



EQUITY, DIVERSITY, AND INCLUSION



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LETTER FROM PRESIDENT

Dear Brockport Community:

The academic year 2019-2020 was a particularly difficult one for our campus and our community. In January, changes in leadership of the Office of Equity, Diversity and Inclusion led to campus unrest and brought to the fore concerns regarding individuals' experiences within the community over time. Our current and past EDI efforts, while valuable and necessary, by themselves are not sufficient to bring about the changes needed for us to Build a Better Brockport. SUNY offered support for our intense work to address concerns and make needed improvements in our campus climate. As we began this hard but necessary work, a world-wide pandemic ensued, which affected all aspects of our academic enterprise, including moving to remote learning after Spring Break.

During this time, the campus has benefited from the support of Dr. Rodmon King, Chief Diversity and Inclusion Officer at SUNY Oswego, as well as Interim Chief Diversity Officer, Dr. Lorraine Acker, who has been instrumental in the reframing work that has been necessary to foreground and amplify our EDI efforts. I have asked Cabinet members to work with Dr. King to develop and operationalize plans to examine the structures, processes, and practices of each division through an EDI lens and build on the processes of change. I have confidence in the Cabinet, confidence in the leadership of the College at every level, and confidence that our students, faculty, and staff will be better supported in their individual and collective efforts as result of our ongoing commitment to EDI.

Central to the work of EDI is reframing our vision for EDI at Brockport. On March 25, 2020, Cabinet reviewed and endorsed a renewed vision for EDI, which is set forth below:

“The Office of Equity, Diversity, and Inclusion (OEDI) will act as a support structure to assist all areas of the campus to infuse EDI into their first line of thinking. The OEDI should lead on the process of training and development practices and work to ensure that we address issues of campus climate proactively. Within the OEDI, the CDO should act as a resource for our organization, assisting offices and divisions in their capacity building but also in ensuring that EDI is at the forefront of our thinking. The CDO should not be the most visible proponent of EDI—the one we point to or at—we should equally stand together. At the same time, we must avoid the diffusion that might come if we say ‘EDI is the work of everyone’ (so that we can avoid a situation where it becomes no one’s business by default). Within this structure, the CDO should act as a funnel to resources and as an agent of positive change, affirming best practices, helping us to address areas of improvement, and seeking to work with influence across the campus.”

We know that this work is not easy. It is not the responsibility of one department, one individual or one program. We must and will ensure that we address EDI proactively in all areas of our campus. We are seeing that individuals across our country—and beyond—are calling for action. We join in this action and are working actively to instill antiracism into our community: through education and training, through developing restorative justice practices, through continuous improvement of our policies, procedures and practices, and through partnership with organizations such as the Rochester Black Agenda Group, who recently declared racism a public health crisis. We signed that declaration, and we are working actively with our newly-formed Community Advisory Group, our longstanding Town-Gown Committee, College Senate, and others to champion and enact real change in our community.

Thank you for your interest in and commitment to, Building a Better Brockport.

Dr. Heidi Macpherson, President

LETTER FROM CDO

Dear Faculty, Staff, and Students

As we close out year four of the college's five-year diversity, equity, and inclusion strategic plan, we must acknowledge the challenges that our community has faced over the past year; while also reflecting on the significant advances we have made in our efforts to build a better Brockport.

This strategic plan progress report serves checks and balances for us to help identify both the progress we have made and to acknowledge the opportunities we have yet to achieve. While there is still critical progress to be made across all the college, I am pleased with the work that divisional leaderships have taken on this year to advance equity, diversity, and inclusion on our campus.

I took on the interim role as CDO during a very challenging time. The lack of trust, transparency, and accountability were reoccurring themes that were echoed throughout the spring semester. Students, faculty, and staff from all levels within the college shared experiences of bias and lack of inclusion on our campus. The work we needed to do as a college was vast, but not unattainable. I however did not anticipate the impact the COVID-19 pandemic, a global movement to dismantle structural racism, and the divisive political climate, all of which have forced us to think differently about the world we live in today.

Through it all, we continue to learn more about ourselves and the values we embody as a community. As a community, we have provided both leadership and support when called upon. We have showed up to for our community. Examples of our efforts include establishing funds to support our most vulnerable; attending to the mental and emotional needs community; and engaging in dialogue and action to ensure that issues of structural racism are made salient to the community.

The challenges of 2020 have reminded me of the critical work we must do together both in the short term and long-term to accomplish structural changes that would leave a lasting impact at our institution. Equity, diversity and inclusion is everyone's business; not just the CDO. We must be willing to hold ourselves and each other accountable for the building a community in which we can all thrive. The collective work we must do heal our campus will requires the courage of vulnerability. In her book, Daring Greatly, Brené Brown note that "vulnerability is the birthplace of innovation, creativity and change." Our vision of building a better Brockport will require all of us to think and act differently, even if we are uncomfortable.

I thank you all for the work you are doing to make equity, diversity, and inclusion a priority and for collectively working together to overcome our challenges.

Lorraine Acker, PhD
Interim Chief Diversity Officer

EXECUTIVE SUMMARY

YEAR THREE: Brief recap

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 2016-17, Brockport hired a full-time Diversity Recruitment & Retention Specialist (DRRS), responsible for leading institutional development efforts of a Diversity Recruitment and Retention Plan.

YEAR FOUR: Moving forward, evaluating outcomes and making course adjustments

In Year Four, we continued to embed EDI in the structures and processes of the college. Each division implemented new EDI plans with specific goals and documented strategies. By way of example: Human Resources developed a new onboarding platform for new employees; similar best practices were implemented within units across the college; deans, directors, and other division leaders began developing EDI plans for their areas. Year four was a period of intense action, assessment and recalibration. In addition to celebrating our successes, we gave close attention to areas where progress was lagging and made necessary changes. It was also a year rife with challenge. As the political climate and Social Justice Movements (including Black Lives, DACA, Me Too, etc.) escalated across the country, the national conversation around diversity, equity and inclusion became increasingly relevant. The change in EDI leadership and subsequent student protests calling for an end to racism on campus made for an emotionally challenging year. These events pointed up the dual reality that exists within our community and our country as a rising tide of progress is, at times, met with waves of opposition. The college's response to these difficulties and challenges has been a strengthening of resolve and a redoubling of efforts. As this report demonstrates, our campus community is moving ahead on many fronts and is successfully implementing scores of initiatives aimed at building a truly diverse, equitable and welcoming campus community.

