

EQUITY, DIVERSITY, & INCLUSION

Strategic Plan

2018-2019 Progress Report

STRATEGIC PLAN YEAR 3

The 2018-2019 EDI Strategic Plan Report represents year three of five in the 2016-2021 Strategic Plan. The goals for the five year plan are to reduce barriers to access, inquiry, engagement, and completion for all students and to increase social equity for all members of the campus community in alignment with the four pillars of The College's Strategic Plan: Community, Engagement, Excellence, and Transformation.

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YEAR THREE: IMPLEMENTING INITIATIVES, EVALUATING PROGRAMS AND PROGRESS AND STRENGTHENING OPPORTUNITIES FOR TRAINING & DEVELOPMENT

THE PRIMARY FOCUS OF THIS 2018-2019 REPORT is to provide capsule progress summaries for each of the major campus-wide EDI initiatives. Also included are strategic updates from each of the divisions which highlights progress towards the four EDI goals drawn from more than 300 EDI Action Items. For those who wish to learn more about the many other unit-based initiatives that took place in Year Three, a complete list of Unit Plan Submission and Action Items is available.

In Year Three, a large part of our focus was on implementation: reviewing and evaluating current processes and creating short-term and long-term changes throughout the college—in all divisions, departments, administrative units, and outreach programs. The alignment of EDI within key institutional documents was a major accomplishment. College Senate voted to endorse the Diversity Statement and new campus-wide definitions of Equity, Diversity and Inclusion. In addition, working with our shared governance principles, the College also established Diversity Student Learning Outcomes. Using a SUNY PIF grant, that was obtained in 2016-2017, Brockport hired a full-time Diversity Recruitment & Retention Specialist (DRRS), responsible for leading institutional development efforts of a Diversity Recruitment and Retention Plan.

The Office of Equity, Diversity and Inclusion developed a reporting system to help campus partners report EDI benchmarks - one that provided an opportunity for each unit to reflect on signs and examples of culture change related to its strategic efforts for diversity, equity and inclusion. In addition, work commenced on developing an EDI Scorecard to track and assess all “Implementation Strategies” identified within the EDI Strategic Plan.

One of the main areas of focus in year three was enhanced EDI training and development opportunities available to faculty, staff and students. The college made a strategic investment into Everfi online training modules for faculty, staff, and students, again funded by a SUNY PIF grant that was obtained in 2016-17. These EDI online training modules explore concepts such as identity, power, and privilege, to help individuals communicate more effectively and promote mutual respect in the workplace and within the campus community as a whole. In addition, EDI is now an integral part of new employee onboarding processes and education and awareness around veteran and international students are included in new student orientation. In the area of outreach and community partnership, EDI focused its attention on developing new initiatives including Brockport Night Out, with our village and

University Police; Brockport Community Spotlight Program, in conjunction with the student-run Talon TV; and the Diversity Certificate Program, a collaboration with the Brockport Central School District; which was funded by private donations managed by the Division of Advancement.

The collective effort put forth to evaluate and review EDI practice and processes have revealed some important lessons over the past three years. We have discovered that there is still much work to be done to seamlessly embed EDI throughout the college, but we have already discovered a great deal of support for ensuring that EDI work is highlighted more. Rather than being viewed as an acute issue or an urgent challenge to be addressed, there are many indications that EDI is being regarded as an integral component of our infrastructure and everyday work. An area we recognize that needs improvement is the continual development and utilization of the Bias Response Reporting System, and this will be a focus of 2019-20. Another important lesson is that faculty, staff, and students are eager and willing to do the work needed to create a more vibrant and welcoming community for all. Evidence of this is seen in the Office of Equity, Diversity and Inclusion (OEDI)'s development and execution of existing programs (i.e. Community Conversations Program, Annual Diversity Conference, etc.). While there are pockets of great work being done to enhance EDI effort in some sectors of the college, our collective work will continue as we draw attention to the realities that make EDI efforts essential, and to continue seeking new opportunities and more effective ways of achieving the institutional changes that will ensure positive, sustainable, long-term change within the Brockport community.

SECTION ONE: SIGNIFICANT ACHIEVEMENTS OF YEAR THREE

INSTITUTIONAL DEFINITIONS OF DIVERSITY, EQUITY & INCLUSION

During both the 2017-2018 and 2018-2019 AYs, the President's Council on Diversity and Inclusion (PCDI) drafted and approved the College's definitions for Equity, Diversity and Inclusion, respectively. Additionally, PCDI developed an institutional Diversity Statement, aligning with The College at Brockport's Mission Statement, Building a Better Brockport Statement, EDI Definitions, and Strategic Plan Goals. All developed definitions and statements were endorsed by College Senate as of spring 2019.

