

STATE UNIVERSITY OF NEW YORK AT NEW PALTZ

Diversity and Inclusion Plan

By Diversity and Inclusion Task Force

**Revised with Input from President Donald Christian and
Members of the President's Cabinet**

Submitted November 1, 2016

Approved Spring 2017



TO: Reviewers and Readers of the SUNY New Paltz Diversity and Inclusion Plan
FROM: Donald P. Christian, President
DATE: November 1, 2016
SUBJECT: SUNY New Paltz Diversity and Inclusion Plan

I am pleased and proud to submit this **draft** SUNY New Paltz Diversity and Inclusion Plan for review by colleagues at SUNY administration. We look forward to your feedback to improve the plan and guidance on its implementation. In the meantime, the campus has work to do. I will in the next few weeks appoint members of the Inclusion and Diversity Council (described in the draft plan) and charge this group so that we can identify the most immediate priorities of the plan and begin to launch key new initiatives early in spring semester 2017 as well as grow and expand ongoing work. National diversity and inclusion consultant Dr. Steven Jones (whose work with our campus is noted in the plan) will visit New Paltz later this month to help launch the Council and the community in this work.

I am grateful to the 21 members of the Diversity and Inclusion Task Force who worked so well and hard to develop this plan in a short period of time. The task force included students, faculty, staff, administrators, and alumni, named below. I especially thank co-Chairs Dr. Reynolds Scott-Childress (Assistant Professor, Department of History) and Rita Celariste (Assistant Director, Educational Opportunity Program) for their careful and thoughtful leadership. The task force was formed in spring 2016, shortly after SUNY guidelines for the development of diversity plans became available. Some members of the task force worked during the summer, gathering and synthesizing relevant data and writing parts of the plan. The task force held several open forums early in fall semester 2016 to gather input from the community, took other written and oral feedback and suggestions, and developed an earlier draft plan for review by me and other campus leaders. The current draft reflects several iterations of review and revision.

This draft plan reflects our commitment to this work and provides an excellent framework for continuing our efforts to build an increasingly inclusive, equitable and diverse campus community. It captures well the work and initiatives we have undertaken and where we can build on existing strengths. Our student body is diverse and we attract talented and experienced faculty and staff. Many cultural characteristics and programs make our campus a college and employer of choice. The plan also points to ways in which we need to be more intentional and focused on inclusion, so that those who are attracted to our campus also find a sense of support and community.

Like any plan, this one is not perfect and many aspects are aspirational. The time constraints and deadline for the plan impacted our ability to fully discuss or vet all aspects of the plan. As we

move toward implementation some recommendations and goals will need to be evaluated alongside other institutional priorities and resources. Likewise, the infrastructure for undertaking the plan will need further community involvement to develop. Parts of this plan raise concern, but in the interest of keeping this a community-owned plan, my review was largely limited to editing language throughout the plan to increase clarity; correcting clear inaccuracies; and pointing out areas where caution is warranted. I have added to the plan only in targeted areas (e.g., language about the imperative that colleges and universities more effectively educate a broader swath of the American public; a brief reference to intellectual and viewpoint diversity; reference to our Diversity and Inclusion webpage) – additions that I believe support or enhance, rather than detract from, task force thinking and goals.

The plan is extremely ambitious, and it will be the work of the Inclusion and Diversity Council to help chart the right pace and path while also helping to manage expectations. In implementing this plan we will need to balance fiscal constraints and the extensive array of initiatives and priorities while sustaining high quality in other aspects of our mission. One of the first tasks facing the Inclusion and Diversity Council will be to identify both short term and long-term priorities and the criteria by which we measure progress and success.

In large part because of the time constraints in our process this fall, it was not possible for me and the task force to discuss other observations I have for possible refinement of the plan. I will bring these forward to the Chief Diversity Officer and the Inclusion and Diversity Council for their consideration, and briefly note the most important of these here. I do not believe these thoughts alter the major directions defined by the plan, but may help inform the balance of priorities:

- Like our assessment of student learning outcomes, the plan has a very heavy focus on data collection, and may benefit from more attention to making use of data to assess progress and inform decision making – even if that might mean more-targeted data collection, reduced frequency of data collection, or both.
- Even greater emphasis on ongoing development of cultural competency, including more attention to implicit bias and stereotype threat, to provide the tools and the framework to break down barriers and increase understanding among members of our community.
- I believe that the importance of faculty contributions are understated in the plan. Faculty work with students in the classroom and beyond, provide academic and career advising, and fundamentally influence the hiring of new faculty. Faculty investment and engagement is vital to the sustainability of this plan.

These will be important topics of discussion for the Inclusion and Diversity Council, the Chief Diversity Officer, and the SUNY New Paltz community as we move ahead with implementation of the goals of our plan. We look forward to hearing about ways that SUNY system can assist with important elements such as fiscal support and climate surveys, and welcome review and feedback on this document. Thank you in advance for your attention.

THE 2016 SUNY NEW PALTZ DIVERSITY AND INCLUSION TASK FORCE

This group developed the College's draft Diversity and Inclusion Plan, submitted on November 1, 2016 with the included cover memo from President Donald P. Christian to System Administration. Plan was approved in Spring 2017.

Chief Diversity Officer

Tanhena Pacheco Dunn, Associate Vice President for Human Resources, Diversity, and Inclusion, Chief Diversity Officer, and Title IX Coordinator

Co-Chairs

Rita Celariste, Assistant Director, Educational Opportunity Program

Reynolds Scott-Childress, Assistant Professor, History Department

Members

Niza Cardona, Director, Student Accounts

Christopher Farrington, Student

Kenneth Goldstein, Associate Professor and Associate Chair, Theatre Arts

Azer Khan, Student

Lisa Kozlowski, Human Resources Assistant, Human Resources

Julie Majak, Assistant Vice President for Administration

John McEnrue, Director of Facilities Design and Construction

Nazareth McNair, Student

Andrea Paredes, Student

Jessica Purcell, Advisor, Educational Opportunity Program

Connie Perdreau, Director, English as a Second Language, International Programs

Steven Posada, Alumni Relations Officer and New Paltz alumnus

Elizabeth Reyes, Transfer Advisor, Undergraduate Admissions

Mary Ritayik, Deputy Chief, University Police Department

Rebecca Rodriguez, Coordinator, Institute for Disaster Mental Health

Anne Roschelle, Professor, Sociology

Jonathan Rust, Associate Professor, Psychology

Anthony Winn, Sr. Staff Assistant and Adjunct Lecturer, Black Studies; Chair, Alumni Council

CHAPTER 1

SUNY New Paltz Diversity and Inclusion Mission and Vision

As a public institution of higher education, The State University of New York at New Paltz is committed to providing high-quality educational experiences and opportunities for academic success for all students. Our commitments include remediating past and current inequities while establishing and maintaining practices and values of inclusion of all groups and individuals, particularly those who have been disadvantaged and excluded. The College aims to forever change the way access and opportunity are provided to underserved groups and to create a community built on the values of inclusion, diversity, and equity, while fostering a community grounded in justice, civility, and respect. The College is committed to providing a range of opportunities for its community to learn about how individual contributions to diversity and inclusion strengthen the learning and working environment for all.

Definitions have consequences—particularly when the stakes are high. And the stakes cannot be higher than when we are discussing, establishing, and evaluating the essential values on which members of the SUNY New Paltz (SUNY NP) community seek to build a responsive and responsible institution of higher learning for the twenty-first century. The following report describes our current practices and future plans and goals related to diversity and inclusion. “Diversity,” for the SUNY Board of Trustees and for the local SUNY NP community, connotes a wide array of collective and individual differences including, but not limited to, race, ethnicity, national origin, religious belief, sexual orientation, gender, gender identity or gender expression, age, viewpoint and perspective, socioeconomic status, physical and mental disability, military experience, and transfer and international status. This definition recognizes that all individuals embody differing sets of characteristics, group memberships, and particular histories. “Inclusion,” as defined by the Association of American Colleges and Universities is “the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions” (AAC&U, *Making Excellence Inclusive*, 2009, page 3).

