STRATEGIC PLAN FOR EQUITY, DIVERSITY, AND INCLUSION

Pictures top left to bottom right (from Spring and Fall 2016):
Reaffirmation of Joint Action Anti-Racism Resolution, Wheelchair Basketball, Douglass Feldman LGBT Essay Award Winner, Association of Latino American Students Diversity Conference Performance

2016-2021 The College At Brockport, SUNY

Five-year strategic plan to reduce barriers to access, inquiry, engagement, and completion for all students, and 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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ACRONYM GUIDE

Acronym	Meaning
AAS	Department of African and African-American Studies
CDA	Committee on Disability and Access
CSTEP	Collegiate Science and Technology Entry Program
EDI	Equity, Diversity, and Inclusion
EMSA	Enrollment Management and Student Affairs
EOP	Educational Opportunity Program
IPSED	Institute for Poverty Studies and Economic Development
LEAP	Learning Enrichment and Achievement Program
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Ally
OAA/HR	Office of Affirmative Action and Human Resources
PCDI	President's Committee on Diversity and Inclusion
PED	Promoting Excellence in Diversity
PUC	Partnership to Uplift Communities
RRO	Recruitment, Retention and Outreach
URM	Underrepresented Minority (Includes: Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic/Latino, American Indian or Alaska Native, or Underrepresented Multiracial)
WMS	Women and Gender Studies Program

Strategic Plan for Equity, Diversity, and Inclusion
THE COLLEGE AT BROCKPORT, SUNY

EQUITY, DIVERSITY, AND INCLUSION MISSION/VISION STATEMENT:

The College at Brockport campus community understands that the College is a microcosm of the broader world, in which there are many differing experiences and perspectives, and that inequities and oppressions continue to affect all people. The College holds as a central premise that an institution of higher learning should foster diversity of identity and opinion, and dismantle the biases and oppression that limit such diversity on both individual and institutional levels through active community building; structural transformation; curricular and co-curricular excellence; and social, cultural, and political engagement.

The College is committed to **engaging** students, faculty, and staff in meaningful, purposeful, and rewarding activities. Such activities will maintain the highest pedagogical, transformative, and communal value when they introduce new and different perspectives and understandings. Campus members will be most engaged when they feel that both they and the social groups to which they belong are represented and supported in the activities available on and off campus. The College values engagement of faculty, staff, and students in activities of local, regional, national, and global communities. This necessitates a diverse set of investments and perspectives to open doors to meaningful engagement opportunities across social and cultural differences.

The College is committed to nurturing a diverse and inclusive **community** of scholars and citizens. Diversity in this context refers to a range of differences in human physical, psychological, and cognitive attributes; differences in types of students including non-traditional age, transfer, international, and first generation; differences in opinions and perspectives; and differences in social identity (including, but not limited to, race, gender assignment, gender identity, sexual identity, ethnicity, socioeconomic status, disability status, religion, nationality, age, body type, professional status, veteran status, and geographic and language background). Both perceptible and less perceptible differences are valued as important aspects of a vibrant campus community. The College recognizes that an engaged, supportive, collaborative, and sustainable environment is critical for all campus members to realize their full intellectual, creative, and civic capabilities. A strong community with vibrant communication between all members invites and supports a diverse population, which contributes to the excellence and sustainability of shared educational and civic goals.

The College is committed to a culture of **excellence** that enables students to discover the richness and complexity of the cultural world they inhabit. Essential to fostering such a culture is: 1) the teaching of diverse perspectives and histories of inequity, bias and exclusion; 2) full accessibility, inclusivity, and safety of every campus environment; and 3) a diverse faculty, staff, and student body with diverse scholarly and creative agendas.

The College is committed to personal and social **transformation** by providing students: 1) models for thinking critically about the world and how it got that way, including historical understandings of systemic oppressions and the leadership and social justice advocacy that can lead to the dismantling of such oppressions; 2) a profound sensitivity to the complexity of the human condition, including the discrepancies in treatment of and diversity of perspectives among different social and cultural groups; 3) an extensive set of analytical and communicative skills, including the ability to speak about difficult topics across social and cultural differences; and 4) the wisdom to use understanding, sensitivity, critical analysis, and communication skills to do work that is meaningful to all people and their experiences in the world, as well as to meet social responsibilities including continuing the work of creating equitable and diverse spaces within and beyond the College campus.

EXECUTIVE STATEMENT:

Office of the President

Dear Colleagues:

We are at an important juncture at The College at Brockport. Through intentional efforts, our student body is becoming increasingly diverse, and this evolution brings responsibilities and challenges. Meeting these challenges requires the commitment and contributions of each member of our campus community.

While acknowledging that we have concerted work ahead, we also have a firm foundation upon which to build, and for this I want to recognize the large number of our colleagues who have, often for many years, been engaged in equity, diversity and inclusion work on this campus. Thank you for your commitment and for holding us accountable when we have not met our own goals and standards.

Improving our efforts around diversity in its many definitions will provide a richer, more transformational educational experience for our students while they are at Brockport. It will also prepare them to contribute to and make a difference in their communities after graduation.

In putting forward this plan, we have asked ourselves where we can make the greatest impact with existing and future resources. We have attempted to align our strategies with the College's evolving Strategic Plan as well as with SUNY initiatives. I am confident that the well thought out goals and strategies found herein will guide us through the next five years and beyond.

I firmly believe in a greater Brockport for a greater Rochester, and a greater Brockport for a greater world. The College at Brockport's 2016-2021 Strategic Plan for Diversity, Equity, and Inclusion will help us realize this vision. I look forward to working with all of you as we undertake these important initiatives.

Heidi R. Macpherson, PhD
President

PART 1: INTRODUCTION AND CURRENT ASSESSMENTS

THE COLLEGE AT BROCKPORT'S HISTORICAL COMMITMENTS TO DIVERSITY EQUITY AND INCLUSION:

The College at Brockport has a long history of investment in diversity, equity, and inclusion work. In April 2016, the College recognized Fannie Barrier Williams, a highly influential educator, activist, and women's rights advocate (who was also the first African American to graduate from the College in 1870 [then known as Brockport Normal School]). A permanent plaque honoring Barrier Williams was installed in Hartwell Hall and The Fannie Barrier Williams "Women of Courage" Award was created in 2014 by the Center for Women & Gender Advisory Board to raise awareness of Barrier Williams and to recognize exceptional faculty, staff, students, alumni, and emeriti or groups who have demonstrated a commitment to social justice with a special focus on the intersectionality of race, class, gender, sexual orientation, ability, religion and age.

The College also has a major history of involvement with respect to accessibility in physical education and sports. In 1979 the College hosted the 5th International Special Olympics. More than 3,500 mentally challenged individuals, ranging in age from 10 to 80, who qualified for participation in Special Olympic activities gathered in Brockport for the International Games. They came from each of the 50 states, the District of Columbia, Puerto Rico, Guam, and more than 30 other countries. Brockport had been an avid supporter of the Special Olympics, having served as the host site for the 1975 and 1976 New York State Special Olympics games. The College hosted the NYS Games for the Physically Challenged, later re-named the Empire State Games for the Physically Challenged, for more than twenty years and also hosted the 2015 and 2016 NYS Special Olympics. The College has a vibrant and well known Adapted Physical Education program that was founded in 1968 and has been hosting Camp Abilities, a summer camp for blind and visually impaired children, for 21 years.

The College has also demonstrated a commitment to pedagogical investments in diversity by instituting local general education requirements for Diversity, Perspectives on Women and Gender, and Other World Cultures. The College also has a history of strong Equity, Diversity, and Inclusion (EDI) programming such as the annual Diversity Conference whose recent keynote speakers have included musicians Matt Gould and Griffin Matthews (2016), motivational speaker and author Liz Murray (2015), and athlete and activist Wade Davis (2014). The Martin Luther King Jr. Memorial Lecture Series speakers have also been nationally and internationally renowned and have included such major figures as Maya Angelou and Nikki Giovani, and the speaker for 2017 will be Angela Davis. The College also has several long standing local General Education requirements that reinforce a pedagogical commitment to diversity, equity, and inclusion. These include Perspectives on Gender (instituted in 1991) and Diversity or Other World Civilizations (instituted in 2001). As the campus community continues to diversify and the physical, technological, and human resources expand, the College continues to work toward greater inclusivity for all on stakeholders in the greater College community.

