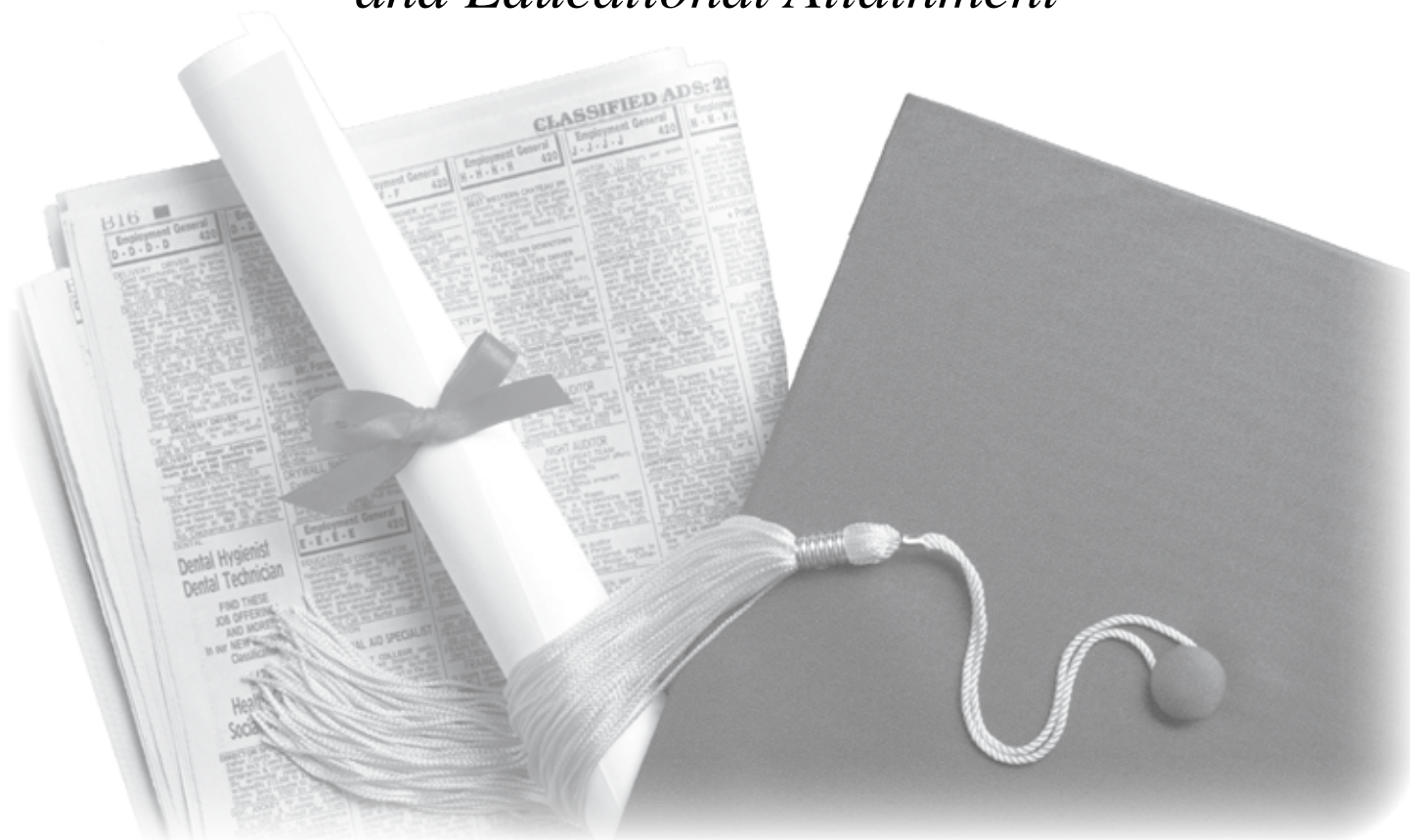


An Economic Imperative for New York State:

Improving Hispanic Academic Achievement and Educational Attainment

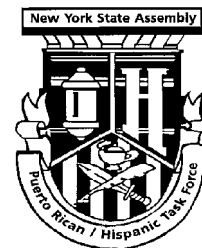


A 2007 Policy Brief for the
New York State Assembly Puerto Rican/Hispanic Task Force

*Prepared by Professor Raul Huerta
Morrisville State College - State University of New York*



Speaker Sheldon Silver



Peter M. Rivera, Chair



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Abstract

Office for Learning Excellence (OLE)

Over the past decade, the State University of New York has experienced a steady rise in the number of traditionally underrepresented students. Hispanic students, to cite one example, saw their numbers increase within SUNY by 34.7 percent between 1994 and 2004. During this period of multicultural student enrollment growth, however, SUNY eliminated an ineffectual Hispanic Affairs Office. This left the University without an opening for developing institutional leadership to meet this challenge. As Assemblyman Rivera noted in his “Plan for Improving Latino Student Retention, Educational Performance and Academic Attainment” the larger problem was that the University did not have “a leader to catalyze a response to the influx of Hispanic students into the system.”

Not unexpectedly, it is projected that there will continue to be a significant increase in Hispanic, low-income and historically marginalized students eligible to participate in New York’s post-secondary education system. By the year 2015, census and other data suggest that the majority of New York high school graduates will be from groups that have been historically underrepresented in SUNY. This demographic shift and a need for a competitive New York workforce present public higher education policy makers with a challenge. We must reduce educational inequities faced by Hispanics and other members from historically marginalized groups while simultaneously maintaining the highest of educational standards. What follows is a robust response from the University utilizing best practices to vigorously meet the impending Hispanic and multicultural student tsunami.

Mission

SUNY will become a national model for student success by erasing educational achievement gaps among all New Yorkers by 2021.

Action 1: Create an Office for Learning Excellence (OLE) to manage, oversee and advocate for Hispanic and historically underrepresented students throughout SUNY.

We are at a tipping point in the University’s history with regard to diversity having forged a unique partnership to meet this challenge. As the experience of the University of New Mexico and other institutions demonstrates, the key to successfully implementing such a plan is by placing a commitment to diversity at the very cornerstone of all institutional strategic planning. Kenneth Alhadeff, chair of the Washington State University’s Board of Regents, in the “Diversity” issue of the *Chronicle of Higher Education*, notes that diversity initiatives should be carefully constructed at a high level within the institution.

Every university in this country should have a vice president of equity and diversity. There is no administration on any campus in America that will not say to you they care about this issue and are committed to dealing with it. But you need to go the next step and create an irreplaceable structure that allows you to be diligent. (B-5)

The mission of this office is to create a base of culturally relevant, accountable and holistic services to meet the needs of Hispanic and historically underrepresented students, faculty, professionals and clerical staff members throughout the University. OLE's function is to enable the University to coordinate and carry to completion the diversity mission and goals of the University.

It is anticipated that OLE's function will be temporary and subject to a sunset review in two decades. Hence, OLE is a temporary measure until the University begins to fully meet its diversity and excellence benchmarks. Until that time of critical mass, the office should have a Vice Chancellor for Equity and Diversity that reports directly to the Chancellor. In addition, there should be an Assistant Chancellor for Academic Affairs, an Assistant Chancellor for Student Affairs and an Ombudsman for Diversity and Equity. The office should have an executive assistant for the Vice Chancellor along with the necessary clerical support to sustain this effort. These offices will be handling confidential and sensitive information; hence, there is a need for some degree of separation from the overall office pool within the Systems Administration.

