Diversity and Inclusion Plan

Mercer County Community College
2020-2023

The Diversity and Inclusion Task Force
of Mercer County Community College

August 28, 2020

Goal #1: "Purpose"
Identify and address the needs of our diverse communities, inclusively and respectfully.

Goal #2: "People"
Advance principles of equity that focus on the concerns of our diverse communities.

Goal #3: "Partnerships"
Model a one-college philosophy across our diverse communities.

Goal #4: "Process / Professional Development"
Implement processes that cultivate and champion an inclusive and diverse college community.
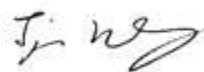
Acknowledgments

In this unprecedented time of social unrest, public health crisis, and economic uncertainty, Mercer County Community College (MCCC) is committed to defending the American values of equity and justice for all. We stand on these important values as we continue to uphold the mission of MCCC: to educate and empower students of all ages, backgrounds, abilities, interests, and different educational and economic circumstances. One of our long-standing goals is to foster a campus culture that celebrates diversity and inclusiveness, and respects and supports the personal and intellectual growth of all students, faculty, and staff.

To this end, we engaged the MCCC faculty, staff and administrators in a dialog in February of 2020 about what it would mean for us to become a more diverse, equitable, and inclusive college. The dialog included two open forums on diversity and inclusion, which yielded tremendous feedback from all parts of the college community. Our progress on the issue was temporarily slowed down by the pandemic.

The college was reinvigorated after the national outcry for social justice due to the widely publicized murder of George Floyd on May 25, 2020. I charged the Diversity and Inclusion Taskforce on June 15, 2020 to develop a 3-year plan with specific goals to make substantive and significant progress in diversity and inclusion across the college. This voluntary 45 member task force worked diligently throughout the summer of 2020 to produce this comprehensive and thoughtful plan. The Plan was shared with the entire college community through two open forums and received highly positive feedback. The enclosed Plan will serve as a blueprint to guide us towards significant progress in this extremely important journey for our college in the next three years. We will hold each other accountable and we will ask our community to hold us accountable, as well. Together, we can build a more diverse, just, and inclusive college community.

I would like to thank the task force co-chairs, Stacy Denton and Dr. Andrea Lynch, for their excellent leadership. Additionally, I would like to thank the task force committee co-chairs, Dr. Latonya Ashford-Ligon, Professor Christopher Cruz-Cullari, Liam Fitzpatrick, Jessica Hein, Professor Ken Howarth, Coach Howard Levy, Liz Mizerek and Diane Romulus for your outstanding leadership. Most importantly, I would like to thank the entire task force for your commitment and dedication to this important work of making MCCC an exemplary diverse and inclusive academic institution. Now the real work begins.

Sincerely,

Dr. Jianping Wang
President

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Introduction / Background on D&I

Mercer County Community College (MCCC)'s mission and goals focus on learning and student success. The college welcomes students of all ages from a wide variety of backgrounds, abilities, interests, levels of education and economic circumstances. The MCCC student population is diverse; 62.9 percent of the Fall 2018 enrollment were non-White (see Appendix, *Table 11 - Undergraduate Enrollment by Race/Ethnicity, Fall 2018)*. Additionally, MCCC has a robust international student population. "Over 150 international students on F-1 visa status study at Mercer every semester in a wide range of majors, adding rich dimension to our community by contributing both academic talent and cultural diversity" ([MCCC International Students Web Page](), 2020).

In contrast, MCCC is imbalanced in the area of a diverse faculty; in 2019, 14.75 percent of the full-time faculty were non-white, while 62.9 percent of students were non-white (see Appendix – *Table 9 - 2019 MCCC Demographic Make-Up of Faculty to Students*). Peer-reviewed literature overwhelmingly documents the positive impact a diverse faculty has on student achievement for underrepresented groups.

Recent social unrest due to a national outcry against the video-recorded and widely publicized murder of George Floyd has prompted MCCC to refocus efforts toward advancing diversity and inclusion work. Prior to this incident and as a result of full-time faculty imbalance due to prolonged attrition, during the spring of 2019, MCCC began a process to ensure that the college's mission and goals were aligned with the needs of the diverse students, faculty, and staff. Two open forums on diversity and inclusion were conducted with college-wide participation. These brainstorming sessions yielded qualitative data about what forum participants thought MCCC is doing well and what MCCC could be doing better in the area of diversity and inclusion (see Appendices – *Notes from 2020 Roundtable* and *Diversity, Equity, and Inclusion (DEI) Forum Group Goals from Spring 2019* for complete data). This data was the starting point for the Diversity and Inclusion Task Force (D&I) work.

Planning Process

On June 15, 2020, Dr. Wang charged D&I to use the data gathered from the February open forums to develop a three-year plan that will move MCCC closer to becoming a more diverse and inclusive institution. D&I then began a process to formulate specific strategies (i.e. action items) that would guarantee a more diverse and inclusive college.

D&I membership included 45 faculty, staff, and student volunteers from both the James Kerney Campus (JKC) and West Windsor Campus (WWC.) Members were randomly assigned to participate in one of four (4) committees (see Appendix – *Table 3: D&I Task Force Membership* roster of full membership).

Committee goals were determined by an analysis of the Spring 2019 and February 2020 data, which revealed a conceptualization of diversity and inclusion around four themes: 1) purpose, 2) people, 3) partnerships, and 4) processes / professional development.

Within their groups, members chose committee co-chairs. Led by the co-chairs, each committee met individually and worked to formulate a goal statement with action items supported by justification, success indicators, responsible parties, timeline, and resources for the three-year period beginning Fall 2020 (see *Appendix - Measurables and Timeline Tables* for a full outline of the recommendations).

The full D&I and each committee met weekly from June 15th through July 27th. The task force meeting agenda included committee breakout discussions and listening sessions. Students participated in committee work and in a listening session exclusively for them (see Appendix *Table 4 - Task Force Time Frame* for a complete summary of the D&I meeting planning process).

Toward a Common Understanding

There are many frameworks for understanding diversity and inclusion; the D&I Task Force was given two analogies to consider. The first likened **DIVERSITY** to being invited to a party (Myers, 2014). In this analogy, diversity is when MCCC enrolls students from various demographic, lifestyle, cultural, academic preparation and socio-economic backgrounds. **INCLUSION** is likened to being asked to dance once a person arrives at the party. Inclusion happens when these diverse students are not only enrolled in classes (invited to the party) but they are also given fair access to the academic opportunities MCCC provides such as degree completion (being asked to dance). A careful review of internal demographic completion data referenced in the 2016-2021 MCCC Strategic Plan shows that MCCC can improve in this area.

As one example demonstrates, students who identify as Black, full-time, and degree-seeking are three times (3x) LESS likely to graduate in three years than White full-time, degree-seeking students (see Appendix - *Figure 4 - Degree and Certificate Achievement Gaps Fall 2010 - Spring 2013*). Additionally, in a five (5) year comparison, Black students are the only demographic showing no improvement in graduation rates (see Appendix - *Figure 6 - Degree and Certificate Gaps: 5-year comparison)*.

The second analogy illustrates MCCC's attempt to correct inequalities and move toward becoming more diverse and inclusive. Refer to *Figure 1 - Equity Tree* (Ruth, 2019).

In this analogy, the tree represents an institution, its policies, practices and outcomes; the apples represent the opportunities provided by the institution; and the ladders represent institutional supports aimed at correcting inequity. When there is **INEQUALITY**, the tree bends (intentionally or unintentionally) in favor of one group of people over another. Notice in the first image, when the tree bends, the opportunities are not evenly distributed on both sides of the tree. **EQUALITY** measures are designed to give each person or group of people the "same" supports – notice each ladder is the same height. As the second image points out, equal supports given to all may not be adequate to allow access

to opportunities for some people or groups. **EQUITY** suggests that supports need to be adequate to lift people or groups enough so that all can have access to the opportunities provided by that institution. However, because the tree is bent (inherent injustice), opportunities are not equally distributed on both sides. Finally, **JUSTICE** is the institution's attempt to straighten policies, practices and outcomes to ensure that all people or groups have fair access to opportunities.

Figure 1 - Equity Tree
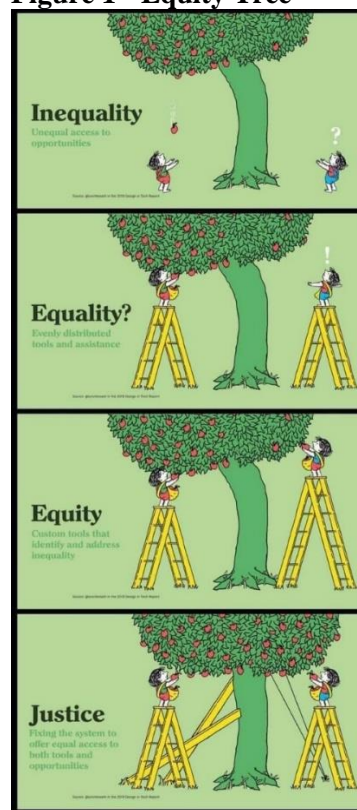
Illustrator: Tony Ruth

Three academic opportunities represent the "fruit" in the Equity Tree analogy and the "party" in the first analogy:
1. access to college-level courses,
2. persistence through curriculum,
3. degree completion.

The work of this D&I Task Force is aimed at addressing MCCC's policies, practices and outcomes so that our diverse student populations are included and have access to all academic opportunities, and that MCCC policies, practices and culture are also inclusive for faculty, staff and administrators.

Goal Statements

As the D&I Task Force analyzed information collected from the broader MCCC community, the idea of diversity and inclusion was conceptualized around the four overall themes - purpose, people, partnerships, and processes / professional development. Each theme is deeply rooted in the MCCC culture.

Purpose

Identify and address the needs of our diverse communities, inclusively and respectfully.

Consistent with the Mercer County Community College mission, MCCC is committed to improving avenues for all students, faculty and staff to gain knowledge and use of techniques to recognize the diversity of all people in order to develop relationships that foster honor and respect, immediately and over the long term

People

Advance principles of equity that focus on the concerns of our diverse communities.

MCCC, as an inclusive learning community, is committed to directing all its assets and resources toward embracing the broad diversity of our community members, including faculty, staff and especially students. This commitment means providing the necessary academic, professional, and holistic learning opportunities for the elevation of the voices, concerns and needs of those people among us who have been historically marginalized. The mission of the College is actualized with the presence, participation and contribution of the broadest possible coalition of individuals. Ultimately, MCCC recognizes that for all people to matter at Mercer County Community College, Black lives must matter.

To this regard, five overall goals require specific attention for each year of this plan.
1. JKC - Create a comprehensive vision for JKC (credit and non-credit) as a purpose-driven campus based in research and community participation through a self-study of student needs, community needs, and campus capacity.
2. Developmental Education - Implement structures of equity, such as embedded student support and faculty development, in the courses where students with the greatest needs are registered.
3. Embedded DEI - Initiate and sustain changes in campus culture to address and improve equity by embedding the work of the D&I Task Force into the governance of the college.
4. Communication - Intentionally structure inclusive cross-campus communications with a particular focus on ensuring equity between JKC and WWC. This equity must address the roles of faculty, staff and students.
5. Diverse Hiring - Address the lack of diversity among faculty and staff; evaluate hiring and promotion procedures and policies to highlight considerations of diversity to better align with and be representative of our student body.

Partnerships

Model a one-college philosophy across our diverse communities.

