

# SUNY Cortland Strategic Diversity and Inclusion Plan

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## **Diversity and Inclusion Mission and Vision Statements**

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### **Diversity and Inclusion Mission:**

SUNY Cortland's core values include treating all with respect and dignity while embracing the diversity that makes us all unique individuals from which we can learn. SUNY Cortland cultivates a dynamic and culturally sensitive faculty, staff and student community that exemplifies, promotes and celebrates diversity while valuing and sharing the strength of our differences in a safe, positive and nurturing environment. We celebrate the uniqueness of each and every member of our community and support our students in developing their understanding, awareness, and recognition of such.

### **Diversity and Inclusion Vision:**

SUNY Cortland strives to holistically support all students, faculty and staff by establishing and sustaining a campus culture that exhibits a fundamental respect for different ways of thinking, living, working and learning. In doing so, SUNY Cortland promotes and fosters an environment that is free of discrimination and will not condone or tolerate practices that discriminate against members of our community.

## Current Campus Assessment

The State University of New York College at Cortland (SUNY Cortland) is one of thirteen comprehensive institutions in the State University of New York (SUNY) System. Founded in 1868 as the Cortland Normal School, SUNY Cortland became a State Teachers' College with four-year programs in 1941 and officially joined the SUNY System in 1948. In 1961, Cortland became the SUNY College at Cortland, providing arts and sciences programs as well as professional studies.

Enrolling almost 7,000 full-time and part-time undergraduate and graduate students, the College is primarily an undergraduate, residential institution with a traditional college-age population. Academic programs are provided through the Schools of Arts and Sciences, Education, and Professional Studies, and all three schools are involved in teacher preparation. With almost one-third of the student body enrolled in teacher preparation programs, SUNY Cortland ranks first in New York State and in the top twenty institutions in the nation for graduating new teachers. The School of Arts and Sciences offers traditional disciplinary study, including criminology and business economics, as well as offering majors in biochemistry and biomedical sciences and delivers the majority of the General Education program – the longstanding liberal arts foundation of every degree. The School of Professional Studies offers nationally recognized majors in physical education and recreation and just graduated its first class from an M.S. in Communication Sciences and Disorders.

We proudly serve New York through our programs and by enrolling a strong population of New York State residents and providing continuing education through initiatives such as the Center for Teaching Innovation. In addition, we have been expanding our out-of-state and international student enrollment to diversify the student population and support the viability of the campus.

According to the mission statement of the College, "SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service." SUNY Cortland achieves this mission through its ongoing focus on our four institutional priorities: 1) Academic Excellence, 2) Transformational Education, 3) Well-Being, 4) Maximize Resources.

SUNY Cortland is midway through implementing its ten-year strategic plan, *SUNY Cortland 2010-2020: A Commitment to Excellence*. The plan aligns with the six big ideas of the Power of SUNY. Major goals and commitments include:

- Expand academic offerings, audiences and delivery methods for a diverse and sustained enrollment.
- Expand and strengthen student support services to maximize student success and completion.

SUNY Cortland shares SUNY's overall commitment to SUNY's Completion Agenda, SUNY Excels, and SUNY's Diversity Policy. This is reflected in our strategic priorities within our strategic plan. Our main foci have been on: continued improvement in first- and second-year retention; growth in sponsored research activity; increased diversity among faculty and staff; extending applied learning experiences across all undergraduate programs; and continuing to explore partnerships for START-UP NY.

SUNY Cortland embraces diversity and inclusion as core values and considers the diversity of the campus community to be a strength and valuable asset. Creating an educational and work environment that is rich in diversity, and inclusive and supportive of all, is a primary goal for the College. SUNY Cortland affirms this commitment by listing "appreciate and advocate for diversity, equity, and social justice" among the identified campus priorities. The SUNY Cortland Strategic Plan 2010-2020 identifies several outcomes closely linked to diversity, equity, and inclusion. In identifying these outcomes, SUNY Cortland has set aspirational targets designed to guide and drive forward our work in these areas. The outcomes include increasing diversity of faculty and staff; advancing diversity,

equity and inclusion work among our alumni and alumni board; and identifying additional indicators of a positive campus climate. The collaborative effort of faculty, staff, and students to develop the SUNY Cortland Strategic Plan has helped lay a supportive framework for the development of goals and strategies specific to this strategic diversity and inclusion plan.

SUNY Cortland has committed to diversifying the student population and has specific recruitment efforts that have led to significant diversification of the student population. In addition to committing to greater demographic diversity, we are dedicated to building an inclusive community with strong cultural competence. The SUNY Cortland 2015 Performance Improvement Plan highlights the following items in this area:

- Appointment of a Chief Diversity Officer to lead the campus. This included campus dialogues on diversity and the start of a plan for greater diversification of student and faculty/staff populations.
- Continuation of successful admissions practices that include targeting more diverse high schools, purposeful partnering with community colleges, and programs that are more inclusive.
- Revision of a Diversity, Equity and Inclusion Council to promote inclusion and achievement.
- Increase diversity of the student population through international recruitment and exchange partnerships. SUNY Cortland's International Programs Office has specific plans for impact of international programs on cultural competency. The Clark Center for International Education has the mission of internationalization across campus and the curriculum.
- The General Education Committee has charged an ad hoc committee with reviewing our current Prejudice and Discrimination category to look at relevance and review of courses. This is a required course for all students and addresses cultural competency and understanding of privilege and oppression.
- Utilize the campus climate survey to identify areas where intervention and outreach would have the greatest impact and coordinate initiatives to address those issues.

As noted above, a revised Diversity, Equity and Inclusion Council was central to the Performance Improvement Plan goal of promoting inclusion and achievement. The Diversity, Equity, and Inclusion Council promotes and sustains inclusive excellence by creating an environment where all are valued, develop their full potential, and contribute to the success of the campus and the community. The council is co-chaired by the Provost and Vice President for Academic Affairs, and the Vice President for Student Affairs. The goals of the council include:

- Promote inclusiveness through academic excellence across the campus community
- Improve the multicultural climate at SUNY Cortland and the Cortland community
- Coordinate and collaborate on policies for diversity related activities on campus
- Ensure all forms of professional development are consistent with the mission of the Council
- Review, support and advocate for access to grievance structures related to the unfair and/or biased treatment of, but not limited to race, religion, ethnicity, gender, sexual orientation or disability
- Provide leadership for an ongoing dialog which values and acknowledges that learners have multiple identities where race and ethnicity intersect with gender, class, sexual orientation, national/regional origin, ability and religion.

