



EXPANDING DIVERSITY, EQUITY
& INCLUSION

Submitted to Governor Andrew M. Cuomo by
Chairman H. Carl McCall and
Chancellor Kristina M. Johnson

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Expanding Diversity, Equity and Inclusion
Governor’s Call to Action: A SUNY Diversity Update Report

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Expanding Diversity, Equity and Inclusion

Governor's Call to Action: A SUNY Diversity Update Report

EXECUTIVE SUMMARY

The State University of New York (SUNY) was created to provide access and opportunity to students regardless of their financial circumstances. More is needed to be competitive in a 21st century global economy. SUNY must be an institution of higher education that provides opportunity for an *excellent* education that prepares *all* students - regardless of race, nationality, sexual orientation, or socio-economic status - to make a positive impact on the state, the nation and indeed the world. And only by providing this opportunity, to a student body that is reflective of the demographics of the state, will SUNY position New York State to meet the complex economic, technological, and cultural challenges of our global future.

This report responds to Governor Andrew M. Cuomo's open letter to each of the chairs of SUNY, and City University of New York (CUNY) Boards of Trustees, directing them to maintain their diversity and inclusion plans, and reexamine existing plans to ensure that they are furthering New York's goals of diversity and inclusion. This report reflects concrete and strategic actions taken by SUNY campuses and system administration, guided by the SUNY Board of Trustees' aspirational Diversity, Equity and Inclusion Policy (2015). These initiatives were funded, in part, through an \$8.0 million investment of Performance Improvement Funding (PIF) that supports SUNY Chancellor Kristina M. Johnson's vision of SUNY being a leader in individualized education, innovation and entrepreneurship, and sustainability.

SUNY has increased the diversity of its student population by 11 percentage points over the past decade. The population of underrepresented minority (URM) students attending SUNY institutions grew from 15.4% in 2007 to 26.5% in 2017. Compared to the 37.6% overall URM diversity of high school graduates in New York State, SUNY has made considerable progress toward enrolling a broadly diverse student body that not only reflects the racial and ethnic diversity of New York, but that will bring diverse experiences and viewpoints into the classroom so that all students are better prepared to succeed in an increasingly global and diverse workplace.

SUNY has also made great strides in diversifying its executive leadership and preparing more women and URM to be future campus leaders. In the past decade, the representation of women presidents at SUNY's state-operated campuses increased 5 percentage points (from 22% in 2008 to 27% in 2018), while the percentage of URM presidents climbed 15 percentage points (from 7% in 2008 to 22% in 2018). Likewise, SUNY has significantly increased the representation of women and URM presidents within its community college sector, with the percentage of female community college presidents increasing from 27% in 2008 to 37% in 2018, and URM presidents climbing 20 percentage points from 10% in 2008 to 30% in 2018. This substantial progress means that URM students see leadership role models who reflect and understand their experiences as students of color, and who broaden their vision about the career paths that are open to them.

Despite sizeable increases in the hiring of women and URM among SUNY institutional leaders, faculty, and staff diversity continues to lag behind. While we do not have 10 year trend data, as of 2018, URM representation is at 8.4%, and 8.6% at community colleges. SUNY faces distinct challenges in hiring and retaining URM faculty. As many university systems know only too well, competition for doctoral students seeking positions as college professors is intense. Success in landing these candidates requires bold action to broaden the pipeline to academia, eliminate barriers to diversity in the hiring process, and cultivate these talented scholars through mentoring and inclusiveness.

In order to measurably advance diversity in across SUNY, the following goals are recommended:

GOAL #1: Significantly increase the diversity of SUNY Faculty

Strategy: Launch the PRODI-G (Promoting Retention, Opportunity, Diversity, Inclusion and Growth) Initiative—a program specifically designed to hire and retain outstanding faculty from diverse backgrounds. This SUNY system-wide, recruiting program would fund faculty lines to individual campuses by providing support over three years and launching a fund-raising campaign, matched by savings from system synergies to create five-year, endowed-chair appointments to recruit and retain junior and mid-career faculty to SUNY.

GOAL #2: Create a pipeline to graduate education, doctoral programs and the university teaching for URM students, and students underrepresented in disciplines

Strategy: Launch a SUNY-wide “Recruit Like a Coach” Initiative that will track URM students from the time they are undergraduates within SUNY to identify potential scholars, develop their interest in academia through mentoring, and an annual, SUNY-wide professional development convocation as they earn their doctorates, and provide SUNY campuses the resources to recruit them through the PRODI-G Initiative.

GOAL #3: Seed and share strategies for promoting diversity and fostering understanding across difference that are research-informed

Strategy: Build on the system-wide Community of Practice in Diversity and Inclusion by expanding campus cohorts participating in the Performance Improvement Fund initiative in three areas: Diversity Education and Training, Seeding Best Practices, and STEM Pathways.

GOAL #4: Support recruitment, retention and success of emerging and at-risk populations such as Men of Color, First Generation college students, and adult learners

Strategy: Identify and implement research-informed programs with a proven track record of supporting the retention and success of at-risk students, such as cohort-focused Men of Color initiatives, Hispanic Leadership Institute (HLI) cohorts, STEM Replication bridge programs and campus living and learning communities.

GOAL #5: Elevate knowledge and understanding of the most effective strategies to promote diversity and address educational inequity across the SUNY System

Strategy: Support research on race, equity and inclusion and provide campuses with the tools to craft solutions that are innovative, research-informed and data-driven.

GOAL #6: Implement the goals and strategies contained in this report

Strategy: Engage SUNY in a planning process that will result in a strategic plan, timeline, assessment plan and clear metrics for meeting the goals contained in this report.

1. BACKGROUND

On July 5, 2018, Governor Cuomo charged both SUNY and CUNY to expand New York State’s commitment to diversity and inclusion and build the infrastructure to support diversity and inclusion throughout public higher education. SUNY’s response is clear. In a joint statement, Chairman H. Carl McCall and Chancellor Johnson assured Governor Cuomo of the following: “We will ensure that our Diversity and Inclusion Plans are furthering New York’s commitment to equity and opportunity.”

This report responds to the Governor’s open letter to each of the chairs of the SUNY and CUNY Boards of Trustees, directing them to maintain their diversity and inclusion plans, and charging them to reexamine existing plans to ensure that they are furthering New York’s goals of diversity and inclusion. This report addresses Governor Cuomo’s charge and:

- (1) Expresses SUNY’s commitment to expanding diversity and inclusion in policy and in action, with a particular emphasis on racial equity, and higher education opportunity;
- (2) Describes SUNY’s diversity and inclusion goals, and details system administration and campus initiatives undertaken to achieve those goals; and
- (3) Makes recommendations for actions that will result in quantifiable results in increasing SUNY’s existing diversity and efforts.

Finally, while this report spotlights racial and ethnic equity within SUNY, it takes an all-encompassing view of diversity—one that creates an “equity mindset” throughout SUNY—and discusses issues of equity within campus climate, curriculum, pedagogy, admissions, hiring practices, and student success. Furthermore, this report focuses on four key areas of SUNY policy and action: (1) student recruitment, enrollment, and retention; (2) institutional leadership; (3) faculty and staff diversity; and (4) campus and university life.

1.1 SUNY’s Historic Mission, and Board of Trustees Diversity and Inclusion Policy

SUNY is the largest comprehensive university system in the country and was founded with a statutory mandate to provide “educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs.”¹

Since the creation of a system-wide Office of Diversity Equity and Inclusion (ODEI) in 2007, SUNY has instituted a series of initiatives and conferences to build knowledge and awareness of diversity and inclusion throughout the campuses. These highly-regarded programs garnered eight successive national awards². Indeed, SUNY is the only University System to have ever received the coveted Higher Education Excellence in Diversity (HEED) Award. SUNY’s support for campus initiatives funds an array of scholarship and academic excellence programs for undergraduates, graduate students, and faculty. Many of these

¹ <https://www.suny.edu/about/mission/>

² <http://www.insightintodiversity.com/about-the-heed-award/>

projects begin as pilots and are developed for their potential to be scaled throughout SUNY. For a comprehensive list of those programs, see SUNY's ODEI website at <http://system.suny.edu/odei/>.