MCCC will demonstrate the one-college philosophy in all operations between its campuses. Through its staff development programming, curricula, operational processes, and community partnerships, the college will focus resources to educate students, faculty and staff on its principles of diversity, equity, and inclusion so all can engage in these professional practices. Working with our vendors, contractors, high schools, and other educational and community partners, we will communicate our goals and then hold them to the college's standards of equity, diversity and inclusion. Additionally, partnerships will recognize the unique needs of each campus community.

Process / Professional Development

Implement processes that cultivate and champion an inclusive and diverse college community.

MCCC is committed to making diversity and inclusion integral factors in developing new and reviewing existing processes as they relate to our students, faculty, staff and administrators.

The Process / Professional Development goal proposes action items in three areas.

1. Accessibility and Accommodation - Improve college-wide communication, especially regarding staff changes and position redefinition, existing resources, and qualitative and quantitative information regarding problems and progress. In addition, create crucial equal access to all classrooms, support services and other spaces to enable equal opportunities for students and staff.
2. Hiring and Recruitment - Provide community and college oversight and guarantee that search committees have rotating leadership, reflect our student demographics and consider DEI in every decision.
3. Professional Development and Training - Provide mandatory and ongoing anti-bias and sensitivity training. Provide enhanced anti-bias training to employees who have significant reports of misconduct. Provide mandatory student mental health response training for all administrators, faculty and staff.

Action Items Summary

The work of the diverse group of faculty, staff and students who made up the D&I Task Force yielded significant recommendations. The table below summarizes the result of their small-group discussion and analysis of the data collected in Spring 2019 and February 2020. Descriptions of each goal, the rationale, measurement criteria and justification for each of the recommendations are detailed in Tables 5-8 of the Appendices. This brief outline of the recommendations presents 66 actionable items over three years.

Table 1 - Action Items Summary

	Year 1	Year 2	Year 3
Goal 1: Purpose	1. Develop a standard MCCC greeting. 2. Develop multiple library resource guides. 3. Promote a campus peace center. 4. Engage a one-book reading project. 5. Determine gender identity language.	1. Update student code of conduct. 2. Develop campus-wide culture code for employees. 3. Modify or copy distinguished lecture series to focus on issues of diversity and inclusion.	1. Develop and deploy campus social connection app for students. 2. Update program review template to include specific evaluation of how students are educated in diversity and inclusion. 3. Share MCCC student, faculty and staff success stories with campus community.
Goal 2: People	6. Complete a self-study of JKC. 7. Create Center for Teaching and Learning (CTL). 8. Create a developmental education and student success council 9. Integrate a Diversity, Equity, and Inclusion standing committee into college governance structure reporting to PLT. 10. Support diverse hiring. 11. Increase diversity of faculty, staff and administrators	4. Plan implementation based on the results of the self-study. 5. Offer a fuller range of courses at JKC 6. Launch CTL. 7. Develop mission and annual agenda for the developmental education / student success council. 8. Create sustained campus-wide initiatives that complement the work of all subgroups of the D&I Task Force. 9. Provide crisp, succinct, student-friendly communications about financial aid, advisement and more. 10. Maintain ongoing diligence to increase diversity of the hiring pool.	4. Implement results of the self-study. 5. Sustain CTL. 6. Implement new initiatives and grants to support students of focus through developmental education council. 7. Find new initiatives and grants to support students of focus. 8. Sustain campus-wide initiatives that complement the work of all subgroups of the D&I Task Force. 9. Provide crisp, succinct, student-friendly communications about financial aid, advisement and more. 10. Maintain ongoing diligence to increase diversity of the hiring pool.
Goal 3: Partnerships	12. Identify and target factors leading to differing perceptions about WWC, JKC and Captain John T. Dempster, Sr. Fire Service Training Center. 13. Inventory and assess all official interactions with high schools.	11. Increase non-general education courses. 12. Review all course offerings to support interest and need for new courses at JKC taught by full-time faculty.	11. Increase official community partnerships; measure impact on college community as a result of increase in partnerships 12. Add programs available at JKC.

	Year 1	Year 2	Year 3
	14. Review all course offerings to support interest and need for new courses at JKC taught by full-time faculty. 15. Increase student support services at JKC. 16. Create more parking at JKC. 17. Expand shuttle service accessibility between campuses.	13. Establish daycare partnership resources for students and faculty at both campuses. 14. Expand course scheduling to have more night courses at JKC.	13. Expand bachelor's degree programs at JKC (many colleges offer similar programs such as Nursing)
Goal 4: Processes & Professional Development	18. Set up consistent communication channels regarding staff changes. 19. Update the communication strategy to assure that students, faculty and staff are aware of all support services. 20. Share qualitative and quantitative student data by race/ethnicity, nationality, gender, age, veteran status, and Pell Grant status. 21. Distribute climate survey of students. 22. Recruit volunteer Community Advisory Board to assess and provide oversight for our progress. 23. Mandate that the rotating leadership and composition of all search committees reflect the demographics of our student body. 24. Institute 'Priority Hiring' clause for positions dealing with mental health and differing abilities. 25. Identify and implement an effective and accessible anti-bias / sensitivity training program with discipline-specific considerations.	15. Gather data and review policies that adversely impact underrepresented students, such as academic integrity, attendance and financial issues. 16. Take the temperature (i.e. climate survey) of faculty and staff. 17. Adjust equal classroom seating options for students who do not comfortably fit into the tablet desks. 18. Hire a Diversity Officer, either within or external to HR. 19. Actively recruit diverse faculty, staff and administrators by developing relationships with HBCUs, MSIs, etc. 20. Board of Trustees membership should mirror our student racial and ethnic demographics. 21. Eliminate the practice of adding another job to an existing position in order to save funds. 22. Implement follow-up anti-bias / sensitivity training for existing employees and provide full training for new hires. 23. Institute mandatory faculty and staff training for working with students who need mental health resources.	14. Audit all support services and spaces to create equity of student resources on both campuses. 15. Institute accessible-for-all, college-wide intramural athletic programs. 16. Re-assess the qualitative and quantitative information about student success, retention and graduation. 17. Create and implement OMB policies to maintain equity in staff and faculty promotions, stipends and workload across departments, divisions and campuses. 18. Provide advanced sensitivity / anti-bias training for all.

Measurables and timelines for each of the action items can be found in the Appendices:

- Table 5 - Purpose Goal: Measurables and Timeline
- Table 6 - People Goal: Measurables and Timeline
- Table 7 - Partnerships Goal: Measurables and Timeline
- Table 8 - Processes and Professional Development Goal: Measurables and Timeline

Measurements – Dashboard

A measurements dashboard would track the outcomes of the DEI standing committee's efforts to ensure MCCC is progressing toward becoming more diverse and inclusive. As a result, six (6) metrics are suggested as measurement criteria (see *Table 2 - Outcomes Dashboard)*. Each of these indicators shall be shared annually during College Assembly as part of the CGC report.

1. "**Youth College" student completion of ENG101** – Are DEI efforts ensuring that low-income high school graduates have access to college level courses?

2. **Progressive completion rates of developmental English and math** – Are DEI efforts improving a student's ability to access ENG101 and college-level math if they graduate high school needing developmental education?

3. **Graduation rate by race, gender** – Are DEI efforts improving persistence through curriculum leading to degree completion?

4. **Employment and enrollment rate by race, gender** – Are DEI efforts ensuring that faculty, staff and administrator demographics match those of MCCC's students?

Table 2 - Outcomes Dashboard

Youth College ENG101	Progressive Completion of Dev. Eng.	Graduation Rate by Race, Gender
[insert chart]	*[insert chart]*	*[insert chart]*
% of student	**% of faculty**	**% of staff and admin**
[insert chart]	*[insert chart]*	*[insert chart]*

5. **Intercultural competence[1]** – Are the DEI efforts improving students' ability to communicate effectively and appropriately across cultures[2]?

> For successful future employability, MCCC students must acquire an improved ability to communicate appropriately and effectively in diverse, mixed and intercultural situations. The Developmental Model of Intercultural Sensitivity (DMIS) outlines 6 stages of acceptance of difference as a person progresses from denial to integration of cultural difference (see Appendix *Figure 3 – Intercultural Development Continuum*).

6. **Implementation-oriented measurable objectives** – Are the DEI efforts ensuring successful completion of action items recommended by the D&I Task Force?

> Every action item for all 4 goals in each year has specific measurable goals that are outlined in the Measurables and Timeline tables presented in the Appendices. For example, the Processes Goal asked for "qualitative and quantitative information about student success, retention and graduation by race/ethnicity, nationality, gender, age, veteran status, and Pell Grant status" (see Appendix - *Table 8 - Processes and Professional Development Goal: Measurables and Timeline*).

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[1] See Appendix - *Figure 2 - Bennett Model of Intercultural Competence* for one framework of intercultural competence.

[2] Culture is the set of shared attitudes, values, goals, and practices that characterize a group of people.

Conclusion

To accomplish greater diversity and inclusion, the D&I Task Force recommends that MCCC works to:

- Identify and address the needs of our diverse communities, inclusively and respectfully.
- Advance principles of equity that focus on the concerns of our diverse communities.
- Model a one-college philosophy across our diverse communities.
- Implement processes that cultivate and champion an inclusive and diverse college community.

If implemented, monitored and assessed, the suggested action items (see *Appendices – Measurables and Timeline Tables*) will improve student access to college-level courses, persistence through curriculum, degree completion across demographic characteristics and interaction in diverse, mixed or intercultural situations. Furthermore, retention and satisfaction of diverse faculty and staff is crucial in order to support student success and eliminate continual turnover, burnout and ineffectiveness that adversely affect student outcomes.

Implementing these suggestions begins with an update to the constitution of the Mercer County Community College Shared Governance System (OMB801, 2015) to add a **DIVERSITY, EQUALITY, EQUITY AND INCLUSION STANDING COMMITTEE.** This standing committee will serve to implement the action items of this plan. This committee will ensure that the action items listed in the D&I Task Force plan remain the highest priority for the college and make necessary recommendations to the CGC.

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Appendices

Implementation of this D&I plan

- The work of this D&I Task Force will be transferred to the newly formed *Diversity, Equity and Inclusion* Standing Committee of CGC. The formation of this committee was voted on and ratified at the March 2020 CGC meeting. OMB801 will be revised at the September 2020 meeting to formalize *Diversity, Equity and Inclusion* Standing Committee.

- Also, at the September 2020 CGC meeting, membership to the *Diversity, Equity and Inclusion* Standing Committee will be recognized. Members will elect a chair at that meeting.

- The *Diversity, Equity and Inclusion* Standing Committee will be responsible for ensuring implementation of this D&I Plan and making recommendations to the Diversity and Inclusion personnel.

- Hiring for Diversity and Inclusion personnel is ongoing at the conclusion of this D&I Plan.

