

***Equality of Opportunity,
Equity in Outcomes and
Inclusion for All:
Embracing Diversity and
Opportunity as
Core Values of the
SUNY Empire State College Promise***

An Outline

General deadlines for Diversity, Equity and Inclusion action items are listed in parentheses throughout this outline.

President's Office

Hancock, Merodie, President
Mancini, Michael, Chief of Staff

Academic Affairs

Gonyea, Nathan, Interim Dean, School for Graduate Studies
Nettleton, Bridget, Dean of Nursing, School of Nursing
Ntoko, Alfred, Provost and Vice President for Academic Affairs
Arnold, Tai, Interim Vice Provost for Academic Administration
D'Adamo-Weinstein, Lisa, Dean of Academic and Instructional Services
DeCoster, Patrice M., Executive Assistant to the Provost
Dixon, Shelley B., Associate Dean for Academic Services
Mackey, Tom P., Vice Provost for Academic Programs
Shrimpton, Nikki, Dean of Undergraduate Studies
Winn, Sandra, Interim Assistant Vice President for Academic Affairs

Associate Deans

Gedro, Julie, Associate Dean for Business,
Hagenbuch, Brian E., Associate Dean for Science, Mathematics and Technology,
Lawless, John J, Associate Dean for Human Services,
Mullen, Megan, Associate Dean for Humanities,
Rufier, Rosalyn, Interim Associate Dean, School for Graduate Studies
Szymanski, Sharon, Interim Associate Dean, Harry Van Arsdale Jr. Center for Labor Studies
Vander Valk, Frank, Associate Dean for Social and Behavioral Sciences

Administration

Barthelmas, Rick, Associate Vice President for Administration
Keeney, MaryEllen, Associate Vice President for Human Resources and Labor Relations, Office of Human Resources

Advancement

Williams, Walter, Vice President for Advancement, Office of Advancement

Communications and Government Relations

Powers, Mary Caroline, Vice President for Communications and Government Relations, Office of Communications and Government Relations
Henahan, David M., Director of Communications, Office of Communications and Government Relations

Decision Support

Nesler, Mitchell, Vice President for Decision Support, Decision Support

Diversity, Equity and Inclusion

Dawes, Elliott, Chief Diversity Officer for Institutional Equity and Inclusion

Enrollment Management

Steen, Clayton, Vice President for Enrollment Management, Enrollment Management
Leaker, Cathy, Interim Executive Director, Enrollment Management
Sheils, Cathleen, Executive Director, Enrollment Management
Whann, Christopher, Interim Executive Director, Enrollment Management

Information Technology Services

Markham, Christopher, Associate Vice President for Information Technology Services and Deputy CIO, Information Technology Services

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SUNY Empire State College's dedicated faculty and staff use innovative, alternative and flexible approaches to higher education that transform people and communities by providing rigorous programs that connect individuals' unique and diverse lives to their personal learning goals.

SUNY Empire State College Mission Statement¹

- I. Creating a Diversity, Equity and Inclusion Vision Statement, Mission/Program Statement, and Action/Strategic Plan for Empire State College, The State University of New York (SUNY ESC)**
- a. SUNY Empire State College (ESC) has appointed a Chief Diversity Officer for Institutional Equity and Inclusion, Elliott Dawes, who joined the College on September 19, 2016.
 - b. During his first week at SUNY Empire State College, the Chief Diversity Officer was invited to participate in a three-day Leadership Retreat at The Carey Institute for Global Good in Rensselaerville, New York organized by SUNY ESC President Merodie Hancock. The CDO's participation in the President's Leadership Retreat sent a clear message to academic and administrative leaders throughout New York State that the CDO is a member of President Hancock's Leadership Team and will work closely with other senior administrators in the SUNY ESC Office of

¹ SUNY Empire State College Mission - SUNY Empire State College's dedicated faculty and staff use innovative, alternative and flexible approaches to higher education that transform people and communities by providing rigorous programs that connect individuals' unique and diverse lives to their personal learning goals. SUNY Empire State College Commitments - As a community of learners at a public institution, SUNY Empire is committed to: Critical reflective inquiry that encourages active engagement in the local and global community; Promoting social justice and a sustainable world through responsiveness to human and social circumstances; Ensuring a healthy democracy that recognizes and respects diversity in all its forms; Supporting the individual goals of our students in a collaborative mentoring environment; Acknowledging multiple avenues of learning and prior college-level learning through rigorous evaluation; Developing, implementing and assessing new approaches to learning that recognize and adapt to the diverse needs of our learners; Fostering respectful, creative and vibrant learning environments for students, faculty and staff; Supporting the scholarly, creative and professional goals of the college community; Serving students and the public with a high level of courtesy and effectiveness, advocating at the regional, state and national levels for the needs of our students and of higher education; Expanding access to affordable, high-quality educational opportunities through partnerships with employers, unions, government agencies, the armed forces, community organizations and other educational institutions. See generally, <https://www.esc.edu/about/college-mission>

the President and the SUNY ESC administration. (September 2016)

