Westchester Community College

Diversity, Equity and Inclusion Strategic Plan

2017-2020

Prepared by

Diversity, Equity and Inclusion Committee (2016-17)

Respectfully Submitted to

Dr. Belinda Miles

President, Westchester Community College
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Introduction

Westchester Community College has an outstanding record of fostering an atmosphere of diversity and its mission focuses on providing accessible, high quality and affordable education to meet the needs of our diverse community. The college serves a community of myriad cultural, ethnic, socio-economic, sex, gender, LGBT, faith, mental health and disability backgrounds. As the first SUNY institution to receive the federal designation of Hispanic Serving Institution, inclusivity is integral to the college’s focus, and conversations around accessibility, inclusion, cultural competency and civic engagement have permeated dialogues across the college.

Following SUNY’s aspiration of becoming the most diverse and inclusive higher education system in the U.S., Westchester Community College is committed to developing and implementing a Diversity, Equity and Inclusion (“DEI”) Strategic Plan. The plan will allow for collaboration from all stakeholders within the college community to identify DEI gaps, propose solutions, evaluate outcomes, promote transparent communication, and support and sustain our DEI work.

The first step in this process took place fall 2016 when the Affirmative Action Committee was re-structured and expanded to form the DEI Committee. Comprised of 15 to 17 faculty, staff and administrators, the committee represented all segments of the college. During spring 2016, the committee received its charge from President Belinda Miles and began working to establish and advance the college’s DEI goals and propose strategies for promoting and implementing comprehensive DEI action plans that integrate the general principles of diversity and inclusion at Westchester Community College. During fall 2016, the Achieving the Dream Equity Committee completed a report that reviewed elements of DEI through a checklist for measures of cultural awareness/equity of institutional effectiveness at the macro and micro levels at the college. Information and recommendations from the report were incorporated into this plan. In spring 2017, a Diversity Forum invited all administrators, faculty, and staff to participate in discussions on the college's DEI goals.

A significant step toward advancing the college’s DEI goals will be accomplished by August 2017 when a Chief Diversity Officer will be named and begin the work of leading the implementation of the college’s DEI Strategic Plan. Following SUNY’s system-wide focus on
scaling inclusive practices across all campuses, Westchester Community College’s CDO will be responsible for coordinating, guiding, supporting, and promoting efforts related to pursuing and achieving excellence in DEI throughout the college community.

The design and implementation of the college’s DEI Strategic Plan is the shared responsibility of the entire College community and will ultimately result in an improved educational environment and experience for every student and employee.

Definitions

Clarity in language is vital to effective equitable practices. The first focus of the DEI committee was to articulate definitions that provide a foundation for the plan. Through dialogue and candid discussions, the committee developed the definitions below. These definitions, framed within the college’s mission, provide common language and a foundation for the development of the specific mission, vision and strategic goals.

**Diversity:** Westchester Community College recognizes and values differences in age, ethnicity, gender identity and expression, nationality, religion, sexual orientation, political perspective, socioeconomic status, citizenship, military status, persons with a mental health condition, status as an individual with a disability and first-generation student status that enrich our learning and working environment. It is the goal of the college to mirror the diversity of the communities in which we live and serve.

**Equity:** Westchester Community College fully embraces the core components of equity—fairness, impartiality and objectivity—in all areas of governance requiring decision-making, problem solving and dispute resolution. The college is committed to respect individuality, human dignity and equality.

**Inclusion:** Westchester Community College intentionally strives to foster a culture that affords an opportunity for all constituents to feel welcome, included, and able to contribute to the overall success of the college. A climate of openness, trust, education, and engagement and celebration of differences lies at the core of Westchester Community College.
Diversity, Equity and Inclusion Vision and Mission Statement

**Vision:** A college community whose faculty, staff and administration, courses of study and co-curricular activities reflect and advocate local, national and international issues that mirror the college's core values of diversity, equity and inclusion.

**Mission:** To expand the potential of a broadly inclusive community of learners in an atmosphere of mutual respect, inclusiveness, acceptance, fundamental fairness and social justice.

Diversity, Equity and Inclusion Institutional Values

**The college**

- recognizes and respects differences in individuals, cultures, languages, political beliefs, and ideologies;
- recognizes that diversity of faculty and staff and the diversity of the student body are mutually reinforcing;
- understands that diversity, equity and inclusion go together; and
- is ready to prepare our students to thrive in a diverse, global environment.