Action 2: OLE will systematically create a five-year master plan that enables the University to holistically meet the impending Hispanic and multicultural tsunami. OLE's mission, following that initial steps, will be to constantly improve and refine the master plan while simultaneously providing University-wide coordination, advice and technical assistance in the implementation of the master plan. The initial plan will focus on developing University services to meet the following needs:

- Adding, adjusting and implementing local campus best practices, such as those found at leading Hispanic Serving Institutions such as the University of New Mexico, in the area of: curricular offerings, student services, enrollment management plans for undergraduate, professional and graduate students.
- Implementing an accountable and sustainable process at local campuses for the recruitment, retention and promotion of Hispanic faculty, professionals and administrators.
- Aligning and strengthening the linkages and expectations among stakeholders of the K-20 community in order to eliminate the educational achievement gap between Hispanics and their Anglo counterparts.

OLE Proposed Budget

Category	Faculty/Professional Cost	Support Costs (Ongoing)	Subtotal	Final Cost
Direct Costs				
OLE (5 positions)	375,000			
Summer programming TBD	1,500,000			
New faculty for schools without Hispanic courses (54 positions)	2,700,000			
ELL Support (34 positions)	1,700,000			
Cultural Centers (49 positions)	2,450,000			
Emma Lazarus Urban Education Institute (13 positions)	725,000			
Upstate/Downstate Experiential Learning Institute (5 positions)	450,000			
Category	Faculty/Professional Cost	Support Costs (Ongoing)	Subtotal	Final Cost
Diversity Honors Program (10 positions)	470,000			
Science cluster hires for two (2) Meyerhoff type programs (10 positions)	1,310,000			
Heritage Language (8 positions)	400,000			
Student hires (48 positions)	120,000			
Administrative internships (5 posi- tions)	350,000			
			\$12,600,000	
Support costs (ongoing)				
Summer programming support		200,000		
CUE (move excess to augment summer programming)		900,000		
Hiring cluster targeted incentives		380,000		
Memberships		5,000		
Diversity projects and initiatives		150,000		
Diversity awards, recognition and stipends		100,000		
Travel support and external review		120,000		
Research support		100,000		
Library and information resources		540,000		
Laboratory and equipment needs		360,000		
			\$2,825,000	
				15,425,000

State University of New York

Meeting the Majority Minority Challenge

Background

The State University of New York, during the last decade, witnessed a steady rise in Hispanic student enrollment. Hispanics, from 1994 to 2004, increased their numbers within SUNY by 34.7 percent. SUNY Chancellor King, during this period of enrollment growth, eliminated an ineffectual Hispanic Affairs Office. Nonetheless, this act left the University without any semblance of leadership or advocacy for the needs of Hispanic students. As Assemblyman Peter M. Rivera noted in his “Plan for Improving Latino Student Retention, Educational Performance and Academic Attainment” the University did not have “a leader to catalyze a response to the influx of Hispanic students into the system.”

Not unexpectedly, it is projected that there will continue to be a significant increase in Hispanic, low-income and historically marginalized students eligible to participate in New York’s post-secondary education system. By the year 2015, census and other data suggest that the majority of New York high school graduates will be from groups that have been historically underrepresented in SUNY. This demographic shift and a need for a competitive New York workforce present public higher education policy makers with a challenge. We must reduce educational inequities faced by Hispanics and other members from historically marginalized groups while simultaneously maintaining the highest of educational standards. What is needed is a robust response from the University utilizing best practices to vigorously meet the impending Hispanic and multicultural student tsunami.

Nationally, Hispanics have become the largest “minority” group within the United States. Since 2000, roughly half of the 9.4 million new residents in the United States were Hispanic. The growth of the Hispanic cohort is almost equally divided into immigrants and those born in this country. The median age of Hispanics is 25.9 years in contrast to Anglo America which has a median age of 35.3. Hispanics have a higher birth rate of 3.51 percent which is twice the national average. In addition, 36 percent of Hispanics are under the age of 18 which means that the children of today’s Hispanics will be the largest contributing group to the next two decades of population growth in the United States. Approximately 75 percent of all Hispanics reside in the West and South with half of all Hispanics residing in either Texas or California. New York, after California and Texas, is the home to the third largest cohort of Hispanics. Census data for 2003 suggested that there are about 3,034,125 Latinos in New York or about 16.3 percent of the Empire State’s population. (Guzman)

New York is not facing a unique situation with regard to filling the higher education needs of Hispanics and others from historically marginalized groups. The NAEP data contained in the Pew Hispanic Center Fact Sheet “Hispanic School Achievement: Catching Up Requires Running Faster Than White Youth” reminds us, that a significant achievement gap exists for Hispanic students in mathematics, reading skills and science in comparison with their Anglo counterparts. (Hispanic School) Last year, Richard Fry in “Recent Changes in the Entry of Hispanic and White Youth into

College” reported that larger numbers of Hispanics are enrolling in college. (i) In New York there is a significant and growing gap of the rate at which Hispanics and Anglos enroll in four-year degree-granting institutions. A gap grew by 6 percentage points from 1996 to 2001 or from 9 to 15 percentage points. In 2001, there was a Hispanic Anglo enrollment gap in four-year degree granting institution in: California (16 percent), New York (15 percent), Arizona (24 percent), New Jersey (11 percent), Florida (14 percent) and Texas (17 percent). The only state in which this gap diminished was in Illinois where the gap dropped to -2 percent from a 1 percent gap in 1996. (5)

A unique partnership has been forged to enable the University to respond to this challenge. In December of 2005, the Honorable Peter M. Rivera, Chair of the New York State Assembly Puerto Rican/Hispanic Task Force, in conjunction with William Scheuerman, President of United University Professions, proposed that a delegation made up of SUNY stakeholders go on a fact-finding mission to New Mexico. The New York delegation consisted of: SUNY Chancellor John Ryan, Assemblyman Peter M. Rivera [Chair, New York State Assembly Puerto Rican/Hispanic Task Force], Assemblyman Ronald Canestrari [Chair, New York State Assembly Higher Education Committee], Guillermo Martinez [Legislative Director for Assemblyman Peter M. Rivera], Raul Huerta [Chair, United University Professionals (UUP) Latino Affairs Committee], Dr. Tom Kriger [representing UUP President Dr. William Scheuerman] and Dr. Jose Cruz [New York Latino Research and Resources Network (NYLARNet)]. The purpose of the fact-finding mission was three fold:

- Gather information about “best practices” from administrators, faculty and professionals at University of New Mexico,
- Seek input from key state legislators regarding how that state responded on a policy level to this demographic challenge, and
- Gain information about the role of Hispanics in the defense industry.

The delegation was exposed to a variety of programs implemented in New Mexico with a focus on measures designed to create an innovative, affordable, inclusive, supportive and effective post-secondary system. A key finding from that fact-finding mission was that the University of New Mexico (UNM) initiated a process to proactively improve the academic success of Hispanic and other historically marginalized students. UNM Interim Provost Dr. Reed Dasenbrook, emphasized that the central administration recognized the need to make Hispanic issues a top priority for UNM.

Within that context, the New York delegation was exposed to a variety of measures designed to increase the ability of UNM to “deliver on Hispanic issues and concerns.” The Office of the Provost’s “Hispanic Issues Task Force 4 January 2006 Report” recognizes that the needs of Hispanic students, faculty and staff must be treated in a holistic manner both internally and externally.

