Strategic Action Plan on Equity, Diversity, and Inclusion

State University of New York College at Oneonta

Charged by President Alan B. Donovan, Summer 2006

Submitted to the President, December 7, 2007
Table of Content

<table>
<thead>
<tr>
<th>Statement of the President</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY College at Oneonta Diversity Statement</td>
<td>3</td>
</tr>
<tr>
<td>Foreword</td>
<td>4</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>5 - 6</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>7 - 9</td>
</tr>
<tr>
<td>Introduction</td>
<td>10</td>
</tr>
</tbody>
</table>

Strategic Action Plan on Equity, Diversity, and Inclusion

I. A Compelling Rationale for Diversity and Inclusion in Higher Education 10 - 13
II. The Statement of Values 13
III. Goals, Objectives, and Strategies 13 - 40
IV. Implementation 41 - 48
V. Evaluation 49 - 51
VI. References 52 - 53

Appendices

I. Five Stages of Diversity 54 - 55
II. Glossary 56 - 59
III. Bibliography 60 - 63

List of Tables

| Table I: Team Members and Their Constituencies | 5 - 6 |
| Table II: Essential Learning Outcomes Identified by Business Leaders | 12 |
| Table III: Implementation Leadership and Timelines | 42 - 48 |
| Table: IV: Baseline and Objectives’ Outcomes | 50 - 51 |
Statement by President Alan B. Donovan

The College at Oneonta has engaged for years in integrating the values of diversity, equity, and inclusion into the fabric of our culture at the individual level and as an institution. Our recent efforts have been exemplified by our commitment to create an environment that is welcoming and respectful for all and where individuals are valued, not simply tolerated. As a campus community, we continue to move from tolerance and acceptance to appreciation and inclusion.

Our commitment to diversity, equity, and inclusion has been evident in many endeavors, ranging from the celebration of teaching and research to programming at multiple levels, diversity seminars, Safe Space training, assessment of the College campus climate, and the establishment of the Office of Equity and Inclusion. This Strategic Action Plan focuses our efforts as we strive to become a leader in building a truly diverse and inclusive campus community and as we prepare our students with the knowledge and skills to lead, work, serve, and live in diverse world.

Alan B. Donovan
September 2007
The College at Oneonta is an academic community that values diversity. Diversity at the College is an inclusive value that encompasses race and ethnicity, nationality, religion, gender, sexual orientation, sexual identity and gender expression, age, ability, socio-economic status, and other aspects of identity.

As a campus community, we believe that every individual is important in a unique way and contributes to the overall quality of the institution. We are committed to recruiting and retaining diverse faculty, staff, and students, and to fostering a learning environment, which draws strength from, celebrates, and honors diversity. We strive to eliminate prejudice and discrimination; to respect the dignity of all persons; and to learn from differences in people, ideas, experiences, and opinions.

Approved by the President’s Council on Diversity, 2004.
Revised Statement approved by the President’s Council on Diversity, 2007

Approved by President’s Cabinet, 2004.
Revised Statement approved by President’s Cabinet, 2007
Foreword

The State University of New York College at Oneonta continues its commitment to excel as a college of first choice by fostering a civil, welcoming, and inclusive working and learning environment. Individuals within the campus community have long been committed to the values of social justice and equity.

Most recently, the commitment of SUNY College at Oneonta to diversity and inclusion has been exemplified through the Comprehensive College Plan’s Goal iv.: Diversity and Inclusion and by the activities developed by the President’s Council on Diversity, including the Diversity Statement, the Campus Climate Survey, the Comprehensive Diversity Record, the seminars conducted by Bates Consultants, Building a Better Campus Community: Conversations for Understanding and Inclusion, and the establishment of the Office of Equity and Inclusion.

President Donovan charged the Office of Equity and Inclusion with the responsibility to develop the first Strategic Action Plan on Equity, Diversity, and Inclusion for the SUNY College at Oneonta. The Director of the Office of Equity and Inclusion discussed with the college’s President, the concept of having a Team composed of individuals representing the college community working with her in developing the Five-Year Strategic Action Plan. Thus, to develop the Strategic Action Plan, the Team was formed and its membership represented all the constituency groups within the campus community.
Acknowledgements

The Office of Equity and Inclusion and the members of the Strategic Plan on Equity, Diversity, and Inclusion Team recognize President Alan B. Donovan for his leadership and foresight in charging the Office of Equity and Inclusion with the responsibility to develop the Strategic Action Plan on Equity, Diversity, and Inclusion for the SUNY College at Oneonta.

The Office of Equity and Inclusion expresses its gratitude to the President’s Cabinet and each division and office at the College for their commitment to the successful outcome of the President’s charge to the Office of Equity and Inclusion to create a strategic plan on equity, diversity, and inclusion for the College. The Team thanks every person who contributed to our process in developing the Strategic Action Plan by providing feedback, engaging in conversations, sharing concerns, having hope, and providing information.

This Strategic Action Plan on Equity, Diversity, and Inclusion could not have been accomplished without the dedication, commitment, perseverance, and trust held by the Team members. Thirty-four persons, each representing one or more constituency groups within the College, composed the Team:

Table I - Team Members and Their Constituencies

<table>
<thead>
<tr>
<th>Name</th>
<th>Constituencies (Division/Department)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelina Fuente</td>
<td>HOLA - Student Organizations</td>
</tr>
<tr>
<td>Ann Mikoku</td>
<td>Students of Color Coalition - Student Organizations</td>
</tr>
<tr>
<td>Braden McClenon</td>
<td>Finance and Administration</td>
</tr>
<tr>
<td>Brian Haley</td>
<td>Science and Social Science</td>
</tr>
<tr>
<td>Claudia Hilts</td>
<td>Student Development</td>
</tr>
<tr>
<td>Constance Jones</td>
<td>Maintenance, Administration</td>
</tr>
<tr>
<td>Dale Capristo</td>
<td>Student Development</td>
</tr>
<tr>
<td>Dennis Banks</td>
<td>Behavioral and Applied Science</td>
</tr>
<tr>
<td>Eric Streeter</td>
<td>President’s Council on Diversity</td>
</tr>
<tr>
<td>Guillermo Reyes</td>
<td>Students of Color Coalition</td>
</tr>
<tr>
<td>Gustavo Arango</td>
<td>Science and Social Science</td>
</tr>
<tr>
<td>Izabella Lokshina</td>
<td>Behavioral and Applied Science</td>
</tr>
<tr>
<td>Jim Matthews</td>
<td>Finance and Administration</td>
</tr>
<tr>
<td>Karen Joest</td>
<td>College Senate</td>
</tr>
<tr>
<td>Linda Drake</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Manny Pelligra</td>
<td>Student Development</td>
</tr>
<tr>
<td>Marie Todd</td>
<td>Finance and Administration</td>
</tr>
<tr>
<td>Mark Pickarski</td>
<td>College Advancement</td>
</tr>
<tr>
<td>Melissa Nicosia</td>
<td>Research Foundation/SICAS</td>
</tr>
<tr>
<td>Oscar Oberkircher</td>
<td>Behavioral and Applied Science</td>
</tr>
</tbody>
</table>
Continuation

Table I - Team Members and Their Constituencies

<table>
<thead>
<tr>
<th>Name</th>
<th>Constituencies (Division/Department)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela Staruck</td>
<td>Finance and Administration</td>
</tr>
<tr>
<td>Richard Uttich</td>
<td>Library and Information Services</td>
</tr>
<tr>
<td>Robert Zack</td>
<td>Maintenance, Custodial</td>
</tr>
<tr>
<td>Rose Thomas</td>
<td>Community Relations</td>
</tr>
<tr>
<td>Susan Bernardin</td>
<td>Science and Social Science</td>
</tr>
<tr>
<td>Tanya Henderson</td>
<td>Educational Opportunity Program</td>
</tr>
<tr>
<td>Therese Garufi</td>
<td>President's Council on Diversity</td>
</tr>
<tr>
<td>Thomas Ryder</td>
<td>Organization of Auxiliary Services and Dining Services</td>
</tr>
<tr>
<td>Tim Hayes</td>
<td>College Advancement</td>
</tr>
<tr>
<td>Tracey Ranieri</td>
<td>University Police and Athletics</td>
</tr>
<tr>
<td>William Harcleroad</td>
<td>Student Development</td>
</tr>
<tr>
<td>William Jacobsen</td>
<td>Maintenance, Trades</td>
</tr>
<tr>
<td>Yolanda Sharpe</td>
<td>Behavioral and Applied Science</td>
</tr>
<tr>
<td>Zach Wischnia</td>
<td>Student Association</td>
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</tbody>
</table>
Executive Summary

The College’s Plan on Equity, Diversity, and Inclusion will help us to reach the SUNY Oneonta we envision in five years as stated in the Plan’s Statement of Values, and through the Plan’s three main goals, one umbrella goal, and seventeen objectives.

Goal 1: Create a College Community that Values and Promotes Diversity, Equity and Inclusion

1. Engage 25% of employees in professional development opportunities related to diversity, equity, and inclusion annually.
   
   **Baseline data:** 2006-07 full-time employees.

2. Create collaborative initiatives among all segments of the College to foster respect, civility, and a welcoming campus environment.
   
   **Baseline data:** Survey of existing collaborations.

3. Continue to create a welcoming campus environment.
   
   **Baseline data:** 2006 Campus Climate Assessment by Rankin & Associate, Consulting.

4a. Increase recruitment of AALANA students by 20% annually.
   
   **Baseline data:** 2006-07 AALANA student pool of applicants eligible for admission.

4b. Maintain AALANA students’ retention as recruitment grows, to mirror the retention rate of the overall student body.
   
