

The Path to Distinction
SUNY Orange's Diversity Strategic
Plan for Institutional Excellence
2022-2027

SUNY ORANGE

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Executive Summary

This Diversity Strategic Plan (DSP) reifies “diversity” as a mission essential reality and provides a path toward the College’s vision in five parts. The initial three parts (I- Historic Framework; II- Review of Data; III- Identification of Methods) ground the plan systemically and institutionally. This is done through a review of the narrative of community colleges in the United States, definitions of key terms (diversity; equity; inclusion) and a review of extant data as well as diversity, equity and inclusion (DEI) approaches (inclusive excellence; equity-mindedness). Part IV presents the plan’s Goals and Implementation and Part V concludes the document with an emphatic reminder of the dedication required to realize and operationalize the DSP.

With this Diversity Strategic Plan (DSP) SUNY Orange has presented a path toward institutional excellence. The path is laid by the resolve of College stakeholders utilizing a framework created by Daryl Smith (2009) that acknowledges four sectors of higher education institutions: access and success; climate and intergroup activity; institutional vitality; and education/ scholarship. The gaze toward excellence is steadied through shared vision and buy-in, leveraging of financial resources, support from senior leadership and administration and building capacity. This framework and these elements guide the College’s efforts to affirm and build a community of distinction.

The DSP is a tool that interconnects goals across the College creating an infrastructure for diversity (Williams, 2009) that supports inclusive initiatives and promotes equity. It represents the inter-College offices, departments, schools and stakeholders and their commitment to various initiatives that may be operationalized in the name of diversity. Importantly, it embodies the belief driving this commitment—diversity is crucial to the mission and a requisite in the achievement of any substantive excellence.

The DSP recognizes the College’s diverse community of students, staff, faculty and administrators. In so doing, it provides support to the community in its collaboration on goals that align with the College’s Strategic Plan as well as SUNY System’s 25 Point Diversity, Equity and Inclusion Action Plan. Importantly, strategies for cascading and achieving these goals are explained and the Diversity Commission presented as an enduring resource for implementation.

Message from the College President

On the following pages, you will find a bold and assertive Diversity Strategic Plan that challenges Orange County Community College as an institution, and each of us within the College community, to infuse inclusive excellence into the pursuit of the College's mission, vision, values and goals. This plan—firmly rooted in the blended histories of our nation, our community and our College—extends from SUNY Orange's inaugural Diversity Plan 2016-2021, builds from a well-established diversity framework and promotes an equity mindedness approach to the fulfillment of the College's Strategic Plan 2020-2025. In short, it pushes us to embody excellence and live the ideals included within.

My thanks to Dr. Willie Williams, chief diversity officer, for leading the creation of this plan with great care and insight, as well as to the members of the Diversity Commission for their many valued contributions. I also commend the members of the Committee for Institutional Diversity and Equity (CIDE) for their ongoing commitment to the creation of a diverse teaching and learning environment where students and employees can thrive.

We each have a role to play in helping SUNY Orange achieve these strategies. This plan is not a “top down” directive, but rather an all-inclusive framework that will rely upon ideas and initiatives springing forward from all corners of our College community. We have our roadmap. Now is the time for bold and assertive action. I expect that our shared contributions will lead to successful implementation of this plan, and to a stronger, more inclusive SUNY Orange.

Introduction

This is Orange County Community College's (henceforth also referred to as "the College" or "SUNY Orange") Diversity Strategic Plan (DSP). The DSP provides a course of action for the College's pursuit of excellence in service to this diverse community and student population. The DSP is aligned with the College's mission and has been tried by the College's values. Furthermore, it is informed by the efficacy of the College's 2016-2021 Diversity and Inclusion Plan (DIP).

This 2022-2027 Strategic Diversity Plan cascades from the College's [2020-2025 Strategic Plan](#) and is informed by the State University of New York's (SUNY) [25 Point Diversity, Equity and Inclusion Action Plan](#). As a result, the DSP presents goals that are aligned with SUNY both institutionally and systemically. Furthermore, to assist in the implement of the methods and tactics required to achieve these goals, the Diversity Commission remains active and intentional in its support of the College community.

The goals established herein have been formulated collaboratively by a Diversity Commission whose members represent a cross-section of the College's constituents as well as their various divisions, departments and offices. The information and data incorporated into the DSP was retrieved from the following sources: Institutional Planning, Assessment and Research; climate surveys; National Center for Educational Statistics; the Integrated Postsecondary Education System (IPEDS); Community College Survey of Student Engagement (CCSSE) and Student Opinion Survey (SOS).

The DSP considers the outcomes of past objectives and strategies in light of the present state of the community and nation with an eye toward our future. This is a plan of action. The DSP's establishment of strategies and goals is not at the expense of implementation. This living document is intended to unfreeze mindsets, ignite thought and communication and inspire action.

The DSP has five parts: Part I- Historic Framework; Part II- Review of Data; Part III- Identification of Methods; Part IV- Goals and Implementation; and Part V- Conclusion. Following this introduction will be the Historic Framework of higher education with a focus on the community college leading to a description of the College's excellence and definitions of diversity, equity and inclusion. A review of extant data will be followed by an Identification of Methods introducing Inclusive Excellence and Equity-Mindedness. The Goals and Implementation section will present and explicate the 2022-2027 DSP goals with a focus on implementation, tactics and scorecards. (Immediate access to the goals as well as the tactics that operationalize the strategy begins [here at Part IV.](#)) The DSP will conclude with a summary.

The strategic approach of this DSP is derived from several organizational frameworks. The goals herein are foundational and anchor the College in an inclusive excellence approach. The DSP's design allows various stakeholders to expand and implement the goals as necessary.

Part I – Historical Framework

“...development or change is not merely the consequence of college’s impact on a student but also a function of the quality of student effort or involvement with the resources provided by the institution.” (Pascarella & Terenzini, 2005, p. 54).

National and global phenomena have disrupted the framework of societies in the past. Today our foundation has been shaken by the COVID-19 pandemic, racial unrest, overwhelming assaults on underrepresented and historically minoritized groups, sedition and insurrection, international conflict and the plight of refugees, ever-increasing wealth and education gaps and phenomenal natural disasters. Today, as it has in the past, community colleges will rise and engage this dynamic landscape with the equity-driven innovation and excellence central to their inception.

Disparities in higher education as a result of national and world-wide phenomenon are not unfamiliar (see, “America’s Divided Recovery, College Haves and Have-Nots,” Carnevale, Jayasunera & Gulish’s (2016) research on the Great Recession of 2007-2009). Higher education’s inherent involvement with academic disparities and unequal access has been well documented (Cohen & Brawer, 1989; Cohen & Kisker, 2009; Thelin, 2011). However, the historical record of how these gaps have been managed is not as heralded. While addressing society’s imbalance—inequities and injustices—may be in the fabric of higher education, it is specifically the essence and purpose of the community college.

The Community College

Grounded in community service, continuing education and lifelong learning, community college has been focused on the public good since its origin. The end of World War II, veterans returning to the United States, shifts in the market economy and industry along with the call to “breakdown barriers to education opportunity” (Vaughan, 1985, p. 14), all contributed to the need to expand the existing junior college concept. The prevalence of these interrelated events along with an effort to engage various historically underrepresented members and groups in society, fueled the evolution of the community college ideal.

In the 1950’s, the nascent community college challenged the social norms that only the privileged and academically elite could pursue a college education. The GI Bill (the Servicemen’s Readjustment Act) provided opportunities for returning veterans to finance higher education and the community college’s mission aligned with the needs of many of these veterans. Subsequently, an unfamiliar population and perspective emerged to define this new sector as the community college began to establish itself in the larger landscape of higher education.

Unlike the European-based model of the university and higher education, the community college existed as a unique innovation of the United States of America. The United States was responding to a global event (World War II), a change in the Nation’s service and industrial landscape and a boom in population (Baby Boomer generation, 1946-1964). The community college emerged and gained currency in the midst of national and global phenomenon and disruption.

The community college became a provider of technical and professional skills, liberal arts education and developmental training. It was created to be inclusive for students of varying levels of academic readiness, non-traditional age groups, and military service. Fueled by the federal government’s infusion of funding, the community college student profile began to contradict the social and economic classifications of the traditional college undergraduate. An “access for all” mantra implied equity and social mobility (Dowd, 2003) and induced an upswell in community member enrollment (Vaughan, 1985).

Orange County Community College (SUNY Orange)

Located in Orange County, New York, the College was founded in 1950, has two campuses (Middletown and Newburgh) and enrolls approximately 6,000 students. A Hispanic Serving Institution (HSI) with a “Military Friendly” designation, the undergraduate racial demographics illustrate a minority-white student population. The College is a member of the State University of New York’s (SUNY’s) comprehensive system of higher education and is the first county sponsored community college in the SUNY system. Similar to the community college model, the SUNY system arose from a “commitment to opportunity and access, and was designed to meet diverse needs...” (SUNY, n.d.).