In pursuit of the established goals, the Council has formed the following subcommittees:

- **Inclusive Climate Committee** – this subcommittee is tasked with first defining climate and the areas of concern related to climate and then working to make a recommendation to the Council about strategies to address/improve climate issues at SUNY Cortland. The committee will review existing surveys and data and investigate how to use that data and complement those surveys.
- **Institutional Diversity and Inclusion Profile** – this subcommittee is tasked with research and

recommendation around how to elevate our diversity and inclusion presence for the purposes of attracting and recruiting new faculty/staff/students to the SUNY Cortland community. This might include looking at website, materials, outreach, and advertisement around searches and admissions.

- **Welcoming and First Point of Contact Behaviors** – this subcommittee is tasked with looking at what we do and what we could be doing to welcome and retain those who have chosen SUNY Cortland as their new community.
- **Bias Related Protocol and Prevention Strategies** – this subcommittee is tasked with working with responsible agents on campus to revise, implement, and oversee the bias related protocol and processes from reporting intake through possible sanction recommendations (student conduct). This would include, but not be limited to; revision and distribution of the bias related protocol, development of an intake instrument, education, and maintenance of such a process.

Additionally, in the fall of 2015, the Council launched a new Diversity, Equity and Inclusion website offering important information about SUNY Cortland’s commitment to creating an environment that exhibits inclusive excellence. The website provides a home for the College’s 24-hour, anonymous, online bias incident reporting form. The website also contains diversity, equity, and inclusion resources for students, faculty, staff, and our partners outside the SUNY Cortland community.

In demonstrating SUNY Cortland’s ongoing commitment to attracting, recruiting, and admitting a highly diverse student body, members of the College’s Admissions staff have implemented several recruitment strategies over the past three years to promote the College in highly diverse areas throughout New York State and other parts of the country. These strategies include maintaining a strong presence in urban areas throughout the state, participating in recruiting events in high schools with highly diverse graduating student populations, and attending one dozen National Hispanic College Fairs. The strategies mentioned are rooted in the current enrollment management philosophy to recruit and admit a student population that is representative of the current upstate New York demographics. One strategy has been to increase the frequency and funding for bus trips for prospective students attending New York City high schools. These changes to the bus trip program have resulted in 147 enrolled students from New York City in 2016, compared to just 47 students in 2009.

Currently, students of color comprise 21% of SUNY Cortland’s undergraduate population. The specific breakdown of students by race/ethnicity over the past four cohorts is identified in the following tables. Table A represents first-year students, and Table B represents transfer students.

A. First year student cohort self identified race/ethnicity:

Race/Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Asian	30	28	41	32
Black or African American	93	97	95	116
American Indian or Alaskan Native	6	7	12	12
Native Hawaiian or Pacific Islander	2	1	4	4
Hispanic or Latino	91	113	133	172
White or Unreported	991	965	920	931

B. Transfer student cohort self identified race/ethnicity:

Race/Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Asian	N/A	5	11	21
Black or African American	N/A	51	39	60
American Indian or Alaskan Native	N/A	7	10	12
Native Hawaiian or Pacific Islander	N/A	3	2	2
Hispanic or Latino	N/A	55	16	62
White or Unreported	N/A	535	564	527

International Programs, in collaboration with Admissions, has initiated an international recruitment strategy to attract highly qualified students from diverse countries. International Programs and Admissions staff partner with domestic and international organizations, such as EducationUSA centers around the world, the U.S. Department of Commerce, universities abroad, foreign embassies, international education agencies, and service providers to promote the College as a destination for international students. SUNY Cortland is committed to providing high quality support to international students through the services of International Programs, in collaboration with all student and academic departments and support offices across campus. Table C summarizes trends in international matriculated and exchange student enrollment at SUNY Cortland.

C. International Students (Matriculated and Exchange/Visiting):

	2012-13	2013-14	2014-15	2015-16	2016-17 (expected)
International	78	95	112	71	97

SUNY Cortland has a long history of international educational exchange, from the opening of our exchange with the German Sport University over 40 years ago, to our new programs in China, India, Turkey, Greece, Romania, Indonesia, Ireland, Italy, and Costa Rica. As is the trend throughout U.S. higher education, International Programs, working with faculty across disciplines, has been diversifying programs to include courses and formats that fit the academic needs and personal interests of students across disciplines. This, coupled with scholarship awards, has increased student access to overseas experiences and opportunities to build their cultural competence. It has also offered faculty opportunities to develop themselves as intercultural mentors and teachers.

In recent years, the campus has also seen an increase in the number of international exchange and matriculated students, who add diverse perspectives to student life and classroom dialogue. Some students come as matriculated freshman or transfer students, while others come from our exchange partners and through special programs, such as the SUNY Turkish Dual Diploma Programs, the Brazil Science Mobility Program, Fulbright, and USAID. Starting in 2015, the College also began to accept qualified direct-enroll non-matriculated international students who are attracted by the College's unique academic programs and welcoming campus environment. International Programs, working with all

academic and administrative units, supports these students and visiting scholars through immigration advising, orientation and cultural adjustment programming and advisement, cultural and student social events to encourage cultural exchange and learning.