Historically, the College has undergone several shifts in demographics of the student population, which has affected the focus of diversity efforts and is important to keep in mind as work continues on institutional inclusion efforts over the next five years. The College began as a Normal and Training School and a Teacher's College (1866-1942). During this time period the majority of the students were mostly Western New York State residents. Post World War II, due in part to the GI Bill, the academic offerings began to expand. The College went from a regional college to one that welcomed a significant number of students from the downstate New York area. This shift in demographics brought greater racial, ethnic, religious, and cultural diversity to the campus which, along with the many new social movements of the late 1960s and early 1970s, changed the campus makeup and nature of social justice and equity work at Brockport. When President Albert Brown's vision of Brockport being the fifth University Center did not come to fruition and budget constraints became an issue in New York State, the College's enrollment declined due to the fact that fewer students from outside the Western New York area were choosing to enroll at Brockport. Between 2011 and 2016 more students from downstate and other urban areas of New York State have applied to and

enrolled at the College which is again bringing greater racial, ethnic, religious, and cultural diversity to the campus community.

As the College moves forward over the next five years, it is imperative to continue investing in making the campus a place where students, faculty, and staff from any geographic, political, and social location will find a place to flourish in the campus community. This belief is seen as a set of specific material goals for the coming years along with a broader set of structural foci that will enable the College to continue to transform and grow beyond the scope of this plan. Below is a more detailed description of where the College is at the present time and what gaps are perceived in areas related to the central goals for diversity, equity, and inclusion between 2017 and 2021. Connected here are the immediate changes the College can make to what steps are needed to dismantle inequities on a broader social level and thus attend to the root causes of systems that limit diversity, equity, and inclusion more broadly.

CURRENT CAMPUS DIVERSITY, EQUITY, AND INCLUSIVENESS ASSESSMENT

STUDENT BODY: The College at Brockport has done substantial work in terms of recruitment of a more diverse student body in recent years, specifically in terms of racial and geographic demographics, primarily by sending recruitment officers to Albany, Buffalo, Rochester, the New York City boroughs, and Long Island. In fall 2011, 887 (12.4%) enrolled undergraduate students and 118 (9.5%) enrolled graduate students were members of an underrepresented racial minority (URM)[1] group. In fall 2012, 929 (13%) enrolled undergraduate students and 125 (11%) enrolled graduate students were members of an URM group. In fall 2013, 1022 (14.4%) enrolled undergraduate students and 120 (11.6%) graduate students were members of an URM group. In fall 2014, 1159 (16.5%) enrolled undergraduate students and 149 (14%) graduate students were members of an URM group. And in fall 2015, 1269 (18%) enrolled undergraduate students and 142 (13%) graduate students were part of an URM group (see Appendix B: Enrollment by Race/Ethnicity and Level). The College is still slightly under SUNY comprehensive college average which is 24.8% URM student population overall in 2015. The College's numbers for racial and ethnic minority total are slightly higher and also show significant recent growth, with overall totals increasing from 13% in 2010 to 22% in 2015.

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[1] Under Represented Minority (URM) student refers to students who have identified as Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic/Latino, American Indian or Alaska Native, or Underrepresented Multiracial.

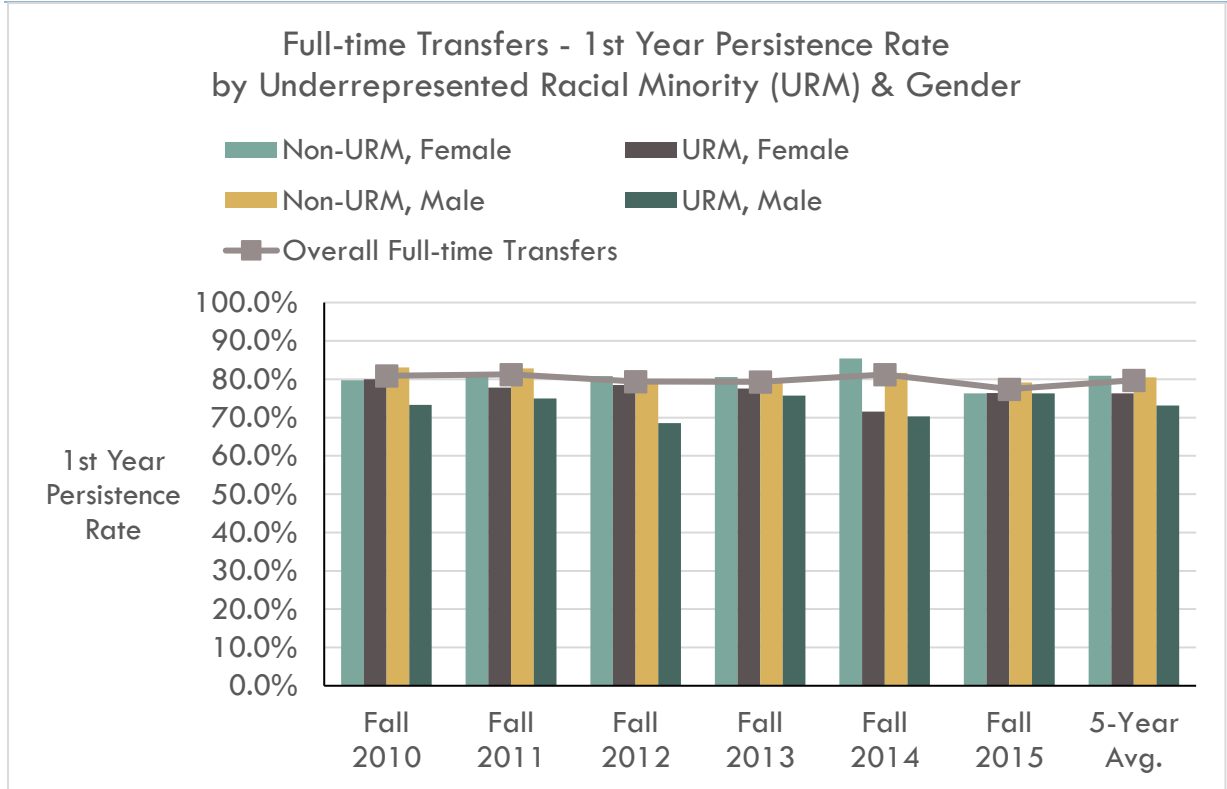## Percentage of URM Students within each level:
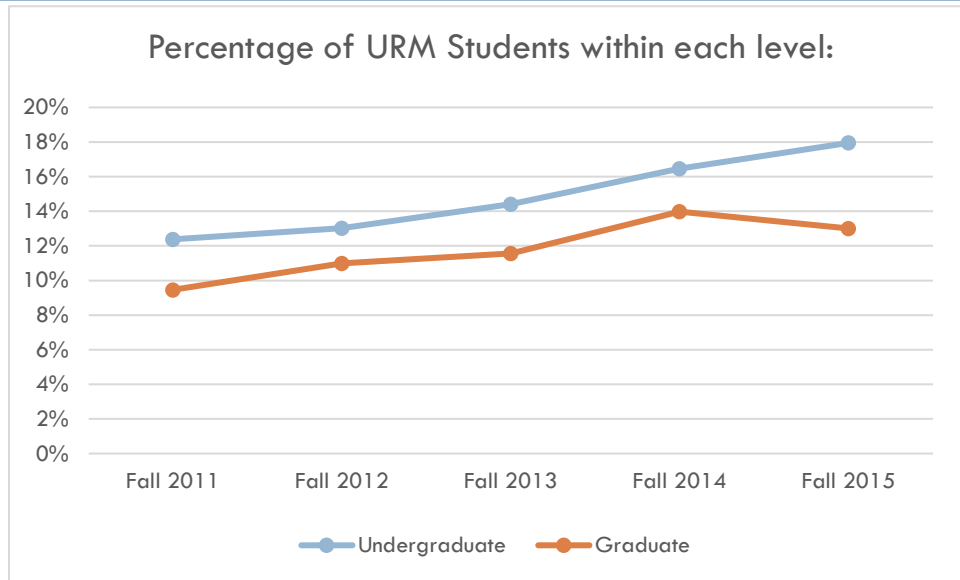
The growth has been highest in Black and Latino students—10.4% and 5.6% of undergraduate enrollment in 2015 respectively. The population of Native American students has not grown in recent years and was only 0.2% in 2015 (see appendix C: Enrollment by Race and Ethnicity). Compared to other SUNY institutions, Brockport is in the lowest third of four year state-operated Institutions for combined URM, Asian, and International students (see figure 16 SUNY Data Brief June 2016[2]). Enrollment has been slowly but steadily growing in these areas and the College has set a goal to be well into the middle third by the end of 2021.