**Therefore, the college is committed to**

- provide the highest quality educational experience that is fully representative of the college community’s diversity;
- provide institutional leadership that integrates diversity, equity and inclusion in all aspects of the college's operations and strategic goals;
- uphold relevant legal standards related to civil rights and affirmative action;
- recognize the changing demographics of the student population and thus the importance of diversifying the faculty and other employee groups;
- meet diversity needs through affirmative action and cultural competence;
- provide equitable opportunity and access through innovative recruiting, professional development and education programs that enrich the total academic experience and enhance the quality of life;
- support a culture that is free from prejudice, discrimination and hate college-wide; and
- infuse multiculturalism, pluralism, and global awareness into the college’s educational curricula.
Diversity, Equity and Inclusion Committee: Goals and Composition

The college's Diversity, Equity and Inclusion Committee members are representatives of the community who were charged to create a vision and plan through authentic engagement in a broad dialogue to create strategies that will help to diffuse equity and inclusion principles through creativity, innovation, civic engagement and cultural competency principles. Image 1 depicts areas of the college represented by the DEI Committee.

Image 1.

The committee meets twice each semester, and additional meetings are added as needed. Meetings are held to review and complete work related to the college’s DEI Strategic Plan. Committee members are dedicated to support this transformation through meaningful dialogues.
and responsive engagement. The committee has established the following goal statement: The committee provides coordination and evaluation of the college’s diversity, equity and inclusion activities; manages and tracks implementation of the DEI Strategic Plan; and provides review and assessment of the college’s affirmative action guidelines to ensure implementation and adherence.

Responsibilities of the committee include the following:

- Identify, monitor and make recommendations on recruitment, retention and achievement strategies for students through engagement with appropriate stakeholders;
- Develop and implement DEI Strategic Plan by making recommendations to the Office of the President;
- Collaborate with all areas of the college in programs and activities aimed to meet the college’s DEI goals;
- Coordinate efforts to cultivate and promote DEI;
- Design and implement a communication plan to disseminate information related to the college’s DEI Strategic Plan; and
- Appoint committee members to participate in search committees as Affirmative Action representatives.

Table 1: 2016 to 2017 Members of the Diversity, Equity and Inclusion Committee.

<table>
<thead>
<tr>
<th>Members</th>
<th>Title/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruben Barato</td>
<td>Associate Dean, Student Life</td>
</tr>
<tr>
<td>Maria Boada (Chair)</td>
<td>Assistant Dean, WEOC</td>
</tr>
<tr>
<td>Ekta Bhatia</td>
<td>Faculty, Chemistry, Co-chair, Faculty Senate Diversity Committee</td>
</tr>
<tr>
<td>Alexis Del Sol</td>
<td>Provost Fellow on Diversity</td>
</tr>
<tr>
<td></td>
<td>Faculty, Theater and Dance</td>
</tr>
<tr>
<td>Anne D’Orazio</td>
<td>Faculty, Behavioral/Social Sciences</td>
</tr>
</tbody>
</table>
Because of the breadth, depth, as well as complexity of the committee’s charge, subcommittees were formed to work on specific components of the current plan. Additionally, members of other diversity-related committees on campus (Faculty Senate Diversity Committee and Achieving the Dream Equity Committee) became members of the DEI committee and
worked closely with the DEI chair to incorporate recommendations from a variety of sources that included faculty, staff, administrators and students.

Where Are We Now: Current Campus Diversity, Equity and Inclusion Assessment

**Student Body:** The college’s student body represents a wide spectrum of cultures and ethnicities. Diversity among the student body has grown significantly and the college has the highest percentage of minority students, the highest percentage of Hispanic students and the second highest percentage of Black students in the State University of New York system. As of fall 2015, 53.9% of the student population identified as Black or Hispanic and with about 60% minority representation in our student body. In addition to these credit students, the college’s non-credit student body includes more than 5,000 in the English Language Institute. A wide variety of student support services and clubs (Table 2) further illustrate the diversity among our student body.

