Diversity, Equity and Inclusion
Strategic Plan
2016-2021

Submitted by
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Diversity, Equity & Inclusion
The educational experiences at Farmingdale State College (FSC) integrate an appreciation of cultural pluralism, ethics, aesthetics, and diversity that promotes continuous intellectual and personal development.
SECTION 1:  VISION AND MISSION STATEMENT

Vision

Diversity, equity, and inclusion strengthen and invigorate the academic culture by fostering engagement and broadening our understanding of ourselves and others. The educational experiences at Farmingdale State College (FSC) integrate an appreciation of cultural pluralism, ethics, aesthetics, and diversity that promotes continuous intellectual and personal development. Excellence in the modern world requires an education that prepares students for a diverse society, global interconnectedness, and the rapidly changing work environment. An inclusive learning environment builds academic communities of scholarly excellence and social justice while preparing students to contribute to a global economy.

Mission Statement

FSC recognizes and celebrates diversity, equity, and inclusion as foundations for 1) comprehensive recruitment and retention, 2) curriculum development, 3) collaborative governance and administrative planning and leadership, and 4) diverse campus activities and programs. The College cultivates a campus population that reflects the rich diversity of our global society while fostering a climate that provides educational, cultural, and economic opportunity.

Definition of Diversity

According to the SUNY Diversity, Equity, and Inclusion Policy, diversity “can be broadly defined to include all aspects of human difference, including but not limited to, age, disability, race, ethnicity, gender, gender expression and identity, language heritage, learning style, national origin, sexual orientation, religion, socio-economic status, status as a veteran, and world-view.” In addition, FSC includes differences among first-generation students, international students, and students transferring between colleges. This strategic plan aims to improve services and support for the campus community; ensure that SUNY’s student, faculty, and staff populations mirror that of New York State and Long Island; and maintain SUNY’s commitment to a welcoming and inclusive environment.
SECTION 2: EXECUTIVE SUMMARY

From its founding, Farmingdale’s mission has included opportunity and service to all citizens of the region. The changing demographics of Long Island offer opportunities to extend educational programs to minority populations. Presently, the share of minority and underrepresented minority students enrolled at FSC exceeds the regional percentages for Long Island. The College is likely to sustain and probably increase these proportions as the demography of the region changes. FSC’s commitment to underserved populations takes numerous forms, including the Educational Opportunity Program, the Academic Support and Advisement Program, the Educational Opportunity Center, the Academic Student Achievement Program/TRiO Student Support Services, the Liberty Partnership, and the pipeline for enrollment from community colleges and regional high schools with large minority and underserved populations. FSC is the recipient of the Research Aligned Mentorship (RAM) funded by the First in the World FIPSE Grant, from the United States Department of Education.

FSC has long offered a variety of opportunities to an increasingly diverse group of communities on Long Island. The College offers a host of STEM programs that yield outstanding results, achieves consistent improvements in retention and graduation rates to a growing number of minority students, and attains job placement rates of over 90% within six months among its graduates.

Achievements such as these among FSC students are the result of a variety of challenging academic degree programs at the College. As the College develops honors programs, current programs in engineering technology, health, computer science, language, physical and social science, horticulture, visual arts, and other disciplines lead graduates to success in demanding and lucrative professional careers.

This strategic plan identifies four broad goals and multiple means by which they can be reached. The College will build on its many successes in providing opportunity to historically underrepresented populations thereby expanding a diverse and inclusive community of scholars, students, and graduates both on the campus and throughout the region.

Overview

Pipeline Programs: Farmingdale provides an educational pipeline that leads students to college admission through numerous programs, including University in the High School (UHS), STEP, and others. Through the UHS program, which started in 2004, Farmingdale has provided college credit to thousands of high school students. During the 2014-2015 year 5,267 high school students earned college credit in 577 sections of 84 courses offered in 90 high schools. During 2014-2015 the STEP program served 330 middle and high school students. Fifty-five STEP students graduated from high school and 53 of these students enrolled in post-secondary education.
Other programs that provide opportunities for access to college are the STEM Diversity Roundtable and Summit, the Educational Opportunity Program (EOP), the Long Island Educational Opportunity Center (LIEOC), the College Science and Technology Entry Program (CSTEP), the Liberty Partnership, the Smart Scholars Program, the Pathways to Technology Early College High School (P-TECH), and the College Access Challenge. The latter three programs have been funded through a $724,000 grant from the Higher Education Services Corporation (HESC).