In 2015, ODEI helped lead a SUNY-wide Task Force on Diversity, Equity and Inclusion that culminated in a set of recommendations to the SUNY Board of Trustees. The Board subsequently approved a sweeping Diversity, Equity and Inclusion Policy³, building upon SUNY's historic access mission, and taking into account projected increases in the diversity of New York's high school population, as well as expected increases in the number of new hires across SUNY due to a growing number of retirements. The policy recognizes that a key component of academic excellence is diversity and inclusion, and establishes as a benchmark for SUNY campuses the diversity of the state SUNY serves. Furthermore, the policy aims to dramatically increase the capacity of campuses to advance diversity and inclusion by requiring all 64 schools, and SUNY System Administration, to appoint a chief diversity officer and to create diversity and inclusion strategic plans with metrics that will drive increases in the diversity of students, faculty, staff, and administrative leaders, with particular attention to building pipeline, increasing retention, and closing achievement gaps for minority and low-income students. Finally, the policy broadly defines diversity to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socio-economic status, status as a veteran, status as a student with a disability, first-generation students, and international students or those transferring between colleges. Strategic initiatives undertaken in furtherance of the new Diversity, Equity and Inclusion Policy include:

- The appointment of Chief Diversity Officers (CDOs) at all campuses to increase diverse leadership; creation of a network of CDOs across campuses that spans the state; and the designation of a new SUNY-wide Diversity Council with a clear charter for action.
- Development of Strategic Diversity and Inclusion Plans on every SUNY campus (including annual review, evaluation and annual updates of such plans).
- Implementation of leadership training led by nationally-recognized experts to develop cultural competence and raise awareness around inherent bias on the campuses and at system administration.
- Development of pathways to leadership for URM faculty and staff through the Hispanic Leadership Institute (HLI) and the SUNY Academic and Innovative Leadership Institute (SAIL).

Two years after the Board Policy on Diversity, Equity and Inclusion was adopted, SUNY made a commitment to strengthen the implementation of their goals as set forth in policy mandate requiring campus Strategic Diversity and Inclusion Plans. To further support campuses, a Performance Improvement Fund investment created a Community of Practice. As a result, SUNY invested \$8.0 million over a two-year period in the development of replicable best practices, to build capacity at the campus level to realize the goals of campus strategic diversity and inclusion plans. To date, ODEI has expanded its collaboration with multiple campuses, and has approved 24 new projects at 21 campuses. These projects can then serve as models to replicate across the System. This Community of Practice is focused on the following areas: (1) Diversity Education and Training for the campuses, and in partnerships with the communities that surround them, (2) Seeding Best Practices, such as cohort-based summer inclusion programs, peer to peer mentoring

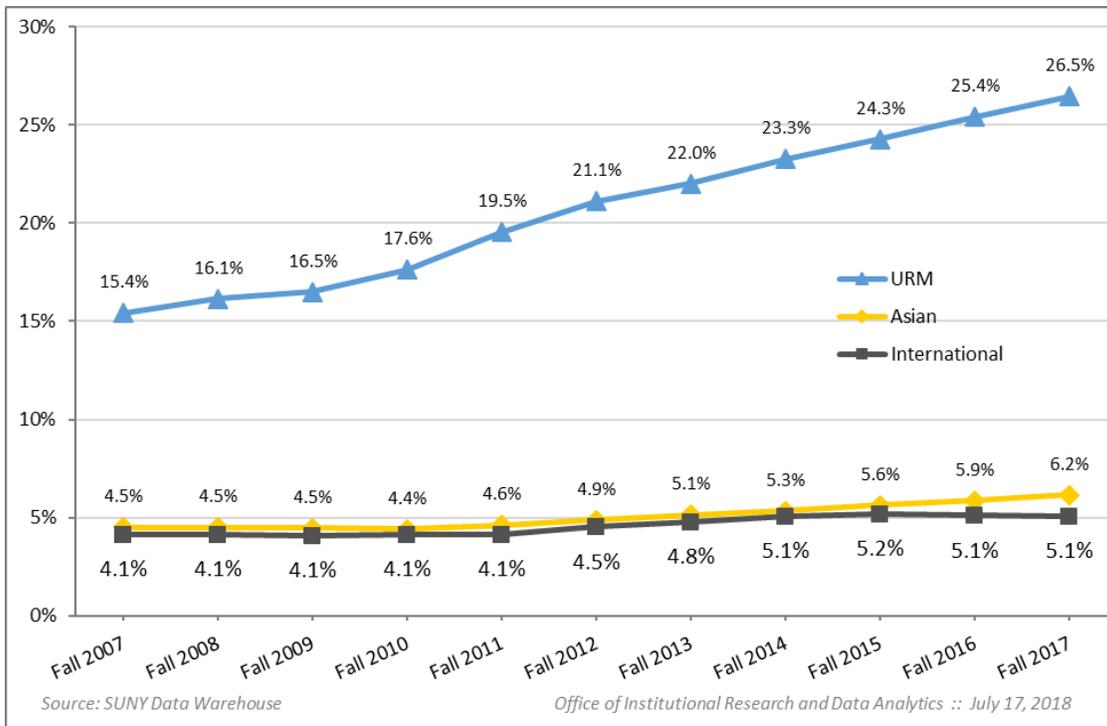
³ The State University of New York Board of Trustees. *Diversity and Inclusion Policy*, September 2015, see appendix or link: https://www.suny.edu/sunypp/documents.cfm?doc_id=804

programs and mentoring veteran and military services, and (3) Creating STEM Pathways through course design, curriculum revision, undergraduate research experiences, and enhanced mentoring.

1.2 Changing Demographics

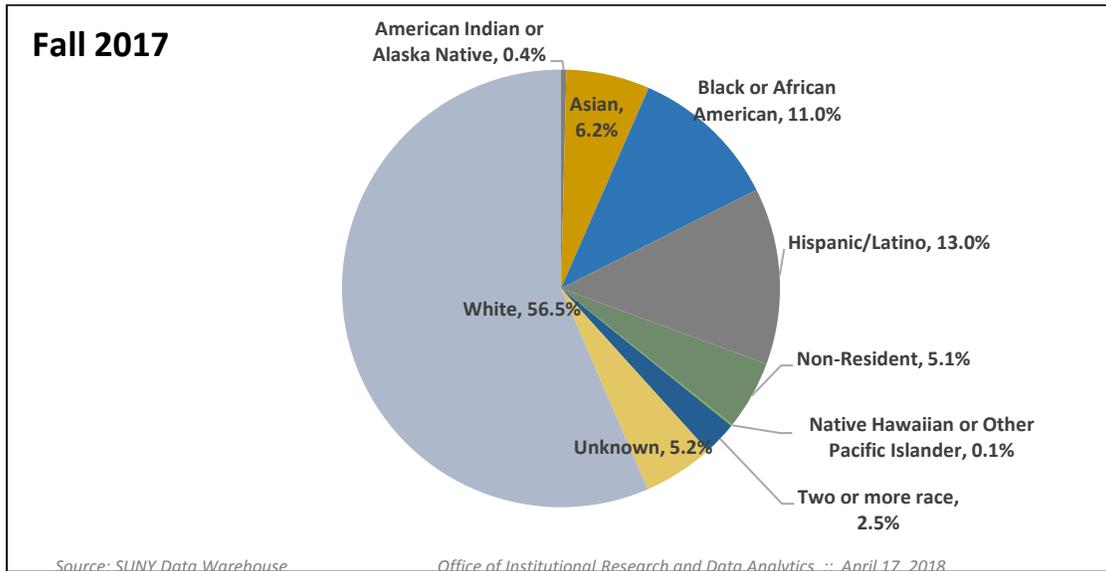
Students. SUNY has increased the diversity of its student population by 11 percentage points over the past decade. The population of underrepresented minority (URM) students attending SUNY institutions grew from 15.4% in 2007 to 26.5% in 2017. The chart below depicts the change in URM enrollment, as well as the enrollment of Asian and international students over a 10 year span.