Internally, the UNM Hispanic Issues Task Force identified three goals to meet this objective:

- Sustain and improve those UNM programs that are dedicated to serving Hispanic students, staff and faculty,
- Expand the resource base to fund new initiatives in faculty hiring, undergraduate student

- retention and graduate student recruitment, and
 - Create representative and advocacy offices at the highest levels of the central administration to keep a long-term focus on Hispanic and “emerging majority” issues central to the University.
- (8)

Externally, the report suggested that UNM had to work in order to overcome historical barriers between the institution and the Hispanic community. The recommendation was to develop a set of programs to facilitate positive academy-community interaction. The programs were designed to create a “college-bound school culture and opportunities to develop a multicultural college-identity in every high school, but particularly in school districts with high populations of underserved students.”

(7)

Overall, UNM administrators, faculty and staff reported to the NY delegation that it was possible to fuse academic excellence, student access and retention, faculty recruitment and retention, and workforce development within a multicultural context without sacrificing quality.

The meeting with key New Mexican state legislators and their staff addressed a wide spectrum of policy issues focusing on the need to ensure that Hispanic and historically marginalized students were not confronted by economic or other barriers to their participation in higher education. For example, all New Mexico high school graduates or GED recipients with a 2.5 high school GPA that maintain a 2.5 GPA in college are eligible for a New Mexico Lottery Scholarship. This is a full tuition scholarship, good at any public institution in the state, funded by lottery proceeds. A similar type of scholarship has been created for undocumented students. A wide variety of topics were covered including the ongoing support and creation of centers in public higher educational that supported Hispanic and multicultural students, faculty and professionals.

Assemblyman Peter M. Rivera, following the New Mexico fact-finding mission, suggested a continuation of this conversation by submitting on 20 June 2006 “A Plan for Improving Latino Student Retention, Educational Performance and Academic Attainment.” The Chancellor responded to Assemblyman Rivera’s plan by suggesting that a meeting be convened with members of his staff in conjunction with Assemblyman Peter M. Rivera, Guillermo Martinez, Raul Huerta and Jose Cruz. The meeting ended on a positive note. The Chancellor indicated that the University needed to develop a plan and assigned responsibility to this task to Vice Chancellor Cline and Senior Associate Chancellor Trunzo.

Vice Chancellor Cline contacted Raymond Cross, President of Morrisville State College and asked that Raul Huerta, Chair of the UUP Latino Affairs Committee be assigned to drafting a plan to meet the needs of Hispanics and others from historically marginalized groups in the University within the scope envisioned by Assemblyman Peter Rivera. Raul Huerta accepted this charge as a partial assignment with a reduction in his other duties at Morrisville State College.

Mapping a Response to the New York Minority Majority Educational Challenge

Six decades ago, Hispanics and others from historically marginalized groups were largely educated in segregated institutions. The first crack in the Jim Crow system began in 1947 with the landmark California case *Mendez v. Westminster*. Gonzalo Mendez, a Mexican-American, and his wife Felicitas, a native of Puerto Rico, began to question the practice of forcing Hispanic to attend segregated schools based on their national origin. After numerous attempts to negotiate with their respective school boards, the Mendez family and others brought a case against segregated educational practices in four Orange County California school districts: Westminster, Garden Grove, Santa Ana and El Modeno. In 1947, *Mendez v. Westminster*, 64 F. Supp. 544 (D.C. Cal. 1946), aff'd, 161 F. 2d. 774 (9th Cir. 1947) the Ninth Circuit Court ruled that segregation against students of Mexican and Mexican-American ancestry was unconstitutional. The *Mendez v. Westminster* ruling paralleled many of the arguments that would be used eight years later in *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954).

The stark reality for most Hispanics and other students from historically marginalized groups is that they still are shunted into separate but unequal schools in the P-12 system. This cohort, by and large, attends poorly equipped, staffed and funded schools. As a result, Hispanic students and others from historically marginalized groups have insufficient access to rigorous college preparatory courses or highly qualified instructors. However, this pattern of discrimination may also be detected in affluent school districts. Hispanics and African-Americans in better funded school districts are frequently tracked into less challenging classes or find themselves placed in special education classes. A common denominator for many low-income Latino students and others from historically marginalized groups is that the P-12 system has been remiss in the development of a pluralistic college-bound identity for this cohort. This combination of factors means that Latinos and others from historically marginalized groups begin their postsecondary educational experience more poorly prepared than their more affluent Anglo peers.

The last five decades have seen one exhortation after another calling for the inclusion of Hispanic and others from historically marginalized groups in higher education. For example, forty years ago the Carnegie Commission noted:

If our sense of nationhood is to be strengthened, if a generation of new citizens is to be brought into the mainstream of American life, colleges and universities must recommit themselves to the task of equality of opportunity for all. (1)

When one looks through the lens of an interconnected global economy the need to foster connections and communication among all New Yorkers is readily apparent. The University will be unable to succeed on a long-term basis if does not reflect the diversity of the Empire State among its students, faculty, professionals and staff members. The current faculty and professional staff situation, for example, does a disservice to our student's educational experience when they never encounter a single full-time Hispanic faculty member or professional while attending the University.

Hispanics are now the largest "minority" group in the United States. However, a quick overview of

the University's current academic programs and offerings reveals a systematic lack of attention to the richness of the multicultural experience in the United States. Hispanics represent a large and growing pool of University applicants and they should be the focus or included within our curricular offerings.

SUNY Institutions conferring a BA – PhD in Latino Studies

University at Albany
Binghamton University

SUNY Institutions conferring a BA in Latino Studies

SUNY Oneonta [Africana and Latino Studies]

SUNY Institutions offering a minor in Latino Studies

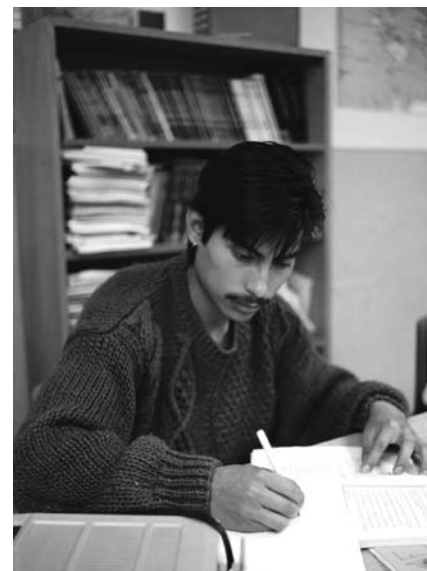
SUNY Buffalo
SUNY Fredonia
SUNY Purchase
SUNY Stony Brook

SUNY institutions offering a class focused exclusively on Latino literature, history or in the social sciences

SUNY Old Westbury

SUNY institutions without a class focused exclusively on Latino literature, history or in the social sciences

Alfred State
SUNY Brockport
Buffalo State
SUNY Cobleskill
SUNY Cortland
SUNY Delhi
Environmental Science and Forestry
SUNY Farmingdale
SUNY Geneseo
Maritime College
Morrisville State College
SUNY Oswego
SUNY Plattsburgh
SUNY Potsdam
SUNY IT



A similar listing for African-American, Native American or Women Studies would reveal a far wider distribution of majors, minors and coursework throughout the University.

This absence also reveals itself in the number of degrees that the University awards to Hispanics. Hispanic Outlook in Higher Education compiles a list published on its Web site for the top 100 postsecondary institutions that award bachelor, master and doctoral degrees to Hispanics. The magazine's Web site gives the results of their 2004-2005 survey and is based on a 97 percent reporting rate to the magazine. SUNY Stony Brook makes two appearances on the list. I will be using, for purposes of comparison, Florida and New York since the number of Hispanics is roughly similar between the two states, 2.6 million and 2.8 million respectively. In addition, the reader should recall the Hispanic Anglo enrollment rate gap for four-year degree-granting institutions is almost the same for both states. The enrollment gap rate is 15 percent in New York and 14 percent in Florida.