- **Diversity within the College:** This strategic plan calls for student diversity to meet or exceed the proportions of minorities in the regional population. The population of the region has experienced rapidly increasing diversity from 16% to 31% over the 20 years leading to 2010 (U.S. Census Data). Currently our enrollment of minority students—approximately 40% overall minority and 28.9% underrepresented minority--makes the Farmingdale campus more racially and ethnically diverse than the population of the region as a whole. The following factors are among those creating this campus demography:
  
  - Four faculty positions have been supported by the SUNY Faculty Diversity Program.
  - Three grants for support of campus programs have been acquired from the Office of Equity, Diversity and Inclusion (ODEI), including the Native American Initiative, the W.E.B. Dubois Faculty Student Research Experience project, and the Social Justice/Diversity Summit. Scholarships totaling $157,000 have been granted to 222 students through the Empire State Diversity Honors Scholarship Program of the SUNY Office of Diversity Equity and Inclusion (ODEI) and matched by our College Foundation.
  - Forty-three percent of the students at FSC are first generation attenders (neither parent has completed some college or less) to whom the college is particularly attentive.
  - Over 190 veterans attend FSC, among the highest number and percentage in SUNY.
  - A large percentage of FSC students are economically disadvantaged students from all categories, and 72% of FSC students work off campus while studying.

- **Internationalization:** In 2012, the Office of International Education and Programs was founded to advance campus internationalization through study abroad, international partnership development and recruiting, and curricular and co-curricular development. The opportunities for FSC students to study abroad have increased through the development of short term faculty-led programs, new scholarship offerings, mobility partnerships, and Fulbright mentoring. Five Farmingdale students have won Fulbright Fellowships over the past five years, which is the highest number among all SUNY technology and comprehensive colleges and is tied with two of the university centers. Several of Farmingdale State College’s faculty members are Fulbright scholars. The number of students participating in Study Abroad has increased to 79 in 2014-2015, up from five in 2010-2011.
While this improvement is encouraging, study abroad still remains out of reach for 90% of students, making it imperative for domestic students to have international experiences closer to home, through interactions with international faculty and students. Classroom interactions and support activities provide opportunities for cultural exchange and awareness. For example, a mentoring program pairing domestic students with international students through facilitated activities helped ease the transition for the newcomers, but also enlightened the domestic students in cultural differences, similarities, and sensitivity.

Enrollment of international students completing degrees has increased from fewer than 40 in 2011 to a high of 180 in 2014-2015 through government partnerships and development of articulation programs with institutions overseas. Retention and graduation rates for these international students has been over 90%.

Recently, the College installed flags from each of the 42 nations from whom which it has had graduates in a ceremony celebrating United Nations Day at the campus’ Ralph Bunche Plaza.

SECTION 3: BASELINE DATA HIGHLIGHTS

Academic Faculty: FSC’s full-time faculty has become appreciably more diverse in recent years. Over the past four years, the share of total minorities on the full-time faculty has increased to 23% and to 10% among underrepresented minorities. The proportion of full-time women faculty members has increased by 4.1 percentage points over four years to approximately 50%. This trend toward increasing diversity among faculty will continue because the College is firmly committed to this goal. Figure 1 below shows the percentage of all minorities among full-time FSC faculty members in 2013; Figure 2 describes the breakdown of various ethnic and racial groups among the 20.3% minority faculty members:

Figure 1: Percentage of All Minority Groups among Full-Time Faculty: Fall 2013
Students: Diversity among the student population at FSC has remained relatively stable over the five-year period from 2011 through 2015, showing consistently greater diversity than that which exists within the Long Island region. Figure 3 below shows the percentage of various groups among the student population, with a gradual increase among all non-white students from approximately 38% to 40%. The greatest increase occurs among Hispanic and Latino students, mirroring the increase in this population within the region.
Retention and Graduation: FSC has set a high priority on increasing retention and graduation rates. In 2014 the College’s first-year retention of first-time, full-time students was 79.1%, which is 8.7 percentage points higher than the technology college sector average. The first-year retention of full-time transfer students was 78.6%, which is 1.8 percentage points higher than the sector average.