Trends in Enrollment of URM Students



Currently, SUNY’s URM enrollment by race/ethnicity is 13% Hispanic, 11% African American, 2.5% two or more races, 0.4% American Indian or Alaska Native, and 0.1% Native Hawaiian or Other Pacific Islander (as of Fall 2017). The pie chart below represents this breakdown. Asian Americans, while underrepresented as faculty and staff, and in university leadership, are not counted as URM students.

URM Enrollment by Race/Ethnicity



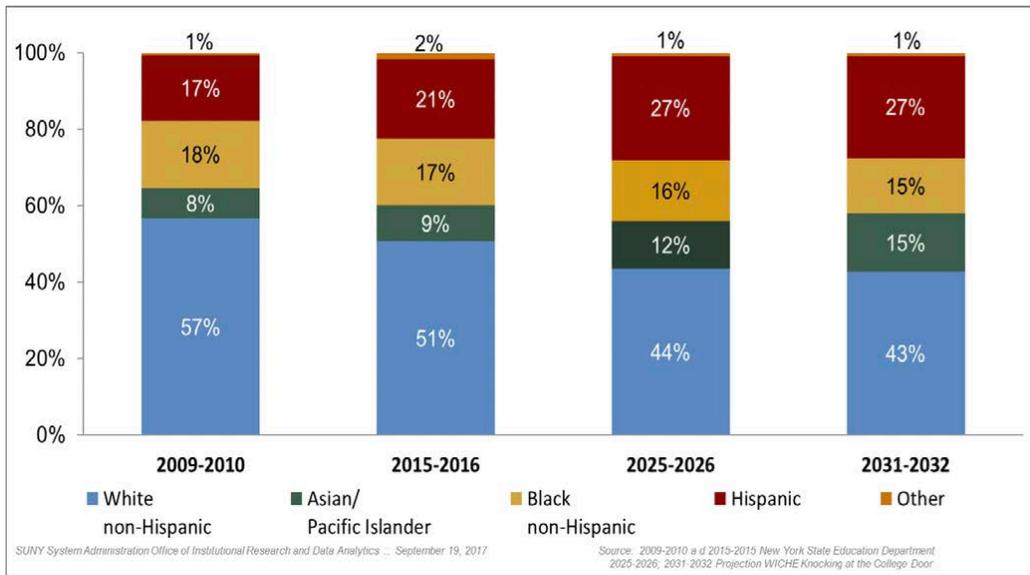
These increases in the diversity of SUNY students mirror substantial changes in the demographic profile of New York State. As the chart below demonstrates, the demographic profile of New York State is changing, as Asian American, biracial, and Hispanic populations increase, with Hispanic populations comprising the greatest population gain (over 300,000).

New York State Changing Demographics from 2011 to 2016

Race/Ethnicity	Population Estimate 2007-2011	% of Total	Population Estimate 2012-2016	% of Total	% Change
White alone	11,330,687	58.7%	11,111,314	56.4%	-1.9%
Asian American	1,404,325	7.3%	1,586,428	8.1%	13.0%
Black or African American alone	2,792,043	14.5%	2,829,883	14.4%	1.4%
Hispanic or Latino (of any race)	3,356,747	17.4%	3,661,929	18.6%	9.1%
American Indian and Alaska Native alone	46,452	0.2%	45,532	0.2%	-2.0%
Native Hawaiian and Other Pacific Islander alone	5,115	0.0%	5,819	0.0%	13.8%
Some other race alone	91,688	0.5%	105,557	0.5%	15.1%
Two or more races	275,391	1.4%	350,995	1.8%	27.5%
Total Population	19,302,448	100.0%	19,697,457	100.0%	2.0%

In the near future, the greatest growth in public high school graduates will occur in URM communities in the five boroughs of New York City, and principally in Hispanic communities. Indeed, by 2025-26, Hispanic populations will comprise nearly a third (27%) of the population of public high school graduates in New York State.

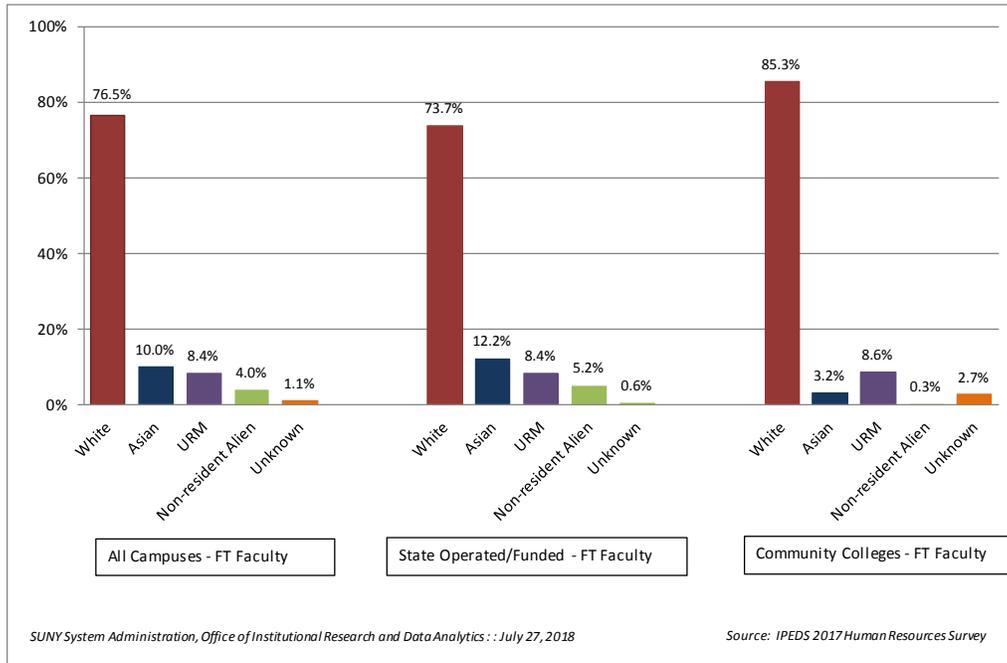
NYS Public High School Graduates: Racial/Ethnic Demographic Profile



SUNY campuses - which geographically span the state - are employing a variety of strategies to enroll New York City students, and campuses are increasingly aware of the importance of comprehensive admissions evaluations (so-called “holistic” admissions) in assessing candidates; scholarship and financial aid availability; cultural competence of faculty and staff; and a welcoming, inclusive campus climate in attracting and retaining these students.