   **Baseline data:** 2006-07 retention rate for overall student body and retention rate for AALANA students.

4c. Increase recruitment of international students by 15% annually.
   
   **Baseline data:** 2006-07 international student pool of applicants eligible for admission.

4d. Increase retention of international students as recruitment grows, to mirror the retention rate of the overall student body.
   
   **Baseline data:** 2006-07 retention rate for overall student body and retention rate for international students.

5a. Increase recruitment of AALANA faculty by 25% annually.
   
   (see also Goal 3, Objective 3).
   
   **Baseline data:** 2006-07 pool of applicants who were qualified for full-time faculty positions.

5b. Increase the recruitment of AALANA staff and administrators by 25% annually.
   
   **Baseline data:** 2006-07 pool of applicants who were qualified for full-time staff and/or administrator positions.
5c. Develop processes for the recruitment of individuals from identity groups, which due to privacy factors (e.g., LGBTQ, gender diversity, persons with visible and invisible disabilities) cannot always be identified in the recruitment process.

Baseline data: Document recruitment processes and implementation.

6. Increase the retention of AALANA faculty, staff, and administrators, and individuals from identity groups, which due to privacy factors cannot always be identified in the recruitment process.

Baseline data: Short voluntary survey of full-time employees to self-identify some of the identity groups to which they may belong.

7. Create and implement recognition opportunities celebrating those at the College whose work contributes to advancing diversity, equity, and inclusion.

Baseline data: These recognition opportunities do not exist. Recognition opportunities will be documented as initiatives are implemented.

Goal 2: Build an Environment that Promotes Communication and Freedom of Expression

1. Create intentional opportunities to foster collaboration, visibility, coordination, and information dissemination regarding available venues and programs dedicated to providing awareness and appreciation for equity, diversity, and inclusion.

Baseline data: These will be new intentional opportunities and they will be documented as the initiatives are implemented.

2. Increase the participation of employees and students by 10% annually in training and programming to raise cultural competencies and promote equity, diversity, and inclusion.

Baseline data: The most recent professional development endeavor – Building a Better Campus Community Seminars by Bates Consultants (+25 employees participated).

3. Develop programs, policies, and means to address freedom of expression and acts of intolerance toward differences.

Baseline data: Compare new programs and policies to existing ones.

Goal 3: Create a College Environment that Promotes Inclusive Teaching and Learning

1. Engage the campus community in advancing a culture of inclusion by 20% annually.

Baseline data: Survey of existing programming and activities aimed at creating an inclusive campus.

2. Create new venues to develop skills and provide opportunities for inclusive learning, teaching, and scholarship by 20% of faculty annually.

Baseline data: Survey of existing collaborations and document implementation of strategies and initiatives.
3. Increase by 25% annually both the recruitment and retention of AALANA faculty and administrators and individuals from identity groups, which due to privacy factors cannot always be identified. (see also Goal 1, Objectives 1.5 a., 1.5 b., and 1.6.)

Baseline data: 2006-07 pool of applicants who were qualified for full-time faculty positions.

Baseline data: 2006-07 pool of applicants who were qualified for full-time staff and/or administrator positions.

Baseline data: Short voluntary survey of full-time employees to self-identify some of the identity groups to which they may belong.

4. Expand faculty efforts to infuse diversity, equity, and inclusion in their teaching and/or research by 25%.

Baseline data: Survey faculty efforts and document the implementation of the strategy and initiatives.

5. Increase participation opportunities for all students through courses, programs, and travel to enhance their abilities to live, work, and lead in a diverse world.

Baseline data: 2008-09 program availabilities throughout the College.

6. Increase Americans with Disabilities Act compliance of buildings and all classrooms by 10% by 2010.

Baseline data: 2006-07 compliance data.

**Umbrella Goal:** The College Community will become knowledgeable of, and committed to, successfully implementing and completing within the timetables, the College’s Strategic Action Plan on Equity, Diversity, and Inclusion

The Umbrella goal will be accomplished through the implementation of the above three goals.

The Plan’s objectives are not framed as rigid expectations, instead they are aspirations to move the College forward toward the institution we envision in five years as stated in the Plan’s Statement of Values.
Introduction

In March 2006, President Alan B. Donovan charged the Office of Equity and Inclusion to create the College’s Strategic Action Plan on Equity, Diversity, and Inclusion. This charge provided the College with the opportunity for engagement on the part of its constituency groups in creating the College we aim to have in five years.

The Office of Equity and Inclusion invited the members of the President’s Cabinet to work with their divisions in selecting a specific number of individuals to represent each division - the constituency groups - on the Strategic Action Plan’s Team. From August 2006, to the present, the Director of the Office of Equity and Inclusion has been working with the Team in creating the Plan.

The SUNY College at Oneonta’s core values have long recognized academic excellence in teaching, advisement, and scholarship; civility and respect among the citizens of the College; and the cultivations of a campus environment rich in opportunities for participation, personal challenge, and service. The rationale for the College’s commitment toward creating an inclusive campus community transcends the pressing and pragmatic pronouncements based on demographic trends and projections for the first half of the 21st century. The SUNY College at Oneonta aspires toward a campus community where diversity is a valued attribute from which each individual and all constituent groups contribute and from which all will benefit. It is the richness in variation that opens the full potential expressed by the diversity that each person brings to our working, living, and learning environments. Diversity at the College is an inclusive value that encompasses race and ethnicity, nationality, religion, gender, sexual orientation, sexual identity and gender expression, age, ability, socio-economic status, and other aspects of identity. We affirm that our many differences are also our greatest strengths as a community.

Strategic Action Plan on Equity, Diversity, and Inclusion

I. A Compelling Rationale for Diversity and Inclusion in Higher Education

Researchers offer compelling evidence on the multiple ways in which diversity enriches the education experience through the benefits it provides to the individual, to institutions, and to our society and the world (Astone and Nuñez-Womack 1990; Bollinger 1997; Duster 1993, Hurtado 2007; and Smith et al. 1997).

At the individual level, diversity benefits a student’s growth and development in the cognitive, affective, and interpersonal domains (Milem 2003). Pascarella and colleagues (1996 and 1991, cited in Chang et al., 2003) found that students who interact with individuals from diverse backgrounds and/or participate in racial and cultural diversity awareness venues showed greater gains in their critical thinking, active thinking, and openness after controlling in the statistical analysis for pre-college engagement with racial/cultural diversity.

Gurin (1999) found higher levels of intellectual engagement and motivation on the part of students who have had greater exposure to diversity. Gurin’s analyses reveal the positive impact of diversity on both Caucasian students as well as students of color. For students of color to benefit greatly from diversity, they must have involvement with diverse peers and interaction with peers belonging to their own ethnic/racial group.
Diversity benefits colleges and universities by strengthening their mission, specifically as diversity relates to teaching, services, and research. Increased diversity has a transformative influence on institutions of higher education and enriches the co-curricular learning and teaching environments (Howell et al. 2003; Milem et al. 2003; Hurtado et al. 1999; Chang 1999a; and Smith et al. 1997).

MacPhee and colleagues (1994, cited in Chang et al., 2003) found that curricular and pedagogical transformations that infuse diversity and ways of knowing have a positive effect on students, including:

- demonstrated acquisition of critical thinking skills;
- declines in levels of ethnocentrism; and
- differentiating among biases and social, historical, economic, and political factors affecting some groups in our society.

Campus diversity correlates with a positive campus climate and students’ satisfaction with their college education (Milem 2003). Moreover, a campus climate that is welcoming and supportive of diversity influences the learning process and positively contributes to students’ involvement and citizenship (Astin, 1993; Gurin et al. 1999; Hurtado et al., 1998; and Smith et al., 1997). In addition to campus climate, researchers found faculty diversity to be a predictor of active learning pedagogy, which provides opportunities for interaction with peers from different backgrounds by engaging in class discussions, collaborative learning methods, and group projects (Hurtado, S. 2003; and Milem, 2000).

In addition to the individual and the institutional benefits of diversity, society also gains from a diverse, educated citizenry. In a competitive global economy, leaders in the private and public sectors expect employees to have cross-cultural competencies that enable them to serve and work with people who are culturally diverse and sometimes think differently than themselves. To prepare students to fit into the new expectations of the job market, colleges and universities must find means to engage students across diverse communities in co-curricular experiences (Bikson and Law 1994, cited in Chang et al., 2003). Research evidence suggests that diverse groups yield better outcomes than within homogenous groups. For example, McLeod and Colleagues (1993 and cited in Chang et al., 2003) found in their research that a racially diverse group (Asians, African Americans, Latinos, and Whites) generated the same quantity of ideas but of higher quality than a homogeneous group. Nemeth (1986, cited in Chang et al., 2003) found that the viewpoints of racial and ethnic AALANA individuals stimulated ideas and actions in working groups that had not been considered previously. Heterogeneous groups are enriched by the diversity of “lenses” to address an issue or stimulate the thinking process.