Diversity

The College at Brockport defines diversity as differences in lived experiences, perspectives, and social identities; these are intersectional and have been shaped by structures of power and privilege, and histories of exclusion and activism.

Equity

The College at Brockport defines equity as equal opportunity and access to resources necessary for full participation and growth. Achieving equity requires recognizing inequalities and intentionally supporting marginalized groups by removing social and structural barriers.

Inclusion

The College at Brockport defines inclusion as the practice of creating an environment that facilitates the full engagement of all. An inclusive environment allows for authentic participation and a true sense of belonging that fosters dialogue and connections among individuals and communities.

DIVERSITY CERTIFICATE PROGRAM

The Diversity Certification Program was established in 2018-2019 to foster innovation and performance excellence through staff/faculty development, leading to increased measures of student satisfaction, academic and developmental integration and program completions/graduation rates. Participants enrolled in the Diversity Certification Program received formal cultural and academic training on successfully engaging and interacting with students from cultural and demographic groups. The focus of the cultural subject area trainings was to increase "cultural intelligence" of participants with respect to identified demographic

groups, but also highlight the “intersections” in which the demographic populations share interests, value sets and cultural norms. This program will be formally assessed in 2019-2020.

TRAINING & DEVELOPMENT

The Professional Development (PD) Committee of PCDI was able to provide fifteen trainings, including six Safe Zone Trainings, seven Racial Justice Trainings, and two Understanding Ableism and Accessibility Trainings. Several of the trainings were provided for community partners outside the College (Brockport Child Development Center, Honeoye Falls/Bloomfield School District, REOC, and Brockport Village Police Department), thus expanding the reach and impact of offerings. PD held targeted/requested trainings for University Police (UP) and Hazen and offered trainings both on Brockport's main and downtown campuses. The committee revised and updated the Racial Justice Training and implemented and trained 6 new trainers for Understanding Ableism and Accessibility. Several members (PCDI leadership) reviewed and provided content and expertise feedback on the College’s EDI online student modules (OEDI & EverFi partnership) to be embedded into the curriculum of APS courses. We will continue to assess the balance between internal and external offerings of our training programs.

DIVERSITY STUDENT LEARNING OUTCOMES

In collaboration with OEDI, College Senate, Academic Affairs (faculty) and the Office of Assessment, the Institutional Diversity Student Learning Outcome (DSLO) was revised per the spring 2019 semester. In support, CELT (Academic Affairs) has agreed to provide faculty trainings during the upcoming academic year (2019-2020) to assist in meeting new expectations of the revised DSLO.

BROCKPORT NIGHT OUT

The Men of Color student organization, University Police, Brockport Village Police, and Wegmans Food Markets collaborated to host the 2nd annual Brockport Night Out program. The goal of the event was to increase community engagement and safety/awareness, highlighting the College Community's commitment to supporting collaborative and inclusive dialogues across cultural lines. We are focused on building partnerships and community-based solutions to nationally identified challenges.

BIAS REPORTING SYSTEM

The Bias Response Coordinating Team (BRCT) and online Bias Response System (BRS) officially launched in January 2017. During the 2018-2019 AY, revisions were made to the online reporting webpage, resulting in the following:

- Reporting system landing page
- Additional referral resources, including FAQs
- A statement on academic freedom
- Revisions to reporting form verbiage

In addition, in support of the Bias Response System, College Communications partnered with OEDI to develop posters to be distributed to all divisions, communicating the establishment and purpose of the System. Additionally, semester data is collected (number of bias reports and reporting types/categories) and presented to Extended Cabinet, Brockport Student Government, and College Senate for transparency, programmatic/training response, and institutional/community awareness. For 2019-2020, College Communications and the CDO will partner in the development of an online “Reportal” as a centralized hub for reporting all employee and student complaints of various nature.

COMMUNITY CONVERSATIONS

OEDI facilitated a total of six Community Conversation programs/trainings, ranging in topics from “Race” and “Belonging” to “Sexuality” and “Faith-Based Holidays.” Conversations were facilitated at both the Main Campus, as well as the Downtown Brockport Campus/REOC. A partnership with SUNY Geneseo allowed for conversations to be facilitated at respective campuses led by partners of the other institution.

ANNUAL DIVERSITY CONFERENCE

The theme for the 2018 Annual Diversity Conference was: “Building a Strategic Roadmap for Inclusive Excellence.” This year’s keynote speaker was Angie Thomas - #1 New York Times Best Selling Author, activist, and screenwriter. Ms. Thomas' work focuses on discrimination, poverty, and police brutality highlighted in her novel and the upcoming 20th Century Fox movie of the same name, *The Hate U Give*, which was released in the fall. For 2019-2020, the conference’s scope, structure, and focus will be amended to increase alignment with current institutional Strategic Plan priorities.