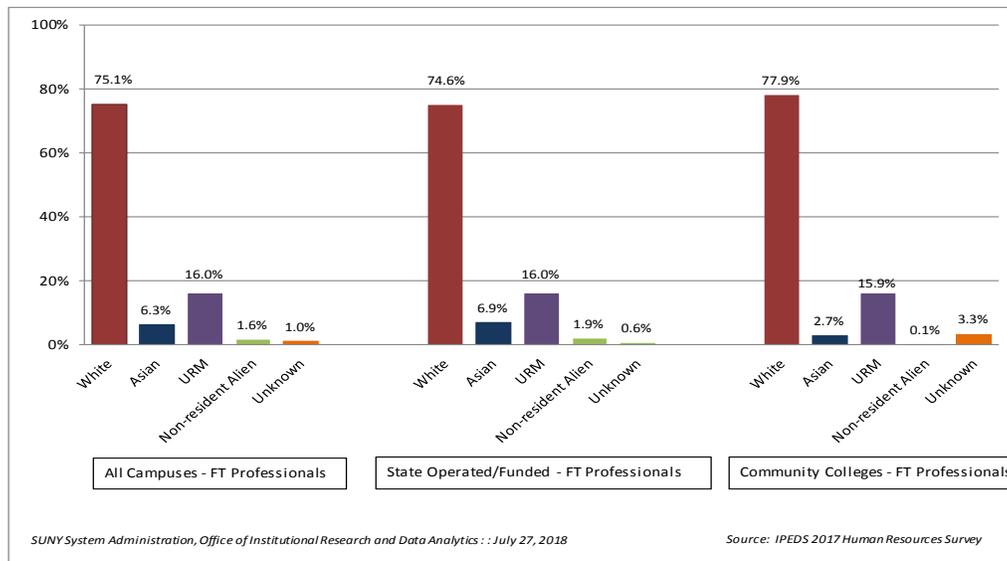
Faculty and Staff. URM representation among full-time faculty at SUNY’s state-operated campuses is 8.4%, and 8.6% at community colleges. While SUNY faculty diversity is low in comparison to the diversity of New York State, it is about average among public 2-year, and 4-year colleges nationally, as the following chart demonstrates. Faculty diversity is one of the most challenging metrics to move for a variety of reasons ranging from narrow pipelines to fierce competition for URM scholars to the demographic challenges many SUNY campuses face located far from urban centers and racially diverse communities.

Race/Ethnicity Distribution of Full-Time SUNY Campus Faculty (2018)



Professional Staff. URM's comprise 16% of full-time professional staff across all of SUNY's campuses, in contrast to the 36% URM presence within New York State. The disparity in URM representation between New York's rural and urban regions impacts the diversity of professional staff from campus to campus.

Full-time Professional Staff, All Sectors



University Leadership. In the past decade, the representation of women presidents at SUNY's state-operated campuses increased 5 percentage points (from 22% in 2008 to 27% in 2018), while the

representation of URM presidents climbed 15 percentage points (from 7% in 2008 to 22% in 2018). Likewise, SUNY has significantly increased the representation of women and URM presidents within its community college sector. In the past decade, the representation of women presidents has increased from 27% in 2008 to 37% (a 10 percentage points increase), while the representation of URM presidents climbed 20 percentage points (from 10% in 2008 to 30% in 2018).

In sum, SUNY has made significant progress toward increasing the diversity of its students, university leadership, faculty, and staff in the past decade, although the rapidly shifting demographics of the high school graduate population in New York will challenge SUNY to attract more students from Hispanic communities and from New York City over the next two decades. And the representation of URM faculty, while it continues to remain in the single digits, is average among national peers.

1.3 Legal framework to increase SUNY Student Diversity

SUNY has at all times worked within the parameters of the law in implementing diversity, equity and inclusion initiatives, however, in the last 40 years, the law has been in flux, particularly as in regards to the consideration of race in college admissions. These legal standards directly impact the strategies by which SUNY is permitted to pursue diversity in student recruitment.

In *Bakke v. University of California Board of Regents (1978)*, the U.S. Supreme Court recognized that colleges can assert diversity as a compelling governmental interest but required strict scrutiny of admissions programs that consider race to ensure they are narrowly tailored to achieve that goal. Accordingly, the Bakke court struck down a quota system where certain seats were set aside by race. The legacy of Bakke was that colleges had to develop new strategies for diversifying their student populations.

A quarter century later, in *Grutter v. Bollinger (2003)*, the Court upheld the use of race as one of a number of “plus” factors - (others might include first-generation student, athletic or artistic skill, geographic diversity, etc.) used in a holistic review of each applicant’s file. That same day, in the companion case *Gratz v. Bollinger (2003)*, the Court struck down as unconstitutional a point system that automatically awarded points on the basis of race toward admission.

Most recently, in *Fisher v. University of Texas at Austin (2013 and 2016)*, the Supreme Court deferred to the expertise of public colleges to identify diversity as a compelling governmental interest, banning race based quotas or percentage goals. It placed a heavy burden on colleges to show: 1) they narrowly tailor the use of race; 2) a race-neutral approach would not promote its interests as well; and 3) a race neutral approach would impose at a tolerable administrative expense. The Fisher Court held that colleges need not exhaust “every conceivable race-neutral alternative [or]...choose between maintaining a reputation for excellence [and] fulfilling a commitment to provide educational opportunities to members of all racial groups.”

SUNY believes that diversity is a key component of academic excellence and therefore advances a compelling governmental interest. SUNY campuses are encouraged to conduct a holistic review of each applicant’s file, and to consider a range of competencies and characteristics that contribute to the diversity of an incoming class, including race.⁴ These factors paint a picture of a student who is eligible or not

⁴ These include grade point average, standardized test scores, strength of academic schedule, geographic location (in-state, out-of-state, downstate, upstate, specific targeted high schools), and special characteristics that can bring

eligible for admission in the College’s judgment. Colleges cannot use point systems that award points on the basis of race, quotas or set-asides that reserve a certain number of seats on the basis of race.

Consistent with SUNY’s Diversity, Equity and Inclusion Policy, broadly defining diversity, campus admissions staff may choose to consider race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socio-economic status, status as a veteran, status as a student with a disability, first-generation students, and international students or those transferring between colleges.

2. Moving the Needle on SUNY Diversity

2.1 Student Recruitment, Enrollment and Retention – Goals 2 and 4

SUNY campuses strive to enroll and graduate students in undergraduate, graduate and professional programs at rates that match the racial, ethnic and socioeconomic demographics of New York State. Leadership at each of the 64 campuses and at System Administration has engaged in a number of highly effective recruitment, enrollment and retention strategies, resulting in the enrollment of 114,331 URM students in 2017. Some community colleges are achieving success retaining and graduating low-income and first generation students with research-informed, individualized education initiatives, such as, Starfish and Intrusive Early Alert Advising Systems that use predictive analytics to identify the subject and underlying concepts where students are encountering roadblocks to on-time degree completion. In addition, programs like Quantway/Statway and Developmental English Co-Requisite Program have shown that three times more students succeed in so-called “barrier” courses in math and English in half the time, thereby increasing their graduation rates.

Educational Opportunity Program: Since 1967, when the Educational Opportunity Program (EOP) first began, it provided access, academic support, and supplemental financial assistance to make higher education possible for those students who have the potential to succeed despite limited financial resources and academic readiness. The EOP is currently active on 47 SUNY campuses across New York State, SUNY’s EOP serves almost 11,000 academically and economically disadvantaged students, helping them prepare for and succeed in college. The EOP population is one-third Hispanic/Latino, one-third Black or African American, and one-third other.

Student Success Initiatives: SUNY’s 30 Community colleges enroll approximately one-half of all students in SUNY and serves nearly 20% of the entire post-secondary population in New York State. Community colleges are adept and particularly effective in recruiting, retaining and graduating a wide range of residents in New York State including high school graduates, first-generation students, minority students, veterans, and returning adults with supports to help them succeed.

Each of these campuses have an open enrollment policy. This access policy results in the enrollment of many students who require additional support to be college ready. This includes returning adults and those

diversity to an incoming class. These may include special artistic ability, athletic skill, demonstrated leadership, a first-generation college attendee, multiple languages spoken, employment experience, interesting and exceptional experiences, gender, race, and ethnicity, among a myriad of other factors.

who have not been successful with traditional course work. In order to ensure that SUNY narrows the equity gap and the success of these students, the Chancellor has invested in a number of additional evidence based student success initiatives. Simultaneously, we are bringing these initiatives to scale to ensure impact on the largest number of students.