SUNY Stony Brook is 99th on the list for bachelor degrees awarded in 2004-2005. By contrast Florida International University awarded 2,677 during the same period. The top 100 postsecondary institutions in Florida awarded 7,160 bachelor degrees in the 2004-2005. During this same period the top 100 New York postsecondary institutions awarded 3,934 bachelor degrees. A breakdown of the degrees awarded by the top 100 New York postsecondary institutions reveals that public higher education awarded roughly two-thirds of the bachelor degrees. The City University of New York awarded 2,402 bachelor degrees and SUNY Stony Brook awarded 228.

The University does not make an appearance in the top 100 master's degree category.

SUNY Stony Brook makes an appearance in the top 100 institution that awards doctorates. A breakdown of those institutions reveals that 42 other institutions awarded more doctoral degrees than SUNY Stony Brook. The University's sole representative awarded 10 doctoral degrees which is similar to the number awarded by Alliant International University-Fresno, Alliant International University-Alhambra, Claremont Graduate School, San Diego State University, Yale University, Florida State University, Tulane University, University of Maryland at College Park and Fordham University. The top 100 postsecondary institutions in Florida awarded 199 doctoral degrees. A breakdown of the doctoral degrees awarded by the top 100 New York postsecondary institutions reveals that roughly one-third of those 106 doctoral degrees awarded in 2004-2005 were awarded by public higher education institutions. (Hispanic Outlook in Higher Education)

The situation is similar for other underrepresented minorities. For example, The Chronicle of Higher Education in its recent focus on "Diversity in Academic Careers" has a table listing the leading doctoral institutions for American Indians, Asians, African Americans and Hispanics. The University does not make the list in a single category. (B-17)

This snapshot of our current situation points toward a need for the University to comprehensively deal with Latino issues. Yet a glance at the absence of Hispanics in the University suggests a historic pattern of, at best, benign neglect and institutional intransigence.

Currently we are at a tipping point in the University's history with regard to diversity and forged a unique partnership to meet this challenge. As our group learned in New Mexico, the key to successfully implementing such a plan is by placing a commitment to diversity at the very cornerstone of all strategic planning. Nonetheless, we need to be mindful how we approach this issue. Damon A. Williams, Joseph B. Berger and Shederick A. McClendon in their "Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions" noted that this process must be done in a holistic manner in contrast to "static or narrowly construed plans." (3) They note that diversity plans can easily fail for the following reasons:

- Insufficient integration into **core goals for educational excellence** (emphasis in original);
- Lack of a comprehensively and widely accepted **assessment** (emphasis in original) framework to articulate and then measure diversity outcomes;
- An inability to **translate the vision for change** (emphasis in original) into language and action that can be embraced at multiple levels of the institution;
- Failure to establish **accountability processes** (emphasis in original) to ensure that non-compliance is met with real consequences;
- Low levels of meaningful and consistent **support from senior institutional leaders** (emphasis in original) throughout the change process; and
- Resistance to **allocating sufficient resources** (emphasis in original) [financial, human technical, and symbolic] to ensure that the vision for change is driven deep into the institutional culture.

In conversation after conversation, these salient points have been reiterated along with the need to craft a "big picture" strategic plan. The size and complexity of the University has given some of my confidants pause in the course of our discussion about this problem. There are lessons to be learned in the well-publicized failure of the diversity initiative at the University of Oregon and elsewhere. Over the last few years, Hispanic and other underrepresented faculty and professional staff members have spoken to me about their hopes, anger and a bittersweet cynicism surrounding the ability of the University to make substantive changes at our individual campuses. The key here is that we have an opportunity to initiate a process that provides a base of support to meet the needs of Hispanic and underrepresented students on our campuses. All of us recognize the need to continuously improve the University in order to meet this challenge.

At a minimum, the University needs to adopt a policy that reduces educational inequities faced by Hispanic and other historically marginalized students while simultaneously maintaining the highest of educational standards. In turn, we need to make a commitment to restructure, refine and reorganize the University's approach to the preschool-20 (P-20) problem as we become an increasingly more diverse state. We need to align the entire P-20 community and strive to ensure that historically underrepresented students have a multicultural college-bound identity. We need to embrace the concept of excellence and diversity of New York as we transform our community into a majority minority institution. As our group learned in New Mexico, the key is maintaining a commitment to excellence in education while simultaneously placing the concept of an inclusive minority majority educational community at the center of all strategic planning and capital campaign goals. This calls

for augmenting and repositioning the University's resources in order to take a proactive approach to the demographic challenges facing the Empire State and the nation.

In turn, it is incumbent on us to robustly respond to this challenge by utilizing best practices to vigorously meet the impending Hispanic and multicultural student tsunami through a set of deliberately accountable practices.

The response by the University to this need to address the need for equity and diversity has been piecemeal. It is our intent to create systematic, measurable and accountable measures that allow for excellence in a majority minority educational context. We are not seeking to create a set of entitlements or window-dressing solutions to this issue. Instead, we are seeking a mechanism to enable the University in order to meet the workforce demands of New York as we make our transition to a minority majority society. We need to ensure that all citizens in the Empire State have systematic access to higher education through the adoption of policies and measures more in consonance with majority minority models currently found in other states with sizeable Hispanic populations. The challenge is to create innovative, inclusive, specialized, pluralistic and supportive programs that will enable us to meet this goal.

Implementing a Response to the Minority Majority Challenge

Our desire is to restore the Empire State to its role as a national leader while seeking creative solutions to the needs and concerns of Hispanic, historically underrepresented, multicultural and low-income New Yorkers. Hence, we must initiate a process that promotes inclusion, student success and excellence within the University while robustly responding to the needs of low-income, first generation college students and English language learners. We also anticipate that the high dropout rates for Hispanics and other low-income historically underrepresented New Yorkers will require an expanded outreach to adult learners in our information-based economy. As a result, this initiative is informed by a robust set of programs that facilitate and create inclusively accommodating learning environments that promote student success. The University should drive the creation of a capable minority majority workforce on a statewide level that can successfully compete in our flat global economy.

This plan should not be construed as being informed by a rigid attempt to set aside or to create quotas for students, faculty or professional staff. The mission is to build a university community rooted in a New Yorker's inalienable right to life, liberty and the pursuit of happiness. Therefore, we seek a university that is genuinely open to all New Yorkers. The goal is to strive toward the creation of an open and welcoming community and not one in which you are negatively prejudged or blunted in your pursuit of happiness due to your race, ethnicity, gender, sexual orientation or disability. The end product will be University that reflects the diverse richness of New York. A diverse faculty and professional staff will organically come into existence if we do not blunt, screen or inhibit New Yorkers based on race, ethnicity, gender, sexual orientation or disability. Diversity within this context is a process that will enable the University to succeed in providing access, retention, academic excellence and above all accountability within a minority majority framework.

In a sense, we have returned full circle to the contingencies that forced the creation of the modern American university. At the turn of the century, William Rainey Harper set out to reform the American educational system. Albion Small in “As University President” recalls the central premise that guided William Rainey Harper’s enterprise which was “that more and better education is the primary condition of progressive democracy.” We are at the same crossroads and must respond optimistically to this challenge. Today, as in the past, incorporating diversity into a strategy of expanding educational excellence will enable New Yorkers to successfully function in a pluralistic America and on the world stage. Therefore, we must have a University community that affirms the dignity and diversity of all New Yorkers including their right to enjoy the ineluctable gifts bestowed by the pursuit of higher learning.

