Campus Guide for Strategic Diversity & Inclusion Plan Development

March, 2016

SUNY | The State University of New York

Campus Strategic Diversity & Inclusion Plan Guide

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Campus Strategic Diversity & Inclusion Plan Guide

Introduction

In 2015, the State University of New York (SUNY) launched an intentional strategic focus on diversity with the work of the SUNY Diversity Task Force and the subsequent adoption of its recommendations by the SUNY Trustees as part of the SUNY Diversity, Equity and Inclusion Policy (the "Policy"). Through implementation of the Policy, SUNY will lead the national dialogue and achieve its goal of becoming the most inclusive institution of public higher education in the country. By providing leadership and support to our campuses in promoting measures that reduce barriers to access, inquiry, engagement and completion, SUNY hopes to provide a dynamic model for campus inclusion programs with a goal of continuous improvement throughout every aspect of campus life.

The Policy provides a foundation for the development of campus-specific strategic diversity plans. Diversity-driven goals will support campus efforts to meet the challenges of continuous improvement and achieve the objectives set forth in the Policy. Excerpts from the policy resolution, supporting SUNY's inclusion goal, are shown below:

> *…We will achieve this goal by striving to ensure that the student population we serve and the administrative staff and faculty we employ are representative of the diversity of our state; recognizing the value of international experiences and interactions; and eliminating achievement gaps for minority and low income students…*
>
> *…We will develop strategic diversity and inclusion action plans for System Administration and at each campus that tangibly demonstrate SUNY's commitment to the principles of inclusive excellence, wherein an institution only achieves excellence when it is inclusive….*
>
> *…We will identify diversity, equity and inclusion as essential aspects of system and campus planning and as indispensable characteristics of academic excellence and the ongoing experience of the SUNY community.*

Ideally, a campus strategic diversity plan will draw upon the collaboration of many individuals and campus program offices to reflect the needs and interests of the entire campus community. The

diversity priorities discussed on each campus can help determine the selection of a multi-pronged set of strategies and outcomes that campuses will formulate to implement the recommendations of the Policy.

Recognition of the internal and external environments in which the campus operates can be an instrumental part of the planning process. For example, the discussion on race-relations at college campuses across the country and at SUNY institutions is active and challenges have emerged that must be addressed. In addition, as campuses work to better support the LGBT+ community, we know that there are unmet needs to be addressed. We know too that the shifting demographics of New York State mean that SUNY campuses will serve an increasingly diverse traditional student population and more adult learners who may be both economically and academically disadvantaged. These data can inform diversity and inclusion planning efforts.

Once the strategic diversity planning process is underway, each campus can explore the priorities it envisions to continuously improve recruitment, enrollment, retention, and the campus climate for students, faculty, staff and administrators. These efforts dovetail with SUNY's Completion Agenda and may draw on the work described in campus Performance Improvement Plans. The unique and varied strategies that many colleges have broached to advance academic excellence and inclusion as detailed in Performance Improvement Plans demonstrate the creative and thoughtful response campuses have already begun to implement relative to the Chancellor's Completion Agenda. These comprise a pivotal starting point for the transformation of campus diversity goals.

A campus strategic diversity plan which relies on the guiding principles of the Policy will help focus campus efforts to meet the challenges associated with building a more inclusive campus environment. Highlights from the Policy are provided below:

- **Diversity and inclusion are integral components of the highest quality academic programs and the strongest campus climate;**

- **SUNY's statutory mission makes clear its responsibility to provide the broadest possible access, fully representative of all segments of the population of New York State;**

- **A multi-pronged approach to strengthening diversity and inclusion is essential for a system of SUNY's stature;**

- **The appointment of a campus chief diversity officer to implement best practices related to diversity, equity and inclusion with regard to recruitment and retention to support the Policy goals will take place no later than August 1, 2017; and**

- **The chief diversity officer will work collaboratively with units across campus— including, but not limited to, the offices of academic affairs, human resources, enrollment management and admission and with the network of SUNY's Chief Diversity Officers to implement best practices.**

Important Notes:

- *Individual campus plans should describe the portfolio of responsibilities delegated to the Chief Diversity Officer and the organizational relationships within college leadership demonstrating support for the strategic networking and leadership entailed in this position.*

- *While the Policy recognizes the importance of inclusive excellence and a curricular framework supportive of diversity and multi-culturalism, it does not mandate specific actions in that regard. Those decisions are left to campus academic leadership and faculty.*

  Campuses may wish to include as part of their diversity and inclusion plans an assessment of current progress in achieving diversity and inclusion, as well as specific goals, strategies and assessment mechanisms for moving forward.

  *The 2015 report from the American Association of Colleges and Universities (AAC&U), **Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning**, may be particularly helpful in this regard.*

Components of a Strategic Diversity Plan

The organization of a campus strategic diversity plan may draw on a variety of higher education resources and represent the input of many campus representatives. The plan will establish diversity and inclusion goals, the principles guiding the achievement of such objectives, the strategies that will optimize inclusion and a mechanism to evaluate progress toward systemic improvement in the diversity profile of each institution.

In a complex organization, attracting support for implementing a strategic diversity plan is part of the preparatory effort needed to ensure that a multipronged diversity program will be successful. It is critical to create an atmosphere receptive to change. This may be achieved by using "pull strategies," a practice in which those individuals, departments, and teams who make significant progress are recognized. As discussed in *Strategic Planning for Diversity and Change,* Damon Williams and Charmaine Clowney[1], pull strategies are likely to motivate others to become similarly engaged.

The outline below provides a suggested model of the component parts of an individual campus strategic diversity plan with a subsequent discussion for each section. This model is drawn from recommendations and reports of institutions profiled in the 2007 ASHE-ERIC Higher Education Report, *Best Practices in Diversity Planning and Assessment*, recommendations from the Diversity Task Force, and a review of best practices nationally.

Model Outline of a Campus Diversity and Inclusion Plan

I.   **A Campus Diversity & Inclusion Vision/Mission Statement**

II. **Current Campus Diversity & Inclusiveness Assessment** – Frame a diversity agenda informed by an assessment of the current status of diversity and inclusiveness within the institution.

III. **Annual and Multi-Year Goals** – Setting long- and short-term goals.

IV. **Strategic Diversity Action Plan and Implementation Strategies** – Background, purpose and timeliness of each strategy and how the campus plans to develop a program or initiative supporting each goal using an implementation strategy. Strategies will impact faculty, staff, students and leadership in an effort to build an inclusive campus program and support for underrepresented segments of the campus population and campus diversity.

V.   **Assessment and Evaluation** – Initially provide current benchmarks and projected outcomes in as much detail as needed reflecting the work of departments, divisions or programs in the college. Going forward, analyze the success or limitations the campus experienced in implementing its diversity plan and identify adjustments to improve future performance and goal attainment.

VI. **Summative Statement**

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[1] Williams, D.A., Clowney, C. A Stylus Briefing. "Effective Practices for Academic Leaders, Strategic Planning for Diversity and Organizational Change" Volume 2/issn 1554-0464 Issue 3/isbn 978-1-57922-165-2 March 2007.

I. Creating a Campus Diversity and Inclusion Vision/Mission Statement

A diversity vision statement can reflect the thrust of the college and its belief in diversity as a valuable part of the educational experience. Since its founding days in 1948, the State University of New York has supported the mission of providing "educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population."[2] Diversity and inclusion mission or vision statements can embrace this concept and go further, in recognizing the importance of inclusion for the increasingly diverse populace that many of our institutions serve and the broader values of inclusive excellence. These statements, when visible, send a strong message to the campus community.

Campuses can begin this work by asking:

- What are the goals you hope to achieve and the challenges you face in achieving them?[3]

- What are the diversity-related concerns you are trying to address at your institution through this statement?[4]

- What do you want others to know about your commitment to diversity and inclusion? What message do you want to send to current and prospective students, faculty, staff, and your local community?

- How does the campus diversity vision statement intersect with the goals of inclusion and diversity your campus hopes to achieve relative to the Policy?

The Policy intentionally defines diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (transfer, stop-out, international student acclimation), and first-generation students. Several additional concepts, as found in the 2007 edition of *Teaching for Diversity and Social Justice,* include multiculturalism, inclusivity/inclusive excellence, cultural competence, social justice and the role of "campus allies".