Some of the notable programs in community colleges impacting student success include:

Smart Scholars Early College High School: With the support of the Governor, NYS is sponsoring 65 early college high schools that introduce students with academic and financial challenges to college before they graduate from high school. Many of these students graduate with an average of 20 college credits and 98 % of the students are on track to graduate from high school without the need to take any remediation courses.

New York State P-TECH: P-TECH is a public-private partnership that is recruiting 2,000 9th graders each year to an innovative six year program that will prepare them for high-skills jobs of the future in technology, manufacturing, healthcare and engineering. Focusing on disadvantaged students, each student will have the opportunity to graduate with an Associates level degree at no cost to the student's family and will be first in line for a job with participating businesses.

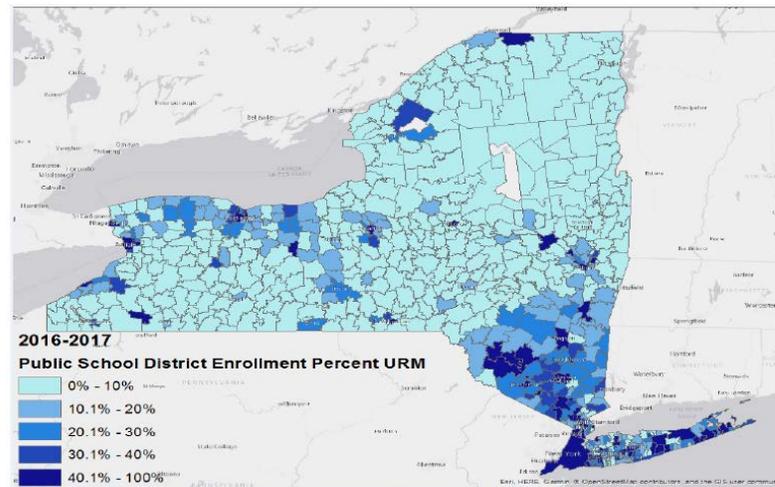
Math Pathways/ Accelerated Learning Project: SUNY's data reveals that the largest barriers to students persisting and graduating is their ability to progress into credit bearing math and English. Two major initiatives, Quantway/Statway which has shown to help more students succeed in math (three times the success in half the time) and a co-requisite English program that supports students in credit bearing English course work without the need for remediation, thereby increasing the number of students who graduate at an accelerated pace.

Guided Pathways for Community College Students: In 2018, SUNY has launched the research based Guided Pathway Initiative, a statewide strategy focused on building capacity for community colleges to design and implement structured academic and career pathways for completion. This is currently at 10 colleges and is being implemented at scale for all students.

Demographic Realities: SUNY is committed to educating the changing population of the state, knowing that the educational pipeline fuels economic growth, social mobility and innovation through diversity of ideas. SUNY is embedded in virtually every community in New York State. Remarkably, 93% of New Yorkers live within 15 miles of a SUNY campus, and nearly 100 % live within 30 miles.⁵ This makes access to SUNY's higher education institutions geographically accessible to all residents. Despite the fact campuses nationally face a declining traditional college-aged population, geographical proximity to a SUNY campus allows recruitment to take place in all corners of the state. Public school district URM enrollments are shown to emphasize concentrations of populations.

⁵ SUNY. <https://suny.edu/history>.

2016-2017 URM Enrollment by NYS Public School District (from NYSED)



Certain campuses have developed recruiting strategies to promote applications and admissions that target the large urban areas in downstate and upstate cities, including the New York City boroughs, Buffalo and Rochester. These strategies recognize that an inclusive community can be fostered not by lowering standards, but by lowering obstacles. Each is intended to increase the number and diversity of students who are aware of the wide variety of SUNY campuses, academic programs, support mechanisms, and the welcoming nature of our communities. Campuses have broadened their recruitment efforts by:

- Holding recruiting events and activities in urban and rural communities;
- Placing recruiting and admission counselors (some with the authority to review and admit applicants 'on the spot') in communities around the state;
- Chartering buses so that students can day or overnight visit campuses during the application, and pre- and post-decision phases;
- Building awareness via a robust social media presence and advertising via non-traditional mechanisms that target specific populations;
- Cooperating with non-SUNY consultants and organizations, such as CBI (College Bound Initiative) and CACNY (College Access Consortium of New York), to reach new populations;
- Building 'transfer pipelines' between colleges via the SUNY Transfer Paths (a product of a SUNY Board of Trustees Policy and recruiting efforts between campuses; (See: <http://system.suny.edu/academic-affairs/student-mobility/seamless-transfer-policy-faqs/>))
- Implementing "Ban the Box" admissions policy to admit formerly incarcerated people, as well as delivering 'college in the prisons' programs;
- Developing programs and supports that welcome active military and veterans as students; and
- Lowering systemic barriers, such as the college application process and FAFSA, by providing counselors and admissions advisors to assist with understanding and completing these documents.

Enrollment

Recruiting applicants and admitting them as incoming students is only the first step. SUNY has, in turn, implemented a host of strategies to overcome some of the real and perceived barriers to attendance.

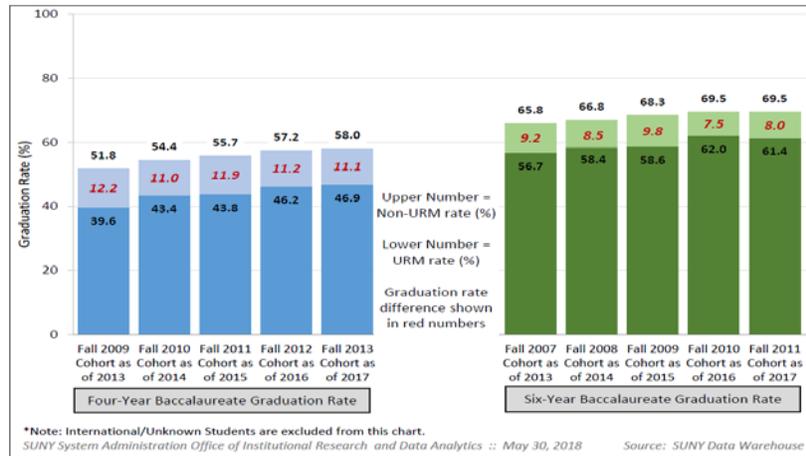
Some of the tactics campuses have employed include:

- Shifting scholarships from being purely merit-based, to allow for more flexibility in delivering additional need-based aid;
- Building upon state-funded initiatives, such as EOP (the Educational Opportunity Program), campus and SUNY-wide programs such as Presidential and Diversity scholarships, and others such as TRiO, Jumpstart, LSAMP, McNair, BRIDGES, etc., that are highly effective in enrolling a diverse student body;
- Developing "**Gateway to**" programs which create pathways to specific careers;
- Offering targeted scholarships (e.g., Native American, graduate research fellows and postdoctoral Diverse Fellows Program);
- Developing programs that create seamless transitions from secondary to higher education such as concurrent enrollment, and P-Tech;
- Making use of federal financial aid programs such as "Second Chance Pell" and "Pell Experiment" grants;
- Earning "Military Friendly Campus" status to promote enrollment by active military and veteran students.

Retention/Graduation

Efforts to retain and graduate students have been significant. The six-year baccalaureate graduation rate for URM students in baccalaureate programs has grown to 61.4% for the cohort entering in 2011. Non-URM students have a higher rate of graduation at 69.5% in this same period.

Four-Year and Six-Year Graduation Rates at SUNY for the First-time, Full-Time Baccalaureate Students, URM Students Compared to Non-URM Students over time



The three-year graduation rate for URM students enrolled in associate degree programs will require more intervention to raise completion rates. Current data reflects a 33.9% graduation rate for associate degree programs for non-URM students beginning in the Fall 2014 cohort. Graduation rates for URM students still show a significant gap of 14.7% in the community college sector.