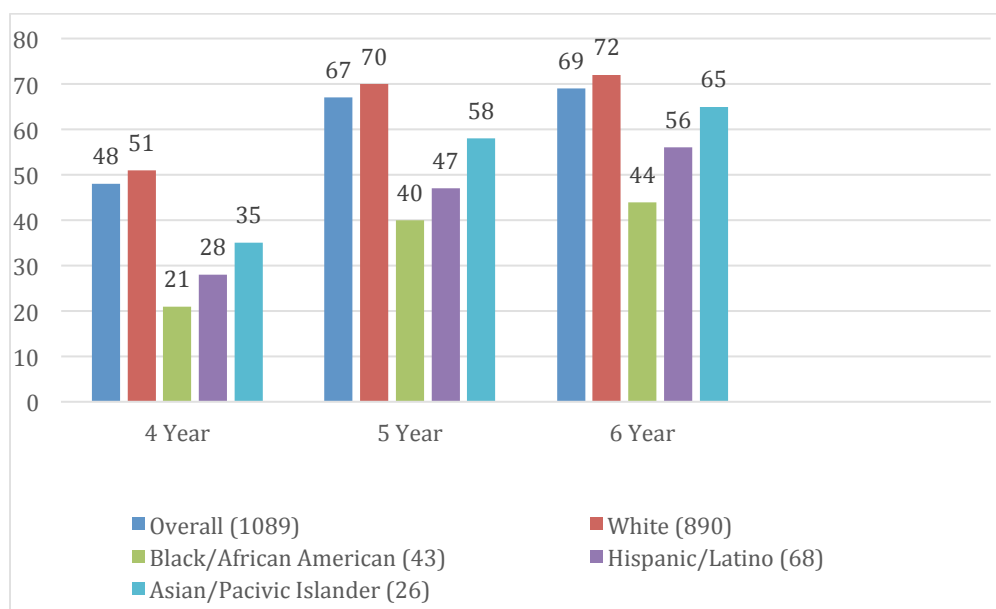
With respect to faculty and staff, the 2015 SUNY Data Brief illustrates that SUNY Cortland has seen modest growth in international faculty, but the percentage of faculty who identify as underrepresented is low compared to sector peers. Continued work is necessary in developing a plan for the ongoing recruitment and retention of faculty/staff identifying as members of underrepresented groups.

In order to support further the diversity of faculty and staff, SUNY Cortland has also collaborated with international university partners and developed policies and procedures to facilitate faculty and staff exchange. This provides an opportunity for the College to bring new faculty and staff perspectives into classrooms and community events, while also giving SUNY Cortland faculty and staff opportunities to develop their own cultural competence through teaching and collaborating on research abroad. As a member of SUNY’s Exchange Visitor Consortium, SUNY Cortland has brought 3-5 visiting faculty and staff to campus as exchange visitors per year.

SUNY Cortland has strong graduation rates at both the four- and six-year levels and will work to identify ways to close the gaps in achievement of students from underrepresented groups. Having identified those gaps, we are looking at improvements in advising, monitoring of student progress, and expanded support services to close the gaps. Key initiatives and activities include:

- Full implementation of Degree Works ahead of schedule and implementing at the graduate level
- Improvements to overall advising through the recently established Advising Committee
- Development of an online tool for early alert in classes that leads to a case management level of response and coordination of supportive resources
- Expansion of the STAR-NY online tutoring program
- Reduction of the General Education requirements by six credits
- Transfer planning sheets for every academic major that show the best overall path(s) between two- and four-year completion

A review of our institutional data identifies gaps in achievement by race/ethnicity and by gender. The following table identifies four-, five- and six-year graduation rates by race/ethnicity.





Significant gaps for Black/African American and Hispanic/Latino students are closing, but still need attention. The items listed above, the programs and initiatives identified in the next section of this document, and the goals and strategies outlined in this Strategic Diversity and Inclusion Plan will address these concerns and others.

SUNY Cortland is home to two special academic programs that boast very positive results in retention and graduation of students identifying as members of underrepresented groups. These two programs are:

### **Cortland's Urban Recruitment of Educators (C.U.R.E.)**

Critical to high quality preparation of teacher candidates from groups underrepresented in teaching is support for academic success. To support students' academic success, every first-year C.U.R.E. student must attend weekly meetings with the Project Director and Graduate Assistant to discuss transition issues, grades, and time management. These components are especially important given the transition issues faced by many students from underrepresented groups who are far from home and find themselves in the minority of the student body. Additionally, every first-year student must attend an orientation and learning styles inventory with Cortland's Academic Support and Achievement Program (ASAP), which serves to familiarize the participants with the range of academic supports available on campus. If students begin to experience academic issues (as reflected in a semester's GPA below a 2.7), they must attend weekly tutoring and advising sessions with the C.U.R.E. Graduate Assistant.

These measures have proven successful in ensuring the academic achievement of students from underrepresented groups. During the 2015-2016 academic year, C.U.R.E. students had an average GPA of 3.26 and more than half of the students were on Dean's List and/or President's List. C.U.R.E.'s four-year graduation rate of nearly 80% is significantly higher than that of the College and the SUNY System.

Mentoring is one of the most valuable components of the C.U.R.E. Program, and C.U.R.E.'s mentoring structure has been cited as a high quality model by accreditation teams, visiting scholars, and experts in the field. In the current C.U.R.E. Program, students are assigned a peer mentor who has participated in the C.U.R.E. Program for at least one year. Peer mentors meet once per month during structured C.U.R.E. meetings that allow for relationship building while addressing skill development; past examples of peer mentoring meetings have included workshops on finding club and leadership opportunities, resume writing, and finding summer employment. The one-to-one peer mentoring relationships are complemented by large group C.U.R.E. Program activities that provide professional development and exposure to topics in equity and diversity. Monthly meetings and seminars feature speakers related to urban education issues. In 2015-2016, participation rates for these seminars was 90%; presentations included faculty from local universities discussing research, presentations by a national charter school network, and visits from highly effective urban educators with a range of specializations. These meetings serve as support and mentoring in two important ways. First, students develop a connection as members of a special group on campus that is identified with becoming an educator of color, and second, the inspiration and connection to real-world practice serves to reinforce each student's decision to pursue a career in teaching.

A summary of relevant CURE data, made available in June 2016, is as follows:

- 150 students have been accepted into the CURE Program (1998-2015).
- 75% have graduated from SUNY Cortland as members of CURE Program.
- 88% have graduated from SUNY Cortland.
- 94% are working toward, or have completed, the two-year teaching commitment in urban schools.
- 74% of eligible graduates have extended their urban teaching career past two years.

## **Educational Opportunity Program (EOP)**

The principal mission of the Educational Opportunity Program at SUNY Cortland is to provide access and support to students with strong academic and personal potential who would otherwise be excluded from higher education due to circumstances of academic under preparation and economic disadvantage.

Once enrolled, the EOP family at SUNY Cortland shares in the student's dedication to success. This is accomplished by being a full member in our community, enjoying the benefit of the full resources available including academic support, counseling, and monetary aid, and affirming that achievement for us transcends just maintaining passing grades. We aim higher... We provide a path for the potential scholar.