FSC’s four-year graduation rates of first-time, full-time baccalaureate-seeking freshmen increased by 15.6 percentage points from 2003 to 2009. The three-year graduation rate of first-time, full-time associate students increased 2.9 percentage points from 2005 to 2011. Four-year graduation rates of transfer students increased from 2005 to 2010 by 10.1 percentage points to 54.5%.

Six-year graduation rates of first-time, full-time baccalaureate students increased by 6.6% over the six years from 2003 through 2009, reaching 49% in 2009. The sector six-year rate was 44.3%, remaining relatively constant.

Figure 4 shows the increase in graduation rates from 2005 through 2009.

Figure 4: Six Year [150%] Graduation Rates
Six year graduation rates among ethnic groups are shown below in Figure 5. In reading these data, however, a number of important considerations must be recognized:

- The data only represent *first-time full-time students*. This is the requirement for inclusion in IPEDS data.

- FSC has a large percentage of students who graduate but do not fit in this category:
  - transfer students
  - part-time students
  - students who have not attended classes in consecutive semesters
  - students who complete their degree in more than six years.

- These graduates, who are ignored in these data, often were highly successful students who advanced through their degree programs following a less traditional path. They often maintained busy career and family schedules with heavy responsibilities in addition to attending college classes.

- Percentages alone which are shown below may be misleading. For example, the graduation rate for Native Americans is 100%. But that represents only one student.

- Similarly, the graduation percentage rate seems much more impressive for female graduates. But the actual number of female FT/FT graduates students is less than half the number of male FT/FT graduates.

- The largest headcount in the data, almost half of the total, represents Unknown, thus making the data less specific.
Figure 5: Graduation Rate by Ethnic and Gender Groups: 2009

Farmingdale State College
Graduation Rates for First Time, Full Time Baccalaureate Level Students - 150% Completion Time (6 years)
2009 Cohort By Ethnicity and Gender

Graduation Rate of First-Time, Full-Time Baccalaureate Students by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Initial Cohort</th>
<th>Grad Rate</th>
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<tr>
<td>Total</td>
<td>312</td>
<td>49%</td>
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<tr>
<td>NRA</td>
<td>3</td>
<td>67%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>19</td>
<td>16%</td>
</tr>
<tr>
<td>Am. Ind/Alaska Native</td>
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<td>100%</td>
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<tr>
<td>Asian</td>
<td>11</td>
<td>73%</td>
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<tr>
<td>Black or African American</td>
<td>22</td>
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<tr>
<td>White</td>
<td>106</td>
<td>57%</td>
</tr>
<tr>
<td>Unknown</td>
<td>150</td>
<td>44%</td>
</tr>
</tbody>
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Graduation Rate of First-Time, Full-Time Baccalaureate Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Initial Cohort</th>
<th>Grad Rate</th>
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<tbody>
<tr>
<td>Male</td>
<td>221</td>
<td>45%</td>
</tr>
<tr>
<td>Female</td>
<td>91</td>
<td>57%</td>
</tr>
</tbody>
</table>
An extensive program to improve the graduation rate is a central component of the College’s Performance Investment Fund (PIP) proposal. The College seeks to attain comparable retention and graduation rates among all demographic groups.

The average total credits earned at graduation for first time (native) baccalaureate students was 132.2 in 2013-2014, 1% lower than five years before. This compares with the technology sector average of 137.1 credits at graduation. Credits earned for a bachelor degree in the technology sector is high compared with the New York State Education Department standard of 120 credits.

Between the 2008-2009 and 2013-2014 academic years, the total number of baccalaureate degrees granted annually increased by 77%, rising to 1,230, an increase of 77% over the five-year period. The total number of degrees granted, both associate’s and bachelor’s, rose to 1,557 in 2013-2014, an increase of 28%, while the number of associate degrees granted over the same period decreased by 38%.

Farmingdale has been a transfer-friendly campus, as evidenced by the number of students transferring from community colleges and other four-year colleges. Approximately half of Farmingdale’s transfer students attended Nassau County Community College or Suffolk County Community College. Assuring seamless transfer is a goal of the College, facilitated by advisement and degree program planning by faculty and staff using Degree Works. Transfer students constitute a growing proportion of new students, enrolled students, and four-year graduates, consistent with the plan to enroll an increasing number of transfer students, especially those who have earned associate degrees.