The percentage of non-traditional college age students has remained relatively steady with a slight decline between 2011and 2015 from 24.2% to 21.2% (see appendix D: Adult Student Enrollment Trends). The number of countries which international students are coming from has increased from 18 to 29 between 2011 and 2015 (see Appendix E: International Student Enrollment). Enrollment by assigned gender status is level with state and national norms, with female enrollment being slightly higher in both graduate and undergraduate education (see Appendix F: Enrollment by Gender). While this discrepancy is not necessarily a problem, when numbers are broken down by URM vs. non-URM and Male vs. Female for transfer and first year students, there is a statistically significant decline in first-year persistence rates for URM male students. As a result, this is a population that needs to be closely monitored with respect to retention efforts.

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[2] SUNY Data Brief: Equity, diversity, and inclusion June 2016. http://system.suny.edu/media/suny/content-assets/documents/institutional-research/Diversity-Data-Brief-June-2016-Final.pdf

Full-time Transfers - 1st Year Persistence Rate by Underrepresented Racial Minority (URM) & Gender

Legend:
- Non-URM, Female
- URM, Female
- Non-URM, Male
- URM, Male
- Overall Full-time Transfers

1st Year Persistence Rate (vertical axis, 0.0% to 100.0%)

Categories (horizontal axis): Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, 5-Year Avg.

In terms of socio-economic diversity, Brockport has historically enrolled a high percentage of Pell Grant Recipients. In 2015, 40.6% of enrolled students were receiving a Pell Grant, which places Brockport in the top third of state-operated comprehensive colleges. In a study done by the Pell Partnership looking at data from 2013,[3] Brockport's 6-year graduation rate for Pell Grant recipients was 18 percentage points higher than its comparable peer institution. The graduation rate of students receiving Pell Grants was slightly under that for overall students from 2013-2015. However, statistics provided do not indicate how many of the students receiving Pell Grants had an additional minority status. It is known that system-wide, the number of URM students receiving Pell Grants is significantly greater than White students receiving them. One area of growth for the College might be in assessing the intricacies of the Pell Grant recipient population and what the College is doing successfully in this area that is putting retention rates above comparable institutions. The College might then be able to replicate those strategies in other areas. In 2015, the number of students registered with the Office for Students with Disabilities was 397, a number that hasn't changed substantially since 2013. This is approximately 4.9% of enrollment for 2015. This percentage is consistent with SUNY's numbers overall but below state comprehensive colleges. The College has less data on gender identity and sexual identity as this information has not historically been collected with the same consistency as gender assignment, race, and disability.

The College continues to see gaps between application and acceptance rates of URM students versus White and Asian American students. For example, in 2015 the rate of acceptance of White students was 78.7% and Asian American students 84.2%, while the acceptance rate of Black students was 60.9% and Latino was 56.1%.
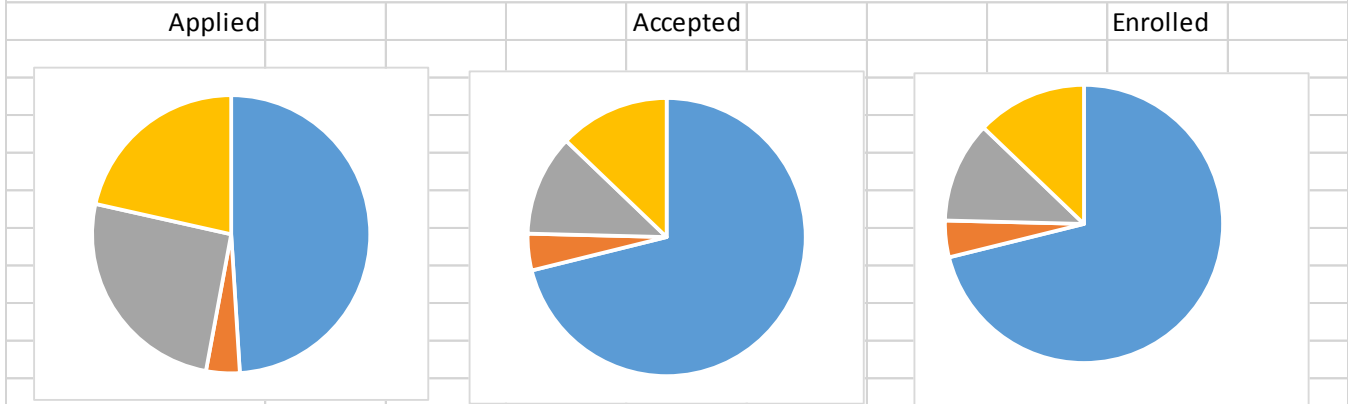
There is also a gap between acceptance and enrollment rates by race. In 2015, 25.3% of White students accepted enrolled, 21.6% of Black students accepted enrolled, 16% of Latino students accepted enrolled, and 9.3% of Asian students accepted enrolled. Upon review the College believes there is a connection between the limited number of Educational Opportunity Program (EOP) seats and the gap between

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[3] "The Pell Partnership: Ensuring a Shared Responsibility for Low-Income Student Success," The Education Trust, 2015 https://edtrust.org/wp-content/uploads/2014/09/ThePellPartnership_EdTrust_2015.pdf

enrollment and acceptance rates. Further review is needed, accompanied by strategies to expand transitional programming or revise recruitment strategies, to attract more students in the pool of regular admissions (see Appendix G: Status by Student Race/Ethnicity Admissions).

First Time Students			Acceptance and Yield Rates for each Racial/Ethnic Group				
	Applied	Accepted	Enrolled	%Accepted	% Enrolled		
White	4229	3224	817	76%	25%		
Asian	337	193	18	57%	9%		
Black	2209	533	115	24%	22%		
Hispanic	1855	582	93	31%	16%		

Graphs look at each stage of the application funnel and the representation of each group within that stage.

Applied		Accepted		Enrolled

Transfer Students							
	Applied	Accepted	Enrolled	%Accepted	% Enrolled		
White	1659	1306	716	79%	55%		
Asian	76	64	25	84%	39%		
Black	427	260	127	61%	49%		
Hispanic	228	128	53	56%	41%		

Applied		Accepted		Enrolled
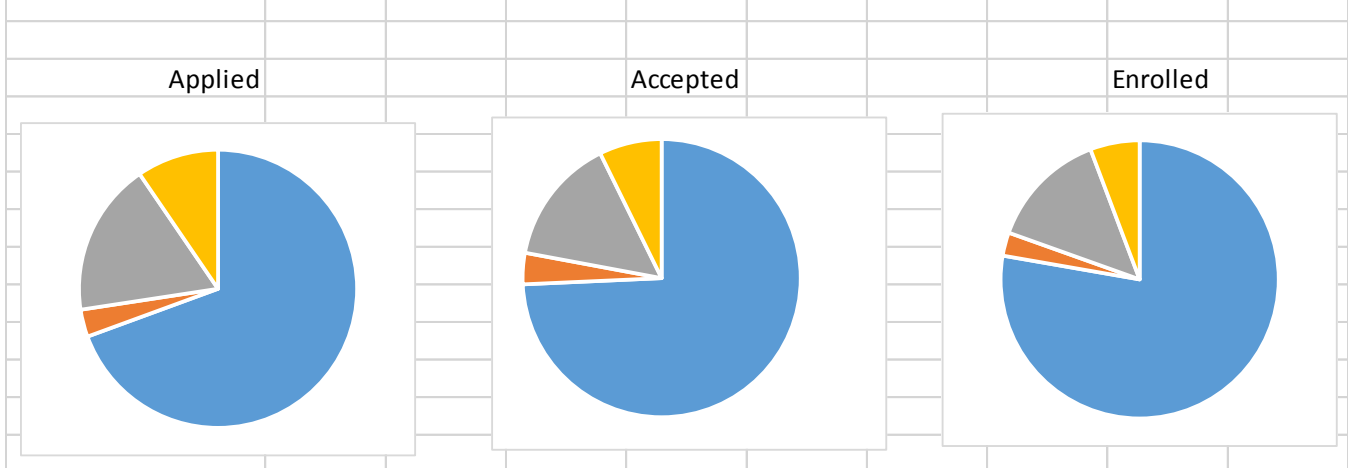
The College has seen a lower retention rate for Latino students from 2011 to 2013 than Black or White students. In the Campus Climate Survey which the College completed in 2014 people of color and people with

disabilities responded that they were less comfortable with the overall campus climate, classroom climate, and workplace climate than White or multiracial students and people without disabilities. The campus climate survey also indicated that a majority students of color, multiracial students, LGBTQIA students, and asexual students felt that they did not see enough faculty and staff with whom they identified by race, gender, or sexual orientation.

