Diversity & Inclusion Plan

2016-2019
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Message from the President

OFFICE OF THE PRESIDENT

November 1, 2016

On behalf of the faculty, students and staff of SUNY Ulster, I am pleased to submit to you our Diversity Plan.

Diversity and civility are one of SUNY Ulster’s eight values. We are committed to building a culture of inclusiveness, a sense of community, and a respect for diverse beliefs, thoughts, and individual contributions within our College community. Our promise to cultivate inclusivity is strong, and we are deeply appreciative of SUNY’s leadership toward ensuring diversity that is reflective of our broader society.

Several SUNY Ulster faculty, staff members and students have been involved in the development of the diversity initiatives outlined within this plan as we fulfill a piece of the College’s mission of preparing students for the challenges and opportunities of tomorrow in our diverse, ever-changing, and interconnected global community.

Providing an atmosphere in which everyone is treated with dignity and respect is of the utmost importance. The recruitment, support and retention of diverse students and employees is vital, and it is our responsibility to provide an inclusive environment where everyone will succeed.

Thank you for your continued support of SUNY Ulster as we work toward fostering a more diverse and inclusive community.

Regards,

Dr. Alan P. Roberts
President

UNDER THE PROGRAM OF THE STATE UNIVERSITY OF NEW YORK
Ulster County Community College does not discriminate in education, employment or any of its businesses on the basis of sex, sexual orientation, race, color, age, veteran status, religion, national orientation or handicapping conditions. This policy is in compliance with Title IX of the Education Amendments of 1972.
SUNY Ulster’s Vision, Mission, Values and Goals

VISION STATEMENT

SUNY Ulster is committed to improving lives by fostering intellectual growth, cultural enrichment, and economic prosperity.

MISSION STATEMENT

SUNY Ulster is a comprehensive community college dedicated to providing high-quality and cost-effective learning experiences that meet the educational, professional, and individual goals of our students. Responsive to the broader economic and regional needs of our community, SUNY Ulster prepares students for the challenges and opportunities of tomorrow in a diverse, ever-changing, and interconnected global community.

VALUES

- Student Success
- Diversity and Civility
- Commitment to Excellence
- Community Collaboration
- Innovation and Creative
- Flexibility, Responsiveness and Commitment to Quality
- Accountability and Sustainability
- Balance in our lives

STRATEGIC GOALS 2015-2019

To fulfill its missions, the College has established the following Goals:

1. Maintain a high level of academic standards providing our students with the best possible education to prepare them for transfer and/or the job market.
2. Manage and realize enrollment growth, exploring new markets and programs, online education, as well as retention and completion strategies.
3. Improve developmental education in English, math, and reading, exploring alternative models and solutions.
4. Creatively exploring alternative sources of revenue, along with reallocation of resources.
5. Attract, retain and develop full and part-time faculty, staff and instructors to create a consistently healthy democratic college. Reflecting positive attributes to foster incomparable hope for each individual within our college community and global community.
6. Continue to play a role in the revitalization of the local economy through entrepreneurship skills set and training.
SUNY System Diversity and Inclusion Goals

SUNY aspires to be the most inclusive State university system in the country. We will achieve this goal by: striving to ensure that the student population we serve and the administrative staff and faculty we employ are representative of the diversity of our state; recognizing the value of international experiences and interactions; and eliminating achievement gaps for minorities and low income students. We will develop strategic diversity and inclusion action plans for system administration and at each campus that tangibly demonstrate SUNY’s commitment to the principles of inclusive excellence, wherein an institution only achieves excellence when it is inclusive. SUNY will identify diversity, equity and inclusion as essential aspects of system and campus planning and as indispensable characteristics of academic excellence and the ongoing experience of every member of the SUNY community.

As such, the SUNY System has mandated that all Colleges engage in meaningful dialogue within themselves to produce a Diversity and Inclusion Plan by November 1, 2016. Further, each campus is to appoint a Chief Diversity Officer (CDO) by August 15, 2017 who will be tasked to implementing the College’s plan, including assessment of its effectiveness.

To achieve this standard of excellence, SUNY Ulster has assembled a cross-campus constituency consisting of:

- Candice VanDyke-London, Instructor, English
- Dr. Mkajuma Mbogho, Professor, Biology
- Monika Espinasa, Assistant Professor, Biology
- Jim Hobbs, Professor, Psychology
- Audrey Pottinger, Student
- Todd Zeff, Executive Director, Student Support Services & TRIO Programs
- Jane Kithcart, Director, Academic Support Services & Placement
- Emmanuela DeSanges-Sobia, RISE Program
- Hope Windle, Instructional Design, Advisor to LGBTQ Student Club, and COIL (Collaborative Online International Learning) Nodal Network Coordinator
- Kali Gass, Human Resources

The Diversity and Inclusion Plan was submitted to the Provost and Executive Vice Chancellor of SUNY on DATE, 2016, after receiving approval for an extension.

In a Chancellor approved Joint Services Agreement between SUNY’s Ulster, Orange and Sullivan, a Chief Diversity Officer will be appointed to implement each campus’ Plan. A joint hiring process will be conducted in Spring 2017.
SUNY Ulster’s Diversity and Inclusion Statements

Vision Statement:

SUNY Ulster will fulfill its responsibility to provide access and opportunities for all people, while demonstrating our commitment to inclusion of historically underrepresented groups. We believe that diversity and inclusion are inherent to our educational mission and a vital aspect of the student experience. As a fundamental transformative force, we will institutionalize diversity that fosters professional growth and academic excellence. Through our words and deeds, we empower students, faculty, and staff to build a diverse and inclusive campus community, where all are respected and appreciated for who they are as an individual. Our efforts will enrich the lives of civilians within Ulster County community and neighboring counties by serving as an agent of change.