Figure 6 shows the percentage of transfer students in the fall 2015 semester along with percentages of first-time and continuing or returning students.

**Figure 6: Undergraduate Distribution: Fall 2015**
Veterans: FSC has an Office of Veterans Affairs that serves those who have been members of the United States military and their dependents. In the fall 2016 semester 2% of the FSC student population is registered with this office.

Students with Disabilities: Students who have indicated to the Office of Disabilities Support Services that they have a disability represent a small but growing population. In the fall 2016 semester, 311 students, 4% of the population, self-identified as requiring disability services.

SECTION 4: GOALS AND STRATEGIES

Diversity is threaded among the goals and strategies of Farmingdale State College.

GOAL 1: Continue comprehensive recruitment and retention among students, academic faculty, professional staff, classified staff, and administration.

STRATEGIES

Students
- Advocate for change in state educational policies in order to ensure that all high school graduates are college and career ready.
- Increase opportunities for talented K-12 and community college students to participate in FSC programs that strengthen their candidacy for undergraduate enrollment, summer programs, pre-collegiate academics, and faculty guided research.
- Take steps to retain women and underrepresented minority students.
- Develop and support programs to improve the retention and graduate rates of underrepresented minority students.
- Support group interaction in classrooms, residence halls, and other places where students work and socialize.

Faculty and Staff
- Identify FSC and SUNY alumni and adjunct staff for recruitment as full-time faculty members to increase diversity among our faculty.
- Monitor our faculty applicant pool to ensure that it reflects the national racial and ethnic distribution of persons with terminal degrees.
- Increase advertising in publications and at job fairs targeted to diverse populations in order to recruit minority applicants.
- Inform applicants of the costs and the benefits of living on Long Island prior to their employment at Farmingdale.
- Translate promotional materials into other languages, especially Spanish.
- Advertise on Spanish language radio stations.
- Engage departments in faculty recruitment activities.
• Reinforce group interaction in classrooms, laboratories, offices, residence halls, and other workplace areas to foster a healthy campus climate.
• Use grants and internships for hiring a diverse staff population.
• Establish training and career pathways for upward mobility for classified staff employees.
• Implement best practices for inclusive staff and faculty searches through the Human Resources Office and the Office of Diversity, Equity, and Inclusion.
• Review criteria for faculty positions to help create larger, more diverse pools.

GOAL 2: Support curriculum development aimed at co-curricular study and inclusion.

STRATEGIES
• Offer workshops for faculty on incorporating DEI into their classes.
• Engage local NGOs and advocacy groups that most often provide free education to support diversity, equity, and inclusion, thereby forging important relationships with the community.
• Encourage the Student Government Association to support a student organization or club to address DEI issues on campus including guest speakers and symposia on mass incarceration, sexual orientation, power and privilege, and core identity.
• Award service learning and civic engagement awards that can be recorded on student academic transcripts, which are impressive to perspective employers.
• Explore an interdisciplinary approach on DEI issues in classes in such disciplines as philosophy, sociology, psychology, communications, and mathematics through campus presentations on Black Lives Matter, mass incarceration, immigration, poverty, etc.--a valuable means of moving away from academic boundaries to meaningful permeable academic membranes.
• Give students opportunities to do research with professors on diversity issues, the focus of the FITW Title V RAM Grant.
• Explore the Equity Scorecard Methodology developed by the Center for Urban Education (USC).
• Explore using the InQueery Climate Survey.
• Broaden the various curricula to include courses that expand the diversity of ideas and perspectives that attract the most diverse and talented faculty and students.
• Provide students with increased opportunities to participate in community-based learning and service.
• Expand academic programs in curriculum, pedagogy, academic enrichment, and leadership to support the DEI vision and mission.
• Establish an annual student award for the best diversity essay and story.
• Create opportunities for global learning across the curriculum and for co-curricular activities both on and off campus.
• Continue to develop and implement plans for meeting technology-based ADA requirements.
GOAL 3: Maintain collaborative governance and administrative planning and leadership to Increase awareness of diversity issues.