In crafting a campus diversity mission or vision statement, a campus may find that its goals embrace the ideals of a diverse society, the roles of teaching, research and service or many other considerations in the creation of inclusive excellence.

Among the many such university statements that are available, several notable vision statements are incorporated in Appendix A.

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[2] SUNY. (2015). *SUNY Mission Statement*. https://www.suny.edu/about/mission/
[3] Hurtado, S. (2015). *HERI Pre-Institute Survey*. UCLA Higher Education Research Institute on Diversity. June, 2015.
[4] Ibid.

II.   Assessment of Current Campus Diversity

Just as each SUNY campus varies in size, location, population and resources, individual campus plans will vary based on an initial assessment of the perspectives of the campus community, immediate and anticipated needs, and ongoing campus priorities. As with any valid assessment, the outcome is best if derived from a candid and comprehensive review, in this case designed to inform inclusion measures that benefit the campus and surrounding community.

In this section of the diversity plan, a campus can provide a brief overview of the outcomes and impact of any current strategic initiatives, programs, and events surrounding diversity and inclusion. It may well be that there is an opportunity to optimize the assets available and innovations already taking place which intersect with diversity as part of your strategic priorities. Campuses may also find consider thinking about how current efforts align or do not align to the overarching goal of SUNY's Diversity Policy as noted above. In assessing current initiatives in diversity as well as in conducting a candid assessment of unmet needs in the areas of recruitment, retention and campus climate, campuses may want to consider:

- Current demographics of the campus population for students, faculty and staff;

- Projected demographics of campus population for students;

- Projected faculty and staff openings due to retirements;

- Known outcomes for recruitment and retention of diverse faculty and staff overall and at the departmental/office level; changes in that data over time;

- Retention and completion data for underserved student populations; has the achievement gap increased or decreased over time?

- What data do we not currently collect that we should be collecting?

- Effectiveness of current campus activities related to diversity, multi-culturalism, and inclusion; are efforts coordinated?; is it the same people group of people who lead and participate each time?; does each effort have an assessment component?;

- Campus investments in training on social justice, cultural competency and diversity;

- Emerging student, faculty, and staff diversity issues and concerns;

- Recognition of who has taken a leadership role in diversity efforts; are all faculty engaged? which departments have instituted best practices?;

- Has there been a review of campus communications (promotional material, websites, regular correspondence, surveys, etc.) to ensure that they are free of bias?;

- Are there campus policies and practices to support the needs of diverse students (e.g., bathroom and locker-room facilities for transgender students, faculty and staff)?;

- Is there an understanding of student, faculty and staff opinions regarding the campus environment—do they feel welcome, that their views and opinions and lifestyle are respected?;

- What are the trending concerns of various constituent groups with underrepresented perspectives (examples include LGQBT+, veterans, non-traditional students, graduate students, etc.)? Is it clear who is responsible for addressing these concerns?;

- Current placement/reporting structure/scope of responsibilities of individuals responsible for diversity activities;

- Current efforts relative to Policy priorities; and

- Emergency planning efforts; do current practices and policies address crises related to diversity and inclusiveness?

Ideally, challenges uncovered as part of the in-depth review that takes place here can be addressed through your diversity plan goals and strategies.

These challenges may include overcoming barriers within the campus community. One possible diversity goal, for example, may relate to the role of community partners to broaden the scope of college diversity and inclusion programs and also to identify additional resources in times of crises.

Another possible goal could be to engage a broad public in the dialogue on diversity issues to strengthen recognition of diversity and its significance in a multicultural society. A campus-based diversity council can help to shape conversations and relationships to support diversity planning and advance strategic goals.

III.   Diversity & Inclusion Goals

Campuses may undertake both short and long-term goals which support the work of creating an environment that welcomes cultural and individual difference as a basis of creativity, innovation and academic excellence.

In addition to the priorities of the Policy (described in detail in Section IV below), each campus may have unique needs that shape the priorities of their plan. Ideally, this will be clear after review of the assessment described in Section II of the plan.

Using the institutional data available, campuses can set goals to impact faculty and staff demographics, improve retention and completion of undergraduate and graduate populations, and enhance the campus climate and community relations.

Examples of goals aligned with the Policy, provided here as a resource, might include:

1. Improve the campus climate for *all* students, faculty and staff by addressing identified challenges;

2. Expand and enhance campus diversity and inclusion programming to ensure broad participation;

3. Achieve a balance of representation in faculty, staff and student ranks consistent with Policy goals;

4. Create extended community partnerships to support the needs of diverse students and to serve as resources in times of crises;

5. Increase collaboration and communication across various diversity and inclusion efforts;

6. Establish a diversity council with broad and deep representation;

7. Strengthen data collection relative to diversity and inclusion consistent with the broadest definition of the term;

8. Ensure that the campus commitment to diversity is clear, transparent, and evident at the highest levels of and across the institution (related responsibilities are recognized and prioritized);

9. Ensure that diversity planning has institutional credibility;

10. CDO and diversity staff will be included in key planning activities regarding major campus responsibilities, functions and initiatives;

11. Establish a transition program for transfer students, international students and students who have stopped out;

12. Actively participate in and contribute to System Administration-led diversity and inclusion efforts outlined in the Policy; and

13. Engage diverse alumni in current activities, recruitment and capital campaigns to help fund non-traditional students from underrepresented student populations.

IV.   Strategies and Implementation

While goals may be broad-based, implementation strategies drill down to specific efforts necessary to achieve goals. This section of the plan describes the detailed initiatives contained in an action plan that will achieve short and long-term campus diversity goals and priorities. Creating outcomes-based assessment measures in conjunction with an implementation strategy may help determine the rate of change to be achieved.

By providing a narrative supporting the goals and strategies, campuses can outline the implementation steps needed to reach a goal and successful implementation of strategies supporting a strategic diversity priority.

Note that Policy requirements will necessarily inform plan development. Per the Policy, each campus plan should at a minimum address:

a) A student recruitment strategy that includes programs and activities that will enable the campus to enroll a student population that is increasingly representative of the diversity of its primary service region and the State as a whole;

b) A student retention and completion strategy wherein the campus strives to increase the rate of completion for all students and close any gaps in the completion rates of students from any group when compared with the average campus completion rate and to address the challenges of students in transition (such as transfer, stop-out and international student acclimation);

c) An administrative, faculty and staff recruitment and retention strategy that continuously improves campus efforts to increase diversity and inclusion toward the goal that faculty and staff are representative of all segments of the population of New York State.

   1. Recruitment, development of the prospect pool, and hiring decision-making for campus leadership, faculty and staff. Plans should address the unique challenges of dual career couple relocation and ensure that selected candidates can articulate a commitment to diversity and inclusion;

   2. Implementation of best-practice mentoring plans and strategies tailored to the needs of diverse campus groups of faculty and staff;

   3. With support from System Administration, the introduction or expansion of cultural competency programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees; and

4. Campuses will inquire about a search firm's success in assuring diverse candidate pools. In those instances where the campus is considered a Federal Contractor, the campus will require that the search firm provide it with information about the diversity of the search firm's staff and its success rate in placing diverse candidates prior to entering into a contract with such firm.

5. An evaluation component to ensure that the campus is meeting its diversity and inclusion commitments and that activities designed within the overall plan are achieving their intended outcomes. The evaluation system should be aligned to the campus planning and resource allocation processes to ensure that required improvements in the diversity and inclusion plan are incorporated in the revision of the academic and financial plans.

When utilizing a search firm, the Policy requires that each campus inquire about a search firm's success in assuring diverse candidate pools. In those instances where the campus is considered a Federal Contractor, the campus will require that the search firm provide it with information about the diversity of the search firm's staff and its success rate in placing diverse candidates prior to entering into a contract with such firm.

The policy also asks campuses to commit to participate in System-led efforts that campuses will help to inform and shape. System Administration has the responsibility for developing each of the action items below:

• System Administration will develop the tools to provide cultural competency training across System Administration and to campus senior leadership teams, faculty and staff.