PRODIG FACULTY FELLOWS PROGRAM

At the end of our reporting period for 2018-2019, under the direction of the Provost, the College applied for funding to be a part of the SUNY's PRODiG Program. PRODiG stands for Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth. PRODiG ("Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth") aims to increase the representation of historically underrepresented faculty at SUNY, including underrepresented minority ("URM") faculty in general and women faculty of all races in STEM fields ("WSTEM"). We are hopeful that we will be awarded funding. The provost also submitted a sector wide program for PRODiG fellows, which we hope to lead.

DIVERSITY RECRUITMENT SPECIALIST

This position will report to both the Chief Diversity Officer (CDO) and the Office of Human Resources. Dr. Sandra Vazquez was hired in January 2019 to support the College's commitment to inclusive excellence. She will be responsible for implementing strategies and structures that capitalize on the benefits of a diverse and vibrant workforce. Based on assessment data, this position will be reviewed in 2019-2020 at the end of the SUNY funding to determine whether the College will extend the temporary position.

HEED AWARD

The Department of Nursing received the prestigious 2019 INSIGHT into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award. The HEED Award is the only application-based national recognition honoring colleges and universities that show an outstanding commitment to diversity and inclusion across their campuses. The college was one of only 43 recipients of the 2019 Health Professions HEED Award.

SECTION TWO: OVERARCHING STRATEGIES

In 2016-2017, as part of a SUNY-wide directive, the College submitted its Equity, Diversity and Inclusion Strategic Plan. Dr. Carlos Medina, then Vice Chancellor and Chief Diversity Officer at SUNY, wrote to the campus praising the plan, noting the following: “Approximately 20 percent of the plans submitted were deemed ‘very strong’ or ‘exceptional.’ They stood out for their commitment to the priorities outlined in SUNY’s sweeping policy on Diversity, Equity, and Inclusion. We are pleased to inform you that your plan has been identified as one of those exemplars. We recognize and commend your campus leadership and collaborative efforts across multiple units and vision. The College at Brockport’s plan is outstanding for many reasons; however, the extensive collaborations, the leveraging of resources and empowering the Office of Diversity to influence campus climate and increase professional development are particularly excellent.”

The subsequent development of the campus’ overarching strategic plan, Building a Better Brockport, with its focus on Community, Engagement, Excellence, and Transformation, was developed to work in tandem with the EDI plan. In addition, two of the four goals of Building a Better Brockport directly reference the EDI plan in the measures of success. The overarching goals and target strategies of our EDI plan aim at reducing barriers to access, inquiry, engagement, and completion for all students, as well as, increasing social equity for all members of the campus community. In addition, our plan outlined four fundamental goals, based on SUNY’s priorities. These principles serve as the foundation that have guided the development process for the strategic plan and continues to serve as the benchmarks for the ongoing implementation of EDI initiatives on an annual basis.

EDI GOALS

GOAL 1: ACHIEVE A BALANCE OF REPRESENTATION IN FACULTY AND STAFF

We commit to be a great college at which to work – one that has healthy campus climate and a culture of excellence where its employees have pride, enjoy working, and have trust in the institution and each other. We are a college that also promotes a culture of engagement across divisions, departments, and disciplines in order to build a more inclusive campus community. As a college we commit to increasing diversity among faculty and staff and to mirror the diversity within the student body. We also recognize that diversity encompasses many forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origins, religious commitments, age, disability status and political perspective.

GOAL 2: ACHIEVE A BALANCE OF REPRESENTATION IN STUDENT BODY

We commit to be a great college at which to learn – one that entails inclusivity for all students, as well as the knowledge and skills gained from a diverse student, faculty, and staff body, and a diverse set of perspectives and cultural knowledge. We commit to increasing diversity in its myriad forms and to pursuing an equitable policy of access and opportunity, one that gives all students the chance to excel. We commit to strategically enhancing our efforts to address gaps in recruitment, retention, and persistence of underrepresented students in pursuit of a more inclusive campus for all students.

GOAL 3: CURRICULUM, PROGRAMMING, AND/OR TRAININGS

We commit to providing multifaceted, evidence-based curriculum, programming, and/or trainings to all students, faculty, and staff in relation to issues of equity, diversity, inclusion, and cultural competence as part of the College's commitment to inclusive community, diverse engagement, academic excellence, and self-transformation. We commit to engaging college leadership in ongoing EDI training and development and expanding training and support for search committees in relation to implicit bias training

GOAL 4: BUILD AND MAINTAIN AN INCLUSIVE AND POSITIVE CAMPUS CLIMATE

We commit to building and maintaining an inclusive campus climate - one that promotes, supports, recognizes, and celebrates the service and engagement of faculty, staff, students, and alumni in local, regional, national, and international communities, demonstrating our commitment to leadership, civic engagement, and global awareness. We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, where

different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant inclusive campus, we can more effectively leverage the resources of diversity to advance our collective capabilities.