STRATEGIES

- Maintain campus climate teams comprising representatives of our diverse, overlapping campus populations: undergraduates as a whole, resident and commuter students, international students, out of state students, athletes, Greek organizations, academic faculty, professional staff, classified staff, administration, and alumni.
- Facilitate cross-cultural and cross-group interaction and discussion in the classroom, workplace, living spaces, and off campus locations for the purpose of DEI awareness.
- Create changes in the Campus Center so that it can serve as a hub for the campus community.
- Recognize and support individuals and groups maintaining discussion on DEI issues through academic and cultural activities.
- Communicate broadly and continually FSC’s commitment to excellence in DEI via webpage and other publications.
- Enhance the physical and technological infrastructure to provide accessibility to the entire campus community.
- Ensure that newly hired faculty members from underrepresented racial groups are aware of campus support organizations and take part in faculty mentoring programs.
- Create a listserv, blog, or wiki for all faculty as a forum for the exchange of information on classroom diversity issues and teaching techniques.
- Institute a civility campaign.
- Offer Respectful Workplace training to all staff as part of sustained training.
- Provide opportunities for all administrators to develop skills and knowledge regarding diversity and inclusion issues.
- Develop and implement a Campus Code of Ethics detailing DEI commitments or a Community Pledge for the campus community.
- Expand the webpage of the FSC Office of Diversity to include its DEI commitments.
- Provide library sponsored book displays, a coordinated social media series, and campus advertisements including a rotating series of displays on the campus VBBS screens and the e-sign on Route 110 that highlight DEI issues.
- Provide an annual leadership orientation for all new vice presidents, deans, and department chairs that includes a significant focus on diversity and inclusion addressing such topics as diversity research, scholarship, and teaching; an inclusive climate; sexual harassment; and recruitment and retention of diverse faculty, staff, and students.
- Offer an annual award for Excellence in DEI issues.
- Make department resources, such as computer labs and office hours, more accessible to evening and weekend students.
- Create a gender equity plan that includes the athletics department.
Goal 4: Develop diverse campus activities and programs to create a welcoming environment.

STRATEGIES

- Create a partnership between the Office of Diversity, Equity and Inclusion and the Artists and Lecturers Committee.
- Improve coordination between Student Affairs and Academic Affairs for inclusive activities and programs.
- Provide training for students, faculty, and staff to recognize implicit bias and to understand ways in which subconscious feelings, often shaped by cultural forces, can lead to stereotyping various groups.
- Expand the current FSC diversity and social justice research initiatives through grants, endowed chairs, and administrative structures.
- Invite members of the NCAA to conduct annual on-campus diversity education workshops for student athletes, coaches, athletics administrators, faculty, and staff to enhance their understanding and respect for multiculturalism and diversity.
- Create a designated campus location, such as a diversity center, to promote diversity and provide support for underrepresented students and student athletes.
- Identify and name key members of the FSC community who wish to create and maintain DEI events and programs.
- Schedule town hall events on campus to continue DEI discussions using RamCentral.
- Expand events and programs that promote institutional multicultural experiences such as the annual Multicultural Gala, the celebration of diversity day, the guest speaker series, the multicultural film series, and movies throughout the semester.
- Conduct diversity, equity and inclusion workshops for staff members.
- Hold welcoming social events for international and new students.
- Strengthen the existing STEM pathway programs as well as the health sciences programs.
- Encourage faculty to attend and present at conferences of minority-specific network or discipline groups.
- Encourage the use of Diversity Ambassadors throughout the campus among faculty, staff, administration, and students.
- Anticipate changes in diversity throughout the campus population.
- Continue strict adherence to all Title IX regulations.
- Adopt policies and procedures that ensure all new, newly added, or modified online content and functionalities are accessible to people with disabilities.
- Conduct assessment of the entire campus to determine the progress of existing events, clubs, outreach activities, and educational pipeline programs in implementing DEI goals.
SECTION 5: IMPLEMENTATION AND EVALUATION

After the DEI Strategic Plan has been approved by SUNY, the following process will be used in implementing and evaluating the outcomes of FSC’s DEI Strategic Plan:

Council Responsibilities

- The DEI Advisory Council will gather additional information and review existing strategies to create a comprehensive, specific set of strategies that includes measurable actions to be assessed and modified each year.
- The DEI Council will prepare and disseminate an annual report that 1) assesses progress towards achieving diversity goals and 2) proposes modified strategies for the following year.