The Association of American Colleges and Universities commissioned a Survey of Business Leaders (November/December 2006). The following are the main essential learning outcomes identified as being of great importance to employers:
Table II - Essential Learning Outcomes Identified by Business Leaders

<table>
<thead>
<tr>
<th>Intellectual and Practical Skills</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork skills in diverse groups</td>
<td>76%</td>
</tr>
<tr>
<td>Critical thinking and analytic reasoning</td>
<td>73%</td>
</tr>
<tr>
<td>Written and oral communication</td>
<td>73%</td>
</tr>
<tr>
<td>Information literacy</td>
<td>70%</td>
</tr>
<tr>
<td>Creativity and innovation</td>
<td>70%</td>
</tr>
<tr>
<td>Complex problem solving</td>
<td>64%</td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal and Social Responsibility</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural competence</td>
<td>76%</td>
</tr>
<tr>
<td>Intercultural knowledge</td>
<td>72%</td>
</tr>
<tr>
<td>Ethics and values</td>
<td>56%</td>
</tr>
<tr>
<td>Cultural values/traditions (U.S./global)</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrative Learning</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied knowledge in real-world settings</td>
<td>73%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge of Human Cultures and the Physical and Natural World</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology</td>
<td>82%</td>
</tr>
<tr>
<td>Global issues</td>
<td>72%</td>
</tr>
<tr>
<td>The role of the U.S. in the world</td>
<td>60%</td>
</tr>
<tr>
<td>Cultural values and traditions (U.S./global)</td>
<td>53%</td>
</tr>
</tbody>
</table>

Employers' expectations challenge colleges and universities to prepare individuals to compete in job markets where discipline-based knowledge and skills are no longer sufficient to be successful leaders and/or professionals.

Another major challenge facing higher education is to prepare women and men to lead and work in a time when many western countries, including the United States, are undergoing a demographic transition.

Higher education plays a central role in ensuring that all graduates are prepared to live and work in a society where one out of three Americans will be a member of a racial/ethnic minority and most of the growth in new jobs will require a college degree (Hurtado, S. 2003, Page i).
Finally, the positive benefits of diversity in higher education have been endorsed by over 60 national education associations including, the American Association of State Colleges and Universities, American Association of University Administrators, the Association of American Law Schools, the Association of American Medical Colleges, the American Association of University Professors, the Council of Graduate Schools, the Educational Testing Service, the National Association of State Universities, the National Collegiate Athletic Association, and the College Board (University of Connecticut 2002).

II. Statement of Values

The College at Oneonta endorses the following Statement of Values:

We hold ourselves to the highest standard of integrity, recognizing our common purpose in creating a truly diverse campus community that respects and values each and every member.

We support open, yet responsible communication among all members of the campus community. Honest inquiry and dialogue, when rooted in civility, will generate greater appreciation and understanding for our individual and group differences. We affirm that our many differences are also our greatest strengths as a community, that we are all enriched by learning from each other’s life experiences, backgrounds, and cultural perspectives. Just as we affirm the worth and dignity of every member of our campus community, so, too, do we support an inclusive environment for learning and working.

We recognize that an exemplary education includes the study of diverse points of view that reflect our increasingly pluralistic society. We recognize that such learning, including the exchange of ideas and learning opportunities, both inside and outside the classroom, will thrive if free from intimidation, bias, prejudice, and discrimination. Finally, we constitute a campus community whose members embody and promote the values of equity, diversity, and inclusion.

III. Goals, Objectives, and Strategies

The Strategic Action Plan on Equity, Diversity, and Inclusion is framed by the Plan’s Statement of Values. This statement guides us toward the SUNY College at Oneonta we envision in the next five years. The plan builds on the strengths of the College, the contributions and dedication of its employees, students, alumni, and friends of the College, and the passion and compassion of the campus community in times of change. This Plan provides opportunities for cultural transformation, which is both an inward and outward process. Moreover, moving the College forward requires leadership and engagement on part of the constituency groups.

The Plan’s objectives are not framed as rigid expectations, instead they are aspirations to move the College forward toward the institution we envision in five years as stated in the Plan’s Statement of Values.
GOAL 1: CREATE A COLLEGE COMMUNITY THAT VALUES AND PROMOTES DIVERSITY, EQUITY AND INCLUSION

1. Engage 25% of employees in professional development opportunities related to diversity, equity, and inclusion annually.

   **Baseline data:** 2006-07 full-time employees.

   **Strategy A**
   Through a collaboration between Employee Services and the Office of Equity and Inclusion, develop opportunities aimed at encouraging and empowering supervisors to include diversity and inclusion as an ongoing measurable performance goal.

   **Initiative 1**
   Develop guidelines to assist supervisors on possible ways to encourage diversity and inclusion within employees’ performance goals.
   [Tolerance, Acceptance, Appreciation]

   **Leader/Partners**
   Office of Equity and Inclusion and Employee Services.

   **March 2008 – June 2008**

   **Initiative 2**
   Write a resource booklet and discuss it with supervisors to promote a range of professional development opportunities and activities for employees to engage in diversity, equity, and inclusion.
   [Tolerance, Acceptance, Appreciation]

   **Leader/Partners**
   Office of Equity and Inclusion and Employee Services.

   **August 2008- December 2008 (Resource booklet to be revised every two years.)**

   **Initiative 3**
   Based on resource booklet, encourage supervisors within a division to engage in group discussions to further integrate equity, diversity, and inclusion within the cultural fabric of each division.
   [Tolerance, Acceptance, Appreciation]

   **Leader/Partners**
   Employee Services, Office of Equity and Inclusion, and Vice Presidents.

   **January 2009 – ongoing**
**Continuation Goal 1**

**Strategy B**
Develop an ongoing Departmental Chairs and Supervisors Round Table Discussion Program.

**Initiative 1**
Organize sessions throughout the year for supervisors to learn from each other, develop skills, share knowledge and experiences, and feel part of building an inclusive and welcoming campus community so they engage their supervisees in viewing diversity, equity, and inclusion as an integral part of themselves and the College.

*Acceptance, Appreciation, Inclusiveness*

**Leader/Partners**
Vice Presidents, Deans, and Office of Equity and Inclusion.

September 2008 – ongoing

**Strategy C**
Encourage all divisions to create or update performance goals to reflect individuals’ contributions to the College’s Diversity Goal, the College Diversity Statement, and this Strategic Plan Statement of Values.

**Initiative 1**
Encourage outcomes on diversity, equity, and inclusion in performance goals, using the resources booklet as an information tool for employees to reflect individuals’ contributions to the College.

*Tolerance, Acceptance, Appreciation, Inclusiveness*

**Leader/Partners**
President/President’s Cabinet.

September 2009 – ongoing
Continuation Goal 1

2. Create collaborative initiatives among all segments of the College to foster respect, civility, and a welcoming campus environment.

   Baseline data: Survey of existing collaborations.

   **Strategy A**
   Develop new, and strengthen existing collaborative bridges throughout the College among divisions, departments, offices, contractors, operators, and grant-funded offices.

   **Initiative 1**
   Develop and implement the Discussion Circles Model to engage the campus community in discussions of topics relevant to themselves and/or the College.
   [Acceptance, Appreciation, Inclusiveness]

   Leader/Partners Office of Equity and Inclusion, Provost, Vice Presidents, Deans, and Employee Services.

   April 2009 – ongoing

   **Initiative 2**
   Encourage O.A.S., Sodexho, Research Foundation, and Bugbee Center employees to participate in all pertinent campus activities including membership on committees, and recognition awards.
   [Acceptance, Appreciation, Inclusiveness]

   Leader/Partners Finance and Administration and Student Development/O.A.S., Research Foundation, Bugbee Center, and Sodexho.

   October 2008 – ongoing

3. Continue to create a welcoming campus environment.

   Baseline data: 2006 Campus Climate Assessment by Rankin & Associate, Consulting.

   **Strategy A**
   Research the campus climate and continue to create a welcoming campus community.

   **Initiative 1**
   Establish the Campus Climate Research Team to assess the campus climate.
   [Acceptance, Appreciation, Inclusiveness]

   Leader/Partners Team appointed by the President/Vice Presidents, Deans, Chairs, and Directors. Team co-leaders with possible course or workload reductions have the responsibilities as part of their work assignments; team members’ contributions will be recognized as service and scholarship when appropriate.

   August 2008 – ongoing
Continuation Goal 1

**Initiative 2**  
Research the campus climate, discuss its results with the campus community, and implement recommendations.  
[Tolerance, Acceptance, Appreciation, Inclusiveness]

**Leader/Partners**  
Campus Climate Research Award recipient(s) and Campus Climate Research Team/Office of Equity and Inclusion and President’s Council on Diversity.

August 2009 – Feb. 2010

**Initiative 3**  
Establish community-building opportunities for individuals belonging to identity groups including AALANA, LGBTQ, and differently abled.  
[Acceptance, Appreciation, Inclusiveness]

**Leader/Partners**  
Office of Equity and Inclusion, President’s Council on Diversity, Gender and Sexuality Resource Center, Center for Multicultural Experiences, Deans, Chairs, and Multicultural Student Affairs.

September 2008 – ongoing

**Initiative 4**  
Create and implement programs to address bias, stereotype threat, and profiling on campus.  
[The Five Stages of Diversity]

**Leader/Partners**  
Academic Affairs, Student Development, and Office of Equity and Inclusion.

May 2008 – ongoing

**Initiative 5**  
Review, assess, and revise the Campus Bias Protocol.  
[Intolerance, Tolerance, Acceptance, Appreciation, Inclusiveness]

**Leader/Partners**  
Student Development and appropriate student groups.

March 2008 – November 2008

**Initiative 6**  
Create a plan to address concerns of AALANA and LGBTQ students on campus (e.g., housing and classroom milieu to feel safe).  
[Acceptance, Appreciation, Inclusiveness]

**Leader/Partners**  
Student Development, Academic Affairs, Gender and Sexuality Resource Center, and pertinent student groups.

March 2008 – ongoing
Continuation Goal 1

Initiative 7
Engage the campus community in discussions and understanding of the College’s Discrimination and Harassment/Sexual Harassment policies and practices.
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners: Affirmative Action Advisory Committee.
January 2008 – April 2009

Initiative 8
Implement a campaign to raise awareness of reporting mechanisms already in place to report bias, stereotype threats, and profiling.
[Tolerance, Acceptance, Appreciation, Inclusiveness]

Leader/Partners: Academic Affairs and Student Development.
September 2008 – May 2009

4a. Increase recruitment of AALANA students by an average of 20% annually.