EDI STRATEGIES

The EDI Strategic Plan is guided by four overarching goals. These goals, strategies, and the campus-wide actions and individual unit plans that emerge from them, are intended to help our entire campus move forward in a meaningful, intentional and thoughtful way to create a community in which every individual can thrive. To help promote a successful outcome, the College has allocated considerable resources for both the campus-wide and unit-level programs that support these core strategies. In addition, specific divisions, departments, and offices have been assigned to carry out each major action item and provide annual progress updates.

In spring 2017, The College at Brockport's EDI Strategic Plan highlighted four overarching goals, with a total of 50 suggested college objectives to review and pursue in support of these goals. The implementation strategies were a series of strategies the College could employ to optimize equity and inclusion and increase diversity where appropriate. They were provided to be implemented into various levels of college administration and unit operations. Each forms a part of a broader initiative toward the College's central goals and some may prove more effective for the campus population than others.

For each strategy with multiple bullet points, the goal is to implement at least one and up to three bulleted tactics per year and evaluate their effectiveness in the following year to determine whether to continue, revise, or remove individual tactics as building continues over the five-year plan.

SECTION THREE: MAJOR CAMPUSWIDE ACTIONS: PROGRESS TO DATE

During the 2018-2019 academic year (AY), benchmarked progress of objectives and correlating goals were tracked for plan alignment. Per goal, the following suggested objectives were selected for progress benchmarking:

Goal 1: Achieve a Balance of Representation in Faculty and Staff

- A) Recruitment Networking (CE)*
- D) Train Search Chairs (CE)
- I) Reward Mentoring and Search Committee Work
- L) Survey Newly Hired Faculty and Staff

**CE=Continuous Expansion*

Goal 2: Achieve a Balance of Representation in Student Body

- B) Strengthen Relationships with High Schools (CE)
- E) Review Admissions and Enrollment Processes
- F) Student Involvement High Impact Practices (CE)
- J) Review Healthcare Resources

Goal 3: Expand Attendance at and Access to EDI Curriculum, Programming, and/or Trainings

- A) Review General Education Requirements (College Senate)
- D) Diversify Times, Topics, and Locations of Professional Development Offerings
- H) Addition to Diversity Statement in Employee Application Package (CE)
- J) Sustainability and Possible Growth of WMS and AAS (CE)

Goal 4: Build and Maintain an Inclusive and Positive Campus Climate

- A) Continued prioritization of accessibility in project design and ongoing critical maintenance projects (CE)
- D) Provide Template Syllabi Statements
- F) Program Facilitated Conversations and Retreats
- J) Bias Reporting System

The following summary statements benchmark progress of the selected 2018-2019 AY Plan objectives, as submitted by the respective college divisions. Documents pertaining to each of the action items listed below can be found in the Reference section of this report.

GOAL 1: ACHIEVE A BALANCE OF REPRESENTATION IN FACULTY AND STAFF

Division, departments, and units were asked to report on the following four EDI objectives: A) *Recruitment Networking (CE)*; D) *Train Search Chairs (CE)*; I) *Reward Mentoring and Search Committee Work*; and L) *Survey Newly Hired Faculty and Staff*

ACTION ITEM: HIRED DIVERSITY RECRUITMENT SPECIALIST

As of January 2019, The College hired a full-time Diversity Recruitment and Retention Specialist (DRRS) – per support of SUNY Performance Improvement Funds (PIF). Working in partnership with the Office of Equity, Diversity and Inclusion (OEDI), Human Resources (HR), and the President’s Council on Diversity & Inclusion (PCDI) - Recruitment and Retention Committee (serving as Co-Chair), the DRRS is responsible for leading employee recruitment/retention strategies prioritized by the College’s 2018 Placement Goals (underrepresented racial groups and women), established within the Affirmative Action Plan (AAP). (*Goal ID: Training Search Chairs*)

Responsibility: Division of Administration & Finance, Human Resources, and Office of Equity, Diversity & Inclusion.

ACTION ITEM: SUNY PRODIG PROPOSAL

In alignment of SUNY priorities to increase the number of underrepresented racial/ethnic groups and women in STEM programs among faculty ranks, the Provost collaborated with the CDO/OEDI and HR personnel to submit PRODiG proposals which outline College efforts - including providing training of Search Personnel – to support System hiring foci over the next four years (2019-2023). (*Goal ID: Training Search Chairs*)

See Appendix A: SUNY PRODiG

Responsibility: Academic Affairs, Human Resources, and Office of Equity, Diversity & Inclusion.