Dissemination

- The administration and the College Planning and Resource Allocation (CPRA) Committee will receive the DEI report for inclusion in the College Strategic Plan for the following year.
- The College will submit the DEI annual report to SUNY.

Collaborative Process

Farmingdale State College has always valued diversity, equity, and inclusion as key components in the success of the institution. We recognize the necessary engagement of the entire campus domain, displayed in the Outside-In diagram in Figure 7. All areas of the college will participate in the strategic plan, offering opportunities for enriched diversity.

Figure 7: Diversity Domain Strategic Framework - Outside-In Opportunity Picture
SECTION 6: DIVERSITY OUTREACH AND PIPELINE PROGRAMS

FSC is engaged with local businesses, industries, public schools, and civic organizations in a variety of ways. Described below are some of these outreach programs.

- **Collegiate Science and Technology Entry Program**
  The CSTEP program, funded by the New York State Education Department (NYSED), supports the career choices of students in under-represented groups who are pursuing undergraduate study in science, technology, engineering, and mathematics. The goal of CSTEP is the preparation of students to become professionals in the areas of bioscience, nursing, allied health, and engineering technologies, or to pursue graduate studies. Through a set of carefully-designed academic activities and support services, FSC supports the learning process of the CSTEP students and enables their success in their chosen field. There were 142 C-STEP students in 2015-2016.

- **Science and Technology Entry Program**
  In collaboration with four Long Island regional school districts—Amityville, Copiague, Farmingdale, and Wyandanch—STEP is also funded by NYSED. Initiated in 1987, FSC’s STEP has successfully served over 3,000 students from seventh through twelfth grade who are historically under-represented or economically disadvantaged. STEP is a comprehensive summer and academic year program, designed to prepare 225 eligible students each year for entry into post-secondary degree programs in scientific, technical, and health related fields, and to become licensed professionals.

- **Smart Scholars Early College High School Program**
  In 2011 FSC initiated a program, funded through private sources and facilitated by the NYSED, which engages four high schools with large proportions of under-performing students. The program provides students with access to college-level courses while they are completing their high school programs. A total of 101 students were enrolled in the first year. Students take a one-credit course, The Freshman Experience, which provides mentoring and guidance in becoming accustomed to college life. Smart Scholar students from Amityville, Hempstead, Wyandanch, and New York City enter the program in the 9th or 10th grade and are able to earn up to 20 college credits.

- **21st Century Grant Program**
  The 21st Century Grant Program is administered through the Long Island Educational Opportunity Center. Housed at FSC, it is available for the Amityville and Hempstead public school districts. The primary goal of the program is to supplement the education of children who attend low-performing schools and live in high-need areas with academic, artistic, and cultural enrichment during out-of-school hours, so that they may gain the skills necessary to meet state core curriculum content standards. In addition, the program offers literacy and other educational services to the families of the participating students.
• **Liberty Partnership Program**
  The Liberty Partnership Program includes counseling and articulation assistance for under-served high school students in order to encourage college attendance. The Liberty Partnership Program is a student support service program for at-risk students in grades 7 through 12. LPP links these students to an institution of higher learning and exposes them to many college and community ventures which are designed to promote learning. This leads to high school graduation and college or career paths. Each year the program serves approximately 165 students from Amityville and South Huntington.

• **University in the High School**
  The University in the High School program at Farmingdale started in 2004 with North Babylon High School as the first participant. It has since grown dramatically and offers 84 college-credit courses in 90 high schools to over 5,000 students.

• **Project GRAD**
  Project GRAD Long Island is a nonprofit educational reform model currently partnering with the Westbury Union Free School District to help more students graduate from high school and succeed in college. With the support of organizations and individuals throughout the community, Project GRAD creates a rigorous college-bound culture by raising the bar for achievement in English and mathematics, offering summer institutes on local college campuses, connecting students to successful mentors, and guaranteeing college scholarships of up to $6,000 for students who register with the program and meet its goals, beginning with the Westbury class of 2013.