SECTION ONE: SIGNIFICANT ACHIEVEMENTS OF YEAR FOUR

In 2019-2020, the college made some bold moves to reframe and restructure EDI for the campus. During this rebuilding phase we have the opportunity to both reimagine a comprehensive EDI structure that meets the needs of our campus and to build on the foundation of EDI practices. The ongoing restructuring and reimagining of Equity, Diversity and Inclusion is intended to address some widely-shared concerns from campus and community stakeholders. Brockport took a comprehensive approach to assessing the structure, work, and role of EDI on campus.

The first phase of the process included a robust and systematic evaluation of all EDI efforts including significant attention to the structural needs of the campus. The following are the six-EDI priorities of the restructuring process implemented in 2019-2020 (1) Developing Vision for EDI; (2) Conducting Divisional Self-Assessment of EDI Engagement; (3) Implementation of EDI Training & Development for campus; (4) Assessment of OEDI office; (5) Assessment and Review of President's Council on Diversity and Inclusion; and (6) Expand opportunities for student engagement at the Cabinet Level; including the implementation of Student Advisory Board.

In addition, the college received guidance from SUNY in relation to our campus EDI efforts, the "SUNY 5-Point Plan for EDI," which includes the following actions:

Action 1: External Support

Progress to date: In partnership with SUNY, Dr. Rodmon King, Chief Diversity and Inclusion Officer at SUNY Oswego, offered support throughout the spring 2020 semester. He served on President's Cabinet to help rethink the structure and strategic plan for the Office of Equity, Diversity, and Inclusion, in addition to providing guidance, direction, and support for the College's EDI efforts. His appointment was extended through December 2020.

Action 2: Revamping Bias Reporting Mechanism

Progress to date: The bias reporting mechanism, a presidential initiative, worked well when it was implemented initially in 2017, and we were able to track statistics regarding the types (i.e., graffiti/physical destruction of property; micro-aggressions; bullying; unfair treatment, etc.) and social identity categories (i.e., sex, gender, gender identity, race, national origin, ability/disability, age, etc.) of bias incidents reported. However, the planned training aspect of the mechanism was not operationalized as envisaged, and concerns arose that the reporting mechanism was being used to report conflicts other than bias. Additional outreach and training was required so that the campus community better understood the role and purpose of the bias reporting mechanism. In order to support student, faculty and staff better, SUNY Brockport developed an Issues Reporting Center that links to a wide range of areas for reporting concerns, from facilities to IT to Human Resources to University Police. For more information, follow this link:
https://www.brockport.edu/support/issue_center/

In addition, the bias reporting team was expanded in 2019-20 and members took part in additional training. For 2020-21, there are plans to create PSAs and to utilize social media to expand understanding and usage of the process.

Action 3: New Trainings

Progress to date: Equity, Diversity and Inclusion Training has been the focus of the President and Cabinet, with the overall goal of having EDI an ongoing topic of discussion at all Cabinet meetings. In 2019-20 Cabinet completed four modules on implicit bias training through the Kirwan Institute, undertook a series of common readings and completed exercises designed to get members to think individually and collectively about dominant group identities, including completing a social identity wheel activity and taking implicit association tests. Common readings have been part of our practice since Extended Cabinet was created. The following readings were completed in 2020:

- ““The Philosopher of #MeToo” by Maggie Doherty
- “Exploring Whether White Male Post-Secondary Presidents Respond to Racism” by Tenisha Tevis
- “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh
- “Mythbusters” by the Kirwan Institute
- “It’s Hard to see your Own Bias” By Dawn Albert
- “Decolonizing Diversity, Equity, and Inclusion Work: Why Our Beloved ‘Business Case for Diversity’ is a Problem” by Leigh Morrison

Each member of Cabinet also read *White Fragility* by Robin DeAngelo. VPs were charged with rolling out this initial training from the Kirwan Institute to their division leaders by the end of the semester, and supplementing the training with activities that focus on their particular divisional needs.

In addition, VPs assigned common readings to their teams, based on EDI principles. For example, EMSA read *Becoming A Student-Ready College*, an AAC&U publication. Two of the leading authors of the book are Tia Brown McNair, who is the VP of Diversity, Equity and Student Success at AAC&U, and Susan Albertine, formerly the VP. Each week, a group of 3-4 individual directors presented on an assigned chapter, answering a set of six questions related to identifying opportunities for improvement, redefining practices and policies, and the creation of a shared vision. The Divisions of Advancement, Administration and Finance, and College Communications read *Set for Inclusion* by Mason Donovan and Mark Kaplan.

In addition to the training currently being undertaken, we have renewed our efforts on the comprehensive, across-campus online training for students, faculty, and staff through Everfi. We have already rolled out the Everfi sexual harassment and anti-bias training to all campus employees. OEDI in partnership with PCDI was able to complete the customization for two EDI training via the Everfi training platform.

Action 4: Demographic Review

Progress to date: Annually, the College produces an Affirmative Action Plan that sets “placement goals” (not quotas) for departments that are not as diverse in terms of ethnicity and/or gender as they might be, given demographic data. Two departments had placement goals in 2019-20: Psychology and Social Work. We also had placement goals for non-tenure-track faculty, and UUP professionals or Management Confidential employees at SL-3 and SL-4 levels. Finally, we had a placement goal in relation to entry level service maintenance jobs. Placement goals refer to plans to expand the diversity of our employment base to match the available workforce. The analysis is done by an external company.

In 2019-20, we had a total of 87 departments on campus, with around 1400 employees. According to HR records, two academic departments on campus had no racial or ethnic diversity in 2019-20 (Philosophy, with 7 employees, and Sociology, with 11). One additional Academic Affairs department, Scholar and Grant Development, with 4 employees lacked racial or ethnic diversity. Three EMSA departments lacked racial or ethnic diversity in their full-time teams: Campus Recreation (15 employees), University Police (21) and Student Accessibility Services (4). Six non-student facing Administration and Finance Departments lacked racial or ethnic diversity: Budgeting (3 employees), Human Resources (17 employees), Procurement and Payment Services (8 employees), Printing Services (4 employees), Mail Services (4 employees), and Environmental Health and Safety (2 employees). College Communications lacked ethnic or racial diversity in its full-time team.