Identifying and addressing the myriad and complex issues facing our society and the world demand an educated citizenry, as does sustaining a vital economy and our democratic way of life. To meet the future educational needs of our nation—with its rapid and dramatic demographic change—and the world, institutions of higher learning must be more effective at

educating a broader swath of our citizens than we have in the past. We must provide more opportunities and paths to success for all individuals, especially those who have historically been underrepresented or underserved by U.S. higher education. We must develop intellectual capacities and talents in all individuals, across all dimensions of diversity noted above, to reach these goals. Such considerations represent a core foundation on which this plan for diversity, equity, and inclusion is based.

Diversity and inclusion are the stuff of social roles and group identities. The interplay of roles and identities embraced by our campus community members create shifts in marginalized statuses, dependent on contextual factors and environmental settings. Consistently practicing cultural competency and respect for individual and collective differences while valuing and acknowledging the unique skills and experiences of each community member is an integral feature of our campus culture. Building diversity, equity, and inclusion is a continuous contribution towards creating a more relevant and valuable institution.

The College adheres to an active and ongoing structure supporting the cultivation of equity and inclusion. It prioritizes providing all students, staff, faculty, and administrators with equitable opportunities for success and a full sense of belonging on campus. To that end, engagement and exploration will be fostered through sustained community education about historical and contemporary inequities that have led to, and continue to support, systemic marginalization of particular groups. The campus community must help guide the College in its practices, policies, and procedures to create opportunities for education, support, and change that are needed to foster diversity, equity, and inclusion in the present. The College is also committed to continually using rigorous metrics to evaluate the effectiveness of its practices and programs.

SUNY NP is committed to supporting intellectual and viewpoint diversity (including political diversity) in our efforts to diversify both the faculty and the curriculum. This is largely based on the premise that students should encounter a range of viewpoints in the classroom, just as they will encounter such a range of viewpoints after they graduate. Fulfilling this commitment also contributes to creating a welcoming learning environment for students of diverse views and backgrounds.

The College is committed to a range of practices and programs that will foster the ends of equitable inclusion and diversity. The college will, for example:

- Recruit and retain diverse faculty, staff, and administrators;
- Recruit and retain a diverse student body;
- Foster open and effective dialogue between all members and units in the Campus; Community, while developing an awareness of our potential unconscious biases;
- Consciously provide members with strategic, educational, and experiential opportunities for cultural competency and inclusive leadership skill development;
- Support individual members of our community in their efforts to advocate for public policy changes that advance social inclusion and cultural understanding;
- Promote intercultural and international interaction, campus programming, community activities, campus spaces, and co-curricular experiences;
- Engage with diverse alumni to support diversity and inclusion on campus, while supporting their success and involvement.

Campus Diversity and Inclusiveness

Inventory and Overview

Any inventory of diversity and inclusion data and programs must take account of the dilemmas of clearly defining relevant populations and appropriately characterizing practices and activities. There are numerous pitfalls in counting groups and assigning membership in them. For example, a student who identifies as mixed-race during the admissions process might, through experiences at the College, decide to identify as African American by senior year. Or a student who identifies as heterosexual in freshman year might come out as lesbian or gay in sophomore year. We also run into socio-historical problems of defining what groups can be identified as underrepresented, underserved, or excluded. SUNY NP now has more students who identify as female than male. Yet we would be extremely reluctant, due to this changing demographic, to remove women from the category of a traditionally underrepresented group.

That said, SUNY New Paltz has established a solid foundation on which the College is building a diverse collegiate community. Enrolled students from underrepresented groups make up a significant portion of the student body. They accounted for 38 percent of enrolled students in 2015 (the latest year for which we have data), and this number has consistently remained above 20 percent for the last 30 years. Several interdisciplinary majors— such as Asian Studies; Black Studies; Latin American Studies; and Women, Gender, and Sexuality Studies—provide a wide array of courses and programming that further diversity and inclusion. Other academic departments and administrative units provide an array of content and events, from individual course curricula to well-established support programs to special events that foster greater diversity and inclusion in the College community. This work begins at the very earliest stages of a student’s experience at New Paltz in recruitment practices of Admissions, the Educational Opportunity Program (EOP), and the Scholars Mentorship Program (SMP).

The Admissions Department pays close attention to trends that affect the College’s recruitment area. Admissions personnel have, for example, taken account of changing demographics in the Hudson Valley, New York City and Long Island that reveal the growing Latino¹ population of the Hudson Valley and three of the five NYC boroughs, the increasing number of Latino high school graduates, and the growing preference of African American students to enroll at Historically Black Colleges and Universities. These changes are reflected in the balance Admissions tries to achieve with the College’s newly enrolled transfer and freshman populations. A newly hired admissions staff member is dedicated to recruiting in the NYC boroughs.

The Admissions Department works closely with the office of Communication and Marketing to ensure that our recruitment publications and website represent the diversity of the campus. Undergraduate Admissions staff are trained to answer questions from prospective students and

¹ Throughout this document the Task Force refers to Spanish-heritage, Puerto Rican, Dominican, Central American, and South American populations as “Latino,” following current socially, politically, and academically accepted practice. However, in those places where the report refers to data collected under the auspices of the Federal Government, we follow Federal Government usage which is “Hispanic/Latino.”

their families about diversity and inclusion and refer them to the appropriate offices. Questions might include aspects of the community such as services for students with disabilities, student groups for religious affiliations and sexual orientation, and living learning communities.

EOP at New Paltz recruits and serves students traditionally underrepresented in higher education. Every aspect of EOP is designed to support the success of those students beginning with recruitment. During the prospective student Open House every fall, EOP Peer Leaders and Mentors join advisors and staff to present the program and educate prospective students about the application process. Throughout the year, every high school tour that comes to New Paltz has an EOP Advisor provide an overview of the program, eligibility guidelines and application process. Additionally, EOP students and alumni schedule tours from their high schools, church groups, and community organizations to bring under-represented students on campus visits. EOP at New Paltz also strives to build strong transfer programs with local community colleges to ease the process and recruit EOP students from those campuses. Finally, once engaged in the admissions process with EOP at New Paltz, comprehensive outreach and support is provided through the Student Ambassadors who communicate extensively with applicants to answer questions, talk about concerns, and acclimate them to campus culture. These are a small sampling of the ways EOP at New Paltz recruits and supports the inclusion of more than 550 traditionally under-represented students as they begin their career in higher education. Myriad other supports and resources are provided once those students are a part of the campus community to ensure they have access to success.

The Scholars Mentor Program, a networking initiative for talented and high-achieving general-admission students of color, engages student support in the recruitment process. SMP volunteers join forces with the Office of Undergraduate Admissions in a calling campaign to reach out to newly accepted students of color from the five boroughs in New York City. Accepted students can learn what it's like to be a New Paltz student by asking questions about campus life, campus culture, majors, extra-curricular activities and college life in general.

Once students enroll and arrive on campus, constant commitment to the enrollment of underrepresented groups is evidenced further by initiatives undertaken by various units and departments. The Theatre Department, for example, has increased its appeal to students and potential hires of underrepresented racial and gender groups by implementing a variety of innovative practices. They have adjusted the musicals and plays that are produced and/or the casting policy to make sure there are opportunities for multicultural/multiracial and sometimes gender-blind casts. They bring in guest artists, hold master classes, and stage visiting productions that point toward their commitment to diversity and inclusion. The Department also makes sure always to include students both in staffing Open House/Accepted Students Day and in greeting prospective students when they come for campus visits. Such practices have made it easier to attract students and faculty from underrepresented groups. Best practices implemented by the Department yielded positive results with the successful hire of new, diverse faculty through the New York State Faculty Diversity Hire program (formally known as a Target of Opportunity Hire).