SUNY Orange’s mission conveys an awareness of the historical framework of the community college as well as a strong grasp on the present needs of its varied community. The College’s vision demonstrates an eye toward the future guided by a strong moral compass. This Normative Order (the mission and vision; also known as Moral Authority) promises access and enrichment as well as transformation and innovation. The College confidently pledges its intention to unfailingly deliver “academic excellence” to its community of learners.

Mission

“We are a community of learners dedicated to providing high-quality and accessible educational and enrichment opportunities that foster lifelong learning.”

Vision

“Orange County Community College will be an exemplary community college transforming lives through academic excellence, innovation and partnerships.”

This example of vision is operationalized daily in pursuit of the mission. Mission focused initiatives include programs such as, Upward Bound, TRiO, CSTEP, the Minority, Male, Initiative (MMI) Fellows Program, tutoring through the Center for Student Success, SAGA, Cultural Affairs, the Office of Accessibility, the BRIDGES Program, I Am a Leader Program, Center for Student Involvement, and the Louis Stokes Alliance for Minority Participation (LSAMP). These initiatives reify the vision and affirm SUNY Orange’s embrace on the historical role of the community college.

Operationalizing this mission and striving toward the vision requires an effort fortified by values. The values that strengthen SUNY Orange’s moral authority are indicative of the intangible traits that comprise strong character and constitution.

Values

Excellence; Integrity; Inclusivity; Inquiry; Creativity; Collaboration; Stewardship

These Values along with the Mission and Vision shape the College’s [Goals](#) as well as the progress toward achieving those goals.

Guided by the American Association of Community College’s (AACC) Pathways model, SUNY Orange ensures matriculating students identify their goals and a path intended to achieve those goals. Toward success a program path is pursued and the College assists students in keeping on this path while learning pertinent content and as well as how to think about that content.

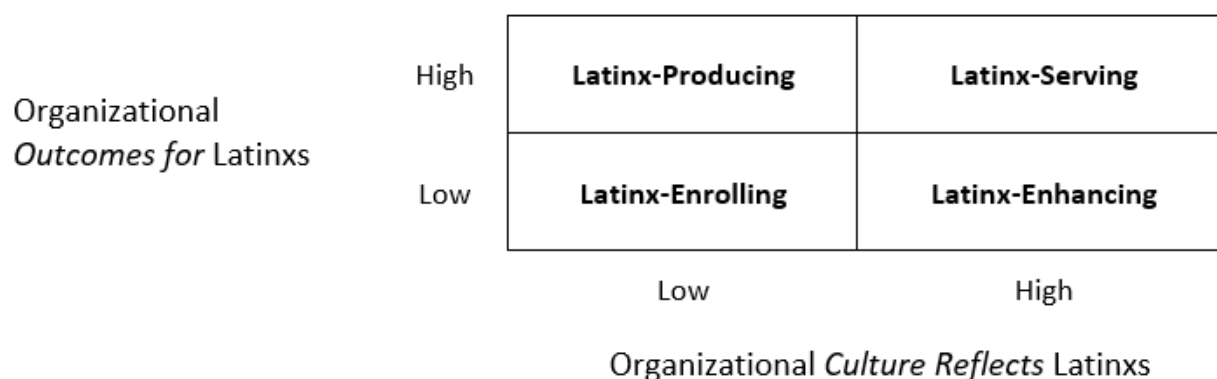
Hispanic Serving Institution (HSI)

The College is a Hispanic Serving Institution (HSI) and has been awarded a Developing Hispanic Serving Institutions (DHSI) grant to positively impact the instruction and retention of students. In 2019 there were 569 institutions that met the federal HSI designation criteria resulting in 17% of all non-profit colleges

and enrolling two-thirds of all Hispanic undergraduates (HACU, n.d.). To further understand the expectations of an institution with an HSI designation, it is important to establish what the research has illustrated to be the qualities of a Hispanic *Serving* Institution.

Gina Ann Garcia (2019) coupled data from an HSI case study with organizational theory to arrive at the “Typology of HSI Organizational Identities” (Figure 1, below). While the organizational terms may be familiar (**Latinx-Producing; Enrolling; Serving; and Enhancing**), it is the axes of *Outcomes* (vertical) and *Culture* (horizontal) that may be less known but in fact, drive the model. It is a familiarity with these axes—informing the labels—that help members understand how to make meaning of their HSI designation.

Figure 1.



The quadrants of the model help label an organization’s “ideal HSI” identity (Garcia, 2019, p. 31). The *Outcomes* axis indicates the level (High or Low) at which an organization may achieve traditional measures (e.g. graduation; transfer; certificate; employment) used within the industry. The *Culture* axis indicates the level (High or Low) at which an organization may enhance the “racial/ethnic experience of Latinx students” (Garcia, 2019, p. 32).

Simply, to what degree is an institution focusing on traditional markers and academic achievement and/or to what degree is an institution focused on and promoting the growth and inclusion of the Latinx culture? Again, familiarity of these axes will help community members understand how the College makes meaning of their HSI designation.

SUNY Orange remains keenly aware of its diverse student enrollment as well as the resources required to ensure its success. As a public institution with a minority white student population it is valuable to keep present the *mission* and *vision* while establishing definitions of *diversity*, *equity*, and *inclusion* around which the College’s community can coalesce and focus its effort to achieve *excellence*.

Diversity, Equity and Inclusion (DEI)

The American Association of Colleges and Universities (AACU) provides definitions of the terms, *diversity*, *equity* and *inclusion* that have been widely accepted throughout higher education. These definitions are integral to the aligned pursuit of diversity goals through conscientious “diversity work” (The evolution of diversity and “diversity work” in higher education has been well-documented, see, Damon Williams, *Strategic Diversity Leadership*, 2016) and are as follows:

Diversity. “Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).”

Equity. “The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.”

Inclusion. “The active, intentional, and ongoing engagement with diversity—in the curriculum, in the cocurriculum, and in the communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.”

Excellence

“Excellence” is a value at the College and can be considered “part of a process of which competence is the starting point” (Brusoni, et al., 2014, p. 21). Excellence is considered a status or standing achieved through the demonstration of exceptional characteristics—quality—and/ or outcomes; surpassing others who may only be meeting the standards.

As a “mark of distinction” it can be an elite designation. (i.e. If everyone (or thing/ place) is excellent than no one is truly excellent.) In this case, achieving excellence is often based on a predetermined model or set of values beyond which one may excel as measured by traditional indicators and outcomes. This perspective is at best myopic in identifying outstanding performance (excellence) and can be counterproductive and socially reproductive.

Beyond an absolute concept of merit, excellence can be a subjective indicator leveraged within an organization. This is accomplished through the establishment of independent and personal outcomes to be achieved and measured against. In this regard, “excellence” can indicate that outcomes have been surpassed and a value-added achieved.

For the purposes of this DSP, excellence is reached by surpassing our goals to educate and serve the community. We serve a diverse community. Therefore, to truly be excellent we must be exceptional at exceeding the needs and expectations of our diverse community. This necessitates a Path of Distinction that has been blazed by diversity, equity and inclusion and can be successfully navigated with an understanding of “inclusive excellence.”

Inclusive Excellence

In the early 2000’s, AACU defined “Inclusive Excellence” (IE) while seeking to *Make Excellence Inclusive* by illuminating the connection between diversity and quality. In fact, it was thought that the synergy of blending diversity and quality would help provide higher education leadership with the “big picture” view required to strategically think about and produce actions on issues of inclusivity, equity and justice (Williams, Berger, McClendon, 2005). Williams, et al. go on to note that AACU’s Inclusive Excellence definition contains the following four dimensions:

1. Focus on the social and intellectual development of students.
2. The purposeful “development and utilization of organizational resources” (p. vi) to improve students’ learning academic and social development.
3. A focus on the “cultural differences learners bring to the educational experience” and how these differences improve the college and the college-going experience.
4. A community that engages individual and social differences and is welcoming in “the service of student and organizational learning” (Williams, Berger, McClendon, 2005).

Inclusive Excellence provides an approach to diversity that is organizational and holistic— it is infusing diversity (and everything we know and have learned about diversity) into all components of higher education in pursuit of excellence (as defined above).

The incorporation of diversity into the essential functions of the institution (inclusive excellence) has risen in popularity. Placing a premium on the synergy of different perspectives and allocating resources to engage and empower those perspectives resulting in success (inclusive excellence), is an organizational imperative. This institutional initiative, involves everyone (students, staff, faculty and administrators) at every level (inclusiveness) adding a value that allows the College to exceed its goals (excellence).