- c. During his first month at SUNY Empire College, the Chief Diversity Officer was invited and encouraged to attend both the SUNY ESC Fall Academic Conference for faculty members and administrators and the Student Academic Conference during which he met hundreds of faculty members, administrators and students from throughout New York State, many of whom agreed to be interviewed and/or participate in focus groups and/or complete surveys in support of the goal of creating a comprehensive SUNY ESC Diversity, Equity and Inclusion Plan by the end of the 2016-2017 academic year. (October 2016)
- d. With significant input from all segments of the SUNY Empire State College community over the course of the 2016-2017 academic year, the Chief Diversity Officer will facilitate the development of a Diversity, Equity, Inclusion and Opportunity Plan subject to the review and approval of President Merodie Hancock. (June 2017)
- e. The CDO will provide administrative support for the College's existing Diversity, Equity and Inclusion efforts including the President's Task Force on Inclusion and Student Success convened in 2015 and led by Nadine V. Wedderburn, Ph.D., Associate Professor/Mentor of Public Affairs, SUNY Empire State College (Schenectady Location) and Christopher A. Whann, Ph.D., Executive Director for Operations (interim) and Associate Professor (on leave), Business, Management and Economics (Metropolitan), and will assist the Task Force in completing its three projects including:
 - i. Measuring the Success of the SUNY ESC Black Male Initiative
 - ii. Assessing the value and impact of Student Relationships and Peer Mentors in improving student academic achievement levels, retention rates and graduation rates and
 - iii. Reviewing completion rates in general education courses (June 2017)
- f. With the cooperation of Dr. Wedderburn and Dr. Whann, the CDO will reach out to a wide-cross section of diverse SUNY ESC students, faculty, staff and administrators to join a College-wide

Advisory Group that will guide the development of the SUNY ESC Diversity, Equity and Inclusion Plan. The composition of the Advisory Group will be subject to the review and approval of SUNY ESC President Dr. Merodie Hancock. (December 2016)

- g. The Diversity, Equity and Inclusion Plan will include but will not be limited to:
 - i. a Mission Statement,
 - ii. a Vision Statement, and
 - iii. an Action/Strategic Plan
- h. To be completed by the end of the 2016-2017 academic year, the SUNY ESC Diversity, Equity and Inclusion Plan, particularly the Vision Statement, Mission/Program Statement and Action/Strategic Plan, will be directly aligned with the College's mission statement and reflect the unique values of SUNY Empire State College as the only nontraditional, open college of the SUNY system, that educates nearly 19,000 students worldwide at eight international sites, more than 35 locations in the state of New York, online, as well as face to face and through a blend of both, at the associate, bachelor's and master's levels. (June 2017)
- i. Throughout the spring 2017 semester, the Chief Diversity Officer will convene a series of focus groups of diverse constituencies at SUNY Empire State College to discuss the development of the SUNY ESC Vision Statement; Mission/Program Statement and Action/Strategic Plan. (spring 2017)
- j. With the cooperation of Dr. Mitchell Nesler, Vice President of Decision Support, SUNY ESC's senior Institutional Research administrator, the CDO will review existing campus climate surveys (December 2016)
- k. Although SUNY ESC has conducted college climate surveys of faculty, staff and administrators, the CDO will focus greater attention on surveying undergraduates and graduate students using the National Survey of Student Engagement and other

survey instruments in preparation for surveying diverse students in spring 2017² (spring 2017)

1. With the cooperation of administrators in the SUNY ESC Office of Decision Support, including Dr. Nesler, SUNY ESC will discuss the importance of understanding diverse students' perspectives and will ultimately develop additional survey instruments and identify NSSE instruments related to the purpose, goals and objectives of the proposed SUNY ESC Diversity, Equity and Inclusion plan. (December 2016)

- m. Throughout the 2016-2017 academic year, the SUNY ESC CDO will conduct interviews of a wide cross-section of SUNY ESC undergraduates, graduate students, faculty, staff, and administrators. (May 2017)

² Launched in 2000, and updated in 2013, the NSSE Survey assesses the extent to which students engage in educational practices associated with high levels of learning and development. Through targeted administration of the NSSE survey, SUNY ESC administrators will be positioned to understand and consider the perspectives of diverse students, particularly first generation students and students from populations that are severely underrepresented in higher education, when implementing the College's diversity, equity and inclusion plan. NSSE collects information in five (5) categories: (1) participation in dozens of educationally purposeful activities; (2) institutional requirements and the challenging nature of coursework; (3) perceptions of the college environment; (4) estimates of educational and personal growth since starting college; and (5) background and demographic information.

II. Assessment of the Current Diversity and College-wide Climate of the SUNY Empire State College Community

- a. Qualitative Data: Focus Groups and Interviews
 - i. Undergraduate Student Focus Groups (January 2017)
 - ii. Graduate Student Focus Groups (February 2017)
 - iii. Staff Focus Groups (March 2017)
 - iv. Faculty Focus Groups (April 2017)
 - v. Administrator Focus Groups (May 2017)
 - vi. Interview with members of diverse SUNY ESC constituencies conducted by CDO (2016-2017 academic year)

- b. Quantitative Data: Surveys
 - i. National Survey of Student Engagement (NSSE) (spring 2017)
 - ii. Staff Surveys (spring 2017)
 - iii. Faculty Surveys (spring 2017)
 - iv. Administrators Surveys (spring 2017)

III. Diversity, Equity and Inclusion Goals

a. Academic Success and Career Development as Diversity, Equity and Inclusion Goals

State University of New York now proposes to create a new non-residential University College with an unqualified commitment to test and experiment with new, flexible and individualized modes of learning, including new approaches.