Feedback from the College's *Community Conversation* series indicates that some students, faculty, and staff are looking to the College's faculty and administration to become more vocal allies across social differences. Feedback has also been received asking for more faculty and staff professional development around issues of diversity and inclusion, and for a more rigorous application of our general education Diversity requirement. Results from "An Exploratory Study of The College at Brockport's Racial/Ethnic Diversity and Campus Climate," completed by Drs. Jeff Lashbrook and Robert Dobmeier in collaboration with Counselor Education's graduate course in Research and Program Evaluation (EDC 606) in spring 2016, reported that students would like to see the following: 1) an increase in the visible diversity of students, faculty, and staff; 2) encouragement to and education around interacting with people different from them; 3) programs scheduled later in the day and more in-depth explanation and advertising of diversity programming; 4) connections between curricular and co-curricular events and activities; and 5) integration and strengthening of the message that equity, diversity, and inclusion are core values of the College.

In response to these concerns the College held a *Community Conversation* in which initiatives across campus for increasing diversity, equity, and inclusion were discussed. In addition, President Macpherson spoke specifically about her commitment to fighting bias and discrimination on campus. The College is currently designing a two-hour training on race/racism/privilege/empowerment which will be implemented in a style similar to the SafeZone[4] trainings, which are now offered 4 times per semester and by request. The College is also researching options for online trainings to supplement the more focused and in-person sessions offered on campus. Additionally, work is currently underway to institute a bias reporting system campus wide. University Police are speaking with students and administrators about transparency and anti-bias best practices and campus members are also engaging in discussions with the Village of Brockport around ways to help students feel safer off campus.

Since 2011, most transfer students had been exempt from the requirement to take a Diversity (D) or Other World Civilizations (O) course. During the 2016 spring semester, the College Senate approved a proposal for transfer students to meet the D/O requirement. Also since 2011, the D and O codes could only be attached to a Knowledge Area course. As part of the new resolution, these codes may now be attached to any course, including Contemporary Issues courses and other upper division courses, provided that the course is approved by the Senate General Education Committee. The goal of the new resolution is to ensure that transfer students take a D or O course without increasing the time it takes them to complete their degree. The College is in the process of reviewing the learning outcomes for D courses more broadly.

Goals for the next five years will include continuing to develop and offer trainings around diversity related issues; continued recruitment, retention, and support for diverse faculty, staff, and students; as well as better communication and advertising of the resources we already provide.

The College at Brockport has several programs that promote recruitment and retention of low-income, first generation and/or minority students from middle and high school (Talent Search and Upward Bound) through undergraduate (The Ronald E. McNair Program and Collegiate Science and Technology Entry Program (CSTEP). The College is host to three TRiO programs: Upward Bound, Talent Search, and the McNair

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[4] Our SafeZone is an LGBTQIA awareness-based training originated by the Gay Alliance of the Genesee Valley. A safe zone or a safe space is a place where all people feel safe, welcome and included. SafeZone programs aim to increase the awareness, knowledge, and skills for individuals and address the challenges that exist when one wants to advocate for their LGBTQ peers, family members, friends, coworkers and for themselves.

Program (which are all federally funded grants administered by the US Department of Education) and one state funded grant program CSTEP (which is awarded by the New York State Department of Education).

Brockport's Educational Talent Search program operates in four Rochester City School District middle and high schools providing academic support, advisement, and college and career preparation for 660 students a year. Brockport's Upward Bound operates in six high schools in Orleans County providing intensive academic support for 65 students as well as a residential summer bridge program located on the Brockport Campus. The McNair Program serves 40 undergraduate students each year who are preparing to pursue a post-secondary education and ultimately a PhD while CSTEP serves 75 students who are pursuing a career in STEM or the licensed professions.

All of these programs contribute to the College's equity, diversity, and inclusion because they offer focused, effective support, regardless of age, for low-income, first generation, and students of color who might otherwise lack the knowledge, guidance, and socio-economic support to come to college, remain in college, and successfully complete their degrees. The CSTEP and McNair program have a 98% graduation rate and collectively their alumni have earned 45 PhDs, 307 Master's degrees, 21 law degrees, and eight medical degrees.

The Educational Opportunity Program provides numerous services to help students make the transition from high school to college life. Assistance is provided in the form of academic advisement, college adjustment, financial aid, personal/interpersonal counseling, career assistance and tutoring. Program assistance enables students to make the right decisions so their educational and individual career goals can be met. An EOP staff member is assigned to work with each student throughout her/his enrollment at the College at Brockport.

One goal for the next five years is to look at what these programs do well that might be transferrable to students who are not enrolled in or eligible for TRiO, CSTEP, or EOP in areas of recruitment, retention, and preparation for further study.

The College also has programs supporting younger students in advocacy efforts to prepare marginalized and at risk K-12 students to complete high school and prepare for college. Both the Learning Enrichment and Achievement Program (LEAP) and Partnership to Uplift Communities (PUC) programs make interventions into recruitment and college preparedness for underrepresented, at risk, and minority students.

Brockport's LEAP initiative is a summer learning program that allows the College to serve as many as 70 K-3 students from School 17 in the Rochester City School District. These children come to campus for 4 weeks and receive literacy support, arts and science enrichment and swimming. The program is geared to reducing summer learning slip. Evidence from LEAP and other Rochester area programs like LEAP support the value of programs like this, showing a substantial decrease in summer learning slip. The College is in the process of developing an even more rigorous assessment plan and outreach initiative for this program in coming years.

The College also has a relationship with the PUC (Partnership to Uplift Communities) Achieve Charter School in the City of Rochester. PUC opened in August 2014 and has been in partnership with the College since shortly before that. The College has hosted them during their orientations for new students. They also work with Education faculty on research projects aimed at improving pedagogy and developing best practice in the classroom.

FACULTY/STAFF: The College at Brockport has a disproportionate number of White faculty and staff in relation to SUNY campuses overall. The 2015 census reports 56% of New York State residents as "White alone, not Hispanic or Latino" and 34.7% as identifying as belonging to an URM group. Monroe County, from which many of the College's staff are hired, gives 2015 census data as 71.1% White/non-Hispanic/Latino, 16.2% Black, and 8.3% Hispanic/Latino (24.5% URM). The Rochester, NY Metro Area— Rochester/Batavia/Seneca Falls—2015 census reports 77% White, 11% Black, and 7% Hispanic/Latino (18% URM). The percentage of employees in all SUNY colleges and universities in 2015 was 77% White, 12.6% URM. In fall 2015, the College's faculty was 84% White, 3.6% Black/African American, 2.8%%

Hispanic/Latino, 0.2% American Indian/Alaska Native, and 0.2% Hawaiian/Other Pacific Islander (6.8% URM). In fall 2015, the College's professional staff was 84.5% White, 10.4% Black/African American, 2.3% Hispanic/Latino, 0.25% American Indian/Alaska Native, and 0.25% Hawaiian/Other Pacific Islander (13.2% URM). In fall 2015, the College's operational staff was 91.6% White, 5.8% Black/African American, 2.2% Hispanic/Latino, .03% American Indian or Alaska Native, and 0% Hawaiian/Other Pacific Islander (8.3% URM). The numbers from 2015 align with some minority students' perception that they do not see their social identities represented in the faculty and staff who teach and mentor them.