Baseline data: 2006-07 AALANA student pool of applicants eligible for admission.

Strategy A
Commit financial resources directly toward diversification of the student body.

Initiative 1
Identify and award Diversity Scholarships to qualified students who contribute to diversity as reflected in the College Diversity Statement.
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners: President, Student Development, Finance and Administration, College Advancement, and Office of Equity and Inclusion.
February 2008 – ongoing
Continuation Goal 1

**Strategy B**  
Develop comprehensive approaches to recruit AALANA students due to demographic changes, especially in New York State.

**Initiative 1**  
Continue to develop comprehensive approaches to recruit AALANA students (e.g., develop new partnerships with selective high schools, faith-based organizations). The recruitment of students is a College endeavor, not just the responsibility of the Admissions Office.  
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners  
Student Development, Academic Affairs, and Office of Equity and Inclusion.

May 2008 – ongoing

**4b.** Maintain AALANA students’ retention as recruitment grows, to mirror the retention rate of the overall student body.  
Baseline data: 2006-07 retention rate for overall student body and retention rate for AALANA students.

**Strategy A**  
Develop a comprehensive approach to retain AALANA students at the College.

**Initiative 1**  
Develop measures to identify level of AALANA students’ representation, participation, and needs. Address campus climate issues.  
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners  
Academic Affairs, Student Development, and student groups.

September 2008 – ongoing

**4c.** Increase the recruitment of international students by 15% annually.  
Baseline data: 2006-07 international student pool of applicants eligible for admission.

**Strategy A**  
Encourage the Office of International Education to engage an external consultant to develop a comprehensive plan to recruit international students from diverse geographical regions.
Continuation Goal 1

**Initiative 1**
Support the Office of International Education to develop a recruitment plan for international students who have the preparation for academic success and the persistence to graduate from the College. Expand recruitment to geographical regions that the College does not presently target.

[Acceptance, Appreciation, Inclusiveness]

**Leader/Partners**

March 2008 – February 2009

**4d.** Increase retention of international students as recruitment grows, to mirror the retention rate of the overall student body.

**Baseline data:** 2006-07 retention rate for overall student body and retention rate for international students.

**Strategy A**
Encourage the Office of International Education to work with an external consultant to develop a comprehensive retention plan.

**Initiative 1**
Encourage the Office of International Education to develop a parallel retention plan in collaboration with the external consultant. This plan will provide the retention and persistence strategies for the College to graduate its international students.

**Leader/Partners**
Office of International Education, External Consultant, Dean, Provost, and Student Development.

March 2008 – October 2008

**5a.** Increase recruitment of AALANA faculty by 25% annually.
(see also Goal 3, Objective 3).

**Baseline data:** 2006-07 pool of applicants who were qualified for full-time faculty positions.

**Strategy A**
Develop a comprehensive approach to recruit AALANA faculty to the College.

**Initiative 1**
Continue to create incentives for departments to have sabbatical replacements from AALANA groups.
[Acceptance, Appreciation, Inclusiveness]

**Leader/Partners**
Provost, Deans, and Chairs.

March 2008 – ongoing
Continuation Goal 1

**Initiative 2**  
Encourage departments, prior to a search, to meet with the Employee Services Associate Vice President and the Office of Equity and Inclusion Director, or designees, to strategize ways to increase diversity within the applicant pools.

Leader/Partners  
Academic Affairs, Employee Services, and Office of Equity and Inclusion.

January 2008 – ongoing

**Initiative 3**  
Encourage search committees to have candidates meet with a group of persons representing expressions of diversity on campus to provide an opportunity to discuss the campus diversity climate.

Leader/Partners  
Academic Affairs, Employee Services, Gender and Sexuality Resource Center, and Office of Equity and Inclusion.

Timetable: January 2008 – ongoing

**Initiative 4**  
Update/create recruitment materials to send to applicants to inform them of resources in the area.  
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners  
Employee Services.

May 2008 – ongoing

**Strategy B**  
Commit financial resources directly toward faculty diversification.

**Initiative 1**  
Increase the number of visiting scholars to four annually.  
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners  
President, Provost, Deans, and Chairs.

September 2008 – ongoing

**Initiative 2**  
Offer incentives to qualified faculty candidates who have qualities, experiences, or expertise to increase campus diversity.  
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners  
President, Provost, Deans, and Chairs.

February 2008 – ongoing
Continuation Goal 1

**Initiative 3**
Increase the Center for Multicultural Experiences Faculty in Residence program from one week to a full semester.
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners: President and Center for Multicultural Experiences Faculty in Residence Committee.

September 2009 – ongoing

5b. Increase recruitment of AALANA staff and administrators by 25% annually.

**Baseline data:** 2006-07 pool of applicants who were qualified for full-time staff and/or administrator positions.

**Strategic A**
Develop a comprehensive approach to recruit AALANA staff and administrators to the College.

**Initiative 1**
Offer incentives to qualifying staff and administrator candidates who have qualities, experiences, or expertise to increase campus diversity.
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners: President, Provost, Vice Presidents, Deans, and Directors.

March 2008 – ongoing

**Initiative 2**
Encourage departments/offices/programs, prior to a search, to meet with the Employee Services Associate Vice President and the Office of Equity and Inclusion Director, or designees, to strategize ways to increase diversity within the applicant pools.

Leader/Partners: Vice Presidents, Provost, Deans, Chairs, and Directors.

January 2008 – ongoing

**Initiative 3**
Update/create recruitment materials to send to applicants to inform them of resources in the area.
[Acceptance, Appreciation, Inclusiveness]

Leader/Partners: Employee Services.

May 2008 – ongoing
Continuation Goal 1

**Initiative 4**
Encourage search committees to have candidates meet with a group of persons representing expressions of diversity on campus to provide an opportunity to discuss the campus diversity climate.

Leader/Partners
Vice Presidents, Employee Services, Office of Equity and Inclusion, and Gender and Sexuality Resource Center.

January 2008 – ongoing

**Initiative 5**
Publicize Civil Service Examinations as appropriate or other opportunities that are gateways into staff jobs, through venues such as the campus website, newspapers, radio, Chamber of Commerce website, and vocational educational institutions.

[Acceptance, Appreciation, Inclusiveness]

Leader/Partners
Employee Services.

May 2008 – ongoing

**Initiative 6**
Network with agencies that can contribute to the applicant pool (e.g., Job Corps or other trade/business schools, community colleges).

[Acceptance, Appreciation, Inclusiveness]

Leader/Partners
Employee Services.

November 2008 – ongoing

5c. Develop and implement processes for the recruitment of individuals from identity groups, which due to privacy factors (e.g., LGBTQ, gender diversity, persons with visible or invisible disabilities) cannot always be identified in the recruitment process.

Baseline data: Document recruitment processes and implementation.

**Strategy A**
Develop a comprehensive approach to recruit individuals from identity groups.

**Initiative 1**
Encourage departments/offices/programs, prior to a search, to meet with the Employee Services Associate Vice President and the Office of Equity and Inclusion Director, or designees, to strategize ways to increase diversity within the applicant pools.

[Acceptance, Appreciation, Inclusiveness]

Leader/Partners
Academic Affairs, Vice Presidents, and Directors.

March 2008 – ongoing
Continuation Goal 1

**Initiative 2**
Encourage search committees to have candidates meet with a group of persons representing expressions of diversity on campus to provide an opportunity to discuss the campus diversity climate. [Acceptance, Appreciation, Inclusiveness]

Leader/Partners
Academic Affairs, Vice Presidents, Directors, Employee Services, Office of Equity and Inclusion, and Gender and Sexuality Resource Center.

January 2008 – ongoing

**Initiative 3**
Encourage Human Resources/Employee Relations to include categories reflecting identity groups that are not presently included in the Self-Identification Form sent to applicants. [Acceptance, Appreciation, Inclusiveness]

Leader/Partners
Human Resources and Employee Services, Office of Equity and Inclusion, and Gender and Sexuality Resource Center.

January 2008 – ongoing

6. Increase the retention of AALANA faculty, staff and administrators, and individuals from identity groups, which due to privacy factors cannot always be identified, based on the recruitment objectives (5.a - c).

**Baseline data:** Short voluntary survey of full-time employees to self-identify some of the identity groups to which they may belong.

**Strategy A**
Create social, networking, and mentoring opportunities for AALANA faculty, staff, and administrators and individuals from identity groups, which due to privacy factors cannot always be identified.

**Initiative 1**
Establish networking and community-building opportunities for faculty, staff, and administrators, to be held at least three times per semester. [Acceptance, Appreciation, Inclusiveness]

Leader/Partners
Office of Equity and Inclusion, President’s Council on Diversity, and Academic Affairs.

September 2008 – ongoing
Continuation Goal 1

**Initiative 2**  Create a mentoring network for faculty, staff and administrators to support their transition into the college and surrounding communities. The network includes a network of mentors and mentees, gatherings, celebrations, and recognition of those who engage in mentoring.

[Acceptance, Appreciation, Inclusiveness]

Leader/Partners  Academic Affairs, President’s Cabinet, and Office of Equity and Inclusion.

September 2008 – ongoing

7. Create and implement recognition opportunities celebrating those at the College whose work contributes to advancing diversity, equity, and inclusion.

**Baseline data:** These recognition opportunities do not exist. Recognition opportunities will be documented as the initiatives are implemented.

**Strategic A**  Create a campus-wide recognition program to celebrate employees, students, and alumni for their work toward diversity, equity, and inclusion.