• System Administration will begin a system-wide initiative to meet the challenges associated with dual-career couple relocation that will include identification of best practices related to cluster hiring.

• System Administration will examine the feasibility of a cross-campus mentoring network for faculty and staff within the SUNY system, in consultation with faculty governance, which will be piloted as a resource for diverse faculty and staff and later expanded.

• The University Provost and System Administration CDO will convene faculty researchers in the area of diversity, equity and inclusion as well as program evaluation to work with the System Administration Office of Institutional Research and Data Analytics to support the SUNY Network of CDOs and develop an evaluation of the effectiveness of this policy for the purposes of ongoing improvement.

- System Administration will implement a Campus Climate Report Card to evaluate System Administration and campus efforts to attain the goals and the intent of its respective diversity and inclusion plans.

Sample Goals and Strategies

Goal 1: Improve the campus climate for *all* students, faculty and staff by addressing identified challenges.

Strategies:

a) Provide specific cultural competency training and consistent practices and procedures for all staff who are first points of contact for current and prospective students;

b) Expand and enhance campus diversity and inclusion programming to ensure broad participation;

c) Review all campus communications (including web, social media, advertising, letters to current and perspective students, early-alert emails, etc.) to ensure that communications are free of bias and that the campus commitment to diversity is not only explicitly stated but evidenced by images, points of pride, and lists of campus strengths and priorities;

d) Review and where necessary modify existing policies, practices, and accommodations to meet the needs of transgender and/or transitioning students.

e) Increase visibility of diversity/inclusion mission statement.

f) Have a clear and visible policy that allows students, faculty and staff to share diversity-related concerns and suggestions for improvements (the mechanism is anonymous; responses made within 48 hours); and

g) Utilize the soon-to-be-developed System climate report-card and results of student and faculty surveys to inform practices and policies.

Goal 2: Achieve a balance of representation in faculty and staff and a commitment to retention consistent with Policy goals.

Strategies:

a) Enhance the faculty and staff recruitment process to ensure that the campus works with search firms that have a demonstrated commitment to diversity and in developing diverse candidate pools;

b) Review job descriptions to ensure that they are free from bias;

c) Ensure that the search process includes wider dissemination of available openings including national advertising as well as outreach to local community based organizations;

d) Solicit potential candidates through professional networks;

e) Create/utilize peer mentors in departments across SUNY;

f) Join efforts to build the pipeline of diverse candidates (e.g. establish relationships that help to identify candidates currently pursuing graduate education);

g) In departments with little diversity, seek out other SUNY campuses with diversity in the field that can serve as a resource/network for new hires; and

h) Identify diverse community leaders that could serve as colleagues for faculty and staff (and mentors for students).

Goal 3: Achieve a balance of representation among students and a commitment to retention and completion, consistent with Policy goals.

Strategies:

a) Establish relationships with community-based organizations as a means to reach prospective students and their families;

b) Identify diverse community leaders that can serve as mentors for students;

c) Establish a diverse network of leaders from the community and/or area colleges that can serve as a resource to administrators;

d) Utilize enrollment/completion data to inform student support efforts and also to demonstrate a commitment to underserved populations;

e) Prioritize elimination of achievement gaps;

f) Review existing student support services for possible gaps;

g) Cite the success of departments and/or offices serving students, such as transfer advisors, career centers or international student advisement; and

h) Develop/implement student completion strategies.

Goal 4: Ensure that campus security and emergency plans address diversity/inclusion related activities and crises.

Strategies:

a) Establish connections with community authorities, organizations, and support groups that can be ongoing resources and provide expertise and staff resources in the event of a crisis;

b) Ensure campus police are part of diversity plan development and have training in community policing;

c) Explicitly plan for student protests, threat response, and racist, homophobic or intolerant communications/incidents;

d) Work with neighboring SUNY and non-SUNY campuses to share expertise, identify opportunities to share resources.

Moving from Strategy to Implementation

As part of the planning process, an effective methodology for ensuring successful implementation will identify the following for each strategy:

- Implementation steps or projects not already identified;

- Person/office responsible;

- Timeline;

- Communication strategy, where appropriate; and

- Resources.

Additional Sample Goals, Strategies, and Implementation Steps

Goal 4: Ensure that the campus commitment to diversity is clear, transparent, and evident at the highest levels of the institution both through the appointment of a campus CDO and the support provided to the position by campus leadership

Strategy A:

- Appoint a CDO that reports to the President who will support fellow members of the campus leadership team.

  Implementation Initiatives for strategy A:

  ➢ Build an understanding of the role of the Chief Diversity Officer throughout the campus as a senior member of the campus administration reporting to the president or provost. President. No later than May 2017.

➢ Establish a clear portfolio of responsibilities (See Appendix C). President. Within 30 days.

➢ Ensure the recognition of a new appointment in this title throughout campus. VP for Communications, President, VP for HR. 30 days before start date.

Strategy B:

- Create an active communication plan to support campus recognition of diversity achievements.

    Implementation Projects for this strategy:

    ➢ Have a formal ceremony to adopt the diversity and inclusion plan. President or CDO if already in place. October 2016.

    ➢ Institute processes for recognizing administrators, faculty and staff for their successes in reaching diversity goals. CDO, VP for HR, CAO, Faculty Governance Leader. Within 60 days.

    ➢ Recognize achievements and progress. CDO. Twice a Year.

V.   Assessment and Evaluation

In this section of the strategic diversity plan, campuses can outline baseline measures or a specific performance target for each of the diversity plan's strategic goals.

By creating an outcomes-based assessment plan, campuses can demonstrate continuous improvement using the strategies selected to reach new performance estimates or the removal of a barrier that prevented a more inclusive campus environment.

In the evaluation of an implementation strategy, campuses can describe whether or not they have met or satisfied a predicted growth or rate of change as a result of implementing a given strategy.

Creating tangible outcomes that capture the rate of change or growth in a priority area can help campuses determine whether the institution is attaining its outcomes or requires mid-course correction in the implementation of the plan.

Within the review of the campus plan, conducted on an annual or multi-year basis, campuses can evaluate their findings and discuss their progress in building a more inclusive and welcoming campus.

From year-to-year, a campus strategic diversity plan will undergo revisions to align the campus priorities with system-wide initiatives and innovations in diversity that are being discussed or implemented.

Each campus is responsible for substantiating change in its key metrics as well as effectiveness of its faculty, staff, institutional and student diversity programs.

Exploring the impact of past year findings can also help a campus to reshape or envision a new diversity program goal or outcome. This analysis will help SUNY synthesize best practices to guide the work needed to drive continuous improvement in the future.

VI.   Summative Statement

This statement should summarize the expected impact derived from the implementation of the strategic diversity plan at periodic intervals: the first year, successive years and subsequent periods.

Given the importance of diversity in the completion agenda, strategic diversity plans may become a powerful tool to envision and report on inclusion efforts as a priority driving institutional change.

For example, Williams cites a multi-year diversity initiative undertaken at the University of Wisconsin – Madison, (Williams, 2013, pp. 315-6) which fostered strategic partnerships with the community to prepare more K-12 students for higher education and achieve a comprehensive academic pipeline. The college created an in-depth, multi-year program with K-12 schools as well as corporate and non-profit organizations to improve the success of college-bound students, entitled the Pre-College Enrichment Opportunity for Learning Excellence, (PEOPLE).

In a summative statement, such a program might describe the outreach and long-term success of the students entering the program, as well as the predictive analytics for the program's growth and continuation.

This analysis can express what the campus community has established as its final statement of aspiration regarding the partnership and the growth of the organizations participating in the initiative.

Plan Development Support

The Office of Diversity, Equity and Inclusion at SUNY System Administration is fully invested in the dialogue and implementation of the Policy.

> *"Communities are not built of friends or of groups of people with similar styles and tastes, or even of people who like and understand each other. They are built of people who feel they are a part of something that is bigger than themselves: a shared goal or enterprise, like righting a wrong, or building a road, or raising children, or living honorably, or worshipping a god.   To build community requires only the ability to see value in others; to look at them and see a potential partner in one's enterprise."*
>
> *--- From* Suzanne Goldsmith, in her book *A City Year: On the Streets and in the Neighborhoods with Twelve Young Community Service Volunteers*

Please do not hesitate to contact our office for assistance as we work together to realize this opportunity to learn and grow as institutions and as a University. The System Office of the Provost and Executive Vice Chancellor and the Office of Diversity, Equity and Inclusion fully anticipate the need to collaborate with campuses to guide the development of meaningful campus strategic diversity plans to achieve Policy goals.