Mission Statement:

SUNY Ulster’s pursuit of excellence is intertwined with a commitment to diversity in all aspects of college life. We promote diversity and inclusiveness in all opportunities for employment, learning, research, service, teaching, professional development and overall social, economic, and intellectual growth. We achieve our vision of respect for all through adoption of inclusive policies, facilitation of dialogue on diversity issues, and provide opportunities to expand our understanding of others. We embrace diversity to create a more welcoming, diverse and inclusive learning and working environment that values, respects and cares for its members. The College community works in collaboration to actualize its potential by empowering the community with a shared vision, understanding and acceptance of the responsibility for diversity and inclusion.
Definitions
SUNY Ulster defines “Diversity” as recognizing and valuing the wide range and uniqueness of all individuals, including race, color, religion, creed, gender, sexual orientation, sex, gender identity and expression, age, national or ethnic origin, ability, political belief, marital status, veteran status, socioeconomic status, academic preparation and aspiration.

“Inclusiveness” is embracing and including all members of the College Community and promoting an atmosphere in which everyone is valued and honored regardless of differences. Inclusiveness promotes creating a culture of belonging for everyone at the College so that all members of the College community feel respected and appreciated.

For the purpose of monitoring our progress towards the SUNY defined goal of demographics that are representative of the diversity of the State of New York. We will use the definitions and data from the U.S. Census to track race, ethnicity, sex, disability, foreign born, and language other than English spoken at home. There are many demographic categories articulated in SUNY’s definition of “diversity” that are not tracked by the United States Census: gender identity and expression, students in transition (transfers, stop-out, international student acclimation) and first-generation students. These data elements will be compared to the ___STATE REPORTS?___.
Current Campus Diversity & Inclusive Assessment

Demographics
A thorough review of demographics was conducted in order to assess how our student body and our workforce compare not only to SUNY’s requested target of the State of New York, but the nation and our local county of Ulster. By reviewing the population demographics for these groups, it provides a more robust context and understanding. Illustrative charts and graphs are provided as Appendices A-D.

The United States grows increasingly more diverse with each Census, as does New York City. The City heavily skews the overall State’s data and therefore a review of Ulster County data is necessary for context. A large majority of our students and employees are residents of Ulster County. According to the 2010 US Census data, the County contains 18.3% racial diversity. Neighboring Counties are similar in demographics, though following the larger trend of the nation towards diversification. However, the region is diversifying slower than other regions of the country.

Given the demographics of the region, it is not surprising that our employees and students data would not be classified as diverse. The College has been active in outreach and inclusionary methods, and is conscientiously diligent about continuing their effort as evidenced as described below. These efforts, no matter how effective, would nonetheless remain limited by local demographics.

The College’s workforce has an average of ## years of dedicated service. While this continuity of knowledge is an asset, the College’s demographics are admittedly reflective of an earlier time. As these employees choose to retire within the next few years, the College is preparing for this workforce transition as an opportunity to increase staff and faculty diversity. The College currently employs ##% of permanent employees over the age of 60.

Diversity is defined more broadly than just race/ethnicity and sex. However the other categories of diversity are frequently not captured by current data collection methods.

College Organizations promoting Diversity & Inclusion
SUNY Ulster is very active in providing events on a variety of diversity issues and student clubs with purposes directly related to diversity. Many of these programs are facilitated through Student Government. Students are able to form clubs to suit their interests and as such, have given rise to the Multicultural Club, the LGBTQA+ Club, Veteran’s Club, to name a few.

The LGBTQA+ community has been particularly active in raising awareness through highly visible educational programs and opportunities. In June 2014, SUNY Ulster’s professional staff and faculty received a 4 hour workshop training by Courtney D’Allaird from SUNY Albany. This led to the creation of the Safe Spaces Program which has a dedicated area on the College Portal. This website lists those faculty and staff who completed training and can now serve as sources of support for LGBTQ students. In addition, the channel lists gender neutral bathrooms on campus, which were intentionally identified
and are publicized. The LGBTQ+ club also annually celebrates, each November, No Hate Week in remembrance of Matthew Shepard.

A collaboration of faculty and staff, for the past 11 years during the month of April, they have hosted “Diversity Day” which encourages the awareness of all forms of diversity. The topics and themes change each year to provide for the full spectrum of diversity. This event is well attended and has been gaining momentum in recent years.

Funded by the Darlene Pfeiffer Center for the 2016 year, and in coordination with Eleanor Roosevelt Center, the College provides the Eleanor Roosevelt’s Community College Emerging Leaders Program. This program is open to all students who attend either Dutchess, Orange, Ulster or Rockland Colleges. Through a yearlong program, including 3 weekend retreats, students focus on transformational leadership. They are assigned a community service project to work together within the college and apply their skills. The students who have been participating have represented a range of ages and ethnicities. The 2015-2016 SUNY Ulster cohort held a Diversity Fair on campus in March 2016 and enabled students, faculty and staff to mingle amongst 20 local organizations representing the cultural, ethnic, religious, differently-abled, socioeconomic fabric of Ulster County.