In selecting students for the program, priority is given to applicants from historically disadvantaged backgrounds who are the first generation to attend college. EOP provides strong academic support and significant financial aid support, as well as personal contact with EOP counselors. EOP students enroll in the same course work as traditionally admitted students. EOP students have additional resources at their disposal, such as:

- A pre-freshmen summer instructional program called the Summer Institute.
- Strong encouragement and support to integrate them into student leadership roles at the College. Such experience will augment classroom knowledge and will better prepare them for leadership roles they will encounter during their life as a professional in their community.
- A structured program throughout their college career, which includes counseling and other support assistance, such as information on internships and guidance on application for graduate school, employment, etc. We also have strong links to other parts of the College that can provide important information to assist students in making important decisions about their future.
- A tutoring component that can offer free, unlimited tutoring in any course in which they enroll throughout their time at SUNY Cortland. The program's tutoring support is in addition to any programs at the College that provide academic support to SUNY Cortland students in general.
- Counseling, educational techniques and other programs to enhance retention and progress towards graduation.
- Financial assistance that supplements generally available financial aid, which will help subsidize the cost of books, room and board, and other necessary items.

The SUNY Cortland EOP Summer Institute boasts a retention rate of 97% from 2012-2015. Additionally, in 2015 (based on the 2009 entering first-year student cohort) the program's six-year graduation rate had risen to almost 71.5%, making it fourth amongst comparable SUNY institutions.

Both the C.U.R.E. and EOP programs serve as evidence that a commitment to providing students with a strong portfolio of academic support, mentoring, advocacy, and intentional ongoing engagement with peers, faculty, and staff can yield extremely positive results in retention and persistence.

Beyond C.U.R.E. and EOP, SUNY Cortland has numerous programs and initiatives support the College's efforts in the area of diversity and inclusion. It is necessary for the College, moving forward, to identify and appoint a Chief Diversity Officer who will serve the institution by helping to coordinate and support these existing programs and initiatives, while leading the efforts to successfully achieve the identified diversity and inclusion goals by pursuing the stated strategies relevant to each respective goal. An extensive, yet not exhaustive, list of additional campus programs and initiatives in support of diversity and inclusion follows:

### **Alumni Board Diversity, Equity, and Inclusion Committee**

This committee works to define diversity and identify suggestions (based on personal experience and current research) to the alumni board of directors so the board can put into action programs and

initiatives that address diversity, equity, and inclusion in the current and future alumni populations. The executive charge of the committee directs its members to examine the composition of the alumni board, ensuring that it accurately reflects the alumni population and prepare educational programming around diversity, equity, and inclusion for the members of the alumni board.

### **Center for Gender and Intercultural Studies**

The mission of the Center for Gender and Intercultural Studies (CGIS) is to foster and develop equity and respect for social, racial, ethnic, cultural, economic, sexual orientation, and environmental justice and diversity within the campus and larger community. The Center educates about systems of oppression and discrimination, and strives to enable mutual respect and understanding of cultures and underrepresented groups. The Center focuses on the development of diversity across the curriculum; the promotion of research; the facilitation of student, staff and faculty development; and the recommendation of policy. In the 2015-2016 annual report, CGIS lists the following priorities:

- Educate faculty and campus leaders on diversity and implicit bias
- Provide education to those who train COR101 teaching assistants on diversity dialogues in the curriculum
- Provide Train-the-Trainer Diversity Institutes or Diversity Modules
- Work with area superintendents and principals to infuse diversity studies into the K-12 curriculum
- Increase enrollment in four minors (Asian & Middle Eastern Studies, Latino & Latin American Studies, Native American Studies, and Women, Gender & Sexuality Studies).
- Increase visibility with programming, networking, and social media presence
- Connect all of the identified minors with alumni for internship opportunities and professional development. Participate in the Alumni Sharing Knowledge (ASK) program.
- Recruit new faculty to CGIS scholarly and co-curricular projects to assist with mentoring and retention.
- Host Visiting Fellows whose scholarship and/or activism supports the mission of CGIS. This proposal has been discussed at President's Cabinet in Spring 2016. CGIS awaits an affirmative response.
- Work with Title IX Officer, Chief Diversity Officer and Multicultural Life & Diversity Director, and the Diversity Council to coordinate events and create a master calendar to avoid overlapping.
- Attain CGIS representation on the Diversity Council and on search committees for positions, which center on diversity management (e.g. CDO).
- Continue recruitment outreach for students of color from New York City, supporting the efforts of the Asian & Middle Eastern Studies Committee and Africana Studies Department.
- Shared services: Host speakers that are invited to area SUNY schools for a reduced fee or honorarium.
- Collaborate with other campus units on speaker series.
- Equity funding allocation for Director and Coordinators, and for *Wagadu* editorial responsibilities

### **Diversity Retreat**

The Multicultural Life and Diversity hosts an annual diversity retreat for members of the College's student body. The purpose of the retreat is to help students gain an understanding of:

- Their individual leadership style
- The role of diversity within leadership
- The value of diversity, equity, civility, access, and inclusion in their educational experience
- The value of team building and teamwork in leadership development
- Working with people different than themselves as a key to achieving goals

### **Gender Inclusive Housing**

Gender inclusive housing is available for students who wish to reside together within a floor, room, or

suite regardless of their gender, gender identity, or gender expression. The ultimate goal for Gender Inclusive Housing is to develop a community for all students who choose to participate to feel accepted and supported. Gender Inclusive Housing is open to students, regardless of gender identity, and as space is available, who would like to grow not only as individuals, but as student leaders and active citizens in society. Students participating in Gender Inclusive Housing must agree to the following affirmations:

- I agree that it is my responsibility to work collaboratively with my peers in the Gender Inclusive Housing community towards successfully developing a living environment that is both accepting and open to all people, regardless of sex and/or gender identity.
- I understand that Gender Inclusive Housing is a way for SUNY Cortland to promote inclusion on campus by providing an environment where students can feel accepted, welcomed and supported. I will utilize effective communication, especially when there is conflict and compromising; and, I will work on building strong relationships with my peers, so that I can become a student leader who is willing to engage with and learn from students who may be different than me.