Comparative Employee Percentages
Relational to SUNY and Regional Demographics
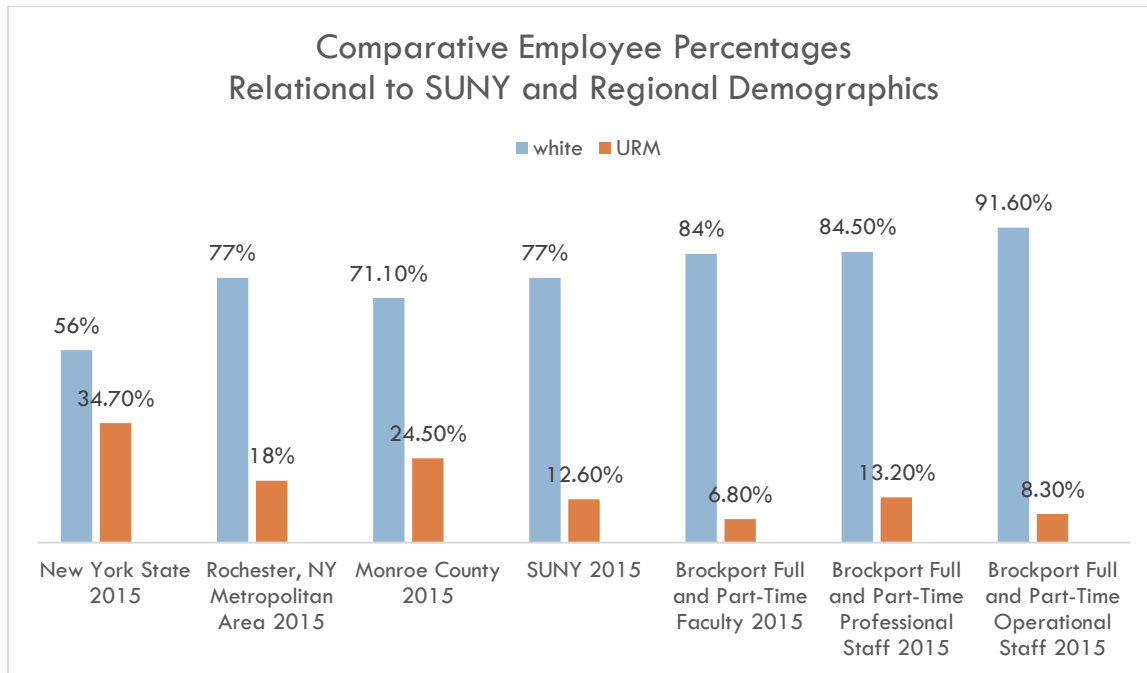
The College's Affirmative Action Officer is working to develop procedures to ensure that conscious or avoidable discrimination does not affect the hiring process of faculty and staff. The Office of Affirmative Action and Human Resources (OAA/HR) has significantly revised the College's search and recruitment process. The College has invested heavily in a new, comprehensive Applicant Tracking System, which will provide robust reporting capabilities in support of the diversification efforts. OAA/HR has developed a multi-point search training program, mandatory for all hiring managers and search committee members. Among other topics, the training provides an overview of Affirmative Action and Equal Employment Opportunity, as well as the College's specific requirements regarding compliance during the search process. To meet the College's responsibility to make a good faith effort in diversifying the pool of applicants available to search committees, OAA/HR works jointly with each hiring manager to advertise in nationally recognized venues, such as *The Chronicle of Higher Education*, RecruitDisability.org, HigherEdJobs.com, and through the US Department of Labor at JobCentral.com (formerly USA Jobs), all of which is designed to reach the largest and most diverse population of ready job seekers. Further, through the American Association for Access, Equity, and Diversity (AAAED), OAA/HR is exploring additional, more focused advertising venues including, but not limited to, AbilityJobs.com, GettingHired.com., LGBTConnect.com, and VetCentral.com. OAA/HR has revamped The College's Waiver of Search protocol to emphasize the importance of limiting such waivers to exceptional cases and to highlight the importance of wider searches whenever possible for Affirmative Action purposes. OAA/HR will continue to investigate best practices for developing search committees that include more racial and ethnic minorities, women, LGBTQIA identified people, and disabled individuals as well as continue to research recruitment strategies for underrepresented minority faculty and staff. To date, the numbers of

diverse faculty has changed very little from previous years, particularly in the area of racial identity. The College is hopeful that these relatively new initiatives will help diversify faculty and staff in over the next five years.

Relevant to increasing employee diversity is the available pool of candidates in any given field. According to US census data, White citizens are overrepresented among those who have obtained a bachelor's degree or higher in New York State, while Latino and Black citizens are underrepresented in this area. As a result of this data another long-term goal of the College is to ensure the graduation of URM students at both the bachelor's and master's level and to prepare URM students to continue on to terminal degrees. This work is intimately tied to the work of McNair, CSTEP, EOP and the diversity and inclusion of the student body as a whole.

The Campus Climate Report completed in 2014 indicated that there is some perception of employment discrimination at the College. Respondents reported believing that position status and gender/gender identity were the most common bases for discriminatory employment practices. In addition, 42% of all students felt faculty pre-judge their abilities based on their identities/backgrounds. These are commonly reported perceived biases in campus climate surveys. More work needs to be done here to investigate if there is evidence that this discrimination is actually happening or whether there is a gap between perception and practice and if so what is causing that gap. 82% of White respondents felt the workplace environment was welcoming based on race, while only 63% of respondents of color felt the same. This indicates a gap in experience of the College's employees that again needs investigation into the sources of those differing experiences and perceptions.
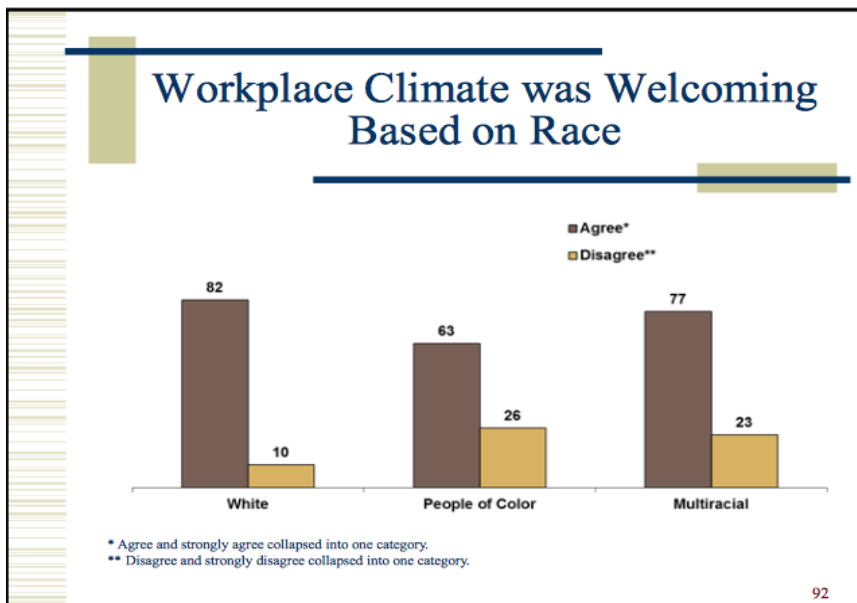
The above statistics and perceptions point to a gap in not only diverse representation among faculty and staff, but also a need for a shift in campus climate, normalization of broad cultural competencies as part of professional responsibilities, and continued professional development opportunities and engagement in areas of diversity and inclusion for all current and incoming faculty and staff. The College can also address either actual bias or perceptions of bias by continuing to build attendance at and awareness of the many EDI trainings and monthly *Community Conversations*.

CURRICULUM: Brockport has a number of departments rich in academic and pedagogical resources related to systemic oppression, diverse cultures and histories, political and social activism, student engagement, social justice, and identity based knowledge. Brockport requires both a Diversity and a Perspectives on Women and Gender as a local general education requirement. During the 2015-2016 academic year the Diversity

requirement was reviewed for all general education D classes to ensure that the knowledge presented was current and rigorous. Conversations were initiated about revising the student learning outcomes for the local Diversity general education requirement; however, changes have not yet been instituted. In addition, more discussion of both the learning outcomes and shared pedagogical goals is needed among faculty who teach D coded courses.

