

SUNY BROOME

STRATEGIC PLAN FOR DIVERSITY & INCLUSION
2017-2021

MESSAGE FROM THE PRESIDENT

Colleagues: I want to thank all who were involved in creating our Diversity Plan for SUNY, and more importantly, for our campus community. I would especially like to thank our President's Task Force on Diversity and Inclusion (PTODI) for its leadership and stewardship of campus efforts around diversity, equity and inclusion well before SUNY decided to require it of us.

As a community college, a commitment to diversity is in our DNA. Much like those immortal words enshrined in our Pledge of Allegiance : "justice for all", access for all was more than implied as state after state created legislation forming their community colleges throughout the last century. No particular groups or subgroups are mentioned in the chartered missions of community colleges, simply that access to a higher education is provided generally for anyone with a high school diploma or equivalent. That's it!

However, as we have come to learn since 1900 when Joliet Jr. College was founded, open admissions is not enough to provide "access" for all. Cost, transportation, childcare, access to educational resources and the nature of campus climate all have an impact on who truly gains admittance to a college education. This is particularly true for communities where many potential students have only one choice to further their education, their local community college. Today, those who are taking on challenging gender issues in their lives and those who come from various religious, ethnic or economic backgrounds may believe that a college education is out of reach for them. This

simply cannot stand. It violates our core mission if any potential student feels this way or if any staff or faculty member feels the climate here is not supportive based on their individual background. Far more importantly, human decency calls for us to be welcoming and inclusive to all students entering our campus community. It is incumbent upon us to meet the varied needs of our students and strategically and intentionally address our challenges as they relate to diversity as well as recognize, embrace and leverage the benefits our diverse campus community affords us all. If anyone who serves our academic community or whom we are here to serve feels that they are not welcome at SUNY Broome based on their background, the result is the same: access denied. As a community college it is our moral obligation to do everything we can to ensure our students, faculty and staff feel welcomed and included in our campus community.

To this end, we have created our strategic plan for Diversity which challenges all of us to do our part to make our academic community even more inclusive and welcoming than it already is by providing full access for all, living fully up to a moral human imperative and our mission. Thank you for your part in this to date and for your support going forward as we implement our diversity plan. Let's be certain that the world knows all are welcome at SUNY Broome.

Thank you,

Kevin E Drumm, PhD
President
SUNY Broome Community College

SUNY BROOME COMMUNITY COLLEGE DIVERSITY STATEMENT

SUNY Broome Community College values diversity and its impact on our collective way of forming and disseminating knowledge, making and sustaining relationships, acquiring and developing skills and understanding in an increasingly global society.

We understand that diversity, equity and inclusion are essential to our mission and sustainability as an open access institution of higher education. We are committed to making SUNY Broome an engaged,

culturally responsive, socially responsible, and equitable place to learn, teach, work, and live.

We recognize the countless ways that diversity positively impacts our campus and community and resolve ourselves to fostering a culture and climate that embraces diversity as an integral part of the educational and professional experience for our entire campus.

INTRODUCTION

SUNY Broome Community College has worked toward positioning itself as a model institution within the SUNY system and among the Nation's community colleges. The College prides itself on the ability to continually improve and create innovative ways to achieve its goals. Understanding that an essential element to the institutions ability to remain a premier center of higher education and grow during a time of decreased enrollments state-wide is the College's commitment to achieving a culturally responsive and inclusive living/learning community for all faculty, staff and students. In addition to recognizing the need to effectively respond to enrollment and sustainability realities, the college openly recognizes the need to improve efforts to make SUNY Broome a more fair, just, and accepting community which is intrinsically valuable and important. SUNY Broome, in other words, understands and accepts the moral implications and importance of embracing diversity as a value in and of itself, and by extension deliberately seeks to embrace, respect, and advance all forms of difference.

The administration of SUNY Broome Community College has asked the President's Task Force on Diversity and Inclusion to develop goals and strategic priorities aligned with the Institutions strategic plan to be embedded across the campus. This plan, created by the President's Task Force on Diversity and Inclusion and approved by SUNY Broome's shared governance system represents the understanding that the entire campus community shares responsibility in

ensuring that SUNY Broome is a just, equitable and inclusive place to work and learn.

The Strategic Plan for Diversity and Inclusion focuses on the following four goals:

- 1) Increase intentionality in leadership that communicates commitment to diversity;
- 2) Enhance the recruitment, retention and graduation of underrepresented students;
- 3) Enhance the recruitment and retention of diverse faculty, staff and administration; and
- 4) Enhance learning experiences in and out of the classroom that will help students develop competencies related to diversity, equity and inclusion

To accomplish each goal there are priorities and recommended action steps including various initiatives and accountability. Institutional metrics have been developed with the assistance of the Office of Institutional Effectiveness to monitor and evaluate progress related to these goals. Each department and unit is being asked to develop a plan based on assessment of needs and priorities in line with those identified with in this strategic plan. The Chief Diversity Officer (once hired) will assist departments with formulating and implementing plans as requested.

CURRENT CAMPUS DIVERSITY AND INCLUSIVENESS ASSESSMENT, INCLUDING BRIEF HISTORICAL CONTEXT

Diversity Efforts and Infrastructure

Despite modest efforts in the past, SUNY Broome is essentially in its infancy regarding intentionally addressing and promoting diversity, equity and inclusion. SUNY Broome's earlier efforts to increase the importance of diversity and cultural competency on campus resulted in the creation of SUNY Broome's EOP office, its Affirmative Action Officer, and the College Committee on Diversity and Inclusiveness. Recognizing the importance of diversity, earlier iterations of SUNY Broome's value and mission statements produced important reflections in the campus's strategic directions and initiatives. Among the more relevant elements are those seeking to:

- affirm the commitment to equity
 - Respecting both individual rights and social obligations, the college is an advocate for fairness and just treatment for all students and staff.
- affirm the commitment to diversity
 - SUNY Broome values and celebrates the diversity of its students and employees. We respect their diverse life experiences, appreciate their contributions to our learning community, and promote individual development and success.