### **Inclusive Spaces Initiative – All-Gender Restrooms**

Beginning in the fall of 2016, SUNY Cortland transitioned several campus single-use restroom facilities to all-gender restrooms. This project included replacing the traditional male/female gender binary signage on these restrooms with signage depicting the contents of the restroom (sink, toilet, urinal, etc.) and denoting that the use of each restroom is noted for all gender identities.

### **International Programs Office**

The International Programs Office provides leadership and management of the college's international programs and partnerships, promoting involvement in international study and faculty/staff exchange. It also offers programs and participates in initiatives to support development of intercultural competence and global awareness across campus. The office operates more than 50 study abroad programs suited to the interests and needs of students and faculty in a wide variety of disciplines. Students can choose from a variety of experiences, including internships, student teaching, winter session, summer session, spring break, semester-long or academic year.

### **Minority, Women, and Service Disabled Veteran Owned Business Enterprises**

SUNY Cortland strives to support The State of New York in increasing the utilization of Minority, Women and Service Disabled Veteran Owned Business Enterprises (MWBE/SDVOB'S). It is the policy of SUNY Cortland to take affirmative action to ensure that Minority, Women and Service Disabled Veteran Owned Businesses, certified by New York State, are given the opportunity to demonstrate their ability to provide the College with goods and services at competitive prices.

### **NASPA Undergraduate Fellows Program (NUFP)**

The NASPA (National Association of Student Personnel Administrators) Undergraduate Fellows Program (NUFP) exists to further the mission of NASPA (to be the principal source for leadership, scholarship, professional development, and advocacy for student affairs). NASPA, as the leading voice for student affairs administration, policy, and practice, affirms the commitment of student affairs to educating the whole student and integrating student life and learning. The mission of NASPA's Undergraduate Fellows Program is to increase the number of historically disenfranchised and underrepresented professionals in student affairs and/or higher education, including but not limited to those of racial and ethnic-minority background; those having a disability; and those identifying as LGBTQAI. SUNY Cortland's Multicultural Life and Diversity Office, with support from the Vice President for Student Affairs, began a campus NUFP chapter during the 2015-2016 academic year. During that year, SUNY Cortland's MLDO and Division of Student Affairs identified and supported three NUFP fellows. For the 2016-2017 academic year, the College's NUFP program is supporting a second

group of three undergraduate fellows. Specially selected NUFPP mentors, who are members of the College's professional staff, provide additional mentoring and support for the selected fellows.

### **President's Conversation Series**

During the 2015-2016 academic year, the SUNY Cortland President's Office in conjunction with the Chief Diversity Officer and the Multicultural Life and Diversity Office hosted a series of President's Conversations providing a forum for all members of the campus community to engage in diversity and inclusion related conversation. This three-part series included presentations and panel discussions on cultural climate, race and ethnicity, and LGBTQAIP issues.

### **Safe Zone**

The Multicultural Life and Diversity Office proudly hosts SafeZone at SUNY Cortland. The mission of the SafeZone program is to identify, educate, and support Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex allies (LGBTQAIP.) Allies are individuals in the Cortland community who consider themselves to be open and knowledgeable about LGBTQAIP issues and who choose to provide support, as well as advocate for those who identify as LGBTQAIP. By training individuals to have their office/work/communal space be considered a "SafeZone," we hope to provide the LGBTQAIP community with recognizable, visible locations where they can feel safe, welcomed, and supported. Since the program's inception, hundreds of members of the SUNY Cortland community have been SafeZone trained.

### **Sexual Orientation, Gender Identity & Expression Committee (SOGIE)**

Previously named The Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual/Ally, and Pansexual Committee, SOGIE fosters a safe and positive environment for the LGBTQAIP communities at SUNY Cortland. SOGIE provides advocacy and supports the development of curriculum, scholarship, events and programs that are both educational and social and are designed to cultivate positive attitudes towards LGBTQAIP individuals and issues.

The committee's charge states that SOGIE will:

- Provide advocacy for lesbian, gay, bisexual, transgender, queer, intersex, asexual, and pansexual individuals to make it possible for LGBTQAIP individuals to benefit from a positive personal and professional experience while members of the SUNY Cortland community.
- Encourage full implementation of the New York State law and the SUNY Cortland policies barring discrimination and harassment on the basis of sexual orientation or gender identity/expression.
- Recommend plans and policies that promote diversity and mutual respect.
- Explore ways of expanding the curriculum to include opportunities for scholarly research and teaching in the area of LGBTQAIP issues and other ways to support intellectual activities in these areas.

### **Student Conference on Diversity, Equity, Inclusion and Social Justice:**

Created at SUNY Cortland in 2009, this annual conference provides undergraduate and graduate students with an opportunity and a venue to share their academic research and work product, build their resumes, and network with other students across New York State around the core values of diversity, equity, inclusion and social justice. This student-led conference allows participants to problematize, conceptualize, research, and present across a wide range of disciplines. Each year, the conference's focus falls in line with the strategic priorities for both SUNY System and the College.

### **Student Voice Office**

The Student Voice Office organizations strive to promote awareness about their culture and matters related to their community. As a whole their goal is to educate through meetings and programs while providing a safe space for everyone. All of their meetings and programs are open to the campus and

anyone that is interested in learning about their history and current events. One of their favorite sayings is that “you don’t have to self-identify within the organization to be a part of us. All are welcome.” The Multicultural Life and Diversity Office works closely with the Voice Office to provide support and guidance.

The Student Voice Office organizations are:

- Black Student Union (BSU)
- Caribbean Student Association (CSA)
- Hillel
- La Familia Latina (LFL)
- Men of Value and Excellence (MOVE)
- Pan-African Student Association (PASA)
- Spectrum Gay Straight Alliance (SGSA)
- Women of Color (WOC)

### **Summer Diversity Institute for Faculty and Professional Staff**

The SUNY Cortland Summer Diversity Institute, “Infusing Diversity into the Curriculum and Professional Services” has been held annually since 2004. The Institute is coordinated and facilitated by SUNY Distinguished Teaching Professor of Political Science and Chair of Africana Studies, Dr. Seth Asumah, and Professor of Philosophy and Director of the Center for Gender and Intercultural Studies, Dr. Mecke Nagel. Goals of the Institute include:

- Sharpening pedagogical techniques for teaching courses with difficult dialogue
- Develop liberatory learning practices and inclusive classrooms
- Promote future collaboration with other scholars working on diversity studies
- Create a community of scholars for inclusive excellence
- Receive institutional recognition or awards for effective teaching and research

### **Town Hall Meetings for 2015-2016**

SUNY Cortland’s Black Student Union (BSU) organized and facilitated a series of town hall discussions during the 2015-2016 academic year. These town halls provided students, faculty, and staff an open forum to share personal narratives about the experiences of underrepresented students. At each of these town halls, the information shared provided detailed data that informed the goals and strategies identified in SUNY Cortland’s Diversity and Inclusion Strategic Plan.