This response is rooted in the concept that the University is a leadership and learning institution and will be guided by the following principles:

- **Establishing a base that enables the University to respond adequately** to the needs of Hispanic and other historically underrepresented students, faculty and professional staff members.
- **Planning, developing and monitoring the implementation of an educational excellence plan**, following best practices, that embraces the concept of a minority majority institution. This should be done in a manner that creates a supportive and welcoming campus-wide environment for Hispanic and other historically underrepresented students, faculty and professional staff members.
- **Seeking solutions rooted in rigorous standards of excellence at the local campus level** by purposefully analyzing and acting on disaggregated data about student learning and progress. The byproducts of these actions should be designed to ensure that the Empire State increases educational levels across all income and ethnic groups; has greater employment stability and civic engagement; and last but not least reduces public assistance and crime rates.
- **Developing, seeking and reaching solutions in an ongoing process of University-wide engagement through professional development and conversations** regarding the barriers to Hispanic and historically underrepresented, multicultural and low-income student achievement and graduation.
- **Creating a framework that enables our University community at a campus and system-wide level to insightfully examine, question, monitor and act** on an informed interpretation of results dealing with Hispanic and historically underrepresented, multicultural and low-income students.

Office for Learning Excellence (OLE)

Over the past decade, the State University of New York has experienced a steady rise in the number

of traditionally underrepresented students. Hispanic students, to cite one example, saw their numbers increase within SUNY by 34.7 percent between 1994 and 2004. During this period of multicultural student enrollment growth, however, SUNY eliminated an ineffectual Hispanic Affairs Office. This left the University without an opening for developing institutional leadership to meet this challenge. As Assemblyman Rivera noted in his “Plan for Improving Latino Student Retention, Educational Performance and Academic Attainment” the larger problem was that the University did not have “a leader to catalyze a response to the influx of Hispanic students into the system.”

Not unexpectedly, it is projected that there will continue to be a significant increase in Hispanic, low-income and historically marginalized students eligible to participate in New York’s post-secondary education system. By the year 2015, census and other data suggests that the majority of New York high school graduates will be from groups that have been historically underrepresented in SUNY. This demographic shift and a need for a competitive New York workforce present public higher education policy makers with a challenge. We must reduce educational inequities faced by Hispanics and other members from historically marginalized groups while simultaneously maintaining the highest of educational standards. What follows is a robust response from the University utilizing best practices to vigorously meet the impending Hispanic and multicultural student tsunami.

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Action 1: Create an Office for Learning Excellence (OLE) to manage, oversee and advocate for Hispanic and historically underrepresented students throughout SUNY.

We are at a tipping point in the University’s history with regard to diversity having forged a unique partnership to meet this challenge. As the experience of the University of New Mexico and other institutions demonstrates, the key to successfully implementing such a plan is by placing a commitment to diversity at the very cornerstone of all institutional strategic planning. Kenneth Alhadeff, chair of the Washington State University’s Board of Regents, in the “Diversity” issue of the *Chronicle of Higher Education* notes that diversity initiatives should be carefully constructed at a high level within the institution.

Every university in this country should have a vice president of equity and diversity. There is no administration on any campus in America that will not say to you they care about this issue and are committed to dealing with it. But you need to go the next step and create an irreplaceable structure that allows you to be diligent. (B-5)

The mission of this office is to create a base of culturally relevant, accountable and holistic services to meet the needs of Hispanic and historically underrepresented students, faculty, professionals and clerical staff members throughout the University. OLE’s function is to enable the University to coordinate and carry to completion the diversity mission and goals of the University.

It is anticipated that OLE's function will be temporary and subject to a sunset review in two decades. Hence, OLE is a temporary measure until the University begins to fully meet its diversity and excellence benchmarks. Until that time of critical mass, the office should have a Vice Chancellor for Equity and Diversity that reports directly to the Chancellor. In addition, there should be an Assistant Chancellor for Academic Affairs, an Assistant Chancellor for Student Affairs and an Ombudsman for Diversity and Equity. The office should have an executive assistant for the Vice Chancellor along with the necessary clerical support to sustain this effort. These offices will be handling confidential and sensitive information; hence, there is a need for some degree of separation from the overall office pool within the Systems Administration.

Action 2: OLE will systematically create four rolling five-year master plans to enable the University to holistically meet the impending Hispanic and multicultural tsunami. OLE's mission, following that initial steps, will be to constantly improve and refine the master plan while simultaneous providing University-wide coordination, advice and technical assistance in the implementation of the master plan. The initial plan will focus on developing University services to meet the following needs:

- Adding, adjusting and implementing local campus best practices, such as those found at leading Hispanic Serving Institutions such as the University of New Mexico, in the area of: curricular offerings, student services, enrollment management plans for undergraduate, professional and graduate students;
- Implementing an accountable and sustainable process at local campuses for the recruitment, retention and promotion of Hispanic faculty, professionals and administrators; and
- Aligning and strengthening the linkages and expectations among stakeholders of the K-20 community in order to eliminate the educational achievement gap between Hispanics and their Anglo counterparts.



Implementation Planning Matrix

N.B., the “Implementation Planning Matrix” lists DTF in a number of locations. DTF is an acronym for a disappearing task force or a committee that is constituted and then dissolves after completing its charge.

Action 1. Create an Office for Learning Excellence (OLE) to manage, oversee and advocate for Hispanic and historically underrepresented students throughout SUNY.					
University-wide					
Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
OLE					
Hire Vice Chancellor for Associate Chancellor for Learning Excellence	Chancellor	University-wide stakeholders	125k	Constant improvement in University-wide excellence for students, faculty, professional and non-professional staff members.	Immediate and ongoing with all goals accomplished by 2012
Hire Assistant Chancellor for Faculty and Curriculum Development Excellence	Vice Chancellor for Equity and Diversity	University-wide stakeholders	90k	Constant improvement in University-wide excellence for students, faculty, professional and non-professional staff members.	Immediate and ongoing with all goals accomplished by 2012
Hire Assistant Chancellor for Student and Support Services	Vice Chancellor for Equity and Diversity	University-wide stakeholders	90k	Constant improvement in University-wide excellence for students, faculty, professional and non-professional staff members.	Immediate and ongoing with all goals accomplished by 2012
Hire Diversity and Educational Excellence Ombuds-person	Vice Chancellor for Equity and Diversity	University-wide stakeholders	70k	Constant improvement in University-wide excellence for students, faculty, professional and non-professional staff members.	Immediate and ongoing with all goals accomplished by 2012
Symbolic Actions					
University symbolic commitment	Chancellor	Central administration	Time commitment	Constant improvement in University-wide excellence for students, faculty, professional and non-professional staff members.	Immediate and ongoing with all goals accomplished by 2012
Campus symbolic commitment	Chancellor	Chancellor and campus presidents	Time commitment	Constant improvement in University-wide excellence for students, faculty, professional and non-professional staff members.	Immediate and ongoing with all goals accomplished by 2012
Oversight committee	Chancellor	Chancellor and state-wide stakeholders	Time commitment	Constant input and refining of University-wide plan.	Immediate and ongoing