Some of these areas (Campus Recreation, University Police) hire a number of student workers, and in these two departments in particular, successful efforts have been made to hire under-represented students, who are employed at higher percentages than our overall student body. Similarly, strong efforts have been made in relation to student employment through residential life. Diverse recruitment will be a major focus for 2020-21 and beyond.

Action 5: Additional community conversations

Progress to date: We are committed to holding additional Community Conversations¹ to hear issues and concerns that need to be resolved and to rebuild trust in our community. In Spring 2020, these were impacted by our move away from face-to-face learning. We held our last face-to-face community conversation of the year on March 5, entitled “Our Value is Real”; it was intentionally restricted to students, faculty, and non-management staff. Administration was asked to attend a second Community Conversation on March 26 as a bookend to the first. Sadly, this conversation was postponed due to COVID-19 restrictions.

Thus, OEDI explored other ways to keep connected with our academic community. These included the following:

¹ Our Community Conversations series was first launched in 2015; the last few years have seen a decline in attendance, but we are actively working on reinvigorating the approach, content, and marketing of the series.

- Virtual Office Hours: dedicated hours to chat with students or allow students to meet virtually
- Organized Topic Cafes (topics under discussion include Mental Health, Affirmations and Positivity Across Diversity, Balancing New Demands)
- Themed social media days: Motivational Monday, etc.

Where webinars exist, we actively pursued participation. These included the following:

- ACE Engage Webinar, [DEI and COVID-19: Implications and Strategies for Institutional Response](#) on April 2
- The 2020 Indicators of Higher Education Equity in the U.S. Report & Shared Dialogue event on May 5
- The Chamber of Commerce’s event, “Community Conversations: Racism, Black Lives Matter, & Policing” on June 11

The college also held three Fireside Chats with our donors and friends and an EDI Town Hall for our alumni. We also continue to engage with our Town-Gown Committee, co-chaired by the Mayor of Brockport and the President Macpherson. It includes faculty, staff, and students from the College, along with alumni, emeriti, school district leaders, elected officials, the chiefs of both the Village and University Police, landlords, non-profit leaders, and members of the Chamber of Commerce. We had intended to convene a panel of students to attend the spring meeting to discuss their experiences of living in the village, but COVID-19 changes have delayed this planned meeting. However, the CDO was able to speak with the Village Police Chief about EDI concerns and best practices in policing in a virtual meeting.

Other significant achievements in year four includes:

Brockport PRODiG Steering Committee

In 2019-2020, SUNY Brockport created the PRODiG (Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth) Steering Committee. This committee was created to further support the larger SUNY PRODiG Program to improve recruitment and retention of under-represented minority faculty (URM) as well as women in STEM. The committee was specifically developed by the Provost and will serve to provide guidance on how Brockport can better address and support the needs of URM faculty. The committee will work on topics that include creating a more diverse, welcoming and supportive atmosphere for faculty and staff at SUNY Brockport. This will be accomplished by evaluating faculty recruitment, retention, hiring, tenure, promotion and pipeline data and initiatives on campus.

The National Center for Faculty Development and Diversity (NCFDD) Institutional Membership

In the Spring 2020, the Provost purchased a campus membership to the National Center for Faculty Development and Diversity. The NCFDD is a nationally recognized, independent organization that provides online career development and mentoring resources for faculty, post-docs, and graduate students. During the Summer of 2020, specific individuals tested the various components of the program. Campus wide launch of NCFDD will occur in Fall 2020.

Community Advisory Board

SUNY Brockport Community Advisory Board (CAB) was established in the Spring 2020 and is composed of individuals from across both our campus and the Greater Rochester area. The committee charge is as follows: “To develop and enhance relationships between SUNY Brockport and the Greater Rochester community through actively addressing issues of common concern, including, but not limited to, equity, diversity and inclusion; communication; community involvement; academic outreach, and economic development.”

Annual Diversity Conference

The 19th Annual Diversity Conference took place on October 17, 2019. The conference theme, “Creating and Sustaining an Inclusive Community,” emphasized the actions of Respect, Compassion and Open-mindedness in creating a stronger and more positive learning, working and living environment for all Brockport students, faculty, staff (including individuals at the Brockport Downtown location, REOC, and Visual Studies Workshop) and the community.

2nd Annual Interfaith Service

The 2nd Annual Interfaith Service focused on a special presentation to honor individual faiths and the unity of these communities. It included a remembrance of the many lives lost in faith-based attacks. The event was hosted by Brockport Student Government and the Office of Equity, Diversity and Inclusion.

Student Advisory Board

The Student Advisory Board was launched in the in the Spring 2020. Over 45 students applied to serve on the advisory board. The purpose of the Board is to provide recommendations to the Chief Diversity Officer and the Office of Equity, Diversity, & Inclusion on issues affecting students pertaining to diversity, OEDI programs, and the College. A total of 16-students were selected to serve on the board. These students represented a wide spectrum of the student body. The advisory board will: (1) serve as liaisons between the OEDI and the broader campus community through open, respectful, and on-going communication between the Board and the Office and (2) Be actively invested in issues related to equity, diversity, and inclusion and willing to learn institutional policies and regulations in order to produce strategies and recommendations to solve campus problems.

EDI Fundraising Campaign

The Golden Eagle Opportunity Fund (student emergency grant fund) was established in response to COVID-19. More than \$69,000 was raised, allowing for attainment of an additional \$50,000 match from the SUNY Impact Foundation, and more than 170 students received grants. These funds have allowed students facing unprecedented hardships to continue their education and the pursuit of their professional aspirations. The GEOF has awarded more than \$51,000 in emergency grants to around 200 students, directly providing the means necessary for them to continue their education in a time of unexpected financial hardship. From spring of 2020 through June 30, the GEOF awarded 175 grants totaling \$36,275.25 in award funding. The fund continues to grow through faculty, staff, and alumni donations.

New-Employee Onboarding Portal

Human Resources launched the onboarding portal through EagleEmploy will go live for new professional hires on June 1, 2020. EagleEmploy is an effective onboarding process attracts and retains top talent, engages employees from the start, builds trust and alignment, creates connections between employees, encourages open communications, and supports longevity of employment.