Providing guidance and training to campuses throughout the year regarding the implementation of the Policy and the formulation of the campus strategic diversity plan are critical aspects of the effort to building more inclusive campus environments throughout SUNY. As we move forward, the components of campus plans will help SUNY to synthesize a more comprehensive diversity framework. Several areas supporting the completion agenda are vital to the building of more inclusive environment.

SUNY's dedication to the ideals of public higher education through the transformation of the diversity of our campuses helps invigorate the theme "Diversity Counts" and continues to be a critical part of SUNY's strategy to become the most inclusive system of higher education in the nation.

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Appendix A: Sample Diversity & Inclusion Mission Statements

- **University of California, Los Angeles "Principles of Community":** The University of California, Los Angeles (UCLA) is an institution that is firmly rooted in its land-grant mission of teaching, research, and public service. The campus community is committed to discovery and innovation, creative and collaborative achievements, debate and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all faculty, students, administration and staff. These Principles of Community are vital for ensuring a welcoming and inclusive environment for all members of the campus community and for serving as a guide for our personal and collective behavior. (http://www.diversity.ucla.edu/principles-of-community.html)

- **University of Michigan, President's charge for a strategic planning on Diversity, Equity and Inclusion:** At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge. (http://diversity.umich.edu/our-commitment/)

- **University of Michigan "Diversity Matters":** "Diversity" as used here refers to human attributes that are different from your own and from those of groups to which you belong….Visible diversity is generally those things we cannot change and are external, such as age, race, ethnicity, gender, and physical attributes. However, diversity goes beyond this to what we call "invisible" diversity. Invisible diversity includes those attributes that are not readily seen, such as work experience, marital status, educational background, parental status, income, religious beliefs and affiliations, geographic location, or socioeconomic status….So, when we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual. (http://www.ala.org/advocacy/diversity/workplace/diversityplanning)

- **University of Florida, "The Gator Nation":** The University of Florida is a comprehensive learning institution built on a land-grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

  Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels.

  Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses. **Service** reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century. These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life. (https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/home.aspx)

- **Buffalo State College:** Buffalo State College is committed to the intellectual, personal, and professional growth of its students, faculty, and staff. The goal of the college is to inspire a lifelong passion for learning, and to empower a diverse population of students to succeed as citizens of a challenging world. Toward this

goal, and in order to enhance the quality of life in Buffalo and the larger community, the college is dedicated to excellence in teaching and scholarship, cultural enrichment, and service. http://equity.buffalostate.edu/mission

- **Fashion Institute of Technology:** FIT will be globally celebrated as the institution where students, scholars, and teachers cross traditional disciplinary boundaries to stimulate innovation, partner with creative industries worldwide, and develop innovative design and business solutions. By focusing on the three major goals, FIT will become stronger by conscious design and be known as a strategic organization—one that applies available resources to greatest effect to achieve its vision.

  Academic and Creative Excellence – FIT will provide a rigorous learning experience built on the highest standards of academic and scholarly excellence; an environment that promotes creativity and experimentation; and diverse experiential learning with a variety of industry partners.

  An Innovation Center – The college will work with industries worldwide to help address key challenges, build an even stronger culture of innovation and entrepreneurship at FIT, and establish collaborations that translate creative ideas into action.

  An Empowering Student Community – FIT will build an inclusive community in which students engage with, learn from, and inspire each other—discovering how their differences and similarities promote creativity, intellectual and personal growth, and understanding. **http://www.fitnyc.edu/about/mission.php**

- **SUNY Brockport:** By exposing students to diverse perspectives throughout the curriculum, and expecting all our faculty, staff and students to treat others with respect, we encourage and promote self-awareness among all members of our academic community. We assist students in their understanding, recognition and celebration of the uniqueness of all communities. We continually strive to develop instructional methodologies that acknowledge and accommodate cultural diversity as well as differences in learning styles and approaches to learning. We show our commitment to diversity by:

- promoting and supporting opportunities for international education

- seeking to increase representation from underserved countries and communities

- creating inclusive and diverse learning communities

- encouraging students to take part in activities that promote diversity

  (https://www.brockport.edu/hhp/mission.html)

- **SUNY, System Administration: Office of Diversity, Equity and Inclusion:** ODEI aspires to strengthen diversity as an integral component of academic excellence at the State University of New York (SUNY) and to establish the university as a national leader in preparing its students for success in a culturally and racially diverse society. ODEI envisions the SUNY of the future as a preeminent public university that is truly representative of the rich array of human and intellectual diversity that is the hallmark of New York State. The principle of engagement through inclusion will be a core value, and this office will promote new partnerships, within the 64-campus SUNY system and beyond, that embrace the inseparable connection between academic excellence and diversity. (**www.suny.edu/diversity/vision—mission**)

Appendix B: Additional Strategy Examples

Sample Narrative and Implementation Rationale: The example below is derived from a DEIP priority. While the strategies are not exhaustive, the formulation of a goal and possible campus strategy reflects one illustration of a campus response to a campus concern.

i. **Retaining Underrepresented Faculty**

- SUNY Campus "X" has made progress in increasing the number of underrepresented female faculty members in the sciences. In turn, a discussion of the status of representation by women advancing in rank or position may drill down to departmental methods working to retain/promote underrepresented talent and how that can be expanded to other areas within the college.
- Implementation Strategy Rationale: Several college department have chosen to create monthly topical seminars adjacent to scheduled departmental meeting times to allow junior faculty to learn about the research interests of fellow faculty and socialize with invited guests from other departments.

ii. **Additional underrepresented faculty retention efforts might include strategies to:**

- Improve the climate for solo faculty in their departments
- Support junior faculty in scholarship and research
- Recognize "service" in review of faculty and staff as a factor in promotion or other career reward
- Provide incentives to stimulate campus engagement, such as service awards
- Support professional affiliations and social networking to build engagement with campus groups, students and other faculty
- Establish collegial interdepartmental programs to encourage collaboration and innovation
- Acknowledge the success of junior faculty through merit awards for research and academic achievement

iii. **Strategies to sustain retention of underrepresented faculty**

- Provide support for mentoring networks and training for departmental mentors to ensure that junior faculty receive periodic, scheduled collaboration with mentors
- Conduct surveys or focus groups to appraise faculty satisfaction with retention and engagement practices
- Support cluster hiring
- Support dual-partner career relocation services
- Support cross-departmental or cross-campus mentoring

iv. **Campus Assessment**

- Determine positive or negative success for each goal and strategy annually or periodically
- Record the growth or decline of underrepresented staff in faculty, staff and administrative workforce comparative to previous year(s)
- Determine the increase in mentoring for all new employees

v. **Evaluation and action items for future diversity investments and strategic plan consideration**

- Assess the contribution of service in the tenure and promotion process for underrepresented staff
- Build intentional relationships with professional associations and with particular affinity groups
- Utilize exit interviews to gather data regarding departure

Appendix C: SUNY Student Assembly: Student Diversity Task Force Resolutions

Goals on diversity that SUNY institutions have been working towards:

Increase public and private resources necessary to sustain new initiatives to augment the numbers of underrepresented faculty, staff, students and administrators at SUNY and to shape the academic and support services infrastructure necessary to insure student success. Within present day society, promoting diversity and equity amongst the SUNY institutions is very crucial. [Statements below from several SUNY colleges reflect this emphasis.]

Buffalo State supports diversity of thought, diversity of experience, and diversity of values. University at Albany believes that a diverse and inclusive community enhances our ability to recruit and retain a diverse population of faculty, staff and students. SUNY Fredonia state its mission is: to ensure that the university community understands and complies with both federal and state laws with respect to equal employment opportunity and affirmative action. At this point in time, there are many SUNY institutions that work towards exemplifying the importance of diversity and equity. Based on the 2015 Diversity and Equity Data Brief, SUNY was founded on the principles of equity and inclusion to serve those who had been turned away from private institutions for reasons of race, ethnicity and/or religion. From the inception of SUNY institutions, we have progressed on our goals to promote principles of equity and inclusion, and have been working towards continuing on the progression that has been done.