Table 2: Student Clubs, Activities and Support Services

<table>
<thead>
<tr>
<th>Student Clubs/Activities</th>
<th>Support Services</th>
<th>Satellite and Outreach Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Events: Black History Month, Latin American History</td>
<td>• Black and Hispanic Male Initiative</td>
<td>• Gateway Center</td>
</tr>
<tr>
<td>Month, Asian Pacific Heritage Month, Smart Arts Series,</td>
<td>• Center for Academic Counseling and Student Services</td>
<td>• Community Extension Centers</td>
</tr>
<tr>
<td>International Film Series.</td>
<td>• Disability Services</td>
<td>• Westchester Educational Opportunity</td>
</tr>
<tr>
<td></td>
<td>• Veterans Resource Office</td>
<td>Center (WEOC)</td>
</tr>
<tr>
<td></td>
<td>• Academic Support Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Personal Counseling Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Westchester County DSS Job Success through Academic Resource (JobSTAR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TRIO Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EOP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Benefit Access Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conversation Partners program</td>
<td></td>
</tr>
<tr>
<td>Student Clubs: African Renaissance Club, Asian Club, Black</td>
<td>• Gateway Center</td>
<td></td>
</tr>
<tr>
<td>Student Union, Brazilian Club, Club Jamaica, European Club,</td>
<td>• Community Extension Centers</td>
<td></td>
</tr>
<tr>
<td>El Club Hispano-Americanano, GLOW (LGBT Org.), Italian Club,</td>
<td>• Westchester Educational Opportunity Center (WEOC)</td>
<td></td>
</tr>
<tr>
<td>International Friendship Club, Muslim Students Club, Peruvian</td>
<td>• Conversation Partners program</td>
<td></td>
</tr>
<tr>
<td>Club, Women’s Student Union, TRiO Club, American Sign Language Club, National Alliance of Mental Health on Campus, Veteran’s Club and Westchester Events Board</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A closer look at the enrollment trends shows that, over time, the percentage of minority students attending Westchester Community College has steadily increased. The Table 3 shows
the distribution of students in 2010 and 2015 by race and ethnicity. Figure 1 depicts student breakdown by race and ethnicity for fall 2015 and Figure 2 reveals annual changes on this category for 2010 through 2015.

Table 3: Student Population Demographic Comparison between 2010 and 2015.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2010</th>
<th>Fall 2015</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>83</td>
<td>0.6%</td>
<td>114</td>
</tr>
<tr>
<td>Asian</td>
<td>655</td>
<td>4.7%</td>
<td>553</td>
</tr>
<tr>
<td>Black</td>
<td>2,693</td>
<td>19.4%</td>
<td>2,779</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,229</td>
<td>23.2%</td>
<td>4,219</td>
</tr>
<tr>
<td>Multi Race</td>
<td>43</td>
<td>0.3%</td>
<td>282</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>13</td>
<td>0.1%</td>
<td>47</td>
</tr>
<tr>
<td>Unknown</td>
<td>1,028</td>
<td>7.4%</td>
<td>702</td>
</tr>
<tr>
<td>White</td>
<td>6,149</td>
<td>44.3%</td>
<td>4,270</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>13,893</td>
<td></td>
<td>12,966</td>
</tr>
<tr>
<td>Total Minority</td>
<td>6,673</td>
<td>48.0%</td>
<td>7,712</td>
</tr>
</tbody>
</table>
Figure 1: Fall 2015 Student Population Breakdown.

Figure 2: Changes in the student body demographics between 2010 and 2015.
**Faculty, Staff and Administrators:** Demographic analysis included in the Achieving the Dream Equity and Inclusion Committee Report (2016)\(^1\) shows that, as of October 15, 2014, Westchester Community College had 18 (39.1%) minority administrators, 29 (16.9%) minority faculty members, 8 (36.4%) minority counselors, 4 (36.4%) minority librarians, 1 (12.5%) minority academic support and health service coordinator, 9 (56.3%) Educational Opportunity Center (EOC) minority employees, and 90 (32.3%) minorities were College support staff members. Finally, regarding all college employees, 159 (28.7%) were minorities. In addition, while minority students represent 60% of the student population, the President’s Cabinet minority representation as of year 2016 was only 25%.