ACTION ITEM: PARTNERSHIP WITH DIVERSITY TRIO

In an effort to maximize underrepresented group engagement during employee recruitment processes, Human Resources (HR) contracted with *Diversity Trio*, a diversity and Inclusion recruitment service, to advertise all job openings on the following online job boards. For more Info. <https://www.jobelephant.com/diversity-recruitment/>

Responsibility: Division of Business & Finance, Human Resources

ACTION ITEM: HR SEARCH CHAIR TRAINING PROCESSES

OEDI and HR personnel began to review the current Search Chair training process. The focus of the review was to provide recommendations for increased efficiency, considering time commitment and multiple platforms of delivery as central priorities. In addition, the Affirmative Action Officer (AAO) and Diversity Recruitment & Retention Specialist (DRRS), established standing meetings to benchmark process steps, drafting a collaborative and formal proposal of recommendations for divisional leadership's consideration (CDO and VP Administration and Finance), which should be completed by the conclusion of the 2019-2020 AY.

Responsibility: Division of Administration & Finance, Academic Affairs, and Human Resources

ACTION ITEM: FACULTY DIVERSITY FELLOW PILOT PROGRAM

To support the critical needs of underrepresented student groups, Academic Affairs leadership (Provost/Dean/Chair) has piloted an opportunity for an underrepresented faculty member to receive a course release for additional mentoring/advising duties. The Faculty Diversity Fellow will work within the OEDI and operate under an outlined agreement identifying faculty expectations and duties. A review of the program will be conducted during 2019-2020 AY.

Responsibility: Human Resources and Office of Equity, Diversity, and Inclusion

ACTION ITEM: PCDI CHARTER

Under new leadership, PCDI has established processes (chartering) and structures (Recruitment, Retention and Outreach Committee - RRO) which focus on the experiences and needs of underrepresented employees. Conducting focus groups and interviews, distributing surveys and collecting institutional data, PCDI structures will work in partnership with the CDO, HR and Cabinet to respond to requested supports of new and current underrepresented employee groups.

See Appendix B: PCDI Chartering Process and RRO Charter

Responsibility: Office of the President and Office of Diversity, Equity and Inclusion

GOAL 2: ACHIEVE A BALANCE OF REPRESENTATION IN STUDENT BODY

Divisions, departments, and units were asked to report on the following four EDI objectives: *B) Strengthen Relationships with High Schools (CE); E) Review Admissions and Enrollment Processes; F) Student Involvement High Impact Practices (CE) and J) Review Healthcare Resources*

ACTION ITEM: OUTREACH TO HIGH SCHOOLS

Enrollment Management and Student Affairs has implemented the following three actions in efforts to strengthen relationships with state and regional high schools possessing large quantities of diverse student groups. The Admissions Office and EOP Team scheduled visits with at least 5 high schools in New York City. In partnership with SUNY EOP, the office integrated the SUNY EOP Supplemental form. The creation of this new form has helped expedite documentation collection for financial verification. In addition, the office reduced the time for an EOP student's initial application to financial verification. The NEW SUNY EOP Form allowed for students to submit documents much earlier.

Responsibility: Enrollment Management and Student Affairs

ACTION ITEM: ADMISSIONS & ENROLLMENT

In review of the College's admissions and enrollment processes, the following efforts and findings were benchmarked during the 2018-2019 AY:

- 100% of EOP applicants with a complete application package that were eligible for the program were admitted (85 spots were filled before the EOP Summer Program)
- College Senate approved the requirement of a 3-credit APS class so that both groups must now go through a mandatory 3-credit graded APS class that was designed to assist their transition and learning development
- To increase engagement with first generation students and their families in understanding policies and create a network of support, sessions and tabling were offered at summer orientation and the ASC created the First Generation Website with an optional mentoring program
- Hiring of multi-lingual staff members to support targeted recruitment events, such as the National Hispanic College fairs
- Tutoring:

- Monitored usage of ASC and the services within (i.e. tutoring, Student Accessibility Services, etc.)
- EOP's Academic Coordinator partnered with ASC Tutoring to offer EOP tutoring and support

Responsibility: Enrollment Management and Student Affairs

ACTION ITEM: CO-CURRICULAR HIGH IMPACT PRACTICES

Three Co-Curricular High Impact Practices (Leadership Development Program, Living Learning Communities, and Club Sports) were evaluated during the 2018-2019 AY. All three practices yielded positive results related to retention, satisfaction, engagement and learning. A summary of the results are as follows:

1. Leadership Development Program -
56% of participants in the Leadership Development program are from underrepresented groups; 46% identify as students of color, up from 30% in 2016
2. Club Sports -
 - 57.5% of club sport participants identify as female
 - 97.7% of Club Sports Officers were retained as a student at Brockport
 - 184 out of 974 club sports participants were from historically underrepresented groups (19%)
3. Living Learning Communities (Graduation Rates)