Part II – Review of Data

An institution can be said to have achieved equity when institutional data shows no disparities in outcomes (e.g. degree completion rate, retention rate, course success rate) and reflects the proportional participation of racially minoritized students in all levels of an institution (e.g. high-status special programs, high demand majors, honors programs). (McNair, Bensimon & Malcom-Piqueux, 2020, p. 55)

The historical mission of the community college has been established and subsequently, SUNY Orange’s moral authority is clear. Monitoring progress toward these missions, particularly in the present national context, requires a review of pertinent data. Over the past decade, “data” has been elevated as a requisite for organizational transparency and potential change. Specifically, for DEI purposes, it is important that data be disaggregated and its progress effectively measured (Smith, 2009). An exploration of these data will illuminate the College’s landscape and inform the strategy required to effectively pursue goals.

Traditionally, data (disaggregated) allows measurement on items such as, access (enrollment; hiring), completion, retention, persistence, graduation, certificate completion, engagement, etc.

The goals in SUNY Orange’s 2016-2021 Diversity and Inclusion Plan ([Appendix B](#)) addressed these measurements and heeded the DEI climate through items that may be less quantifiable. Similarly, SUNY’s 25-point Diversity, Equity and Inclusion Action Plan presents recommendations as a “first-step towards a more equitable SUNY.” That is to say, there may be data associated with the five Parts of SUNY’s Action Plan although the recommendations therein may not be inherently quantifiable.

We review the data lucidly aware that inequity promotes disparities in outcomes. The data reviewed will provide a baseline for this DSP.

Enrollment

National Outlook

Recent observations note the pandemic has “laid bare” inequality and inequities in the United States and beyond (Munir, 2020; Scott & Martin, 2021) over the past 18 months. Along with healthcare and employment, the education sector has provided glaring examples of disparities among people within the United States. Specifically, post-secondary education—Higher Education—has found its ethos, as manifest in access, community, pedagogical approaches, persistence, development, inclusivity and success, challenged by this age of COVID-19 (Perry, Aronson, & Pescojnsolido, 2021; Pittway & Jones, 2021; Smith, Sanford & Blum, 2020).

Illustrative of the pandemic’s impact on enrollment, 87.5% of college undergraduates experienced an “enrollment disruption or change” (NCES, 2021). Over 10% of undergraduates at 2-year institutions either withdrew or took a leave of absence (this compared to ~5% of students at 4-year institutions). And, for students who identify as Black, Hispanic or Latino/e/x or Indigenous and Alaskan Native, those percentages were 12.8, 10 and 21.8, respectively (compared to 6.5% of white students) (NCES, 2021).

SUNY Orange’s Outlook

The College’s Office of Institutional Research and Analysis’ data is expansive. The Diversity Framework (Smith, 2009, [Appendix A](#)) serves as a guide and has been adapted to narrow the data used to create a baseline for the DSP. Below are the dimensions of the framework along with the data items that may be used to provide measurement.

Access and Success- The time-honored “diversity” dimension highlights structural differences (race, ethnicity, culture, gender, age, etc.) of our community’s members and measures the relationship specific outcomes (employment, graduation, tenure, transfer) that may result from interaction with the College.

Education and Scholarship- A “community of learners dedicated to providing high-quality and accessible educational and enrichment opportunities” must constantly refresh and challenge the academic content as well as methods of delivery. Curriculum, pedagogy and professional development (faculty and staff) are foremost in this dimension.

Climate and Intergroup Relations- The feelings engendered from daily exchanges within the environment (climate) and the degree of support for individual identity that may be provided by others (intergroup relations) is vital to a sense of belonging at the College. Relationships where community members are affirmed, respected and thriving, are integral in this dimension.

Institutional Viability and Vitality- This dimension is focused on building capacity (the ability to realize the College’s mission both internally and to the external community through human and institutional resources and expertise) and the areas where capacity building is essential in pursuit of the mission (culture, human capital, policies and procedures).

Extant Data

Access and Success (IR data)

1. Composition of undergraduate students, faculty and staff (disaggregated)
2. Composition by program/department (disaggregated)
3. Applications, admissions and yield (disaggregated)
4. Applications and hiring faculty and staff (disaggregated)
5. Retention

Education and Scholarship

1. Middle States Commission on Higher Education (MSCHE) accreditation docs and recs
2. Core curriculum plans
3. Within school/program course inventory and enrollment trends

Climate and Intergroup Relations (F&S climate survey)

1. Sense of belonging (disaggregated)
2. Perceptions of respect (disaggregated)
3. Perception of pedagogical and curriculum development opportunities (disaggregated)
4. Satisfaction and pride in the College (disaggregated)
5. Feeling of empowerment (disaggregated)

“A climate of respect for diversity, fair and equitable hiring practices for faculty and staff as well as equitable grievance procedures for faculty, staff and students.” (OCCC Self-Study, 2014 p. 8)

Institutional Viability and Vitality

Middle States Commission on Higher Education (MSCHE) Report, 2015

- “Diversity among faculty is an area of strong concern to the college...”
- Program learning outcome for schools, “Students will be able to demonstrate an understanding of diversity and ethics...” (Criminal Justice Dept. Assessment Plan)
- “Cultural Diversity” has also been a Direct Measure of Assessment provided (Education department) in an annual report by Academic Affairs
- CIDE; Institutional Diversity Initiative;

- 65% of entering students are enrolled in at least one developmental course.

Orange County Community College Self-Study 2014

- “student preparedness” causes a major impact on the College’s resources and requires a collaboration among Academic Affairs, Student Success and the various schools and departments (p. 2)
- Diversity and cultural affairs and civics, p. 13
- “Climate of Respect and Appreciation of Diversity” p. 39
- There was a “Diversity Initiative” and a “Coordinator for Equity and Diversity” Diversity Officer was the HR AVP
- Development of a “Civility Statement”
- Students engaged in diversity and many clubs
- A commitment to increasing faculty diversity through “targeted advertising” on specific sites, Hispanic-Jobs.com
- Global Initiative collaborative project was launched in 2007 to promote “global awareness and cultural diversity”
- Course in elementary Chinese
- Co-curricular activities with Student Affairs

Employment

- 92% of employers note that the key to their success is the capacity to innovate successfully.
- 95% of employers are seeking employees who can contribute to innovation and solutions to novel problems--those that do not have answers.
- 93% say thinking critically, communicating clearly and problem solving are more important than what your major is/was.
- 91% of employers say that the number one thing students should learn in college is the ability to solve problems with people whose views and experiences are different from their own.

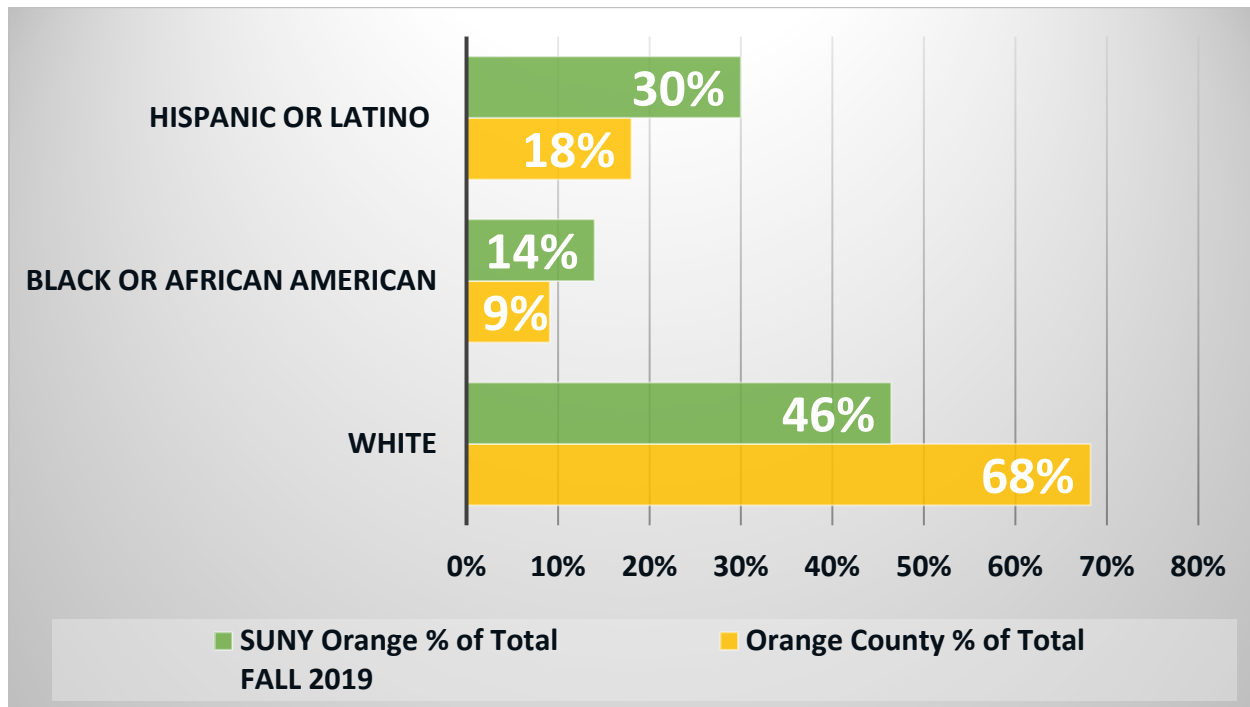
The market has recently seen a decline in demand for rote cognitive skills but an uptick in the demand for workers who can solve novel problems. Imagining answers to these new problems of today and contributing to innovation is a key to success. According to employers, the ability to think critically as a member of a team tasked with solving an emergent problem, is a top priority. Higher education should prepare students to adopt a 360-degree perspective (that comes from working within diverse groups) in order to address the following top issues of our society and the world:

- Educational equity
- Generations of children being left behind
- Stalled
- Environmental equity
- Environmental racism
- Violence against others
- Disenfranchisement of various communities and peoples (e.g. voting rights; transgender rights; immigration; etc.)