### **General Education Category 11 (GE11): Prejudice and Discrimination**

The goal of this category is for students to reflect critically about the nature and impact of prejudice and discrimination. Courses address the individual and institutional nature of prejudice and discrimination in the American and/or global context; examine various aspects of prejudice and discrimination from multiple intellectual perspectives; examine the factors upon which prejudice and discrimination may be based, for example, race, gender as well as class, ethnicity, religion, age, sexual orientation and disability.

#### **GE 11 Learning Outcomes**

Students will demonstrate an understanding of:

- issues such as power and bias as they relate to prejudice and discrimination and how these issues have determined attitudes, institutions, dominance and subdominance
- how various beliefs can lead to conflicting conclusions about a society and its norms, values and institutions

### **5-0-4 Inclusion Dialogues**

The purpose of these dialogues is to provide a three-part opportunity each semester for SUNY Cortland students, faculty, and staff to openly discuss matters surrounding inclusion and accessibility for all

students, regardless of ability. Each dialogue focuses on different topics within the area of ability/disability. Recent topics have included cognitive difference and web accessibility, physical inclusion and accessibility, and mental health.

## Diversity & Inclusion Goals and Strategies

### Goal 1:

Improve campus climate for all students, faculty, and staff.

#### Strategies for Goal 1:

- A. Implement a broad and comprehensive campus climate survey (or series of surveys) to assess and evaluate the campus climate with respect to race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as a person with a disability, and national origin.
  - i. Survey alumni population to collect data regarding perceptions, needs, experiences of alumni.
- B. Continue developing and promoting the online form for reporting bias related incidents (anonymously, if desired) so that all faculty, staff, and students are aware of how to report incidents.
- C. Develop and promote a process through which members of the campus community can submit suggestions for improvement(s) related to diversity, equity, and inclusion.
- D. Develop documented protocols and procedures for tracking and responding to bias related incidents.
- E. Conduct an ongoing review of existing policies, practices, and accommodations to ensure we are meeting the needs of underrepresented individuals.
- F. Continuously review all web, social media, print media, official correspondences, etc., to ensure that the College's commitment to diversity, equity, and inclusion is clearly demonstrated through language, photos, images, etc.
- G. Explore options for increasing the number of gender inclusive spaces on campus.
  - i. Identify potential funding opportunities and timeline to provide all-gender restrooms in every campus building.
- H. Explore *intergroup dialogues* as a method for fostering small group conversations about diversity and inclusion.

### Goal 2:

Recruit and retain a diverse faculty/staff population.

#### Strategies for Goal 2:

- A. Conduct an ongoing review of campus procedures and strategies for recruiting candidates into faculty and staff vacancies.
- B. Broadly disseminate position announcements through national advertising platforms as well as publications and organizations that have a diverse readership/membership.
- C. Cultivate relationships with professional associations, affinity groups, and other institutions of higher education (such as HBCU's and/or Minority Serving Institutions) to aid in the recruitment of diverse faculty and staff.



- D. Offer trainings on recognizing implicit bias as part of the preparation materials given to members of search committees conducting active faculty and staff searches.
- E. Deploy recruitment selection tools that decrease the propensity for implicit bias in faculty and staff searches.
- F. Create a retention strategy to assist in retaining underrepresented faculty and staff.
  - i. Collect and utilize data from exit interviews to identify barriers that hinder the retention of specific demographic groups.

**Goal 3:**

Enhance cultural competence of students, faculty, and staff.

**Strategies for Goal 3:**

- A. Convene a committee charged with developing a plan for supporting faculty to engage more directly with issues of equity, diversity, and inclusion in their teaching, and in their out-of-class interactions with students and colleagues.
  - i. The work of this committee will include:
    - a. Prioritizing the most critical issues related to diversity, equity, inclusion, and cultural competence that academic units should seek to address;
    - b. Conducting a needs assessment to determine the types of professional development and support that academic faculty and staff feel is critical to improving their ability to address and engage in issues of diversity, equity, and inclusion;
    - c. Identifying professional development activities best suited to address the needs identified through the needs assessment.
- B. Implement cultural competence training and professional development opportunities for professional and classified staff.
- C. Provide resources for professional development that will give faculty added insight into creating and strengthening inclusive classroom learning environments.
- D. Provide resources to all academic and non-academic departments regarding inclusive language and communication strategies.
- E. Expand the SUNY Cortland Summer Diversity Institute, “Infusing Diversity into the Curriculum and Professional Services,” to include a larger number of faculty and staff each year.
- F. Expand the existing Safe Zone training initiative to train additional faculty and staff to serve as allies for the LGBTQIAP community.
- G. Continue facilitating the “President’s Conversation” series of transformative conversations to further educate our campus community on matters of diversity, equity, and inclusion.
- H. Work with international partner institutions to further develop and promote faculty and staff international exchange opportunities as a means to strengthen programs and enhance faculty and staff cultural competence in teaching and research.

**Goal 4:**

Strengthen the campus commitment to diversity, equity, and inclusion so that the core values of embracing diversity are clearly evident to all.