Another successful and long-running initiative encompasses a series of STEM programs. These include the Alliance for Minority Participation/Collegiate Science and Technology Entry Program (AMP/CSTEP) and the Science and Technology Entry Program (STEP). The STEP program works with local area high schools to increase the number of minority and economically disadvantaged students interested in pursuing STEM degrees and has served in partnership with

Dutchess Community College. The New Paltz AMP/CSTEP program supports racially and economically disadvantaged students pursuing STEM degrees. The program serves approximately eighty students a semester and provides a wide array of services including tutoring, a lending library, summer research experiences, assistance in internship placement, career advising, field trips and academic advising. This program accepts students who did not matriculate through EOP and specifically supports the very fields of study that are most challenging and have the fewest minority students nationwide.

These are only a few examples of the initiatives that the campus uses to encourage faculty, staff, and students in their quest to maintain and foster a diverse collegiate community. Such approaches have had an encouraging effect on SUNY NP students overall. They report, for example, a positive experience of racial and ethnic diversity and harmony, according to quantitative measures. Students responding to the most recent senior survey (2015) report a general sense of satisfaction with their experience here. Responding to their sense of belonging on campus, 69 percent of black or African American student, 82 percent of Hispanic/Latino students, and 74 percent of white students indicated that they were very satisfied or satisfied. . However, differences in response among different groups regarding the racial climate on campus indicate places where further investigation is required. In assessing racial harmony on campus, 32 percent of black or African American, 56 percent of Hispanic/Latino students, and 60 percent of white students selected “very satisfied” or “satisfied.”

Most of the College’s recorded and reported data have been focused on federal government mandates and on traditionally underserved/underrepresented groups, rather than specific campus needs and interests. We have few data regarding gender and gender identification, socioeconomic status, religious affiliation, international students, and other social and cultural characteristics. There also is a dearth of qualitative study about individual and group experiences, particularly when we turn our attention to non-student members of the College community. We have some data for the aggregate numbers of teaching and non-teaching professional faculty, but little for the racial and ethnic array among clerical and maintenance support staff and administration. The studies to which we currently have access also tend to focus on race and ethnicity. It has become apparent to the task force through this planning process that further data are needed to guide our implementation of this plan.

The most significant source of student data is the annual senior survey. The collection of more fine-grained data such as these is essential for further consideration of our practices of diversity and inclusion. More information is available in the senior survey 2015 by race/ethnicity report dated February 1, 2016. There are several surveys administered to students in the spring semesters. They include the Student Opinion Survey (SOS) and the National Survey of Student Engagement (NSSE). In spring 2017 we will participate in a federally mandated Campus Climate Sexual Assault survey.

The inventory below provides a snapshot of various aspects of the Campus’s demographics and programs regarding diversity and inclusion.

- Student Demographics - SUNY New Paltz follows federal guidelines in asking student applicants to self-identify their ethnic/racial group. Note in particular that, in the Fall of 2015 (the date of the College’s most recent data), 38 percent of undergraduates identified as belonging to a nonwhite racial or ethnic group. For graduate students, the number was 21 percent. These percentages both

represented increases over the College's prior two years, which were 31 and 18 percent (respectively) for 2014, and 28 and 16 percent for 2013.

Enrollment by Race/Ethnicity

Race-Ethnicity data as reported to IPEDS

| Undergraduate Degree-Seeking Students | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Race-Ethnicity Categories Reported to IPEDS | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
| American Indian or Alaskan Native | 14 | 9 | 5 | 8 | 11 | 11 | 10 |
| Asian | 192 | 244 | 271 | 257 | 288 | 338 | 375 |
| Asian or Pacific Islander – Legacy | | | | | | | |
| Black or African American | 276 | 326 | 327 | 307 | 323 | 365 | 372 |
| Hispanic/Latino | 601 | 737 | 784 | 820 | 917 | 1007 | 1096 |
| Native Hawaiian or Other Pacific Islander | 9 | 6 | 7 | 7 | 6 | 6 | 7 |
| Non-resident alien* | 202 | 188 | 154 | 134 | 113 | 115 | 133 |
| Multi-racial | 153 | 147 | 148 | 142 | 115 | 124 | 144 |
| Unknown | 1255 | 540 | 494 | 469 | 410 | 292 | 235 |
| White | 3616 | 4204 | 4367 | 4295 | 4214 | 4206 | 4126 |
| Grand Total | 6318 | 6401 | 6559 | 6439 | 6397 | 6464 | 6498 |

| Graduate Degree-Seeking Students | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|------------|------------|
| Race-Ethnicity Categories Reported to IPEDS | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
| American Indian or Alaskan Native | 2 | 3 | 2 | 2 | 2 | 5 | 2 |
| Asian | 24 | 26 | 24 | 19 | 28 | 20 | 24 |
| Asian or Pacific Islander – Legacy | | | | | | | |
| Black or African American | 21 | 23 | 39 | 26 | 21 | 18 | 24 |
| Hispanic/Latino | 42 | 57 | 56 | 63 | 43 | 70 | 91 |
| Multi-racial | 11 | 10 | 16 | 20 | 0 | 12 | 12 |
| Native Hawaiian or Other Pacific Islander | 2 | 1 | 1 | | | 1 | 2 |
| Non-resident alien | 171 | 150 | 139 | 105 | 95 | 204 | 213 |
| Unknown | 206 | 92 | 89 | 81 | 71 | 42 | 41 |
| White | 756 | 777 | 699 | 674 | 668 | 593 | 574 |
| Grand Total | 1235 | 1139 | 1065 | 990 | 928 | 965 | 983 |

- Unfortunately, SUNY NP does not collect data for other groups, relating to, for example, gender identity, sexual orientation, socioeconomic status, and other characteristics. This is because the College currently captures demographics mandated by the federal government which include race, ethnicity (as classified by the federal government), gender (in the biological binary), and veteran status (with information on specific campaign participation).

- Faculty and Staff Demographics – As of December 2, 2015, the total employee count was 1487. Of those, 818 were male and 669 were female; 5 percent identified as black or African American and approximately 7 percent identified as Latino. This information is collected at the time of hire from EEO questions, but at this time no other information is readily collected or available.
- Projected faculty and staff openings due to retirements - The data show that there are 103 faculty and staff—or approximately 7 percent of the employee population (1487)—who have attained the age and years of service to be eligible to retire within the next few years. However, when these individuals will retire is not certain.

The College is home to many examples of campus investment (time, training, and consultations) in social justice, cultural competency, and diversity. There are too many formal and informal efforts across campus supporting a wide range of interest in equity and social justice to compile a comprehensive list in this document. . The following is not intended to be an exhaustive list of programs, initiatives, or educational efforts currently available. Rather, the list provides a sense of the range, commitment, and ongoing effort of individuals, groups, and units in furthering the values of inclusion and diversity.