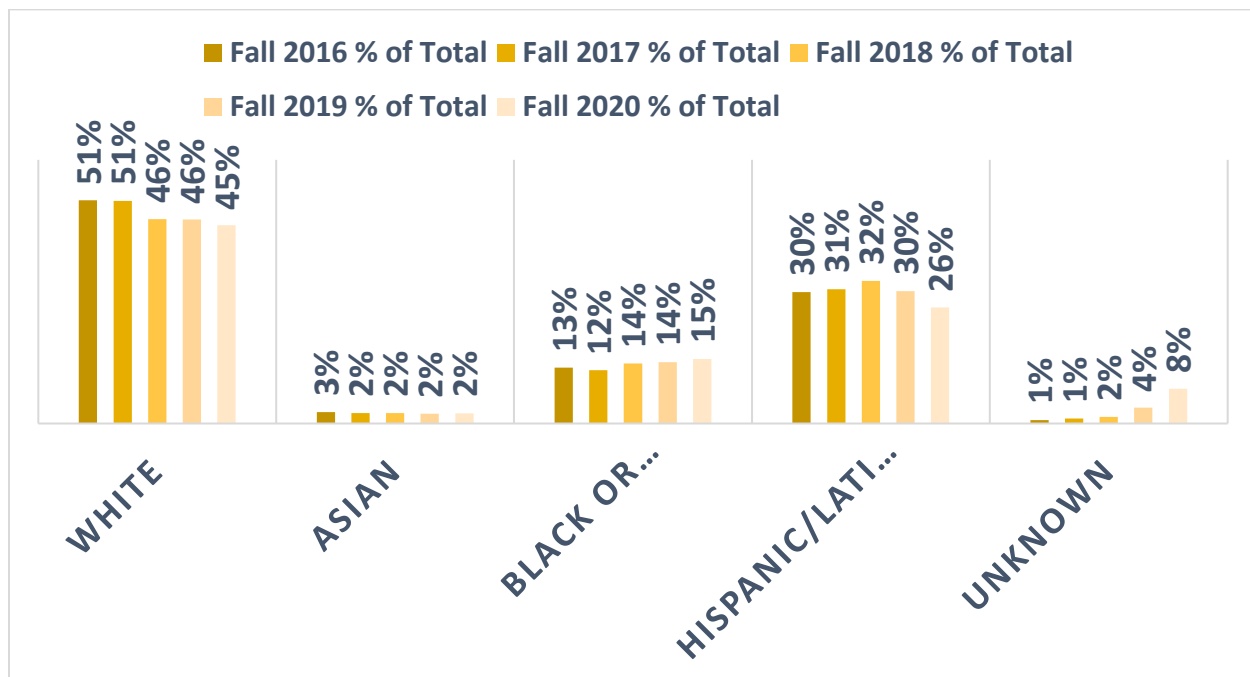
(Carol G. Scheider, past-President AAC&U-- <https://www.youtube.com/watch?v=-mt4W9rBhT8>)

SUNY Orange Data (2020-2021)

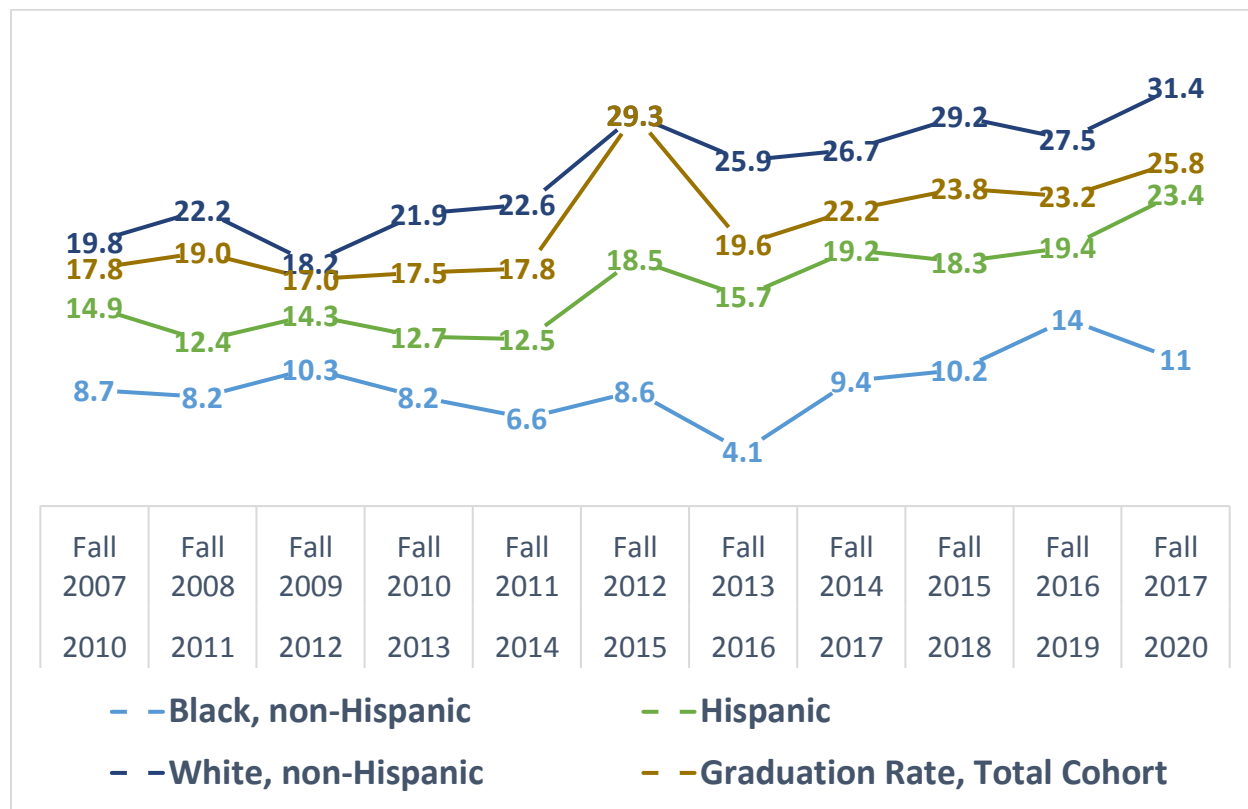
Race (Black and Latino/ Hispanic) Demographics of SUNY Orange and Orange County