2015-2016 Student Trustee, Audrey Pottinger was a key organizer in holding a discussion lead by Professor Dr. Hans Vought on the Civil Rights movement at the conclusion of the showing of the film “Selma” as part of the College’s extended efforts to celebrate Black History Month.

**College Programs Supporting Diverse Student & Employee Needs**

SUNY Ulster provides an array of programs which comply with Federal and State requirements and other common supports provided to community college students, such as TRIO, EOP, child care, tutoring, veteran support, and disability services. Additionally, we comply with Federal and State employment laws for ADA, FMLA, EEO/AA, and frequently go beyond these requirements.

For more than 30 years, the College has successfully competed for the federally funded Student Support Services (TRiO) grant serving low income, educationally disadvantaged students. Through this grant the College is able to serve 220 students annually. Six years ago it successfully competed and received a TRiO grant specifically for students with disabilities. Through this grant the College is able to serve 100 students. Both of these grants provide annual assessments of their outcomes against the goals of the grants and typically both grants exceed the stated goals. These programs are highlighted in recruitment presentations to high schools and students visits to the SUNY Ulster Stone Ridge Campus and Kingston Center.

SUNY Ulster’s Collegian Program offers the College’s courses in its area high schools. Tuition is one third the usual cost and is at $55 per credit hour. Students who qualify for free or reduced lunch pay only $1 a credit hour. Literature is emerging on these dual enrollment programs, but initial assessments indicate this program and those like it increase the college going rate by low income and racial and
ethnic minorities. Moreover, these programs increase retention as students develop college ready skills while in high school, leading to success once on campus.

The Collaborative Online International Learning (COIL) program offers our students the ability to use Internet-based tools to develop meaningful learning connections with students from Italy, Lebanon and Brazil. Students on both sides of the world, work together on group projects and exchange ideas and cultural information.

Vocational Technical and Education Act Grant for non-traditional students in workforce programs—traditionally male or female dominated industries such as women in Criminal Justice and men in nursing. This program is assessed annually with results forwarded to New York State Education Department Office of Postsecondary Access, Support & Success.

In addition to programs you would typically expect at a college, SUNY Ulster provides opportunities and services which address the unique issues of our local population which struggle with socio-economic challenges. Lights for Learning, is a program supported by the College Foundation which provides emergency grants and loans for students to assist them in enrolling or staying in school (car breaks down; they must decide between paying for food or their tuition, etc).

A Mobile Food pantry truck also frequents the campus. When it is on-site, anyone can receive food from it, without proof of need. The College is actively seeking to dedicate a permanent space for this in the near future. Further, Student Services offers a clothing closet to provide basics such as socks, scarves, coats and shirts as well as appropriate interview and work attire. Recently this closet has been expanded to include basic hygiene items such as soap, shampoo, deodorant, and dental care.

In addition to having a part-time Veterans Coordinator to conduct outreach to veterans as prospective students and to assist veterans in their transition to college, we have taken extra measures to assist our veterans. In 2009, the administration began forming focusing groups to listen to the needs of a variety of student groups. One such group was veterans and as a result a “Battle Buddy Center” retreat space was created. This private room is restricted to veterans for the purpose of having a space to decompress and build camaraderie with others who are having similar challenges. In 2014, the New York State Industries for the Disabled, provided a $20,000 grant to refurbish the center with new computers, carpet, furniture, and other accommodations.

Additionally, many of our faculty are reviewing their curriculum offerings to identify opportunities to integrate reading materials, assignments, and discussions which bring a broader perspective to the classroom experience. However, we do not currently have a mechanism for assessing how many courses have been reviewed, nor was the desired effect of engaging a more diverse audience achieved. In addition to curriculum review, supplemental workshops are being provided such as the spring 2015 guest speaker who spoke to nursing students about working with transgender patients in the medical field to increase knowledge and sensitivity to their specific concerns.

The College’s effort to assist diverse students, in particular, is clearly going noticed. We have seen an increase in enrollments from underrepresented groups since 2009.
College Policies and Infrastructures
At the request of the College President, for the past year, the office of Human Resources has been leading efforts to review policies, procedures and affect campus culture through engagement with Union leadership, supervisor training and direct involvement with employees including investigations. These efforts will be continued and have received the Executive Leadership’s support as evidenced by the establishment of a new position in HR and the approved restructure plans of the department. The restructure and additional staffing will enable the department to provide more oversight and assistance to hiring, provide expert advice to supervisors facing challenging personnel issues, trainings, and a more comprehensive approach to designing and updating policies. These changes have already had a significant impact on the campus culture and is expected to continue.

The College currently has Board Policies and Union Contracts that address many related topics such as complaint procedures for unlawful discrimination, including sexual harassment, bullying, workplace violence, Family Medical Leave Act, Commitment to EEO, Parental Leave, sexual assault and violence, and the use of service animals. Many of these policies are currently under review by the office of Human Resources for necessary updates. Further, new policies are being developed to address emerging needs, for example, the transgender community.

The Office of Human Resources, in an effort to support working mothers and to satisfy compliance with state law, dedicated a Lactation Room on campus for employees. This room, goes well beyond the state minimum requirements with the inclusion of a dedicated refrigerator, a bulletin board for breastfeeding information including a woman’s legal rights, and a full length mirror to readjust clothing before returning to work. Accommodated employees are issued a key to the room through their breastfeeding journey. The College is exploring the possibility of expanding to additional locations for student use.