A Prospectus for a New University College, 1971³

- i. Academic Success and Pre-Professional Preparation
 1. Promoting Academic Support, Individualized Prior Learning Assessment (IPLA) and College Level Examination Program (CLEP) as Diversity, Equity and Inclusion Tools
 - a. As part of the Diversity, Equity and Inclusion plan, the CDO and Advisory Group members will develop plans for the implementation of the following action items including but not limited to:
 - i. Conducting a review (including surveys and focus groups) of SUNY ESC students' (particularly first generation, online and underrepresented students) awareness and understanding of Academic Support services provided by the College (April 2017)
 - ii. Conducting a review of online, first generation and underrepresented students' understanding of IPLA and how to obtain IPLA credit (March 2017)
 - iii. Conducting a review of online, first generation and underrepresented

³ *Prospectus for a New University College: Objectives, Process, Structure, and Establishment*, Albany New York: The State University of New York (1971).

students' understanding of CLEP
(February 2017)

2. Exposing SUNY Empire State College undergraduates and graduate students to graduate and professional school opportunities
 - a. With the cooperation of SUNY ESC career development professionals and dedicated staff, faculty and administrators, throughout the 2016-2017 academic year, the CDO will distribute information widely to all SUNY ESC students about graduate and professional school programs including lists of pipeline programs that are dedicated to diversifying professions including but not limited to business; law; nursing, medicine and the allied health professions; and social work (2016-2017 academic year)

3. Assisting SUNY Empire State College undergraduates and graduate Students in preparing for competitive graduate and professional school application processes, particularly standardized tests including by not limited to the Graduate Record Examination (GRE); GRE subject tests; the Graduate Management Admissions Test (GMAT); the Law School Admissions Test (LSAT); and the Medical College Admissions Test (MCAT)
 - a. Throughout the 2016-2017 academic year, with the cooperation of SUNY ESC career development professionals and dedicated staff, faculty and administrators, the CDO will identify opportunities, including free and low-cost test preparation programs and distribute this information widely to SUNY ESC students generally, particularly students from populations that remain severely underrepresented in the nation's business schools, law schools, medical schools, nursing schools, social work graduate programs and graduate programs generally (2016-2017 academic year)

- b. With the cooperation of SUNY ESC career development professionals and dedicated staff, faculty and administrators, throughout the 2016-2017 academic year, the CDO will develop comprehensive lists of pipeline programs and targeted initiatives for the benefit of SUNY ESC undergraduates and graduate students that are dedicated to:
 - i. diversifying the professions and the professoriate
 - ii. providing people from underrepresented populations with guidance, direction and information about competitive graduate and professional school opportunities (2016-2017 academic year)
4. In an attempt to institutionalize these new practices intended to expose SUNY Empire State College undergraduates and graduate students to graduate and professional school opportunities and prepare them for competitive admissions processes, the CDO will include lists with specific information about free and low cost test preparation programs, pipeline programs and other diversity, equity and inclusion resources in the proposed Diversity, Equity and Inclusion plan (June 2017)

***Mentoring has the potential for humanizing higher education for adults.*⁴**

**Rudolph Alexander Kofi Cain, Ed.D.
Associate Professor, Education and Human Development
and Coordinator, Bedford-Stuyvesant branch (1981)**

- ii. Mentorship as a Diversity, Equity and Inclusion Tool:
Increasing Student Retention and Graduation Rates through
Peer and Group Mentorship Programs
 1. SUNY ESC Office of Academic Affairs (OAA) sponsored
programs and initiatives
 - a. With the cooperation of Thomas P. Mackey,
Ph.D., Vice Provost for Academic Programs
and Lisa D'Adamo-Weinstein, Ph.D., Dean of
Academic and Instructional Services, the CDO
will learn more about and observe the
development of new initiatives sponsored by the
SUNY ESC Office of Academic Affairs that are
designed to increase academic achievement
levels, student retention rates and graduation
rates including but not limited to:
 - i. the reorganization of the director of
academic support group,
 - ii. standardization of learning coaches across
the college,
 - iii. new peer tutoring and course assistant
programs, and
 - iv. the overall reorganization of Academic and
Instructional Services to integrate and
expand instructional design, library
services, disability services, and academic
support.

⁴ Cain, Rudolph, *Critical incidents and critical requirements in mentoring*, Alternative Higher Education, Volume 6, Issue 2, December 1981, p. 126.

- b. Additionally, OAA is expanding both its undergraduate and graduate program development so that students have more program offerings. With the cooperation of Thomas P. Mackey, Ph.D., Vice Provost for Academic Programs and Amanda Mickel, OAA Agency Program Aide, the CDO will learn more about and observe the development of new and existing SUNY ESC undergraduate and graduate programs including but not limited to:
 - i. the undergraduate Allied Health program,
 - ii. SUNY ESC's designation by the US Department of Education as a federal Experimental Site for competency based education by the Department of Education to explore self-paced, competency based learning, and
 - iii. the creation of three (3) credit by evaluation (CBE) courses in Information Technology as well as the development of Prior Learning Assessment (PLA) in a CBE format with the generous support of a SUNY Innovative Instruction technology grant