- **Fair and Impartial Policing (FIP):** This training is designed for police officers to better understand how biases can impact policing, how to be more aware of these biases, and how to ensure that they do not contribute to negative interactions with the public. Lt. Johnny Coxum of University Police Department has become a trainer in teaching the national program of FIP. He is one of only twenty-four trainers across the SUNY UPD system to achieve this training and is tasked with training all members of UPD as well as other police agencies including New Paltz Police Department with whom we have a strong and collaborative relationship.
- **Diversity Webpage:** Our Office of Communication and Marketing, with substantive input from other departments and units, created a webpage (accessible from the homepage) titled “Diversity, Equity, and Inclusion,” to communicate our ongoing commitment to building a diverse, equitable, and inclusive learning community, and to highlight programs and resources that support the success of all students and employees. This site is regarded as a work in progress, and can be a gathering point for many of the resources and information highlighted elsewhere in this plan.
- **Dr. Steven Jones, consultant:** A renowned diversity thought leader and CEO of JONES, a diversity and organizational change consulting firm, Dr. Jones has facilitated numerous professional development workshops for academic department chairs, student leaders, UPD, staff and administrators. His workshops have focused on the development of cultural competency skills necessary for success in a twenty-first-century world. In February of 2016, for example, Dr. Jones facilitated a Town Hall discussion with the campus community on inclusion. He has also provided the college with feedback and recommendations from these discussions.
- **Expansion of EOP Student Numbers:** New Paltz applied for and received funding to increase the EOP program by 100 students above the previous level of 517 students over four years. The College achieved the planned growth of 25 students this year. This funding includes stipend support and salary for an additional EOP advisor.
- **Veteran and Military Services Mentoring Program:** This initiative, begun in 2014, assists student veterans and their families transitioning to campus life by linking them up

with faculty, staff and other students to help them achieve success in academics and integration into campus life. Through this initiative, veteran and military enrollments have grown from about 65 to 230 in two years.

- **Women’s Leadership Career Summit:** This event welcomes numerous successful alumnae and other women leaders to New Paltz to meet with students and interact in a panel discussion. These discussions give students valuable opportunities to speak with successful women in a variety of fields.
- **School of Education’s Annual Multicultural Education Conference:** This conference brings together educators, students, parents, and community members to share ideas, insights and emerging practices regarding race, gender, class, sexual orientation, language, and abilities that enable all students to achieve.
- **Play as You Are:** A campaign under the Department of Athletics, Wellness, and Recreation that includes raising student awareness through educational materials such as videos, and promotional material to promote diversity, inclusion, and acceptance among student-athletes.
- **Annual Turkish Culture Night:** An opportunity for New Paltz’s Turkish students to share and celebrate Turkish culture with their American peers and colleagues through cuisine, music, language, and customs.
- **Let’s Talk About It:** This series originated in 2011 after a series of racial incidents on campus spurred the campus to commit to a day of dialogue and education about race and racial equality. In 2013, a symposium was organized entitled, “Let’s Talk About it- Race, Gender and Identity Symposium.”
- **Conversation One:** Organized by Mark Colvson, Dean of Sojourner Truth Library, for all members of the SUNY New Paltz community, this informal gathering is open to all members of the community who wish to discuss questions of diversity and inclusion, particularly relating to race and ethnicity, in an informal open forum.
- **The Anti-Racist Teaching Group:** Faculty and Staff meet informally once per semester to discuss scholarly works relating to questions of race in academia and society.
- **SUNY New Paltz LGBTQ Allies Program:** This network of faculty, staff, and students is an educational and awareness-building initiative that provides participants with information to understand the experiences and needs of the LGBTQIA+ community and tools to support and/or advocate for the needs of members of the LGBTQIA+ community. Its aim is to promote a safe and inclusive campus.
- **Drescher Awards Program:** The Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program is run through the UUP union and it enhances employment opportunities for people who are preparing for permanent or continuing appointments with preference given to minorities, women, employees with disabilities, or veteran or active-duty military employees. These competitive and limited awards support payment of an employee’s regular salary by the campus, salary for a replacement, and other related expenses for research or study.
- **Several student-led fraternities, sororities, cultural and social clubs** regularly present programming, events, and awareness-building efforts to further the values and practices of inclusion, equity, and diversity.
- **GE III Diversity Graduation Requirement:** A “Diversity” course is a requirement of graduation at SUNY NP. Eligible courses provide students with an understanding of: the historical, political, economic or social experiences of at least one cultural, ethnic, or

historically underrepresented group in the United States; and the perspectives of these groups and an appreciation for the validity of those perspectives, toward the development and institutions of U.S. society. The faculty have identified several specific learning objectives and outcomes of this experience, focused on understanding the perspectives of an underrepresented group, national and global forces that have shaped perspectives about that group, and being able to analyze and synthesize primary sources in the voices of that group.

- **Business Association for Students of Color:** The School of Business (SoB) has, among other programs, established the Business Association for Students of Color (BASC). BASC supports various programming aimed at retention of students of color, including such recent events as a session with SoB alumni, a presentation on how to manage personal finances after graduation, a math tutoring program in which BASC students work with local elementary schools, and a professional attire fashion show.

Due to time constraints in drafting this plan, we have not been able to collect data we believe to be pertinent to fully understanding the *current* student body experience at New Paltz. Several external and well-recognized surveys provide insight into national and state trends on these issues, and some are refining their instruments to specifically address issues of inclusion and diversity. The college may consider participating in these expanded survey tools as they become available.

It is understood that there are efforts at the SUNY System level to develop a climate survey, specifically addressing issues of inclusion. The goal is to have a standardized tool by which to gather data across the various SUNY institutions. The timing of this tool is uncertain and unless SUNY can confirm that it will furnish the survey by the end of the current Fall 2016 semester, the Task Force recommends that administration explore reputable climate surveys and develop a plan to acquire and administer one no later than spring 2017. Data from a comprehensive climate survey is essential for the future New Paltz Inclusion and Diversity council (which the current Task Force is to create) so that they have information on which to base programming, education, resource allocation, and prioritization of efforts for the next academic year.

While we believe that there is much existing data pertaining to the student body, additional and more-comprehensive data about diversity and inclusion must be collected and analyzed regarding the campus community at large. Moreover, such data must collect sensitive, engaging, informed, and effective responses that speak to *actual* rather than *perceived* needs.

Resources used in compiling this chapter:

2015 SUNY-NP Student Opinion Survey:

<http://www.newpaltz.edu/media/institutional-research/SUNY%20SOS%202015%20Summary%20Report%20-%202938%20New%20Paltz.pdf>

[Fall 2015 Student Profile](#)

<http://www.newpaltz.edu/media/institutional-research/Fall%202015%20FINAL.pdf>

Fall 2014 Student Profile

http://www.newpaltz.edu/oir/student_profile_fall_2014_final.pdf

2014 National Survey of Student Engagement “Snapshot”

[http://www.newpaltz.edu/media/institutional-research/NSSE14%20Snapshot%20\(New%20Paltz\).pdf](http://www.newpaltz.edu/media/institutional-research/NSSE14%20Snapshot%20(New%20Paltz).pdf)

2015-2016 Common Data Set for SUNY New Paltz Students

http://www.newpaltz.edu/media/institutional-research/CDS_2015-2016.pdf

SUNY New Paltz Current Enrollment by Race/Ethnicity

<http://www.newpaltz.edu/media/institutional-research/Table%201.4%20Enrollment%20by%20Race-Ethnicity.pdf>

Retention and Graduation Rate of First-Year SUNY New Paltz Students 2000-2014

http://www.newpaltz.edu/media/institutional-research/ret_grad.pdf

National Association of Diversity Officers in Higher Education Website
NADOHE.org

University of Minnesota Website – Equity and Diversity Vision Framework located at:
<https://diversity.umn.edu/sites/default/files/U%20of%20MN%2C%20Equity%20and%20Diversity%20Vision%20Framework-5.pdf>

2015 Senior Survey by Race/Ethnicity

CHAPTER 3

Diversity and Inclusion Goals

The relationship between goal-setting and data-collection is dialectical. The collection of more fine-tuned data allows for establishing clearer goals; clearer goals direct the collection of more fine-tuned data. Assessing the state of diversity and inclusion on our campus is a work in progress. Current data can be used to address aspects of the racial and ethnic demographics of our students, faculty, and staff. However, attitudes, climate, training, and practices related to various aspects of diversity and inclusion (i.e., race, ethnicity, gender/biological sex, LGBTQIA+ issues, socio-economic status [SES], religion, and disability) have not been comprehensively assessed. Such assessment must be undertaken before a final set of goals can be established.