Additionally, at the fall 2016 President's Day, the College Community Cabinet unveiled a draft Communication Protocol which sets the expectation for respectful and professional communications in email, over the phone and in person for all college employees. An interactive dialogue was conducted to solicit the campus’ perspective and the final version is expected to be released shortly.

SUNY Ulster moved its extension campus from a business and retail corridor in Kingston to mid-town Kingston serving a racially and ethnically diverse population. The College staffs a Student Services, one-stop advisement center for students and adults to walk in during the school week and will begin to offer Saturday hours to expand access to academic, career and transfer counseling. SUNY Ulster’s orientation program Campus Connect selects and features student leaders from a variety of age, racial, ethnic, and cultural perspectives so that students see a plurality of backgrounds, values and interests.

The College employs armed, sworn, Peace Officers who respond to incidents, including reports of workplace violence, harassment, stalking, and other public safety concerns. The local Sheriff’s office also uses the campus as a substation for officers. The College is committed to providing for the physical
safety of all its members and that is evidence in high quality security which is provided 24 hours a day, 7 days a week.

Summary
We have many highly engaged faculty and staff who are personally committed and passionate about various diversity topics and the desire to enhance inclusion. However, there lacks a comprehensive and strategic approach to the coordination of all of these individual efforts. This unbridled passion is ideal to channel into transformative action.

SOS shows improvement in student satisfaction with diversity on campus. (See Appendix E). The largest gain between 2013 and 2016 being in the category of “Campus Acceptance of Individual Differences” which rose from 3.99 to 4.06 on a 5.0 scale. While this is encouraging and acknowledges our efforts, we temper this with the knowledge that this response comes from a highly homogenous group.

Through thoughtful, strategic planning, we will be sure to identify opportunities for growth, harness the passion of our community, and enhance our data collection to continue to make informed decisions. The Executive Leadership team is highly supportive and deeply involved in the ongoing efforts.
Annual and Multi-year Goals, Strategies & Assessment

The following goals utilize the SMART goals methodology and are written for the future Chief Diversity Officer who is charged with its implementation and success. By providing a specific and thoroughly constructed plan, we demonstrate our commitment to continuous improvement, our passion for diversity and inclusion, and our sincere desire to support the CDO in achieving the stated goals. Moreover, SUNY Ulster considers this strategic plan as an active plan in which efforts are in progress and will continue prior to the hire of the CDO. The CDO will have a number of highly knowledgeable and passionate partners on campus to assist in the efforts.

Theme 1: Organizational Structure and Administration

Engage Administrators and the Board of Trustees, who develop the college structures, in developing and improving policies, procedures and activities which are supportive of Plan efforts.

**Goal 1:** Conduct at least two separate work group or informational session in 2017/2018 to the Board of Trustees on diversity topics, and/or local and college demographics.

**Strategies for Implementation:** Partner with the Board and the College President to determine which topics would be most informative to them in their role. **Partner with**

**Assessment:**

**Goal 2:** Hire the Chief Diversity Officer by August 15, 2017. Working in partnership with SUNY’s Orange and Sullivan, provide necessary support to the process, including participants for the hiring committee.

**Strategies for Implementation:** As agreed, SUNY Orange will be the primary recruiters for the position. Partner with SUNY Orange HR to provide hiring committee members and fully participate in the process who represent SUNY Ulster.

**Assessment:** The CDO search(es) will successfully produce a qualified candidate who signs an offer of employment by August 15, 2017.

**Goal 3:** Establish an on-going Diversity & Inclusion committee by December 2017, to assist the Chief Diversity Officer in Plan efforts. This committee will develop bylaws including membership specifications (campus groups represented and if community members will be invited), the minimum number to meetings per year, protocol for agendas, meeting minutes, and voting. This committee will provide feedback to College Administrators relative to the development and updating of inclusive policies and procedures, potentially sponsor events, training, or other activities that promote diversity or Plan efforts, and related topics.

**Implementation Strategies:** Partner with the Chief HR Officer to co-chair this committee; the CHRO will continue work with the committee when the CDO is at our partner schools.
**Assessment:** Meetings will have agendas and minutes recorded as evidence. The group will produce bylaws.

**Goal 4:** Review Board Policies (Section 4: Personnel Policies) and Student Policies (Specific ones?) related to diversity to confirm compliance with current regulations and contemporary best practices.

**Strategies for Implementation:**

**Assessment:**

**Theme 2: Campus Culture**

SUNY Ulster will continue to build a College culture that is welcoming and inclusive for all faculty, staff, students and the community.

**Goal 1:** Offer at least two training sessions to the campus community on issues related to diversity in the 2017-2018 academic year.

**Implementation Strategy:** Invite motivational speakers from underrepresented groups to speak with expert knowledge.

**Assessment:**

**Goal 2:** Implement a climate survey by August 2017 to effectively and validly measure college attitudes and perception on the subjective topics of respect, dignity, opportunity and relationships among people of diverse background. Repeat this survey annually to track changes over time. This survey shall include quantitative and qualitative data.

**Implementation Strategy:** Research climate surveys used at other colleges, which have been proven to be valid and reliable.

**Assessment:** After results are received, review with the EEOAC and reflect on the plan.

**Goal 3:** Our required qualification that all employees be sensitive to, understanding of, and have an appreciation for the diversity found in a community college, will be listed explicitly in all job announcements and on our website to clearly signal that this is the expectation.