2. Black Male Initiative (BMI)

- a. The CDO has begun to provide administrative support to the BMI Faculty Advisor and Alumni Mentors/Retention Specialists, including Dr. David Fullard, Mr. Keith Amparado, Mr. Craig Pride, Mr. Dexter Mead and Mr. Jay Marshall, who manage the SUNY ESC BMI program (September 2016) and will work with them to accomplish the following included by not limited to:
 - i. Creating a general proposal (with a detailed budget) for funding to hire a SUNY ESC BMI College-wide Director and up to 10 Alumni Mentors/Retention Specialists (part-time employees or volunteers supported by a generous stipend) (2016-2017)

- ii. Requesting two to three cellphones issued by the College to support the retention work of our two or three Alumni Mentors/Retention Specialists who maintain contact with approximately 300 students each academic year (2016-2017)
- iii. Identifying and providing resources requested by current Alumni Mentors/Retention Specialists that they will need in order to reach and maintain contact with our SUNY ESC students in the targeted populations (2016-2017 academic year)
- iv. Assisting in the development of a theme or themes for the SUNY ESC BMI Academy such as "Pipeline to MSW and DSW graduate programs" or "Pipeline to the FDNY." (2016 to 2017)
- v. Identifying 10 potential funders by the end of the 2016 calendar year.
- vi. Submitting at least 10 proposals to potential funders by the end of the 2016-2017 academic year.
- vii. Investigating the application process for federal Second Chance Act funding to support formerly incarcerated people and people with criminal justice histories. (December 2016)
- viii. Investigating the application process for funding from the SUNY Central Administration Diversity and Inclusion Office and submitting proposals for at least one (preferably two) BMI-related projects by the April 14, 2017 deadline in response to SUNY ODEI's most recent Request for Proposals (April 14, 2017)
- ix. Working with the New York State Mentoring Program, particularly Keith Howard, Director of Training and Capacity Building, to provide mentorship training to all BMI Alumni Mentors/Retention Specialists and students serving as peer

mentors as part of the BMI Group
Mentorship Model. (spring 2017)

3. ESC Reads

- a. With the cooperation of Sophia Mavrogiannis, Director of Academic Support, Harry Van Arsdale Jr. Center for Labor Studies initiative, the CDO will monitor the progress of ESC Reads, a new initiative started by SUNY ESC administrators and mentors that aligns with the College's efforts to create a culture of inclusive excellence by providing diverse students with a common intellectual experience. ESC Reads supports the College's ongoing efforts to increase retention and graduation rates by encouraging student participation and engagement as well as fostering a strong sense of community among students throughout the college. In its inaugural year, ESC Reads has been reading Ta-Nehisi Coates' *Between the World and Me*, with a limited number of free copies, about 250, made available to students. ESC Reads is supported by funds from the Empire State College Foundation.

4. Faculty/Mentor Initiatives and Statewide forums that Engage Students and Build Community – Increasing Retention and Graduation Rates through Student Engagement

- a. With the cooperation of dedicated SUNY ESC faculty and OAA administrators, particularly Rhianna Rogers, PhD., Assistant Professor/Mentor in Cultural Studies and co-convenor of the Interdisciplinary Studies Area of Study, Buffalo-Cheektowaga location, the CDO will learn more about and observe faculty/mentor-sponsored college-wide academic and social programming such as:
 - i. SUNY ESC Statewide Forum on Race, Policing, Violence and Recent Court Decisions -
<http://www.esc.edu/news/releases/2015>

[/race-police-brutality-michael-brown-ferguson-eric-garner-trayvon-martin-equality-civil-rights-court.html](#)

and

- ii. The College Forum on Cultural Diversity and Inclusion -

[http://www.esc.edu/news/around-college/2016/cultural-diversity-and-inclusion-forum-set-to-be-streamed-live.html](#)

5. Student Allies Retention Program (SARP)

- a. With the cooperation of Patricia Myers, Director of Collegewide Student Affairs, the CDO will monitor the development of the Student Allies Retention Program, developed by SUNY ESC undergraduates and recent graduates who are members of the SUNY Empire Student Leadership Institute. A student-initiated retention program, SARP will provide additional layers of support to first-time undergraduates entering SUNY ESC. As with BMI, SARP has the potential of becoming a college-wide peer mentorship program that could raise the College's retention and graduation rates, particularly for students from populations that are severely underrepresented in higher education. (2016-2017 academic year)

6. Exposing SUNY Empire State College undergraduates to External Internship and Student Development Programs and Identifying paid and unpaid internship and residency opportunities for SUNY ESC undergraduates and recent graduates to work in public interest organizations, community-based organizations, and civil rights/human rights organizations

- a. With the cooperation of SUNY ESC career development professionals and dedicated staff, faculty and administrators, throughout the 2016-2017 academic year, the CDO will develop a list of External Internship and Student Development Programs that will be shared with SUNY ESC students generally and underrepresented students particularly including but not limited to:
- i. StreetWise Partners Career Ventures Program - <http://streetwisepartners.org>
 - ii. America Needs You Fellows Program - <https://www.americaneedsyou.org>
 - iii. Congressional Black Caucus Foundation (CBCF)
 - 1. CBCF Pathways to the C-Suite Internship
<http://www.cbcfinc.org/leadership-institute/pathways>
 - 2. CBCF Internship Program - <http://www.cbcfinc.org/internships>
 - 3. CBCF Fellowship Program - <http://www.cbcfinc.org/fellowships/fellowship-eligibility-the-application-process>
 - iv. Congressional Hispanic Caucus Internship Program - <http://chci.org/programs/internships/index.html>
 - 1. For more information about the CHCI Scholar-Intern Program, please visit:
http://chci.org/newsroom/scholar_intern_program/index.html
 - v. The Schomburg Center for Research in Black Culture and the Andrew W. Mellon Foundation has created the Schomburg-Mellon Humanities Summer Institute for Undergraduates interested in Africana Studies - <https://www.nypl.org/help/about->

nypl/fellowships-institutes/schomburg-mellon-humanities-summer-institute

- vi. The National Museum of American History Internship Program, please visit:
<http://americanhistory.si.edu/getinvolved/internship>