Two-Year and Three-Year Graduation Rates at SUNY for First-Time, Full-Time Associate Students



Six-year URM baccalaureate graduation rates at SUNY outperform National Public and Private Not-for-Profit institutions, and SUNY's three year associate URM graduation rates outperform National Public institutions.

URM and Non-URM Graduation Rates at SUNY compared to National Public and National Private Not-For-Profit Institutions

Institution Group*	6-Year Baccalaureate Graduation Rate (F2010 as of F2016)		Baccalaureate Graduation Rate Difference (% Points)	3-Year Associate Graduation Rate (F2013 as of F2016)		Associate Graduation Rate Difference (% Points)
	Non-URM	URM		Non-URM	URM	
SUNY	69.5%	62.0%	7.5	31.8%	18.6%	13.2
National Public	63.0%	47.4%	15.6	26.2%	17.0%	9.2
National Private Not-For-Profit	69.6%	52.3%	17.3	36.6%	22.2%	14.5

Systemic academic and organizational changes may be needed to address the lower rates of graduation for URM students, particularly in associate degree programs. Campuses have reported interventions and support services to retain and graduate students that include:

- Offering intentional programming in the residence halls to create inclusive communities and build knowledge and understanding;
- Creating transitional programs such as "Summer Prep Academy" or Bridge programs to help new students learn to adjust to the demands of college life, including time management, organization, life/stress supports;
- Supporting campus club and safe spaces (e.g., classrooms, dorms, theaters, multicultural spaces, athletic facilities, etc.);
- Providing learning-living communities that match student backgrounds, needs and interests; and
- Building a welcoming environment and an atmosphere of belonging by offering resources for the needs of underserved communities (these include barber shops that have a wide range of expertise, foods in dining halls that accommodate all cultural dietary patterns, role-model training, and 'Student Success Squads' for peer support).

Recommendations in Student Recruitment, Enrollment, and Retention:

2.2 Institutional Leadership – Goal 3

SUNY has made progress in diversifying campus presidencies, but its campuses continue to be challenged to diversify their senior executive leadership teams. The following diagram bears this out. While 24% of state-operated campuses, and 30% of community college campuses, are led by URM presidents, only 7% has URM provosts, and none has URM chief financial officer. The disparity in the diversity of campus presidents and campus senior leaders is a challenge SUNY will address. The Chancellor and the Board of Trustees will hold campus presidents accountable for building diverse and inclusive teams and having the resources to support programs that have been proven to work, such as initiatives resembling PRODI-G and "Recruit Like a Coach."

Executive Leadership by Race/Ethnicity and Gender, July 2018

Sector	Total	White	Asian	Hispanic	African-American	Native American	Male	Female	%URM
State Operated Institution Presidents	29	21	2	1	4	1	21	8	24%
Provosts/ VPs Academic Affairs	28	26	0	2	0	0	17	11	7%
VP Business & Finance	26	26	0	0	0	0	15	11	0%
Community College Presidents	30	21	1	0	8	0	19	11	30%

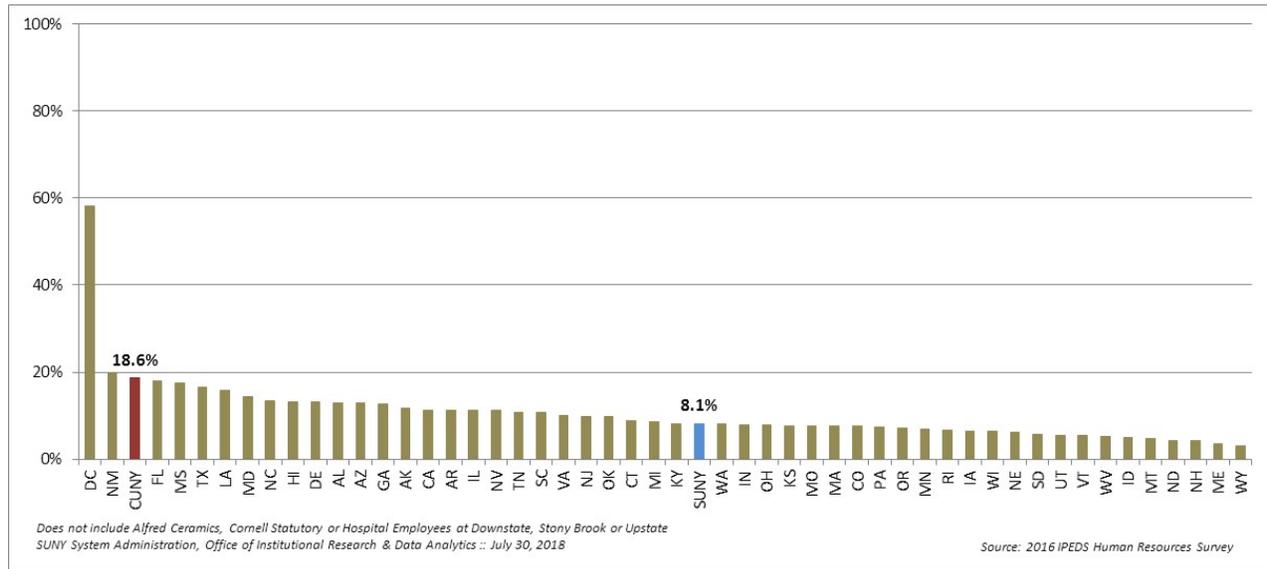
2.3 Faculty and Staff – Goals 1, 2, and 5

Fundamental to the success of efforts to recruit, enroll, and retain a diverse student body is the existence of a diverse faculty and staff. First, URM students look to URM faculty as role models, and “proof” that they too, can succeed in a given discipline. Second, faculty with diverse experiences, heritages and backgrounds bring more variety to pedagogical and intellectual methods, making the classroom more effective. Third, having a critical mass of URM faculty and staff increases the likelihood that the cultural climate on campus is more respectful of, and welcoming to, URM students. This is particularly true for the many SUNY campuses located in rural regions of the state. Fourth, all students benefit from a diverse faculty and staff because their interactions with faculty and staff help to prepare them for the increasingly diverse workplaces they will encounter after graduation.

Greater diversity of faculty and staff benefits the entire campus community and will attract a more diverse range of students. Extensive research demonstrates that diverse teams solve complex problems faster and better.⁶ Decision-making at all levels of university operations is more robust when a variety of perspectives are factored in. URM comprise 36% of New York’s population while SUNY’s overall URM student population is 26.5%. URM representation in full-time faculty at state-operated campuses is 8.1%.

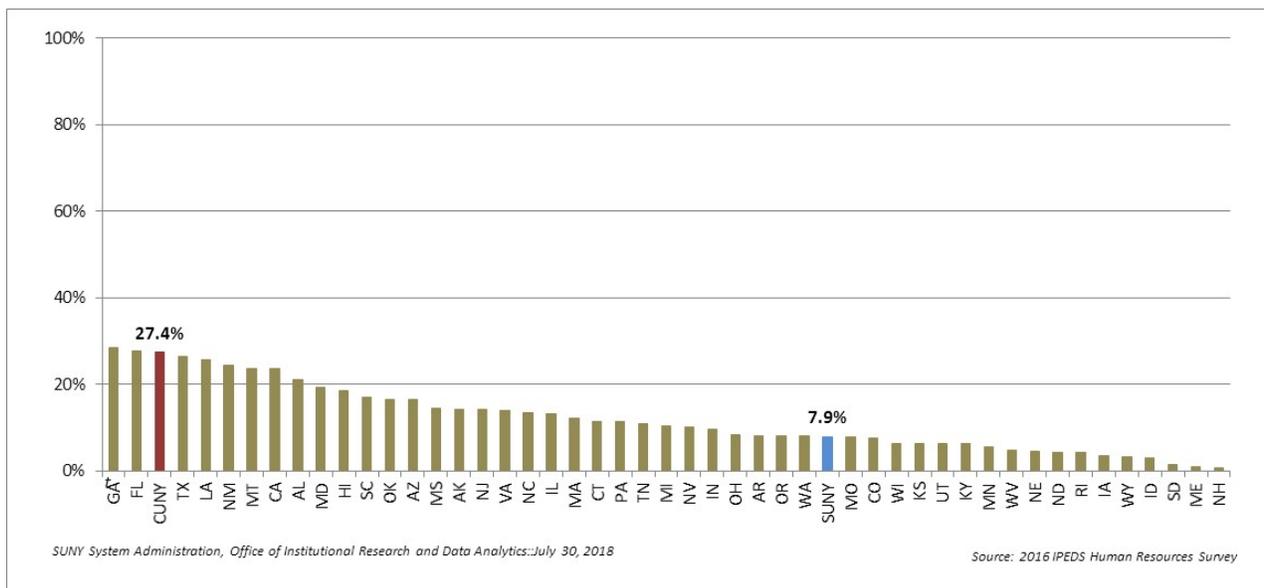
⁶ Scott Page, *The Diversity Bonus: How Great Teams Pay Off in the Knowledge Economy* (2017); *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*, Princeton University Press, 2007.