PLT and Open Forum feedback

This plan was presented to the President's Leadership Team (PLT) on August 11. Two open forum sessions were held on August 13 and August 17. College-wide feedback was overwhelmingly positive. The following four (4) comments surfaced:

1. Students typically have had "instructors who are adjunct faculty during their academic experience at MCCC. Given the greater diversity of the adjunct faculty, this contributes to the objectives of the diversity & inclusion task force recommendations" (Presented to the D&I Task Force by the Adjunct Faculty Association, 8/21/20 email). 78% of the Fall 2018 MCCC instructional staff were made up of part-time Adjunct Faculty.[3]

2. Develop campus-wide culture code for employees. that includes policy on bullying and microaggression. (Presented to the D&I Task Force by a member of the college community)

3. Each of the dashboard indicators shall be shared annually during College Assembly as part of the CGC report. (Presented to the D&I Task Force by Dr. Wang)

4. Table 12 - Population and Race/Ethnicity Data – National, State, County, and Mercer County Community College. (Presented to the D&I Task Force by VP of HR)

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[3] Source: IPEDS Fall 2018

Table 3 – D&I Task Force Membership

Stacy	**Denton**[*]	**Director, TRiO Upward Bound**
Andrea	**Lynch**[*]	**Professor, Business and STEM**
	Committee on "Purpose"	
Ken	**Howarth**[**]	**Chair, Social Science Dept., Professor**
Liz	**Mizerek**[**]	**Director of Nursing Education**
Crystal	Adams	Faculty, Nursing.
Victoria	Bowman	Success Coach, Center for Retention and Completion
Christian	Perez	Student
Judith	Stillwagon	Asst. Professor, Aviation
	Committee on "People"	
Latonya	**Ashford-Ligon**[**]	**Director, Center for Retention & Completion**
Christopher	**Cruz-Cullari**[**]	Asst. Professor, English; Coordinator, Dev. Reading and READY
Edward	Avery-Natale	Asst. Professor, Sociology
Fred	Carella	Supervising Team Leader
Daniel	D'Arpa	Professor, Spanish; Coordinator, World Languages
Kitty	Getlik	Manager, Kelsey Theatre
Nicole	Killian	Success Coach, Center for Retention & Completion
Beth	Knight	Executive Assistant, Student Affairs
Davendra	Lal	Volunteer Tutor, Learning Center
Olivia	Nellums	Acquisitions Librarian
Joauni	Porter	Student
Amy	Vondrak	Professor, English; Coordinator, Developmental Composition
Shirin	Zarqa	Adjunct Assoc. Professor, Psychology Department
	Committee on "Partnerships"	
Liam	**Fitzpatrick**[**]	**Security Officer I**
Jessica	**Hein**[**]	**Administrative Assistant Transfer & Career**
Shirley	Anderson	Student
Laura	Ceras	Student
Sherrie	Conerly	Student
Michael	Griffith	Adjunct, Communications
Katina	Lindsay	Asst. Professor, Fashion Design & Merchandising
Jessica	Mulkey	Manager, Conference Center
Robert	Obermeier	Analyst, Mercer Online
Pamela	Price	Director of Library Services
Melissa	Santiago	Adjunct - Liberal Arts Department; Success Coach
Jose	Torres	Adjunct - Liberal Arts Department
Julia	West Johnson	Project Manager, Juvenile Justice Grant
	Committee on "Process / Professional Development"	
Howard	**Levy**[**]	**Men's Basketball Coach**
Diane	**Romulus**[**]	**Dept. Specialist, Athletics**
Ruth	Anderson	Student
Kimberly	Bowser	Coordinator, Enrollment and Student Services, JKC
Shana	Burnett	Senior Administrative Specialist, Liberal Arts
Jennifer	Dalle-Pazze	Education Specialist, DREAM Program
Barbara	Hamilton	Assoc. Professor. English and World Lit.; Chair, LA Program Group
Scott	Hornick	Asst. Professor, Music; Coordinator of Music and ETT Music Tech.
Daniel	Schermond	Assoc. Professor Sociology; Coordinator of Sociology & Anthropology
Laura	Sosa	Chair, Business Programs, Professor, Business
Leonard	Winogora	Adjunct Professor, Social Sciences; Director, The Holocaust, Genocide and Human Rights Education Center; President, Adjunct Faculty Association

[*] Task Force Co-Chair

[**] Committee Co-chair

Table 4 - Task Force Time Frame

Date	Action
6/15	D&I charged; committees assigned
6/22	Committee breakout and report-out
6/29	Committee breakout and report-out
7/6	Meeting with Committee co-chairs only
7/13	2 listening sessions: with D&I and students
7/20	Peer review of the plan
7/27	Final review of the plan and approval to submit to PLT
8/10	Full committee Meeting
8/11	Presentation to PLT 10 am
8/13	Open Forum: presentation to college community
8/17	Open Forum: presentation to college community
8/24	Final committee meeting with Dr. Wang and final revision of report after community feedback

Measurables and Timeline Tables

Table 5 - Purpose Goal: Measurables and Timeline
Identify and address the needs of our diverse communities, inclusively and respectfully.

Year / PURPOSE GOAL		Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
Year 1	Develop a standard MCCC greeting used by employees.	Many business and organizations use a standardized greeting to welcome customers. It reinforces the values of the organization and strives to make customers feel welcome.	Develop and deploy a shared MCCC greeting that is optional but encouraged for all employees to use.	DEI Committee with input from marketing	By the end of the academic year	Time commitment to develop ideas Printing costs to share language with campus community
	Develop multiple library guides, covering a diversity of perspectives.	At our core mission, we seek to educate our campus community. Library guides provide a range of resources that allow individuals to learn at their own pace. We will seek to develop library guides to value diversity and inclusion from multiple perspectives, including race/ethnicity, sexual orientation, religious beliefs, etc.	Four library guides are developed and published on the library website.	Pam Price and library team with input from DEI Committee.	Two library guides by end of fall semester and two library guides by end of spring semester.	Time of library staff to develop guides. Space on library website.
	Promote diversity within campus peace center.	The peace center has been planned as part of the One Stop remodeling. We will support a diversity of religious perspectives through the display of various religious artifacts and sacred texts. All items will be stored so that one faith does not take	A peace center is organized as a way to centralize artifacts and sacred texts. The peace center is promoted to the campus community through multiple venues, including wayfinding.	Student Services team with input from DEI Committee. Promotional support from marketing team.	By end of fall semester.	Money to obtain religious artifacts and sacred texts (might be able to get donations from local houses of worship). Printing costs to promote peace center to campus community, including wayfinding signs.

Year / PURPOSE GOAL	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	precedence over the others. The space should be welcoming for people of all faith traditions.				
Engage in a one campus, one book project.	Many communities read a common book to strengthen community identity and provide a common language for discussions about diversity and differing experiences.	Book selected and shared with campus community. Discussion forums conducted to analyze the impact of the book.	DEI Committee with input from Liberal Arts division representatives and library staff.	By the end of spring semester.	Costs to library to obtain extra copies of shared book
Learn more about gender identity language in Student Planning/Colleague.	Gender identity language is populating in Student Planning. The committee would like to learn about the process by which students can provide input on their preferred pronouns.	A clear understanding on when and how students are asked to provide input on their preferred pronouns that is shared with the campus community.	IT and MercerOnline with input from DEI Committee regarding sharing information	By the start of the fall semester.	Time to understand process and communicate to campus community.
Year 2 Update student code of conduct.	The student code of conduct has not been revised recently. It should be reviewed by the campus community to ensure that the language reflects our shared values relating to diversity and inclusion.	Open forums and other venues for student and campus community input exist. The final version is accepted by campus community, published in student handbook both print and online.	Student Services staff with assistance from DEI Committee	By the end of the academic year.	Time and locations to conduct forums Staff time to facilitate forums and document process Update student handbook, both print and online.
Develop campus-wide culture code for employees.	Many organizations have a culture code for their employees to ensure that everyone is working towards the same goals. This will also strive to unite	Open forums and other venues for campus community input exist. The final version is accepted by the campus community, published	DEI Committee with assistance from HR and Marketing.	By the end of the academic year.	Time and locations to conduct forums Staff time to facilitate forums and document process Process for employee acknowledgement and

Year / PURPOSE GOAL	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	both campuses as one college.	on website and acknowledged by all employees. The code is included in new hire orientation.			incorporation into new hire orientation
Modify or copy Distinguished Lecture Series to focus on issues of diversity and inclusions.	Seek out speakers within our campus and local community that represent diversity of perspectives. Storytelling is an effective way to educate others on how other people experience the world.	Hold at least two lectures in the fall semester and at least two lectures in the spring semester.	DEI Committee	By the end of the academic year.	Time and location to conduct lectures Printing costs to promote lectures through campus community
Conduct education for campus community regarding preferred pronouns and gender identity.	As the college incorporates the ability for students to identify their gender pronouns, the campus community will benefit from education regarding the importance of this step.	Develop and deploy education for the campus community on the importance of preferred pronouns.	DEI Committee	By the end of the academic year	Time to develop education Resources to deploy education to campus community
Year 3 Develop and deploy a campus social connection app for students.	Students would benefit from an MCCC app to share information and experiences, sell books, etc.	Develop and deploy a MCCC social app for students.	IT and Marketing	By the end of the academic year	Significant time investment by IT and Marketing
Update program review template to include specific evaluation of how students are educated in diversity and inclusion.	While all students must take a variety of general education courses to meet program requirements, there is no clarity or consistency around the process to ensure that all students receive focused education on diversity and inclusion.	Modify the program review template to include specific focus on diversity and inclusions	Institutional Research with input from the DEI Committee	By the end of the academic year	Time investment

Year / PURPOSE GOAL	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
Share MCCC student, faculty and staff success stories with campus community.	MCCC success stories are not consistently shared. The Foundation does a great job of telling student success stories but they are not usually shared with the broader campus community. Consider including success in broader terms, as defined by the students. It may not be graduation but persistence or even completion of their first college level course.	Deploy at least two stories per semester. Use social media to deploy stories, put on website and share through campus wide e-mails.	Marketing with input from DEI Committee	By the end of the academic year	Significant investment by Marketing team IT assistance to deploy stories on website and other electronic formats

Table 6 - People Goal: Measurables and Timeline
Advance principles of equity that focus on the concerns of our diverse communities.

"PEOPLE" Goal		Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
Year 1	**Action item 1** Create comprehensive vision for JKC (credit and non-credit) as a purpose-driven campus based in research and community participation through a self-study of student needs, community needs and campus capacity.	Focus group data identified JKC as an important issue.	Completed self-study of JKC.	Administrative leadership at JKC in collaboration with PLT and a larger team from the college.	AY 20-21	Committee members; research and data.
	Action item 2 Implement structures of equity such as embedded student support and faculty development in the courses where students with the greatest needs are registered.	Resources for students in developmental and accelerated gateway courses should be equitable with students in Honors and similar programs that provide dedicated advising and other supports. Students enrolled in developmental education coursework in English and Math, as well as students enrolled in English 101ALP concurrently with	1. Create a diverse, robust, equity-driven Center for Teaching and Learning. 2. Create a developmental education and student success council.	1. Faculty, staff, and administrators with experience and interest in professional development 2. Faculty, staff, and administrators who are directly involved in the success of said student groups: English and math faculty, other faculty with helpful expertise, student success coaches, advisors, CITA, Dean of IOESS, and others.	AY 20-21	1. Release time for faculty to run the center. Resources for journal subscriptions, speakers, etc. 2. Release time for faculty to run the council and its activities. Resources for journal subscriptions, speakers, etc. 3. Support to seek grant funding.