The College has a comparatively strong and growing Women and Gender Studies program and African and African-American Studies department. Brockport stands out as a leader among its peer institutions in providing majors in both WMS and AAS. Both departments require support to sustain this growth and academic excellence. A focus for not only the next five years but beyond should be the sustainability and, where possible, growth of interdisciplinary programs that teach histories, political movements, and cultural productions of historically oppressed groups. Both WMS and AAS are model programs for high impact student engagement, and course-based pedagogical opportunities related to diversity and inclusion. We have a number of courses in The School of Arts, Humanities and Social Sciences in queer theory and gender and sexuality, but no consolidated programming with the exception of those required for WMS majors. The College has at least two faculty who work in critical disability studies and others who do applied work in relation to people with disabilities but as of Fall 2016 no consolidated academic programming around disability studies. The College also has an Institute for Poverty Studies and Economic Development (IPSED) but as of Fall 2016 no formal minor or certificate. In addition to supporting AAS and WMS, the College can support interdisciplinary work in other areas of diversity such as LBGT, Poverty Studies, or Disability Studies through cross-listed courses, certificate programs, team teaching, and possibly additional minors where appropriate.

TRAINING, AWARENESS, INCLUSIVITY PROGRAMMING AND PRACTICES: The College at Brockport has a rich array of diversity and inclusion related programming every year. The annual Diversity Conference invites a national keynote speaker(s) and includes a full day of workshops, a cultural showcase, international food options, and a series of performances. The College has an annual Martin Luther King Jr. Memorial Lecture Series which has included renowned artists, activists, and theorists such as bell hooks, Orlando Patterson, Maya Angelou, and Nikki Giovani. In March 2016 the College hosted #BlackLivesMatter movement leader Alicia Garza; wheelchair rugby player and star of *Murderball,* Bob Lujano; transgender former Navy Seal, Kristin Beck; and artist/activist working on marginalized identities in the workplace Endia Beal, among others. The Office of Diversity was awarded a SUNY Explorations in Diversity and Academic Excellence grant to continue its C*ommunity Conversation* series for the 2016-2017 academic year. C*ommunity Conversations* is a town hall meeting approach to engage faculty, staff, and students in dialogues on racial tensions and diversity issues occurring nationally, in Brockport's surrounding communities, and on the Brockport campus. During the 2015-2016 academic year the campus community, in collaboration with several divisions across campus as well as student organizations, explored topics related to the negative impacts of the intersectionality of race, poverty and violence. For the 2016-2017 academic year C*ommunity Conversations* will include guest speakers and a film series, all of which will be advertised more widely and further in advance. The Office of Diversity will be working with the Academic Success Center to facilitate the incorporation of C*ommunity Conversations* into coursework and first year Academic Planning Seminars. Lashbrook and Dobmeier's exploratory study indicated that students want more depth in advertising and preparing the community for speakers and events. The College has been attempting to do this in part through pre-event C*ommunity Conversations* such as the #BlackLivesMatter discussion before Alicia Garza's visit, and will continue these pre-event discussions in upcoming years.

The Office of Diversity and the President's Committee on Diversity and Inclusion award multiple Promoting Excellence in Diversity Grants (PED) each year in amounts up to $1,500. The purpose of this grant is to support proposals from faculty, staff and students for scholarly and artistic events that will have an impact related to building equity, diversity, and inclusion in curriculum, faculty and staff development, student awareness, and/or the teaching and learning environment. PED Grants enrich the College's EDI programing on campus by supporting events that provide intellectual activities that will engage the College community

in conversations about diversity issues, prepare students for leadership in a diverse world, and increase respect for differences in identity and perspective based on knowledge and shared experiences.

The Office of Diversity has trained six faculty and staff members to run SafeZone trainings on campus, which is provided every semester (two for faculty/staff and two for students). In January 2017 all of the members of the President's Cabinet members will be SafeZone trained. The Office of Diversity has also presented at the Center for Excellence for Learning and Teaching (CELT) on topics such as Transgender Inclusion, Disability as a Social Identity, and Boosting Student Learning and Student Retention. The Committee on Disability and Access regularly brings in speakers and sponsors workshops with Disability Rights New York for faculty, staff, and students. The PCDI subcommittees include Recruitment, Retention, and Outreach; Diversity Initiatives; Diversity Assessment; and Professional Development. Each group produces measurable results yearly to improve outreach, programming, and self-understanding in relation to equity, diversity, and inclusion on campus. The College has also implemented a Diversity Training and Awareness Leadership Committee, with representation from key constituencies, divisions, units, and departments on campus to share awareness of the work the entire campus community is doing and work together to apply for funding and other support for EDI initiatives.

The Office of Community Development provides a series of Deliberative Dialogues on difficult and controversial topics such as Discrimination on College Campuses and Addressing Injustice Through Social Movements. Residential Life and Learning Communities require SafeZone trainings for their RAs and have been working to diversify the racial representation in their RA staff. In 2015, 30% of RA staff reported identifying with an ethnic minority group. In 2015 Residential Life and Living Learning Communities also developed a Gender Inclusive Housing Policy and a Service and Therapy Animal Policy. The Enrollment Management and Student Affairs offices have created an integrated year-long training on community building and inclusivity for their student leaders/employees. Tracking the success of this program and continuing support of it in the future will be key to shifts in campus climate or students in particular across campus.

The Office of Career Services is conducting research of the use of Career Services by ethnic minority students. This research is being spearheaded by Mr. Jeffrey Alston, who has received a grant from the Eastern Association of Colleges and Employees. Mr. Alston's research proposal describes a participatory research project in which ethnic minority students are included in interviews to determine how they use career services at their college or university. A symbolic interactionism framework is used in this proposal and the researcher expects to get rich qualitative data that will give intimate insight from the participant's viewpoint of ethnic minority usage of career services. The College will be able make use of Mr. Alston's findings by extending resources to fill any gaps found in the use of Career Services by ethnic minority students.

PART 2: MULTI-YEAR GOALS WITH ANNUAL BENCHMARKS

Goal 1:

Multi-Year: Achieve a **balance of representation in faculty and staff** in line with student population, and national, state, and regional demographics; and maintain a commitment to retention and promotion of minority and underrepresented faculty and staff.

Annual: Increase percentages of diverse faculty and staff annually for 5 years.

Annual: Implement new HR tracking mechanism for various underrepresented groups within the next five years.

Goal 2:

Multi-Year: Achieve a **balance of representation in student body** population in line with state demographics; and maintain a commitment to retention, completion, and academic success of minority and underrepresented students.

Annual: Increase percentages of diverse student body annually for 5 years.

Annual: Increase retention rates for underrepresented student populations annually for 5 years.

Goal 3:

Multi-Year: Ensure that **curriculum, programming, and/or trainings** educate all incoming students, faculty, and staff and are available to current students, faculty, and staff in issues of social equity and the ability to speak to each other across differences as part of the College's commitment to inclusive community, diverse engagement, academic excellence, and self-transformation.

Annual: Add at least one additional topic relevant to current campus climate issues to regular professional development trainings and/or *Community Conversations* each year and increase faculty and staff attendance at EDI professional development and all attendance at *Community Conversations* by 5% each year.

Annual: Review online diversity training modules by spring 2017, trial usage fall 2017, possible implement campus wide fall 2018.

Annual: Assessment of each of the College's local EDI-related General Education requirements (D, W, O) within five years by College Senate in partnership with Assessment Office, looking for appropriate content, updated coding, and consistency in outcome and learning outcomes that facilitate the growth of EDI knowledge.

Goal 4:

Multi-Year: Continue to build and maintain an inclusive and positive **campus climate** for every member in which to foster internal and external community building on the campus, local, regional, and international levels in which diversity is valued and inclusion and equity are shared imperatives.

Annual: Arrange meetings between Brockport community members, Brockport Village and/or University Police, Personal Safety Committee (part of the SUNY Board of Trustees Policy), and students at least once per year.

Annual: Hold at least one *Community Conversation*, one Safe Zone, and one additional training at one of our Rochester locations.

Annual: Grow diversity offerings for incoming employees and students through orientations and year-long programming each year for the next 2 years and maintain at a rigorous level for the next 3.

