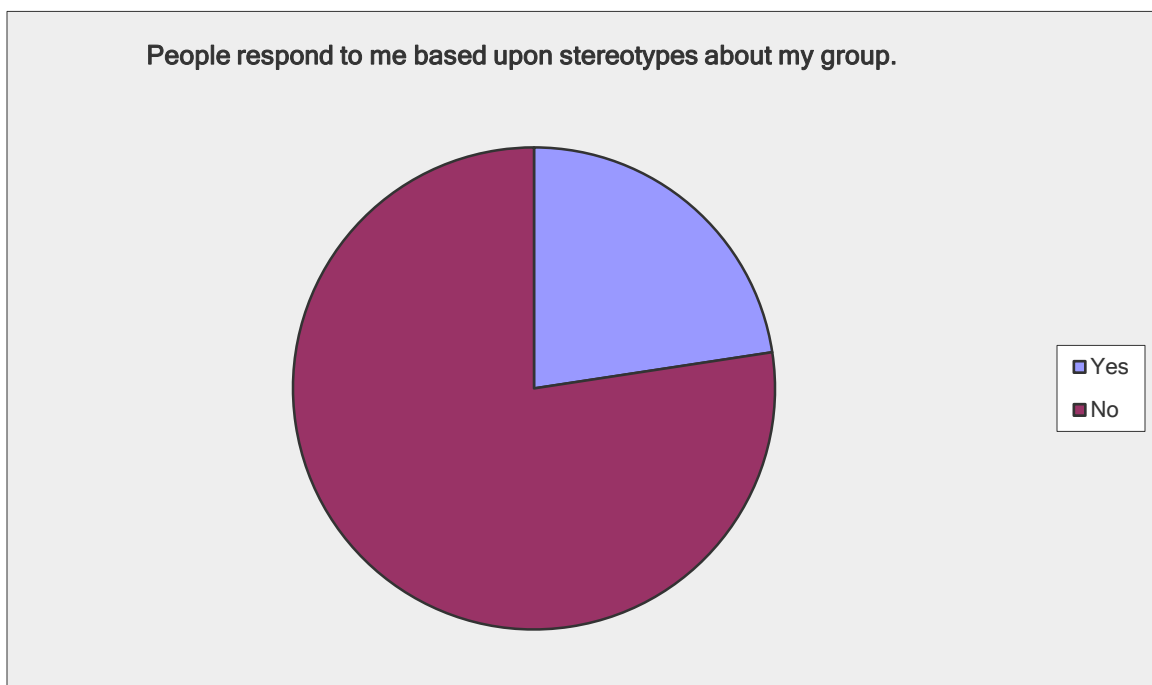
Staff, faculty, and students often make inappropriate jokes about people who are different.

Answer Options	Response Percent	Response Count
Yes	21.8%	100
No	78.2%	358
<i>answered question</i>		458
<i>skipped question</i>		4

Staff, faculty and students often make inappropriate jokes about people who are different.



People respond to me based upon stereotypes about my group.		
Answer Options	Response Percent	Response Count
Yes	22.6%	102
No	77.4%	350
<i>answered question</i>		452
<i>skipped question</i>		10



Appendix D

Diversity and Inclusion Course Offerings

ART 101	Art History I	FRE 202	Intermediate French II	POL 101	Introduction to American Politics
ART 102	Art History II	GER 101	Elementary German I	POL 204	Constitutional Law
ART 103	Language of Visual Art	GER 102	Elementary German II	POL 211	Public Administration
ART 106	Survey of Non-Western Art History	HIS 101	World Civilizations I	PSY 101	Introduction to Psychology
ART 245	Introduction to Sculpture	HIS 102	World Civilizations II	PSY 200	Lifespan Development
ASL 101	Elem American Sign Language I	HIS 103	Western Civilization I	PSY 210	Child Development
ASL 102	Elem American Sign Language II	HIS 104	Western Civilization II	PSY 220	Adolescent Development
BIO 215	Genetics	HIS 105	Survey of American History I	PSY 230	Ecopsychology
BUS 202	Internet Marketing & E-Commerce	HIS 106	Survey of American History II	PSY 240	Abnormal Psychology
BUS 204	Advertising and Promotion	HIS 287	America Since 1945	PSY 250	Social Psychology
CHI 101	Elementary Chinese I	HIS 293	Diplomatic History of US Before 1900	PSY 260	Personality Theories
CHI 102	Elementary Chinese II	HIS 295	Diplomatic History of US Since 1900	PSY 270	Forensic Psychology
CLC 110	Career Exploration	HIS 296	Israel: Biblical Period to 1948	RAD 102	Patient Care I
CLC 111	Career Success	HLT 120	Professional Ethics in Allied Health	SOC 101	Introduction to Sociology
COM 101	Introduction to Mass Media	HLT 135	Personal and Community Health	SOC 125	Behavioral Statistics
COM 107	Digital Television Production	HUD 100	Studies of the Person	SOC 137	Human Sexuality
COM 202	Journalism	HUD 110	Human Relations & Group Dynamics	SOC 200	Diversity in America
COM 204	Advanced Television Production	HUM 170	Mythology	SOC 208	Juvenile Delinquency
COM 206	New Media	HUM 171	Comparative Religions	SOC 209	Criminology
CRJ 101	Introduction to Criminal Justice	HUM 180	Survey of American Popular Music	SOC 210	The Sociology of Families
CRJ 107	Police-Community Relations	HUS 100	Introduction to Human Services	SOC 212	Sociology of Law
CRJ 123	Probation, Parole, and Community Corrections	HUS 101	Interventions	SOC 220	Deviant Behavior & Social Control
CRJ 220	Comparative CJ Systems	HUS 211	Problems of Substance Use Disorders	SOC 225	Professional Ethics
EDU 280	Intro to Young Children w/Special Needs	HUS 212	Mental Health Services	SOC 230	Building Peace: History, Theory & Practice
ENG 140	Introduction to Linguistics	HUS 213	Gerontology	SOC 285	Gender and Society
ENG 230	Literature & Identity	HUS 214	Family Violence Issues	SPA 101	Elementary Spanish I
ENG 231	Masterpieces of World Literature	HUS 215	Developmental Disabilities	SPA 102	Elementary Spanish II
ENG 232	Masterpieces of World Literature II	HUS 297	Human Service Seminar	SPA 201	Intermediate Spanish I
ENG 235	Modern Drama	HUS 298	Human Services Internship	SPA 202	Intermediate Spanish II
ENG 239	Modern Novel	IDS 200	Interdisciplinary Studies	THR 201	Theatre Practicum
ENG 245	World Drama	ITA 101	Elementary Italian I	THR 250	Introduction to Film Studies
FRE 101	Elementary French I	ITA 102	Elementary Italian II		
FRE 102	Elementary French II	MUS 102	Musical Theatre Practicum		
FRE 201	Intermediate French I	NUR 205	Nursing Science III		