Graduation Rates	Fall 2012 Cohort		Fall 2013 Cohort	
	LLC	Non-LLC	LLC	Non-LLC
4-yr Rate	53.8%	47.0%	51.9%	42.9%
5-yr Rate	67.3%	59.1%	67.4%	57.5%
6-yr Rate	70.1%	63.1%	n/a	n/a

See Appendix C: EMSA Co-Curricular High Impact Practices

Responsibility: Enrollment Management and Student Affairs

ACTION ITEM: HEALTHCARE RESOURCES

The Hazen Center for Integrated Care held multiple meetings with students from historically underrepresented groups to gather feedback about their operation. Additionally, a new director for the Hazen Center for Integrated Care was hired. The Counseling Center offered the following groups that focused on the needs of underrepresented/marginalized groups:

1. “Sexual Orientation Support Group”
2. “The Process Group”

In summary, both groups provided space where students felt a sense of belonging and connection with others of their community.

Responsibility: Enrollment Management and Student Affairs and Hazen Center for Integrative Care

ACTION ITEM: SHARED GOVERNANCE POLICY

In fall 2018, the Brockport Student Government (BSG), College Senate, and President’s Cabinet developed a Shared Governance Policy to systematically involve students in key decision-making groups and committees. EMSA regularly includes students on departmental and divisional committees (i.e. BSG representation on campus events groups, inclusion of students of diverse backgrounds on search committees, etc.). In addition, academic affairs have and will continue to assure more student voice among all divisional committees. Department Chairs are also encouraged to partner with BSG to increase student’s voice among academic decision-making processes. It is an embedded part of the majority of departmental culture to include students and student input on committees.

See Appendix D: SENATE RESOLUTION #06EC

Responsibility: Office of the President, Enrollment Management and Student Affairs, Academic Affairs, and College Senate

GOAL 3: EDI CURRICULUM, PROGRAMMING, AND/OR TRAININGS

Division, departments, and units were asked to report on the following four EDI objectives: *A) Review General Education Requirements (College Senate); D) Diversify Times, Topics and Locations of Professional Development Offerings; H) Addition to Diversity Statement in Employee Application Package (CE); J) Sustainability and Possible Growth of WMS and AAS (CE).*

ACTION ITEM: DIVERSITY STUDENT LEARNING OUTCOMES

In collaboration with OEDI, College Senate, Academic Affairs (faculty), and the Office of Assessment, the Institutional Diversity Student Learning Outcome (DSLO) was revised per the spring 2019 semester. In support, CELT (Academic Affairs) has agreed to provide faculty trainings during the upcoming academic year (2019-2020) to assist in meeting new expectations of the revised DSLO.

See Appendix E: SENATE RESOLUTION #46GE

Responsibility: College Senate, Academic Affairs, and Office of Equity, Diversity, and Inclusion

ACTION ITEMS: CAMPUS- WIDE EDI TRAINING & DEVELOPMENT

A total of 62 EDI trainings/workshops/programs were facilitated during the 2018-2019 AY, tracking 993 attendees (faculty, students and staff). The 2017-2018 AY benchmarked a total of 44 EDI trainings/workshops/programs, tracking 197 attendees in the baseline year. Acknowledgment is made of limitations of the data collection processes of Plan year one, potentially impacting the 41% increase (n=18) in training, workshops and programs offered, and the increase of 409% in documented attendees (n=798) between 2017-2019 AY and 2018-2019 AY.

Appendix F provides a detail snapshot of the programming and training opportunities implemented during the 2018-2019 Plan Year. Collecting college-wide data across all divisions, the listed opportunities serve as a measure of comparison for subsequent AYs. A total of 62 EDI trainings/workshops/programs were facilitated during the 2018-2019 AY, tracking 993 attendees (faculty, students and staff). The 2017-2018 AY benchmarked a total of 44 EDI trainings/workshops/programs, tracking 197 attendees in the baseline year. Acknowledgment is made of limitations of the data collection processes of Plan year one, potentially impacting the 41% increase (n=18) in

trainings/workshops/programs offered, and the increase of 409% in documented attendees (n=798) between the two AYs.

The Professional Development (PD) Committee of PCDI provided fifteen trainings, including six Safe Zone Trainings, seven Racial Justice Trainings, and two Understanding Ableism and Accessibility Trainings. Several of the trainings were provided for community partners outside the College (Brockport Child Development Center, Honeoye Falls/Bloomfield School District, REOC, and Brockport Village Police Department), thus expanding the reach and impact of offerings. PD held targeted/requested trainings for University Police (UP) and Hazen and offered trainings both on Brockport's main and downtown campuses. The committee revised and updated the Racial Justice Training and implemented and trained six new trainers for Understanding Ableism and Accessibility. Several members (PCDI leadership) reviewed and provided content and expertise feedback on the College's EDI online student modules (OEDI & EverFi partnership) to be embedded into the curriculum of APS courses.