Talon Academy

The Talon Academy was created to support and guide men of color in their pursuit of personal and academic success. Terrian Garvis, who was hired in the summer of 2020 to serve as a transition and success coordinator in Brockport's Academic Success Center, will lead the Talon Academy as part of his responsibilities. The Academy's mission is to enhance the graduation and success rates for participants through academics, enrichment, and encouragement and has three program goals:

- Academic Success: Define and increase the academic success and persistence for our men of color through engagement, support and intentional programming.
- Mentoring: Improve sense of belonging and support systems for men of color on campus and within the local community.
- Leadership Development: Increase access and participation to high impact practices that are associated with increased satisfaction, learning, sense of belonging, and persistence to successful goal completion – such as Brockport's award-winning Leadership Development Program.

Proud Eagle LGBTQIA+ Pilot Program

Proud Eagle LGBTQIA+ Pilot Program was offered for the first time this year. Proud Eagles is a component of the Leadership Development Program open to all students currently enrolled in a certificate. This program is designed to provide support and education for students who identify as members of the LGBTQIA+ and allied communities. At the conclusion of the academic year, successful participants will earn the Proud Eagles Designation on their Leadership Development Program Certificate.

Tunnel of Oppression

The Tunnel of Oppression is an interactive event that highlights contemporary issues of oppression, designed to introduce participants to the concepts including but not limited to oppression, privilege, and power. Tunnel guides participants through a series of scenes that aim to educate and challenge them to think more deeply about issues of oppression. Tunnel strives to give people a way to experience oppression in a hands-on way. Provided at the end of the tour, participants are given an opportunity to discuss their experiences with each other. Facilitators help participants reflect on their experiences and put their newfound knowledge to use in their everyday lives. This year's program saw an increase attendance of 59%.

SECTION TWO: OVERARCHING STRATEGIES

In academic year 2019-2020, the Interim CDO partnered with Dr. Sara Kelly and Dr. Rodmon King to streamline the EDI Strategic Plan reporting for AY2019-20. This process included developing clearer measures of success for each goal, meeting with division leaders to review their individual plans and developing a process to better track data for each division. This work was deliberately collaborative, to ensure that divisional reporting was accurate, comprehensive, and related to the specific foci of the plan. Additionally, a new section was added to the report, called “Department Spotlight” to highlight areas of particular success. Since much of the work that the College had been doing on EDI had not been widely shared previously, we are making a concerted effort to communicate better the goals, strategies, achievements and challenges we face.

During the 2019-2020 academic year, benchmarked progress of objectives and correlating goals were tracked for plan alignment. Per goal, the following objectives were selected for progress benchmarking and 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. CE stands for “Continuous Expansion.”

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

- 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

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

Divisions, departments, and units were asked to report on the following EDI objectives: C) Market Strengths; F) Diversify Search Committees (CE); H) Implement Mentoring (CE); K) Improve Accessibility; L) Survey Newly Hired Faculty and Staff

ACTION ITEM: Market Strength

College Communication focused this year on promoting scholarly work to the greater community via public relations and communication to internal and external constituents. In FY20 there were 44 articles submitted to *The Daily Eagle* that were diversity related, including awards, professor and professional staff accomplishments, training, and employment. In addition, College Communications was actively engaged in opportunities to market and communicate EDI initiatives, including:

- Worked to better promote diversity through a redesign of the OEDI website.
- Set up EDI Training webpage.
- New initiatives were announced on the College's homepage as well (i.e. PRODiG).
- Built the "Building a Better Brockport" website and made it prominent on the College's homepage.
- Reworked the Bias Reporting System on the Web to create the Issue Reporting Center.
- Developed Marketing Communication Plan for the EDI Champion Awards, making sure that students, faculty, staff and administration were aware of the awards and ways to nominate themselves or others for the award.
- Developed Marketing Communications Plan for the Unity Trip and Diversity Conference and partnered with OEDI to promote other events and activities on the website and in social media.
- Promoted events and achievements on social media accounts, including: Veterans Day, Juneteenth, Pride Month, #interrupracism, Dr. Martin Luther King, Jr. Lecture, Diversity Conference & Keynote Francisco Cantú, Constitution Day, 40th Anniversary of the International Special Olympics at Brockport, #EagleEmployed, and History graduate student Harry DeVoe who created a podcast about the Civil Rights movement, among others.

Responsibility: College Communications

Evidence: [The Daily Eagle](#) and [The Port](#)

ACTION ITEM: Diversify Search Committee

Human Resources undertook a comprehensive review of the recruitment and retention process which included using IPEDs Data proactively to inform our overall recruitment focus around building our pipeline of diverse applicants. The entire process has been mapped in order to identify specific steps in the process where we can be more purposeful from an EDI perspective. This will allow for a more targeted approach specifically around advertising and our Diversity Recruiter's plans for outreach and relationship building. As part of this, HR also will also continue to eliminate unnecessary process steps for our hiring managers, and we are revamping our Search Committee Training. Instead of an open enrollment approach, where individuals attend a 3-hour training regardless of whether they are in a current search, HR will be providing "just in time" training for all search committees as they commence their work.

Responsibility: Human Resources

Evidence: [Diversity Recruitment Plan](#)

ACTION ITEM: EagleEmploy – Onboarding Portal

The new onboarding portal, EagleEmploy, launched in FY19-20. The HR team spent the year building and designing the onboarding portal, developing the professional onboarding workflow, testing, receiving feedback and making adjustments. HR presented to the President's Cabinet and provided training to various campus departments. The new onboarding portal will provide newly hired faculty and staff a better overview of SUNY Brockport. When an individual accepts an offer with our College, both the new hire and the supervisor receive an email with a link to our new and improved Onboarding Portal. The portal provides a comprehensive overview of SUNY Brockport, our leadership, our Vision, Mission and Values, Equity, Diversity and Inclusion resources and information regarding the Brockport and Rochester community. The onboarding system will send surveys to new hires at their 3, 6 and 10 months of employment to gather details about their experiences and any additional support that may be needed. This information will be provided to HR and HR will follow up to ensure ongoing support during the first year and focus on our retention initiatives.