- b. The CDO will distribute information about internship opportunities that target students from underrepresented populations and distribute such information widely to all SUNY ESC students. At the end of the 2016-2017 academic year, this information will be posted on the Diversity, Equity and Inclusion section of the College's website and will be updated annually. (2016-2017 academic year)

- iii. Career Development - Educating Diverse Students for the Public Interest by: (1) Creating Pathways to the Human Services and Social Work Professions and (2) Diversifying STEM (Science, Technology, Engineering and Mathematics), Medicine and the Allied Health Professions, particularly Nursing

- 1. Assisting SUNY Empire State College undergraduates and graduate students in preparing for competitive application processes to Master of Social Work (MSW) and Doctor of Social Work (DSW) programs
 - a. The CDO will identify opportunities including free and low-cost Graduate Record Examination (GRE) programs for SUNY ESC undergraduates and graduate students who intend to apply to MSW and DSW programs (December 2017)
 - b. CDO will expose SUNY ESC to regular programming and annual conferences sponsored the National Association of Black Social Workers - 49th Annual NABSW Conference will be held in April 2017 in Maryland - <http://nabsw.org> (December 2017)
 - c. Similarly, the CDO will expose SUNY ESC undergraduates and graduate students to the National Society of Puerto Rican and Hispanic

Social Workers - <http://www.naprsw.org>
(December 2017)

2. Diversifying the applicant pool for SUNY ESC undergraduate and graduate Nursing programs through outreach to community-based and professional organizations with strong ties to populations that are severely underrepresented in the allied health and nursing professions
 - a. To obtain guidance, direction and advice on recruiting students from diverse populations, the CDO will develop a comprehensive list of community-based organizations, public interest and civil rights organizations, and national professional organizations representing people from underrepresented populations such as the National Association of Hispanic Nurses – NAHN - <http://www.nahnnet.org> (December 2017) and Area Health and Education Centers (AHECs) throughout New York State.

b. Implementing Best Practices to Increase Student, Faculty, Staff and Administrator Diversity and Inclusion⁵

i. Throughout the 2016-2017 academic year, the CDO will explore best practices for promoting Student, Faculty, Staff and Administrator Diversity and work with existing SUNY ESC committees to understand and map out the College's obligations under Federal and New York State (NYS) Civil Rights Laws, Regulations, Guidelines and Standards. Additionally, the CDO will explore best practices in promoting college-wide understanding of the importance of utilizing talent from all segments of New York State and the negative consequences of underutilizing large segments of the NYS population

ii. Race and Ethnicity

1. Title VI of the Civil Rights Act of 1964
2. Title VII of the Civil Rights Act of 1964
3. NYS and Local Laws, Regulations and Guidelines

iii. Multigenerational Diversity

1. Age Discrimination Employment Act of 1967
2. NYS and Local Laws, Regulations and Guidelines

iv. Gender Equity

1. Title VI of the Civil Rights Act of 1964
2. Title VII of the Civil Rights Act of 1964
3. Title IX of the Education Amendments of 1972
4. Lilly Ledbetter Fair Pay Act of 2009
5. The Equal Pay Act of 1963
6. The Family and Medical Leave Act of 1993
7. NYS and Local Laws, Regulations and Guidelines

⁵ Although the College's efforts to diversify its faculty, staff/administration and student body continue today, diversity, inclusion and opportunity have been embraced as core values of the SUNY Empire State College promise since the College's inception. See generally, Bonnabeau, Richard, F., *The Promise Continues – Empire State College, The First Twenty-Five Years*, Virginia Beach, Virginia: The Donning Company Publishers (1996) (Reflecting on the work of the first Middle States evaluation team that issued its report in 1974 when SUNY Empire State College was only three years old, historian and SUNY ESC professor Richard E. Bonnabeau observed in his history of the College's early years entitled *The Promise Continues: Empire State College, The First Twenty Five Years* that "[t]he [Middle States] team scolded the College for not meeting its affirmative action goals and urged hiring more women and minority group members into leadership positions."), page 68.

- v. Lesbian, Gay, Bisexual and Transgendered (LGBT) Equality
 - 1. Title IX of the Education Amendments of 1972
 - 2. The New York State Human Rights Law (1945)
 - 3. The New York City Human Rights Law
 - 4. Other local laws, provisions, regulations, guidelines and standards

- vi. People with Invisible and Visible Disabilities
 - 1. Americans with Disabilities Act of 1990
 - 2. Section 504 of the Rehabilitation Act
 - 3. Increasing SUNY ESC Community awareness of the Patient Protection and Affordable Care Act, as amended by the Health Care and Education Reconciliation Act of 2010 (collectively referred to as the “Affordable Care Act”), particularly
 - a. The Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity Act of 2008
 - 4. NYS and Local Laws, Regulations and Guidelines