In these terms, the college has strategically aimed to:

- Continue the promotion of campus diversity initiatives to diversify faculty, staff, students as well as civic engagement and cultural competency efforts.
- Make available more social gathering and meeting space for students to enhance their college experience.
- Increase student diversity on campus through innovative student recruitment strategies locally and across the state, nation and the world.

SUNY Broome Community College is now in the process of reviewing and updating its Strategic Plan, which includes work to

modify the campus's Vision, Mission, and Value statements. In recognizing the importance of social justice issues from the start, specifically, but not only related to diversity, SUNY BCC's administration intentionally directed that the Strategic Planning Committee was to include significant representation from the SUNY BCC's Presidents Task Force on Diversity and Inclusion, including, but not exclusively, one of its co-chairs. As of the fall, 2016 semester, there are very promising signs that future SUNY Broome policies and practices will better reflect a stronger and more deliberate obligation to foster diversity, equity, and inclusion based on the revision of these strategic directives and their associated campus guidelines.

In the fall of 2014, the college opened its Student Village, a residential hall that houses 350 students. With the creation of the Student Village, came an influx of students of color, many from the downstate region. SUNY Broome began to experience culture clash which led to the impetus to address issues of diversity, equity and inclusion head on. The College president responded to this need by convening a Task Force of people across many campus constituencies (including all three vice presidents) to work on making "diversity, equity and inclusion part of the tapestry of SUNY Broome". Additionally, the president secured \$20,000 from the operating budget for the task force to use to do its work. Since its inception, the President's Task Force on Diversity and Inclusion (PTODI) has worked on many levels to address inequities and make SUNY Broome Community College a more inclusive, just, and safe place for students, faculty and staff of diverse backgrounds particularly, but for all campus community members broadly. Although the Task Force has been active, the committee in and of itself is not enough to address the needs of the SUNY Broome Community. Thanks in part to the SUNY Office of Diversity, Equity and Inclusion mandate and the efforts of SUNY Broome's President's Task Force on Diversity and Inclusion; our college has moved forward in hiring a chief diversity officer (CDO). The College is currently in the search process and hopes to hire and have a CDO in place by January 2017. The addition of this position, an important complement to the Task Force,

will be the first in what we hope will be the beginning of an infrastructure for diversity, equity and inclusion that the college so desperately needs.

The PTODI has had much success in gaining tangible outcomes and thereby moving the dial toward making SUNY Broome a more culturally inclusive institution. The Task Force was able to establish two gender neutral bathrooms on campus with the promise that more would be added with each building renovation or newly constructed building. In spring 2016, the Task Force opened the College's first interfaith space of worship and meditation for all students, faculty and staff to utilize. The Task Force has committed a significant portion of its budget to hiring Webb Consulting (a minority-owned consulting firm specializing in diversity) to deliver on-going multicultural competency trainings for faculty, staff and students. Members of the Task Force planned and implemented two campus conferences: One on the value of diversity in higher education and classroom instruction, the other focused on supporting and retaining male students of color. Members of the Task Force applied and were awarded a \$10,000 SUNY ODEI grant to implement the Men of Excellence Program which provides year long academic, professional, and social support to 20 male students of color. The Task Force also created and maintains a website containing a wealth of information related to diversity and inclusion. Members of the Task Force plan and implement an on-going 3D (Dine, Discuss, Diversity) lunch series where the campus community is invited to come and discuss various current and relevant issues pertaining to diversity. The Task Force also created the College's first Bias Incident Protocol and Response Team to address incidences of bias against faculty, staff and students. Although the above represents the major accomplishments of the PTODI, there are many more initiatives that the Task Force has/is taken on to address deficits as it relates to diversity, equity and inclusion. Again, the work the Task Force is doing much but on a voluntary basis and therefore can not address all the areas necessary to move forward.

In this regard, the Task Force has collaborated with and supported independent efforts associated with other campus groups. The Task Force has supported programs to support the LGBTQIA community, BCC's newly

established Women's Institute, Phi Theta Kappa, and its Civic Engagement Center, the latter of which organized a number of campus public deliberations to discuss "wicked problems" related to racial tensions and racism. The Task Force spearheads collaborative endeavors to develop and implement programs with the community and this resulted in a panel discussion addressing law enforcement and minority communities, a STEM summit to support minority students going into STEM fields, and SUNY Broome faculty staff attendance at various professional development events.

Efforts are currently underway to increase the frequency and quality of collaborative efforts between Binghamton University's Office of Diversity, Equity, and Inclusion and SUNY BCC. The most recent success was the creation of a locally developed public deliberation about racial issues and tensions at Binghamton University which members of SUNY BCC's Civic Engagement Center and President's Task Force for Diversity and Inclusion played an important role. Binghamton University has made, and continues to make, a number of trainings, workshops, and conferences available to SUNY BCC faculty and staff and both campuses anticipate and are in the midst of planning various approaches to sustain and strengthen this relationship.

It should also be indicated in this spirit, that SUNY Broome is also in the process of establishing a professional relationship with Tompkins County Community College's Multicultural Affairs Office. This relationship is, indeed, in its infancy, but the modest efforts at connection resulted in the introduction public deliberation to promote racial justice at TC3 and, in the spirit of reciprocity, one of SUNY BCC's Diversity and Inclusion Co-Chairs participating TC3's "ID Summit", an event that promotes academic and professional development for students of color. TC3 has reached out to SUNY Broome's task force to again participate in their 2017 "ID Summit" and their seems to be strong interest between the presidents of TC3 and SUNY BCC to continue to work together.

In relationship to SUNY Broome's curricular offerings, there are a number of courses that focus on different aspects of diversity. All of these courses either satisfy degree requirements or can be completed as electives.