"PEOPLE" Goal		Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
		100-level courses, are among the most vulnerable students in all of higher education. The tradition has not been to support such students comprehensively. Resources are often given to those students who are already well prepared or pay extra (Honors or Dream students).				
	Action item 3 Initiate and sustain campus culture change to address and improve equity by embedding the work of the D&I Task Force into the governance of the college through a DEI Standing Committee.	Systemic change can be accomplished most effectively through a sustained effort that has authority.	Integrate D&I Task Force into college governance structure. This committee must be empowered to create substantial change. Should report to PLT or BoT or have PLT liaison / representative. Articulate how college resources are used to support DEI efforts.	Ongoing leadership and **accountability** for culture change – existing dean, director, or other position, or integrate these responsibilities into job descriptions of key leadership roles.	AY 20-21	President, other college leaders, faculty
	Action Item 4 Communication: intentionally structure inclusive cross-campus	Focus group data and DEI Task Force analyses highlight inadequate	This action item could be part of the self-study indicated in Action Item 1.	Deans, directors, and key faculty should lead and coordinate with	AY 20-21	College leadership, deans specifically

"PEOPLE" Goal		Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	communications with a particular focus on ensuring equity between JKC and WWC. This equity must address the roles of faculty, staff, and students.	communication as a barrier to improving equity of access to resources and student outcomes.		governance system / CGC. Possible creation of communication working group or standing agenda item on the Dean's Council.		
	Action Item 5 Address the lack of diversity among faculty and staff; evaluate hiring and promotion procedures and policies to highlight considerations of diversity to better align with and be representative of our student body.	Faculty is 83% white. Student body is 36% white (2019 Fact Book). Research shows that when teachers are overwhelmingly white, students of color are less successful.	Implement proven methods and evidence-based practices that support diverse hiring. Increase the % of diverse faculty, staff and administrators to make employees more reflective of the student body.	HR, faculty and hiring managers	AY 20-21	CTL, HR and research on evidence-based practices for diverse hiring.
Year 2	**Acton item 1** Create comprehensive vision for JKC as a complete campus based in research and community participation through a self-study of student needs, community needs and campus capacity.		Plan implementation based on the results of the self-study. This might include offering a fuller range of courses at JKC based in data- and information-driven academic planning, as well as supporting students through multi-semester course sequences and scheduling classes to meet JKC student	Administrative leadership at JKC in collaboration with PLT and a larger team from the college.	AY 21-22	TBD by results of self-study

"PEOPLE" Goal			Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
				academic plans. Possible special offerings at JKC or even an additional major could be an outcome.			
	Action item 2 Implement structures of equity such as embedded student support and faculty development in the courses where students with the greatest needs are registered.			1.Launch CTL 2. Once council is established, members can develop mission and annual agenda.	1.Faculty leaders of CTL 2. Chair of Council and council members	AY 21-22	1. Release time for faculty to run the center. Resources for journal subscriptions, speakers, etc. 2. Release time for faculty to run the council and its activities. Resources for journal subscriptions, speakers, etc. 3. Support to seek grant funding.
	Action item 3 Initiate and sustain campus culture change to address and improve equity.			Create sustained campus-wide initiatives that complement the work of all subgroups of the D&I Task Force.	President, PLT	AY 21-22	President, PLT
	Action Item 4 Communication			Crisp and succinct student-friendly communications about financial aid, advisement, and more.	Deans Council	AY 21-22	Deans

"PEOPLE" Goal		Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	Action Item 5 Diverse Hiring		Ongoing diligence to increase diversity of the hiring pool.	HR, faculty, and hiring managers	AY 21-22	TBD, CTL, HR
Year 3	**Acton item 1** Create comprehensive vision for JKC as a complete campus based in research and community participation through a self-study of student needs, community needs and campus capacity.		Implement results of the self-study.	Administrative leadership at JKC in collaboration with PLT and a larger team from the college.	AY 22-23	TBD by results of self-study
	Action item 2 Implement structures of equity such as embedded student support and faculty development in the courses where students with the greatest needs are registered.		1.Sustainable CTL 2. New initiatives and grants to support students of focus.	1. Faculty leadership of CTL 2. Council chair and members	AY 22-23	1. Release time for faculty to run the center. Resources for journal subscriptions, speakers, etc. 2. Release time for faculty to run the council and its activities. Resources for journal subscriptions, speakers, etc. 3. Support to seek grant funding.
	Action Item 3 Initiate and sustain campus culture change to address and improve equity.		Sustain campus-wide initiatives that complement the work of all subgroups of the D&I Task Force.	President, PLT	AY 22-23	President, PLT

"PEOPLE" Goal			Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	Action Item 4 Communication			Crisp and succinct student-friendly communications about financial aid, advisement, and more.	Deans Council	AY 22-23	Deans, TBD
	Action Item 5 Diverse Hiring			Ongoing diligence to increase diversity of the hiring pool.	HR, faculty, and hiring managers	AY 22-23	TBD, CTL, HR

Table 7 - Partnerships Goal: Measurables and Timeline
Model a one-college philosophy across our diverse communities.

"Partnerships" Goal		Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources
Year 1	**Action item** 1 Identify and target factors leading to differing perceptions about each campus.	Perceived inequities as stated by staff and students.	Surveys between students, faculty and staff (Open Ended); Being able to clearly identify the perceptions regarding the campuses from the college community;	SGA (WWC), SEC (JKC), **for input only** Institutional Research and Effective Survey Success Coaches Department Chairs PLT, Staff/Faculty Supervisors	Open enrollment of survey; Reference Institutional Research for necessary element fulfillment (i.e. percentage or 'x' quantitative)	Department of Institutional Research and Effectiveness, BlackBoard
	Action item 2 Close the perception gap regarding services (faculty, staff, students and community).	To address this long-standing concern	Increase of non-general education 101 courses; Adding specific courses to be determined with help from Enrollment Services; Increasing student support services and resources (i.e. longer Bookstore hours, veteran services, EOF, etc.)	PLT, Grants Management	1-2+ years	Financial, Enrollment Services
	Action item 3 Inventory and assess all official interactions with high schools.	To assess where relationships between the Mercer County high schools and college could improve and to better share efforts across MCCC departments.	Compile an assessment report in order to improve collaboration with local high schools and among MCCC's departments.	CGC DEI standing committee	1 year	Time allotment and interdepartmental cooperation

"Partnerships" Goal		Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources
	Action item 4 Improve accessibility at JKC (transportation between campuses, parking).	To provide a means for students, faculty and staff to live the one-college philosophy	More parking spaces to accommodate students More scheduled times for shuttle service (especially early morning and evening)	Accounts Payable(?), College Safety (if we will own the lot [not rented]), NJDOT	N/A (Whenever a contract can be secured)	
Year 2	**Action item 1** Ask each academic division to partner and evaluate course offerings to support interest and need for new courses at JKC.	To address perceived inequities in course offerings and subjects	[Needs more discussion]		2 years	Institutional research for reference
	Action item 2 [Daycare] Establish daycare **partnership** resources for students and faculty.		Equity is established for MCCC (a daycare service is established at both JKC and WWC)	TCNJ, Rider, Rutgers, etc.	N/A	Reference potential resources and programs available with partnered colleges;
	Action item 3 Expand course selection to have more night courses at JKC.		Adding specific courses to allow parents, daytime workers, etc. to have degree requirements more easily accomplished.	Success Coaches, Department Chairs	~1-2 years	Reference institutional research, reference degree completion rate for full-time workers/parents/etc.

"Partnerships" Goal		Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources
Year 3	Action item 1	Collaborate with outside partners to develop our understanding of diversity and inclusion in work and community life;	Increase of official community partnerships Impact on college community as a result of increase in partnerships	Workforce Development Office	1-2 years (pandemic pending)	Volunteers for assisting in partnership reach outs, financial, spaces for workforce development to take place on campuses
	Action item 2	Include 3+1, 4-year programs at JKC	Addition of programs available at JKC.	Continuing Education Office	N/A	Continuing Education Department
	Action item 3	Expand the 4-year degree selection at both campuses	Expansion of Bachelor Degree programs (many colleges offer similar programs such as Nursing)	Continuing Education Office	N/A	Continuing Education Department, Grants Management

Table 8 - Processes and Professional Development Goal: Measurables and Timeline
Implement processes that cultivate and champion an inclusive and diverse college community.

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
Year 1	1. **Accessibility and Accommodation—Improve communication.** a.) Set up consistent communication channels regarding three important issues. 1.) Staff changes (arrivals / departures / position redefinition) must be shared with the entire college so that all admin., faculty (FT and PT), and staff (including athletic coaches) know whom to contact regarding student needs. 2.) We need a better communication strategy than e-mail to assure that students are aware of all support services and where to obtain them. 3.) Share the college's new and existing resources for student support with all MCCC employees (i.e., the booklet on how to support a student in emotional distress compiled by Jennings and Gasparro). This could be done through a well-publicized employee equivalent to the online faculty Teaching and Learning Center. b.) In order to increase attention to diversity, equity and inclusion and establish baseline statistics, Institutional Research data regarding qualitative and quantitative	a.) This item addresses three key issues regarding inadequate college communication that make it more difficult to meet student needs adequately. These are exacerbated by our high turnover rate, which means that the people in charge of various support services are often changing, and the people who should be communicating this information are often changing. As our committee members— some of the most dedicated people at the college—discussed student support, only some of us knew about existing mental health services and guides, the fact that we now have no counselors at present, and whom to contact for various student needs. Several action items were raised that MCCC already has in place, but they are not widely	Implementation of multi-platform, consistent channels of communication regarding all employment changes (persons leaving a position or taking on a new role, and all job openings). Employees must be able to access information regarding student support in multiple ways (e-mail, MLink, MCCC website and a central, well-publicized repository available to all).	a.) Three issues: 1. Marketing and Human Resources. 2. Everyone in the chain of command, starting with deans. 3. Student Support Services and the Center for Inclusion, Transition, and Accessibility b.) Institutional Research	a.) The communication channels should be effective before the end of the first semester, and the practice of adding on to existing student services employees' workload should be stopped by the end of year one, provided we are back on campus in Spring 2021. b.) By the end of year 1.	Since all suggestions regarding improvement of communication channels are in-house and can be carried out by existing employees, there is no cost.

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	information about student success, retention and graduation by race/ethnicity, nationality, gender, age, veteran status and Pell Grant status should be shared with all employees at the first College Assembly in Fall 2020. To find qualitative data beyond what we already collect, create and distribute a student survey to "take the temperature" of the campus climate regarding inclusivity of student groups (sexual orientation, identity). [Look to other benchmark institutions for comparison.]	known. Some departments and divisions do a good job notifying everyone, but others may not, especially when it comes to our part-time employees who can have more contact with students than full-time employees. b.) We need baseline statistics to assess the effectiveness of our action items on students.				
	2. **Hiring and Recruitment— Provide community and college oversight for our goals and do more to guarantee that search committees consider diversity, equity and inclusion in every decision.** a.) Recruit a small, external, independent (volunteer and unpaid) advisory board made up of diverse individuals representing our student demographics to assess our progress in efforts to increase diversity, equity, and inclusion. They will act in tandem with the CGC DEI standing committee	a.) In addition to oversight of our efforts by the CGC DEI standing committee, we should let the community know that this is one of our top priorities and gain their insight on whether we are doing enough. We can do this by setting up a community advisory board (like the boards we use to assess degree programs) — also reflective of our demographics—	a.) A community advisory board meets to review our progress at least once a year. b.) All search committees are comprised of a diverse number of qualified members and the charge to keep our need to reflect the demographics of the students we serve will be read before every meeting.	a.) DEI Committee b.) HR, search committee chairs, deans, supervisors c.) HR, Dean of Innovation, Online Ed., and Student Success	a.) Begin recruitment in the fall for advisory board members; have the first review meeting before the last CGC meeting. b.) Implement immediately. c.) We need a fully staffed Counseling Center by the end of year one,	a.) and b.) No financial resources are necessary unless we provide refreshments for the spring advisory board meeting. c.) Hiring a qualified, diverse counseling staff will be an expense, but a necessary one.