Members of the SUNY Student Assembly Committee of Equity and constructed the list of recommendations in hopes that State University [campuses] continue to prioritize their mission of diversity across all 64 campuses.

Below is a list of recommendations the Student Assembly Committee regarding the appointment of Chief Diversity Officers in SUNY:

- An outstanding knowledge on the topics of diversity, equity, and inclusion.

- Knowledge about the history of multiple minorities, civil rights movements, court cases, etc.

- At least five years of prior experience working in the field of diversity, equity, and inclusion.

- An outlook that is impartial and unbiased.

- Advanced leadership skills.

- The ability to remain calm and collected under high-pressure situations.

- The ability to cooperate and work together with the necessary people in order to reach a goal.

- An amazing repertoire with students.

- Preferably a Degree in Higher Education.

- The CDO should have a strong sense of emotional and social intelligence due to high collaboration with other organizations.

- The CDO should be well versed on the idea of "privilege" against all members of excluded groups (ie. LGBTQIA, People of Color, Women's Rights, Socio-economic status, etc).

- The CDO should have a strong knowledge of the campus climate in accordance with diverse and inclusion methods to achieve maximum results at the institution.

- The CDO should possess strong communications and political savvy in order to effectively promote the ideals of true diversity and inclusion throughout the campus.

- The CDO should be accessible to meet with students, faculty, and staff to further develop their understanding of the college and to further the mission of their office.

- CDO should serve on all committees that are called to work on the ideals of diversity, equity, and inclusion, and should be included in the formations of ad-hoc committees or special tasks forces that are geared towards these principles.

- The CDO should contain qualities that include: open minded, strategic, creative-thinker, active listener, trust, charisma, and resourcefulness.

- Can be able to openly facilitate conversation based on topics of racial topics.

- 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.

Appendix D: SUNY Diversity Task Force: Review of Qualifications and Competencies to look for in a CDO

Qualifications:

- Experience in a leadership role directly related to diversity, inclusion, equity, social justice and civil rights compliance required. Experience in a university setting preferred.

- Demonstrated ability to work collaboratively and effectively across many departments, divisions, and the community.

- Demonstrated leadership in the cooperative creation and delivery of organization-wide diversity, equity and cultural competency training programs.

- Proven ability to establish effective partnerships with community members, organizations and government entities.

- Experience interacting with and incorporating the voices of students and student groups, particularly students of color and other marginalized student groups.

- The ability to effectively connect the institution to emerging best practices in increasing diversity and equity, as well as support appropriate translation to local circumstances as possible and relevant.

- Knowledge of federal, state, and local laws and regulations related to affirmative action and civil rights enforcement preferred.

Key Competencies:

- Has the ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity.

- Understands, and is able to articulate in verbal and written form, the importance of equity, inclusion, and diversity to the broader educational mission of higher education institutions.

- Work with faculty members, department chairs and the academic leadership team to address diversity items related to pedagogy, scholarly activities and classroom climate.

- Understand the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts.

- Has knowledge and understanding of, and is able to articulate in the verbal and written form, the range of evidence for the educational benefits that accrue to students through diversity, inclusion and equity in higher education.

- Has an understanding of how curriculum development efforts may be used to advance the diversity mission of higher education institutions.

- Has an understanding of how institutional programming can be used to enhance the diversity mission of higher education institutions for faculty, students, staff, and administrators.

- Has an understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses.

- Has basic knowledge of how various forms of institutional data can be used to benchmark and promote accountability for the diversity mission of higher education institutions.

- Has an understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity.

- Broadly understands 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).

- Has current and historical knowledge related to issues of nondiscrimination, access, and equity in institutions of higher education.

- Has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education.

University Faculty Senate, 168th Plenary
SUNY Environmental Science and Forestry
October 25, 2014

Resolution 168-02-1: Requesting All State University of New York Campuses Offering Athletics Create Programs to Support Lesbian, Gay, Bisexual, Transgender Athletes, Coaches, and Staff and to Prevent Anti-LGBT Bias and Discrimination in Athletics
 (Passed 168-02-01)

Whereas, SUNY is one of the country's largest and most diverse state university systems and understands that diversity is "an integral component of academic excellence"; and

Whereas, 55 of SUNY's campuses have athletics programs which offer over 800 sports teams and participation by approximately 14,000 student athletes; and

Whereas, athletics, intramurals, and club sports play a significant role in the overall education of our students; and

Whereas, athletic programs are used to promote the SUNY system, to recruit students, to retain students, to build campus identity and school spirit, and to grow and solicit alumni and foundation donations; and

Whereas, college athletic programs have historically served as spaces for cultural, ethnic, and racial integration, helped grow more diverse campus communities, and allowed for introduction of valuable cultural competencies; and

Whereas, employers value the transferable skills—communication, leadership, time management, reflection, ability to take criticism, and how to effectively work with others toward a common goal—learned by student-athletes; and

Whereas, team membership connects student-athletes to internship and career opportunities through networks of alumni and former athletes; and

Whereas, SUNY graduates serve as teachers, coaches, and administrators in our public schools and serve as role models for the students they interact with; and

Whereas, there is a history of explicit and implicit bias and intimidation against Lesbian, Gay, Bisexual, Transgender athletes, coaches, and staff; and

Whereas, college athletic programs should be safe spaces for all students who wish to participate, including Out and Gender non-conforming athletes, coaches, and staff; therefore

Be it resolved that the University Faculty Senate requests that SUNY System Administration, through individual campus Presidents and their designees, work with Directors of Athletics and Student Government organizations to develop systematic programs that support LGBT athletes, coaches and staff and prevent any anti-LGBT bias and discrimination in all sports on each of its campuses, and Be it further resolved this program be instituted by the 2015-2016 school year.

About the LGBT Sports Coalition: The coalition is an association of organizations and individuals committed to ending anti-LGBT bias in sports by 2016. It was formalized at the LGBT Sports Summit in Portland, Ore., in June 2013. Member organizations include GLAAD, National Center for Lesbian Rights, It Gets Better, National Soccer

Coaches Association of America LGBT Committee, Equality Coaching Alliance, You Can Play, GLSEN, Ben Cohen StandUp Foundation, Outsports, GO! Athle*t*es, Women's Sports Foundation, NIRSA Leaders in Collegiate Recreation, SHAPE America, Federation of Gay Games, Campus Pride, Break The Silence, NCAA Office of Inclusion and the International Gay and Lesbian Football Association.

Resources: http://www.ncaa.org/ncaa-organizational-structure/membership-and-student-athlete-affairs/office-inclusion

http://www.campuspride.org/
http://www.standupfoundation.com/
http://www.outsports.com/
http://youcanplayproject.org/
http://www.athleteally.org/about/

University Faculty Senate
Committee on Equity, Inclusion, and Diversity
172nd Plenary, Stony Brook University, January 22, 2016

Resolution Recommending the SUNY Wide Implementation of Gender Inclusive Spaces

Whereas the SUNY Board of Trustees passed a resolution on September 10, 2015 "to make SUNY the most inclusive higher education system in the country"; and

Whereas SUNY has "defined diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (such as transfer, stop-out, international student acclimation), and first-generation students"; and

Whereas "SUNY's approach must employ best practices to attract diverse students, faculty, staff and administrative leaders, including efforts to strengthen the pipeline of diverse individuals with advanced credentials; ensure that services are in place to support retention (of faculty and students) and foster student completion at a rate that closes existing achievement gaps; and implement programs and strategies to establish a welcoming environment for all"; and

Whereas members of designated groups require specific action plans to be taken on their behalf to ensure inclusive and equitable learning and work environments; and

Whereas students, faculty, and staff who have gender expressions and gender identities that do match with male and female designated spaces—bathrooms, locker rooms dressing rooms, and residential housing—are often unwelcome and unsafe in these spaces; and

Whereas to create a welcoming and safe environment for faculty, staff, students, alumni, and visitors all campuses must have spaces that accommodate a fluidity of gender identities, gender expressions, and biological sexes; therefore,