**Implementation Strategy**

**Assessment**

**Goal 4:** By Spring 2017, finalize the Communication Protocol being developed by the College Community Cabinet; develop an assessment measure to be used; and implement the protocol.

**Implementation Strategy:** Partner with the College Community Cabinet to provide resources and support to fully adopt the Communications Protocol and implement initiatives to operationalize.

**Assessment:** campus survey??
Goal 5: **Focus groups or targeted surveys of underrepresented groups, to more clearly hear their voice on issues of diversity**

**Theme 3: Students**

SUNY Ulster will improve the accessibility, enrollment, retention and graduation of students from diverse or underserved backgrounds.

**Goal 1:** Expand admissions, recruitment, and community outreach through area high schools, technical training facilities and other relevant locations that include traditional and nontraditional students.

**Strategies for Implementation:** Ensure appropriate staff time and materials are devoted to outreach to community based organizations to ensure CBO leadership is knowledgeable about SUNY Ulster’s options, opportunities, and programs to assist community residents with beginning and completing higher education.

**Assessment:** College enrollment data will mirror Ulster County census data; retention data will be consistent across all student demographic groups.

**Goal 2:** Apply for a federal TRiO grant in Spring 2017 that assists veteran students with transitioning to and successfully maintaining enrollment in higher education.

**Strategies for Implementation:** Ensure appropriate staff time and materials are devoted to the application process, including adequate data requirements.

**Assessment:** The grant will be approved and received.

**Goal 3:** Apply for at least one major grant (ie. National Science Foundation. Lumina) that assists with the recruitment and retention of underrepresented minorities into science, technology, engineering, and mathematics (STEM) programs

**Strategies for Implementation:** Roughly 25% of SUNY Ulster’s Collegian program students (students taking SUNY Ulster courses in the high schools) are on free and reduced lunch. Approximately ____ students are enrolled in Collegian STEM courses. A grant assisting them with enrolling and succeeding as college freshmen and sophomores at SUNY Ulster is a natural extension of their interest in high education and provides a pathway to a baccalaureate degree for them.

**Assessment:** Successfully receive the grant and fulfill grant requirements for participation and outcomes.

**Goal 4:** Sponsor two co-curricular multicultural programs during the 2016-17 year. Working with faculty and other campus supporters, the Coordinator of Campus Life will develop and implement a program each semester focused on multicultural, diversity and/or inclusion issues and topics designed for a student audience.
**Strategies for Implementation:** Assign this outcome to appropriate staff, and provide needed support. Provide resources and partnerships to maximize the offerings.

**Assessment:** Students will demonstrate greater awareness of the importance of multicultural, diversity and inclusion as it relates to their personal and professional relationships. - HOW WILL YOU KNOW??

**Goal 5:** Infuse multicultural, diversity and inclusion topics in the curriculum across the college to increase students’ literacy and fluency with the importance of difference.

**Strategies for Implementation:** Discuss with Academic Senate Leadership the need to review curriculum for opportunities (such as guest speakers and varied reading materials) to infuse multicultural topics in the curriculum, which reflects the experiences of community of color, disability, religion, gender, LGBTQA+, veterans, and social class populations.

**Assessment:** Is there some kind of tracking system currently being used to keep tabs on the classes being reviewed to incorporate SLOs? Can we use the same?

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**Theme 4: Employment Opportunities & Employee Development**

SUNY Ulster will recruit employees who have demonstrated an understanding of, sensitivity to and appreciation for diversity and understand impact that their position will have on diverse populations; retain and invest in the development of current employees.

**Goal 1:** No later than December 2017, SUNY Ulster will complete the revision and implement the new hiring procedures for Full Time Faculty, Part-Time Faculty, OPAP Staff and Administrative positions, based on the most current of best practices. These procedures shall minimally emphasize: committee training (including our procedures, Law, bias in interviews, interview techniques, and the value of diversity), broad based advertising and screening tools including assessing for sensitivity, understanding and appreciation of diversity.

**Strategies for Implementation:** Partner with the Chief HR Officer, along with Academic Senate and relevant Unions where appropriate, to continue the work on the procedures through completion. The best practices procedures are already in use, but the documents need to be updated to reflect the change.

**Assessment:** Four separate procedures will have been produced which all will be similar in nature due to using contemporary best practice standards, while adjusted to address the group’s unique hiring challenges.

**Goal 2:** Double the number of outreach efforts through cost-effective advertisements resulting in an increase of at least 25% of the overall applicant pool over the 2016-2017 year. Identify a contact person at minimally 3 local/state agencies who specialize in serving diverse populations seeking employment, and send them 100% of all vacancies in the 2017-2018 year.
**Strategies for Implementation:** Partner with the Vice President of Administrative Services to ensure an adequate advertising budget, and take advantage of advertising pricing bundles. Identify local, state and national agencies that specialize in serving diverse populations and make contact with a specific representative within the organization. Partner with HR to develop an applicant database with tags to improve target marketing based on qualifications.

**Assessment:** The budget line for advertisement will have a fund balance at the end of the year. All postings on a bundled package will be utilized by the end of the contract and without need to purchase additional. A database will be developed which is sustainable for HR to maintain. Develop distribution lists for advertising for each type of position as well as general lists for all vacancies. Advertising records for each vacancy will be retained and logged to ensure mass distribution.