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	and provide objective insight. We can add more immediate oversight if an assistant director in HR functions as a diversity officer until we can hire one. b.) Mandate that the composition of all search committees reflects the demographics of our student body, and make attention to diversity, equity and inclusion part of a committee charge that is read at every meeting. Require a leadership rotation policy so that the same people are not leading committees that hire those who reflect themselves. c.) Institute 'Priority Hiring' clause for positions dealing with mental health, disabilities.	willing to give us outside insight. Otherwise, we risk institutional myopia and self-satisfaction. For more power behind our suggestions, an assistant director in HR can serve as a diversity officer until we are able to hire one (See Year 2). b.) In order to help our applicants see that they belong at MCCC, being interviewed by a search committee including people who look like they do is a plus. The cultural diversity of the group, in addition to repeating the charge before each meeting, will help to restore some of the diversity in staffing we have lost over the years. c.) Given our students' increasing	c.) As soon as possible, our Counseling Center must be staffed.		serving both campuses.	

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
		need for emotional and mental health services, we absolutely need to start AY 20-21 with enough counselors to support them.				
	3. Professional Development and Training—Provide much needed, mandatory training on anti-bias and sensitivity. Identify and implement the most effective and accessible anti-bias/sensitivity training program, including but not limited to race, ethnicity, gender, orientation, neuro-atypicality and generational difference for all of MCCC administrators, faculty, staff, sub-contractors and students. This can begin during pre-class week but continue throughout the year with online training (especially for our part-time staff), and in-person events in order to build empathy, understanding and compassion. Require enhanced anti-bias training and follow-up for employees who have significant reports of misconduct.	This suggestion has been requested for years by our faculty of color and others who are not sure they are adequately meeting the needs of our growing number of students needing accommodation (over 900 each semester). It is not enough to be well intentioned; we need to know acceptable wording and strategies for being more inclusive in ways we are unaware of due to personal blinders.	All administrators, faculty (FT and PT), staff and students should receive appropriate training by the end of year one.	Human Resources, deans, IPIC, Center for Inclusion, Transition, and Accessibility	The training program should be researched and identified within the first semester, with training to take place in the second semester.	The state may have an anti-bias / sensitivity program we could use without cost or without much cost; otherwise, we will need to pay for access to the training. However, this is one of the most valuable things we can do to prevent bias across the campus.

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
Year 2	1. **Accessibility and Accommodation—Create an overall climate of collaboration and equal access on both campuses.** a.) Have each unit of the college gather data and review policies that affect students the most: academic integrity, attendance, financial issues, curricular choices and availability of diversity courses. Then make changes to improve equity. b.) Because of constant turnover and shifting of employees and so little opportunity to work together, the college should also "take the temperature" of faculty and staff to gather their suggestions to improve the campus climate. Employees need our own vision of how we can act in unity to change the current siloed, fearful division of MCCC's best assets. c.) Each classroom and student meeting area must contain seating options that give equal access for students who do not comfortably fit into the tablet desks or the rolling chairs in rooms with tables. This should	a.) Each policy that impacts students needs to be assessed and the results discussed in order to identify and isolate specific areas for improvement. b.) MCCC's employees can best serve our students if they enjoy coming to work and live in a climate of mutual respect and collaboration. This will also improve communication and student service. c.) Students who feel self-conscious squeezing into a seat or maneuvering a wheelchair in order to use a desk that does not accommodate them are less likely to attend and complete courses successfully. This work has begun with existing	a.) We can move forward to make good improvements if we base them on realistic data rather than assumptions. Assessing what we currently do for students with equity in mind is necessary. b.) An end of year survey can measure any progress toward restoring the sense of hope among all employees. There must be follow-up and continued surveying; this "temperature-taking" should continue indefinitely. c.) We have created student and employee work and meeting spaces in which all feel emotionally and physically comfortable on both campuses.	a.) Institutional Research; deans of Finance and Student Services; Academic division deans b.) College Leadership, including HR c.) Facilities	a.) End of fall semester for information collection and spring semester implementation of changes b.) Fall semester information collection and spring semester implementation of changes. c.) This is a work in progress, but it should be completed by the end of year 2.	No cost for a.) and b.) c.) Money needed to purchase some new classroom and office seating.

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	also be addressed for all employees.	resources, **but the result means some students must sit with their backs to the rest of the class and the instructor, or maneuver around other students in difficult ways to gain a comfortable place**. Employees who cannot work comfortably cannot be productive.				
	2. Hiring and Recruitment— Hire a Diversity Officer, restore functionality to support staff positions and develop recruitment partnerships to increase the diversity of full-time faculty. a.) Hire a Diversity Officer, either within or external to HR. b.) Actively recruit diverse administrators, faculty and staff by developing relationships with HBCUs, MSIs, etc. c.) Strongly suggest that the Board of Trustees membership should also mirror our student	a.) Hiring a Diversity Officer (either within or external to HR) will ensure sustainability of our efforts to maintain diversity, equity and inclusion across the college. b.) All research shows that students are more likely to develop positive relationships and be motivated toward their own future success if they have some faculty members who look and sound like they do. Due to loss of	a.) We will have a designated Diversity Officer to maintain continuity and focus on diversity, equity, and inclusion across the college. b.) We will have made partnerships with at least 3-4 institutions of higher education to recruit qualified and committed graduates to teach at MCCC. c.) The practice of adding to an already busy person's job will	PLT, HR	All action items will be completed by the end of year 2.	a.) The financial cost of hiring a Diversity Officer (FT or PT?) b.) and c.) NO cost for diversifying Board members or developing relationships with HBCUs and MSIs. d.) Eliminating the practice of adding to employee workload when one leaves will involve hiring of replacement staff,

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	racial and ethnic demographics. d.) Eliminate the practice of adding another job to an existing position in order to save funds when an employee leaves. This practice is reducing overall effectiveness and slowing down services that students and employees depend on, which ultimately affects our most vulnerable students the most. It may also mean that members of our support staff must operate at a level above their training or capability, creating a climate of tension, fear and burnout. This leads to more turnover, compounding the cyclical problem, decreasing services and making our communication problems worse. Existing job descriptions must be readily available and observed. When additional work can be performed effectively, change the job description and compensate financially for job add-ons to keep morale high.	faculty of color in the past decade and hiring freezes, our full-time faculty are now overwhelmingly white, while our students are overwhelmingly non-white. We must recruit, hire and retain full-time faculty of color. c.) Board members will be more involved and in tune with the college if they reflect our diversity. d.) As soon as state funding is restored, the practice of adding on to an employee's job description to save hiring someone else should be stopped. It may save money in the short-term, but it often affects women and employees of color the most. It leads to less student retention and	be eliminated because we will replace the people who leave.			which should be revenue neutral or save money due to less seniority of new hires.

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
		completion; it also continues the cycle of employee burnout and turnover.				
	3. Professional Development and Training a.) Implement follow-up anti-bias / sensitivity training for existing employees and provide full training for new hires. b.) Mandatory training during pre-class week for faculty and staff should include information and resources for working with students who need mental health resources.	a.) Like state-mandated Title 7 and Title 9 training, our anti-bias and sensitivity training should be renewed yearly. In addition, faculty and staff need training to adequately serve the needs of our growing number of students who are neuro-cognitively atypical (currently over 900 per semester). b.) Mental health response training is imperative due to the issues our students face and the relative lack of support available at the college.	a.) All continuing employees will have received brush-up training and all new hires will receive more extensive sensitivity training by the end of the second year. b.) Mental health training for all employees should be available during every pre-class week.	Human Resources, Counseling Center Staff, and Center for Inclusion, Transition, and Accessibility	By the end of year two	Any online training costs not covered by the state. In-house training has no cost.
Year 3	**1. Accessibility and Accommodation—more advanced audit of all services**	a.) Students of all walks of life want to be able to be acknowledged when	a.) Facilities department adds designated prayer and meditation space on	a.) Collabor-ation between CGC, Student Services, PLT	Audit in fall semester of year 3 and completed	a.) Title IX funds? b.) cost of t-shirts (Could be run as a

"Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	that impact students and employees. a.) Audit all support services and spaces to create equity of student resources on both campuses. (Examples: designated prayer and meditation space, equal access to library, bookstore, student services and technology help for evening students. b.) Institute accessible-for-all college-wide intramural athletic programs. c.) As follow-up to our three years of efforts to increase diversity, equity, and inclusion, re-assess the qualitative and quantitative information about students' sense of belonging, success, retention and graduation based on many axes of difference.	using basic campus facilities and community areas. b.) Promoting intermural opportunities for JKC and WWC students will help to build bridges and form relationships, reducing division. c.) Continual reassessment is necessary to gauge progress.	both campuses. There is equal access to library, bookstore, student services and technology help for evening students. b.) John Simone and Athletics. c.) Institutional Research and HR	and Facilities. IT provides the Tech help; division deans provide staffing to help evening instructors and students. b.) Up and running by the end of year three. c.) Information is the gathered through the third year, presented at the first College Assembly of Year 4.	before the start of year 4.	Student Club) c.) No cost
	2. Hiring and Recruitment—Move beyond simple employment to equity of opportunity for all employees Create and implement OMB policies to maintain equity in	It is not enough to be employed. We need equity of opportunity, definition of position and comparable workload across	CGC creates the OMB policy to increase equity of workload, opportunity and comparable positions.	CGC	By the end of year 3.	No financial resources needed.

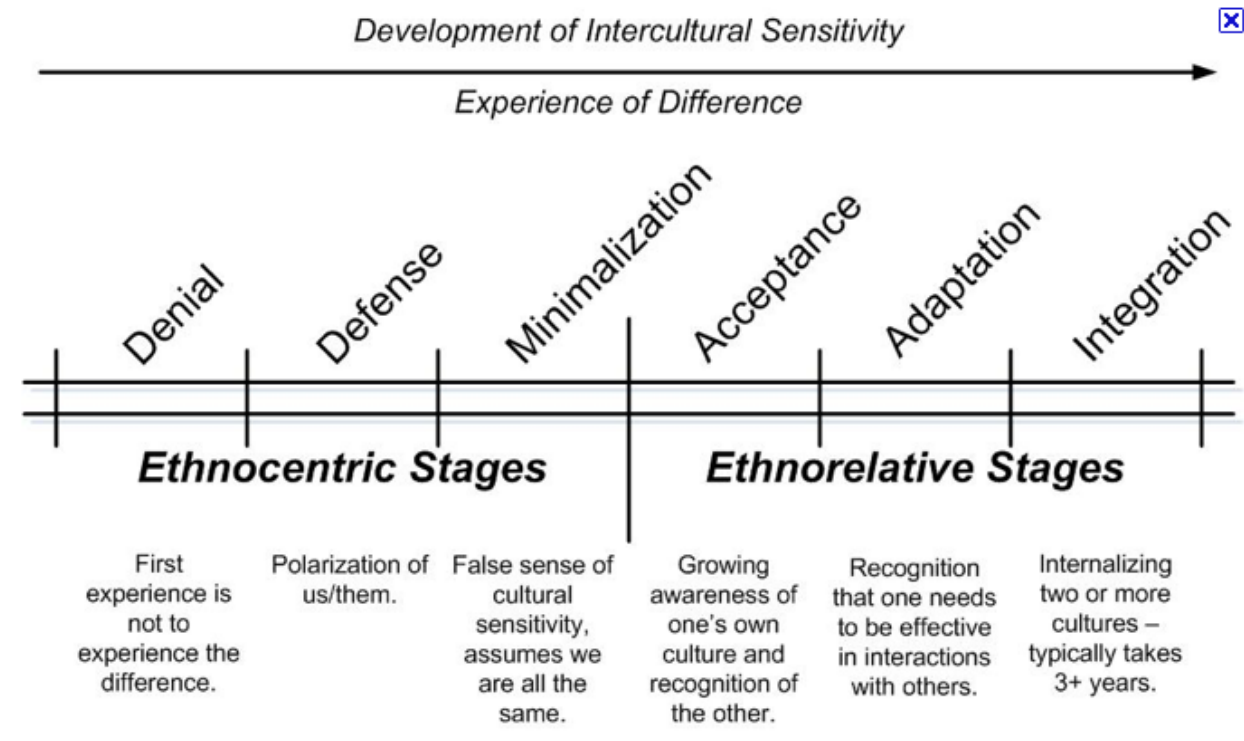| "Processes and Professional Development" Goal	Action Items	Justification (narrative)	Success indicator (measurable)	Responsible party (specific)	Timeline	Resources (not just financial)
	staff and faculty promotions, stipends and workload across departments, divisions and campuses.	divisions, departments and campuses.				
	3. Professional Development and Training Provide advanced sensitivity/ anti-bias and mental health response training for all.	Because our cultural situation is always evolving, our need for continued training is crucial.	All employees will receive advanced sensitivity and anti-bias training along multiple axes of difference.	Instructional and Professional Improvement Committee (IPIC)	During pre-class week of each semester.	If we do this internally, no funds will be involved.