Be it resolved, that the University Faculty Senate recommends to the Chancellor, Campus Presidents, Chief Student Affairs Officers, Chief Administrative Officers, and Chief Diversity Officers that they create gender inclusive spaces on all campuses and at System Administration where there are currently only male and female designated spaces; and

Be it further resolved, that the University Faculty Senate recommends to the Chancellor, Campus Presidents, Chief Student Affairs Officers, Chief Administrative Officers, and Chief Diversity Officers that gender inclusive spaces be marked per their intended use without a gender designation and these spaces be placed on campus maps; and

Be it further resolved, that the University Faculty Senate recommends to the Chancellor, Campus Presidents, Chief Student Affairs Officers, Chief Administrative Officers, and Chief Diversity Officers that gender inclusive housing be provided to all students on all campuses and this housing be part of regular student housing; and

Background : 1. BOT Memorandum September 10, 2015: Diversity, Equity and Inclusion Policy

University Faculty Senate
Committee on Equity, Inclusion, and Diversity 172nd Plenary
Stony Brook University January 22, 2016

Resolution Recommendation the SUNY Wide Implementation of Preferred Name and Gender   Identity Applications on the Registration, Email, ID cards, and other Identification Systems

Whereas the SUNY Board of Trustees passed a resolution on September 10, 2015 "to make SUNY the most inclusive higher education system in the country"; and

Whereas SUNY has "defined diversity broadly to include race, ethnicity, religion, sexual   orientation, gender, gender identity and expression, age, socioeconomic status, status as a   veteran, status as an individual with a disability, students undergoing transition (such as   transfer, stop-out, international student acclimation), and first-generation students"; and

Whereas "SUNY's approach must employ best practices to attract diverse students, faculty,   staff and administrative leaders, including efforts to strengthen the pipeline of diverse individuals with advanced credentials; ensure that services are in place to support retention (of   faculty and students) and foster student completion at a rate that closes existing achievement   gaps; and implement programs and strategies to establish a welcoming environment for all"; and

Whereas members of designated groups require specific action plans to be taken on their   behalf to ensure inclusive and equitable learning and work environments; and

Whereas the practice of using "non-legal" names for the purposes of identification is long standing on our campuses; and

Whereas the practice of using a "preferred name" does not change a person's "legal identity"   but creates equitable access to a person's lived experiences and intimate realities; and

Whereas being forced to use a name that does not represent one's lived experience and   intimate realities is potentially harmful, traumatic, and damaging to a person's health and wellness; and

Whereas students who are transgender, adopted, in domestic partnership, transitioning,   victims of domestic violence, those with non-traditional family structures and any other   number of possibilities such as members of ethnic, religious or indigenous groups, desire the right to have access to preferred name and gender identity representation on our campuses; and

Whereas being able to use one's preferred name is a reasonable accommodation that enhances our cultural climate and acts as a mechanism for inclusion and creates a welcoming environment; therefore,

Be it resolved, That the University Faculty Senate recommends that SUNY System   Administration require a SUNY-wide implementation of preferred name and gender identity policies and processes so that all faculty, staff, and students can equitably represent themselves on our campuses with their preferred names; and

Be it further resolved, that the University Faculty Senate recommends to all Campus   Presidents, Chief Information Officers, and SUNY System Administration that they implement   the necessary processes and software to allow faculty, staff, and students the ability to use   their preferred name and gender identities; and

Be it further resolved, that preferred name and gender identity policies and processes allow for   flexible identity based on context and contact so that faculty, staff, students, patients, and   visitors can use a preferred name and gender identity on campus while not being "outed" at   home or work; and

Be it further resolved, that the University Faculty Senate recommend that the SUNY Chancellor   and the Chairperson of the Board of Trustees make access to the use of preferred name and   gender identity a standing policy of the Board of Trustees and SUNY System Administration.

Background

The *Chronicle of Higher Education* states that "Another concern cited by many study participants was not being able to include their chosen name (which for many differs from their   birth name) or their gender identity on campus records. More and more colleges are creating a   process for students to have their chosen first name (some institutions refer to this as preferred   name, but it is not a preference) on course and grade rosters, advisee and campus housing lists,   online directories, email addresses, unofficial transcripts, and identification cards and diplomas.   But only about 150 colleges currently offer this option. There is no legitimate reason for   colleges not to provide a chosen-name option; it is legal to do so in all states, and software   systems used by campuses can be modified to accommodate an additional first name. Only about a third of the colleges that allow students to add a chosen name also enable them   to change the gender marker on their campus records, unless they have changed their gender   on legal documents, which in many states requires undergoing gender-affirming surgeries. Having the gender marker on campus records match one's gender identity and expression is   important in instances when gender comes into play at colleges — such as for housing, locker-   room, and bathroom purposes." http://chronicle.com/article/Leaving-No-Trans-College/233754/?key=TgpJxK1EIaUfogHu3cAXSVIc43vcqmHjA1L-LH--Q41CbEpibzU3U2tDQ2l2ckowUWViVTROSFNJRUZQeUJ5MGFmdVN3UGxlaGxB

172-01-1

Appendix H: Examples of Higher Education Strategic Diversity Plans

Higher education institutions throughout the country have focused on diversity and inclusion investments to sustain their institutions. Several examples of campus plans are provided as a resource below:

- [University of Arizona](#)

- [University of Maryland](#)

- [Auburn University](#)

- [Bucknell](#)

- [Penn State University](#)

- [University of Washington](#)

- [Virginia Polytechnic and State University](#)

Appendix I: SUNY Diversity Task Force Members (Office positions/titles are as of June 2015)

Alexander N. Cartwright, Provost and Executive Vice Chancellor, Task Force Co-Chair

Carlos Medina, Chief Diversity Officer, Senior Associate Vice Chancellor, Task Force Co-Chair

J. Philippe Abraham
Associate Director, Advisement Services Center
University at Albany
Vice President for Professionals, United University Professions

Kevin Antoine
Assistant Vice President, Office of Diversity
Downstate Medical Center

Noelle Chaddock
Chief Diversity Officer, SUNY Cortland
Chair, UFS Committee on Diversity and Cultural Climate

Kathleen Dowley
Professor of Women's, Gender, and
Sexuality Studies
SUNY New Paltz

Kristin Esterberg
President
SUNY Potsdam

Joel Frater
Assistant Provost for Diversity, Academic Affairs
SUNY Brockport

Jackie Girard Vogel
Assistant Vice President for International
Enrollment Management
SUNY Plattsburgh

Griselda Gonzalez
Affirmative Action Officer
Co-Chair, FIT Diversity Council
Fashion Institute of Technology

Tina Good
President, Faculty Council of Community Colleges
and Member, SUNY Board of Trustees

Lashawanda Ingram
Director of Diversity Affairs
SUNY College of Technology at Canton

Cheryl John
Coordinator
Native American SUNY - Western Coalition SUNY
Fredonia

Robert Jones
President
University at Albany

Peter Knuepfer
President, University Faculty Senate and Member,
SUNY Board of Trustees

Fred Kowal
President
United University Professions

Bonita London
Associate Professor
Stony Brook University

Laurel McAdoo
Human Resource Associate
Research Foundation for SUNY

Teresa Miller
Vice Provost for Equity and Inclusion
Professor, Law School
University at Buffalo

Terrence Mitchell
Chief Diversity Officer
SUNY Oneonta

Lori Mould
President, SUNY Student Assembly and Member,
SUNY Board of Trustees

Phil Ortiz
Assistant Provost for Undergraduate
and STEM Education
SUNY System Administration

Kevin Railey
Associate Provost and
Dean, Graduate School
Buffalo State College

Daryl Santos
Vice Provost for Diversity and Inclusiveness
Binghamton University

Justin Shanley
SUNY Fredonia
SUNY Student Assembly

Susan Stebbins
Special Assistant to President for Diversity and
Affirmative Action Officer
SUNY Potsdam

Christina Vargas
Affirmative Action Officer, Title IX Coordinator,
Suffolk County Community College

Leanne Wirkkula
Chief of Staff
Office of the President
University at Albany

System Administration Staff
Robert Anderson
Director of State Relations
SUNY System Administration