Implementation Planning Matrix

Action 1. Create an Office for Learning Excellence (OLE) to manage, oversee and advocate for Hispanic and historically underrepresented students throughout SUNY.					
University-wide					
Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Faculty, professionals, non-professionals and staff symbolic commitment	Chancellor	Chancellor, local campus presidents, Presidents of Faculty Senates and union Presidents	Time commitment	Endorsement of plan's mission and goals	2006-2007
University-wide public forums	Chancellor	Faculty, professionals, students, alumni and non-professional staff	Time commitment	Constant input and refining of University-wide plan	Immediate and ongoing
Chancellor's role and responsibility	Chancellor	Central administration	Time commitment	Annual diversity excellence report, best practices forum, public and annual symbolic renewal of commitment to plan	Immediate and ongoing
National presence – joining HACU and supporting SUNY faculty and professionals that serve on national boards with a Hispanic focus	Chancellor	Faculty, professionals, students, alumni and non-professional staff	Time commitment and travel funds [5k memberships and 55 travel except last year to pay for external review]	Enhancement of University's reputation as a national leader in intercultural learning and respect for Hispanics	Immediate and ongoing
Targeted and expanded outreach to key schools and communities	Chancellor	Students, faculty, staff and community leaders	No new cost	Awareness of diversity goals of University	Immediate and ongoing
Chancellor Outreach Program	Chancellor	Students, faculty, staff, school and community leaders	No new cost	Awareness of diversity goals of University	Immediate and ongoing
Outreach to minority and women vendors	Chancellor	Purchasing and business services sector	No new cost	Significantly raise SUNY minority and women business contracting	Ongoing with final goal accomplished by 2012
Create University-wide alumni of color events with individual campus fund raising targets	Campus presidents	Local campus foundations and alumni of color organizations	No new cost	Raise money, targets set by local campuses	Ongoing

Implementation Planning Matrix

OLE will systematically create four five-year rolling master plans to enable the University to holistically meet the impending Hispanic and multicultural tsunami. OLE's mission, following that initial steps, will be to constantly improve and refine the master plan while simultaneously providing University-wide coordination, advice and technical assistance in the implementation of the master plan.					
University and Campus-wide					
Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Master plan					
Create University and campus-wide five-year master plans	OLE and local campus president	Faculty, professional, students and non-professional staff in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan	Campus will reduce by one-half achievement gap between Hispanics and Anglos by 2012; Accomplish plan's goals through constant refinement of local campus plan	Plan created July 2007 and completed by July 2012
Faculty and professional staff diversity committee	Campus president	Faculty and professional staff in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan	Campus will accomplish plan's goals through refinement of local campus plan	Immediate and ongoing
Student advisory committee	Student, admission and graduate deans	Students	Time commitment	Constant input and refining of local campus plan	Immediate and ongoing
Campus diversity report to include a report from faculty and students	Campus President	President, administrators, faculty, professionals, students, alumni and non-professional staff	Time commitment	Annual diversity excellence report and symbolic renewal of commitment to plan	Immediate and ongoing with all goals accomplished by 2012
Continuous improvement action overall goal					
Reduce the gap in educational achievement, by bringing retention and graduation rates for Hispanic and other students from historically underserved groups in line with those of their Anglo counterparts.	Chancellor and OLE	Provost, campus chief academic officer, faculty and professional staff	No new cost	Reduce by one half the current gap in educational achievement and graduation rates for Hispanic and students from historically underserved groups vis-à-vis those for their Anglo counterparts by 2012, by one quarter by 2017 and eliminate all gaps by 2021.	Immediate and fully accomplished by 2021

Implementation Planning Matrix

Adding, adjusting and implementing local campus best practices, such as those found at leading Hispanic Serving Institutions such as the University of New Mexico, in the area of: enrollment management plans for undergraduate, professional and graduate students; curricular offerings and student services.					
University-wide and Local Campus Initiatives					
Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Continuous Improvement - Enrollment management					
Create and implement a strategic University-wide recruitment plan for undergraduate and graduate students that are Hispanic and from historically underrepresented groups	Chancellor and OLE	DTF made up of a representative sample of: local campus presidents; all deans including graduate studies and professional studies dean, graduate students and Equity and Diversity Committees	Travel and time commitments Student recruiting hires (\$120k 24 @ 5K – competitive)	More effective recruitment of undergraduate and graduate students that are Hispanic and from historically underrepresented groups; enhancement of University's reputation.	Immediate and completed by May 2007
Implement CUE Diversity Scorecard outcomes in adjusting academic enrichment services.	Campus chief academic officer	Campus chief academic officer, administrators, faculty and professional staff	Time commitment and possible local campus workload reduction or additional faculty lines	Constant campus-wide improvement in academic enrichment services for students.	2006-2012
Create and implement a professional development program for Hispanic and other students from historically underserved groups.	OLE, local campus president, graduate studies dean and professional studies dean	Local campus president and graduate studies dean, professional studies dean and graduate students in conjunction with Equity and Diversity Committee	Time commitment and variable cost, probably travel funds, according to local campus-wide plan	Earlier professional development for graduate students and enhancement of University's reputation as a national leader in intercultural learning and respect for Hispanics.	Immediate and ongoing
Create University-wide "Retention Action Program."	OLE	Campus chief academic officer, administrators, faculty and professional staff	Assign to new cultural/professionals in conjunction with other campus professionals and faculty.	Facilitate the creation of a pluralistic multicultural campus environment with emphasis on classroom activities to improve retention.	Immediate and ongoing
Create University-wide alumni of color events to recruit students	OLE and campus presidents	Local campus foundations and alumni of color organizations	No new cost	Recruit students, targets set by local campuses.	Ongoing
Leverage fellowships with assistantships	OLE, local campus president, graduate studies dean and professional studies dean	Local campus president and graduate studies dean, professional studies dean, graduate students and Equity and Diversity Committee	No new costs	Earlier professional development for graduate students and enhancement of University's reputation as a national leader in intercultural ed.	Immediate and ongoing

Implementation Matrix

Adding, adjusting and implementing local campus best practices, such as those found at leading Hispanic Serving Institutions such as the University of New Mexico, in the area of: enrollment management plans for undergraduate, professional and graduate students; curricular offerings and student services.					
University-wide and Local Campus Initiatives					
Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Continuous Improvement - Student Services					
Create Latino cultural/professional service centers to provide culturally relevant advising, mentoring and support services to Hispanic students in campuses without such services.	OLE and local campus presidents	Local campus deans, campus chief academic officer, administrators, faculty and professional staff in conjunction with Equity and Diversity Committee	\$2.450 million [49 @ \$50,000] for Hispanic cultural/professional service centers at comprehensives and colleges of technology	Facilitate the creation of a welcoming campus environment, increased integration into campus life through formal and informal services to increase retention and linkage to campus services	Immediate and ongoing hires by July 2007
Strengthen student organizations that serve Hispanic and other students from historically underserved groups.	OLE and local campus presidents	All deans including graduate studies dean, prof. studies dean, undergraduate and graduate student organization leaders, and Equity and Diversity Comm.	Modest local campus costs	Improve connection to campus life in order to improve retention	Immediate and ongoing
Create and implement a professional development program for Hispanic and other students from historically underserved groups.	OLE and local campus presidents, graduate studies dean and professional studies dean	Local campus president and graduate studies dean, professional studies dean and graduate students in conjunction with Equity and Diversity Committee	Time commitment and variable cost, probably travel funds, according to local campus-wide plan	Earlier professional development for graduate students and enhancement of University's reputation as a national leader in intercultural learning and respect for Hispanics	Immediate and ongoing
Strengthen student organizations that serve Hispanic and other students from historically underserved groups.	OLE and local campus presidents	All deans including graduate studies dean, professional studies dean, undergraduate and graduate student organization leaders in conjunction with Equity and Diversity Comm.	Modest local campus costs	Facilitate the creation of a pluralistic multicultural campus environment with emphasis on classroom involvement to improve retention	Immediate and ongoing
Expand and facilitate student leadership programs through student participation in Mock Senate, Somos El Futuro, Fuerza Latina, etc.	OLE and local campus presidents	CUNY, campus chief academic officer, administrators, faculty and professional staff	Assign to new cultural/professionals in conjunction with other campus professionals and faculty.	Increase student involvement and leadership ability	Immediate and ongoing
Create DTF to plan and implement SUNY 21st Century Mentorship Program	OLE and local campus presidents	Provost, established mentorship program directors, campus chief academic officer, faculty and professional staff	Time commitment and possible local campus workload reduction or additional faculty lines.	Early integration of students into campus life	Immediate and ongoing

Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Continuous Improvement - Student Services					
Pilot multi-cultural and language themed residential and/or housing options	Campus president, dean of students, director of housing	Dean of students, administrators, faculty, professionals and students in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan	Ongoing response to student concerns and adjustment of campus environment to enhance academic involvement, success and retention	Immediate and ongoing
Initiate a student forum to discuss diversity issues at least once a semester	Campus president and dean of students	Dean of students and students in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan	Ongoing response to student concerns and adjustment of campus environment with an emphasis on classroom activities to improve services and retention	Immediate and ongoing
Develop, initiate and foster family-school-community linked service learning programs.	OLE and local campus presidents	Campus chief academic officer, dean of students, administrators, faculty and professional staff in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan	Campus will accomplish plan's goals	Plan created and ongoing by September 2007



Implementation Planning Matrix

Adding, adjusting and implementing local campus best practices, such as those found at leading Hispanic Serving Institutions such as the University of New Mexico, in the area of: enrollment management plans for undergraduate, professional and graduate students; curricular offerings and student services.					
University-wide and Local Campus Initiatives					
Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Continuous Improvement - Curriculum					
Offer, at a minimum, 3 separate Hispanic courses using 3 discrete disciplines such as literature, sociology, history, business or another field	OLE and local campus presidents	Campus president, chief academic officer, faculty, professionals and administrators in conjunction with Equity and Diversity Committee	54 positions @ \$50,000 or \$2.7 million; library and information resources support \$540K	Enhanced quality of M-C curriculum, scholarship, learning, library resources and facilitating the creation of a broader array of classes	Immediate and accomplished by January 2008
Develop, initiate and foster and review current courses taught at the local campus level	Campus president	Chief academic officer, faculty, professionals, and students in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan	Enhanced multi-cultural learning, welcoming campus environment especially in the classroom and broader array of classes	Immediate and ongoing
Become a national leader by creating Emma Lazarus Education Institute to enhance the University's reputation as research leader in the education of Hispanic, historically underrepresented and low-income students	OLE and Albany campus presidents	Albany campus president, chief academic officer, faculty, professionals and administrators in conjunction with Equity and Diversity Committee	\$725k for creation of institute with highly regarded senior chair and 12 interdisciplinary faculty members similar in scope to CUE at USC	Enhancement of University's reputation as a national leader in intercultural learning and respect for Hispanics	Immediate and accomplished by January 2008
Create Meyerhoff-like program (competitive for two program locations)	OLE and local campus presidents	Local campus president and graduate studies dean, professional studies dean and graduate students in conjunction with Equity and Diversity Committee	\$1,310k [12 new faculty @ 100 and 2 team leaders @155] Additional laboratory funding \$360k [180k per location]	Earlier professional development for undergraduate students and enhancement of University's reputation as a national leader in science for Hispanics and students from historically underserved groups.	Immediate and ongoing
Upstate/Downstate Experiential Learning Institute Create experiential learning programmatic offerings for Hispanic, historically underrepresented and low-income students. (comp.)	OLE and local campus presidents	Local campus president and graduate studies dean, professional studies dean and graduate students in conjunction with Equity and Diversity Committee	Office space in Metro Office, variable cost according to local campus-wide plan; could come from existing resources; seed with (5 @90K) and extramural funding	Enhancement of University's reputation as a national leader in experiential learning	Immediate and accomplished by January 2007

Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Incorporate more diversity-focused content in appropriate courses	OLE and campus chief academic officer	Chief academic officer, faculty, professionals, and students in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan	Enhanced multi-cultural learning, welcoming campus environment especially in the classroom and broader array of classes	Immediate and ongoing
Develop, initiate and investigate creation of a Diversity Honors program (competitive)	University Provost and local campus president	Chief academic officer, faculty, professionals, and students in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan; Seed with 8 positions (7@50 with team leader 1 @70)	Enhanced multi-cultural learning, welcoming campus environment especially in the classroom and broader array of classes	Immediate and ongoing
Create a heritage language program (competitive)	University Provost	Chief academic officer, faculty, professionals, and students in conjunction with Equity and Diversity Committee	Variable cost according to local campus-wide plan; could come from existing resources; Seed with 4 positions (4@50k)	Enhancement of University's reputation as a national leader in intercultural learning and respect for Hispanics	Immediate and ongoing
Incorporate more diversity-focused content in appropriate courses	Campus chief academic officer	Chief academic officer, faculty, professionals, and students in conjunction with Equity and Diversity Committee	Time commitment and variable cost according to local campus-wide plan	Enhanced multi-cultural learning, welcoming campus environment especially in the classroom and broader array of classes	Immediate and ongoing
Develop and initiate a University-wide award for excellence in diversity activities for faculty, professionals and clerical staff	University Provost and campus presidents	Campus president, chief academic officer, faculty, professionals and administrators in conjunction with Equity and Diversity Committee	Time commitment, merit increases, other incentives and recognition awards paralleling current University-wide practices \$100k per annum	Enhancement of University's reputation as a national leader in intercultural learning and respect for Hispanics and those from historically underrepresented groups	Immediate and accomplished by January 2008

Implementation Planning Matrix

Implementing an accountable and sustainable process at local campuses for the recruitment, retention and promotion of Hispanic faculty, professionals and administrators.					
University-wide and Local Campus Initiatives					
Recommendation	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Recruitment					
Become national leader in system-wide collaborative effort to enhance the University's reputation in Hispanic/Latino Studies through cluster hiring	OLE and campus presidents	Campus president, chief academic officer, faculty, professionals and administrators in conjunction with Equity and Diversity Committee	Time commitment, advertising and variable cost according to local campus-wide plan	Enhancement of University's reputation as a national leader in intercultural learning and respect for Hispanics	Immediate and accomplished by January 2008
Create and implement a strategic University-wide faculty and professionals recruitment plan for Hispanics and historically underrepresented groups	OLE and local campus presidents	DTF made up of a representative sample of: local campus presidents; all deans including graduate studies and professional studies dean, graduate students and Equity and Diversity Comm.	Travel and time commitments	More effective advertising enhancement of University's reputation as a national leader for hiring Hispanics and historically underrepresented groups and creation of benchmarks	Immediate and completed by May 2007
Become national leader in system-wide collaborative efforts to enhance the University's reputation for Hispanic research and learning through cluster hiring	OLE and campus presidents	Campus president, chief academic officer, faculty, professionals and administrators in conjunction with Equity and Diversity Committee	Time commitment, advertising and variable cost according to local campus-wide plan	Enhancement of University's reputation as a national leader in intercultural learning and respect for Hispanics	Immediate and accomplished by January 2008
Pilot intra-institutional recruiting for targeted faculty and professional positions	OLE and local campus president	Faculty, professional, students and non-professional staff in conjunction with Equity and Diversity Committee	Time commitment and negligible cost	Campus will accomplish plan's goals	Plan created and in place by July 2007
Funding for targeted and cluster initiatives	OLE and local campus presidents	DTF made up of a representative sample of: local campus presidents; all deans including graduate studies and professional studies dean, graduate students and Equity and Diversity Committees	\$580k	Seed money for targeted hiring initiatives; enhancement of University's reputation as a national leader for hiring Hispanics and historically underrepresented groups	Immediate and ongoing with continual review and adjustment