**Goal 3:** Achieve a 100% training rate for all those who participate in a hiring process.

**Strategies for Implementation:** Partner with the HR staff on the training presentation and method of delivery.

**Assessment:** Track participants who engage on hiring committees and log the date they were trained.

**Goal 4:** By December 2017, in partnership with the Webmaster, the Office of Information Technology and Human Resources: update the public website to Level 2 ADA compliance; redesign and rewrite the Jobs webpage; update the Portal to include more depth of information on diversity related topics.

**Strategies for Implementation:**

**Assessment**

**Goal 5:** Engage the adjuncts in development - as they are more diverse than the full time faculty & they are a key group to turn to when opening occur in the future.
Summative Statement

SUNY Ulster is committed to providing a learning and working environment which is welcoming to all, regardless of race, color, religion, creed, gender, sexual orientation, sex, gender identity and expression, age, national or ethnic origin, ability, political belief, marital status, veteran status, socioeconomic status, academic preparation and aspiration. We recognize that this effort of inclusivity is not designed to be a checklist item, but rather an effort of continuous improvement and evolution of cultural competency. As our world becomes increasingly more diverse and integrated, it is imperative that the College remain focused on serving the ever changing needs.

We have passion, momentum and an embracing attitude that will be imperative to the efforts outlined in this plan. Through support from our college community and the expertise from our Chief Diversity Officer and newly establish position of Chief HR Officer, we are well positioned to make meaningful changes and prepare ourselves to embrace the next wave of employees and students. The college will greatly benefit from the guidance and the strategic approach to planning outlined within.

Our goals primarily focus on the immediate future as we believe a solid foundation is the Launchpad for all future endeavors. Further, we want to ensure that the CDO has goals which will familiarize them with our community. We did not want to plan too far in advance, as we want to reserve the ability to be flexible and incorporate the expertise of the CDO relatively early on.

This plan is intended to be a living document that evolves and adjusts based on the needs of our college and community. Within the next academic year the college will to appoint a Chief Diversity Officer to evaluate the current culture of the college, review our progress, and re-evaluate the goals and strategies put forth in this plan. Official assessments at the one and two year marks will ensure that this document is achieving the desired effect. Prior to the end of the two year mark, the plan shall be reviewed in its entirety to replace any accomplished goals with the next level.

Diversity and Inclusion are important for all members of the college community and we believe that this plan provides a framework for the college to further develop the open and inclusive environment for which we strive.
Appendix A

Student Demographics

The demographics reflect the 2015 IPEDS report.

More data to gather:

- Students by traditional vs. re-entry
- Students by Disability- is it known the type of disability?
- Successful course completion rates by race- The successful course completion rate is calculated by dividing the number of passing grades (A, B, C, or P) by the number of students enrolled at census.

![Pie chart showing student demographics by race for Fall 2015.]

![Pie chart showing student demographics by sex for Fall 2015.]

SUNY Ulster Diversity & Inclusion Plan
Only Full Time Students
Fall 2015

- White: 71.33%
- Hispanic: 13.08%
- Black: 6.47%
- Asian: 2.23%
- Nat. Am: 0.07%
- Unknown or Multi: 6.82%

Full Time Students- Sex

- Female: 56.30%
- Male: 43.70%
Appendix B
Employee Demographics

Demographic data reflects the 2015 IPEDS report.

More data being gathered:

- **Frequency or Histogram- employees by age group**

![Pie chart showing the distribution of employees by race/ethnicity in the total workforce.]

- **Race/Ethnicity- Permanent Workforce**

![Pie chart showing the distribution of employees by race/ethnicity in the permanent workforce.]

- **Gender- Total Workforce**

![Pie chart showing the gender distribution in the total workforce.]

SUNY Ulster Diversity & Inclusion Plan
Appendix C
State of New York & Ulster County Demographics

Data represents the 2015 US Census estimates

New York State

- Disabled, under 65 years old: 7.3%
- Foreign Born: 22.3%
- Language other than English at home: 30.2%
- US Census does not capture other diversity data including religion, gender-related, sexual orientation, etc.
Ulster County

Primarily language spoken: Only English households 88.6%; Other 11.4% (Spanish the largest @ 6%)
## Appendix D
Comparison Data

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Nat. Am</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Black</th>
<th>Unknown/Multi</th>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Ulster-Students (2015)</td>
<td>45.2%</td>
<td>54.8%</td>
<td>72.1%</td>
<td>0.2%</td>
<td>2.0%</td>
<td>12.0%</td>
<td>5.1%</td>
<td>8.7%</td>
<td>#</td>
</tr>
<tr>
<td>SUNY Ulster-Employees (2015)</td>
<td>41.8%</td>
<td>58.2%</td>
<td>93.7%</td>
<td>0.3%</td>
<td>1.7%</td>
<td>1.4%</td>
<td>2.3%</td>
<td>0.6%</td>
<td>#</td>
</tr>
<tr>
<td>Ulster County (2010)</td>
<td>50.7%</td>
<td>49.3%</td>
<td>81.7%</td>
<td>0.3%</td>
<td>1.7%</td>
<td>8.7%</td>
<td>6.0%</td>
<td>0.2%</td>
<td>10.1%</td>
</tr>
<tr>
<td>State of New York (2015)</td>
<td>48.6%</td>
<td>51.4%</td>
<td>56.0%</td>
<td>1.0%</td>
<td>8.9%</td>
<td>18.8%</td>
<td>%</td>
<td>2.5%</td>
<td>7.3%</td>
</tr>
<tr>
<td>United States (2015)</td>
<td>49.2%</td>
<td>50.8%</td>
<td>61.6%</td>
<td>1.2%</td>
<td>5.8%</td>
<td>17.6%</td>
<td>%</td>
<td>2.6%</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