Further analysis of the faculty demographics shows the following information\(^2\):

- At the faculty level, there are 170 full-time faculty and 2 half-time faculty. Among these, the average number of years of service is 16.2, and the average age is 54.6 years old. The data shows that by ethnicity, 143 (83.1%) of the faculty are white and 29 (16.9%) are minorities. By sex, 85 (49.4%) are males and 87 (50.6%) are females. While the college has put forth efforts and initiatives to increase diversity among the faculty ranks, these efforts have been only sporadically successful.
- At the counselor level, there are 20 full-time counselors and 2 half-time counselors. Among these, the average number of years of service is 13.6, and the average age is 52.3 years old. The data shows that by ethnicity, 14 (63.6%) of the counselors are white and 8 (36.4%) are minorities. By sex, 6 (27.3%) are males and 16 (72.7%) are females.
- At the librarian level, there are 11 (100%) full-time librarians. The average number of years of service is 17.6, and the average age is 53 years old. The data shows that by ethnicity, 7 (63.6%) of the librarians are white and 4 (36.4%) are minorities. By sex, 1 (9.1%) is male and 10 (90.9%) are females.

An analysis of the demographics for the academic support and health services coordinator levels reveals a critical need for increased diversity. There are 7 full-time academic support staff members and health services coordinators and 1 half-time academic support staff member and

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\(^1\) Achieving the Dream, Equity Committee Report, Fall 2016 (Appendix A)
\(^2\) Westchester Community College Fact Book 2014-15
health services coordinator. The average number of years of service is 17.3, and the average age is 52.8 years old. The data shows that by ethnicity, 7 (87.5%) of the academic support staff members and health services coordinators are white and 1 (12.5%) is a minority. By sex, 1 (12.5%) is male and 7 (87.5%) are females. Few diversity factors beyond race, age, full-time/part-time status, and years of service are collected presently.

**Identifying Gaps in Educational Attainment**

Westchester Community College’s mission includes focus on the success of every student. To identify and subsequently address existing educational attainment gaps, it is necessary to institutionalize data-driven practices aimed at uncovering performance and achievement gaps through disaggregation by demographic characteristics such as ethnicity, gender, age, and disability, of low success rates/retention rates, completion rates, and other disparities in student success rates. Processes should be developed college wide and applied consistently across each school and department, and incorporate continuous feedback from faculty and students. Specific recommendations will be made within this plan to set the foundation for a sustainable data-driven analysis for the identification of gaps in educational attainment and a subsequent design of the necessary systems to scaffold positive changes in any areas deemed in need of improvement.

**Areas of Focus and Strategic Goals**

Throughout the work of the DEI committee, the analysis and discussions led three main themes used to prioritize strategic goals and action plans.

**Overarching Theme A:** Increase Diversity Among Faculty, Staff and Administrators

The rationale for faculty diversity is as compelling as the arguments for student diversity, which also extend beyond the reasons of equity. Faculty diversification could contribute positively to educational quality and an enhanced student experience. A lack of racial and ethnic diversity among our faculty might make it difficult to prepare students for an increasingly
diverse world. Additionally, a faculty body representative of the college’s student body would potentially contribute to a more congruent cultural environment that promotes and anchors key connections, particularly for students from underrepresented groups. The previous section highlighted a clear dissonance between the faculty demographic and that of the students. Moreover, the need for increased diversity expands to multiple areas, including those who have frequent and significant daily contact with students, such as the academic support services. This conclusion was also reached by the Achieving the Dream Equity Committee with the following recommendation in their fall 2016 report:

“In conclusion, the gap needs to be closed, especially at the faculty level where only 29 (16.9%) faculty members are representing minorities; at the academic support and health services coordinator level, where only 1 (12.5%) is representing minorities; and finally, at the college employee level where 159 (28.7%) are representing minorities.”

Recognizing the value of diversity among the faculty and the status at the college, deliberate goals (outlined in Table 4) have been developed. However, the goals require the publication and distribution of comprehensive hiring guidelines clearly outlining the search process, including the formation of search committees, guidelines to ensure diversity in the candidate pool, enforcing of Affirmative Action guidelines and demonstrating the College’s commitment to DEI.

Regarding recruitment, development and retention of a diverse workforce, the college should increase diversity in all staff and administrative positions. This may include supporting the development and promotion of internal minority candidates, providing professional development and implementing recruiting procedures that facilitate the establishment of a diverse workforce, reflective of our student body and the community we serve.