The Division of Enrollment Management & Student Affairs infused EDI content into staff and student leader training, including the training of Transfer Peer Mentors and Tutors on concepts of EDI, Safe Zone, and Racial Justice, as well as the usage of personal pronouns throughout ASC

See Appendix F: Table 1: 18-19 EDI Curriculum, Program, and/or Training Data Points

Responsibility: Office of the President, President Council on Diversity and Inclusion and Enrollment Management and Student Affairs

GOAL 4: BUILD AND MAINTAIN AN INCLUSIVE AND POSITIVE CAMPUS CLIMATE

Divisions, departments, and units were asked to report on the following four EDI objectives: A) Continued prioritization of accessibility in project design and ongoing critical maintenance projects (CE); D) Provide Template Syllabi Statements; F) Program Facilitated Conversations and Retreats; and J) Bias Reporting System

ACTION ITEM: DIVERSITY STATEMENT & DEFINITIONS

During both the 2017-2018 and 2018-2019 AYs, PCDI drafted and approved college definitions for Equity, Diversity and Inclusion, respectively.

Additionally, PCDI developed an institutional Diversity Statement, aligning with The College's Mission Statement, Building a Better Brockport Statement, EDI Definitions, and Strategic Plan Goals. All developed definitions and statement were endorsed by College Senate as of spring 2019. The College's Diversity Statement is reflected among Human Resources (HR) materials - both online and print documents.

See Appendix G: SENATE RESOLUTION #41EC & #42EC

Responsibility: Office of the President, President Council on Diversity and Inclusion and Office of Equity, Diversity, and Inclusion

ACTION ITEM: COMMITTEE ON ACCESSIBILITY

In partnership with OEDI and PCDI, an invitation was extended to the Chair of the Committee on Accessibility (CoA), to increase dialogue and provide recommendations to facilities and planning on efforts to improve campus accessibility needs. Connection to facilities

Responsibility: Office of the President, President Council on Diversity and Inclusion

ACTION ITEM: COMMUNITY CONVERSATIONS

OEDI facilitated a total of six Community Conversation programs/trainings, ranging in topics from "Race" and "Belonging" to "Sexuality" and "Faith-Based Holidays."

Conversations were facilitated at both the Main Campus, as well as the Downtown Brockport Campus/REOC. A partnership with SUNY Geneseo allowed for conversations to be facilitated at respective campuses lead by partners of the other institution.

OEDI restructured the Opening Doors Diversity Retreat opportunity for College stakeholders. The revised structure and process incorporated an Opening Doors Scholarship Program, allowing for one faculty, one staff and two students to participate. The online scholarship application required all recipients to: (1) List learning goals for attendance and (2) Implement a project, research, and/or teaching related to the EDI Strategic Plan Goals upon return. During the fall 2018 semester, two students (graduate and undergraduate), one faculty and one staff attended the Opening Doors Diversity Retreat per the new college application process and structure.

Responsibility: Office of Equity, Diversity, and Inclusion and President's Council for Diversity

ACTION ITEM: BIAS RESPONSE SYSTEM

In support of the Bias Response System, Communications partnered with OEDI to develop posters to be distributed to all divisions, communicating the establishment and purpose of the System. Additionally, data is collected each semester (number of bias reports and reporting types/categories) and presented once a year to Extended Cabinet, Brockport Student Government, and College Senate for transparency, programmatic/training response, and institutional/community awareness. The Bias Response Coordinating Team (BRCT) and online Bias Response System (BRS) officially launched in January 2017. During the 2018-2019 AY, revisions were made to the online reporting webpage, resulting in:

1. Reporting system landing page
2. Additional referral resources, including FAQs
3. A statement on academic freedom
4. Revisions to reporting form verbiage

Subsequently, Communications and the CDO have partnered in the development of an online "Reportal" as a centralized hub for reporting all employee and student complaints of various nature, which will launch in 2019-2020. Information on the "Reportal" can be found: https://www.brockport.edu/support/issue_center/

See Appendix H: 18-19 Bias Reporting Data

Responsibility: Office of Equity, Diversity, and Inclusion; and Office of the President

CURRENT EDI PLAN OPPORTUNITIES (CHALLENGES) AND RECOMMENDATIONS

OPPORTUNITY 1: In recognition of the multiple EDI-affiliated formal Plans college-wide (Strategic Plan, EDI Strategic Plan, SPUR Plan, Dr² Plan, PRODiG Plans (2), Affirmative Action Plan), there is not an established, standardized data collection tool (platform) for stakeholders to submit annual updates which satisfy benchmarking expectations of one or more Plans.