Some of the more popular of these courses include:

- ANT 111, Cultural Anthropology
- ANT 114, Language, Culture, and Communication
- ASA 245, Cultural Competencies in Chemical Dependency Studies
- BUS 215, Managing Diversity in Organizations
- GEO 120, World Cultural Geography
- HIS 189, First Peoples: Native American History
- HIS 164, Introduction to Japanese Civilization
- HIS 163, Introduction to Chinese Civilization
- HIS 183, Women's History
- HIS 194, Survey in African American History
- LIT 274, African American Literature
- POS 205, Women and Politics
- SOC 220, Race and Ethnicity

Although SUNY Broome does not yet have a “diversity”, “inclusion”, or “multiculturalism” general education requirement, many of these courses transfer to other institutions satisfying these types of requisites for graduation on other campuses. It may be noteworthy to point out that there are currently other academic offerings under development, including the creation of an Associates in Arts program focused on social justice / human rights, which may be produced partly with the support a grant for community colleges from the National Endowment For Humanities and in partnership with local public schools.

Employee and Student Satisfaction Surveys

Although SUNY Broome does not currently utilize a survey that assesses climate, the institution administers a College Employee Satisfaction Survey (CESS) that addresses

areas relevant to diversity equity and inclusion. Additionally the college utilizes the SUNY Opinion Survey to assess student satisfaction. The College Employee Satisfaction Survey was last administered during the spring 2015 semester. There were 238 respondents out of 788 employees as of fall 2015 for a response rate of 30%. A total of 156 faculty responded, which breaks down to 96 full-time and 60 part-time faculty. Sixty-one staff responded. Some respondents did not indicate their faculty or staff status. The results show considerable improvement when compared with the spring 2012 survey results. However, there are still some areas that need attention. SUNY Broome's Dean of Institutional Research identified the following areas pertaining to diversity, equity and inclusion as needing improvement as a result of the 2015 survey:

- 1) Student retention and graduation
- 2) Equitable hiring practices
- 3) Improve diversity

In March 2016 the College administered the SUNY Student Opinion survey. Similar to the College Employee Satisfaction Survey (CESS), the SUNY Student Opinion survey does not assess climate as it relates to diversity but does address questions pertaining to diversity, equity and inclusion. There were 618 total student respondents which represents 9% of students enrolled in spring 2016. Of the students who responded, 76.9% were full time students (12 credits or more), 23.1% were part-time (less than 12 credits). The summary of the SUNY Student Opinion Survey revealed areas of improvement in regard to diversity equity and inclusion. For instance students ranked their satisfaction with “racial harmony on campus” 10th out of 13 under campus culture and environment. Other areas of dissatisfaction were “campus openness to opinions of other” (ranked 11 of 13) and “student respect for other students” (ranked 12 of 13). Additionally, a significant portion of student respondents felt that “understanding and appreciating ethnic/cultural/language diversity” has a small or no contribution to their growth and learning (23%). These results indicate the need for continued, intentional efforts by the SUNY Broome campus community to provide educational experiences that foster student engagement in diversity, equity and inclusion and multicultural competencies.

Data on Employees and Current Hiring Practices

Bolstering the finding of the College Employee Satisfaction Survey about equitable hiring practices are the College's data on employees. According to SUNY Broome's Office of Institutional Effectiveness, the average number of total employees at SUNY Broome in the five year span between 2012 and 2016 is 778. When we look at the racial/ethnic breakdown of SUNY Broome

employees the five year averages are as follows: 92% white, .7% American Indian/Native Alaskan, 1.7% Asian, 2.6% Black or African American, 1.7% Hispanic and 1.3% of employees either chose not to reply, left it blank or chose other. In total, Underrepresented minority (URM) faculty and staff make up 6.7% of the SUNY Broome employee pool. This represents a 47% difference from the SUNY Wide average which is 12.6%. This breakdown is further detailed in the charts below:

SUNY Broome Employees by Race/Ethnicity, 2012-2016

	Fall 2012		2013		2014		2015		2016		Five Year	Five Year
Ethnicity	Total	%	Avge	% Avge								
Amer. Indian/ Native Alaskan	4	1%	5	1%	7	1%	6	1%	5	1%	5	0.7%
Asian	15	2%	15	2%	12	2%	12	2%	13	2%	13	1.7%
Black or African-American	18	2%	14	2%	22	3%	24	3%	22	3%	20	2.6%
Hispanic	12	2%	13	2%	14	2%	14	2%	15	2%	14	1.7%
I choose not to reply	6	1%	5	1%	7	1%	7	1%	6	1%	6	0.8%
Other/ Blank	3	0%	3	0%	5	1%	4	1%	3	0%	4	0.5%
White	706	92%	712	93%	725	92%	722	92%	715	92%	716	92.0%
Grand Total	764	100%	767	100%	792	100%	789	100%	779	100%	778	100.0%

Our Human Resources Department reports that as of fall 2016 the college employs 21 people with designated veteran statuses. This represents 2.7% of our employee pool (21/779*100) (see chart below). We currently have no data on the number and percentage of our faculty and staff that are disabled or identify as LGBTQI+. Although we collect information on faculty and staff who self-identify as disabled, the institution does not house this data in a way that is easily accessible. Currently SUNY Broome does not collect information on LGBTQI+ faculty and staff. As a result, the President's Task Force on Diversity and Inclusion recommends that the institution develop a mechanism for housing faculty/staff disability data in such a

way that allows this data to be disaggregated by different variables (e.g. race/ethnicity, gender, etc). Additionally it is recommended that Human Resources develop a way to collect data pertaining to LGBTQI+ status.

Number of Veterans Working at SUNY Broome as of Fall 2016

Veteran Type	Total
Active Wartime or Campaign Badge Veteran	11
Not a Protected Veteran	8
Protected Veteran	2
Grand Total	21

Our employee data demonstrates inequity in the way SUNY Broome currently recruits its staff and illustrates the need for a more vigorous recruitment strategy. Current effort relies almost exclusively on advertising positions in various outlets including:

1. The local paper, the Press and Sun Bulletin
2. Higheredjobs.com and Careerbuilder.com
3. NYS job service (DOL)
4. The SUNY Broome website
5. SUNY units
6. HBCUs
7. Women's colleges
8. And the following local organizations: YWCA, American Civic Association, Southern Tier Independence Center and Broome County Urban League

Until recently, there have been few changes to recruitment efforts and minimum intentionality behind diversification of SUNY Broome's faculty, staff and administration. The last five years have not shown an increase in staff diversity but rather maintenance of current levels. However, in 2015 our Human Resources department switched from an antiquated system of accepting paper application materials to using an online system called Interview Exchange. Interview Exchange allows for applicants to submit their required materials electronically and much more conveniently which is one of the factors identified as a best practice in the recruitment of a diverse pool of employees. Interview exchange also allows for more convenient collection of applicant demographic information such as gender, ethnicity, veteran and disability status. Using the demographic information of applicants, interviewees and employees will assist the College in its awareness of employment trends and increase its ability to identify gaps and inequities in the process.