Elizabeth Bringsjord
Vice Provost and Vice Chancellor
SUNY System Administration

Jim Campbell
Director of Legislative Relations
SUNY System Administration

Elizabeth Carrature
Diversity Associate for Research & Development
Office of Diversity, Equity & Inclusion
SUNY System Administration

Curtis Lloyd
Vice Chancellor for Human Resources
SUNY System Administration

Gloria Lopez
Director of Affirmative Action
Office of Diversity, Equity and Inclusion
SUNY System Administration

Cynthia Proctor
Director of Communications/Chief of Staff
Office of the Provost
SUNY System Administration

Sally Crimmins Villela
Assistant Vice Chancellor for Global Affairs SUNY
System Administration

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Appendix K: SUNY Diversity, Equity and Inclusion Policy

[Please see next page]

Appendix K: SUNY Diversity, Equity and Inclusion Policy

REVISED

M E M O R A N D U M

September 10, 2015

TO: **Members of the Board of Trustees**

FROM: **Nancy L. Zimpher, Chancellor**

SUBJECT: **Diversity, Equity, and Inclusion Policy**

Action Requested

The proposed resolution establishes a Diversity, Equity and Inclusion Policy (the "Policy") based on the recommendations of the SUNY Diversity Task Force. The Policy reaffirms the State University of New York's commitment to diversity, equity, and inclusiveness, and is designed to make SUNY the most inclusive higher education system in the country.

Resolution

I recommend that the Board of Trustees adopt the following resolution:

Whereas SUNY was founded in 1948 on the principles of equity and inclusion to serve those who had been turned away from other institutions for reasons of race, ethnicity and/or religion; and

Whereas Section 351 of New York State Education Law sets forth the mission statement of SUNY to "provide the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population"; and

Whereas SUNY has actively supported the evolving role of diversity in higher education, including recognition of "inclusive excellence," as defined by the Association of American Colleges and Universities wherein an academic institution can only reach the highest levels of excellence when it is inclusive; and

Whereas SUNY's commitment to diversity is further evidenced by the creation of a System Administration Office of Diversity, Equity and Inclusion in 2007 and by making diversity central to the *Power of SUNY Strategic Plan: 2010 and Beyond* (an action supported by the University Faculty Senate in its May 2013 *Making Diversity Count* report); and

Whereas in response to a request by SUNY Board of Trustees Chairman McCall that SUNY report on the diversity of leadership at SUNY campuses and at System Administration, areas were found where diversity efforts could be improved; and

Whereas in January 2014, Chancellor Zimpher called for the creation of a SUNY Task Force on Diversity; and

Whereas in January 2015, upon recommendation of the Diversity Task Force, Chancellor Zimpher called for the appointment of a Chief Diversity Officer on every campus—a staff member beyond what is required for mandatory reporting and who would work closely with their campus academic affairs, human resources, enrollment management, admissions offices in support of campus and University-wide diversity goals; and

Whereas also in January 2015, upon the recommendation of Chancellor Zimpher, the Board of Trustees adopted *SUNY* Excels, a framework for continuous improvement and accountability, wherein diversity-related progress will be monitored in each focus area (Access, Completion, Success, Inquiry and Engagement); and

Whereas SUNY has made successful progress toward *SUNY Excels* goals a central element of the presidential review process; and

Whereas the Diversity Task Force included representation from the University Faculty Senate, the Faculty Council of Community Colleges, and the Student Assembly, which submitted suggestions regarding the characteristics of an effective Chief Diversity Officer that will be provided to campuses as part of additional guidance to assist with implementing this Policy; and

Whereas the Diversity Task Force defined diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (such as transfer, stop-out,

international student acclimation), and first-generation students; and

Whereas the work of the Diversity Task Force was informed by an extensive review of available data about diversity at SUNY as recorded in the June 2015 *Data Brief: Diversity, Equity and Inclusion* ("Data Brief"); the October 2014 National Association of Diversity Officers in Higher Education's ("NADOHE") *Standards of Professional Practice for Chief Diversity Officers;* and, a review of national best practices; now, therefore, be it

Resolved that the Board of Trustees adopts the Goal, Guiding Principles, and Action Items below as follows:

The Goal

- SUNY aspires to be the most inclusive State university system in the country. We will achieve this goal by: striving to ensure that the student population we serve and the administrative staff and faculty we employ are representative of the diversity of our state; recognizing the value of international experiences and interactions; and eliminating achievement gaps for minority and low income students. We will develop strategic diversity and inclusion action plans for system administration and at each campus that tangibly demonstrate SUNY's commitment to the principles of inclusive excellence, wherein an institution only achieves excellence when it is inclusive. SUNY will identify diversity, equity and inclusion as essential aspects of system and campus planning and as indispensable characteristics of academic excellence and the ongoing experience of every member of the SUNY community.

Guiding Principles

- Diversity and inclusiveness are integral components of the highest quality academic programs and the strongest campus climate. Diversity is essential to excellence in the university setting.

- SUNY's statutory mission makes clear its responsibility to provide the broadest possible access, fully representative of all segments of the population of New York State.

- As detailed in the Data Brief, SUNY has made important strides at System Administration and on its campuses to

increase diversity and strengthen inclusiveness; however, challenges remain.

- This is the right time for a system-wide effort to address challenges, particularly in light of projected increases in the diversity of New York's high school population and the expected increases in the number of new hires across SUNY due to a growing number of retirements.

- A multi-pronged approach to strengthening diversity and inclusion is essential for a system of SUNY's stature. SUNY's approach must employ best practices to attract diverse students, faculty, staff and administrative leaders, including efforts to strengthen the pipeline of diverse individuals with advanced credentials; ensure that services are in place to support retention (of faculty and students) and foster student completion at a rate that closes existing achievement gaps; and implement programs and strategies to establish a welcoming environment for all.

Action Items

- System Administration and each campus will appoint a chief diversity officer ("CDO") by no later than August 15, 2017.[1]

   - The Campus CDO will:

      ➤ Be a senior member of the campus administration, reporting directly to the president or provost;

      ➤ 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; and

      ➤ Serve as part of a system-wide network of CDOs to support SUNY's overall diversity goals.

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[1] This shall not preclude campuses from sharing the services of a chief diversity officer. However, any proposal to share such services shall be subject to prior review and approval of the Provost.

- The System CDO will:

  ➢ Be a senior member of System Administration;

  ➢ Work collaboratively with offices across System Administration—including but not limited to, the offices of academic affairs, human resources and enrollment management and student success, to elevate inclusiveness and implement best practices related to diversity, equity and inclusion; and

  ➢ Support the system-wide network of campus CDOs in collaboration with the Provost and Executive Vice-Chancellor to realize System Administration's goal of becoming the most inclusive system of higher education in the country.

- System Administration and each campus will develop and implement strategic diversity and inclusion plans to achieve SUNY's inclusion goal.

  - Campus plans will build on existing efforts and include:

    ➢ Campus commitments for diversity and inclusion;

    ➢ Campus principles guiding the development and implementation of the diversity and inclusion plan;

    ➢ A student recruitment strategy that includes programs and activities that will enable the campus to enroll a student population that is increasingly representative of the diversity of its primary service region and the State as a whole;

    ➢ A student retention and completion strategy wherein the campus strives to increase the rate of completion for all students and close any gaps in the completion rates of students from any group when compared with the average campus completion rate and to address the challenges of students in transition (such as transfer, stop-out, international student acclimation);

    ➢ An administrative, faculty and staff recruitment and retention strategy that continuously improves campus efforts to increase diversity and inclusion in the following areas:

- Recruitment, development of the prospect pool, and hiring decision-making for campus leadership, faculty and staff. Plans should address the unique challenges of dual career couple relocation and ensure that selected candidates can articulate a commitment to diversity and inclusion;

- Implementation of best-practice mentoring plans and strategies tailored to the needs of diverse campus groups of faculty and staff; and

- With support from System Administration, the introduction or expansion of cultural competency programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees.

➢ An evaluation component to ensure that the campus is meeting its diversity and inclusion commitments and that activities designed within the overall plan are achieving their intended outcomes. The evaluation system should be aligned to the campus planning and resource allocation processes to ensure that required improvements in the diversity and inclusion plan are incorporated in the revision of the academic and financial plans.