Responsibility: Human Resources

Evidence: EagleEmploy PowerPoint Presentation

ACTION ITEM: PRODiG

One major area of accomplishment in 2019-20 was leading the college efforts on the SUNY PRODiG programs. During the summer of 2019 the provost worked with the Chief Diversity Officer, Human Resources Director, AA Officer and Diversity Recruiter to compile the metrics and write the report that resulted in a successful application for four PRODiG faculty for 2019-2023. This work also resulted in the creation of a new PRODiG Steering Committee which began meeting in the spring of 2020 right before the pandemic pivot. The charge of the committee is to provide guidance to the Provost and Academic Affairs division by suggesting ways to create a more diverse, welcoming and supportive atmosphere for faculty and staff. This will be accomplished by evaluating faculty recruitment, retention, hiring, tenure, promotion and pipeline data and initiatives on campus. Brockport's Diversity Recruiter and Chief Diversity Officer serve in an advisory capacity to this committee. In addition to the PRODiG faculty funding and steering committee, Provost Heyning led efforts for a SUNY PRODiG Fellows program during 2019-20. This work resulted in PRODiG fellows, who are either URM or WSTEM pre or post-doctoral candidates, on ten of the thirteen regional comprehensive campuses in the SUNY system for two-year contracts. Brockport will be joined by one PRODiG Fellow in 2020-22 who is an ABD candidate in chemical engineering at the University of Buffalo.

Responsibility: Academic Affairs

Evidence: Academic Affairs Annual Report

ACTION ITEM: Improve Accessibility

College Communications have actively trained staff on accessibility standards and communicated to campus the importance of making their information accessible.

- 100% of College Communications videos on Facebook and YouTube are closed captioned.
- 100% of College Communications social graphics created in-house are color contrast accessible. Whenever possible, graphics built in-platform (such as Instagram) also adhere to color contrast best practices, but certain features within the platforms themselves do not meet color contrast accessibility requirement.
- Working on keeping our website accessible
 - making sure color contrast is passing WCAG 2.1 AA
 - working with 3rd party apps to test for accessibility
 - testing any third-party pages when links are requested on the website
 - making sure videos have captions when a request comes in to put a video on our site
 - adding alt tags to images added to webpages
 - limiting text in photographs to ensure a readability of our web pages by a screen reader
 - Testing New Projects being launched for usability and accessibility including: Virtual Tour, Map Updates, and COVID Screening App

The Director of Capital Projects (New Construction and Renovations) is a member of the Accessibility Committee to ensure all new construction and renovations comply with current ADA guidelines. The Director of the Physical Plant (ongoing campus maintenance, grounds, transportation and parking) has implemented maintenance, cleaning and snow removal schedules that ensure the campus is accessible for all students and employees during our core operating hours. Accommodation request process has been revised to go through HR ADA Co-Ordinator versus Divisions.

Responsibility: College Communications and Administration & Finance

Evidence: College Communications Annual Report

The Committee on Accessibility (CoA) worked closely with Facilities, the Office of Diversity, Equity, and Inclusion (OEDI) and other relevant offices to address physical accessibility issues on campus including:

Issues with Accessible Parking on campus; Classroom seating, Snow removal issues; Communication about elevator outages (The RAVE system will now be used to communicate elevator outages.); Campus Signage - CoA purchased new stickers for the accessible doors on campus with updated branding and a QR code; Best Practices for Accessibility at Campus Events (CoA explored recommendations for increasing accessibility at campus events); Wheelchairs at Diversity Conference - CoA collaborated with OEDI to ensure that wheelchairs were available at the Diversity conference for attendees who might need them.

In addition, Disability Studies minor was implemented in Fall 2019. The program is housed in the Department of Women and Gender Studies. A total of three students were registered for the minor at the start of Fall 2019, and 15 were registered in Spring 2020. Preliminary exploration of graduate certificate in Disabilities Studies commenced.

Responsibility: Committee on Accessibility

Evidence: CoA 2019-2020 Annual Report

Goal 2: Achieve a Balance of Representation in Student Body

Divisions, departments, and units were asked to report on the following EDI objectives:

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

ACTION ITEM: Communication Plan for Prospective Students

Advancement and Admissions work together each spring and summer as the incoming class of first year students decide on Brockport as their school of choice. Admissions seeks a diverse group of alumni in cities across the state to join accepted students and their families at these receptions.

Specifically, in relation to admissions, a great deal of work has been undertaken:

- Recognizing a lack of diversity within our recent searches for new Admissions Advisors, Admissions piloted an internship program that created both a graduate and undergraduate internship within the office. This program has been highly successful as we were able to offer two internships in spring 2020.
- The office also refined efforts to strengthen working relationships with school counseling staff in high schools that have very diverse populations (by using NYSED data). Completed events include College information sessions, EOP counseling trips (jointly conducted by UG Admissions, Financial Aid, and EOP), Financial Aid literacy presentations, and school counselor events. Prospective and admitted student bus trips were unfortunately cancelled in spring 2020, due to COVID-19.
- An action plan was developed and provides opportunities for admissions advisors to reach out to community leaders or non-profit organizations in areas of the state that have a large minority population. Our platform of partners includes OneGoal, CACNY, GearUp, and the College Bound Initiative.
- A communication plan was also developed to highlight and promote initiatives around EDI. This included purchasing names of prospective students that serve our diversity mission.
- We have reviewed admissions and enrollment processes by examining the following:
 - Compare percentage of EOP applicants to funded EOP seats to inform advocacy efforts.
 - Review and continue to offer acceptance to EOP applicants who meet regular admissions standards.
 - Continue to review and coordinate transitional programming for first year and transfer students.
 - Aspire to hire more professional staff with multi-lingual capabilities in the areas of recruitment, enrollment, and advisement to increase the likelihood of being able to communicate well with parents or guardians who are speakers of other languages.

Our 2019-20 admissions reports showed an across-the-board increase in the metrics related to students of color in the top 25% of their class who applied, were accepted, and paid a deposit against last year's figures.

Responsibility: Admissions

Evidence: EMSA Annual Report

ACTION ITEM: Student Involvement in High Impact Practices

In 2019-2020, baseline data for the following Co-Curricular High Impact Practices (CHIPs) was collected: Healthy Campus, Athletic Teams, Student Organizations, and Community Service. The oversight departments identified metrics and data sources, as well as compared to national best practices and model programs over the course of last year. The four main metrics are engagement, satisfaction, learning and retention. A major focus of the CHIPs process includes analysis of different demographic groups to ensure that programs are meeting the needs of our diverse student body, determined by assessment data. Initial review of data indicates that each of the CHIPs has yielded positive results. As a two-year process, the 2020-2021 year will focus on improving programs based on this year's analysis and closing gaps.

2019-2020 was intended to be a program development, baseline data collection phase.

Intercollegiate Athletics provided the following summary of their CHIP data. The other CHIPs will have more data by their June 2021 deadline.