Given the things outlined above, the PTODI is recommending a 10% increase in underrepresented faculty and staff over the next 5 years so that our employee pool will begin to mirror our increasingly diverse student

population.

SUNY Broome Student Enrollment Data

SUNY Broome has made significant progress over the last two years in its recruitment of underrepresented minorities (URM). Much of this success can be attributed to the 2014 addition of the Student Village. The Student Village is a 360 bed residence hall, the first of its kind at SUNY Broome. Currently, the Student Village houses 348 residents, 55% (192/348) of whom are underrepresented minorities. According to the Office of Institutional Effectiveness, Fall 2016 enrollment of underrepresented minorities (URM) is the highest the College has ever seen. As of the writing of this plan, underrepresented minorities enrolled for the fall 2016 semester are 19% of the total student body (1,105 URM/5731 total students enrolled *100). Our current URM enrollment has increased significantly since the fall of 2013 (before the Student Village). In fall 2013 our underrepresented minority (URM) enrollment was 7% (395 URM/5853 total students enrolled*100) of the student body. The change in URM enrollment between fall 2013 and fall 2016 represents a 180% increase. Despite these significant gains in URM student enrollment, there are areas that need attention and improvement. For example, the college's fall 2016 Hispanic student enrollment is 1% of the student population. Similarly, Asians make up 4% of our student population, American Indian and Alaskans comprise .6% of our student population and Native Hawaiian/other Pacific are .2% of our student population. The African American/Black student population is the highest among our URMs at 14% of the total student population. As a result of these percentages, we recommend a 5% increase in Hispanic, Asian, American Indian and Alaskan and Native Hawaiian/other Pacific in each year of the next five years of enrollment (see metrics tables) and a 2% increase in enrollments for African American/Black students over the same time frame.

Of importance to note is the percent of SUNY Broome's enrolled student population that chose not to reply or chose "blank/other". Fifteen percent of the fall 2016 enrolled students chose one of these two options. Nine percent of the students currently living in the Student Village either chose not to reply or chose "blank/other" on their hous-

ing application. In an effort to reduce these numbers, the College's enrollment committee, in consultation with members of the President's Task Force on Diversity and Inclusion made thoughtful and intentional edits to the self-identification section of its application (including adding biracial, multi-racial and a number of gender identity categories) to allow for broader identity choices for students. The recommendation of the

President's Task Force on Diversity and Inclusion is that the changes in the college's application be monitored for impact on the number of students choosing not to reply and that periodic review of identity categories takes place with attention to evolving national trends. For more information on SUNY Broome student enrollment data over the past five years (2012-2016) via race and ethnicity please see the chart below:

**Fall Student Enrollment By Race/Ethnicity, 2012-2016
(Excluding Fast Forward Students)**

Race/Ethnicity	Fall 2012	%	Fall 2013	%	Fall 2014	%	Fall 2015	%	Fall 2016	Five Year Average
Amer. Indian /Native Alaskan	18	0%	13	0%	25	0%	34	1%	34	25
Asian	85	1%	90	2%	132	2%	182	3%	205	139
Black or African-American	211	4%	233	4%	492	8%	744	13%	795	495
Hispanic	72	1%	51	1%	41	1%	34	1%	59	51
I choose not to reply	283	5%	607	10%	653	11%	494	8%	375	482
Native Hawaiian /Other Pacific	4	0%	8	0%	10	0%	16	0%	12	10
Non-Resident Alien	8	0%	9	0%	8	0%	8	0%	6	8
Other/Blank	2,172	37%	1,740	30%	1,017	17%	700	12%	471	1,220
White	3,051	52%	3,102	53%	3,535	60%	3,685	62%	3,774	3,429
Total	5,904	100%	5,853	100%	5,913	100%	5,897	100%	5,731	5,860

SUNY Broome has also made progress in the way that it identifies first generation, low income, veterans and students with documented disabilities. There has been a concerted effort by our Accessibility Resources Office (ARO) to develop a process by which students can choose to identify as disabled. This process provides students who self-identify with opportunities to participate in an array of services that will help them access the curricula and attain their academic goals. The five year average (fall 2012 to fall 2016) percentage of students with disabilities enrolled at SUNY Broome is 10%. Our Accessibility Resources Office reports that students who have accessed services through this office are graduating at similar rates to the colleges. SUNY's Office of Diversity, Equity and Inclusion (ODEI) reported that disabled students make up 5% of the Community College student population system wide. SUNY Broome's disabled student population (10%) significantly

exceeds that of the SUNY system by 100%. Currently our Accessibility Resources Office employs one full time learning specialist, a part time learning specialist, a coordinator of the Deaf and hard of hearing program and a technology specialist. With an average of 600 students utilizing services, the ratio of students to learning specialist is 300 to 1. The President's Task Force on Diversity and Inclusion recommends that a full time learning specialist position be added to the Accessibility Resources Office to accommodate the growing need for services.