Nonetheless, some specific goals can be set out here. Based on currently available information and the relevant categories of diversity and inclusion important to all campus communities, we can outline several broad sets of goals. These sets include 1) Faculty and Staff Demographics, 2) Retention and Graduation Rates of Undergraduate and Graduate Populations, and 3) Enhancing the Campus Climate and Community Relations.

Before considering these goal sets, however, a word of caution: Talk of diversity can too often devolve into a mere counting of numbers. We must remain acutely aware of the numbers of members of different groups to ensure that we create a diverse campus community. Should we go about setting target numbers for diversity? What numbers constitute equity across the board? Do we aim for numerical representation of groups based on current population of the entire US? New York State as a whole? Or the Hudson River Valley? Do we weight these numbers according to a calculus of past exclusion? Or of contemporary struggles? Or of economic status? Or according to what we deem to be the best “academic fit” for our curricular values? Or some balance of such factors? To focus on diversity separate from inclusion leads us into a maze of quantitative conundrums that may hide the essential underlying changes we need to make to ensure inclusion and equity across the board. We affirm that, if we establish a firm foundation of inclusion and equity, we will be able to achieve and sustain our diversity goals.

Ideals of inclusion are rooted in the values the College adopts as its guiding principles. Our central value in contemplating our inclusion goals is that of equity. Equity can, at first blush, sound like a rather simple goal: the College strives to have all of its community members be successful and to feel welcome, respected, and accepted. But historical circumstances and contemporary struggles over social and political power can greatly complicate the goal of equity. Inclusion deteriorates into a mockery of itself if we allow one group or narrow set of groups to take command of defining the devices of belonging. Inclusion of this sort is a collusion of privilege that pompously admits only token others. The College must thus nurture practices that address a wide and complex array of social differences without favoring any particular group(s). This will require some work beyond considering structural barriers to equity. The College must

focus as much on relational and situational circumstances in which different members of the community may be “one up” in this moment and “one down” in another.

To create an inclusive community, the College will have to develop programs and practices that enable all members of the community to see others as individuals, not merely as members of a particular group. We all encompass an array of characteristics that admit of privilege in some circumstances, but potential disadvantage in others. Inclusion, done properly, allows individuals to see differences as assets. It then encourages community members to join with others rather than to judge and exclude them. The overarching goal of the College, then, will be to inspire all its members to develop the skills and confidence to join in building community with the increasingly global and diverse world beyond the university’s classrooms, residence halls, departments, offices, and workplaces.

1. Faculty, Staff, and Administrative Demographics

- a. Ultimately, a full accounting of the racial/cultural diversity of our faculty, staff, and administrators is required to determine the current levels of diversity and inclusion on our campus. This assessment would be specifically aimed at understanding our need to develop diversity and inclusion within our faculty and staff as well as developing strategies and plans to recruit and retain all faculty and staff members.
- b. Initial Goal: Increase faculty, staff, and administrators from underrepresented and underserved groups by 5 percent by 2020, through implementing a comprehensive recruitment and retention plan that takes into account the needs of these specific populations.
- c. Future Goal: Develop comprehensive recruitment and retention programs to increase the number/percentage of underrepresented and underserved faculty, staff, and administrators on our campus, better reflecting SUNY New Paltz’s commitment to diversity and inclusion, the diversity in our student body, and the diversity of the Hudson Valley and New York

2. Collection of Data on Applicants to SUNY New Paltz

- a. Much of the data we collect lacks a proper context because we give primary consideration to information gathered only from *current* students.
- b. Initial Goals:
 - i. Collect more extensive data from *applicants* to evaluate how our admissions process affects the establishment of a diverse student body; extend analysis and use of these data to inform decision making.
 - ii. Analyze the data in comparison with other similar institutions and national trends.

3. Enrollment, Retention, and Graduation of Undergraduate Populations

- a. Initial Goals for Recruiting and Retaining African American Undergraduate Students:
 - i. Understand the factors that contributed to the downward trend in the number of African American students enrolled at SUNY NP from 2000 to a low in 2009, and that have accounted for the 35 percent increase from 2009 to 2015, so that we can continue and amplify the latter trend.

CASE: In 2000, 128 new first-year and transfer African-American students enrolled at SUNY NP, numbers that have grown since 2009 to 112-115 in 2013-2015. Total enrollment of African American students steadily decreased from 424 in 2002 to 276 in 2009, increasing since then to 372 in 2015.

- ii. Increase the four-year graduation rate of African American students. Strategies identified in the SUNY NP Performance Improvement Plan focus on increasing retention and graduation rates for all students, and on reducing achievement gaps between white and historically underrepresented students. Current efforts include a focus on increasing 2nd to 3rd year retention as a driver of increasing graduation rates.

CASE: The retention rate from first to fourth year has improved dramatically from 25.6 percent in 2001 to 48.1 percent in 2014.

Nonetheless it continues to be low and is an issue requiring specific attention.

- iii. Continue to develop comprehensive recruitment and retention programs to increase the number/percentage of academically qualified African American undergraduate students to reflect SUNY New Paltz's commitment to diversity and inclusion.

b. Initial Goals for Recruiting and Retaining Latino Undergraduate Students:

Maintain current comprehensive recruitment and retention programs to ensure that the percentage of Latino students at SUNY NP continues to grow and at least mirrors their numbers in the College's recruitment areas.

CASE: There has been an upward trend in enrollment of new first-year and transfer Latino students, from 138 in 2000 to 312 in 2014, 347 in fall 2015, and 378 in 2016. Overall, the 1st to 4th year retention rate has increased from 60 percent in 2000 to 74.1 percent in 2012. The four-year graduation rate has increased as well from 17 percent in 2000 to 42.3 percent in 2011. Total enrollment for Latino undergraduate students has steadily increased from 536 in 2002 to 1096 in 2015.

c. Initial Goal for Conceptualizing Who Is Meant by "African American" and "Latino."

Disaggregate the numbers for considering who among the African and Latin American student populations is actually attending and graduating from SUNY NP.

CASE: The numerical changes for African American and Latino students noted above reflect current demographic patterns. However, these two groups both contain distinct internal differences that the College would do well to recognize. Such recognition may not result in any particular policy changes, but we can't know about this until we have adequately investigated the question. To get a more accurate picture of these two groups, the numbers for both should be disaggregated. This would show differences similar to both groups (i.e., race, SES, first generation college student, etc.) and differences distinct to each group separately: How many African American students are actually of West Indian descent, recent African

immigrant, or other situation? How many Latinos are of Central American, Southwest US, Caribbean (or even Puerto Rican as opposed to Dominican), or South American descent?

4. Enrollment, Retention, and Graduation of Graduate Populations

- a. **CONTEXT:** SUNY NP has experienced a decline in graduate student enrollment from 1,466 students in 2002 to 983 students in 2015.
- b. **Initial Goal for Recruiting and Retaining African American Graduate Students:**
Develop comprehensive recruitment programs to increase the number/percentage of African American graduate students to reflect SUNY New Paltz's commitment to diversity and inclusion.
CASE: African American graduate-student enrollment has ranged from a low of 22 (in 2003 and 2007) to a high of 39 in 2011 to the current 24 in 2015. Currently, African American graduate students account for only 2.44 percent of the graduate school population.
- c. **Initial Goal for Recruiting and Retaining Latino Graduate Students:**
Develop comprehensive recruitment programs to continue increasing the number/percentage of Latino graduate students to reflect SUNY New Paltz's commitment to diversity and inclusion.
CASE: The number of Latino graduate students enrolled in SUNY NP's graduate programs has trended upward since 2002. The percentage has risen from its lowest point 34 (2.8 percent) in 2007 to the current high of 91 (9.3 percent) in 2015.
- d. **Future Goal**
Evaluate graduate program offerings to determine their match with goals and needs of prospective graduate students, including students of color.