- **Recommendation:** Work on ensuring that we use the same platforms to submit updates for all strategic planning documents, where appropriate and useful to do so.
- **Recommendation:** Collaborate with Provost, EMSA AVP for Planning, Assessment and Retention, and Affirmative Action Officer (AAO) to develop an agreed upon data collection timeline that allows synchronized reporting processes that build upon the data received during the prior Plan's submission timeline. If at all possible, a streamlined data collection tool (format) is recommended.

OPPORTUNITY 2: As EDI Plan Goal #3 references increasing access and attendance to EDI curriculum, programming, and/or trainings, we need better tracking information.

- **Recommendation:** Collaborate with divisional leaders to increase college expectation that stakeholder data should be collected (where possible) for all EDI programmatic and training opportunities afforded. This will allow for specific stakeholder strategies to be developed targeting less engaged areas on campus and community wide.

OPPORTUNITY 3: Partnering with OEDI, both PCDI leadership and IR personnel are listed as reviewers of EDI Plan submissions by college stakeholders.

- **Recommendation:** The CDO will convene with the new IR Director (IR PCDI representative) and Communications personnel (Machform) to obtain best practice recommendations. Once completed, the CDO will develop an agreed upon timeline with PCDI leadership (Chair) and collaboratively implement a pilot study of the formal review process that meets the satisfaction of all three stakeholder groups.

OPPORTUNITY 4: OEDI will seek to increase EDI Plan alignment college-wide and nationally.

- **Recommendation:** Collect, review and align response efforts of additional college climate assessment processes – “Great Place to Work,” College Exit and Stay Interview Data, NSSE, etc. In addition to alignment with national EDI best practice.

CURRENT EDI PLAN AMENDMENTS/REVISIONS

I. EDI Plan “Annual Benchmarks”

In review of all listed “Multi-Year Goals with Annual Benchmarks” (10) and “Potential Implementation Strategies” - suggested objectives (50), OEDI personnel have identified significant opportunities where Plan revision is necessary to increase clarity, efficiency and effectiveness (pages 15-21). Entering the third AY of a four-year plan, OEDI personnel recommend priority be centered on the revision of “Multi-Year Goals with Annual Benchmarks.”

II. New Plan-Owner Objectives

As cited, BASC, BSG, and REOC organizations have accepted the invitation as stakeholders of the EDI Strategic Plan. Per the revised 2019-2020 EDI Plan, objectives of all new plan-owners will be reflected, supporting each institutional EDI Plan Goal.

2019-2020 EDI STRATEGIC PLAN PRIORITIES

I. Inventory of Plan Aligned Efforts

In continuous effort to track and measure the efficacy of all college EDI efforts, priority will be given to divisional inventorying of currently implemented EDI programs, resources (funding), initiatives, strategies, etc. A comprehensive archival database of all EDI Plan aligned efforts will yield an institutional clearinghouse which can be used by fellow college Plan personnel and national accreditation reporting processes (Middle States).

The 2020-2021 AY will prioritize the assessment of inventoried EDI efforts benchmarked during the 2019-2020 AY.

II. EDI Goal #2: College and SUNY System Strategies (Plans)

In support of college and System priorities to increase underrepresented groups among employee groups and structures, foci will be placed on institutional Plans targeting the aligned outcome – PRODiG (2), the Affirmative Action Plan and the development of a Diversity Recruitment and Retention Plan (led by the Diversity Recruitment & Retention Specialist and Human Resources).

2019-2020 SELECTED PLAN OBJECTIVES

Aligning with foci of EDI Plan Goal #3, follow-up strategies will be benchmarked during the 19-20 AY.

In support of annual benchmarking expectations, and in conjunction with current college EDI trends and priorities, the following objectives (by goal) will serve as 2019-2020 Plan foci:

Goal 1: Achieve a Balance of Representation in Faculty and Staff

- B) Advertise Resources
- C) Market Strengths
- F) Diversify Search Committees (CE)
- H) Implement Mentoring (CE)
- K) Improve Accessibility
- L) Survey Newly Hired Faculty and Staff

Goal 2: Achieve a Balance of Representation in Student Body

- D) Communication Plan for Prospective Students (CE)
- F) Student Involvement High Impact Practices (CE)
- H) Space/Needs Analysis

Goal 3: Expand Attendance at and Access to EDI Curriculum, Programming, and/or Trainings

- A) Review General Education Requirements
- B) Review and Implement Online Diversity Modules
- F) Revise Annual Reports
- G) Encourage Revision of Review Documents

Goal 4: Build and Maintain an Inclusive and Positive Campus Climate

- B) Continued Prioritization of Accessibility in Classrooms and Course Materials
- G) Work with Village of Brockport
- H) Develop Outreach Plan to Alumni on EDI Initiatives
- I) Implement Outreach Plan to Alumni