- vii. Access to Higher Education as a Reentry Tool: Creating pathways to Higher Education for Formerly Incarcerated People and People with Criminal Justice Histories
 - 1. Second Chance Act (2008), Bureau of Justice Assistance, United States Department of Justice (US DOJ)
 - 2. By the end of the 2016-2017 academic year, the CDO will create and begin to implement action items within the College’s Diversity, Equity and Inclusion plan that will promote, support and advance the educational opportunity interests of formerly incarcerated people and people with criminal justice histories including but not limited to:
 - a. Encouraging the SUNY ESC community to provide strong leadership and educate the general public about higher education as a successful reentry strategy for people with criminal justice histories, particularly formerly incarcerated people.
 - b. Advocating for the strengthening of education programs that assist incarcerated people and formerly incarcerated people who aspire to earn

- a high school diploma or prepare for the Test Assessing Secondary Completion (TASC™) examination through a High School Equivalency (HSE) program.
- c. Advocating for the strengthening and funding of higher education reentry programs that enable formerly incarcerated people to make successful transitions to higher education, particularly higher education reentry programs that could be based at SUNY Empire State College.
 - d. Working with all members of the SUNY Empire College community, including the student organization Education for All, to build a wider constituency of support throughout the nation, particularly in New York State and New York City, for higher education reentry programs.
 - e. Supporting programs, practices and policies that provide incarcerated people and people released from incarceration with ongoing and continuous exposure to opportunities at SUNY Empire State College, CUNY, other SUNY colleges and universities, and other higher education institutions
 - f. Developing partnerships with local, state and federal agencies to improve colleges and universities' capacity to reach the targeted population and promote higher education as an important option and reentry strategy.
 - g. Developing partnerships with community-based organizations throughout the New York metropolitan area that serve formerly incarcerated individuals and other people who have been impacted by the criminal justice system.
 - h. Conducting regular reviews of SUNY Empire College offices, policies and practices to ensure that people with criminal justice histories, particularly formerly incarcerated people, are able to easily access campus programs and services.
 - i. Creating a professional development curriculum for administrators, faculty members and staff

designed to expose all college and university personnel to the unique challenges that formerly incarcerated people face as they attempt to access opportunities in higher education.

- j. Contributing to the reduction of incarceration and recidivism rates by working with SUNY ESC student organizations, particularly Education for All, to support ongoing efforts to return higher education opportunities and college degree granting programs to incarcerated people.
- k. Working with the Vice President of Decision Support, Dr. Mitch Nelser, to conduct research on the educational opportunity interests of students in the targeted populations of people with criminal justice histories including formerly incarcerated people.

viii. Veterans

- 1. Uniformed Services Employment and Reemployment Rights Act (USERRA)
- 2. The Servicemen's Readjustment Act of 1944 (G.I. Bill)
- 3. Post 9/11 GI Bill (2009)

ix. Undocumented Students – Dreamers

- 1. Non-resident tuition for state colleges and universities is significantly higher than in-state tuition. In New York, undocumented students are eligible for in-state tuition if they meet the following requirements:
 - a. have attended for at least two years and graduated from an approved New York State high school and apply for attendance at a SUNY, CUNY, state-operated, or community college within five years of receiving a high school diploma, or
 - b. have attended an approved New York State program for General Equivalency Diploma preparation, received a GED issued in New York State, and applied for attendance at a SUNY, CUNY, state-operated, or community college within five years of graduating high school

2. Undocumented students are generally ineligible for state or federal financial aid. Because some undocumented students may qualify for certain private scholarships, the CDO will compile a list of all scholarship programs that accept applications from current and prospective undocumented college students and share that information with the SUNY ESC community and beyond (2016-2017 academic year).

IV. Strategies and Implementation

- a. Diversity Recruitment: Faculty, Staff and Administration – Recruitment
 1. Throughout the 2016-2017 academic year, the CDO will hold a series of meetings, subject to the approval of SUNY ESC President Hancock, with other senior administrators in the SUNY ESC President's Office, SUNY ESC Human Resources professionals and SUNY ESC Decision Support professionals to discuss a wide range of diversity recruitment and retention issues including but not limited to:
 - a. the underrepresentation of African American/Black, Latino/Hispanic, Native American, and Asian American faculty, administrators and staff at SUNY ESC
 - b. retention trends (over the course of the last ten years) of African American/Black, Latino/Hispanic, Native American and Asian American faculty, administrators and staff,
 - c. the faculty, administrator and staff recruitment process including a complete review of search firms hired to assist the College in conducting national searches for SUNY ESC faculty, administrative and staff positions
 - d. a complete review of whether the search firms and consultants hired by the College have a demonstrated history and track record of developing diverse pools of candidates
 - e. a complete review of the diversity of the search firm's staff as well as the diversity of any and all consultants hired to assist in the search process

- f. a complete review of whether the College has considered or hired women and minority-owned search firms and/or businesses (MWBEs), particularly New York State-certified MWBEs, to assist the College in constructing and managing the search process
- g. a complete review of all job announcements issued by SUNY ESC in the last five years and whether there is a uniform process in place that ensures that the advertisements will be widely distributed through national advertising in mainstream publications and education journals as well as publications that reach graduate students, academics, administrators and higher education professionals from particular populations that are underrepresented in higher education including but not limited to:
 - i. American Association of University Professors (AAUP) - <https://www.aaup.org/career-center>
 - ii. American Association of University Women (online and print) (AAUW) - AAUW has both an online and print presence. The print publication is called Outlook. - <http://www.aauw.org>
 - iii. Asian Pacific Americans in Higher Education (APAHE) (online) - <http://apahenational.org>
 - iv. The Black Collegian – IM Diversity – The Black Collegian Online – Diversity Employers (online, print may have been discontinued) - <http://imdiversity.com/channels/eon/the-black-collegian-online> and/or <http://www.diversityemployers.com>