**Initiative 1**  Develop and implement the “Tapestry of Diversity and Inclusion” Annual Award to be presented to faculty, staff, student, and/or alumnus.

[Acceptance, Appreciation, Inclusiveness]

Leader/Partners  Campus-wide Team and Office of Equity and Inclusion.

February 2008 – ongoing

**Initiative 2**  Create an annual Research Competition for faculty on The Changing Face of NY State: Demographic and Cultural Changes in the State. The award recipient(s) is encouraged to publish peer-reviewed articles or present at conferences.

[Acceptance, Appreciation, Inclusiveness]

Leader/Partners  Research Competition Award Committee.

May 2010 – ongoing
Continuation Goal 1

**Strategy B**  
Increase opportunities to celebrate diversity and inclusion through teaching, research, and scholarship.  
[Acceptance, Appreciation, Inclusiveness]

**Initiative 1**  
Create an annual Award for Inclusion in Teaching for faculty who excel in integrating inclusive pedagogies into their teaching.

Leader/Partners  
Inclusive Teaching Award Committee.

December 2010 – ongoing
GOAL 2: BUILD AN ENVIRONMENT THAT PROMOTES COMMUNICATION AND FREEDOM OF EXPRESSION

1. Create intentional opportunities to foster collaboration, visibility, coordination, and information dissemination regarding available venues and programs dedicated to providing awareness and appreciation for equity, diversity, and inclusion.

Baseline data: These will be new intentional opportunities and they will be documented as the initiatives are implemented.

**Strategy A**
Promote collaboration and coordination among divisions, offices, programs, and groups holding events/programming to avoid redundancy and maximize resources. Establish the College Consortium on Diversity a standing entity instead of an ad hoc consortium.

**Initiative 1**
The College Consortium on Diversity builds collaborations, advertises, shares information on events/activities, events' visibility, and coordination. The Consortium develops and promotes guidelines to co-sponsor events and programming. [Inclusion]

Leader/Partners: College Consortium on Diversity.

September 2008 – ongoing

**Strategy B**
Develop a mechanism to analyze the most recent College data from multiple sources to identify areas of need in relation to equity, diversity, and inclusion.

**Initiative 1**
An Institutional Research designee works with the Associate Provost for Institutional Assessment and Effectiveness in selecting and using statistical analysis techniques (e.g., meta-analysis) to analyze data on equity, diversity, and inclusion from multiple sources, including surveys such as the Student Opinion Survey, and the Building a Better Campus Community Seminars evaluations, the Campus Climate Assessment Survey. [Acceptance]

Leader/Partners: Institutional Research designee and Associate Provost for Institutional Assessment and Effectiveness/Office of Equity and Inclusion.

September 2008 – February 2009
Continuation Goal 2

Initiative 2  Use the results of data analyses (initiative 1) to identify equity, diversity, and inclusion needs, identify resources, and address those needs.
[Acceptance]

Leader/Partners  Office of Equity and Inclusion, President, and President’s Cabinet.

April 2009 – December 2009

Strategy C  Provide more visibility and make more readily available all equity, diversity, and inclusion programming, events, programs, and services offered at the College.

Initiative 1  Expand the listing of facilities in the Campus Events Calendar (the College’s only reservation venue for programming, events, and services on equity, diversity, and inclusion) to include programming in residence halls, Goodrich, event locations both in and out of the College, and trips.
[Tolerance, Acceptance, and Appreciation]

Leader/Partners  Community Relations, Academic Affairs, Student Development, and College Consortium on Diversity.

September 2008 – ongoing

Initiative 2  Offer training sessions for the Campus community on how to best utilize the Campus Events Calendar as a tool for information on events/activities, visibility, and better coordination.
[Tolerance, Acceptance, Appreciation, Inclusion]

Leader/Partners  Teaching, Learning, and Technology Center (TLTC).

November 2008 – ongoing

Initiative 3  Make available Electronic Signs in Fine Arts Building and Wilsbach Hall to promote the events on the Campus Calendar and at http://events.oneonta.edu
[Inclusion]

Leader/Partners  Event Planners.

January 2009 – ongoing
Continuation Goal 2

2. Increase the participation of employees and students by 10% annually in training and programming to raise cultural competencies and promote equity, diversity, and inclusion.

Baseline data: The most recent professional development endeavor – Building a Better Campus Community Seminars by Bates Consultants (425 employees participated).

**Strategy A**
Develop and provide programming at all institutional levels.

**Initiative 1**
Identify resources available for programming and engage in collaborative efforts toward specific programming opportunities (refer to Objective 1)

[Acceptance & Appreciation]

Leader/Partners: College Consortium on Diversity/All Divisions.

June 2008 – December 2008

**Initiative 2**
Provide day (brown-bag) versions of evening programming when appropriate, to best serve the needs of the campus community.

[Acceptance and Appreciation]

Leader/Partners: College Consortium on Diversity/All Divisions.

February 2009 – ongoing

**Initiative 3**
Create opportunities for exploration of “life experiences and/or circumstances” aimed at persons who have been left out of the diversity and inclusion dimensions.

Leader/Partners: President's Council on Diversity and Academic Affairs.

September 2009 – ongoing

**Strategy B**
Provide incentives to employees to engage in equity, diversity, and inclusion-related programming and activities.

**Initiative 1**
Designate funding for departmental projects, specifically for equity, diversity, and inclusion professional development (e.g., participation or presentations to conferences, educational programming).

[All Five Stages of Diversity]

Leader/Partners: Office of Equity and Inclusion.

February 2008 – ongoing
Continuation Goal 2

**Strategy C**

Provide incentives to students to participate in diversity and inclusion-related programming.

**Initiative 1**

Work with faculty and departments to support co-curricular learning by providing students with assignments encouraging their participation and attendance in diversity and inclusion-related programming and activities.

[Tolerance, Acceptance, Appreciation, and Inclusion]

Leader/Partners: College Consortium on Diversity and Academic Affairs.

September 2008 – ongoing

**Initiative 2**

Extend special invitations to faculty and staff for specific events and/or programming.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: College Consortium on Diversity and Office of Equity and Inclusion.

January 2009 – ongoing

**Initiative 3**

Encourage faculty and staff presence at events and programming to model a campus culture where we are all teachers and learners, benefactors and beneficiaries of equity, diversity, and inclusion.

[Tolerance, Acceptance, Appreciation, and Inclusion]

Leader/Partners: Directors and Department Heads, President, and President’s Cabinet.

September 2008 – ongoing

**Initiative 4**

Create information forums for faculty about all the programming available and how to make the necessary intersection with course-related material and assignments.

[Inclusion]

Leader/Partners: College Consortium on Diversity and Office of Equity and Inclusion.

January 2009 – ongoing
Continuation Goal 2

**Strategy D**
Create a safe and welcoming environment for the campus community.

**Initiative 1**
Provide flexible training programs and professional development opportunities that can be tailored to specific audiences and schedules (e.g., Stereotype Threat, A Culture of Inclusion, Anti-Defamation League, Campus of Difference Program, Diversity Storytelling Circle, Continuing the Conversations for Creating a Welcoming Campus Community, National Coalition Building Institute workshops, and Safe Space).

Leaders/Partners: Office of Equity and Inclusion, and Leaders and Trainers of these Diversity Models.

September 2008 – ongoing

3. Develop programs, policies, and means to address freedom of expression and acts of intolerance toward differences.

**Baseline data:** Compare new programs and policies to existing ones.

**Strategy A**
Revise and/or develop policies throughout the College to address acts of intolerance toward differences.

**Initiative 1**
Identify institutions with benchmark policies on identity groups that historically and/or presently experience discrimination, unfair treatment, or acts of intolerance.

Leaders/Partners: Affirmative Action Advisory Committee and Gender and Sexuality Resource Center/President’s Cabinet.

January 2009 – June 2009

**Initiative 2**
Develop guidelines to write and revise College policies addressing discrimination, unfair treatment, or acts of intolerance.

Leaders/Partners: Affirmative Action Advisory Committee, Office of Equity and Inclusion, and Gender and Sexuality Resource Center/Employee Services and President’s Cabinet.

October 2009 – December 2009
Continuation Goal 2

**Initiative 3**
As appropriate, seek policy approval from the President and President’s Cabinet and/or policy endorsement from College constituencies (e.g., the College Senate and the Student Association).

[Acceptance, Appreciation, Inclusion]

Leader/Partners: Affirmative Action Advisory Committee, Office of Equity and Inclusion, and Gender and Sexuality Resource Center.

May 2010 – ongoing

**Strategy B**
Create a respectful and welcoming campus community for the identity groups that historically and/or presently experience discrimination, unfair treatment, or acts of intolerance (e.g., AALANA groups, women, LGBTQ people, people with disabilities).

**Initiative 1**
Develop measures to identify level of these groups’ representation and participation in campus life.

[Tolerance, Acceptance, Appreciation, Inclusiveness]

Leader/Partners: President’s Cabinet, Gender and Sexuality Resource Center, Office of Equity and Inclusion/pertinent student groups and College committees.

March 2008 – ongoing

**Initiative 2**
Strive to meet the inclusion factors of the “LGBT Friendly Campus Climate Index” and register the College on the Index site.

Leader/Partners: Gender and Sexuality Resource Center.

March 2008 – ongoing

**Initiative 3**
Survey campus locations for potential unisex bathrooms and gender neutral spaces to meet the criteria of the Campus Climate Index.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: Gender and Sexuality Resource Center and Associate Vice President for Facilities and Safety.