5. Perceptions About EOP Students

- a. **Initial Goal for Improving Perceptions About EOP Students Among Other Students, and Among Faculty and Staff**
 - i. Collect data on campus-wide perceptions of the EOP Program and its students.
 - ii. Develop programs to counter widely held mistaken perception that EOP admission is race-based.
CASE: EOP is in fact geared toward enabling students from academically and economically disadvantaged backgrounds, regardless of ethnic or racial identity, to attend the College. Admission into EOP should be characterized in positive terms, highlighting the student's courage and commitment to gaining a university education.

6. Enrollment, Retention, and Inclusion Goals for Students with Disabilities

- a. **Initial Goals for Recruiting and Retaining Students with Disabilities:**
 - i. Increase community awareness of Americans with Disabilities Act rules and regulations.

- ii. Fully support and authorize the Disabilities Resource Center and the Psychological Counseling Center to advocate for and provide services to students with disabilities.
 - iii. Educate faculty, staff, and students about the needs, rights, and challenges faced by students with disabilities, including providing faculty training on how to adjust curriculum and teaching strategies and techniques to serve their educational needs.
- b. Future Goal:
- Build a campus atmosphere of inclusion and acceptance of disabilities as a normal aspect of human variability and diversity.

7. Develop alternative and informal methods of recruitment

- a. Future Goals:
- i. Develop tutoring, mentoring, and alternative educational programs with local high schools to prepare students of underrepresented and underserved groups for a collegiate education. Potential outcomes would be to:
 - 1. Improve their academic skills.
 - 2. Build their interest in collegiate education.
 - 3. Increase their confidence in success in an institution of higher learning.
 - 4. Identify potential admissions recruits.
 - ii. Develop educational outreach programs to provide alternatives to high school education that would prepare at-risk students for a collegiate education.
 - iii. Establish informal connections through which New Paltz faculty and staff encourage area students to consider attending the College.

8. Enhance the Inclusiveness of the Campus Climate and Community Relations

- a. Initial Goals:
- i. Endeavor to make the SUNY NP Diversity graduation requirement a vibrant and visible component of every student's College experience. The College faculty voted, in Spring 2014, to require all SUNY NP graduates to take a class that significantly addresses issues of diversity in some aspect of American life. The courses used by students to satisfy that requirement demand careful scrutiny.
 - ii. Improve campus climate for all students, faculty and staff by addressing identified challenges as addressed by campus diversity and inclusion assessments.
 - iii. Establish an ongoing Inclusion and Diversity Council made up of the CDO, faculty, staff, students, and community members that will undertake the development, support, execution, and review of projects aimed at achieving the goals articulated in our Mission and Vision Statement.
 - iv. Provide tools and training and encourage faculty to include themes and practices of inclusion in their curriculum design and classroom practice.
- b. Future Goals
- i. Expand and enhance campus diversity and inclusion programming based on needs identified through various campus diversity and inclusion assessments

- ii. Set up structures to promote collaboration and communication across all diversity and inclusion efforts on campus as well as in the surrounding community.
- iii. The Diversity Council will play a major role in the planning, development, implementation, and assessment of the majority of diversity initiatives on campus.

Additionally, the Diversity Council will annually assess the state of campus diversity and inclusion and recommend relevant and appropriate changes to programming and goals to ensure the ongoing utility and value of the plan.

- iv. Further develop interdisciplinary programs as a means for furthering the values and practices of inclusion and diversity as well as achieving other academic goals.
 - Investigate the development of an organizational structure to support and develop interdisciplinary work, including the formation of an American Studies Program, the establishment of team-taught courses, and other innovative cross-unit academic and curricular relationships.
- v. Increase communication and camaraderie among the faculty as a whole. Too often the faculty itself is fragmented by the multi-school structure of the College (with six different schools) and often atomized into individual departments. This structure thwarts diversity and inclusion initiatives, both formal (team-teaching, for example) and informal (discussion of writing across the curriculum, for example).
- vi. Develop practices of “social judo”—that is, methods for self-empowerment even in moments of stress. We must, of course, work to protect all community members from discrimination and abuse. But we should also develop programs and practices to enable them to build skills and competencies that can be used to effectively confront or manage difficult situations. We can assist our students and employees to become courageous in the face of adversity; to take the initiative to resolve tense interactions; to respond positively to volatile situations and build toward greater understanding and inclusiveness.

CHAPTER 4

Diversity and Inclusion Planning Strategies and Implementation Tactics

The goals articulated in Chapter 3 will have no effect without being embodied in actions. The College is determined to transform its values of diversity, inclusion, and equity into concrete and sustainable programs and practices. We must be mindful, however, about the ensuing demands and expectations placed on the Chief Diversity Officer, her small administrative staff, and a single Inclusion and Diversity Council to achieve too much too fast. We have a spark. But it will take much time and effort to fan it into the consistent, molten heat required to forge a diverse and inclusive community. Success, in the end, will require collective effort by all members of our community, and must involve some long-term as well as short-term action. The Diversity and Inclusion Task Force has, in wide discussion with the campus community, developed specific programs, practices, and initiatives for the College and its members to consider. But devising specific, actionable, and integrated plans will require careful thought and astute implementation.

This stage of planning and implementation will be left to the successor to the Task Force: the Inclusion and Diversity Council. The first project of the IDC will be to augment the list below with action plans for developing practices of inclusion. These practices are more difficult to develop because they rely on human perceptions and are often beset by individuals' unconscious biases and by barriers of social and political difference. Changing the representation of numbers of individuals from underserved and underrepresented groups is one thing, facilitating changes of hearts and minds is quite another. The second project of the IDC will be to set these plans in priority order and to create coherent links among them to enable efficient use of resources, energies, and concentration.

The College's SUNY Excels Performance Improvement [Plan](#), submitted and approved in 2015, outlines specific goals and priorities to improve graduation rates, reduce achievement gaps, improve cultural competency education, and other efforts that align with and support many of the goals and priorities of this Diversity and Inclusion Plan. The College's Strategic Planning Council is attentive to the closely aligned goals of the Performance Improvement Plan and the SUNY NP Strategic Plan. As the College refines and implements the Diversity and Inclusion Plan, it is important that every effort is made to integrate and coordinate these different planning efforts.

Programs, Practices, and Initiatives for Achieving the College's Goals of Diversity, Inclusion, and Equity

More Robust Collection of Data

- *Develop a quantitative student survey*, more detailed than those currently in use, to gauge student attitudes and feelings about the broad range of issues relating to diversity and inclusion, particularly as these relate to underserved and underrepresented groups on campus. We need more data regarding the experiences of LGBTQIA+, mixed-race, disabled, veteran, low SES, and other students of underrepresented and underserved groups—as well as data regarding the attitudes of students toward those groups with which they do not identify.
- *Develop qualitative student surveys* that access specific student experiences and feelings. These surveys could include different types of instruments, from formal focus groups to the collection of ethnographies and oral histories. Such qualitative data would enable the College to develop fine-grained analyses of the campus climate while also providing powerful stories for use in promotional and curricular materials. One advantage of qualitative surveys is that the very process of doing them creates a form of inclusion as students and faculty learn the processes through which ethnographies and oral histories are taken and shared.
- *Develop a quantitative faculty survey* to gauge faculty attitudes and feelings about the broad range of issues relating to diversity and inclusion, particularly as these relate to underserved and underrepresented groups of students and faculty on campus and how inclusion and topics of diversity are or are not included in curriculum and pedagogy.
- *Develop a quantitative staff and administrator survey* to gauge classified and other staff and administrator attitudes and feelings about the broad range of issues relating to diversity and inclusion, particularly as these relate to underserved and underrepresented groups of students and faculty on campus. This might be particularly instructive in exploring the relationship between service employees with low SES and the students they support.
- *Collect data from students who **apply** to SUNY NP* to allow for a greater understanding of the choices potential students make in choosing a college, perhaps expanding use of the Accepted Students Questionnaire survey already used to inform recruitment marketing and other purposes.
- *Survey students who have transferred or dropped out* of the College to ascertain whether issues of diversity or inclusion or exclusion were factors in their decision to leave. Qualitative surveys might be best used here to gain useful data.
- *Encourage Cabinet members to gather information from their deans, chairs, and directors regarding diversity/outreach efforts* that have been developed within their areas so that we can develop and share best practices, successful approaches and knowledgeable local experts who would serve as resources to the community. This inventory of efforts will highlight initiatives that often take place without institutional, campus-wide notice and in some cases provide those efforts a larger landscape in which to flourish and reach different audiences.