PART 3: POTENTIAL IMPLEMENTATION STRATEGIES

The implementation strategies provided below are a series of strategies the College can employ to optimize equity and inclusion and increase diversity where appropriate. They are 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 and 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 five years. A list of responsible parties and a timeline for implementation strategy noting goal years 2, 3 or 4 or continual over 5 is included in chart form in Appendix A.

GOAL 1: Achieve a **balance of representation in faculty and staff** in line with student population, and national, state, and regional demographics; and maintain a commitment to retention and promotion of minority and underrepresented faculty and staff.

Implementation Strategies:

A) Research and Implement Best Practices for Inclusive Hiring Including:
- Encourage faculty to network with their Alma Maters and other PhD granting institutions to reach out to promising minority candidates when searching positions within their departments; and reach out to candidates who are recipient of awards and fellowships related to diversity, such as the Ford Foundation Fellowship.
- Advertise existing resources, commitment to diversity, mentoring programs, and existing fellowships or other support for minority faculty (e.g. Dresher Pre-tenure Research Leave Program) more prominently on College website and in outreach to minority candidates.
- Market Strengths:
  - Make Brockport's commitment to accessibility more visible to campus community, key constituents, and broader public on the College's webpage and social media.
  - Make Brockport's LGBTQIA, accessibility, religious, and other diversity related resources more visible on web and social media.
  - Make Brockport's commitment to anti-racism more visible on web and social media.
- Involve the Office of Diversity and/or a member of the Recruitment, Retention, and Outreach subcommittee of the PCDI and/or the Affirmative Action Officer in faculty searches early to meet with departments and discuss the importance of diversifying faculty and best practices.
- Ask search committees to identify field specific publications where minority applicants are likely to look for job openings, if they are not using them already.
- Create inviting job descriptions that speak to Brockport's commitment to serving a diverse student population. Include phrases like "investment in inclusivity and ability to work well with diverse groups of people" as a required qualification for the job.
- If there are no faculty in the department who share a candidate's racial, ethnic, religious, gender, or sexual identity, have an outside faculty member, alumni, or staff member available to talk to the candidate candidly about their own experience at Brockport.
- Include women, racial minority, LGBTQIA faculty, and faculty with disabilities on search committees and, whenever possible, lighten other service responsibilities for the individuals who are repeatedly asked to sit on these committees.
- Explore effectiveness of and internal potential for cluster hiring.

B) Improve job experience of underrepresented employees by improving/expanding mentoring for new employees, recognizing increased job expectations for underrepresented faculty and staff, improving access, and valuing diversity in representation and scholarly work.

- If mentoring programs are lacking within departments, institute them within the next three years.
- Recognize mentoring of students and peers as a substantial part of minority faculty and staff professional work. If advisement and mentoring is substantially disproportionate, faculty can appeal to their department chair for a course release or release from other service work.
- Recognize exceptional committee-related work for minority faculty and staff in hiring, diversity, and policy making. While it is important to have minority voices in these spaces, this can lead to extra service work. If such work is disproportionate to other faculty or staff who work in the same department or office, faculty and staff may appeal to the department chair or director for a course release or release from other service work.
- Support and advertise scholarly work related to equity, diversity, and inclusion including work on historically underrepresented groups, systemic power, cultural contributions of minority populations, and leadership in social justice and activism.
- Improve accessibility to all resources (see Goal 4 Implementation Strategies, Item A).

C) Identify gaps and needs by conducting surveys or focus groups for early career faculty and staff that specifically target the experiences of minority faculty and staff members and their needs and suggestions for change on campus and within their departments, offices, or units.

GOAL 2: Achieve a **balance of representation in student body** population in line with state demographics; and maintain a commitment to retention, completion, and academic success of minority and underrepresented students.

Implementation Strategies

A) Research and Implement Best Practices for Inclusive Recruitment and Enrollment Including:
- Analyze demographic data and determine if additional high schools need to be added or changed within each recruiting territory to increase the diversity reach.
- Continue to strengthen working relationships with school counseling staff in high schools that have very diverse populations in order to understand the specific needs of their students and connect their students to resources on campus throughout the recruitment process.
- Develop an action plan that provides opportunities for admissions advisors to reach out to community leaders or clergy in areas of the state that have a large minority population.
- Develop a communication plan that specifically targets underrepresented prospective students in order to help them understand the process for admissions and enrollment, and to provide contacts on campus.
- Review Admissions and Enrollment Processes
    - Compare percentage of EOP applicants to funded EOP seats to inform advocacy efforts.
    - Review and offer acceptance to EOP applicants that meet regular admissions standards.
    - Continue to review and coordinate transitional programming for first year and transfer students.
    - Aspire to hire 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.
B) Research and Implement Best Practices for Retention of Underrepresented Students Including:
- Encourage inclusion of more students of diverse backgrounds on college committees and event planning.
- Continued support of high impact practices for all students, including building and enriching the applied learning plan.
- Continue to make visible the College's commitments to diversity, equity and inclusion by:
    - Encouraging more integrated programming and discussion between Enrollment Management and Student Affairs, Academic Affairs, and student clubs and leadership. The Training and

Awareness Committee and the new Academic Success Center are locations in which representatives from the above groups can share ideas, resources, and strategies. This exchange should lead to a broader perception across campus that curricular and co-curricular leadership, activists, and event planners are communicating and share similar goals in relation to diversity and inclusion.

- Better communication to faculty, staff, and students all diversity events and resources at the beginning of each semester.
- Using social media more widely to advertise and tag diversity events and internal and external information related to equity and inclusion.
- Creating a multiracial resource page, disability resources page, and religious diversity resource page to supplement the College's LGBTQIA resources page.

- Conduct a space-needs analysis for students around clubs, organizations, centers, and support for the College's diverse student body.
- Explore successful practices for retention and transition used by the Educational Opportunity Program, McNair, and CSTEP programs, as well as the former Learning About and Understanding your New College Home (LAUNCH). Consider avenues for implementing the most successful practices more broadly. This might include expanding tutoring opportunities, requiring students to attend office hours, providing transition programming more broadly, holding events with faculty and staff, and arranging peer and faculty mentorship for underrepresented and at-risk students.
- Review resources of health center to make sure there are appropriate counselors available who represent and are culturally competent to serve a broad social and cultural range of identities and experiences.
- Improve accessibility to all resources (see Goal 4 Implementation Strategies, Item A).

C) Continue to invest in and support programming that supports local middle and high schools and increases awareness of The College at Brockport for minority and underrepresented populations.
- Support the establishment of the RISE network with Rochester Educational Opportunity Center and Monroe Community College, working to provide college preparation, deliver support through case management, and establish pathways to four-year completion for underrepresented, underprepared, and at-risk students.
- Continue to implement and develop more rigorous assessment plans and outreach strategies for Learning Enrichment to Achieve Potential (LEAP) and PUC Achieve programs.

GOAL 3: Ensure that **curriculum**, **programming**, **and/or trainings** educate all incoming students, faculty, and staff and are available to current students, faculty, and staff in issues of social equity and the ability to speak to each other across differences as part of the College's commitment to an inclusive community, diverse engagement, academic excellence, and self-transformation.

Implementation Strategies:

A) Increase availability of diversity and inclusion trainings.
- Increase EDI trainings and activities offered as a part of new employee orientation.
- Offer professional development opportunities for faculty and staff at a range of times and locations, including multiple identity categories and multiple approaches to community building, self-reflection, and integration into teaching and mentoring
- Continue to provide and grow SafeZone trainings, offering at least two per semester open to all faculty/staff, two per semester open to all students, as well as targeted trainings for specific department, divisions, programs, and offices by request.
- Train faculty and staff to provide trainings on race/racism/privilege/empowerment regularly on campus, offering at least two per semester open to all faculty/staff, two per semester open to all students, as well as targeted trainings for specific department, divisions, programs, and offices by request.

- Ensure ongoing training for all members of the campus community including upper administration and University Police.
B) Demonstrate value of EDI knowledge and professional work.
  - Work with College Senate and Professional Development subcommittee of PCDI to revise annual reports to clarify and embed importance of diversity, equity and inclusion efforts.
  - Encourage revisions where appropriate to APT and staff review documents such that professional development and growth with respect to inclusion in teaching and service work at department, college, and professional levels is a valued part of the review for tenure, permanent appointment and promotion.
  - Add a Diversity Statement to the required documents for new hires.
C) Support curricula that focus on EDI topics
  - Research and work to establish interdisciplinary minors and graduate certificates in EDI related areas such as disability studies and poverty studies.
  - Support the sustainability and, where possible, growth of Women and Gender Studies and African and African-American Studies.