External Resource Guide

The Mercer County Community College library staff is curating a set of resources for ongoing reference. Included in this collection are articles, books, and e-books relevant to diversity, inclusion, access, persistence, retention and completion.

See the online library resource guide: LibGuide.

Figure 2 - Bennett Model of Intercultural Competence

Development of Intercultural Sensitivity

Experience of Difference

Denial Defense Minimalization Acceptance Adaptation Integration

Ethnocentric Stages **Ethnorelative Stages**

| First experience is not to experience the difference. | Polarization of us/them. | False sense of cultural sensitivity, assumes we are all the same. | Growing awareness of one's own culture and recognition of the other. | Recognition that one needs to be effective in interactions with others. | Internalizing two or more cultures – typically takes 3+ years. |

Ethnocentric			Ethnorelative		
Denial	Defense	Minimization	Acceptance	Adaptation	Integration
My cultural experience is the only one that is real and valid. There is little to no thought of "other."	"We" are superior and "they" are inferior. One feels threatened and is highly critical. What is strange may be labeled as stupid.	Other cultures are trivialized or romanticized. One tends to deny differences (e.g., "color blind") and only seek similarities.	I accept but may not agree with other cultures. Generally, I am curious and respectful.	I "see" the world through different eyes and make intentional changes in my own behavior and values.	I easily move in and out of different cultural worldviews.

(Developmental Model of Intercultural Sensitivity; derived and newly composed from Schmidt (2007); Landis et al. (2004); Bennett (1998).)
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Figure 3 – Intercultural Development Continuum
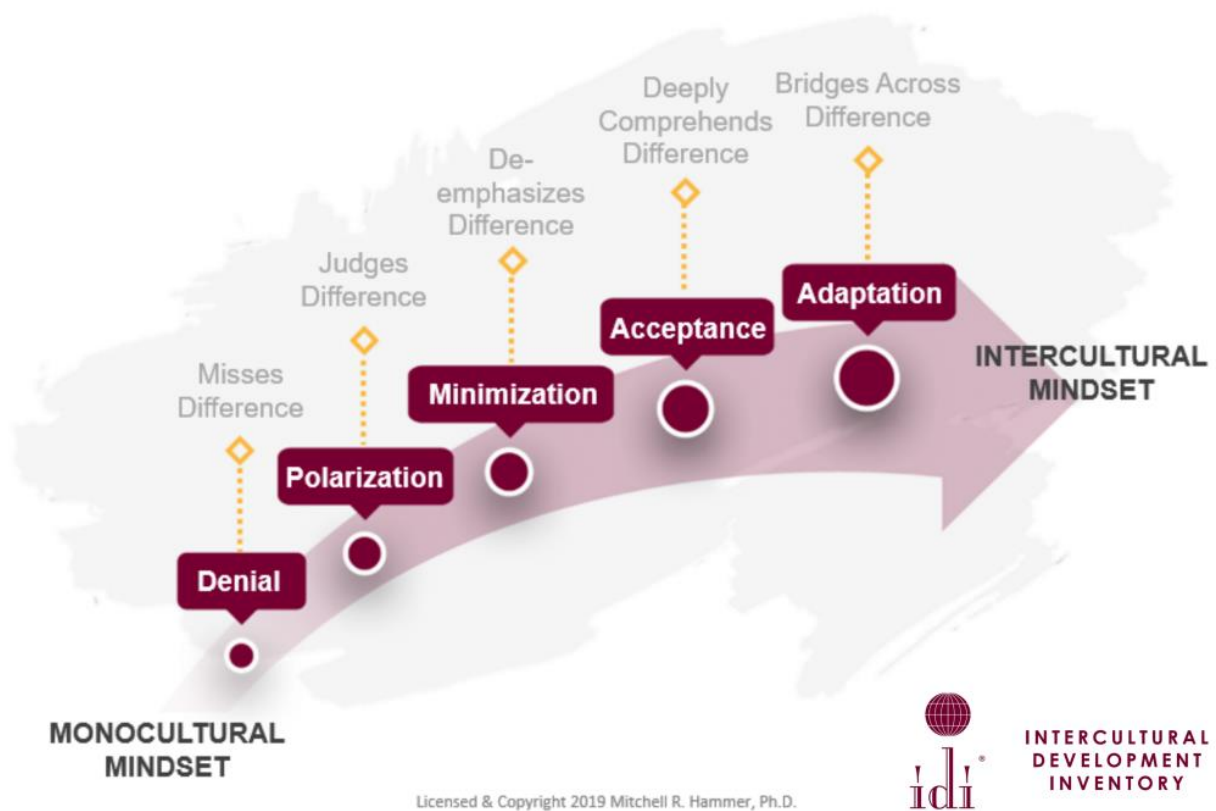
([Intercultural Development Inventory](), developed by Milton Bennett)

Internal Demographic Trends

Table 9 - 2019 MCCC Demographic Make-Up of Faculty to Students

Full-Time Faculty	Students
85.3% white	37.1% white
10.1% black	20.5% Black
1.8% Hispanic	20.5% Hispanic
2.7% Asian	7.3% Asian
0% American Indian, Alien, Race Unknown	14.8% American Indian, Alien, Race Unknown

Source: https://www.state.nj.us/highereducation/IP/IP2019/PDF/Mercer.pdf

Table 10 - Faculty Characteristics Fall 2018

E. Faculty Characteristics

Mercer

Table II.E.1:

Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2018

	White		Black		Hispanic		Asian		Amer. Ind.		Alien		Race Unknown		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
Tenured																
Professors	27	23	1	1	0	0	0	2	0	0	0	0	0	0	28	26
Associate Prof.	6	11	0	1	1	0	0	1	0	0	0	0	0	0	7	13
Assistant Prof.	6	1	0	2	0	0	0	0	0	0	0	0	0	0	6	3
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	39	35	1	4	1	0	0	3	0	0	0	0	0	0	41	42
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	10	8	1	4	0	1	0	0	0	0	0	0	0	0	11	13
All Others	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
TOTAL	10	9	1	5	0	1	0	0	0	0	0	0	0	0	11	15
Total																
Professors	27	23	1	1	0	0	0	2	0	0	0	0	0	0	28	26
Associate Prof.	6	11	0	1	1	0	0	1	0	0	0	0	0	0	7	13
Assistant Prof.	16	9	1	6	0	1	0	0	0	0	0	0	0	0	17	16
All Others	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
TOTAL	49	44	2	9	1	1	0	3	0	0	0	0	0	0	52	57

Source: https://www.state.nj.us/highereducation/IP/IP2019/PDF/Mercer.pdf

Table 11 - Undergraduate Enrollment by Race/Ethnicity, Fall 2018

Mercer County Community College Institutional Profile, 2019

Mercer

**Table II.C.3.a:**

Undergraduate Enrollment by Race/Ethnicity, Fall 2018

	White		Black		Hispanic		Asian*		Amer.Ind.		Alien		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	1,011	38.8%	454	17.4%	556	21.3%	209	8.0%	7	0.3%	178	6.8%	193	7.4%	2,608	100.0%
Part-time	1,837	36.2%	1,118	22.0%	1,016	20.0%	353	7.0%	7	0.1%	151	3.0%	596	11.7%	5,078	100.0%
Total	2,848	37.1%	1,572	20.5%	1,572	20.5%	562	7.3%	14	0.2%	329	4.3%	789	10.3%	7,686	100.0%