SUNY Broome also has a significant first generation and low income student population (see charts below). First generation students are students whose parents did not obtain a college degree. Low income students are defined as students who are eligible to receive a Pell Grant (an income based Federal grant). The five year average for first generation students from fall 2012 to

to fall 2016 is 32%. This is congruent with the national average (which is also 32%). SUNY Broome’s five year average for low income students is 49%. SUNY Broome’s low income population is 22.5% higher than the SUNY wide average. Research shows that first generation students benefit greatly from sustained support structures throughout the student life cycle. SUNY Broome’s Educational Opportunity Program (EOP) which enrolls 80 students and Student Success Squad Program (SSS) which enrolls 200 students directly serves the first generation and low income student population. Given that there are significantly more first generation and low income students attending SUNY Broome than are served by either of these two programs, the President’s Task Force on Diversity and Inclusion recommends that the institution develop ways to bring this model of support to scale. Early identification of this student demographic is essential to providing them with a support system that addresses their unique needs from day one. Therefore it is important that the institution develop a mechanism to identify and connect these students to the support systems available on campus. The President’s Task Force on Diversity and Inclusion also recommends that the institution develop a mechanism to track the persistence, retention and graduation of this student demographic and that this data be disaggregated by race/ethnicity and gender to clearly identify gaps in success outcomes.

First Generation Students (Excluding Fast Forward & Early College)				
Semester	Yes	No	Unknown	% Total
Fall 2012	1,899	2,286	1,705	32%
Fall 2013	1,846	2,362	1,637	32%
Fall 2014	1,948	2,380	1,582	33%
Fall 2015	1,893	2,390	1,615	32%
Fall 2016	1,770	2,298	1,632	31%

Pell Grant Eligible (Excluding Fast Forward & Early College)			
Semester	Yes	No	% Eligible
Fall 2012	2,856	3,034	48.5%
Fall 2013	2,902	3,002	49.2%
Fall 2014	3,006	2,904	50.9%
Fall 2015	2,964	2,934	50.3%
Fall 2016	2,789	2,911	48.9%

Source: First College Generation and Low Income – Demographics, Argos

SUNY Broome Student Retention and Graduation Data

Although SUNY Broome’s recruitment of underrepresented minorities (URMs) has increased significantly, there are still sizeable gaps in the retention and graduation of these students. For example, the overall fall 2015 to fall 2016 retention rate of first time, full-time students is 54.5 %. The fall 2015 to fall 2016 retention rate for first time, full-time white students is 63%. The fall 2015 to fall 2016 retention rate for first time, full-time underrepresented minorities is 49.5%. The percent decrease between the retention of white students and underrepresented minorities is -21%. As a result, the President’s Task Force on Diversity recommends that URM fall to fall retention rates mirror that of majority students. According to SUNY Broome’s “Fast Facts”, the three year graduation rate of students who entered in the fall 2011 semester as first time, full-time students was 27%. When we disaggregate this same student cohort by race/ethnicity, we can see clear disparities between majority students and underrepresented minorities. White students graduated at a rate of 30%. Asian and Black or African American students graduated at a rate of 17% and, there were no Native American/Alaska Native or Native Hawaiian/Pacific Islander graduates within the 2011 cohort. Hispanic/Latino students within the 2011 cohort graduated at the highest rate, 32%. Given the disparities outlined above, the President’s Task Force on Diversity and Inclusion is recommending that all URM’s graduate at the same rates as majority students (see Metrics table 2).

A key component of retention and graduation is the institution’s ability to provide students with opportunities to participate in high impact learning experiences. SUNY Broome’s Honors and Study Abroad programs (including faculty led programs) are examples of such experiences. Currently (fall 2016) there are 45 students in total participating in the SUNY Broome Honor’s Program. Eighteen percent of these students are underrepresented minorities. Given that URM’s make up 19% of the current total student body, the President’s Task Force on Diversity and Inclusion is recommending that the percentage of URM’s in the honors program reflects the overall percentage of URM’s at SUNY Broome.

Another high impact experience is study abroad. Study abroad opportunities as-

sist all students in gaining a diverse, global perspective that will serve them well years beyond their time at the institution. Although SUNY Broome offers a variety of opportunities to study abroad either through faculty led programs (e.g. Costa Rica and Haiti) and SUNY wide study abroad opportunities, very few students are able to take advantage due to the high costs. During the 2015/2016 academic year, 34 or .6% of the student body participated in either faculty led or traditional study abroad programs. Of the 34 students who were able to participate, 15% were underrepresented minorities. Given the importance of these programs, the President's Task Force on Diversity and Inclusion recommends an increase of 5% in overall student participation and an increase in URM participation to reflect the overall percentage of URM's at SUNY Broome.

Achieving Success

As a way to further solidify its commitment to student success and equity, SUNY Broome embarked on an 18 month campus wide effort to engage students in both aca-

demical and non-cognitive activities proven to increase successful outcomes. This initiative was called "Imagine Success". Building on the momentum of Imagine Success the college decided to join Achieving the Dream (ATD) as a next step to improve our efforts. The next phase of this effort is "Achieving Success". Achieving Success necessitates using a data-driven framework to create a thoughtful and intentional plan that will consider SUNY Broome's unique campus culture and challenges to address the needs of our students. SUNY Broome's Achieving Success core and data teams will be working over the next 3 years to drill down into the college's student success data to find where achievement gaps exist and develop a plan to address and reduce or eliminate those gaps. Many members of the President's Task Force on Diversity and Inclusion are represented on both the core and data teams as well as a broad representation of faculty, staff and administration. We anticipate that the Achieving Success initiative and our strategic plan on diversity will have a symbiotic relationship given the focus on equity and inclusion embedded in this model.

SUNY BROOME DIVERSITY GOALS

Goal 1: Increase intentionality in leadership that communicates commitment to diversity

Meeting the goals outlined in this plan will take vision, democratic collaboration, and effective participation on the part of leadership from all levels of the institution. It is vitally important that our commitment to diversity, equity and inclusion be visible and that our values and vision be communicated clearly for all members of our community.