GOAL 4: Continue to build and maintain an inclusive and positive **campus climate** for every member in which to foster internal and external community building on the campus, local, regional, and international levels in which diversity is valued and inclusion and equity are shared imperatives.

Implementation Strategies:

A) Improve Accessibility to All Resources
  - Research where existing gendered bathrooms can be converted to all-gender bathrooms in compliance with regulations and in coordination with Facilities and Planning.
  - Provide more education and awareness for campus community so that accessibility needs can be addressed in every space.
  - Research less accessible areas on campus including seasonal issues, such as snow removal, that create particular barriers for students with physical disabilities.
B) Continue to send a strong message that equity, diversity, and inclusion are core college values by incorporation of diversity explicitly into the College's Strategic Plan and the four pillars of the Brockport Community.
  - Encourage the use of and make easily available statements on bias reporting, gender identity, and equity and open communication for faculty syllabi.
  - Increase visibility of Equity, Diversity, and Inclusion Mission Statement by:
    - Posting the College's Better Community Statement and Anti-Racism Joint Resolution with the EDI Mission Statement on the College's website.
    - Including the EDI mission statement in events in which the Better Community Statement and/or Anti-Racism Joint Resolution is referenced.
    - Posting the EDI Mission Statement visibly in hard copy around campus.
  - Advertise events more broadly, in advance, and with in-depth descriptions: brochures, emails from President, Provost, Deans, and Chairs encouraging faculty to explain to students why and how events are important to their education and how these events can help them grow personally and professionally.
  - Continue to provide campus-wide facilitated conversations on race and racism, making sure to advertise the reason for and usefulness of these discussions in detail and to maintain an ongoing record of the interdependent processes of discussion and action in supporting an anti-racist and broadly inclusive campus.
  - Continue to send individuals to intensive diversity retreats/trainings annually, for example Opening Doors Diversity Retreat.

C) Continue to build relationships with key constituents and transparent reporting practices for a more inclusive and supportive community
- Work with the Village of Brockport Mayor's office and Town-Gown Committee to create a local community that feels welcoming and safe to all campus members.
- Work with local (Brockport Village Police) and University Police to create positive relations with students, particularly students of color.
- Work with Advancement/Alumni Engagement to develop outreach plan to bring in alumni as partners in EDI training, outreach, and community building work.
- Implement a campus-wide bias reporting system.

PART 4: ASSESSMENT AND EVALUATION

The Office of Diversity will review the effectiveness of the strategies and progress made in implementing suggested action steps toward equity, diversity, and inclusion goals. In addition to a review by the Office of Diversity, the support of Institutional Research, Human Resources, The Office of Accountability and Assessment, and the Academic Success Center (which includes Academic Advisement and Student Retention) will be required. With fall 2016 as the start of the first year for this model of the Strategic Plan for Diversity and Inclusion, the assessment portion which follows below is a list of goals and commitments by these offices to contribute to assessment of the progress in 2017.

OFFICE OF DIVERSITY: Review and revise this plan annually and contact the appropriate responsible persons for any updates on progress toward goals and additional action plan items.

INSTITUTIONAL RESEARCH: Collect, analyze, and report data on the recruitment, enrollment, retention and graduation outcomes for students by race/ethnicity, assigned gender, age, nationality, and Pell Grant status. In partnership with the Assessment Subcommittee of the PCDI and SUNY System Administration, explore avenues for collecting data on gender identity, sexual identity, and disability status. Report annually to the Office of Diversity to build a clearer picture of those students the College is attracting and retaining. Collect, analyze, and report data on recruitment and retention of faculty and staff by race/ethnicity and help identify gaps in recruitment and retention.

THE OFFICE OF ACOUNTABILITY AND ASSESSMENT: Continue to provide feedback on the College's general education learning outcomes and practices in relation to diversity (including D and W general education codes). Review and coordinate appropriate connections between the College's Strategic Plan and institutional assessment framework for diversity and inclusion.

ACADEMIC SUCCESS CENTER: In partnership with Institutional Research, collect and report qualitative and quantitative information about student retention and the effectiveness of academic advisement for students, paying particular attention to social identity categories and data that can be parsed in a way in which gaps in the College's approaches to meeting all students' needs both academically and co-curricularly are easily identified.

PART 5: SUMMATIVE STATEMENT

The College envisions the goals and action items in this plan to have a series of impacts, some more immediate and some longer term. These impacts correspond to the College's four pillars in the Strategic Plan: Community, Engagement, Excellence, and Transformation.

Within the next year as a result of the implementation of a Diversity Training and Awareness Leadership team (with campus-wide representation) and with the *Community Conversation* programming and increased awareness of diversity and inclusion events and trainings, the College hopes to build a stronger sense of **community** on campus that feels inclusive to all students, faculty, and staff. Forming connections across Academic Affairs departments and programs and Enrollment Management and Students Affairs offices will lead to more support for all diversity initiatives and better use of shared resources along with mutual

advertising and coordinating of events. The *Community Conversations* will focus on how to have difficult dialogues about divisive issues and across differences in social position and perspective. The Office of Diversity will also be holding workshops on approaching difficult topics and speaking across differences to selected departments and schools, as requested or needed. All of these will contribute to building a strong and fully inclusive community.

In the process of building a more connected and inclusive community, **engagement** in meaningful activities will also increase for students, faculty, and staff. The activities of the faculty/staff LGBTQIA group will help not only to retain LGBTQIA identified faculty and staff, but also provide meaningful engagement with cultural events on campus and in Rochester. Student involvement on the Diversity Training and Awareness Leadership team, *Community Conversation* facilitation, as well as student participation in meetings with upper administration and University and Brockport Village Police, will help give students a voice and knowledge of ways to become more engaged citizens and community educators. By linking the *Community Conversations*, speakers, and EDI training opportunities to explicit and communally collected action items, the College can achieve broader campus buy-in and broader involvement in implementation and change. Greater engagement will be built over the course of the next two years by implementing the above initiatives.

The next three to five years will be a time of advancement toward the goal of building a culture of academic **excellence.** The review of the student learning outcomes in relation to diversity in general education and the focus on faculty development, including proposed changes to faculty and staff annual reports--which make it clear that efforts to improve one's professional skills in areas of equity, diversity, and inclusion are key to success as a teacher, scholar, and university member--will lead to more incisive analytical skills around identity, power, and privilege, as well as to teaching and modeling good communication skills across cultural and social difference. The more cultural competence the faculty and staff can build and the more cultural humility they can model for students, the greater the rigor of the students' education in areas of social justice, communication, equity, and broad-minded, transformative, creative thinking.

In conclusion, the next five years are seen as a time of **transformation.** As the College implements best practices for broadening the diversity of the faculty, staff, and students, and campus-wide retention efforts for faculty, staff, and students (including work on physical and cognitive accessibility, bathroom inclusiveness, support for underrepresented minority faculty, staff, and students, and broader recognition of a range of religious holidays and cultural events), the campus will see a transformation in overall cultural competence, integration, visibility of difference, and creation of initiatives based in the investments and work of campus members. This will increase all campus members' understanding of and sensitivity to privilege, inequity, and structural challenges as well as knowledge and wisdom to approach these topics and engage with others around them in ways that lead to increased justice, inclusion, and equity. This is the ultimate goal of inclusive community building that the College will work toward over the next five years.

APPENDIX A: GOALS, STRATEGIES, RESPONSIBLE PARTIES, TIMELINE, EVALUATION

(see attached)

APPENDIX B: ENROLLMENT BY RACE/ETHNICITY AND LEVEL

(see attached)

APPENDIX C: ENROLLMENT BY RACE AND ETHNICITY

(see attached)

APPENDIX D: ADULT STUDENT ENROLLMENT TRENDS

(see attached)

APPENDIX E: INTERNATIONAL STUDENT ENROLLMENT

(see attached)

APPENDIX F: ENROLLMENT BY GENDER

(see attached)

APPENDIX G: ACCEPTANCE AND YIELD RATES BY RACE/ETHNICITY

(see attached)