September 2008 – January 2009
Continuation Goal 2

**Initiative 4**  
Develop a resource guide for transgender students and employees.  
[Acceptance, Appreciation and Inclusion]

Leader/Partners  
Affirmative Action Advisory Committee and Gender and Sexuality Resource Center.

February 2009 – November 2009

**Initiative 5**  
Review and update the website information to include pictures, convey experiences, and describe the College in ways that include all the voices within the campus community (e.g., logos, symbols).  
[Appreciation and Inclusion]

Leader/Partners  
Web Coordinator, Gender and Sexuality Resource Center, Center for Multicultural Experience, and Office of Equity and Inclusion.

January 2009 – ongoing

**Initiative 6**  
Reflect the inclusive spirit in all College publications as framed by the College Diversity Statement and this Strategic Plan Statement of Values.  
[Appreciation and Inclusion]

Leader/Partners  
President’s Council on Diversity, and Gender and Sexuality Resource Center.

January 2009 – ongoing
GOAL 3: CREATE A COLLEGE ENVIRONMENT THAT PROMOTES INCLUSIVE TEACHING AND LEARNING

1. Engage the campus community in advancing a culture of inclusion by 20% annually.
   
   **Baseline data:** Survey of existing programming and activities aimed at creating an inclusive campus.

   **Strategy A**
   Establish a range of opportunities for all areas of the College to engage in reflection, discussion, and action toward equity, diversity, and inclusion.

   **Initiative 1**
   Encourage academic departments and administrative offices to have roundtable discussions within each department/office to examine positive strategies for equity, diversity, and inclusion appropriate to their field and/or discipline.
   [Tolerance, Acceptance, and Appreciation]

   **Leader/Partners**
   President’s Council on Diversity/Provost and Council of Deans, Vice Presidents, Chairs and Directors.

   **January 2009 – ongoing**

   **Initiative 2**
   Through the Office of Equity and Inclusion and the President’s Council on Diversity, develop interactive presentations for each department or office on approaches to advance equity, diversity, and inclusion.
   [Tolerance, Acceptance, Appreciation, and Inclusion]

   **Leader/Partners**
   Office of Equity and Inclusion and President’s Council on Diversity.

   **September 2008 – ongoing.**

   **Initiative 3**
   Create a Speakers Series on equity, diversity, and inclusion to invite researchers and experts in these areas to present and to engage the audience and/or small groups in discussions and potential research/scholarship endeavors.
   [Acceptance, Appreciation, and Inclusion]

   **Leader/Partners**
   Office of Equity and Inclusion and President’s Council on Diversity.

   **September 2008 – ongoing**
Continuation Goal 3

**Initiative 4**
Present information to the campus community as appropriate on the advancements, accomplishments, and challenges in the areas of equity, diversity, and inclusion.

[Tolerance, Acceptance, Appreciation, and Inclusion]

Leader/Partners
President/Office of Equity and Inclusion.

September 2008 – ongoing

**Initiative 5**
Using the Study Circles model, organize theme groups on inclusive teaching and learning (e.g., student-centered and inclusive curricula pedagogies; and Claude Steele’s Stereotype Threat).

[Intolerance, Tolerance, Acceptance, Appreciation, and Inclusion]

Leader/Partners
Deans, Chairs, and Office of Equity and Inclusion.

September 2009 – ongoing

2. Create new venues to develop skills and provide opportunities for inclusive learning, teaching, and scholarship to 20% of faculty annually.

**Baseline data:** Survey of existing venues and collaborations, and document implementation of strategies and initiatives.

**Strategy A**
Create and fund the Institute for Inclusive Learning, Teaching, and Scholarship.

**Initiative 1**
Research different center/institute models at other colleges and universities and make recommendations for the ideal Institute for the College.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners
Team on Inclusive Learning, Teaching, and Scholarship (small team)/ Academic Affairs, Vice Presidents, and Office of Equity and Inclusion.

January 2009 – September 2009
Continuation Goal 3

**Initiative 2**

Have the Team on Inclusive Learning, Teaching, and Scholarship (Initiative 1) work with Academic Affairs and other pertinent College constituencies in the establishment of the Institute.

[Tolerance, Acceptance, Appreciation, and Inclusion]

**Leader/Partners**

Team on Inclusive Learning, Teaching, and Scholarship/College constituencies.

November 2009 – August 2010

**Initiative 3**

Create an online learning and teaching network that brings together faculty, staff, and students to share expertise and resources.

[Tolerance, Acceptance, Appreciation, and Inclusion]

**Leader/Partners**

Institute for Inclusive Learning, Teaching, and Scholarship/TLTC.

October 2010 – ongoing

**Strategy B**

Implement cultural competence professional development opportunities.

**Initiative 1**

Offer at least five annual professional development opportunities on cultural competence and effective classroom engagement practices (e.g., inclusive pedagogies seminars, creating safe and respectful classroom environment).

[Intolerance, Tolerance, Acceptance, Appreciation, and Inclusion]

**Leader/Partners**

Institute for Inclusive Learning, Teaching, and Scholarship and Office of Equity and Inclusion/pertinent College committees.

April 2010 – ongoing

3. Increasing by 25% annually both the recruitment and retention of AALANA faculty and administrators and individuals from identity groups, which due to privacy factors cannot always be identified.

(see also Goal 1, Objectives 5a., 5b., 5c., and 6).

**Baseline data:**

2006-07 pool of applicants who were qualified for full-time faculty positions.

**Baseline data:**

2006-07 pool of applicants who were qualified for full-time staff and/or administrator positions.

**Baseline data:**

Short voluntary survey of full-time employees to self-identify some of the identity groups to which they may belong.
Continuation Goal 3

**Strategy A**
Institutionalize the best practices for the recruitment and retention of faculty and administrators from AALANA and other identity groups.

**Initiative 1**
Create at least four post-doctoral fellowships or residencies for AALANA and other identity groups scholars in both academic areas and administration.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: President and Academic Affairs.

September 2009 – ongoing

**Initiative 2**
Support appropriate Employee Services and Academic Affairs staff to attend professional development conferences/workshops annually to benefit Search Committees on increasing faculty diversity recruitment.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: Employee Services and Human Resources and Academic Affairs.

April 2008 – ongoing

**Initiative 3**
Continue to provide support to Employee Services to maintain and update the website already in place for job applicants and hires.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: Employee Services and President’s Cabinet.

June 2008 – ongoing

**Initiative 4**
Establish collaborations to share best practices and experiences aimed at enabling search committees/supervisors in the recruitment and hiring of AALANA faculty and administrators.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: Employee Services, Office of Equity and Inclusion, Academic Affairs, and Vice Presidents.

February 2008 – ongoing
Continuation Goal 3

4. Expand faculty efforts to infuse diversity, equity, and inclusion in their teaching and/or research by 25%.

Baseline data: Survey faculty efforts and document implementation of the strategy and initiatives.

**Strategy A**

Create venues for faculty to be acknowledged for contributions to equity, diversity, and inclusion in their professional development, teaching, and/or research.

**Initiative 1**

Encourage the inclusion of a brief narrative in Faculty Activity Reports on the ways the faculty member incorporates diversity and inclusion in her or his professional life, including teaching, professional development, and/or research.

[Tolerance, Acceptance, Appreciation, and Inclusion]

Leader/Partners: Academic Affairs.

May 2010 – ongoing

**Initiative 2**

Increase the ways in which departments acknowledge the contributions of faculty to diversity and inclusion.

[Tolerance, Acceptance, Appreciation, and Inclusion]

Leader/Partners: President and Academic Affairs.

June 2009 – ongoing

5. Increase participation opportunities for all students through courses, programs, and travel to enhance their abilities to live, work, and lead in a diverse world.

Baseline data: 2008–09 availability of programs throughout the College.

**Strategy A**

Provide venues for students to acquire and/or strengthen their knowledge and skills to work, live, and lead in a diverse world.

**Initiative 1**

Increase the opportunities for cultural competence skills acquisition and/or enhancement within the student’s education.

[Tolerance, Acceptance, Appreciation, and Inclusion]

Leader/Partners: Academic Affairs, Office of Equity and Inclusion, and student organizations/clubs.

September 2010 – ongoing
Continuation Goal 3

Initiative 2  Encourage AALANA, women, and first-generation students to explore the Honors Program and math and science majors through venues such as receptions and information gatherings for these students; roundtable discussions; research and employment explorations; and an externally funded program similar to PR²EPS (Preparation, Recruitment, Retention, and Excellence in the Physical Sciences).
[Acceptance, Appreciation, and Inclusion]

Leader/Partners  Academic Affairs, Office of Equity and Inclusion, and Multicultural Student Affairs, Student Development, and Grants Development Office.

February 2008 – ongoing

Initiative 3  Increase the number of AALANA, women, and first-generation students who major in math and science and/or participate in the Honors Program.
[Acceptance, Appreciation, and Inclusion]

Leader/Partners  Academic Affairs and Multicultural Student Affairs/Academic Departments and Advisors, Office of Admissions and Recruitment, Orientation, Educational Opportunity Program, and Academic Advisement.

March 2008 – ongoing

Initiative 4  Increase the visibility of and knowledge about the Study Abroad Program at all pertinent College events and activities, and have the Office of International Education partner with academic departments to encourage students to view studying abroad as a unique opportunity in their education.
[Acceptance, Appreciation, and Inclusion]

Leader/Partners  Office of International Education and Academic Affairs, Registrar’s Office, and Financial Aid.

August 2008 – ongoing

Initiative 5  Increase by at least two the number of intersession trips.
[Tolerance, Acceptance, Appreciation, and Inclusion]

Leader/Partners  Academic Affairs and Student Development.

September 2009 – ongoing
Continuation Goal 3

6. Increase Americans with Disabilities Act compliance of buildings and all classrooms by 10% by 2010.

Baseline data: 2006-07 compliance data.