Recommended Priorities and Action Steps

Demonstrate commitment to diversity at all institutional levels

- Intentionally and proudly display and widely communicate the College's diversity statement in documents, websites and internal and external communications
- Define diversity as a core value within the College's strategic plan, partly, but not exclusively seen in student recruitment efforts and faculty, staff and administration hiring processes

- Ensure diverse members of the campus community and campus authorities on diversity, equity and inclusion are included in policy, planning and decision-making bodies
- Review policies and procedures to ensure that they are not detrimentally impacting underrepresented students, faculty and staff
- Leverage the Achieving Success model to address the goals in this plan
- Adopt an "Equity Strategic Plan" or an "Equity Mandate" as well as systems for monitoring and maintaining progress regarding accomplishments, goals, and barriers, analysis of which perhaps being kept in the form of a report or "score card" to making the campus more inclusive.
- Utilize the SUNY ODEI campus climate assessment on a regular basis and address issues identified

Create infrastructure to implement diversity goals

SUNY BROOME DIVERSITY GOALS

- Hire a full time Chief Diversity Officer to oversee implementation of diversity plan
- Incorporate diversity goal setting into the existing departmental planning processes, goals and structures
- Continue to actively seek monies that support, maintain and expand the infrastructure for diversity, equity and inclusion (e.g personnel, programming budget, etc)
- Ensure representation on the President's Task Force on Diversity and Inclusion from each division
- Ensure that SUNY Broome's physical environment is welcoming and accessible for all people
- Encourage a new perspective on accessibility that prioritizes Universal Design over compliance and ADA minimums, and incorporate this into practice
- Develop a plan and timeline to address access/infrastructure for students with diverse needs

Persons responsible for Goal 1 Priorities

All college administrators, unit heads, and leaders of shared governance bodies

Goal 2: Enhance the Recruitment, Retention and Graduation of Underrepresented students

Key to recruiting a diverse student body is the College's ability to develop successful pipelines with K-12 initiatives and other community partners working with underrepresented minorities (URM). Equally as important is fostering a smooth transition from recruitment to enrollment and orientation at SUNY Broome. It is vital for our institution to be thoughtful and intentional in creating welcoming, inclusive environments that anticipate the needs of our underrepresented students. Therefore retention efforts that support proactive advising, inclusive learning environments and the creation of pathways for academic, scholarship and leadership attainment for underrepresented minorities are proven to positively impact retention and graduation.

Recommended Priorities and Action Steps

Ensure continued progress toward achieving a diverse student body

- Establish or enhance relationships between Admissions and K-12 pipeline programs and initiatives (e.g. Urban League, Promise Zone, Upward bound, Talent Search and Liberty Partnership) and connect prospective students to academic departments for follow-up
- Explore funding opportunities that will expand recruitment and retention of underrepresented and low-income students (e.g. scholarships and grants)
- Increase financial aid resources to support the recruitment, enrollment, and retention of diverse students
- Coordinate collaboration between Educational Opportunity Program, Student Success Squad, multi-cultural student groups, Student Activities and academic departments as well as other campus units involved in the planning of college fairs, community events, open house, welcome day, move-in day
- Annually review admissions practices for impact on the recruitment of underrepresented minorities (URMs)
- Create and implement specialized extended orientation programs for URMs
- Highlight the college's diversity in admissions materials and on the college's website (e.g. feature student demographic information and the college's diversity statement on the home page, develop diversity marketing materials that speak to the college's desire to attract and provide a welcoming environment for the LGBTQ, disabled and minority communities and distribute these materials to targeted pipeline programs)
- Revise student demographic categories on the college's applica-

tion to include updated identities and inclusive language as a way of reducing the significant number of students who choose not to reply or leave the question blank

Improve retention and graduation rates of underrepresented students at rates comparable to majority students.

- Continuously monitor and assess enrollment, retention, persistence and graduation rates of underrepresented minority students. Results should be transparent and shared with campus constituents
- Monitor and respond to disaggregated data on retention and success: GPA on graduation, course-taking patterns, post-graduate career placement.
- Using the ATD model, drill down into disaggregate data to expose and address inequities in URM success rates
- Maintain and improve academic and non academic programs that support the retention of URMs through dissemination of best practices and thoughtful implementation of effective strategies and initiatives
- Strengthen and enhance advising strategies pertaining to early intervention for URMs and provide opportunities for training around best practices
- Targeted outreach and recruitment of URMs for academic and non academic leadership opportunities
- Implement priority registration periods for special populations (e.g. disabled students, veterans, Student Success Squad and EOP)
- Continue to offer multicultural competency trainings to faculty and staff as well as trainings that specifically address inclusive teaching methodologies
- Establish collaborative relationships between the CDO, academic departments, grants development office

and Alumni Affairs to seek and secure opportunities for outside funding for programs and initiatives that assist URMs in degree attainment

- Survey students from under-represented groups to obtain information on decisions to remain at SUNY Broome
- Utilize results of ICAT assessment tool provided by ATD to guide initiatives to retain URMs
- Increase institutional support for the Educational Opportunity Program and Student Success Squad
- Provide institutional support for comprehensive extended orientation programs for first generation/low income students
- Increase institutional support for the Accessibility Resources Office (hire additional staff to address the needs of students)
- Develop mechanisms to identify first generation and low income students and connect them to resources such as EOP and Student Success Squad early on

Persons Responsible for Goal 2 Priorities

Executive Vice President and Chief Academic Officer, Vice President of Student and Economic Development, Chief Diversity Officer, Executive Enrollment Management Officer, Director of Enrollment Services,, Director of Alumni Engagement, Director of Sponsored Programs and Dean of Institutional Effectiveness, Assistant Director of Admissions

Goal 3: Enhance the recruitment and retention of diverse faculty, staff and administration

Although access and enrollment of diverse student populations has increased nationwide over the past several decades, the same is not true for faculty and staff at SUNY Broome in spite of increased numbers of underrepresented minorities entering the professorate. It is vitally important that SUNY Broome maximize any opportunity that exists to recruit diverse faculty and staff. In addition to hiring, SUNY Broome must work to address issues of professional

development and climate which are critical to the retention and advancement of diverse faculty and staff.