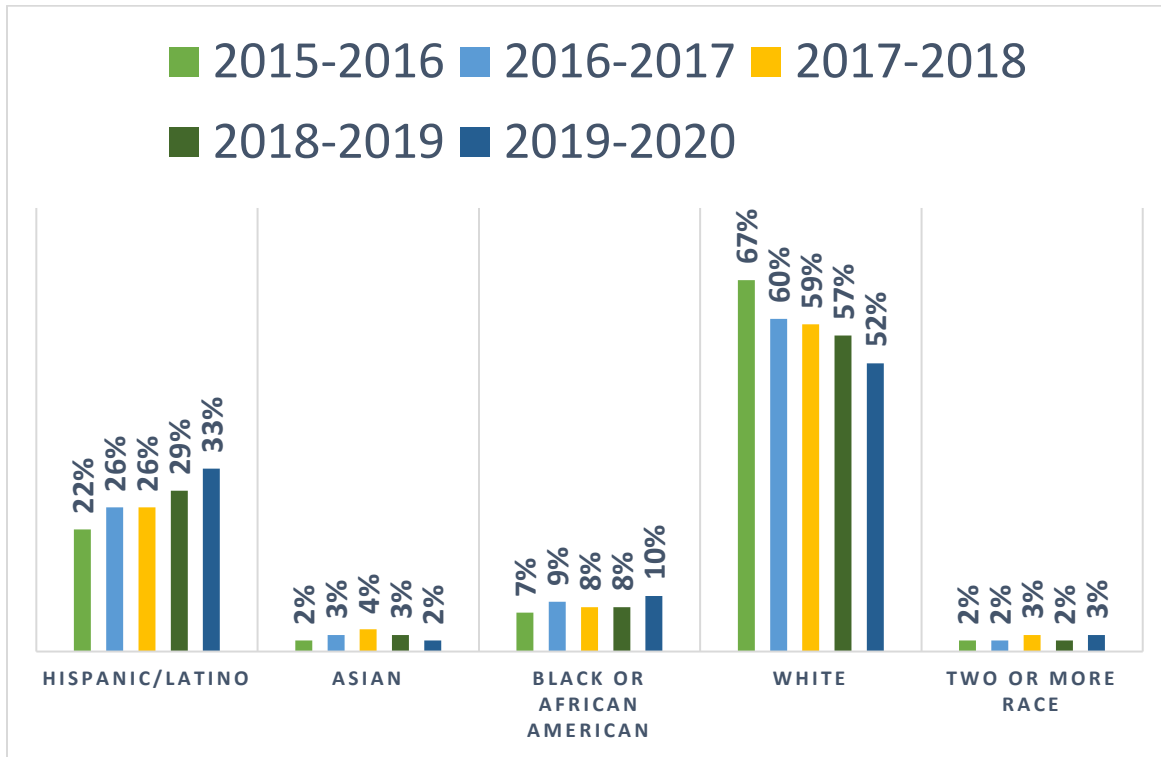
Enrollment Trends by Race and Ethnicity



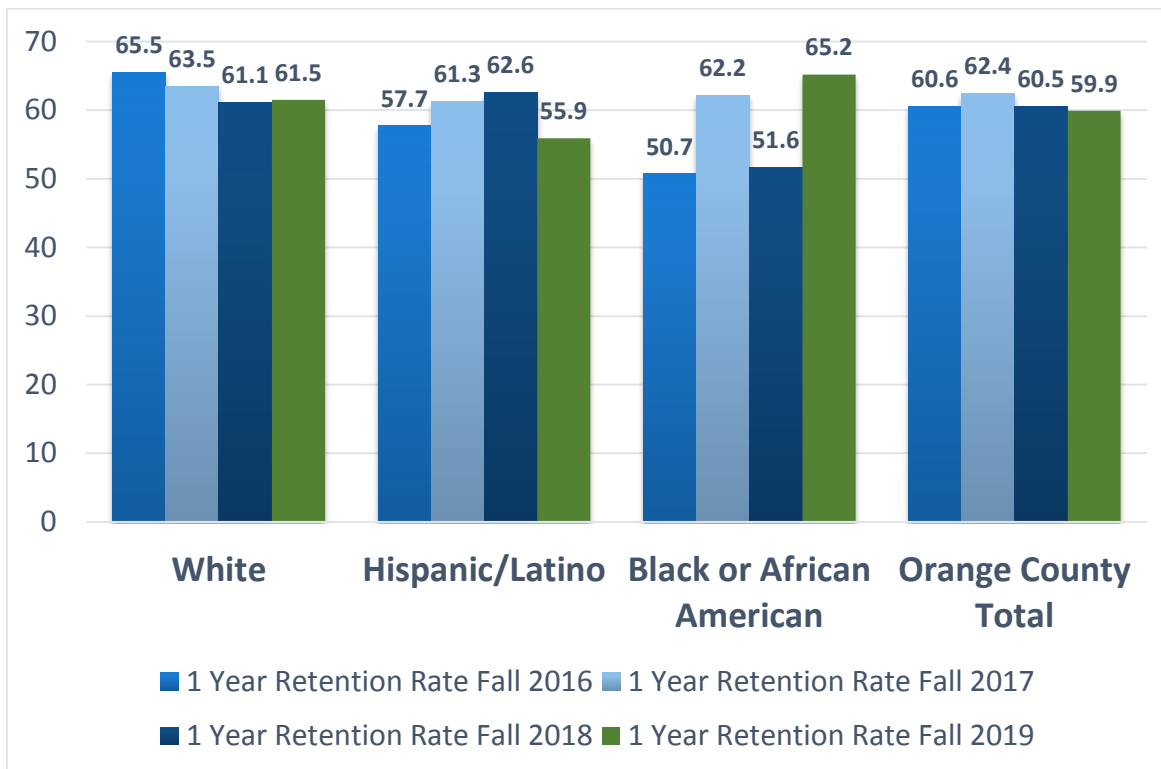
Graduation Rates by Race



Degrees Granted



Retention: Fall to Fall; First-time, Full-time



Part III — Identification of Methods

“The major problem that confronts academic institutions is not the lack of good ideas, but the inability to implement them.” (Tierney, 1999, p. 30)

The Diversity Framework

Just as organizations focused on diversity efforts are best served when utilizing a framework (see, Smith 2009, Appendix A), this DSP is guided by a framework. Specifically, a framework for making excellence inclusive (Association of American Colleges and Universities, AAC&U) will provide perspectives (i.e. areas, foci, categories) that guide the proposed diversity efforts at SUNY Orange.

Access and Success- The time-honored “diversity” dimension highlights the structural differences (race, ethnicity, culture, gender, age, etc.) of our community’s members and measures the relationship specific outcomes (employment, graduation, tenure, transfer) that may result from interaction with the College.

Education and Scholarship- A “community of learners dedicated to providing high-quality and accessible educational and enrichment opportunities” must constantly refresh and challenge the academic content as well as methods of delivery. Curriculum, pedagogy and professional development (faculty and staff) are foremost in this dimension.

Climate and Intergroup Relations- The feelings engendered from daily exchanges within the environment (climate) and the degree of support for individual identity that may be provided by others (intergroup relations) is vital to a sense of belonging at the College. Relationships where community members are affirmed, respected and thriving, are integral in this dimension.

Institutional Viability and Vitality- This dimension is focused on building capacity (the ability to realize the College’s mission both internally and to the external community through human and institutional resources and expertise) and the areas where capacity building is essential in pursuit of the mission (culture, human capital, policies and procedures).

Inclusive Excellence

“The vision and practice of inclusive excellence ... calls for higher education to address diversity, inclusion, and equity as critical to the well-being of democratic culture” (McNair, Bensimon & Malcom-Piqueux, 2020, p. 6).

Inclusion at the College, like excellence and diversity, is everyone’s responsibility and requires a collaborative, matrixed effort. AAC&U endeavored to link diversity and quality and present a data-informed strategy of excellence for all. At SUNY Orange our efforts are aligned across policy, politics, curriculum and reporting structure in pursuit of a mission where we are providing “high-quality” education and enrichment. Linking this high-quality with diversity provides the moral authority and foundational synergy necessary to realize the excellence integral to the mission we assiduously pursue.

Equity Mindedness

The goal of the ‘equity as parity’ standard is that all racial/ethnic groups achieve an outcome rate equal to that of the highest-performing group. Thus, an institution can be said to have achieved equity when institutional data show no disparities in educational outcomes... and reflect the proportional participation of racially minoritized students in all levels of an institution. (McNair, et al. 2020, p. 55).

Inclusive excellence is a model with which to frame the College’s and our students’ pursuit of excellence and Equity Mindedness provides a lens through which we may view our practice. Equity mindedness

requires a shift of mindset. It is a mode of thinking that exacts from us an assessment of assumptions, responsibility for the College's outcomes (McNair, Bensimone & Malcom-Piqueux, 2020) and accountability through actions.

Traditionally, higher education community members engage the institution, at their various points of entry and activity, with predetermined expectations and attitudes— a mindset. When engaging the College community, this mindset informs our thinking and subsequently the methods and strategies employed to address issues encountered (Poole, Gioia & Gray, 1989). Poole, et al. state that these meaning systems or “schemes” (p. 271) people use to explain organizational events, reflect the values and beliefs prized by the organization and in this regard, individuals’ schemas can be changed by the organization. Equity-mindedness is one such scheme.

As a tool to introduce and adopt a transformative practice (“transforming lives through academic excellence” is in the College’s vision), the equity-mindedness schema introduces a novel approach to appreciating gaps in outcomes, creating awareness to their origins and providing a method to abate these gaps. Equity-mindedness encompasses being:

1. race conscious;
2. institutionally focused;
3. evidence based;
4. systemically aware; and
5. action oriented.

(Bensimon and Malcom 2012; Center for Urban Education; n.d.; Dowd and Bensimon 2015).

In an effort to counter the “deficit-minded” frames traditionally harbored by higher education practitioners and faculty, the following questions (modified from Hurtado & Carter, 1997, p. 325) can be posed:

1. How do we account for—what has the institution done to contribute to—the academic/social success of students in educational environments where few may understand their culture?
2. When successful students, who may also be members of historically minoritized groups, describe their feelings of belonging and/or socialization at the university, what is noted as the institution's role?
3. Do faculty, staff, administrators view historically minoritized individuals as marginal students and/or do the academic/social normative contexts, as well as the normative order, of the university maintain a culture that inhibits student growth?

Levers to help operationalize frameworks and strategies include, (a) shared vision and buy in (b) leveraging of financial resources (c) support from senior leadership and administration and (d) building capacity.