• **STEM Roundtable and Center for Research on Diversity**
  The STEM Roundtable and Center for Research on Diversity integrates plans of action for science, technology, engineering, and mathematics education on Long Island, targeting under-represented populations. The Roundtable, based at FSC, coordinates the efforts of other institutions and focuses research on barriers to effective STEM education in schools with high under-represented populations and low participation in the STEM disciplines. Research results are applied to finding solutions to problem areas. Families, community groups, businesses, and government agencies engage in conversations related to program development and implementation.

• **Long Island Educational Opportunity Center**
  The Long Island Educational Opportunity Center provides academic and counseling services at locations in Farmingdale, Hempstead, and Brentwood. Its programs provide tuition-free, non-degree education for educationally and economically disadvantaged persons who are not attending secondary schools and are not eligible for admission to college. The LIEOC offers high school equivalency and college preparatory courses in communications skills, mathematics, science, English as a Second Language for the foreign-born, vocational skills, business office skills, and home care provider and nurse assistant programs. In addition, the 21st Century Grant Program is administered through the LIEOC for the Amityville and Hempstead public school districts. LIEOC serves approximately 1,400 people each year.
• **Academic Student Achievement Program/TRiO Student Support Services**
  TRiO is a student support program that works with students who are first-generation, low-income, or (documented) disabled. The following services and activities are provided: academic tutoring, educational counseling, advisement, student advocacy, career and internship counseling, graduate school counseling, professional development, workshops and growth discussion groups for males and females, personal counseling, a freshmen experience course, and a two-week residential Summer Bridge Program. The target enrollment is 180 and the actual enrollment is 180. The grant is renewed in five-year cycles (sixth year at FSC). The budget is $226,000. Several clubs and organizations, interactive session groups, and leadership programs on campus have evolved from the program.

• **The Research Aligned Mentorship (RAM) Program**
  FSC and its four partner institutions, Bowie State University, Central Connecticut State University, Kean University, and the SUNY College at Old Westbury, constitute the Mid-Atlantic Consortium and offer the RAM Program at each campus. The goal of the Consortium is to target first-generation students, under-represented students, low-income students, and adult learners in order improve four-year graduation rates by 20% over each college’s baseline for both incoming first-year students and transfer students. In addition to on-campus research, the most innovative aspect of the program is placing both faculty and students in mentored research experiences off-campus in national laboratories, research universities, business accelerators, and other research venues. Additional activities include concerted faculty and curricular development, both first and second transfer-year experience courses, Treisman-style collaborative learning workshops attached to foundational courses, project-based learning, special events with speakers and group exercises as well as videos from TED Talks and other sources, intensive counseling with a digital Roadmap to Graduation and Beyond, and block scheduling. Most important, the program involves students in hands-on research both on and off campus.

• **Helping Earthquake Victims**
  FSC responds not only locally but also globally in times of need and tragedy. In 2008, the Sichuan earthquake claimed over 70,000 lives. Farmingdale immediately participated in the SUNY-wide China 150 program by accepting nineteen Chinese students, the largest contingent at any college, whose homes and universities were destroyed. The campus became a second home to these students who continue to have strong connections to the College as valued alumni.

  Two years later, a contingent of Farmingdale faculty and staff collected necessities and dry goods for victims of the Haitian earthquake. Several faculty members also traveled to the devastated site to assist in offering first aid and basic medical care, another example of how far FSC generosity and caring can reach.
• **Give Kids a Smile**  
The college provides free basic dental care each year to children at the Dental Hygiene Care Center (DHCC) as part of national “Give Kids a Smile Day.” The DHCC has treated over 3,000 children and seniors at no charge or at minimal cost.

• **Special Olympics**  
The College hosts the annual Special Olympics Torch Run to raise money for the Special Olympics on Long Island in support of activities for the physically challenged. Farmingdale has been honored by the Special Olympics for its support.

• **Asian-American Festival**  
The College is the host for the Asian-American Cultural Festival of Long Island, which features dance performances, exhibitor booths, activities for children, and Asian cuisine. A visual extravaganza with colorful costumes and displays, the festival traditionally attracts more than 3,000 attendants from the Asian and non-Asian communities of Long Island, Queens, Brooklyn, and beyond.