**Strategy A**

Continue to create a welcoming and safe campus for employees and students protected under the Americans with Disabilities Act.

**Initiative 1**

Issue annually a campus-wide report on ADA compliance progress of current building projects.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: Associate Vice President for Facilities and Safety/Academic Affairs, Student Affairs, and President’s Cabinet.

September 2008 – ongoing

**Initiative 2**

Include at least two representatives with personal experience in accessibility concerns for those with disabilities on the Facilities Planning group.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: Associate Vice President for Facilities and Safety/President’s Cabinet.

February 2008 – ongoing

**Initiative 3**

Offer training and workshops through Student Disability Services for employees and students on cultural competence aimed at creating a welcoming learning, teaching, and working environment for persons with disabilities.

[Acceptance, Appreciation, and Inclusion]

Leader/Partners: Student Disability Services.

February 2008 – ongoing
IV. Plan Implementation

The Plan will be implemented between 2008 and 2013. Throughout the five years, the College community has ownership of the plan through its implementation and evaluation phases.

Entities throughout the College have been identified as leaders in the implementation of the Plan’s initiatives/actions. Most of the initiatives/actions will yield best results through collaboration across divisions or offices. Table III details the implementation leadership for each initiative/action and its corresponding timeline.
Table III - Strategic Action Plan’s Implementation Leadership and Timelines

<table>
<thead>
<tr>
<th>Goal Objective, Strategy &amp; Initiative</th>
<th>Implementation Leadership</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
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<tr>
<td><strong>Objective 1.</strong></td>
<td></td>
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</tr>
<tr>
<td>A. 1</td>
<td>Office of Equity and Inclusion and Employee Services</td>
<td>March 2008</td>
</tr>
<tr>
<td>3</td>
<td>Employee Services, Office of Equity and Inclusion, and Vice Presidents</td>
<td>Jan. 2009</td>
</tr>
<tr>
<td>B. 1</td>
<td>Vice Presidents, Deans, and Office of Equity and Inclusion</td>
<td>Sept. 2008</td>
</tr>
<tr>
<td>C. 1</td>
<td>The President</td>
<td>Sept. 2009</td>
</tr>
<tr>
<td><strong>Objective 2.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. 1</td>
<td>Office of Equity and Inclusion, Provost, Vice Presidents, Deans, and Employee Services</td>
<td>April 2009</td>
</tr>
<tr>
<td>2</td>
<td>Finance and Administration, Student Development</td>
<td>Oct. 2008</td>
</tr>
<tr>
<td><strong>Objective 3.</strong></td>
<td></td>
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</tr>
<tr>
<td>A. 1</td>
<td>Campus Climate Research Team, appointed by the President</td>
<td>Aug. 2008</td>
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<tr>
<td>2</td>
<td>Campus Climate Research Award Recipient(s) Team and the Campus Climate Research Team</td>
<td>Aug. 2008</td>
</tr>
<tr>
<td>3</td>
<td>Office of Equity and Inclusion, President’s Council on Diversity, Gender and Sexuality Resource Center, Center for Multicultural Experiences, Deans, Chairs, and Multicultural Student Affairs</td>
<td>Sep. 2008</td>
</tr>
<tr>
<td>4</td>
<td>Academic Affairs, Student Development, Gender and Sexuality Resource Center, and Office of Equity and Inclusion</td>
<td>May 2008</td>
</tr>
<tr>
<td>5</td>
<td>Student Development and appropriate student groups</td>
<td>March 2008</td>
</tr>
<tr>
<td>6</td>
<td>Student Development, Academic Affairs, Gender and Sexuality Resource Center, Office of Equity and Inclusion, and pertinent student groups</td>
<td>March 2008</td>
</tr>
<tr>
<td>7</td>
<td>Affirmative Action Advisory Committee</td>
<td>Jan. 2008</td>
</tr>
<tr>
<td>8</td>
<td>Academic Affairs and Student Development</td>
<td>Sept. 2008</td>
</tr>
</tbody>
</table>
Continuation

Table III - Strategic Action Plan’s Implementation Leadership and Timelines

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective, Strategy &amp; Initiative</th>
<th>Implementation Leadership</th>
<th>Timeline</th>
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<tbody>
<tr>
<td></td>
<td>Continue Goal 1</td>
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<tr>
<td></td>
<td>Objective 4a. A. 1</td>
<td>The President, Student Development, Finance and Administration, College Advancement, and Office of Equity and Inclusion</td>
<td>Feb. 2008 ongoing</td>
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<td></td>
<td></td>
<td>B. 1</td>
<td>Student Development, Academic Affairs, and Office of Equity and Inclusion</td>
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<td></td>
<td>Objective 4b. A. 1</td>
<td>Academic Affairs, Student Development, and student groups</td>
<td>Sept. 2008 ongoing</td>
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<td></td>
<td>Objective 5a. A. 1</td>
<td>The Provost, Deans, and Chairs</td>
<td>March 2008 ongoing</td>
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<td></td>
<td>2</td>
<td>Academic Affairs, Employee Services, and Office of Equity and Inclusion</td>
<td>Jan. 2008 ongoing</td>
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<td></td>
<td>3</td>
<td>Academic Affairs, Employee Services, Gender and Sexuality Resource Center, and Office of Equity and Inclusion</td>
<td>Jan. 2008 ongoing</td>
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<td></td>
<td>4</td>
<td>Employee Services</td>
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<td></td>
<td>B. 1</td>
<td>The President, Provost, Deans, and Chairs</td>
<td>Sept 2008 ongoing</td>
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<td></td>
<td>2</td>
<td>The President, Provost, Deans, and Chairs</td>
<td>Feb. 2008 ongoing</td>
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<td></td>
<td>3</td>
<td>The President and the Center for Multicultural Experience Faculty in Residence Committee</td>
<td>Sept. 2009 ongoing</td>
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Continuation
Table III - Strategic Action Plan’s Implementation Leadership and Timelines

<table>
<thead>
<tr>
<th>Objective, Strategy &amp; Initiative</th>
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<th>Timeline</th>
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<tr>
<td><strong>Goal</strong> 1</td>
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<tr>
<td>Objective 5b. A. 1</td>
<td>The President, Provost, Vice Presidents, and Directors</td>
<td>March 2008 ongoing</td>
</tr>
<tr>
<td>2</td>
<td>Vice Presidents, Provost, Deans, Chairs, and Directors</td>
<td>Jan. 2008 ongoing</td>
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<td>3</td>
<td>Employee Services</td>
<td>May 2008 ongoing</td>
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<td>4</td>
<td>Vice Presidents, Employee Services, Office of Equity and Inclusion, and Gender and Sexuality Resource Center</td>
<td>Jan. 2008 ongoing</td>
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<td>5</td>
<td>Employee Services</td>
<td>May 2008 ongoing</td>
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<td>6</td>
<td>Employee Services</td>
<td>Nov. 2008 ongoing</td>
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<tr>
<td>Objective 5c. A. 1</td>
<td>Academic Affairs, Vice Presidents, and Directors</td>
<td>March 2008 ongoing</td>
</tr>
<tr>
<td>2</td>
<td>Academic Affairs, Vice Presidents, Directors, Employee Services, Office of Equity and Inclusion, and Gender and Sexuality Resource Center</td>
<td>Jan. 2008 ongoing</td>
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<tr>
<td>3</td>
<td>Human Resources &amp; Employee Services, Office of Equity and Inclusion, and Gender and Sexuality Resource Center</td>
<td>Jan. 2008 ongoing</td>
</tr>
<tr>
<td>Objective 6. A. 1</td>
<td>Office of Equity and Inclusion, President’s Council on Diversity, and Academic Affairs</td>
<td>Sept. 2008 ongoing</td>
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<tr>
<td>2</td>
<td>Academic Affairs, President’s Cabinet, and Office of Equity and Inclusion</td>
<td>Sept. 2008 ongoing</td>
</tr>
<tr>
<td>Objective 7. A. 1</td>
<td>Campus-Wide Team and Office of Equity and Inclusion</td>
<td>Feb. 2008 ongoing</td>
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<td>2</td>
<td>Research Competition Award Committee</td>
<td>May 2010 ongoing</td>
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<tr>
<td>B. 1</td>
<td>Inclusive Teaching Award Committee</td>
<td>Dec. 2010 ongoing</td>
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</table>
Continuation Table III - Strategic Action Plan’s Implementation Leadership and Timelines