**Strategies for Goal 4:**

- A. Appoint/Hire a Chief Diversity Officer (CDO) position that will report directly to the President and will support and advance the College's diversity, equity, and inclusion efforts.
- B. Expand the existing Diversity, Equity, and Inclusion Council to broaden campus representation.
  - i. Expand the membership of the existing Diversity, Equity, and Inclusion Council to include at least three seats filled by current students, one representative from the College's International Programs, and potentially one representative from the alumni.
  - ii. Expand faculty membership of the existing Diversity, Equity, and Inclusion Council to include one faculty representative from each of the three schools (Arts & Sciences, Education, Professional Studies).
  - iii. SUNY Cortland's Chief Diversity Officer (CDO) will work closely with the Student Government Association (SGA) Executive Board to recruit and appoint members of the student body to serve on a student government diversity and inclusion committee.
- C. Ensure that the commitment to diversity, equity, and inclusion is clear, transparent, and evident at highest levels of, and across, the institution.
- D. Increase visibility of the diversity and inclusion vision and mission statements.
- E. Create an active communication plan to promote, recognize, and support diversity, equity, and inclusion achievements.
- F. Continue developing and promoting SUNY Cortland's diversity, equity, and inclusion web page along with other resources so that faculty, staff, and students have a clear understanding of how, and with whom, they can share concerns, comments, and suggestions for improvement.
- G. Strengthen the emphasis on celebrating the work of campus community members dedicated to diversity, equity, and inclusion.
  - a. Create a President's Award for Diversity, Equity, Inclusion and Social Justice to be awarded annually to one faculty member, one staff member, and one student who exemplify SUNY Cortland's commitment to these values.
  - b. Implement a more stringent nomination and selection process for the annual Kente celebration at which selected faculty and staff are presented with a Kente stole in recognition of their contributions to diversity, equity, and inclusion at SUNY Cortland.
- H. Increase opportunities for faculty and staff to receive campus financial support to attend professional development trainings, workshops, and/or conferences related to diversity, equity, and inclusion.
- I. Utilize existing new student orientation sessions and programs to educate students and families about SUNY Cortland's commitment to diversity and inclusion.

**Goal 5:**

Increase retention and graduation rates of underrepresented students, transfer students, and first generation students.

**Strategies for Goal 5:**

- A. Conduct a needs assessment to identify any gaps and to determine the best approaches to positively impact the retention, persistence and success of underrepresented students, transfer students and first-generation students.

- B. Strengthen data collection efforts relative to retention and graduation rates for underrepresented students.
- C. Identify a mechanism or process through which qualitative data can be collected from students choosing to leave SUNY Cortland.
- D. Strengthen/Promote existing programs to support the retention and degree completion of underrepresented students, transfer students, and first generation students.
- E. Implement the Promoting Academic Student Success (PASS) program to provide faculty with a quick and easy online referral process through which to report concerns about a student's academic performance.
- F. Utilize alumni network, through a working relationship with the Alumni Board's Diversity, Equity, and Inclusion Committee, to provide additional mentoring and support to underrepresented students.
- G. Explore the implementation of a mentoring program to provide additional support for targeted groups.

## Assessment and Evaluation

The methods utilized to assess the SUNY Cortland Strategic Diversity & Inclusion Plan include both indirect and direct methods to provide evidence of progress made toward completion of strategies paired to the respective goals. The action items identified as strategies related to each goal will be assessed based on the intended purpose of each. This plan is being introduced during the Fall 2016 semester, with work to begin during the Spring 2017 semester. All year one action items will be assessed at the close of the current 2016-2017 academic year. The newly identified Chief Diversity Office, along with the assistance of the College's Diversity, Equity and Inclusion Council will be responsible for guiding the assessment and evaluation of each component of the Plan. Partners from across the campus will work in collaboration with the Chief Diversity Officer and the Diversity, Equity and Inclusions Council to facilitate the respective assessment measures.

It is understood by the College's senior leadership that additional assessment and evaluation measures are necessary to adequately establish baseline data during this first year of implementation of the strategies in the Strategic Diversity and Inclusion Plan. The table below reiterates the strategies related to SUNY Cortland's diversity and inclusion goals and illustrates a proposed timeline for completing the work associated with each respective strategy. Successful completion of several of the identified strategies will allow SUNY Cortland to establish a better set of benchmarks and baseline data for assessing and evaluating the Strategic Diversity and Inclusion Plan.

Goal	Strategies	Completion Date
Improve campus climate for all students, faculty, and staff	Implement a broad and comprehensive campus climate survey (or series of surveys)	2018
	Continue developing and promoting the online form for reporting bias related incidents	2016
	Develop and promote a process through which members of the campus community can submit suggestions for improvement(s)	2017
	Develop documented protocols and procedures for tracking and responding to bias related incidents	2016
	Conduct review of existing policies, practices, and accommodations	2018
	Continuously review all web, social media, print media, official correspondences	2018
	Explore options for increasing the number of gender inclusive spaces on campus	2019
	Explore <i>intergroup dialogues</i> as a method for fostering small group conversations about diversity and inclusion	2018
Recruit and retain a diverse faculty and staff population	Conduct an ongoing review of campus procedures and strategies for recruiting candidates into faculty and staff vacancies	2018
	Broadly disseminate position announcements through national advertising platforms as well as	2017

	<p>publications and organizations that have a diverse readership/membership</p> <p>Cultivate relationships with professional associations, affinity groups, and other institutions of higher education (such as HBCU's and/or Minority Serving Institutions) to aid in the recruitment of diverse faculty and staff</p> <p>Offer trainings on recognizing implicit bias as part of the preparation materials given to members of search committees conducting active faculty and staff searches</p> <p>Deploy recruitment selection tools that decrease the propensity for implicit bias in faculty and staff searches</p> <p>Create a retention strategy to assist in retaining underrepresented faculty and staff</p>	<p>2018</p> <p>2018</p> <p>2019</p> <p>2019</p>
<p>Enhance cultural competence of students, faculty, and staff.</p>	<p>Convene a committee charged with developing a plan for supporting faculty to engage more directly with issues of equity, diversity, and inclusion in their teaching, and in their out-of-class interactions with students and colleagues</p> <p>Implement cultural competence training and professional development opportunities for professional and classified staff</p> <p>Provide resources for professional development that will give faculty added insight into creating and strengthening inclusive classroom learning environments</p> <p>Provide resources to all academic and non-academic departments regarding inclusive language and communication strategies</p> <p>Expand the SUNY Cortland Summer Diversity Institute, "Infusing Diversity into the Curriculum and Professional Services," to include a larger number of faculty and staff each year</p> <p>Expand the existing Safe Zone training initiative to train additional faculty and staff to serve as allies for the LGBTQIAP community</p> <p>Continue facilitating the "President's Conversation" series of transformative conversations to further educate our campus community on matters of diversity, equity, and inclusion</p>	<p>2017</p> <p>2018</p> <p>2017</p> <p>2017</p> <p>2018</p> <p>2017</p> <p>2017</p>