Recommended Priorities and Action Steps

Improve recruitment processes and practices for underrepresented faculty and staff by utilizing best practices

- To attract a diverse pool of candidates; emphasize diversity experience and inclusive language borrowed from the Institution's diversity statement
- Monitor data and applicant flow information in faculty and staff hiring processes to improve applicant pool
- Develop a diversity resource guide and training for search committees with attention to diversity recruitment strategies, unconscious bias, interviewing and orientation to the college
- Build and/or strengthen relationships with faculty pipeline programs (e.g. Binghamton University's Student Affairs Masters degree program, historically black colleges and universities, Hispanic-serving Institutions, Native American Tribal Colleges, professional organizations and alumni groups) and create a list serve to specifically outreach to those programs
- Improve the efficiency, convenience and expediency of the search process
- Incorporate ways to keep applicant pool engaged in the search process (e.g. downloadable lists, send automated responses that include information about the institution and the community
- Develop mechanisms to efficiently house and monitor the race/ethnicity, gender, veteran and disability status of employees. This data should be able to be disaggregated

Enhance and expand departmental practices that support the retention and ad-

vancement of underrepresented faculty and staff

- Develop an intellectual community for faculty and staff members through supporting working groups involved in research on diversity issues (e.g. The core and data teams for the achieving success initiative)
- Review workloads to ensure that faculty members who assume mentorship roles with underrepresented students and service to underrepresented communities have their contributions recognized in the tenure and promotion process
- Offer workshops for underrepresented faculty and staff to clarify the tenure and promotion processes, including third-year reviews
- Provide leadership workshops for department chairs to focus on departmental climate and its impact on faculty and staff from diverse backgrounds
- Create a mentor program for underrepresented faculty and staff
- Monitor staff demographics to track staff turnover based on race, ethnicity, gender, sexual orientation, first generation, disability status and others as identified

Persons Responsible for Goal 3 Priorities
Vice President for Administrative and Financial Affairs, Director of Human Resources, Chief Diversity Officer, Department Chairs and Deans, Shared Governance System

Goal 4: Enhance learning experiences in and out of the classroom that will help students develop competencies related to diversity, equity and inclusion that will prepare them to be global citizens

Diversity, equity and inclusion are vital concepts for all students to engage with though a myriad of opportunities in and out of the classroom experience. It is vitally important that SUNY Broome provide learning experiences that encourage engagement in learning and academic achievement for all students. As such, we need to ensure equitable

representation in competitive programs, the honors program, study abroad opportunities, undergraduate research and service learning. Education for global citizenship includes an understanding of diversity and social issues at home and abroad. Encouraging students to take courses that explore diversity as part of their general education or preparation is a critical priority.

Recommended Priorities and Action Steps

Develop curricula that focuses on the intersectionality between privilege and oppression, diversity, equity and inclusion

- Create a meaningful first-year experience course and/or student orientation programs that intentionally include appropriate, relevant, and significant amounts of information about diversity and inclusion.
- Require all students to take a one to three credit course on diversity as part of the requirements for graduation. Such courses could be tailored for degree programs and divisions.
- Invest in and provide resources to support studies of diversity, as well as other experiences that aid in the expansion of knowledge on subjects of race, culture and marginalization such as Latin American, Caribbean and Latino Studies, Asian Studies, Appalachian Studies, Gender and Women's Studies and others
- Consider having students in classes work in diverse teams or groups, during class meetings and on projects. Intentionally ensure small groups of students in classes include students with different backgrounds.
- Include sensitivity language / speech statements and/or behavior guidelines in the syllabus to encourage students to not be intolerant, stereotypical sexist, or offensive.
- Establish civic, social justice, and diversity/inclusion learning outcomes on the course, but also at the department level. Require departments to regularly assess their work on promoting diversity.

Expand programs/initiatives that allow students to actively engage the local community and global society outside of the classroom experience

- Expand study-abroad programs and applied learning opportunities in such a way that students can interact with populations who are different from them. Encourage or require students to complete these experiences before they graduate.
- Provide low income students with scholarship/grants that will allow them to fully take part in study-abroad experiences
- Support community based research that addresses questions related to local issues of equity, resources, power, marginalization, and discrimination (2014 NYCC statement in response to Baltimore and other US events)
- Develop connections with local organizations and connect students with volunteer and applied learning opportunities that will enhance their co-curricular transcript.
- Develop programs that allow students to become campus leaders on diversity, equity and inclusion. Leadership in these areas should be recognized and rewarded

Persons Responsible for Goal 4 Priorities
Executive Vice President and Chief Academic Officer, Vice President of Student and Economic Development Chief Diversity Officer, Chair of Counseling and Career Services Department, Faculty, Shared Governance System

SUNY BROOME DIVERSITY GOALS

METRICS

Table 1

Metric	Baseline	Target	% to Goal
Goal 1: Increase intentionality in leadership that communicates commitment to diversity			
1a. Percent of Divisions/Departments with measurable departmental diversity goals	0	100	100
1b. Addition of SUNY Broome's Diversity Statement to college's website and major publications	0	100	100
Goal 2: Enhance the Recruitment, Retention and Graduation of Underrepresented students			
Recruitment			
2a. Actual number of URM students	As of Fall '16	5% increase each year	
Amer. Indian/Native Alaskan	34	'17 '18 '19 '20 '21 36 37 39 41 43	26%
Asian	205	5% increase each year '17 '18 '19 '20 '21 215 226 237 49 62	28%
Black/African American	795	2% increase each year '17 '18 '19 '20 '21 811, 827 844 861 878	10.5%
Hispanic	59	5% increase each year '17 '18 '19 '20 '21 62 65 68 72 75	27%
Native Hawaiian/Other Pacific	12	5% increase each year '17 '18 '19 '20 '21 13 13 14 15 15	25%

Table 2

Metric	Baseline	Target	% to Goal
Goal 2: Enhance the Recruitment, Retention and Graduation of Underrepresented students			
Retention			
2b. Percent of URMs retained after first year (fall 2015 to fall 2016 by cohort)	As of Fall '16 49.5%	URM rates need to equal non-URMs 63%	27%
2c. Percent of URMs retained graduating within three years (cohort 2011-2014)	13%	URM rates need to equal non-URMs 30%	131%
4b. Percent of URM who study abroad	15%	19%	27%
4c. Percent of URM receiving SUNY Broome scholarships (2015/2016 AY)	12%	19%	58%
4d. Percent of URM participating in honors program	18%	19%	6%