Engagement:

- Giving back to the Brockport community is an important part of the Brockport Athletic culture. All Brockport teams and student-athletes participate in an array of annual events in addition to individual team service projects. Some of the most impactful have been the annual Leaf Raking and Canned Food Drive, Bears and Blankets Night, as well as Dancing with the Athletes. More than just giving back, Brockport student-athletes take part in other aspects of campus life, with 68% of senior student athletes reporting that they participated in campus organizations and events outside of athletics.

Satisfaction:

- Annual and longitudinal data supports the overall satisfaction with Brockport student-athletes and their experience at Brockport. Over 80% of student-athletes reported their coaches provided strong support of their academic performance, while 93% of senior student-athletes would encourage other student-athletes to attend Brockport.

Retention:

- In every comparison by gender, class year, and ethnicity, Brockport student-athletes are persisting at a rate higher than non-athletes. Overall persistence rates for underrepresented minorities is 85% for athletes vs. 77.5% for nonathletes. Another notable example is with first year students. 2018-19 student-athletes posted an 88% persistence rate and GPA of 2.93 versus non-athletes with a 69.2% persistence and 2.72 GPA. That pattern continues in GPA and expands with persistence rates during junior and senior years.

Learning:

- College education takes place inside and outside the classroom. While it is difficult to quantify the life-skills honed on the playing field, over 95% of senior student-athletes reported that Brockport provided them with leadership and life skills that would impact them beyond their playing days. In strictly academic terms, Brockport student-athletes are achieving high marks and earning higher GPAs by gender and in most majors.

To better achieve accurate data on the number of students involved in HIP courses, Academic Affairs conducted a review of all courses labeled as internship, service learning, field study, clinical placement or practicum marked in Banner with a SUNY derived definition. This allowed for an understanding of how many undergraduate and graduate students were enrolled in these types of courses and to collection of baseline data. About 39% of all undergraduate students participated in a

HIP course in the spring of 2019 and 37.3% in the fall of 2019. On the graduate level about 17.5% participated in a HIP course in the spring of 2019 and about 18.1% in the fall of 2019.

	Spring 2019	Fall 2019
Undergraduate	Internships: 12% Service Learning 7.2% Field Study 0.3% Clinical Placements 7.9% Practicum Placement 11.6%	Internships: 10% Service Learning 6.1% Field Study 0.5 % Clinical Placement 8.7% Practicum 12%
Graduate	Service Learning 3.8% Field Study 0% Clinical Placement 9% Practicum 4.7%	Service Learning: 9.7% Field Study 3.3% Clinical Placement 0.5% Practicum 4.6%

In addition to tracking the courses labeled as internship, service learning, field study, clinical placement or practicum, Academic Affairs also counted the number of graduate and undergraduate students participating in international and domestic travel or exchange programs for winter, spring, summer and fall, 2019. Winter and Summer terms were considered since they may represent a better time for some students to take advantage of these opportunities. In spring 2019 about 1.8% of our undergraduate students participated in these programs and in fall 2019 about 1.2% of our undergraduates participated. Graduate student participation in study abroad was almost zero. Perhaps unsurprisingly, a notably larger percentage of students enrolled for winter and spring are registered in international and domestic travel or exchange programs, 14.1% and 6.4%, respectively.

Term	Undergraduate	Graduate
Fall 2019	79 or 1.2%	0
<i>*Summer 2019</i>	90 or 6.4%	11 or 1.4%
<i>*Spring 2019</i>	115 or 1.8%	1 or 0.1%
Winter 2019	119 or 14.1%	0

**Summer 2019 and Spring 2019 are presented to show overall tracking trends*

Responsibility: Enrollment Management & Student Affairs & Academic Affairs

Evidence: Annual Report

The Academic Success Center collaborated with campus constituents as appropriate to facilitate engagement with sub-populations (i.e. Exceptional talent, athletes, Emerging Scholars, First Generation).

- Emerging Scholars and Exceptional Talent students typically enter with lower high school GPAs and require additional academic support. Last year, College Senate approved the requirement of a 3 credit APS class so both groups now must go through a mandatory 3-credit graded APS class that is designed to assist their transition and learning development.
- Exceptional Talent tutoring and developmental class support has been centralized and is integrated into the ASC-Tutoring center.
- Increased engagement with first generation students and their families has been launched to assist in their understanding of policies and create a network of support. Sessions and tabling were offered at summer orientation, and ASC created the First-Generation Website with an optional mentoring program.

The Academic Success Center also collaborated with the Office of Equity, Diversity and Inclusion as well as Advancement to choose a book for the Community Reading assignment as well as keynote speaker for the Diversity Conference. The chosen book focuses on themes from both the APS class and Better Community Statement (Values, Community, Overcoming Challenges, Learning and Growth). A series of programs based on these themes were also offered including 7 on campus events with an average of ~100 students at each event throughout the Fall semester. The book and its themes are also used throughout the Academic Planning Seminar class to engage students in conversations as they are required to reflect on the programs they attend. In addition, the Better Community Statement was used as a basis for training and programming, specifically for the APS community reading book and as an area of emphasis at New Student Orientation where students sign the pledge and receive their challenge coin.

Responsibility: Academic Success Center

Evidence: EMSA Annual Report

ACTION ITEM: Space/Needs Analysis

The Division of Administration and Finance continues to review the JMZ report on space utilization, and the Space Management Policy was ratified in October 2019. Work continues on ensuring that the campus is accessible, with the North Campus Revitalization Project planning complete in 2019-20, with construction commencing in 2020-21.

Responsibility: Administration and Finance

Evidence: https://www.brockport.edu/support/policies/adopted/af_finance_space_management.html

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;
- B) Review and Implement Online Diversity Modules;
- F) Revise Annual Reports;
- G) Encourage Revision of Review Documents

ACTION ITEM: Review General Education Requirements

During AY19-20 College Senate approved the following EDI Resolutions:

I. Disability Statement Revision – Resolution 2019-20 #1

The College at Brockport, State University at New York is committed to fostering an optimal learning environment by applying current principles and practices of equity, diversity, and inclusion. If you are a student with a disability and want to utilize academic accommodations, you must register with Student Accessibility Services (SAS) to obtain an official accommodation letter which must be submitted to faculty for accommodation implementation. If you think you have a disability, you may want to meet with SAS to learn about related resources. You can find out more about Student Accessibility Services at https://www.brockport.edu/life/accessibility_services/, or by contacting SAS via sasoffice@brockport.edu, or 585-395-5409. Students, faculty, staff, and SAS work together to create an inclusive learning environment.