- v. Diverse Issues of Higher Education - <http://diverseeducation.com>
- vi. HBCUConnect.com (higher education website targeting HBCU graduates) - <http://hbcuconnect.com>; <http://hbcuconnect.com/magazine> and <http://hbcuconnect.com/cgi-bin/jobs/rates.cgi?menu=1>
- vii. Higher Education Recruitment Consortium (hercjob.org) - <http://www.hercjobs.org>
- viii. Metro New York & Southern Connecticut HERC - http://www.hercjobs.org/metro_ny_southern_ct
- ix. Upstate New York HERC - http://www.hercjobs.org/upstate_ny
- x. The Journal of Blacks in Higher Education (JBHE) (online) - <https://www.jbhe.com>; NBHE Job Board - <https://www.jbhe.com/jobs> or <https://www.jbhe.com/advertise>
- xi. Tribal College: The Journal of American Indian Higher Education (print and online) <http://www.tribalcollegejournal.org> and the Tribal College Journal Job Board - <http://tribalcollegejournal.org/jobs/category.php?cat=jobs>

h. Finally, with the cooperation of other senior administrators in President's Office, SUNY ESC Human Resources professionals and SUNY ESC Decision Support professionals and the approval of SUNY ESC President Hancock, the CDO will investigate by the end of the 2016-2017 academic year whether College has developed and institutionalized processes that ensure that all job announcements will be distributed widely. In particular, the CDO will assess whether the College utilizes formal and informal networks of associations that represent professionals of color to distribute its job announcements. For example, many SUNY ESC professors and instructors have earned MBAs and law degrees; therefore, SUNY ESC job announcements should be distributed formally and informally through the networks of professional organizations and bar associations that represent diverse groups including but not limited to:

MBA Associations

- i. National Black MBA Association - <http://www.nbmbaa.org>
- ii. National Society of Hispanic MBAs - <https://www.nshmba.org>
- iii. The Ph.D. Project - <http://www.phdproject.org>
- iv. National Gay & Lesbian Chamber of Commerce - <http://www.nglcc.org>
- v. Reaching Out: An Online Community of LGBT MBA students and LGBT MBA Professionals and sponsors of the annual ROMBA Conference - <http://www.reachingoutmba.org>

Bar Associations throughout New York State representing professionals from populations that are underrepresented in the legal profession

- vi. Amistad Long Island Black Bar Association - <http://www.amistadblackbar.org>
- vii. Arab American Bar Association - <http://www.arabamericanbar.org>
- viii. Asian American Bar Association of New York - <http://www.aabany.org>
- ix. Association of Black Women Attorneys - <https://abwanewyork.org>
- x. Black Bar Association of Bronx County – <http://www.networkofbarleaders.org/black-bar-association-of-bronx-county>
- xi. Capital District Black and Hispanic Bar Association - <https://cdbhba.wordpress.com>
- xii. Dominican Bar Association <http://www.dominicanbarassociation.org>
- xiii. Hispanic National Bar Association - New York, Region II - <http://hnba.com>
- xiv. Korean American Lawyers Association of Greater New York - <http://www.kalagny.org>
- xv. Latino Lawyers Association of Queens County - <https://latinolawyers.org>
- xvi. LGBT Bar Association of Greater New York <http://le-gal.org>
- xvii. Long Island Hispanic Bar Association – <http://www.lihba.org>
- xviii. Metropolitan Black Bar Association <https://www.mbbanyc.org>
- xix. Minority Bar Association of Western New York - <https://www.facebook.com/MinorityBarAssociationOfWesternNewYork>
- xx. Minority Corporate Counsel Association – <http://www.mcca.com>
- xxi. Muslim Bar Association of New York – <https://mubany.wildapricot.org>

- xxii. National Bar Association, Region II
<http://www.nationalbar.org>
- xxiii. National Black Prosecutors, Region 7
<http://blackprosecutors.org>
- xxiv. Nigerian Lawyers Association, Inc.
<http://nigerianlawyers.org>
- xxv. The Puerto Rican Bar Association
<http://prbany.com>
- xxvi. Rochester Black Bar Association
<http://rbbalaw.org/new2>
- xxvii. South Asian Bar Association of New York
<http://www.sabany.org>
- xxviii. Westchester Black Bar Association
<http://www.wbbany.org>

b. Diversity Recruitment: Faculty, Staff and Administration – Retention

- i. Throughout the 2016-2017 academic year, the CDO will interview a wide cross-section of SUNY ESC faculty members, staff members and administrators, particularly people from populations that are severely underrepresented in higher education, to examine a wide variety of diversity, equity and inclusion issues including:
 - 1. retention of faculty, staff and administrators from underrepresented populations
 - 2. tenure and promotion processes
 - 3. the status of faculty members/mentors classified as Visiting Professors, Visiting Associate Professors and Visiting Assistant Professors and whether people from populations that are underrepresented in higher education are disproportionately represented in this group of Visiting faculty members/mentors
 - 4. pay equity

c. Diversity Recruitment: Students – Recruitment

- i. Throughout the 2016-2017, the CDO will meet with Dr. Clayton Steen, SUNY ESC Vice President of Enrollment Management, and Enrollment Management Executive Director Cathleen M. Sheils to review: (1) the College's plans for recruiting a diverse student body and increasing enrollment; (2) the accessibility of the College's sites to diverse populations including people of limited economic

means who rely exclusively on public transportation; and (3) outreach to diverse communities throughout New York State.