Recommendation	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Recruitment					
Seek extramural funding for additional targeted and cluster initiatives	OLE and local campus presidents	DTF made up of a representative sample of: local campus presidents; all deans including graduate studies and professional studies dean, graduate students and Equity and Diversity Committees	Travel and time commitments	Seed money for targeted hiring initiatives; enhancement of University's reputation as a national leader for hiring Hispanics and historically underrepresented groups	Immediate and ongoing with continual review and adjustment
Ensure that there is targeted advertising and outreach for targeted positions including classified staff	OLE and local campus presidents	DTF made up of a representative sample of: local campus presidents; all deans including graduate studies and professional studies dean, graduate students and Equity and Diversity Committees	Travel and time commitments	Increase in faculty and professional diversity and enhancement of University's reputation as a national leader for hiring Hispanics and historically underrepresented groups	Immediate and ongoing with continual review and adjustment
Retention and Promotion					
Implement a transparent web accessible diversity scorecard for Central Administration and each campus	Chancellor and OLE	Oversight Committee in conjunction with a University-wide sample of campus presidents, chief academic officers, other deans and/or administrators in conjunction with Equity Div. Committees and UUP	Ongoing maintenance of system, time commitments	Constant improvement in University-wide recruitment efforts for excellence for students, faculty, professional and non-professional staff members	January 2007 with continual updates
Implement the recommendations of the Campus Diversity Initiative (Moreno et. al) for data collection and usage and publish relevant IPEDS in web accessible diversity scorecard	Chancellor and OLE	Oversight Committee in conjunction with a University-wide sample of campus presidents, chief academic officers, other administrators/deans in conjunction with Equity and Div. Comm., and UUP	Ongoing maintenance of system, time commitments	Constant improvement in University-wide recruitment efforts for excellence for students, faculty, professional and non-professional staff members	January 2007 with continual updates
Incorporate diversity training and oversight during all faculty and professional searches	Chancellor, OLE and local campus presidents	Faculty and professional staff members	Possible program costs	Improvement in campus climate through functional and symbolic commitment to diversity efforts	Immediate and ongoing with continual review and adjustment
External review of plan	Chancellor	External reviewers [Civil Service Review Team?]	Unknown	Independent review of effectiveness of diversity efforts	Review done January 2007

Recommendation	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Continuous Improvement – Recruitment and Retention - Exchanges					
Create and implement strategic University-wide exchange plan for faculty and professionals for Hispanics and historically underrepresented groups	OLE and local campus presidents	DTF made up of a representative sample of: local campus presidents; all deans including graduate studies and professional studies dean, graduate students and Equity and Diversity Committees	Minimal local costs	Increase in faculty and professional diversity; enhancement of University's reputation as a national leader for hiring Hispanics and historically underrepresented groups and long-term recruitment device	Immediate and ongoing with continual review and adjustment
Seek extramural funding for exchange costs in order to augment travel expenditures	OLE and local campus presidents	DTF made up of a representative sample of: local campus presidents; all deans including graduate studies and professional studies dean, graduate students and Equity and Diversity Committees	Travel and time commitments	Seed money for additional targeted hiring initiatives; enhancement of University's reputation as a national leader for hiring Hispanics and historically underrepresented groups	Immediate and ongoing with continual review and adjustment
Implement a web diversity exchange service advertising exchange opportunities for each campus	OLE	Local campus exchange coordinators	Ongoing maintenance of system, time commitments	Constant improvement in University-wide recruitment efforts for excellence for students, faculty, professional and non-professional staff members	January 2007 with continual updates
Administrative Recruitment					
Create an administrative internship program for faculty and professional staff	Chancellor and OLE	DTF made up of Oversight Committee and a University-wide sample of campus presidents, chief academic officers, other administrators/deans in conjunction with Equity and Diversity Committees and UUP	\$350k [5@70k]	Increase in qualified diversity candidates for senior level administrative posts; enhancement of University's reputation as a national leader for hiring Hispanics and historically underrepresented groups	Immediate and ongoing

Implementation Matrix

Aligning and strengthening the linkages and expectations among stakeholders of the K-20 community in order to eliminate the educational achievement gap between Hispanics and their Anglo counterparts.					
University-wide Initiatives					
Action	Responsible Party or Parties	Participants	Cost	Outcome	Timeframe
Strengthen and align linkages between the University and K-12 educational community	Assistant Vice Chancellor for K-16	Central administration, campuses, SED, K-12 community and Department of Labor	TBD – seek to offset costs through WIA funds	Increased readiness of students to attend college without remediation at the post-secondary level	Immediate and ongoing
Creation of pre-college program(s) to create a pluralistic college-bound identity for Hispanics, historically underserved and low income students with the goal of increasing student readiness to attend college with an emphasis on reading, writing, mathematics and critical thinking skills	Assistant Vice Chancellor for K-16	Faculty, professionals and students	Initial program 1.5 million for 2000 students following Calexico' ENLACE model. Cost will vary with location and size of program with initial program cost of 1.5 million for 2000 students following Calexico model.	Increase ability of students to attend college without remediation at the post-secondary level	Immediate with first classes in Summer 2007
Implement a system that collects, disaggregates and analyzes relevant data in order to increase student rates of college eligibility, admission, retention and graduation in their chosen major.	Chancellor, OLE and other Central Administrative Offices	OLE, Central administration, campuses, SED, K-12 community, Department of Labor and campus presidents (when needed)	Time commitment and purchase of current Florida system [unknown cost] Seek extramural funding for software.	Constant input and refining of local campus plan	Immediate and ongoing

Proposed Budget

Category	Faculty/Professional Cost	Support Costs Ongoing)	Subtotal	Final Cost
Direct Costs				
OLE (5 positions)	375,000			
Summer programming TBD	1,500,000			
New faculty for schools without Hispanic courses (54 positions)	2,700,000			
ELL Support (34 positions)	1,700,000			
Cultural Centers (49 positions)	2,450,000			
Emma Lazarus Urban Education Institute (13 positions)	725,000			
Upstate/Downstate Experiential Learning Institute (5 positions)	450,000			
Diversity Honors Program (10 positions)	470,000			
Science cluster hires for two (2) Meyerhoff type programs (10 positions)	1,310,000			
Heritage Language (8 positions)	400,000			
Student hires (48 positions)	120,000			
Administrative internships (5 positions)	350,000			
			\$12,600,000	
Support costs (ongoing)				
Summer programming support		200,000		
CUE (move excess to augment summer programming)		900,000		
Hiring cluster targeted incentives		380,000		
Memberships		5,000		
Diversity projects and initiatives		50,000		
Diversity awards, recognition and stipends		100,000		
Travel support and external review		120,000		
Category	Faculty/Professional Cost	Support Costs (Ongoing)	Subtotal	Final Cost
Research support		100,000		
Library and information re- sources		540,000		
Laboratory and equipment needs		360,000		
			\$2,825,000	
				15,425,000

This document has been informed and assembled with an eye toward the best practices adopted at major universities throughout the United States. The writer would like to extend his thanks to the generous and unstinting assistance rendered to him by: Estela Bensimon (University of Southern California), Alex Chough (National Council for Community and Educational Partnerships), Manuel Garcia y Griego (University of New Mexico), Dewayne Matthews (Lumina Foundation), Debra Raeder (P-20 Council [Arizona]), Richard C. Richardson (New York University), Paul Ruiz (Education Trust), Michael J. Tate (Washington State University), Leonard Valverde (Arizona State University), Viki Washington (University of Wisconsin) and Damon Williams (University of Connecticut).

Endnotes

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