Part IV – Goals and Implementation

In the contemporary context of higher education, we must understand that the role to support diversity... should be an aspect of all positions at the institution. ... To fully understand this concept is to understand that broad support for diversity and inclusion in higher education is similar to the mission to uplift student success and completion. Just as academic outcomes are a priority for institutions, so, too, must be the need to support and promote diversity and to share the collective responsibility... .
(Pickett, Smith & Felton III, 2017, p. 18)

Goal Framework

The 2022-2027 DSP goals are based in the [Diversity Framework](#) (Smith, 2009; the original structure of Inclusive Excellence) and are intentionally broad. Tools, tactics and strategies are presented and allow all stakeholders to extrapolate the goals and activate them as specific office/department/school goals and objectives. The foundational goals have been placed in their respective Dimensions below.

The four *Dimensions of the Diversity Framework* are listed below. After the description of the dimensions are listed, the relevant Strategic Initiative(s) from [SUNY Orange's 2020-2025 Strategic Plan](#) and Recommendation Part(s) is listed in [SUNY's 25 Point DEI Action Plan](#).

Next, is a table containing the 2022-2027 Diversity Strategic Plan's Goal, Domain, Tactics and Timeline. Following every table is a link to a Scorecard in the Appendix (e.g. **Access and Success Scorecard**). The Scorecard provides an example of how one of the Dimension's goals might be cascaded in a specific department.

Dimension of the Diversity Framework

Access and Success- The time-honored “diversity” dimension highlighting structural differences (race, ethnicity, culture, gender, age, etc.) of our community's members and measuring the relationship specific outcomes (employment, graduation, grades, tenure, transfer) that may result from interaction with the College.

SUNY Orange Strategic Initiative 1 – Empower Student Success: *Equitably link students with their aspirations.*

SUNY 25-point DEI Action Plan, Part A – Close Student Academic Equity Gaps; **Part E** – Increase diversity of faculty and staff at SUNY.

2022-2027 Access and Success Goals

Goal	Domain	Suggested Best Practices	Timeline
Undergraduate student enrollment will reflect, at minimum, the racial demographics of the county	Student Services	Use the examples provided by special purpose institutions (HBCUs, Women's colleges, small non-selective)	Spring 2023
Increase the number of students participating in High Impact Practices	Academic Affairs	<p>Work with faculty to develop a clear set of student learning outcomes (based on Middle States' accreditation) from which a diversity requirement could be anchored within. (e.g. a summer diversity leadership institute for student leaders; a course credit inter-group dialogue program)</p> <p>Diversity themed common book read- (Popular titles: Just Mercy; Whistling Vivaldi; Good White People; How to be an Antiracist)</p> <p>Internships and global experiences (HIPs)-- funding this can be part of a capital campaign where we would work with the Foundation</p>	Fall 2022
Implement a comprehensive student advising process that connects Student Services with Academic Affairs		<p>New LMS</p> <p>Create ePortfolios</p>	
Build parity in outcomes for students		Equity Index ; create indeterminate situations— practitioners realize that their actions were not producing successful results and are moved to a mode of deliberation or reflection that prompts them to ask, “Why do unequal outcomes exist?” “What can we do?”	
Build capacity to ensure literacy around the financing of higher education is foundational knowledge and communication			
Improve the overall sense of belonging and safety (including food and housing insecurity) of students, staff, faculty and administrators		<p>CARE Team</p> <p>Behavioral Intervention Team</p> <p>Academic Intervention Team</p> <p>Food Insecurity</p> <p>Things that can be done:</p> <ul style="list-style-type: none"> Question the process--how do you do things effectively? 	

		<ul style="list-style-type: none"> • Comprehensively assess incidents of student behavior that pose a threat to the safety of the student and/or the campus community; • Assess and respond appropriately to students who are struggling academically; • Provide training and resources to assist the college community in identifying such behaviors; • Work with faculty to provide sustainable in-class support and/or resources. 	
Increase the number of staff, faculty and administrators from historically minoritized and underrepresented groups who are hired in consideration of those retained		<p>Diversity symposia; targeted recruitment efforts; urban marketing efforts; domestic partner benefit programs; ethnic and gender studies departments; LGBTQ safe zone initiatives; women in science and engineering efforts</p> <p>Faculty create a faculty diversity rationale (this will become part of the DNA of the school/ institution)—that defines diversity (including diversity of thought and research agenda. A person who is part of the majority could lead this)</p> <p>Create currency for the effort</p> <p>Accountability framework (e.g. what is the framework for the search committee and what are the policies?)</p> <p>Post-doc-ing (see below) to create a pathway by locating strong candidates and supporting them</p> <p>Incentivizing faculty (bring in additional candidates, conferencing; purchasing different databases and software needed for research)</p> <p>Target of opportunity hires</p>	

Access and Success Scorecard

Education and Scholarship- A “community of learners dedicated to providing high-quality and accessible educational and enrichment opportunities” must constantly refresh and challenge the academic content as well as methods of delivery. Curriculum, pedagogy and professional development (faculty and staff) are foremost in this dimension.

SUNY Orange Strategic Initiative 1 – Empower Student Success: *Equitably link students with their aspirations.*

SUNY 25-point DEI Action Plan, Part C – Embed racial equity in curriculum and toward racial equity.

2022-2027 Education and Scholarship Goals

Goal	Domain	Suggested Best Practices	Timeline
Build faculty capacity to ensure learners are equitably engaged in course content		AAC&U VALUE rubrics (Valid Assessment of Learning in Undergraduate Education): Inquiry and Analysis; Critical Thinking; Global Learning; Writing; Teamwork; Intercultural Knowledge and Competence; Foundations and Skills for a Lifelong Learning; Civic Engagement; etc. Office of Diversity partnership with the Center for Teaching and Learning	
Establish courses and course content that are culturally inclusive and reflective of community expectations		Working on the curriculum to address the adequacy of knowledge, the voices and stories being heard and told and how new forms of scholarship change fields. Incentivize faculty: mini-grants; subsidize conference attendance; provide a stipend attached to implementation of relevant pedagogy; funding for research	
Prepare students to successfully interact in a diverse world		High Impact Practices/ Experiences— First-year seminars and experiences • Common intellectual experiences • Learning communities • Writing-intensive courses • Collaborative assignments and projects • Undergraduate research • Diversity / global learning (study abroad) • Service learning, community-based learning • Internships • Capstone courses and projects	
Provide curricular, co-curricular and extra-curricular activities that reach and enrich all learners		“Funds of Knowledge;” Practices that lead to meaningful learning gains: • Investing time and effort • Interacting with faculty and peers about substantive matters • Experiencing diversity • Responding to more frequent feedback • Reflecting and integrating learning • Discovering relevance of learning through real-world application	
Utilize and create space that exposes and educates on various cultures		Culturally Relevant Pedagogy, Gloria Ladson-Billings	

Education and Scholarship Scorecard

Climate and Intergroup Relations- The feelings engendered from daily exchanges within the environment (climate) and the degree of support for individual identity that may be provided by others (intergroup relations) is vital to a sense of belonging at the College. Relationships where community members are affirmed, respected and thriving, are integral in this dimension.

SUNY Orange Strategic Initiative 3 – Sustain and invigorate our planned future.

SUNY 25-point DEI Action Plan, Part B – Create a more inclusive culture at SUNY.

2022-2027 Climate and Intergroup Relations Goals

Goal	Domain	Suggested Best Practices	Timeline
Build a matrix of support that creates a sense of belonging	Student Services	American Council on Education (ACE) “ Weaver-leader framework ”— leaders engage and connect different entities creating a “tapestry” of ideas, beliefs, activities, etc. Overcommunicate, Set Expectations and Build Relationships LGBTQ (SAGA); Student groups; Gabriele Oettingen and Mental Contrasting — what is it in you that is stopping you/us from making the changes that need to happen?	Spring 2023
Increase opportunities for community members to interpersonally connect through culture and safely share identity	Academic Affairs	Prosocial behavior—the behavior of individuals that consciously make efforts that are beneficial to others in society (Carlo, 2006, 2013; Eisenberg et al., 2006). "Prosocial bystanders" are "those individuals who actively intervene... to support the victim." (Evans & Smokowski, 2015, p. 2). Big Read/ Common Read (shared reading experience and discussions) and roundtable discussions	Fall 2022
Establish opportunities for faculty, staff and administrators to have positive interactions as members of a group who share common identity		Employee Resource Groups (ERGs)— voluntary, employee led groups in an organization formed to act as a resource for both members and the organization Intergroup dialogue between faculty and staff (we often think of it in terms of undergraduate students) Identify excellence and merit in broader terms than standardized test scores and traditional outcomes/indicators	

		Professional Learning Communities—Faculty and staff need HIPs just like students	
Increase the understanding and enhance the perception of diversity, equity and inclusion		Participate in organizations that will help us to better serve students. Organizations such as the National Association of Diversity Officers in Higher Education (NADOHE), the Minority Male Community College Consortium (M2C3), the Hispanic Association of Colleges and Universities (HACU), or attendance at key conferences such as the National Conference on Race and Ethnicity (NCORE) are essential to ensuring that the institution is connected in the DE&I community	

Climate and Intergroup Relations Scorecard

Institutional Viability and Vitality- This dimension is focused on building capacity (the ability to realize the College’s mission both internally and to the external community through human and institutional resources and expertise) and the areas where capacity building is essential in pursuit of the mission (culture, human capital, policies and procedures).