Recruitment: Increase Diversity of Students

- *Maintain current programs and practices* (purchasing lists of academically qualified African American and Latino students, providing free bus fare for New York City SES students to visit the College, administrative financial support for meal costs, etc.) *that reach out to students of underserved and underrepresented groups, particularly African American and Latino students.*
- *Initiate new programs that specifically target qualified African American and Latino High School students.*
- *Routinely assess admissions criteria as they relate to recruiting students from diverse populations who can succeed at SUNY NP.*
- *Disaggregate the data to reflect changing demographics among the African American population* to account for the growing presence of Americans of West Indian and recent African descent in the SUNY New Paltz recruitment regions.
- *Disaggregate the data to reflect changing demographics among the Latino population* to account for potential differences among students of Central American, Southwest US, Puerto Rican, Dominican, and South American descent.
- *Develop recruitment appeals to those African American students from the New York City metropolitan area* who choose either CUNY or private institutions, taking particular note of the growing rate of freshman enrollment at Historically Black Colleges and Universities and of the considerations of those students who choose to attend a CUNY school. These appeals could inform the work of the recently hired Admissions recruiter working in these areas.
- *Ascertain, understand, and utilize the specific sociocultural issues and perspectives pertinent to academic success of African American, Latino, as well as international students* and develop strategies and techniques to address these issues within recruitment and retention programs. Such an initiative should specifically address campus culture and climate, classroom instruction, and cultural differences between instructors/staff and students, among other things.
- *Evaluate and improve as warranted both academic support services for all students and the encouragement for students to take advantage of these services.*

Retention of students:

- *Expand programs that have been demonstrated to work* (i.e., EOP, SMP) and use their principles *to develop new programs* that reach students of other underrepresented and underserved groups.
- *Coordinate retention strategies across existing programs* (such as Student Advising, EOP, the Disability Resource Center, and the Center for Student Success). Consider the model established by EOP and build on the work currently being done by the Strategic Planning Council to develop an early warning system for at-risk students.
- *Support the Center for Student Success in its efforts to expand services beyond the current academic assistance model* of peer-to-peer tutoring to include data-informed, collaborative approaches to support the College's diversity and inclusion goals. The "supplemental instruction" initiative in development by the Center is an example.
- *Establish a Retention Committee* to craft a comprehensive, campus-wide retention strategy that links mission, data, resources, and programming into a unified approach. Such programs have shown as much as a 10-percent increase in student retention over four years, particularly among student groups deemed "at-risk."

- *Collect data on the number/percentage of students of color, LGBTQIA+, and women who declare a STEM major and keep track of their progress within those disciplines. The college needs to gather qualitative data on the experiences of historically underrepresented students that lead them to drop out of STEM majors and declare new majors, as well as explore practices that foster retention and success.*
- *Provide more systematic and institutionalized cultural competency programming bringing diverse student populations together. Such programming should be considered both in and out of the classroom.*
- *Establish a liaison between the Inclusion and Diversity Council and the Student Association to encourage changes in the way Student Association allocates funds to develop new programming specifically related to inclusion and diversity.*
- *Explore the benefits and pitfalls of a physical space dedicated as a cultural center, with associated staffing and programming.*
- *Provide tools and best practices to academic advisors that empower them to become points of contact where our ideals of diversity and inclusion can be put into practice.*
- *Promote fun events (e.g., hiking, dance parties, ice cream socials, simulations games, intermural sports) that do not specifically focus on overcoming differences but that organically result in all students interacting. This approach will naturally highlight the vast array of cultures represented on campus. A significant body of research has demonstrated that programming that brings students of different backgrounds and cultural experiences together to struggle toward a common end is highly effective in creating a culture of inclusion. The Student Association and Residence Hall Student Association might play a leadership role in such programming.*
- *Examine the different living arrangements in the Residence Halls. For example, some research argues that diversity is improved when students from different cultural backgrounds live together while others promote putting marginalized groups of students together. There is no reason why the College could not provide both options.*
- *Eliminate barriers to ensure accessibility at events on and off campus, as well as in the classroom (both online and brick-and-mortar). This includes audio, video, and print materials, textbooks, technology, and transportation.*

Increase Diversity of Faculty

- *Develop a culture of diversity and inclusive excellence among the faculty.*
- *Train department members on successful diversity recruitment strategies. Such training should address best practices in inclusive recruitment such as writing position descriptions that speak to skills and experiences that may be transferrable from other work experiences, and advertising and outreach that would invite candidates we may not have traditionally considered.*
- *Take full advantage of the SUNY Faculty Diversity Program and build institutional financial support for diversity hires beyond this limited program.*
- *Consider the efficacy of cluster hires as one approach to increasing the number of faculty from underrepresented groups.*
- *Motivate faculty members to utilize inclusive strategies both in and out of the classroom to better interact with historically marginalized students (e.g., TLC workshops, faculty-led workshops). Establish a clear method for faculty colleagues and the administration to recognize faculty development along these lines. Merely*

offering workshops that draw the “usual crowd” is not adequate to this need. Moreover, education and the building of cultural competency should go beyond PowerPoint presentations to create thoroughly integrated activities and connections among community members. This is a place where teaching circles might provide an organic means toward better classroom practices of diversity and inclusion.

- *Demonstrate the value of diverse and inclusive practices for faculty by including them in criteria and measures of teaching effectiveness in RPT and salary increase reviews, to highlight and reward such work.*
- *Create and institutionalize a mentorship program for all faculty, including LGBTQIA+, faculty of color, faculty with disabilities, and those from economically disadvantaged backgrounds.*
- *Encourage faculty communication across different departments and schools to diminish unproductive segmentation into disciplinary or functional “silos.”*
- *Utilize the skills of different departments to address concerns in others to produce innovative professional connections and educational opportunities.* Some faculty—in, say, Sociology; Black Studies; Women, Gender, and Sexuality Studies; History—can directly address issues of diversity and inclusion in their course materials. But in courses where the content is not directly relatable to such content and practice, there are multiple possibilities. For example, professors can consider how they organize work/study groups to ensure multiple representation along various indices. They can also acknowledge various aspects of the current state of the College. They might, for example, mention programs related to Black Solidarity Day or contemporary events to suggest to students that their studies take place in specific and concrete social circumstances. They can also find analogical ways of considering issues of inclusion and diversity, as when a math professor presents materials on sets or a music teacher discusses theories of harmony and dissonance. There are also historical connections professors in such courses might consider at least briefly. For example, a mathematics professor might consider one of the twentieth-century’s innovators in set theory, Bertrand Russell, who was also an ardent and articulate anti-racist (see, for example, Russell’s essay “On Race Hatred” [1933]). A genetics, evolutionary biology, or chemistry professor might highlight the contributions of Rosalind Franklin to the discovery of the structure of the DNA molecule, which was unrecognized in the 1962 Nobel Prize award to three male scientists. The aim is not to make each class into a consciousness-raising session, but rather, to be conscious of the values and concerns relating each student, staff and faculty member in the New Paltz community and all of us to our surrounding communities.