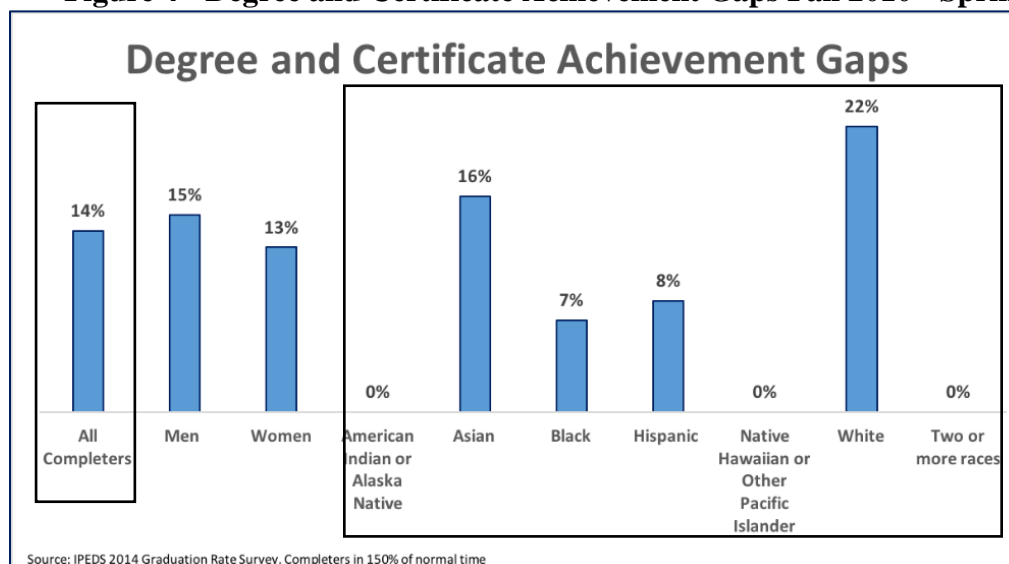*Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Source: IPEDS Fall Enrollment Survey
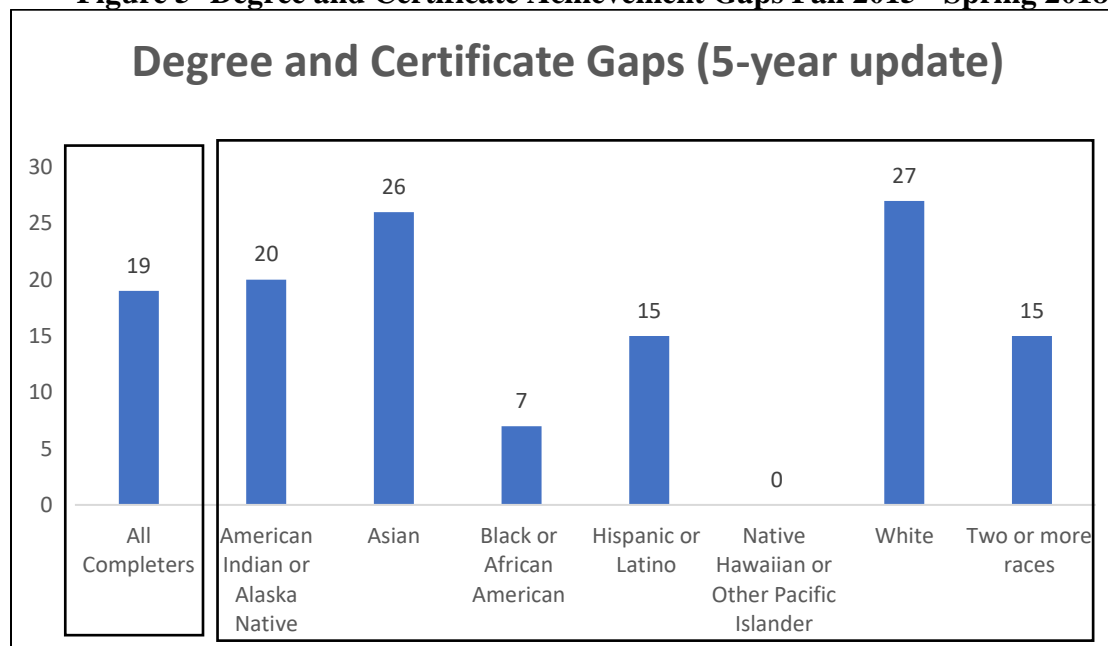
Undergraduate Enrollment by Race / Ethnicity
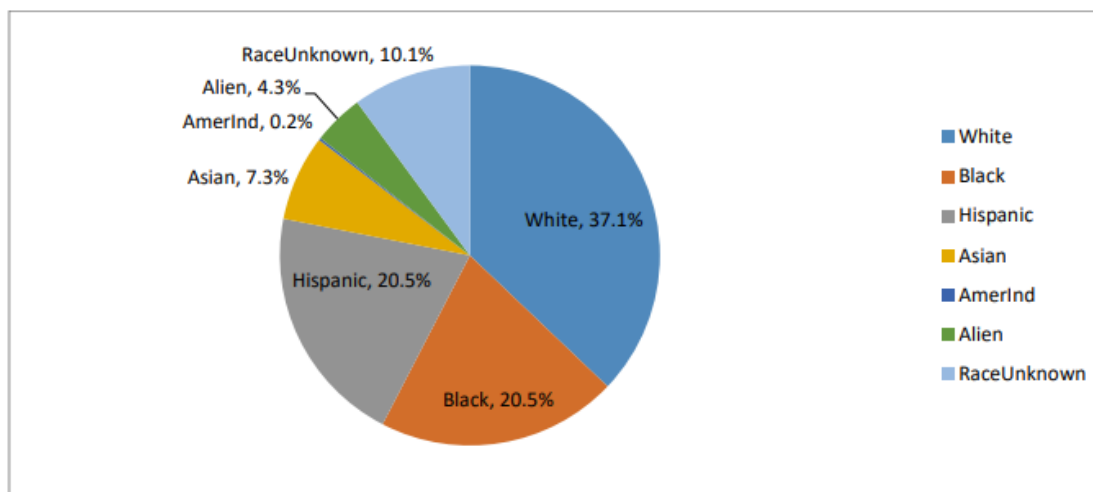
Figure 4 - Degree and Certificate Achievement Gaps Fall 2010 - Spring 2013[4]
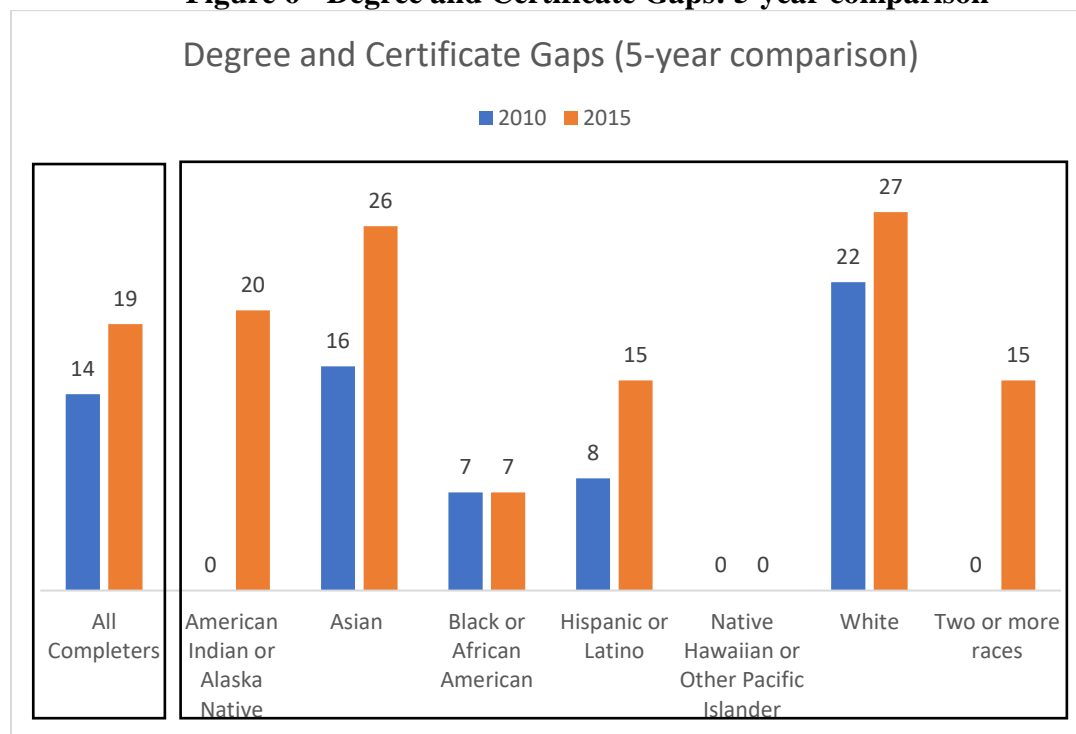

(2016-2021 MCCC Strategic Plan, p.38)

Figure 5- Degree and Certificate Achievement Gaps Fall 2015 - Spring 2018

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

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[4] *Figure 4 - Degree and Certificate Achievement Gaps Fall 2010 - Spring 2013* and *Figure 5- Degree and Certificate Achievement Gaps Fall 2015 - Spring 2018* illustrate the percentage of full-time, degree-seeking students who entered MCCC in the cohort years Fall 2010 and Fall 2015, respectively, and who earned degrees in three years (150% of time).

Figure 6 - Degree and Certificate Gaps: 5-year comparison[5]

Degree and Certificate Gaps (5-year comparison)

■ 2010   ■ 2015

	All Completers	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
2010	14	0	16	7	8	0	22	0
2015	19	20	26	7	15	0	27	15

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Graduation Rate Survey AND Winter 2018-19, Graduation Rates component

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[5] Five-year comparison data show a 36% improvement in the completion rate for all completers from 14% to 19%. When the data is disaggregated by race, inequities become even more apparent. Asian completion rate improved 63%; Black completion rate showed no improvement in 5 years; Hispanic or Latino improved 88% (the highest improvement of all groups); and the White completion rate rose 23% from 22% to 27%.

Table 12 - Population and Race/Ethnicity Data – National, State, County, and Mercer County Community College

	Total	% of White	% of Black or African American	% American Indian, Hawaiian and Other Pacific Islanders	% of Hispanic	% of Asian	% Other	% Two or More
US (2017)	321,004,407	61.46%	12.29%	0.67%	17.60%	5.29%	0.22%	2.32%
US (Estimated 2019)	308,745,538	60.10%	13.40%	1.30%	18.50%	5.90%	0.20%	2.80%
NJ (2017)	8,960,161	56.07%	12.68%	0.13%	19.69%	9.36%	0.42%	1.65%
NJ (Estimated 2019)	8,791,894	54.60%	15.10%	0.60%	20.90%	10.00%	0.10%	2.30%
Mercer County (2017)	373,362	50.79%	19.71%	0.06%	16.92%	10.69%	0.24%	1.59%
Mercer County (Estimated 2019)	367,430	48.20%	21.50%	0.06%	18.50%	11.90%	0.20%	2.50%
MCCC Employees (2020)	1,636	72.43%	16.93%	0.00%	4.52%	6.11%	0.00%	0.00%
MCCC Students (Fall 2019)	7,480	36.50%	20.52%	0.32%	23.64%	7.94%	8.85%	2.77%

US, NJ, and County Data Source: https://www.census.gov/quickfacts/fact/table/US/PST045219

Notes from February 2020 Roundtable

What Does MCCC Do Well?

- Hiring diverse staff
- Diverse faculty
- Partnerships with other institutions
- Student support services
- Help all students
- Working with students who are first generation
- We are helping students with hardships
- Free Community College
- Student job/work success
- Supporting students with socioeconomic hardships
- Focusing on student success
- Compassion
- Bridging the gap to high schools that MCCC is at as a way to a valuable college degree
- February activities are posted well and variety is great
- Having open conversations
- Celebrate MLK, Black History Month, Women's Month, etc.
- Advocate
- Empathy
- Hard working
- Inclusive of individuals, regardless of age, race, gender etc.
- JKC always works as a group/family
- Resourceful
- Gender neutral restroom
- Handled the traffic mess today
- Student Parking
- Access
- Diverse marketing to appeal to diverse population
- Valuing diversity taught in student curriculum e.g. Management
- Open admissions for competitive programs – no interviews to bias or letters of recommendation to disadvantage some students
- Being a community college allows us to accept all students from all backgrounds
- Large population of F1 international students on campus
- Diverse students on campus shows we are good at providing access to a wide range of individuals
- Food pantry
- The student life has made it possible for people (students) from all backgrounds to join or create their own clubs
- Access to the ESL program
- Faculty
- English professors having their students read and write on diversity and inclusion issues
- Integrating students/staff/faculty into the same physical spaces, because when they get to know one another, they become more inclusive
- Equity in hiring processes
- Search committees work well
- Meetings & Club activities
- Everyday meeting – 10 mins, updates, what's happening, what's happening next
- The College includes all staff members in their meetings. This is the first college where I have seen this and I think it is working.
- Club for working moms
- Diverse clubs
- This initiative is a good beginning
- Survey – asking some students they would like – some very good ideas have come from that

- Quarterly food celebrations
- Having this meeting and soliciting input from all areas and viewpoints is a fantastic start
- SGA cultural events
- International Students Club
- Theme months – Latino history month, Women's month, Black History Month
- LBGTQ Club and support
- Having committees to gain opinions and others' expertise
- Cultural events
- Educational opportunities to learn of different backgrounds and culture
- Wide variety of events hosted on campus
- Events on campus celebrating diversity – speakers, concerts/music, mental health
- Club events with students/faculty holding them (advisors)
- CGC – good vehicle for inclusion and cross collaboration
- When it is practiced and not just discussed
- Physical space
- Recognizing need for more dynamic classroom space rather than traditional desks
- Gender inclusive bathrooms
- Safe spaces designated by individuals on office doors for example
- President's Leadership Academy – promotes diversity and inclusion
- Acceptance of diversity compliance officer as PLA project
- A President who embraces diversity – a role model for others – open door policy – welcomes other ideas – very innovative in the way she approaches challenges because she is from a different country/culture therefore different thought processes
- We value people's ability regardless of attributes
- A diverse community in Mercer and NJ
- Employee support – HR
- Openness of some faculty and staff to embrace differences
- Wide range of faculty from different backgrounds
- Promoting diverse hiring practices
- Hiring process evaluates candidates on merits – search committee can't see race/ethnicity
- Faculty office hours
- Student support
- EOF
- Coaching cohorts
- Multiple departments for students to reach out to
- Emerging classroom content accessibility
- Financial assistance/aid has helped people from all economic backgrounds to get some sort of education
- Academic advisors