SUNY Orange Strategic Initiative 2– Strengthen our region’s economic future: *Teach and train for a brighter tomorrow*; **Strategic Initiative 3 –** Sustain and invigorate our planned future: *Reimagine human financial and physical resources*.

SUNY 25-point DEI Action Plan, Part B – Create a more inclusive culture at SUNY; **Part D –** Strengthening institutional role of the Chief Diversity Officer’s role on every campus.

2022-2027 Institutional Viability and Vitality Goals

Goal	Domain	Suggested Best Practices	Timeline
Advance the inclusive excellence framework between the two campuses	Student Services	Food tech; Newburgh Mindfulness (10 minute morning sessions) Friday-fives (group discussions)	Spring 2023
Develop partnerships with external community members where relationships can support equity-driven procedures within the College	Academic Affairs	ReCAP; Office of Human Rights, Safe Harbors	Fall 2022
Review policies and procedures for equity and inclusion opportunities/ Create new equity-minded policies and practice		“Equity and parity” standard – all groups achieve outcomes at a rate equal to the highest-performing groups Growth goal "Big Idea" type of competition = How does it Advance the College or Mission	

		Begin building the lateral "diversity infrastructure" (Williams, 2009) – different offices, units and initiatives that may fall into various stakeholder portfolios but holistically represent the College's inclusive excellence effort	
Improve competency in diversity, equity and inclusion for staff, faculty and administrators		<p>Communications agenda—be able to explain to all why D&I is important to the health of the College but ALSO message this mantra so that all community stakeholders know it and can share it with others. We should all be able to articulate why D&I matters</p> <p>Clear community plan surrounding the diversity and inclusion mission and vision</p> <p>Diversity symposium (research; guest speakers; TED talks from faculty and staff on a topic dealing with the selected focus/agenda)</p>	

Institutional Viability and Vitality Scorecard

Implementation

Beyond clear construction and communication of the goal and strategy, implementation is vital. Implementation is understood as spanning beyond “how to” and including “why do,” as in, “*why do* we need to implement this strategy and/or *why do* I need to implement it?” This speaks to commitment and motivation both of which are covered below in the Implementation section.

Creating and implementing strategies to exceed the 2022-2027 goals is powered by effective cascading. Successful cascading begins with an interaction of effective people asking thoughtful questions. A procedure that may assist to ensure the collaborative process is the assembly of an inclusive excellence team comprised of department/school/office’s members.

Departments, schools and offices are encouraged to identify a representative group of individuals who will help co-create the department/school/office specific inclusive excellence plan. This planning team can be assembled through appointment and/or nomination and needs to be compiled of individuals who, beyond dedication to equity, have area specific knowledge and, ideally, the authority to request data and elicit any necessary support. Members of this team must also have the requisite time or “bandwidth” to commit to this effort.

This planning team advises and guides leadership in effectively designing an area-specific, inclusive excellence approach. Once a team has been assembled it is important to be clear on the charge. In operationalizing the foundational goals, the team should be encouraged to question the Dimension(s) as it exists in the respective department, school, office (Appendix, F). Concurrently, the team can begin to interrogate existing policies and procedures (Appendix, G). Along with the tools provided in the appendices, planning groups can be assisted with implementation by the Diversity Commission (DC).

Diversity Commission (DC) at SUNY Orange

SUNY Orange strives to create an environment in which diversity and inclusion are encouraged, supported and embraced by all members of the College community. Acceptance of our inherent diversity encompasses the sharing of trust, respect, collegiality, civility, and mutual appreciation for all individuals. SUNY Orange promotes diversity and inclusion in teaching, learning, service, research, professional development and overall social, economic and intellectual growth. The College is committed to embracing and fostering diversity in its continued investment in faculty, staff and students.

The Diversity Commission supports the College and community in building a welcoming and enriching environment for all to teach, work, learn, live and belong.

Originating out of the need to devise a new Diversity and Inclusion Plan (the current plan is 2016-2021), the DC was proposed as a working—action—group, representative of the College community, whose focus would be three-fold:

1. review the goals and metrics of the outgoing plan;
2. construct new metrics and goals for incorporation into a new Diversity Strategic Plan; and
3. implement said plan.

The Commission's focus was to create a climate of inclusion by utilizing equity-mindedness (which Bensimon encourages be used for all under-served/recognized and/or minoritized groups, not just races) and data-driven strategies to provide communities of belonging and a culture of excellence. To accomplish this the DC began by defining terms, collecting and analyzing the necessary data and then interrogating our mindsets as individuals on this Commission.

Ultimately, the goal was to align our perspectives and strengths toward the completion of a shared vision of SUNY Orange as an exemplar of inclusiveness and equity where excellence is defined and achieved through our scholarship, trust and mutual respect of the individual, groups and community at large.

This Commission is an action group for diversity at SUNY Orange. Its members were recommended and selected due to their knowledge, skills, ability, and perspective, as well as their dedication to diversity, equity and inclusion. The individuals in the DC have roles in various parts of the College and subsequently the requisite expertise and experience to provide trusted guidance in these domains. As a group, the DC is representative of the same inclusive excellence model it has been charged with helping the College to embrace.

In creating this new Diversity Strategic Plan, there will be opportunities to learn and reflect on new information as well as to hear and respect challenging perspectives. This Commission ideally embodies the concept of diversity, equity and inclusion at SUNY Orange and is dedicated to the College's pursuit of the mission and institutional excellence. The Commission is whole-heartedly committed to the implementation of this DSP and will accordingly provide any necessary guidance and facilitation.

Part V – Conclusion

This document encourages equity (illustrated by parity in outcomes) be enacted as the “pervasive institution and system-wide principle” propelling the College. Diversity at SUNY Orange is obviously not marginalized. As a Hispanic-serving community college, diversity, inclusion and equity are at the core of the College’s moral authority. The DSP reinforces that Diversity, Equity and Inclusion (DEI) is not a tool for college administrators, it is a practice for the College’s community.

Optics will remain a significant qualifier of diversity (e.g., the physical characteristics of people; the appearance of initiatives and services to address the needs of various peoples; the symbolic expressions of unity; etc.). However, the concept of “diversity, equity and inclusion” must be embraced as the essence of our higher education practice and the College’s service to the community. This imperative is non-negotiable. Without belief in the destination or value in the journey, any plan or path can be doomed.

The goals put forth in this Diversity Strategic Plan are integral to building the institutional capacity necessary to effectively serve our students and the community. The College’s primary focus is the access, persistence and completion of a minority-white undergraduate student population. The success of historically minoritized students is an operational imperative however, this does not elide the dedication required to be inclusively excellent and equity-driven. Our dedication is propelled by the following questions (guided by McNair, Bensimon & Malcom-Piqueux, 2020):

1. As members of this community, what are we doing to contribute to students not achieving equitable outcomes?
2. How are our present teaching and administrative practices and policies creating barriers to access and success?
3. How can we challenge personal beliefs and perceptions to allow us to better appreciate and serve our students and community members?

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Appendix A- Framework for Diversity



A Framework for Diversity
Smith, 2009

Appendix B- Diversity and Inclusion Plan (DIP), 2016-2021

Goals and Strategies

Goal 1 – SUNY Orange administration will lead, promote and support a college-wide commitment to diversity and inclusion that is clear, transparent and evident at all levels.

Strategies for Implementation:

- a) SUNY Orange Board of Trustees and College Administrators will prominently and publicly demonstrate leadership related to the value of diversity at the College by: 1) participating in diversity trainings, community events, and organizations; 2) attending meetings, briefings, and media events to better understand diverse communities; 3) providing a united leadership in quickly responding to bias-related incidents.
- b) Build an understanding of the role of the Chief Diversity Officer (CDO) throughout campus as a senior member of the campus administration. The CDO will report to the college president and will be responsible for implementing best practices related to diversity, equity, and inclusion. The CDO will work collaboratively with entities across campus, including, but not limited to, academic affairs, human resources, admissions and registration, and governance.
- c) Increase visibility of the College's diversity and inclusion mission and vision statements.

Goal 2 – SUNY will continue to build a diverse and inclusive climate for all faculty, staff, students, and our community.