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3 Achieving the Dream, Equity Committee Report, Fall 2016 (Appendix A)
<table>
<thead>
<tr>
<th>Theme A: Increase and Sustain Diversity Among Faculty, Staff and Administrators</th>
<th>Suggested Target</th>
<th>Completion Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Goals</strong></td>
<td><strong>Action Items</strong></td>
<td><strong>Targets</strong></td>
</tr>
</tbody>
</table>
| A. 1. Increase Diversity Among Faculty | A.1.1: Provide a pathway for qualified, diverse faculty candidates to full-time faculty ranks.  
- Outcome 1:  
  a) Benchmark competitive institutions and identify best practices for successful recruiting and transitioning minority faculty into full-time faculty ranks.  
  b) Evaluate the current status from 20 semesters to 6 to 10 semesters.  
  c) Evaluate the current benefit structure and consider changes aimed to attract qualified, diverse faculty.  
  d) Submit WCC faculty candidates for the SUNY Faculty Diversity program. | • Increase the number of full time minority faculty by 10% between 2017 and 2020.  
• Increase, by 10%, number of diverse adjunct faculty who advance to full time status.  
Baseline data: 2015-16 Fact Book | • By 2019-2020 Academic Year |
| | A.1.2: Seek funding to support a diversity/adjunct line for each School on campus.  
  a) Establish and earmark funds for diverse faculty mentoring. Develop a formal mentoring structure that supports the professional development of minority faculty and support transition to tenure track positions and to tenure.  
  b) Establish and earmark funds for diverse faculty professional development. Develop and implement an initial assessment to determine the professional development needs of minority faculty within the institution. Design and implement professional development opportunities and incentives targeted towards diverse faculty within the College. | | • Yearly Professional Development Activities starting 2017-18.  
• Assessment of diverse faculty professional development needs to be completed in 2017-18. |
| | A.1.2. Improve the recruitment of diverse full time faculty by ensuring commitment to diversity through the search process | | |
- Ensure that recruitment for all faculty positions are inclusive of minority-specific network/discipline outreach venues.
- Provide funds for hiring managers to send representatives to conferences and other venues where minority candidates can be recruited.
- Improve Search and Screen processes that ensure a diverse pool of candidates for each faculty position.
- Improve Search committee processes that encourage discipline-specific areas (e.g. colleges, universities, professional organizations or networks) for targeted recruitment/referrals of candidates from underrepresented demographic groups.
- Establish a process for the examination and approval of search committee structures that ensure diverse representation.
- Provide regular training opportunities for departmental chairs, deans, and faculty, as well as search committee members, for incorporating best practices on equity, inclusion, and diversity in the hiring and advancement of faculty.
- Ensure all search processes use reliable data regarding prospective applicants that fully reflect the national talent pool for all new full time faculty position.
- Develop and/or strengthen relationships with professional targeted groups (e.g., Hispanics) in order to reach and obtain diverse candidate pools.

<table>
<thead>
<tr>
<th>A.1.3. Create and implement professional development and recognition opportunities to support retention and promotion of underrepresented faculty groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Submit candidates for the SUNY Faculty Diversity program.</td>
</tr>
</tbody>
</table>
**Overarching Theme B: Campus Climate and Cultural Competence**

A second theme that emerged from the committee’s work was the need to foster cultural competence and facilitate a campus climate grounded on the college’s goal of supporting an inclusive community, respectful of diverse opinions, views and ideals. The college is a pulsating learning community formed by a wonderful tapestry of human diversity. Many initiatives on campus are designed to acknowledge, support and celebrate our diversity. However, to understand and address campus climate needs, it is necessary to begin by conducting an overall assessment of the current DEI-related campus climate specifically as it pertains to DEI matters. A formal campus climate survey will be conducted no later than the end of the 2017 to 2018 academic year. Any areas of concerns should be addressed by the college through a comprehensive process of shared governance and in coordination with the Chief Diversity Officer and the DEI Committee. Additional recommendations are included in Table 5.

Recommendations for the qualifications and key responsibilities of the Chief Diversity are listed in Appendix C.
<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Action Items</th>
<th>Targets</th>
<th>Completion Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1. Increase visibility of inclusion, diversity and equity mission and vision</td>
<td>B.1.1. Develop and implement a communication plan that promotes a shared understanding of DEI.</td>
<td></td>
<td>Dec. 2017</td>
</tr>
<tr>
<td></td>
<td>• Establish processes that support the implementation of the Diversity, Equity and Inclusion initiatives strategic planning and assess at the institutional, school and departmental level across all units of the college.</td>
<td></td>
<td>October, 2017</td>
</tr>
<tr>
<td></td>
<td>• Review and revise all public information, website and any other medium of communication, to ensure that information and images recognize the College’s commitment to DEI.</td>
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<tr>
<td></td>
<td>• Establish and disseminate accountability structure related to the new position of Chief Diversity Officer (CDO) for the College as it relates to the implementation, assessment and communication of all aspects of the Diversity, Equity and Inclusion Strategic Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.1.2. Ensure transparency into all processes related to</td>
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</table>
hiring practices, affirmative action, harassment and any other policy or requirements related to diversity equity and inclusion.