- ii. Outreach to the New York State Education Department, Native American Education Unit allocates State funding and provides assistance to public school districts that educate Native American children residing on reservations throughout the State. It also administers the New York State Indian Aid program, which provides funding for Native American students attending postsecondary schools - <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/nys-aid-to-native-americans.html>
- iii. Empire State Diversity Honors Scholarship (ESDHS) Program is a scholarship of direct aid to attract and retain undergraduate students to State University of New York campuses who have demonstrated high academic achievement and can demonstrate that they will contribute to the diversity of the student body. The program is for students from a broad range of backgrounds who will contribute to the diversity of the student body in their chosen program or school.
http://system.suny.edu/media/suny/content-assets/documents/diversity/2015-16_ESDHSP-Guidelines.pdf;
https://www.suny.edu/sunypp/documents.cfm?doc_id=569 ; and <https://www.esc.edu/financial-aid/programs-requirements>
- iv. SUNY Graduate Diversity Fellowship Program - The State University of New York sponsors the Graduate Diversity Fellowship Program (GDFP) - https://www.suny.edu/sunypp/documents.cfm?doc_id=570 and <https://www.esc.edu/media/academic-affairs/grad-studies/F-343GS-Diversity-Fellowship-Form.pdf>

- d. Diversity Recruitment: Students – Retention
 - i. See Section III(a)(ii) - Mentorship as a Diversity, Equity and Inclusion Tool: Increasing Student Retention and Graduation Rates through Peer and Group Mentorship Programs, page 12.

- e. Outreach to National, State and Local Public Interest:
 - i. Throughout the 2016-2017 academic year, the CDO will develop strong networks with diverse organizations for Recruitment Purposes and to Raise the profile of SUNY Empire State College as the only open access, nontraditional college in the SUNY system. Outreach with include but will be not limited to:
 1. AALDEF – Asian American Legal Defense and Educational Fund - <http://aaldef.org>
 2. Arab American Association of New York/Arab American Family Support Center - <http://www.aafscny.org>
 3. Aspira of New York: Investing in Latino Youth - <http://www.aspira.org>
 4. Alianza Dominicana Cultural Center - <https://www.facebook.com/ADCC530>
 5. CASES – Center for Alternative Sentencing and Educational Services - <http://www.cases.org>
 6. The College Initiative - <http://johnjayresearch.org/pri/teaching-learning/college-initiative>
 7. Council on American Islamic Relations CAIR-NY - <http://www.cair-ny.org>
 8. Exodus Transitional Community - <http://www.etcny.org>
 9. The Fortune Society - <http://fortunesociety.org>
 10. Gay Men of African Descent - <http://www.gmad.org>
 11. Gay Men’s Health Crisis - <http://www.gmhc.org>
 12. Labor Unions to support the Harry Van Arsdale Jr. Center for Labor Studies
 13. LatinoJustice/PRLDEF - <http://latinojustice.org>
 14. Legal Momentum - <http://www.legalmomentum.org>
 15. Hispanic Federation - <http://hispanicfederation.org>

16. Jewish Board of Family and Children Services - <https://jewishboard.org>
 17. UJA-Federation of New York - <http://www.ujafedny.org>
 18. The Osborne Association - <http://www.osborneny.org>
 19. NAACP LDF - <http://www.naacpldf.org>
 20. New York State NAACP - <http://nysnaacp.org>
 21. New York Urban League - <http://www.nyul.org>
 22. PAMAR – Pan American Musical Art Research, Inc. - <http://www.pamar.org>
- f. Cultivating relationships with Federal, State and Local Agencies, particularly municipal Human Rights Commissions including but not limited to:
- i. City of Yonkers Human Rights Commission
 - ii. Human Rights Commission of Sullivan County
 - iii. New Rochelle Human Rights Commission
 - iv. New York City Commission on Human Rights
 - v. Niagara Falls Human Rights Commission
 - vi. Orange County Human Rights Commission
 - vii. Rockland County Commission on Human Rights
 - viii. Suffolk County Human Rights Commission (SCHRC)
 - ix. Nassau County Commission on Human Rights
 - x. Schenectady Human Rights Commission
 - xi. Syracuse & Onondaga County Human Rights Commission
 - xii. Ulster County Human Rights Commission
 - xiii. Utica Commission on Human Relations
 - xiv. Yonkers County Human Rights Commission (YCHRC)

V. **Assessment, Decision Support and Evaluation**

- a. By December 2017, the CDO will hold a series of meetings with Dr. Mitchell Nesler, Vice President of Decision Support, to fully develop the assessment and evaluation portion of the proposed SUNY Empire State College diversity, equity and inclusion plan, *Equality of Opportunity, Equity in Outcomes and Inclusion for All: Embracing Diversity and Opportunity as Core Values of the SUNY Empire State College Promise*.