### Sex Comparison Across Populations

![Sex Comparison Across Populations](image-url)
Appendix E
Student Opinion Survey

Questions related to Diversity and Inclusion, in order of high score

High score is positive

<table>
<thead>
<tr>
<th>Campus Culture and Environment</th>
<th>Ulster’s 2013 Avg.</th>
<th>Ulster’s 2016 Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Campus acceptance of individual differences</td>
<td>3.99</td>
<td>4.06</td>
</tr>
<tr>
<td>31. Faculty respect for students</td>
<td>4.07</td>
<td>4.05</td>
</tr>
<tr>
<td>32. Non-teaching staff respect for students</td>
<td>4.02</td>
<td>4.04</td>
</tr>
<tr>
<td>35. Personal safety/security on campus</td>
<td>3.98</td>
<td>4.03</td>
</tr>
<tr>
<td>28. Racial harmony on campus</td>
<td>4.04</td>
<td>4.02</td>
</tr>
<tr>
<td>30. Diversity of student body</td>
<td>4</td>
<td>3.97</td>
</tr>
<tr>
<td>29. Diversity of faculty and staff</td>
<td>3.99</td>
<td>3.89</td>
</tr>
<tr>
<td>34. Campus openness to opinions of others</td>
<td>3.88</td>
<td>3.85</td>
</tr>
<tr>
<td>36. Student respect for other students</td>
<td>3.81</td>
<td>3.85</td>
</tr>
<tr>
<td>38. Student behavior in the classroom</td>
<td>3.97</td>
<td>3.84</td>
</tr>
<tr>
<td>33. Your sense of belonging at this campus</td>
<td>3.76</td>
<td>3.79</td>
</tr>
<tr>
<td>39. Student behavior outside the classroom</td>
<td>3.86</td>
<td>3.74</td>
</tr>
<tr>
<td>37. Your social support network at this college</td>
<td>3.76</td>
<td>3.71</td>
</tr>
</tbody>
</table>

Low Score means the lesser the challenge to the student

<table>
<thead>
<tr>
<th>How much of a problem are the following to you in being successful at this college?</th>
<th>2013 Avg.</th>
<th>2016 Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job responsibilities</td>
<td>2.41</td>
<td>2.34</td>
</tr>
<tr>
<td>7. Paying for college</td>
<td>2.2</td>
<td>2.21</td>
</tr>
<tr>
<td>2. Family responsibilities</td>
<td>2.14</td>
<td>2.08</td>
</tr>
<tr>
<td>6. Transportation to and from college</td>
<td>1.73</td>
<td>1.54</td>
</tr>
<tr>
<td>5. Health issues</td>
<td>1.5</td>
<td>1.51</td>
</tr>
<tr>
<td>4. Disability issues</td>
<td>1.41</td>
<td>1.45</td>
</tr>
<tr>
<td>3. Finding child care</td>
<td>1.6</td>
<td>1.4</td>
</tr>
<tr>
<td>8. Finding adequate housing</td>
<td>1.45</td>
<td>1.38</td>
</tr>
</tbody>
</table>

Our students struggle with Job Responsibilities, more than students at other small SUNY’s in 2016.
# Appendix F