B.1.3. Disseminate the DEI strategic plan to the entire college community and promote engagement in all initiatives.

- Start with a 2017-18 large-scale Launch Event – “Celebrating Diversity, Equity and Inclusion Year” – plan for a big event inclusive of all areas of the college. Coordinate with all diversity-related committees or ground within the campus.
- Utilize the College’s master calendar to publicize all Diversity, Equity and Inclusion related events.
- Enhance student involvement in DEI activities by using social media and recruiting students to “street team” the DEI events.

B.1.4. Publish yearly progress report updates on the goals and initiatives related to the Diversity, Equity and Inclusion Strategic Plan.
<table>
<thead>
<tr>
<th>B.2. Create an Intercultural (Multicultural) center to bring together and leverage diversity/inclusion resources and initiatives across campus (See appendix A)</th>
<th>See Appendix A</th>
</tr>
</thead>
</table>
| B.3. Develop a mutually respectful college climate with a sustainable process for resolving issues through open and transparent conversations among students/faculty/staff/administration. | B.3.1. Coordinate with HR to implement a required multicultural-competency or respectful-workplace training program for all employees.  
B.3.2. Include diversity/inclusion training in all new employee and new student orientations. |
| B.4. Coordinate and integrate college-wide DEI events designed to enhance the college climate and individual competencies for students, faculty, and staff that are aligned with the college’s DEI objectives. | B.4.1. Expand the current “Annual Teach-in (Social Justice) Day” event to a set of semester-long coordinated sessions that allow for in-depth and ongoing explorations and conversations on themes related to current topics of diversity, equity and inclusion.  
B.4.2. Advocate for budgetary support to the Faculty Senate Diversity Committee to implement yearly activities.  
B.4.3. Support Faculty Senate Diversity Committee initiatives related to the development of cultural sensitivity training, through the Center for Teaching and Learning, for all new faculty. Facilitate coordination with the Office of Adjunct Services, Professional Development & Academic Operations. |
| B.5. Coordinate with faculty to promote curricular and co-curricular activities that advance awareness and competencies in DEI practices. | • Work with Faculty Senate General Education Committee  
• Meet with Department Chairs |

Fall and Spring events every academic year.
- Work with LSAMP & NSF grant-funded projects
**Overarching Theme C: Identifying and Addressing Student Achievement Gaps**

As a minority serving institution, we are aware of the national trends related to educational attainment gaps for minority students and reaffirm our commitment to the success of every student. Eliminating barriers to academic achievement for underserved populations is a specific goal for community colleges and we approach this goal with an equity-minded lens. To implement specific strategies, the college needs to establish institutionalized processes related to the disaggregation of data related to students’ educational attainment. The initial recommendations framed in Table 6 will begin to set the foundations for future equity goals related to student success/achievement gaps.

Table 6: Theme C Goals and Action Items

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Action Items</th>
<th>Timeline for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1. Minimize student success (achievement) gaps for target groups.</td>
<td>C.1.1. Conduct a comprehensive disaggregated data analysis of the following success indicators: graduation rate, retention rate, placement into developmental courses rate, success in developmental courses rate, first year retention rate, percentage of students attending full-time, fall-to-fall retention rate and academic support usage rate. Examine student success indicators disaggregated by program and department. C.1.2. Examine key gateway and high enrollment courses to analyze the breakdown of students by racial/ethnic, gender, socio-economic status, and other diversity indicators and educational outcomes. Design and implement activities and support structures designed to minimized gaps.</td>
<td>December 2017</td>
</tr>
</tbody>
</table>
Appendix A: Achieving the Dream, Equity Committee Report, Fall 2016

Attached

Appendix B: Multicultural Center Proposal (Summer 2016 Provost Fellow on Diversity)

A campus multicultural center can serve as a focal point for activities and programming connected to this proposal. This facility provides solutions for several of the concerns discussed in the interviews. Two of the parameters defining student success are retention and completion. Student enrollment and retention rate hinge on whether a student finds a sense of inclusion and membership on campus. Multicultural centers at The Ohio State University and Lane Community College demonstrate outstanding models on large and small-scale multicultural centers respectively. Several learning outcomes have been gathered from these models.