• **Visiting Writers Program**  
Managed by the English and Humanities department, the program provides a series of free readings by writers from across the country. Every semester the department sends a brochure to individuals and organizations included on an extensive off-campus mailing list. In addition, the Visiting Writers Program administers the Paumanok Poetry Award, an internationally recognized prize. The VWP also coordinates two student prizes: the Raynor Wallace Poetry Award and the Peter Deland Award for best freshman essay.

**CONCLUSION**

The Diversity, Equity, and Inclusion Strategic Plan will guide the College in effectively serving the new and emerging diverse populations of Long Island and New York State. The Chief Diversity Officer will work collaboratively with the Cabinet, faculty governance bodies, professional and classified staff unions, student organizations, and administrative offices across the campus including, but not limited to, the offices of Academic Affairs, Human Resources, Enrollment Management and Admission, University Police, and the SUNY Network of Chief Diversity Officers. The DEI Advisory Council, the CPRA, and the Cabinet will ensure that plans are implemented across the campus. The data, goals, and strategies in this document reflect an inclusive plan that will expand the College commitment to embrace the changing demographics of the region.

The College pledges to cultivate a campus population that reflects the rich diversity of our global society while fostering a climate that provides educational, cultural, and economic opportunity.
DIVERSITY, EQUITY, AND INCLUSION ADVISORY COUNCIL  
Veronica Henry, EdD, Chief Diversity Officer-Chair

Members include representatives of various campus groups and areas. The Council will meet whenever necessary to provide guidance in the implementation of its goals, give recommendations concerning strategic options, assess progress in reaching outcomes, and serve as ambassadors throughout the campus and beyond.

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<th>Area</th>
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<tr>
<td>Athletics</td>
<td>Thomas Azzara, MS</td>
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<td>AAIC and Research Aligned Mentorship Program</td>
<td>Erwin Cabrera, PhD</td>
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<td>Provost’s Office</td>
<td>Anice DaCosta, BS</td>
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<td>University Police</td>
<td>Daniel P. Daugherty, BS, MPTC</td>
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<td>Social Science Research Institute</td>
<td>Miriam K. Deitsch, PhD</td>
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<td>Alumni</td>
<td>James Durant, MS</td>
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<td>Disability Services Center</td>
<td>Malka Edelman, MS</td>
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<td>Bryan Field, PhD</td>
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<td>International Education</td>
<td>Lorraine Greenwald, PhD</td>
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<td>Admissions</td>
<td>Jim Hall, MA</td>
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<tr>
<td>Office of Diversity, Equity &amp; Inclusion</td>
<td>Veronica Henry, EdD</td>
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<tr>
<td>Human Resources</td>
<td>Marybeth Incandela, MPS</td>
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<td>Student Government Association</td>
<td>Cal Jimenez, Student</td>
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<td>Faculty</td>
<td>Angela Jones, PhD</td>
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<td>Educational Opportunity Program</td>
<td>Kevin Jordan, PhD</td>
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<tr>
<td>Institutional Research</td>
<td>Patricia Lind-Gonzalez, MS</td>
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<td>Long Island Educational Opportunity Center</td>
<td>Darleyne Mayers, MPS</td>
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<td>Human Resources</td>
<td>Angela Montemarano, MA</td>
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<td>Institutional Advancement</td>
<td>Sylvia Navarro-Nicosia, MS</td>
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<td>Dean of Students</td>
<td>Frank Rampello, MALS</td>
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<td>School of Health Sciences</td>
<td>Denny Ryman, EdD</td>
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<td>Facilities</td>
<td>Martin Schneider, AAS</td>
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<tr>
<td>Office of Diversity, Equity and Inclusion</td>
<td>Andrea E. Thomas, MA</td>
</tr>
<tr>
<td>Administration and Finance</td>
<td>Ellen Weber, BS</td>
</tr>
</tbody>
</table>

Additional Contributors

| English & Humanities                                            | Vicki Janik, PhD                |
| Institutional Advancement                                      | Jonathan Goldstein, BA          |
| Institutional Advancement                                      | Ru Jurow, BFA, MA, MFA          |
| Office of Diversity, Equity & Inclusion                        | Farris Thomas, Graduate Intern  |