## Chart of recent Diversity Related Events on campus

<table>
<thead>
<tr>
<th>Fall 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 11th Memorial Event</strong></td>
<td>Annual ceremony included a priest and rabbi sharing thoughts about unity</td>
</tr>
<tr>
<td><strong>Hispanic Heritage Panel - Speaker Juan Pinero</strong></td>
<td>Students, faculty and staff attended the presentation about Latino Heritage</td>
</tr>
<tr>
<td><strong>Veterans Ceremony and Lunch</strong></td>
<td>Annual ceremony and luncheon to highlight the sacrifices of the members of the armed services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MLK Day of Service in Kingston</strong></td>
<td>Students volunteered with Ulster Corp for MLK day of service</td>
</tr>
<tr>
<td><strong>SUNY Ulster share's their dreams</strong></td>
<td>Students drew their dreams on a large display that was shared with campus</td>
</tr>
<tr>
<td><strong>Reverend Childs: Black History Month Celebration</strong></td>
<td>Students, faculty and staff attended the presentation about diversity</td>
</tr>
<tr>
<td><strong>Diversity Day</strong></td>
<td>TMI Project, featured speaker Eva Tenuto. Focused on expressing personal struggles and tragedies through spoken word.</td>
</tr>
<tr>
<td><strong>Women's History Speaker</strong></td>
<td>Phoenix Kawomoto shared experiences and stories related to the women's history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2014 Events</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 11th Memorial Event</strong></td>
<td>Annual ceremony included a priest and rabbi sharing thoughts about unity</td>
</tr>
<tr>
<td><strong>Celebrating Recovery Month</strong></td>
<td>Speaker, film and discussion about substance abuse, family resources and recovery</td>
</tr>
<tr>
<td><strong>Domestic Violence Conference</strong></td>
<td>Annual conference focusing on resources and prevention</td>
</tr>
<tr>
<td><strong>Veterans Ceremony and Luncheon</strong></td>
<td>Annual ceremony and luncheon to highlight the sacrifices of the members of the armed services</td>
</tr>
<tr>
<td><strong>No HATE 3 days of events</strong></td>
<td>Speakers, info tables highlighting issues related to bullying and issues related to the LGBTQ community. We also created a NOH8 video in which 110 people participated</td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Day of Jewish Learning</td>
<td>Day long conference with presentations, workshops and discussions focused on a variety of topics associated with the Jewish faith.</td>
</tr>
<tr>
<td>Author/Speaker Said Sayrafiezadeh</td>
<td>Mr. Sayrafiezadeh, author of When Skateboards will be Free, discussed his books, his faith and his experiences in life.</td>
</tr>
<tr>
<td><strong>Spring 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Mental Health Awareness</td>
<td>Suicide resources, discussion and presentation</td>
</tr>
<tr>
<td>Cultural Competency In Nursing</td>
<td>Peri Rainbow, expert speaker on the transgender community and health care issues</td>
</tr>
<tr>
<td>St. Patrick’s Day Event</td>
<td>Celebrated Irish culture through music and food</td>
</tr>
<tr>
<td>Open Sesame Film and Discussion</td>
<td>We hosted the director, writer of Open Sesame, which focuses on GMO issues, big corporations and small farmers.</td>
</tr>
<tr>
<td>Diversity Day</td>
<td>speaker was Leigh-Ann Francis, Assistant Professor at SUNY Oneonta. She focused on issues of transphobia.</td>
</tr>
<tr>
<td>Epilepsy Awareness Day</td>
<td>We hosted a &quot;spare change&quot; drive for the Epilepsy foundation.</td>
</tr>
<tr>
<td>OWN It- Women’s Entrepreneurial Conference</td>
<td>Day long conference dedicated women and entrepreneurial experiences</td>
</tr>
<tr>
<td><strong>Fall 2015</strong></td>
<td></td>
</tr>
<tr>
<td>September 11th Memorial Event</td>
<td>Annual ceremony included a priest and rabbi sharing thoughts about unity.</td>
</tr>
<tr>
<td>Film &quot;Escalation&quot;</td>
<td>Presentation and discussion about relationship violence.</td>
</tr>
<tr>
<td>Veterans Celebration and Luncheon</td>
<td>Annual ceremony and luncheon to highlight the sacrifices of the members of the armed services.</td>
</tr>
<tr>
<td>Day of the Dead Celebration</td>
<td>Food and music associated with the Mexican tradition of Day of the Dead.</td>
</tr>
<tr>
<td>Title IX training for student leaders</td>
<td>Over 120 students attended the Sexual Assault, Sexual Harassment, Consent Workshop.</td>
</tr>
<tr>
<td>BEES</td>
<td>Larissa Walker, Pollinator Campaign Director and a policy analyst, talked about the need to create awareness and action to stop chemicals and practices that are endangering bees and monarch butterflies.</td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Paris Talks, Ulster Listens</td>
<td>We hosted 9 local organizations, who presented information about environmental issues and sustainability practices</td>
</tr>
<tr>
<td>World AID Day and HIV Testing</td>
<td>Focused on the issues related to HIV and AIDS; offered confidential HIV testing</td>
</tr>
<tr>
<td>Day of Jewish Learning</td>
<td>Day long conference with presentations, workshops and discussions focused on a variety of topics associated with the Jewish faith.</td>
</tr>
<tr>
<td>NARCAN training</td>
<td>Hosted a NARCAN training with Senator Amedore. Highlighted the heroin and opiate drug crisis in Ulster County</td>
</tr>
<tr>
<td>Spring 2016</td>
<td></td>
</tr>
<tr>
<td>Love Yourself, Love Your Neighbor</td>
<td>Program about self-acceptance and love and care of others</td>
</tr>
<tr>
<td>Black History Month</td>
<td>Focused on famous African American inventors</td>
</tr>
<tr>
<td>Selma</td>
<td>Film and discussion about the movie Selma and the Civil Rights movement</td>
</tr>
<tr>
<td>Diversity Fair</td>
<td>18 local organizations hosted information tables and supplied resources related to a variety of religious, cultural, spiritual, ethnic organizations</td>
</tr>
<tr>
<td>Cultural Diversity Day: Dreamers Among Us</td>
<td>Film and Discussion about high school students of undocumented Immigrants and lack of access to higher education</td>
</tr>
<tr>
<td>&quot;Sharing my Stones&quot;</td>
<td>Film and discussion about the impacts of drunk driving.</td>
</tr>
<tr>
<td>FOCUS Coffee House</td>
<td>Talent show hosted by the campus Christian group</td>
</tr>
<tr>
<td>&quot;My Depression&quot;</td>
<td>Film and discussion about mental illness, with a focus on depression</td>
</tr>
<tr>
<td>Earth Day Mini Fair</td>
<td>A fair focusing on environmental issues</td>
</tr>
<tr>
<td>Showing our Roots</td>
<td>Music celebration of the Jewish and Irish cultures</td>
</tr>
<tr>
<td>OWN It- Women's Entrepreneurial Conference</td>
<td>Day long conference dedicated women and entrepreneurial experiences</td>
</tr>
</tbody>
</table>

Additional:
- We have 3 gender neutral restrooms on campus
- We have 3 clubs that would fall under the diversity category: FOCUS (fellowship of Christian University Students), LGBTQ+, Multicultural Club
• We have a Safe Space committee, which focuses on issues related to the LGBTQ+ campus community
• We've hosted 3 trainings for faculty and staff on Safe Space training