URM Full-Time Faculty at SUNY State-Operated Institutions vs. National Public 4-Year Institutions, 2016 data from IPEDS



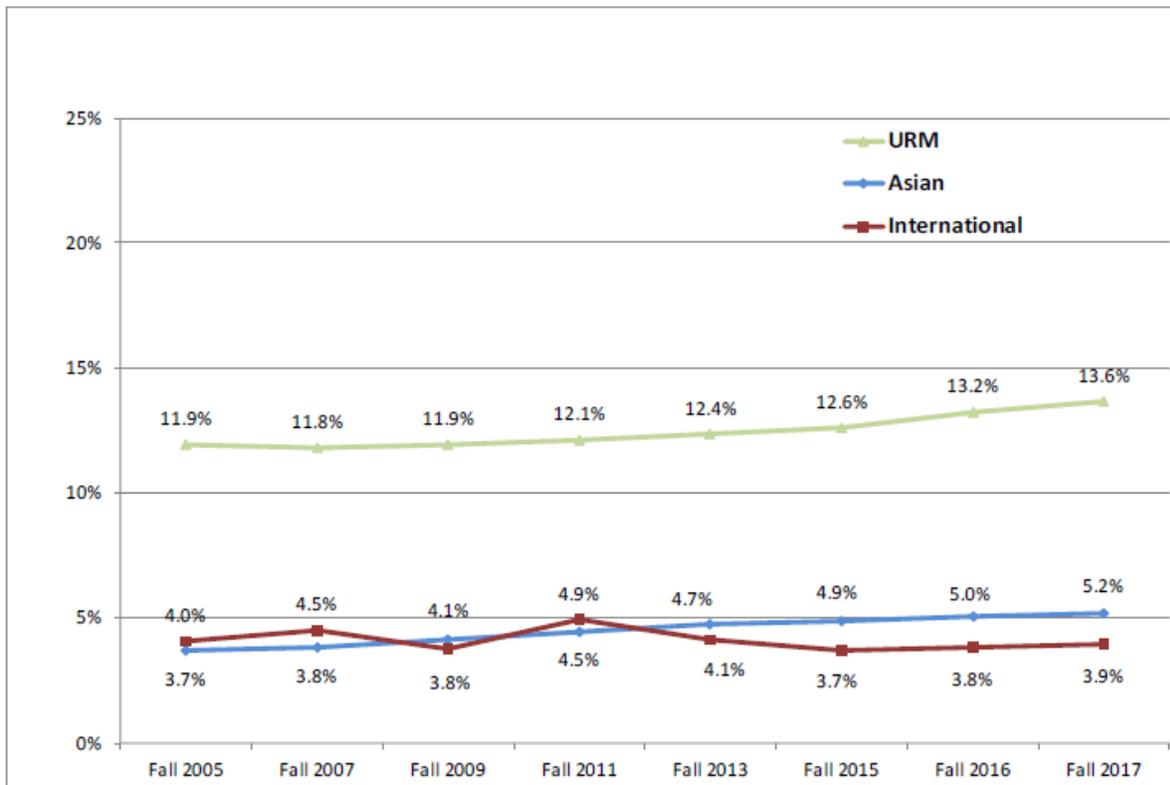
At community colleges, the URM full-time faculty is 7.9%.

Faculty Data: URM Full-Time Faculty: SUNY Community Colleges vs. National Public 2-Year Institutions, July 2018



Across the University, faculty, and staff combined identifying as URM is 13.6%.

Faculty and Staff Diversity Trends in Minority and International Employees at SUNY Institutions, Fall 2005 – Fall 2017



SUNY System Administration, Office of Institutional Research and Data Analytics: July 27, 2018

Source: IPEDS Human Resources Surveys

Many SUNY campuses have utilized a variety of programs and strategies to recruit and retain URM faculty. However, by and large they have not been able to systematically make a significant impact. In the last 10 years SUNY has realized only about a 2% increase in URM faculty and professional staff. It is imperative to reimagine our efforts and develop a bolder, more ambitious vision which focuses on:

- Hiring outstanding faculty through system-wide, term chair appointments** to attract junior and mid-career URM faculty. Through a new initiative, PRODI-G (Promoting Retention, Opportunity, Diversity, Inclusion and Growth), SUNY will commit to helping campuses hire 1,000 new, emerging and mid-career URM faculty over the next decade. Access to PRODI-G funding will entail campuses using high-impact hiring practices that look beyond the customary hiring networks to include new and diverse sources of talented candidates. PRODI-G funding anticipates that campuses will embrace the best practices for eliminating bias in the faculty search process, and stop or pause searches in which applicant pool does not resemble the diversity of the discipline from which the candidate pool is drawn.
- Developing a pipeline for URM:** Pipeline is particularly sparse in many of the fields in which SUNY's comprehensive colleges have the capacity to hire – for example, business, math, computer science and the natural sciences. In order to address the shortage of URM faculty coming out of a range of

disciplines and the resulting long-term need, SUNY must invest in expanding pipelines for emerging faculty. SUNY undertakes to expand the pipeline for URM faculty and staff through “Grow Our Own” Initiatives and an annual mentoring conference.

- **“Grow Our Own” Initiatives:** SUNY will build on undergraduate and graduate research initiatives within both the comprehensive and university center sectors. Because the SUNY System is large and comprehensive, spanning a variety of higher education sectors, graduate students produced in one sector can be recruited another sector as faculty and staff. For example, graduate students at SUNY’s doctoral degree-granting institutions are already recruited by the comprehensive and community college sectors. SUNY will work to ensure that its URM graduate students have a pathway to the professoriate through mentoring, undergraduate/graduate research initiatives, graduate EOP, and ODEI’s Graduate Fellowship Development Program.
- **SUNY Mentoring Conference:** Annually, the Southern Regional Education Board hosts a three-day conference for nearly 800 URM graduate students on the path toward earning their PhDs. While more SUNY campuses are attending this event, SUNY should consider hosting its own annual workshop for the following reasons:
 - An opportunity to mitigate the expense to campuses of sending faculty members to Atlanta, where the COMPACT is held;
 - A local, SUNY Mentoring Conference would draw doctoral students from New York and neighboring states who are more likely to accept jobs within our region;
 - A SUNY conference would engage SUNY faculty in training and mentoring URM students, and build faculty capacity to do this across the system;
 - An aspect of the conference would include the creation of a Higher Education Recruitment Consortium (HERC) that posts available faculty and staff positions to provide up to date information to campuses on available faculty and staff positions. This allows SUNY institutions within the same region to identify not only spouses on the job market, but other potential faculty members, and facilitate cluster hiring.
- **Re-imagining Faculty Hiring Process:** Traditional hiring practices have a number of deficiencies that permit bias to creep into the process so that the best person is not always necessarily hired.
 - **Implicit Bias Training:** In the past decade, a great deal of work has been done in the area of implicit bias and its impact on hiring. It is now almost common knowledge that unconscious bias permeates the process if not corrected through appropriate training and activity.
 - **Cluster Hiring:** Due to changes in the traditional family roles and desirability in assuring that new hires feel welcome and included, cluster hiring and spousal accommodation are critical factors in successfully recruiting and retaining URM faculty and staff, which is important in developing a diverse culture in our campuses. Cluster hiring is an important way to address these concerns and has developed as a means of expediting campus inclusion in a way that is consistent with public policy.