- The System Administration plan will build on existing efforts and include:

➢ System Administration commitments for diversity and inclusion;

➢ System Administration principles guiding the development and implementation of the diversity and inclusion plan;

➢ An administrative, faculty and staff recruitment and retention strategy that continuously improves efforts to increase diversity and inclusion in the following areas:

- Recruitment, hiring prospect pool development and hiring decision-making. Special attention is encouraged for the plan to address the unique challenges of dual career couple relocation;

- Implementation of best-practice mentoring plans and strategies tailored to the needs of diverse campus groups of faculty and staff; and

- Introduce cultural competency programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees.

➢ An evaluation component that ensures that System Administration is meeting its diversity and inclusion commitments and that activities designed within the plan are achieving their intended outcomes and that System Administration is providing appropriate resources and guidance to campuses to assist them in meeting University commitments and SUNY's overarching goal of being recognized as the most inclusive system of higher education in the country. The evaluation system should be aligned to System Administration planning and resource allocation processes to ensure that required improvements in the diversity and inclusion plan are incorporated in the revision of the academic and financial plans.

- Campuses and System Administration will inquire about a search firm's success in assuring diverse candidate pools. In those instances where the campus is considered a Federal Contractor, the campus will require that the search firm provide it with information about the diversity of the search firm's staff and its success rate in placing diverse candidates prior to entering into a contract with such firm.

- System Administration will develop the tools to provide cultural competency training across System Administration and to campus senior leadership teams, faculty and staff.

- Campuses and System Administration will inquire about a search firm's success in assuring diverse candidate pools. In those instances where the campus is considered a Federal Contractor, the campus will require that the search firm provide it with information about the diversity of the search firm's staff and its success rate in placing diverse

candidates prior to entering into a contract with such firm.

- System Administration will implement a Campus Climate Report Card to evaluate System Administration and campus efforts to attain the goals and the intent of its respective diversity and inclusion plans.

- Questions on surveys administered or procured by the System Administration Office of Institutional Research and Data Analytics will be reviewed to ensure that questions are free from bias and provide necessary information to support diversity goals.

- System Administration will begin a system-wide initiative to meet the challenges associated with dual-career couple relocation that will include identification of best practices related to cluster hiring.

- System Administration will examine the feasibility of a cross-campus mentoring network for faculty and staff within the SUNY system, in consultation with faculty governance, which will be piloted as a resource for diverse faculty and staff and later expanded.

- The University Provost and System Administration CDO will convene faculty researchers in the area of diversity, equity and inclusion as well as program evaluation to work with the System Administration office of Institutional Research and Data Analytics to support the SUNY Network of CDOs and develop an evaluation of the effectiveness of this policy for the purposes of ongoing improvement; and, be it further

Resolved that campus presidents will report to the Chancellor no later than March 2016 on their plans for appointing a CDO; and, be it further

Resolved that campus presidents and the System Administration CDO will submit their diversity plans, to be developed via a process set by the campus CDO where in place, for review to the Provost and Executive Vice Chancellor no later than September 1, 2016; and, be it further

Resolved that after initial review of campus plans, presidents will annually report on their progress in implementing their

plans and this policy as part of the Performance Improvement Plan reporting process; and, be it further

<u>Resolved</u> that the SUNY Diversity Task Force shall be reconstituted as a standing Diversity Advisory Committee to support campuses during the implementation of this policy and make additional recommendations, where appropriate; and, be it further

<u>Resolved</u> that the Provost and Executive Vice Chancellor and System Administration Chief Diversity Officer shall be responsible for overseeing implementation of this policy, including distributing additional guidance and resource materials to campuses, assessing progress, and reporting back to the Board of Trustees, and shall be required to provide an annual updated data brief on diversity, equity and inclusion, including a summary of campus annual reports, which will be shared with the Governor and New York State Legislature.

Background

SUNY was established in 1948 in large measure as a refuge for those who were victims of discrimination by the State's private colleges and universities. This call to action to address inequities is an integral part of the foundation of SUNY and is captured in SUNY's statutory mission to provide the "broadest possible access, fully representative of all segments of the population."

SUNY has kept pace with the national evolution of the significance of diversity in higher education. It has made closing gaps in admissions and hiring, and having a broad array of viewpoints and ideas in the classroom, key elements of policy and strategic planning efforts. SUNY also has recognized the significance of the 2005 Association of American Colleges and Universities study of "inclusive excellence," which found that an academic institution can only reach the highest levels of excellence when it is inclusive.

In 2007, SUNY created a centralized Office of Diversity, Equity and Inclusion at System Administration, which has grown to administer a series of state-funded scholarship and grant programs as well as conferences and events designed to support campus efforts to enhance diversity and inclusiveness and to share national best practices. In 2009, SUNY's system-wide strategic plan, the *Power of SUNY - 2010 and Beyond*, specifically described how progress toward goals and objectives will be grounded in a commitment to diversity.

In November 2013, under the leadership of Chairman McCall and Chancellor Zimpher, review of data showed that SUNY could do more to ensure diversity, equity and inclusion. In January 2014, Chancellor Zimpher called for the creation of a system-wide Task Force on Diversity. In January 2015, at the

recommendation of the Chancellor, the SUNY Trustees adopted a performance improvement framework, SUNY Excels, which addresses diversity in each of its five focus areas: access, completion, success, inquiry and engagement. Importantly, performance on SUNY Excels goals will be key to the presidential review process. Also in January 2015, Chancellor Zimpher called for creation of a Chief Diversity Officer on every campus—a staff member beyond what is required for mandatory reporting and who would work closely with the campus offices of human resources, enrollment management, and admissions in support of campus and system-wide diversity goals.

As documented in the Data Brief, SUNY has made a number of commitments to diversity and inclusiveness and as a result, has made important strides. However, it was determined that SUNY could do more to address urgent challenges, including, but not limited to: the continued achievement gap between minority students and their non-minority peers, and between students from families with low-incomes and their counterparts; support of an emerging protected class of LGBTQ+ students and those who identify as a gender other than male or female or who are transitioning or questioning; and, a need to continue recruiting and retaining students, administrators, faculty and staff that are reflective of the population of New York State. Further, we know that the State's high school population is anticipated to shift significantly over the next five years, increasing the numbers of historically under-served students.

SUNY needs a multi-pronged approach to addressing diversity and assuring inclusiveness. It must implement best practices to attract diverse students, faculty, staff and administrative leaders. It must ensure that services are in place to support retention of faculty and students. It must foster student completion and implement programs and strategies to establish a welcoming environment for all.

Given its history, size, depth and breadth, SUNY has the opportunity to be recognized as the most inclusive public university system in the country. The intent of this policy is to support campus and System Administration efforts to achieve that goal.

The proposed policy is informed by an extensive review of available data about diversity at SUNY as recorded in the Data Brief, the October 2014 National Association of Diversity Officers in Higher Education's ("NADOHE") Standards of Professional Practice for Chief Diversity Officers; and a review of best practices in higher education nationally. This research was studied by the SUNY Diversity Task Force which subsequently made recommendations that drove the recommended goal, guiding principles and action items herein.

The SUNY Diversity Task Force was charged with recommending policies to strengthen SUNY's efforts to increase diversity among students, faculty, and staff and also ensure supportive and welcoming environments at both the system and campus levels. The Task Force was asked to examine all relevant data, review

best practices, review existing system-wide initiatives, and identify challenges and opportunities. The Task Force identified four areas of focus:

1. Undergraduate and graduate student recruitment, admissions, retention, and graduation;

2. Recruitment, retention, and support of diverse faculty, staff, and administrators;

3. Creation of welcoming System Administration/campus environments; and

4. Identification of the most effective structures and reporting relationships of diversity officers/offices.

The Task Force defined diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual student with a disability, students undergoing transition (such as transfer, stop-out, international student acclimation), and first-generation students.

The initial recommendations of the SUNY Diversity Task Force have evolved into the action items presented herein. These action items are designed to advance diversity in a meaningful way, supporting SUNY's goal of being recognized as the most inclusive University system in the country.