Vision

- Promote student success through a cultural, academic and social framework in collaboration with college and community partners (lanecc.edu)
- To facilitate the inclusive shared learning experiences of students where all can engage in dialogue, challenge barriers and build collaborative relationships (multiculturalcenterosu.edu)

Learning Outcomes

- Understand the relationship and responsibility between self, others and the community
- Understand oppressive systems
- Exercise leadership in different cultural contexts
- Develop competency in navigating institutional systems
- Develop an honest and authentic sense of self
- Demonstrate cross cultural understanding and cultural competency (lanecc.edu)

The Multicultural Center would provide a safe and comfortable space for students and faculty members to learn from each other and support one another. In the forward to Francisco Valdes’ anthology, Crossroads, Directions and a New Critical Race Theory, Charles R. Lawrence, III reflects about bell hooks’ discussion about the “radical dimension” of a home place.

“In hard times it is especially important to create home places: safe places among trusted friends to seek refuge and dress wounds of battle and places for hard conversations, where differences can be aired and strategy mapped, where we can struggle with and affirm one another.”
The Multicultural Center would provide co-curricular activities, events and projects that can support assignments required by SUNY Gen Ed classes. As described by the SUNY DEI policy, the Chief Diversity Officer will “work collaboratively with offices across campus including but not limited to, the offices of academic affairs, human resources, enrollment management, and admissions-to elevate inclusiveness and implement best practices related to diversity, equity and inclusion in such areas as the recruitment and retention of students and senior administrators, faculty and staff hires (suny.edu).” He or she will support the mission of the Multicultural Center and the efforts of these offices with their respective cultural competency programming.

Multicultural Center Organizational Structure (Proposed)

The director of the Multicultural Center’s primary responsibility is for the development and coordination of outreach and awareness programs that promote multicultural education for the campus community. He or she serves the campus community by promoting unique programing that encourages cultural competency. These programs and projects would be coordinated with the required cross-cultural course work at the college.
Possible Programs and Projects
- Month long cultural celebrations
- Social justice engagement workshops
- Graduation ceremony enrichment: distinct collars for 1st generation graduates and/or members of certain cultural clubs
- Cultural competency campaign which include visiting guest speakers with associated campus-wide activities
- Public deliberation and civic engagement on issues of diversity, equity and inclusion
- Cultural competency certificate program – students are required to attend various events hosted by the Multicultural Center and the Student Involvement Office, and participate in community service or internship related experiences; upon completion the certificate will appear on academic record and diploma

Faculty Research and Engagement
Cultural competency professional development in higher education is relatively new. Publications from respected organizations have presented best practices for this type of professional development, however; no proven case studies were identified that match the college's profile. These suggestions reflect research from the resources mentioned above.

- Conduct a review of best practices in educational institutions and nonprofits (lanecc.edu)
- Identify assessment tool(s) to assist employees, departments, and the institution in determining their level of competency in each of the identified content areas (lanecc.edu)
- Develop a cultural competency professional development model with multimodal levels of competencies (e.g., foundational, intermediate, advanced) (lanecc.edu)
- With recognition of the intersectional nature of identity/identities, areas of focus will include: race; ethnicity; culture; language; religion; spirituality; socio-economic background; social class; gender; sexual orientation; domestic violence; marital status; accessibility; age; ability; mental health; veterans; military status; understanding of social justice; understanding of the dynamics related to power, privilege, and oppression (lanecc.edu)
- Define learning outcomes for each level of competency on Social Justice and Inclusion report from College Student Educators International and Student Affairs Administrators in Higher Education (naspa.org)
- Establish a tracking system to record and monitor employee completion of cultural competency professional development (lanecc.edu)
- Make recommendations for the incorporation of a cultural competency requirement into all employee evaluations, reappointment and promotion applications (lanecc.edu)
- Develop an evaluation component of professional development trainings and activities that includes soliciting feedback from student and employee groups as well as producing an annual report to the Board of Trustees and the larger college community (lanecc.edu)
Appendix C: Westchester Community College Chief Diversity Officer Suggested Qualifications, Competencies and Key Responsibilities

Suggested Position Description

The CDO serves as a senior member of the campus administration, reporting directly to the President, and is responsible for coordinating, guiding, supporting, and promoting all efforts related to establishing diversity, equity and inclusion excellence throughout the college community. The CDO partners and works collaboratively with campus leaders, faculty, staff, students, various committees, and external constituencies to promote and executive best practices related to diversity, equity and inclusion in such areas as DEI awareness and competencies, recruitment and retention of employees and students, campus culture, and tracking, learning and student success. The CDO works proactively to coordinate the various diversity-oriented programs and initiatives, including the implementation and evaluation of the college’s strategic plan for diversity in support of SUNY’s inclusion goals and aligned with the college’s overall strategic goals. The CDO also serves as part of a system-wide network of CDOs to support SUNY’s overall diversity goals.