2.4 Student Life, Curriculum and Programs

SUNY supports diversity and inclusion, not only in the curriculum, but also in the range of student experiences to build retention and completion. The campus communities must recognize their needs and increase support for the growing diversity of its student populations. Many campuses have adopted diversity learning requirements in the general education curriculum to ground diversity in academic excellence, and ensure that students are given a background for understanding and the diversity the range of diversity they will be exposed to on campus, and in the workplace.

Student Emergency Aid

Seven SUNY campuses are part of this program with more than \$600,000 in donations from the Gerstner Family Foundation and the Heckscher Foundation for Children. These funds are being awarded to students experiencing an unforeseen financial hardship or emergency situation, with the goal of keeping more students on track toward graduation.

LGBTQ+ Populations

Many campuses support lesbian, gay, bisexual, transgender, queer, and other gender non-conforming students through affinity groups, offices, and programs that recognize these growing populations. In many instances, we have seen the growth of centers dedicated to gender and sexuality resources. Best practices include Safe Zone/Space programming, all gender rest rooms, inclusive living and learning environment, and policies to advance equity and inclusion for gender expansive students. These include, but are not limited to, Chosen Name policies and processes, LGBTQ+ mental health support groups, LGBTQ+ Living/Learning Communities, and Gender Inclusive Housing options.

Students with Disabilities

SUNY has seen tremendous growth of students with ability needs. As of 2017, more than 25,000 SUNY students have requested accommodations for a disabling condition. (*NYS Education Department, 2017*). While each campus has professional staff to help support student accommodations, there is a wide range of need. Students may have a range of disabilities: physical, intellectual, and developmental to name a few. Over the last year, SUNY has also been working towards improving access in electronic and information technology environments.

Mental Health - Tele-Counseling

Mental health counseling is increasingly important to student retention and academic success. In 2017, the legislature awarded \$300,000 to the Office of Academic Health and Hospital Affairs at SUNY System Administration to coordinate a pilot project to provide telehealth services for student mental health concerns. Upstate Medical Center was selected to provide telehealth care during the pilot project, which began in January 2018 and continued through the spring semester. Four campuses participated, based on projected need and proximity to Upstate Medical Center: Onondaga Community College, SUNY Oswego, SUNY Oneonta and SUNY Polytechnic. Qualified telehealth services for this pilot included tele-psychiatry, tele-cognitive behavioral therapy and behavioral assessment. With the allocation of additional funds from the legislature, the Office of Academic Health and Hospital Affairs will expand telehealth services to at least four new campuses, for a total of at least eight campuses in 2018-2019.

Food Insecurity Task Force

In 2018, SUNY created a Food Insecurity Task Force, drawing members from a broad spectrum of constituencies (students, staff, faculty, auxiliary food service providers, food bank associations, civic organizations, community and philanthropic organizations) to study the issue of food insecurity on college campuses and recommend the necessary changes and best practices to alleviate this serious issue. The task force aims to address student food insecurity on each campus by collaboratively linking resources from the regional food banks, Hunger Solutions, Office of Temporary Disability Assistance, and US Department of Agriculture.

Recommendations for Student Life, Curriculum and Programs:

- Expand Mental Health Services
- Expand Student Emergency Aid
- Provide Implicit Bias Training, Bystander Training and Cultural Difference topics in First Year Experience
- Create Bias Incident Report Teams
- Expand No Space for Hate and Free Speech/Hate Speech Dialogues
- Expand preparation for prospective and enrolled students with disabilities including comprehensive training for SUNY faculty, staff, and students to improve the overall campus welcome/climate for students with disabilities and empower them to thrive at our institutions.
- Support curriculum change and pedagogical strategies to support URM students

VI. Conclusion

All decisions on our campuses must consider the inherent responsibility of achieving equity and inclusion within all aspects of SUNY's enterprise. This commitment is reflected in the priorities of leadership, curriculum, student life, and we are committed to the development of more diversity in our faculty and professional staff. At SUNY, we recognize the challenges associated with educational opportunity, and achieving equity, diversity and inclusion, but we are unwavering in ensuring the success of all of our enrolled students and those yet to enroll. Transforming the culture on campuses and the climate within each SUNY community are paramount considerations in our efforts to build a more responsive and inclusive university.

The following quote challenges SUNY to evaluate all aspects of its educational enterprise and campus growth:

“What was once a challenge of quantity in American undergraduate education, of enrolling as many students as possible, is increasingly a challenge of educational quality—of making sure that all students receive the education they need to succeed, that they are able to complete the studies they begin, and that they can do all of this affordably, without mortgaging the very future they seek to improve.”⁷

⁷ Final Report and Recommendations from the Commission on the Future of Undergraduate Education, “The Future of Undergraduate Education: The Future of America. American Academy of Arts & Sciences, 2017.

This report is a clarion call to SUNY's renewed commitment to equity, diversity and inclusion and the promise of ensuring continued access and opportunity in recognition of the Governor's Call to Action and the national political climate.

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As Chair of the Task Force, I wish to acknowledge the contributions of the members of the Special Diversity Task Force without whose hard work and responsiveness, this report would not have been possible.

Carlos N. Medina - Vice Chancellor & Chief Diversity Officer, SUNY System Administration
(Task Force Chair)

Miguel Alonso - Chair, History/Political Science /Geography, Nassau Community College

Jeanette Altarriba – Professor, Vice Provost and Dean, University at Albany

LeManuel “Lee” Bitsoi - Chief Diversity Officer, Stony Brook University

Michael Braun - Trustee/SUNY Student Assembly President, Rockefeller College of Public Affairs at the University at Albany

Elizabeth Carrature - Associate for Research and Program Development, SUNY Office of Diversity, Equity and Inclusion

James Felton - Chief Diversity Officer, SUNY Cortland

Fred Floss - Chair & Professor, Economics & Finance Department, Buffalo State College

Elizabeth Garvey - Office of General Counsel, SUNY System Administration

Timothy Gerken – Associate Professor, Liberal Arts and Sciences – Humanities and Social Science, Morrisville State College

John Graham - Associate Provost for Student Affairs, Office of University Life, SUNY System Administration

Gwen Kay - SUNY Trustee and President, University Faculty Senate, SUNY System Administration

Jill Lansing – Assistant Vice Chancellor, Office of Education Pipeline and Community Colleges, System Administration

Eunice Lewin - SUNY Trustee, SUNY System Administration

Holly Liapis - Press Secretary, SUNY System Administration

Stanley Litow - SUNY Trustee, SUNY System Administration

Teresa Miller - Sr. Vice Chancellor for Strategic Initiatives and Chief of Staff, SUNY System Administration

Katelyn Neifeld - Associate Director of Strategic Development, SUNY Global Center

Phillip Ortiz - Assistant Provost for Undergraduate & STEM Education/Coordinator, Empire State STEM Learning Network, SUNY System Administration

Joseph Porter - Senior Vice Chancellor for Executive Leadership and Employee Development, SUNY System Administration

Wayne Riley – President, Downstate Medical Center

Joseph Storch – Office of General Counsel, SUNY System Administration

Nina Tamrowski - SUNY Trustee and President, Faculty Council of Community College, SUNY