	Work with international partner institutions to further develop and promote faculty and staff international exchange opportunities as a means to strengthen programs and enhance faculty and staff cultural competence in teaching and research	2019
Strengthen the campus commitment to diversity, equity, and inclusion so that the core values of embracing diversity are clearly evident to all.	Appoint/Hire a Chief Diversity Officer (CDO) position that will report directly to the President and will support and advance the College's diversity, equity, and inclusion efforts	2017
	Expand the existing Diversity, Equity, and Inclusion Council to broaden campus representation	2016
	Ensure that the commitment to diversity, equity, and inclusion is clear, transparent, and evident at highest levels of, and across, the institution	2017
	Increase visibility of the diversity and inclusion vision and mission statements	2017
	Create an active communication plan to promote, recognize, and support diversity, equity, and inclusion achievements	2017
	Continue developing and promoting SUNY Cortland's diversity, equity, and inclusion web page along with other resources so that faculty, staff, and students have a clear understanding of how, and with whom, they can share concerns, comments, and suggestions for improvement	2017
	Strengthen the emphasis on celebrating the work of campus community members dedicated to diversity, equity, and inclusion	2017
	Increase opportunities for faculty and staff to receive campus financial support to attend professional development trainings, workshops, and/or conferences related to diversity, equity, and inclusion	2018
Utilize existing new student orientation sessions and programs to educate students and families about SUNY Cortland's commitment to diversity and inclusion	2018	
Increase retention and graduation rates of underrepresented students, transfer students, and first generation students.	Conduct a needs assessment to identify any gaps and to determine the best approaches to positively impact the retention, persistence and success of underrepresented students, transfer students and first-generation students	2018

	Strengthen data collection efforts relative to retention and graduation rates for underrepresented students	2019
	Identify a mechanism or process through which qualitative data can be collected from students choosing to leave SUNY Cortland	2018
	Strengthen/Promote existing programs to support the retention and degree completion of underrepresented students, transfer students, and first generation students	2017
	Implement the Promoting Academic Student Success (PASS) program to provide faculty with a quick and easy online referral process through which to report concerns about a student's academic performance	2016
	Utilize alumni network, through a working relationship with the Alumni Board's Diversity, Equity, and Inclusion Committee, to provide additional mentoring and support to underrepresented students	2019
	Explore the implementation of a mentoring program to provide additional support for targeted groups	2018

Connected to the College's diversity and inclusion goals, and as identified in the 2010-2010 SUNY Cortland Strategic Plan, the following assessment measures will also be utilized to determine success in achieving the diversity and inclusion goals:

Goal	Measure	Minimal Target	Aspirational Target
Improve campus climate for all students, faculty, and staff	Student Opinion Survey	70% of students will identify being very satisfied or satisfied with racial harmony on campus.	82% of students will identify being very satisfied or satisfied with racial harmony on campus.
		75% of students will identify being very satisfied or satisfied with campus acceptance of individual differences	80% of students will identify being very satisfied or satisfied with campus acceptance of individual differences
		72% of students will identify being very satisfied or satisfied with campus openness to opinions of others	83% of students will identify being very satisfied or satisfied with campus openness to opinions of others

		60% of students will identify being very satisfied or satisfied with cultural programs	70% of students will identify being very satisfied or satisfied with cultural programs
	Bias-Incident Reporting Data	60% reduction from established benchmark	80% reduction from established benchmark
Recruit and retain a diverse faculty/staff population.	Percentage of job groups that attain affirmative action placement goals  Percentage of employees identifying as members of underrepresented groups	50% of job groups attain affirmative action placement goals	100% of job groups attain affirmative action placement goals
Strengthen the campus commitment to diversity, equity, and inclusion so that the core values of embracing diversity are clearly evident to all	MWBE enterprise utilization  SDVOB enterprise utilization	30% of qualifying purchases  6% of qualifying purchases	
Increase retention and graduation rates of underrepresented students, transfer students, and first generation students.	Third semester retention rates  Four- and six-year graduation rates  Two- and four-year completion for transfers	80% for underrepresented groups  85% for transfer students  83% for underrepresented transfers  53% completion of underrepresented groups  35% two-year completion for transfers  75% four-year completion for transfers	85% for underrepresented groups  88% for transfer students  88% for underrepresented transfers  72% six-year completion for UR and 60% four-year completion for UR  38% two-year completion for transfers  78% four-year completion for transfers



## Summative Statement

Through the implementation of this Strategic Diversity and Inclusion Plan, SUNY Cortland will continue the progress it has made in recent years in diversifying both its student population, and faculty/staff population. Additionally, components of this plan will guide the College toward its goal of being both a welcoming and inclusive environment for all.

SUNY Cortland recognizes that diversity is an invaluable source of intelligence and learning for all members of our community, we acknowledge that this learning cannot be achieved without a concentrated effort. Learning with, and from, individuals whose backgrounds, assumptions, and values are different from our own is enriching, and the diversity of both our campus demographics and our curriculum helps SUNY Cortland achieve its overall goal of producing engaged citizens with a strong social conscience.

SUNY Cortland's President, President's Cabinet, and other senior leadership have demonstrated an ongoing commitment to diversity and inclusion. Various constituents from the campus community contributed to the development of the Strategic Diversity and Inclusion Plan. These include:

- The President's Office
- The President's Cabinet
- The President's Council
- Academic Affairs
- Admissions
- Alumni Engagement
- Alumni Board Diversity, Equity, and Inclusion Council
- Center for Gender and Intercultural Studies
- Cortland's Urban Recruitment of Educators
- Education Opportunity Program
- Faculty Senate
- Human Resources
- Institutional Research and Analysis
- International Programs
- Multicultural Life and Diversity Office
- Residence Life and Housing
- Student Affairs
- Student Government Association

Through the cohesive efforts outlined in the SUNY Cortland Strategic Diversity and Inclusion Plan, the SUNY Cortland Strategic Plan 2010-2020, and SUNY Cortland's SUNY Excels 2015 Performance Improvement Plan, the College will utilize the collective strength of students, faculty, and staff in meeting our diversity and inclusion goals. The proposed completion timeline associated with the goals and strategies are meant to drive the College's diversity and inclusion efforts forward, while allowing opportunity to periodically assess the success of our efforts during each year of the plan.