Strategies for Implementation:

- a) Include diverse causes and organizations, including LGBTQ+, communities of color, international, religious, women, and disability populations, in the College's community service and outreach programs.
- b) Improve campus culture relative to inclusion, tolerance, and respect for human dignity through diversity awareness and workshops to strengthen cultural competency.
- c) SUNY Orange Diversity and Inclusion Plan 11
- d) Identify whether and when it is appropriate to place a diversity statement on College materials, such as course syllabi, the student handbook, health and wellness brochures, etc.
- e) Establish an LGBTQ+ Safe Space program. The Campus Pride Safe Space Program is a nationally recognized program that provides training and signage for institutions committed to supporting LGBTQ+ students. They provide training and resources, including online options, for faculty and staff who wish to provide a safe space for LGBTQ+ students on campus. More information can be found here: <http://www.campuspride.org/safespace>. Note that this program is not related to trigger warnings or academic curriculum in any way.
- f) Review all campus communications (including web, social media, advertising, letters to current and prospective students) to ensure that communications are free of bias and that the campus commitment to diversity is not only explicit but evidenced by images, points of entry (admissions and registration), and marketing copy.
- g) Create a process to provide on-going, regular communication regarding diversity to employees and community. Promote diversity events in the Grapevine, on the SUNY Orange web page, and e-mail list serves.
- h) Increase SUNY Orange's presence at community events reflecting diverse populations.
- i) Identify and expand community partnerships that support diversity beyond celebration events.
- j) Have a clear and visible policy that allows students, faculty and staff to share diversity-related concerns and suggestions for improvements (the mechanism is anonymous; responses made within 48 hours).
- k) Review, improve, and expand ADA accessibility in campus buildings.

Goal 3 – SUNY Orange will improve the accessibility, enrollment, and retention of students from diverse or underserved backgrounds.

Strategies for Implementation:

- a) Develop and/or continue the implementation of programs (i.e. Bridges, EOP and TRIO) that support the College’s goal “to provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.”
- b) Expand admissions, recruitment, and community outreach throughout Orange County at high schools, technical training facilities, and other relevant locations that include traditional and non-traditional students.
- c) Encourage employees to share their stories and accomplishments, highlighting successes while celebrating their own diversity and challenges faced. This will be done either through social media or simply in conversations with students and peers, to support and mentor others in diverse situations.
- d) Produce Spanish language admissions and registration forms and marketing copy. Expand number of languages to include the most common second languages spoken in Orange County.

Goal 4 – SUNY Orange will continue to support instructional, educational, and enrichment activities that infuse diversity and inclusion.

Strategies for Implementation:

- a) Provide resources and training to improve classroom climate for under-represented populations. Ensure that all course materials are ADA compliant and follow principles of universal design.
- b) Provide more focus and guidance to incorporate multicultural topics in the curriculum, reflecting the experiences of communities of color, disability, religion, gender, LGBTQ+, veterans, and social class populations, and encourage the exploration of multicultural issues in individual classes.
- c) Investigate opportunities to create credentialed and certificate programs focused on diversity and inclusivity.

SUNY Orange Diversity and Inclusion Plan 13

- d) Create a framework to provide ongoing trainings on diverse populations, including LGBTQ+, communities of color, international, disabilities, religion, veterans, and gender at various meetings (i.e. department meetings, division meetings, assembly, new employee orientations, new student orientation).
- e) Partner with community advocacy groups to provide professional development opportunities for staff and students.
- f) Promote SUNY Orange as a host site for diversity and multi-cultural events.

Goal 5 – SUNY Orange will increase and support the diversity and inclusiveness of our faculty and staff to better reflect our diverse student body as well as the community we serve.

Strategies for Implementation:

- a) Establish a branding strategy that attracts a diverse workforce and is aligned with SUNY Orange’s overall marketing/branding strategy.
- b) Engage in active outreach with discipline specific professional organizations, graduate degree granting Colleges/Universities and student or professional organizations that serve traditionally underserved groups to increase diversity of applicant pools.
- c) Introduce cultural competency education and mentoring strategies tailored to reflect the specific needs of SUNY Orange students and the local community.
- d) All new employee orientations will contain information about SUNY Orange’s Diversity and Inclusion Mission and Vision statements.

Appendix C- Scorecards

Access and Success

Dimension	Goal	Objective	Strategies	Measurement
Access & Success	Undergraduate student enrollment will reflect, at minimum, the racial demographics of the County.	Continue to recruit and increase the enrollment of students who identify as members of historically underrepresented and minoritized groups.	<ul style="list-style-type: none"> • Develop and implement a formal strategic recruitment plan for the enrollment of historically minoritized students • Develop and implement a marketing strategy • Identify alumni to represent the College in presentations to the community and surrounding K-12 schools 	<p>Disaggregated data on:</p> <ul style="list-style-type: none"> • Completion of steps laid out in the strategic recruitment plan • Applications • Enrollment • Yield <p>Marketing source</p> <p>Qualitative feedback from representatives/ ambassadors</p> <ul style="list-style-type: none"> • Number of reps/ ambassadors recruited • Number of presentations given

Education and Scholarship

Dimension	Goal	Objective	Strategies	Measurement
Education and Scholarship	Build faculty capacity to ensure learners are equitably engaged in course content	Review the current curriculum and build opportunities for students to interact with a culturally responsive pedagogy (CRP) in the curriculum	<ul style="list-style-type: none"> • Establish CRP as a valuable teaching technique and provide necessary training on mastery • Develop inter-campus use of LMS ensuring communication between Student Services and Academic Affairs • Provide training (CTL) on inclusive pedagogy and pedagogical practices • Assess student exposure to DEI in the curriculum and classroom 	<ul style="list-style-type: none"> • Number of faculty participating in CTL badge training • Number of syllabi utilizing an inclusive excellence approach • Notes to advisors and feedback in the LMS • ePortfolio development • Student satisfaction survey • Changes over time involving course DEI content

Climate and Intergroup Relations

Dimension	Goal	Objective	Strategies	Measurement
Climate and Intergroup Relations	Build a matrix of support that creates a sense of belonging	The Office of Diversity, CIDE and the Diversity Commission will facilitate the engagement of staff, faculty and administrators in equity minded initiatives	<ul style="list-style-type: none"> • Collaborate to identify a group of student leaders who will be trained in DEI and responsible for reporting on the overall student experience at Orange • Collaborate to sponsor and advise multicultural student groups • Collaborate on the development and management of an online presence that showcases and communicates intra/inter-campus efforts and initiatives 	<ul style="list-style-type: none"> • Number of people engaged • Number of new partnerships and/or groups created • Number of forums or events created and number attending

Institutional Viability and Vitality

Dimension	Goal	Objective	Strategies	Measurement
Institutional Viability and Vitality	Advance the inclusive excellence framework between the two campuses	Continue to recruit and increase the enrollment of students who identify as members of historically underrepresented and minoritized groups.	<ul style="list-style-type: none"> • Establish a shared understanding of inclusive excellence and opportunities for professional development and training • Identify and compare organizational policies, procedures and data that contribute to the existence and success of our diverse community at the College (best and worst practices) • Ensure that the structure at both campuses can effectively implement the DSP and identify opportunities for inter-campus efforts 	<ul style="list-style-type: none"> • DEI policy/procedures revisions needed • Number of new projects/ procedures that are evaluated by DEI criteria • Number of PD session and training offered • Number of people attending trainings • Number of key DEI accomplishments and successes shared between campuses

Appendix D- Equity by Design



Five Principles for Creating Equity by Design



Reducing inequities in educational attainment by race and ethnicity will require deliberate and explicit effort. In this handout, we outline strategies for higher education institutions to take action based on the five overarching principles for ensuring *equity by design**:

Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices.

Principle 2: ‘Equity-mindedness’ should be the guiding paradigm for language and action.

Principle 3: Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning—not to treat all students the same.

Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

Principle 5: Equity must be enacted as a pervasive institution- and system-wide principle

*The content in this handout was adapted from *America’s Unmet Promise: The imperative for equity in higher education*, written by Witham, K., Malcom-Piqueux, L. E., Dowd, A. C., and Bensimon, E. M. (2015). To order a copy of this publication or to learn about other AAC&U publications, visit www.aacu.org.

Appendix E- Equity Index

$$\text{Target Group's Equity Index for the educational outcome of interest} = \frac{\text{Target group with the educational outcome} \div \text{Total students with the educational outcome}}{\text{Target group in the reference population} \div \text{Total students in the reference population}}$$

For example:

$$\text{Students of color Equity Index for course completion} = \frac{3 \text{ students of color complete course} \div 20 \text{ total students complete the course}}{5 \text{ students of color enrolled in course} \div 25 \text{ total students enrolled in course}} = \frac{15\%}{20\%} = 0.75$$

$$\text{Students of color Equity Index for course completion} = \frac{4 \text{ students of color complete course} \div 20 \text{ total students complete the course}}{5 \text{ students of color enrolled in course} \div 25 \text{ total students enrolled in course}} = \frac{20\%}{20\%} = 1.00$$

Equity Index Interpretation Guide

Performance Level	Equity Index Value	Description
High Performance	Greater than or equal to 1	At or above equity
Medium-High Performance	$0.85 \leq \text{Equity Index} \leq 0.99$	Almost at equity
Medium-Low Performance	$0.70 \leq \text{Equity Index} < 0.85$	Below equity
Low Performance	$\text{Equity Index} < 0.70$	Far below equity

Royal & Flammer, 2015

Notes

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