METRICS

Table 3

Metric	Baseline IPEDS Data As of 15-16	Target					% to Goal
Goal 3: Enhance the recruitment and retention of diverse faculty, staff and administration							
Recruitment							
4a. Number of UR faculty		10% increase each year					
		'17	'18	'19	'20	'21	
Amer. Indian/Native Alaskan	1	1	1	1	2	2	100%
		'17	'18	'19	'20	'21	
Asian	2	2	3	3	3	4	100%
		10% increase each year					
		'17	'18	'19	'20	'21	
Black/African American	4	5	5	6	6	7	75%
		10% increase each year					
		'17	'18	'19	'20	'21	
Hispanic	5	6	7	7	8	9	80%
4b Number of UR non-teaching faculty/staff		10% increase each year					
		'17	'18	'19	'20	'21	
Amer. Indian/Native Alaskan	3	4	4	4	5	5	67%
		10% increase each year					
		'17	'18	'19	'20	'21	
Asian	3	4	4	4	5	5	67%
		10% increase each year					
		'17	'18	'19	'20	'21	
Black/African American	9	11	12	13	14	16	78%
		10% increase each year					
		'17	'18	'19	'20	'21	
Hispanic	10	12	13	15	16	18	80%

NB: 4a data based on IPEDS HR 2015-16 full-time instructional staff (faculty).
 4b data based on IPEDS HR 2015-16 all non-instructional full-time staff.
 Total of all full-time instructional staff (faculty) = 166
 Total of all full-time non-instructional staff = 399

SUNY BROOME DIVERSITY GOALS

METRICS

Table 4

Metric	Baseline	Target					% to Goal
Goal 3: Enhance the recruitment and retention of diverse faculty, staff and administration							
4c Percent of UR administrators		10% increase each year					
		'17	'18	'19	'20	'21	
Amer. Indian/Native Alaskan	0	1	1	1	1	2	%
Asian	0	1	1	1	1	2	%
Black/African American	2	2	3	3	3	4	100%
Hispanic	1	1	1	1	1	2	100%
Retention							
4d. Difference in rate of leaving among URM and non-URM faculty							
Goal 4: Enhance learning experiences in and out of the classroom that will help students develop competencies related to diversity, equity and inclusion that will prepare them to be global citizens							
4a. Percent of undergraduate students graduating with at least one diversity course	0	100					100%

NB: 4c baseline data based on IPEDS HR 2015-16 full-time non instructional staff management occupations.
 Total of all full-time non-instructional staff management occupations = 28

Implementation plan

Implementation of this plan will be in alignment with the Institutional Effectiveness Assessment deadlines. Divisional/departamental diversity goals are to be added to yearly Divisional/Departmental plans not to be written as a stand-alone report. As such, the timeline below adheres to the deadlines already set forth by Institutional Effectiveness.

Spring 2017:

- The SUNY Broome diversity plan will be communicated to campus community
- Each Division/department will, through intentional, collaborative effort create at least 2 diversity goals (in consultation with the SUNY Broome diversity plan) that will be

added to their divisional/depart-
mental plans. These goals will have
measurable outcomes. Divisional/
departmental goals will be sub-
mitted to the CDO for approval by
October 30, 2017.

Fall 2017:

- Divisions/departments will work with IT to develop mechanisms for collecting data needed to measure their diversity goals by December 1, 2017.

Spring 2018

- Departments/divisions will collect, monitor and assess data pertinent to their diversity goals
- Each department/division will submit a report in regard to established diversity goals to the CDO (due by June 1, 2018).
- The CDO will compile information and submit a report to SUNY's Office of Diversity, Equity and Inclusion (ODEI) (deadline to be decided by SUNY ODEI)

Fall 2018–Fall 2021

- The institution will maintain reporting structure outlined above
- Spring 2021 - The SUNY Broome community will engage in the planning process of the strategic plan for diversity for the next 5 years (2021-2026)
- Fall 2021 - The strategic plan will be submitted to the SUNY Broome shared governance system for approval before submission to SUNY ODEI (deadline to be decided by SUNY ODEI)

SUNY Broome's President's Task Force on Diversity and Inclusion

Co-Chairs:

Scott Corley, Assistant Professor, History
Philosophy & Social Science

Venessa Rodriguez, Staff Associate–Co-
Coordinator of the Student Success Squad

Members:

Dr. Sesame Adanu, Dean of Institutional
Effectiveness and Enrollment Planning

Dr. Major Barnett, Adjunct Instructor,
History, Philosophy & Social Science

Dr. Francis Battisti, Executive Vice
President and Chief Academic Officer

Danielle Berchtold, Assistant to the
Executive Vice President and Chief Academic
Officer

Jason Boring, Director of Student Activities

Claudia Clarke, Director of the Educational
Opportunity Program (EOP)

Alicia Dixon-Garrard, Adjunct Instructor,
History, Philosophy & Social Science

Deb Hibbard, Counselor/Adjunct Instructor

Suzanne Hickok, Adjunct Instructor, History,
Philosophy & Social Science

Lisa Hughes, Learning Disabilities Specialist/
Coordinator of Accessibility Resources Office

Maureen Kollar, Staff Associate for the
Academic Affairs Division

Robert Lofthouse, Associate Professor/
Chairperson of Engineering Science & Physics

Jarvis McCowin, Resident Hall Director

Kathleen McKenna J.D., Professor,
Criminal Justice & Emergency Services, For-
eign Language, ESL & Speech

Debra Morello, Vice President for Student &
Economic Development

Joe O'Connor, Chief of Public Safety

Diane O'Heron, Professor, English/
Coordinator of Liberal Arts Academic Plan

Loreta Paniccia, Learning Specialist/
Chairperson of Learning Assistance
Department/Tutoring Program Coordinator

Elizabeth Rivera, Staff Associate, Technical
Career Connection/Adjunct Instructor, Eng-
lish

Scott Schuhert, Dean of Students, Student
and Economic Development

Paige Sedlacek, Human Resources
Specialist/Affirmative Action Officer

Sandra Wright, Associate Professor,
Business Information Technology,
Hospitality Programs Department