Suggested Qualifications

The successful candidate must possess the following qualifications:

- Exceptional knowledge on the topics of diversity, equity, and inclusion.
- Advanced degree beyond the bachelor’s degree and at least two years of prior experience working in the field of diversity, equity, and inclusion in a higher education setting. Must have held a leadership role directly related to diversity, equity, inclusion, social justice and/or civil rights compliance.
- Demonstrated ability to work collaboratively and effectively with faculty, students and staff across many departments, schools, and the community.
- Experience interacting with and incorporating the voices of students and student groups, particularly students from underserved and/or other marginalized groups.
- Knowledge of federal, state and local laws and regulations related to affirmative action, Title IX and civil rights enforcement preferred.
- Strong organizational skills, excellent written and verbal communication and interpersonal skills.

Suggested Desired Competencies

The successful candidate should be able to demonstrate the following:
• The ability to articulate the college’s diversity, equity and inclusion mission and engage relevant stakeholders in implementing DEI plans.

• A level of cultural awareness, agility, and emotional intelligence necessary to build trust and credibility, and possess/demonstrate a record of accomplishment related to collaboration with a wide variety of constituencies and stakeholders.

• The ability to articulate in verbal and written form, the importance of equity, inclusion, and diversity to the broader educational mission of higher education institutions.

• Work within a shared governance framework with faculty members, department chairs and the academic leadership team to address diversity items related to scholarly activities and classroom climate.

• Knowledge and understanding of the educational benefits that stem from a clear focus on diversity, inclusion and equity in higher education.

• An understanding of how to support faculty in curriculum related efforts that advance the diversity mission of the college.

• An understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses.

• In depth knowledge of how institutional data can be used to benchmark and promote accountability for the college’s diversity mission.

• Broad understanding of the potential barriers the faculty face in the promotion and/or tenure process in the context of diversity-related professional activities (e.g., teaching, research, and service).

• Experience dealing with obstacles that a person of diverse background has also experienced. Is open and comfortable with building relationships not only with staff members but with students as well.

• Current and historical knowledge related to issues of nondiscrimination, access, and equity in institutions of higher education.

• A strong knowledge of the campus climate in accordance with diversity and inclusion methods to achieve maximum results at the institution.

• Knowledge and understanding of the various laws, regulations, and policies related to equity and diversity in higher education.

Suggested Key Responsibilities

The CDO will do the following:

• Partner and work collaboratively with campus leaders, faculty, staff, students, various committees, and external constituencies to promote inclusiveness and implement the College’s Diversity, Equity and Inclusion Strategic plan.

• Coordinate the various diversity-oriented programs and initiatives, including the implementation and evaluation of the college’s strategic plan for diversity in support of SUNY’s inclusion goals and aligned with the college’s overall strategic goals.
• Working within the campus community, the CDO should be accessible to meet with students, faculty, and staff to further develop understanding of the college’s diversity, equity and inclusion goals.

• Liaise with all committees that work on the goals of diversity, equity, and inclusion. The CDO will co-chair, along with a faculty member, the college-wide Diversity, Equity and Inclusion Committee.

• Coordinate all activities and initiatives designed to foster a campus climate that promotes DEI.

• Ensure effective communication of all DEI-related information throughout the college and broader community.

• Collaborate with the Office of Human Resources, as well as Legal Counsel, to ensure compliance with the EEO and OFCCP as well as other applicable issues.

• Work with the Office of Human Resources in search-related processes such as reviewing the composition of search committees, conducting affirmation action charges, recommending ad placements, and reviewing the applicant pool.

• Prepare and submit internal and external reports including the federally mandated Affirmative Action plan. The CDO will also serve at the College’s Affirmative Action Officer.

• Serve as the Chief Diversity Office liaison to SUNY’s Office of Diversity, Equity and Inclusion.