II. Alternatives to EDI 601 in EHD Graduate Programs (2019-20 #17)

In addition, Senate passed a resolution to expand EDI courses offered to graduate students. The resolution now includes 8-additional course offered to graduate students. EHD currently uses one diversity course (EDI 601) for all of our graduate programs. As our programs grow, we are finding that some students get closed out of those sections and have limited other options. This proposal seeks to expand that requirement to include courses from other departments that meet the same objectives. This will provide students with additional choice and a potentially shortened time to degree.

- III.*** Senate recertified all the “1” coded courses in 2019-20. During 2019-2020, following the ratification of the new diversity SLO, faculty were offered training via CELT in the new requirements and in order to receive assistance with the process. Two in-person trainings were held in Fall 2019. The diversity code was originally scheduled to be recertified in 2022, but there are now plans to move that recertification process to 2020-21, as per the Senate resolution.

Responsibility: College Senate

Evidence: https://www.brockport.edu/support/college_senate/

ACTION ITEM: Review and Implement Online Diversity Modules

Training and Development continues to be one of the core areas by which to educate the campus community on topics related to Equity, Diversity and Inclusion. In AY19-20 OEDI completed the development of a [training request portal website](#) located on the OEDI website for faculty/staff and students' groups to request a training.

In addition, OEDI collaborated with members of PCDI engaged with EVERFI to discuss the launch of a multi module training initiative that includes faculty, staff and students on the issues of diversity, equity and inclusion. This collaborative effort led to customization of content within the modules for each of the trainings. OEDI also worked with the College Everfi/Foundry Team to schedule training launch for Fall 2020.

- **Diversity in the Workplace (Faculty/Staff Module)**

This diversity and inclusion training in the workplace use the stories of real people to explore concepts such as identity, power, and privilege, to help us communicate more effectively and promote mutual respect in the workplace.

- **Diversity, Equity & Inclusion (Student Module)**

This training engages students in creating respectful and inclusive campus communities. The training defines, contextualizes, and builds understanding of identity, power, privilege, and oppression. It shares strategies for strengthening allyship, engaging in respectful communication, fostering self-care, and creating inclusive spaces.

Responsibility: Office of Equity Diversity and Inclusion

Evidence: OEDI website.

*EDI Objectives F) Revise Annual Reports; G) Encourage Revision of Review Documents were not completed in 2019-2020 due to COVID-19. Consultation with UUP is needed prior to implementation of any changes to faculty review documents.

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

Divisions, departments, and units were asked to report on the following EDI objectives:

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

ACTION ITEM: Continued Prioritization of Accessibility in Classrooms and Course Materials

- *See Goal 1: (Improve Accessibility)*

ACTION ITEM: Work with Village of Brockport

We also continue to engage with our Town-Gown Committee, co-chaired by the Mayor of Brockport and President Macpherson. It includes faculty, staff, and students from the College, along with alumni, emeriti, school district leaders, elected officials, the chiefs of both the Village and University Police, landlords, non-profit leaders, and members of the Chamber of Commerce. The CDO was able to speak with the Village Police Chief about EDI concerns and best practices in policing in a virtual meeting.

President Macpherson took part in a Village of Brockport town hall on COVID-19 and the quarantining of study abroad students.

Responsibility: Office of President

Evidence: Town-Gown Committee Minutes

ACTION ITEM: Develop Outreach Plan to Alumni on EDI Initiative

Advancement works with our friends at the M&T Bank Foundation to secure funding each year to support both the Diversity Conference and the Summer Reading program. While M&T has cut back sharply on the grants it provides in the greater Rochester community, including other opportunities at Brockport, they have maintained their commitment to these two programs at the \$20,000 level.

In 2019-20, the Advancement Cabinet (VP and Directors) instituted a framework for Divisional EDI Planning, including identifying key processes and engagement opportunities within the Division and putting together a content sequence, process analysis, and innovation plan for 2020-21. In June 2020, Advancement hosted a Town Hall meeting with President Macpherson, Rodmon King, Lorraine Acker, and alumni and friends from around the country to discuss the College's evolving EDI plans.

Each year, the Brockport Foundation provides more than \$1 million in support in the form of scholarships, prizes, undergraduate research awards, and more for all students at the College, including students from diverse backgrounds. It is hoped that this coming October will mark the fifth consecutive year that Advancement and Academic Affairs have partnered on a trip to take 30-35 students – 30-40% of whom each year are students of color – to meet and network with successful alumni leaders in the Manhattan area. Students who have attended call it a life-altering experience and the best thing they have done at the College. Plans may need to be put on hold depending on COVID-19 restrictions.

Advancement and Admissions work together each spring and summer as the incoming class of freshmen decide on Brockport as their school of choice. Admissions seeks a diverse group of alumni

in cities across the state to join accepted students and their families at these receptions.

Because of issues with funding the past two years, the EOP sought support for students in need. The Foundation stepped up both in 2018-19 (\$30,000) and again in 2019-20 (approximately \$5,000) when other sources of funds were not available.

The VP for Advancement spearheaded the nomination of 1870 alumna Fannie Barrier-Williams for induction into the National Women's Hall of Fame.

Responsibility: Advancement

Evidence: Annual Report

ACTION ITEM: Implement Outreach Plan to Alumni

The Division of Advancement began the process of initiating a new position -- Coordinator of Advancement Diversity Initiatives -- to support Alumni Engagement and Annual Fund programming and fundraising. Candidates were being interviewed but the position was frozen when COVID-19 struck.

Advancement team hosted 50+ events, which included 4,937 alumni and friend participants. The offerings incorporated community service, educational, general, family-oriented, affinity groups, sports-related, arts, generational, and others. There was a significant drop in attendance from the previous year due to more than 25 events canceled due to the COVID crisis. In addition, the Advancement increased the number of alumni stories and content on web and via digital media outlets. (15 alums featured in Port stories)

Because of the success of the NYC trips, Advancement planned a second trip in 2019-20 to Washington, DC, that was scheduled for April 2-4. It was going to be modeled after NYC and also would include engagement with the Washington Program participants. Unfortunately, it had to be cancelled because of the COVID-19 outbreak.

For the first Unity Trip in 2019, Advancement provided funding. For the 2020 trip, staffing and additional support in terms of alumni engagement and funding were expected to be provided. Sadly, the trip was cancelled because of COVID-19.