Enhance the Inclusiveness of the Campus Climate and Community Relations

- *Develop strategies for handling difficult interactions.* While the theory of “microaggressions” has its critics, the concept at least draws our attention to the many instances in which individuals unintentionally hurt others. The Inclusion and Diversity Council should establish practices for individuals to develop self-awareness of their actions and words on others, as well as practices for enabling those who are the victims of unconscious bias or cultural insensitivity to respond in productive and illuminating ways.

- *Create programming that brings members of the community into contact with faculty, staff, and students (e.g., One Book One New Paltz).*
- *Increase the awareness of both campus and New Paltz police of the unique circumstances of students and faculty of color and those from low-SES backgrounds.*
- *Continue ongoing programming aimed at preventing racial tension on campus (e.g., Let's Talk About It, town hall meetings), not just in response to crises or incidents.*
- *Continue to build on earlier survey results and steps taken to support transgender students and employees.* Actions to date include: ensuring that new construction and renovations include gender neutral bathrooms; increased education on the use of preferred names and pronouns in classroom and non-classroom settings; providing appropriate housing options as well as other support services. Results of the above surveys will inform important next steps.
- *Consider developing education-in-the-prisons programming so long as it does not detract from our campus mission and does not compete for resources with or interfere with such programming already in place or being designed by area SUNY community colleges.*
- *Create dialogue among various constituents across campus to develop ideas for how best to diversify the campus and to create meaningful programming (e.g., representatives of the Inclusion and Diversity Council could go to Rivera House to talk to LGBTQIA+ students, meet with the LACS Program faculty, WGSS faculty, Black Studies faculty etc. and get their direct input on policy implementation.*
- *Make a New Paltz education available to formerly incarcerated NY residents.* The SUNY Board of Trustees has officially “banned the box” on admission applications that required convicted felons to report their status. SUNY is developing guidelines for procedures for the College to fulfill its responsibility to evaluate backgrounds of convicted felons who request to live in the residence halls, and to advise these individuals out of certain pre-professional programs for which state law bans their certification.
- *Implement programming to make sure that students of color and LGBTQIA+ living off campus have the opportunity to develop respectful relationships with neighbors and all community members.*
- *Establish the Samuel Dorsky Museum of Art's collection as a resource for celebrating diversity and exploring underrepresented communities throughout the history of art, within the Dorsky's stated mission that focuses on collecting and exhibiting Hudson Valley art and artists.*
- *Photographically or by similar means preserve the murals in Shango and College Hall as historic representations of the rich cultural story that continues to resonate with students, particularly students of color; recognizing that if these residence halls are renovated or replaced to meet future student housing needs, it may not be feasible to preserve them in their original form.*
- *Organize campus conversations on the nature of social inequality, racial justice, and other crucial problems that hinder diversity and inclusion.*
- *Develop bibliographies of works on diversity and inclusion for different SUNY New Paltz audiences.* These might include works that curious students could use in addressing their personal practices, or works of pedagogy for professors to use in considering their teaching, or works of theory for anyone interested in topics

spanning from the scholarship and practice of anti-racism, to LGBTQIA+ support, to social class mediation.

- *Purchase or create an online tool that would track registration from individuals or organizations when planning or hosting events related to inclusion.* This tool would provide a central clearing house for all activities, in and out of the classroom, related to inclusion and diversity. It is not intended to be for approval of events but to help connect people and efforts so that there can be better utilization of funding, expertise and greater opportunities for collaboration among intersecting interest and institutional objectives. The success of such a tool would require increased willingness of departments and organizations to provide information about their events than has been the case.

In the end, we must conceptualize inclusion as widely as possible and practice inclusion concurrently with goals of diversity. It cannot simply be framed as a means of including groups from a list of traditionally marginalized populations. Rather, while always keeping diversity as our objective, we must enable all the members of our campus community to learn how to connect with one another, to feel confident in reaching out to one another, and to have the courage to ask questions of one another in uncomfortable situations.

CHAPTER 5

Assessment and Evaluation

The following are recommendations for the assessment and evaluation of State University of New York at New Paltz's Strategic Diversity and Inclusion Plan. Evaluation data may come from existing institutional assessments but care should be taken to ensure they include all of the following data, with the aim of assessing the academic and employment success and the sense of safety, belonging, and engagement of all members of the campus community. These are limited recommendations to ensure the ability of the Inclusion and Diversity Council to amend and construct thoughtful assessment plans as needed.

The recommendations here largely address questions of diversity. They are intended to ensure that we capture the "mosaic" of peoples and groups who together will create a vibrant and benevolent campus culture. The measuring of inclusion, however, is far more difficult. Such measures require the quantification of sometimes difficult-to-capture feelings, memories, and frames. The task of assessing and evaluating our success at creating an inclusive community will require a sophisticated, future analysis.

1. Data should be collected, analyzed and disseminated annually by the Inclusion and Diversity Council. The Council is encouraged to use the results to revise the Diversity and Inclusion Plan as needed.
2. Information to be collected should include:
 - Demographic Information.** Categories that should be included, but not limited to, are below, including relevant recommendations.
 - A. Campus Position
 - a. Student: Transfer, Undergraduate, Graduate, International Students
 - b. Employees: Tenured/Tenure Track Faculty, Staff, Administrators/Directors
 - B. Age
 - C. Race and Ethnicity
 - Ensure option to choose more than one category, also include the option to not choose any.
 - D. These categories may expand upon or differ from federal categories to ensure an accurate representation of the diversity on campus. It should be noted that current federal categories often do not fully encapsulate and reflect the identity of International Students. Collecting and disseminating such data would require unusual care to avoid confusion relative to data conforming to federal specifications.

- E. Gender Identification
Including transgender, intersex, write-in options and option to not identify.
- F. Sexual Orientation
Including LGBTQIA+, write-in options, and option not to identify.
- G. Ability Status
Including physical, learning and psychological abilities.
- H. Religion
Allow the ability to select multiple affiliations and option not to identify.
- I. Financial Hardship
- J. Veteran/Service Member/Dependent
- K. Caregiving
Pregnant, Preschool children, school-aged children, elderly family member, struggling with disability, older children not at home, older children at home.
- L. Citizenship Status
U.S. Citizen, U.S. Citizen – Naturalized, Dual Citizen, Permanent Resident, International, Other
- M. First Generation student

3. Measurement of tangible outcomes of the Section III Diversity and Inclusion Goals.
4. Recommendation that each academic and non-academic department, program, or unit annually assess its contributions to institutional diversity and inclusion goals. The assessment must be submitted to the Dean or Vice-President of the unit and the SUNY NP Inclusion and Diversity Council before the start of the following academic year.
5. Assessment of activities, programs, policies and procedures that celebrate diversity, remove barriers to full engagement with the campus community, in conjunction with the dissemination of these activities across departments and the campus community.

CHAPTER 6

Summative Statement

Our guiding principle is the commitment to diversity through inclusion. That is, if we get inclusion right, we will largely answer the question of diversity. We must, of course, recognize the essential value of monitoring, encouraging, and maintaining diversity. But too much attention to diversity risks leading us into a mosaic strategy of quantification rather than a project of establishing a culture and tradition of empathy, mutual respect, and common vision of valuing all the members of our campus community.

We also firmly believe that in framing our practices of diversity and inclusion, we must go beyond questions of identity to consider how different individuals act in different contexts. A person in one situation may be “one up,” but in another “one down.” For example, a white male professor might be a stalwart advocate of racial justice in the classroom (“one up”), while insensitive to questions of gender equity in the hiring of fellow faculty members (“one down”). We must all be ready to recognize that we have shortcomings to rectify and gifts to offer.

An inclusive community requires us all to challenge ourselves to consider our own shortcomings and to develop the courage to reach out and understand others. Some of this can be accomplished through formal programs. But some of it must come from a renewed commitment to what Martin Luther King called “the Beloved Community.” Our project, then, must be a mutual, determined commitment to embracing human difference, justice, civility, and respect.