What MCCC Can Improve

- Culture and environment
- Processes
- Accountability
- Institutional hiring priority list is needed
- More inclusion of the JKC students and staff
- Increased sensitivity to the population and daily issues of student life
- Flexible
- Vision
- Follow through
- Equity of resources with WWC
- More events w/staff from WWC and JKC
- Communicating key operational changes or additions: e.g. personnel/hiring/eval; budgeting/accounting; travel
- Students not feeling supported with all Mercer staff and faculty
- Visible LGBTQ support/safe space
- Incorporate student voices
- JKC not being treated as the red headed stepchild
- Adaptability
- Take ownership
- Respect
- People
- More resources for staff members
- More Latino/Spanish speaking staff
- More minority faculty
- Answering telephones in student services with a human
- Staff opportunity
- Communication
- Access
- Improve campus relations between WWC & JKC
- All students have equal access regardless of credit or non-credit status
- Academic resources for older/non-traditional students (esp. computer/tech skills)
- More tutors for longer hours to boost graduation rates for African American students in particular and all students
- Students not having a place to pray at JKC
- Prayer space (designated and advertised)
- We need to make students on Trenton Campus feel that they are part of the College
- Help prepare future students to be college ready
- Get more classes at JKC
- Consistent de-stigmatization of urban campus
- Use JKC for more community projects – utilize our space
- Adding more handicap parking
- Have a better understanding of what programs our community needs
- Adding signage marking, wayfinding for handicapped students/visitors
- Facilities
- Accommodations – classroom – physical challenges
- Desks do not fit students of all sizes
- Need to provide gender neutral bathrooms
- Lack of knowledge of safe spaces
- Need more gender inclusive bathrooms
- Need dedicated breast feeding and person needs spaces
- Need to promote food pantry for WWC – and personal hygiene items
- Diversity in cafeteria food
- More diverse food

- More inclusive facilities
- Accessibility on campus is very poor. No elevators in CM Building. To get upstairs one must go outside in cold, rain, etc.
- Daycare options to support working parents
- More inclusive classrooms, content, means of assessment, curriculum, academic resources
- Campus is not disability friendly – doors don't open, bathroom and elevators too small, no desk for wk in class
- Staff/faculty
- Hiring full time faculty to aid to the wide variety and volume of students in a timely manner
- Bilingual staff – students are discouraged and closed off when unable to communicate with the faculty/staff
- Improve diversity of faculty
- Full time faculty
- Counseling and community networks have services but faculty and staff don't know it
- Curriculum
- HR
- Diversity outreach for hiring purposes
- Employee resource groups would help with employee engagement
- Equity of staff promotions/stipends/increases across departments
- A diversity and inclusion conference
- Have a central office of diversity and inclusion as part of HR
- True budget for cultural celebrations
- More cultural competency training
- Zero tolerance for dismissing measures of diversity
- Rewards and recognition programs – something to unite college wide
- Hiring forms – ask questions about race/ethnicity. Search committees don't have access and feels discriminatory
- Promotion and salary increase opportunity for part time employees
- Race/ethnicity categories overlook biracial people
- Need to be transparent about where we post jobs and recruit – it doesn't feel like we are casting a wide enough net
- Establish clear guidelines for promotions, hiring process and policies and procedures
- More awareness training for faculty and staff to reduce the self-entitlement some have. More brown bag lunches on diversity. Celebrate international week. Internationalizing the curricula. Embrace other cultures/degrees
- Hire dual language employees in registration
- Create a diversity and inclusion department or officer to head up various issues
- Training and knowledge around differences would reduce fears e.g. transgender mental health
- A diversity designated person to help educate and catch things that may not be inclusive.
- Add D & I into new hire orientation and also as marketing for Mercer County Community College
- Division of duties not in line with the reward for some departments
- Diversity, equity and inclusion office
- Faculty and staff need more education on addressing neuro cognitively different people
- Duty vs. reward
- Mindset/environment (culture)
- Think positive, tap your back after finishing each project – even though not appreciated
- Pride (students should take pride in both campuses)
- More cross department and staff/faculty events
- Equity between campuses
- We need Kelsey to host more art/cultural programs
- We need more positive communication among staff and departments
- Administration and leadership to attend cultural events. Students, staff and faculty will have greater respect if those events are attended.
- Communication, professionalism, utilize critical thinking

- Communication between students and faculty
- Oneness (creating something that allows anyone to have a sense of belonging)
- Inclusive meetings when they happen
- Include diversity and inclusion as topic at convocation
- Respect everyone regardless if you are getting respect
- Need more targeted support for transgendered students – they are not always welcome in LGBQ
- Poll the college to see what is already being done and post up a calendar on the web. I'm sure we have more than we think.
- Holding open forums that are well advertised to students of various backgrounds
- Leaders recognizing and accepting different ideas and not just listening to it but finding ways to implement it.
- Need on campus health services to address student concerns who may not have regular access, or some type of formal place for referral
- Communication through departments
- Be open to different thinking
- We don't have well publicized prayer spaces (found Muslim students praying under stairwell – felt unsupportive)
- We need to foster a culture of inclusion for evening students. They seem to feel disconnected from the college.
- Create more "coffee house" settings so students can connect with others to keep that diversity going via communication
- Diversity conversations seem to focus only on race – feels like quotas
- Need more support for students with children – babysitting co-op?
- A voice for the "people" in decision making
- ESL cohorts for social support
- Sharing information in a timely manner
- A strategy or method (like this one) for hearing the less commonly heard voices at meetings – all/any meetings
- Be open minded
- More cultural diversity training – especially new employee orientation
- No input from faculty and staff in decision making about workspaces
- Enhance Mercer's diversity profile in the community
- The clubs and social events
- Need to host more cultural events around campus
- Transgender support and privacy policy
- Celebrating other culture's holidays here at MCCC
- Need forums to get to know each other (employees) at deeper level of diversity
- Need more cross-discipline working teams to solve college issues (outside formal governance committees)
- Need faculty to work together (leave silos) to address student issues which cross disciplines
- Need more cross collaboration between student clubs
- Access
- Admissions form online does not allow foreign educated students to apply without assistance from admissions
- Open admissions policy
- Make all classes available both online and on campus
- Communication!!
- MLink not updated!
- Working/communication between other departments
- More opportunities for students to get the resources they need like ways to pay for tuition and free books and many other resources
- More space for students to interact and express their culture
- Opening more degree programs/non-credit programs for students
- Equity of how foundation funds are given to students
- Better grading system

- Additional computer assistance to students who are not computer literate
- Evening and weekend support services – counseling, etc.
- Resolving conflicts at the source to prevent repeating problems
- Website glitches
- Recognizing disabilities represent diversity as well
- Better application process for international students when applying to Mercer with international school & transcripts
- Recognizing students' diverse intellectual abilities and adjusting policies to address and assist them in succeeding despite their deficiencies.
- First generation support groups
- Understand the diversity of Mercer County and supporting communities. How do we interest them in the services we have available? How does that drive broader services?
- Cheaper or more affordable options for students with food
- Relatability (we can do a better job at having students find this institution appealing)
- Improvement of access to learning space on off hours for students who view MCCC as their safe place. Some type of swipe access for learning centers
- We need to provide childcare for day students, evening students and staff – we could partner with a childcare agency
- Students from all walks of life have an opportunity to have an education
- We need to do better by finding some sort of middle ground in regard to the new payment policy. In terms of equity, the new payment policy prioritizes two types of students – those with financial and scholarship and those who have insufficient funds on hand. It leaves students that are already struggling financially even more disadvantaged than they already are.
- More work opportunities for students without financial aid
- Offer classes on cultivating empathy. Empathy is not a fixed trait; researchers have shown it can be taught effectively. Want to know more? Read the book by Stanford University Psychologist "the War for Kindness". (2019)
- Multiple measures
- Recognizing student's diversities by adjusting policies to address and facilitate those student needs

Diversity, Equity, and Inclusion (DEI) Forum Group Goals from Spring 2019

Facilities

➢ All working handicapped doors across campus

➢ Improved accessible signage for elevators, restrooms and other class spaces

➢ Safe space identified for prayer, breastfeeding and quite areas

➢ Transform 2 classrooms anywhere on campus to be made more adult learner friendly with elimination of desks and replaced with tables and movable chairs for increased accessibility use and more friendly for students of different sizes

➢ Increase in diverse food selection in cafeteria.

➢ Cleanliness of campus

Strategies for Staff & Faculty

➢ Convene a group of students representing diverse needs to hear their concerns and needs

➢ Create a college wide policy on how, when, and where to document student issues so that faculty and staff who need to know something can be informed and continue to support the students.

➢ Run Mental Health First Aid Training during a time accessible to faculty and staff, with a special emphasis on encouraging faculty to attend.

➢ Run QPR (Suicide Prevention) during a time accessible to faculty and staff, with a special emphasis on encouraging faculty to attend.

➢ Include training/discussion around how to support diverse learners during the academic affairs convocation. Make it a continuing part of each academic affairs convocations, not a one-time event.

➢ Include one live training on how to handle issues of diversity and inclusion for both faculty and staff. IPIC is good for faculty but excludes staff

Human Resources

➢ Focus on Search Committees

  o Increase diversity in selection of Search Committees

  o Provide training for Search Committee members on diversity and inclusiveness

  o Complete a Recruitment Summary Form in the beginning of the hiring process

➢ Review Application

  o Update Hiring Application Form with the EEO classifications, ethnicity/race

Mindset & Environment

➢ 4 Gender Neutral bathrooms to be installed across campus within a year.

➢ Create 10 Student Success Story videos to be broadcasted throughout all of the colleges' media outlets.

  *Our group noted videos like these have been done in the past, especially at Spring into Success, however, new and incoming students never get the chance to view inspiring success stories of this college. Let's help them choose Mercer!

- Identify common languages spoken across both campuses
  - Create a poll/survey college-wide
  - Hire at least 1 representative in each department who is bilingual.

    *It was also pointed out we may have faculty across campus who already speak these languages. We can locate them to participate and break some cultural barriers on campus

Access

- Form a group or subcommittee to open all Mlink links to see if they are live or broken
  - Address both MLink updates and inter-department communication
  - Possibly use student-workers
  - Complete before August 2020 (Fall semester)
- Add one or two tables with mobile chairs to each classroom and remove a few desks
  - Access for ADA and for Vets/PTSD students that cannot sit in constrained chairs
  - Send suggestion to Facilities Diversity group on 2/18/2020 for execution
- Construct a survey to inquire about evening and weekend student needs
  - Administered with Registration link in April 2020
    - Data will inform on expanding services such as FA, faculty advising, counseling, peer study groups, clubs, special events, etc
    - Builds a sense of connectedness
    - Gives voice to the part-time/evening students

Access JKC

- Improve access to/ for students at JKC
  - Help them with skills
  - Create a more relevant/ current certificate program
  - Increase variety of classes offered at JKC
  - Focus on staff recruitment for JKC
- When?: Throughout the year or as often as possible
- How?
  - Invite community partners to JKC
  - Open House
  - Evaluate/survey (for needs)
  - Form partnerships that will benefit students