Responsibility: Advancement

Evidence: Annual Report

DEPARTMENT SPOTLIGHT

- The Department of Nursing has 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. We are one of only 43 recipients of the 2019 Health Professions HEED Award. The annual December Health Professions HEED Award issue of INSIGHT Into Diversity magazine featured the recipients of the 2019 Health Professions HEED Award. We are proud of the work that the Department of Nursing has accomplished in order to be awarded the 2019 Health Professions HEED Award, as our campus truly exemplifies “excellence in diversity.”
- CSTEP
The CSTEP program has been awarded another 5-year grant totaling \$780,000. This means that 78 students per year will be supported by the program, which has an almost 35-year history at our college.
- The College’s Institute on Movement Studies for Individuals with Visual Impairments won The Corrine Kirchner National Research award from the American Foundation for the Blind.
- The Department of African and African-American Studies, in collaboration with BSG and OEDI, hosted the Annual MLK Lecture - On February 3, Dr. Angela D. Sims delivered the College’s annual Martin Luther King, Jr., Lecture. Dr. Sims is the first female President of Colgate Rochester Crozer Divinity School and is the author and co-author of several books. A renowned Womanist scholar, Dr. Sims’ research and writing focuses on ethical complications related to lynching and issues of poverty. Her speech was titled, "Creating and Maintaining the Beloved Community." Begun in 1985, the purpose of the Dr. Martin Luther King, Jr. Memorial Lecture is to bring a scholarly examination of some aspect of the African American experience to Brockport and the surrounding community.
- EMSA Assessment Team was awarded the SUNY Outstanding Student Affairs Program Award and the NASPA Excellence Award
- The Inaugural Lavender Ceremony was recognized in the area of International, Multicultural, Cultural, Gender, LGBTQ, Spirituality, Disability, and related award category. The award application highlighted feedback from attendees, the incredible cross-divisional collaboration that ensured the ceremony’s success, and the support and authenticity exuded during the planning process and at the actual event. It emphasized the great work that is being done at The College of Brockport to continue to Build a Better Brockport and celebrate the contributions and honor our LGBTQIA+ students and allies.
- Brockport received Silver Seal for Voter Participation from NASPA All-In Challenge
- University Police, Community Policing Program conducted 163 hours of programming, with a total of 5056 participants in more than 30 program offerings.

- Darrell Deas, Coordinator of Service and Community Building was awarded the EMSA Outstanding New Professional Award
- Karen Podsiadly, Director of Community Development was awarded the SUNY Chancellor's Award for Excellence in Professional Service
- The REOC annual Community Leaders' Breakfast had more than 130 community leaders, staff, and students attended the breakfast, which focused on introducing the REOC's new logo.
<https://reoc.brockport.edu/>.

Table 1: 2019-2020 Summary of Equity, Diversity, and Inclusion Training

Trainings	Date	Attendance	Location	Description
Hazen Staff - retreat	8/6/19	25+	Eagles Lookout	Implicit Bias / Microaggression Training
Academic Success Center	8/6/19	15	ASC Gold Room	Implicit Bias / Microaggression Training
Conduct Board	8/8/19	30+	NY Room, Cooper	Implicit Bias / Microaggression Training
RA Training	8/19/19	100	Edwards	Understanding Ableism & Accessibility (abridged)
RISE Leadership Program	8/20/19	15	Hartwell 214	Facilitating RISE Leadership
Campus Recreation Staff	8/21/19	25	Tuttle North B230	EDI Presentation
POS student staff	8/21/19	20	Union 220	SafeZone (abridged)
Social Work students	8/23/19	50	Eagles Lookout	Implicit Bias / Microaggression Training
BSG Leadership	8/30/19	50	Union 119	Implicit Bias / Microaggression Training
Allyship Training	9/12/19	40	Holmes 215	Allyship and communication
Allyship Training	9/12/19	40	Holmes 204	Allyship and communication
Diversity Conference 101	10/9/19	30	Mortimer Lounge	Discussing importance of the Diversity Conference
Mortimer Hall residents	10/28/19	20	Mortimer Lounge	Implicit Bias / Microaggression Training - Business LLC
TAPS Class	11/5/19	10	ACS Gold	Implicit Bias / Microaggression Training
OLC Workshop	11/6/19	25+	Union	Implicit Bias / Inclusive Leadership
Proud Eagles presentation	11/22/19	6	Union	Identity & intersectionality
RA Training	1/17/20	100	McCue Aud	OEDI / Inclusive Community Building
POS Student Staff	1/20/20	15	Union 220	Identity, Intersectionality, & Connecting Across Differences
Communications 273	2/6/20	45	Holmes 210	Implicit Bias / Microaggressions
Communications 273	2/6/20	45	Holmes 104	Implicit Bias / Microaggressions

LOOKING AHEAD

2020-2021 Forecast

1. CDO Search
2. Divisional EDI Plans implementation
3. EDI Strategic Planning Committee
 - Work in partnership with the OEDI to develop process for new EDI Strategic Plan (current plan ends, 2021)
 - Work in partnership with the Office of Equity, Diversity and Inclusion on creating and implementing action plans to promote diversity within the framework of SUNY Brockport's mission and strategic plan.
 - Develop platform/structure/timeline for campus division/department updates on EDI implementation plans
4. Presidential Campus Climate Committee (PCCC)

The PCCC is charged with advising the President on how to ensure that Brockport is an inclusive campus community that is in alignment with the College's mission statement, "to be an inclusive learning community that inspires excellence through growth, engagement and transformation," the "Building a Better Brockport 2017-2022 Strategic Plan" or any subsequent strategic plan, and the EDI Strategic Plan.

Priorities for 2020-21:

- Review any recommendations from the previous campus climate survey that need to be revisited
 - Work in partnership with OEDI to develop and implement a new Campus Climate Survey; such a survey can be either procured externally or developed internally
 - Review outcomes of the climate survey
 - Using a data informed approach, recommend appropriate practices and initiatives to support and enhance equity, diversity and inclusion efforts on campus
 - Liaise with the Town-Gown committee on community climate issues
5. Academic Affairs and Enrollment Management & Student Affairs will continue to partner to address gaps in HIPs and CHIPs
 6. Faculty/Staff Training & Development: Review of EVERFI, BizLibrary and internal offerings
 7. Review and alignment of recruitment of retention efforts of underrepresented students (ongoing)
 8. Alumni Engagement & Outreach EDI around initiatives