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<tr>
<th>Objective, Strategy &amp; Initiative</th>
<th>Implementation Leadership</th>
<th>Timeline</th>
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<tr>
<td><strong>Goal 2</strong></td>
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<tr>
<td><strong>Objective 1</strong></td>
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<tr>
<td><strong>A. 1</strong></td>
<td>The College Consortium on Diversity</td>
<td>Sept. 2008 ongoing</td>
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<tr>
<td><strong>2</strong></td>
<td>Office of Equity and Inclusion, President, and President’s Cabinet</td>
<td>April 2009 Dec. 2009</td>
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<td><strong>C. 1</strong></td>
<td>Community Relations, Academic Affairs, Student Development, and College Consortium on Diversity</td>
<td>Sept. 2008 ongoing</td>
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<td><strong>2</strong></td>
<td>Teaching, Learning, and Technology Center (TLTC)</td>
<td>Nov. 2008 ongoing</td>
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<td><strong>3</strong></td>
<td>Event Planners</td>
<td>Jan. 2009 ongoing</td>
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<tr>
<td><strong>Objective 2</strong></td>
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<tr>
<td><strong>A. 1</strong></td>
<td>College Consortium on Diversity</td>
<td>June 2008 Dec. 2008</td>
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<td><strong>2</strong></td>
<td>College Consortium on Diversity</td>
<td>Feb. 2009 ongoing</td>
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<td><strong>3</strong></td>
<td>President’s Council on Diversity and Academic Affairs</td>
<td>Sept. 2009 ongoing</td>
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<tr>
<td><strong>B. 1</strong></td>
<td>Office of Equity and Inclusion</td>
<td>Feb. 2008 ongoing</td>
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<tr>
<td><strong>C. 1</strong></td>
<td>College Consortium on Diversity and Academic Affairs</td>
<td>Jan. 2008 ongoing</td>
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<tr>
<td><strong>2</strong></td>
<td>College Consortium on Diversity and Office of Equity and Inclusion</td>
<td>Jan. 2009 ongoing</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Directors and Department Heads, President, and President’s Cabinet</td>
<td>Sept. 2008 ongoing</td>
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<tr>
<td><strong>4</strong></td>
<td>College Consortium on Diversity and Office of Equity and Inclusion</td>
<td>Jan. 2009 ongoing</td>
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<tr>
<td><strong>D 1</strong></td>
<td>Office of Equity and Inclusion, and Leaders and Trainers of these Diversity Models</td>
<td>Sept. 2008 ongoing</td>
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</tbody>
</table>
### Table III - Strategic Action Plan’s Implementation Leadership and Timelines

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<thead>
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<th>Goal Objective, Strategy &amp; Initiative</th>
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<tbody>
<tr>
<td><strong>Continuation Goal 2</strong></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Affirmative Action Advisory Committee, Office of Equity and Inclusion, and Gender and Sexuality Resource Center</td>
<td>May 2010 – Ongoing</td>
</tr>
<tr>
<td>B. 1</td>
<td>The President’s Cabinet, Gender and Sexuality Resource Center, and Office of Equity and Inclusion</td>
<td>March 2008 – Ongoing</td>
</tr>
<tr>
<td>2</td>
<td>Gender and Sexuality Resource Center</td>
<td>March 2008 – Ongoing</td>
</tr>
<tr>
<td>4</td>
<td>Affirmative Action Advisory Committee and Gender and Sexuality Resource Center</td>
<td>Feb. 2009 – Nov. 2009</td>
</tr>
<tr>
<td>5</td>
<td>Web Coordinator, Gender, Sexuality Resource Center, Center for Multicultural Experience, and Office of Equity and Inclusion</td>
<td>Jan. 2009 – Ongoing</td>
</tr>
<tr>
<td>6</td>
<td>President’s Council on Diversity and Gender and Sexuality Resource Center</td>
<td>Jan. 2009 – Ongoing</td>
</tr>
</tbody>
</table>
Table III - Strategic Action Plan’s Implementation Responsibilities and Timelines

<table>
<thead>
<tr>
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<th>Objective, Strategy &amp; Initiative</th>
<th>Implementation Leadership</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 3</td>
<td>1.</td>
<td>President’s Council on Diversity</td>
<td>Jan. 2009</td>
</tr>
<tr>
<td>2</td>
<td>Office of Equity and Inclusion and the President’s Council on Diversity</td>
<td>Sept. 2008</td>
<td>ongoing</td>
</tr>
<tr>
<td>3</td>
<td>Office of Equity and Inclusion and the President’s Council on Diversity</td>
<td>Sept. 2008</td>
<td>ongoing</td>
</tr>
<tr>
<td>4</td>
<td>The President</td>
<td>Sept. 2008</td>
<td>ongoing</td>
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<tr>
<td>5</td>
<td>Deans, Chairs, and Office of Equity and Inclusion</td>
<td>Sept. 2009</td>
<td>ongoing</td>
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<tr>
<td></td>
<td>2</td>
<td>Team on Inclusive Learning, Teaching, and Scholarship</td>
<td>Nov. 2009</td>
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<tr>
<td></td>
<td>3</td>
<td>Institute for Inclusive Learning, Teaching, and Scholarship</td>
<td>Oct. 2010</td>
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<tr>
<td></td>
<td>B.</td>
<td>Institute for Inclusive Learning, Teaching, and Scholarship and Office of Equity and Inclusion</td>
<td>April 2010</td>
</tr>
<tr>
<td>Objective 3.</td>
<td>A.</td>
<td>The President and Academic Affairs</td>
<td>Sept. 2009</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Employee Services and Human Resources and Academic Affairs</td>
<td>April 2008</td>
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<td></td>
<td>3</td>
<td>Employee Services and President’s Cabinet</td>
<td>June 2008</td>
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<tr>
<td></td>
<td>4</td>
<td>Employee Services, Office of Equity and Inclusion, Academic Affairs, and Vice Presidents</td>
<td>Feb. 2008</td>
</tr>
<tr>
<td>Objective 4.</td>
<td>A.</td>
<td>Academic Affairs</td>
<td>May 2010</td>
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<tr>
<td></td>
<td>2</td>
<td>The President and Academic Affairs</td>
<td>June 2009</td>
</tr>
</tbody>
</table>
### Table III - Strategic Action Plan’s Implementation Responsibilities and Timelines

#### Goal Objective, Strategy & Initiative

<table>
<thead>
<tr>
<th>Continuation Goal 3</th>
<th>Implementation Leadership</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 5. A. 1</td>
<td>Academic Affairs, Office of Equity and Inclusion, and student organizations/clubs</td>
<td>Sept. 2010 ongoing</td>
</tr>
<tr>
<td>2</td>
<td>Academic Affairs, Office of Equity and Inclusion, Multicultural Student Affairs, Student Development, and Grants Development Office</td>
<td>Feb. 2008 ongoing</td>
</tr>
<tr>
<td>3</td>
<td>Academic Affairs and Multicultural Student Affairs</td>
<td>March 2008 ongoing</td>
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<tr>
<td>5</td>
<td>Academic Affairs and Student Development</td>
<td>Sept. 2009 ongoing</td>
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#### Objective 6. A. 1

<table>
<thead>
<tr>
<th>Objective 6. A. 1</th>
<th>Implementation Leadership</th>
<th>Timeline</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>Associate Vice President for Facilities and Safety</td>
<td>Sept. 2008 ongoing</td>
</tr>
<tr>
<td>3</td>
<td>Student Disability Services</td>
<td>Feb. 2008 ongoing</td>
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</tbody>
</table>
V. Plan Evaluation

The College Plan on Equity, Diversity, and Inclusion summative evaluation methods are based on the “Before and After Evaluation Research Model” (Herman and Colleagues, 1988; and Taylor Fitz-Gibbon, C., and Morris, L. 1988). The Plan’s success will be evaluated on the accomplishment of each goal and its objectives.

The baseline for each objective serves as a comparison at a specific point and time (pre implementation) and the post implementation of the objectives’ strategies and initiatives. The evaluation (formative and summative) refers to the pre and post implementation to assess the success or lack of each objective/goal (refer to Table IV).
Table IV - Baseline and Objectives’ Outcomes

<table>
<thead>
<tr>
<th>Goal Objectives</th>
<th>Baseline Data</th>
<th>Objective’s Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1.</td>
<td>2006-07 full-time employees</td>
<td>Obtain 25% annual participation</td>
</tr>
<tr>
<td>2.</td>
<td>Survey of existing collaborations</td>
<td>Create collaborative initiatives</td>
</tr>
<tr>
<td>3.</td>
<td>2006 Campus Climate Assessment by Rankin &amp; Associate, Consulting</td>
<td>Research the campus climate and address issues, implement and monitor initiatives</td>
</tr>
<tr>
<td>4a.</td>
<td>2006-07 AALANA student pool of applicants eligible for admission</td>
<td>↑ by 20% annually the recruitment of AALANA students</td>
</tr>
<tr>
<td>4b.</td>
<td>2006-07 retention rate for overall student body and retention rate for AALANA students</td>
<td>↑ the retention rate of AALANA students as recruitment grows</td>
</tr>
<tr>
<td>4c.</td>
<td>2006-07 international student pool of applicants eligible for admission</td>
<td>↑ by 15% annually the recruitment of international students</td>
</tr>
<tr>
<td>4d.</td>
<td>2006-07 retention rate for overall student body and retention rate for international students</td>
<td>↑ the retention rate of international students as recruitment grows</td>
</tr>
<tr>
<td>5a.</td>
<td>2006-07 pool of applicants who were qualified for full-time faculty positions</td>
<td>↑ by 25% annually the recruitment of AALANA faculty</td>
</tr>
<tr>
<td>5b.</td>
<td>2006-07 pool of applicants who were qualified for full-time staff and/or administrator positions</td>
<td>↑ by 25% annually the recruitment of AALANA staff and administrators</td>
</tr>
<tr>
<td>5c.</td>
<td>Document recruitment processes and implementation</td>
<td>Create and implement recruitment processes to increase the recruitment of individuals from identity groups</td>
</tr>
<tr>
<td>6.</td>
<td>Short voluntary survey of full-time employees to self-identify some of the identity groups to which they may belong</td>
<td>Create endeavors to increase the retention of AALANA faculty, staff and administrators, and individuals from identity groups</td>
</tr>
<tr>
<td>7.</td>
<td>These recognition opportunities do not exist. Recognition opportunities will be documented as initiatives are implemented</td>
<td>Create new recognition opportunities to honor the contributions of individuals on equity, diversity, and inclusion</td>
</tr>
</tbody>
</table>
Continuation

Table IV - Baseline and Objectives’ Outcomes

<table>
<thead>
<tr>
<th>Goal’s Objectives</th>
<th>Baseline</th>
<th>Objective’s Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Goal 2</td>
<td></td>
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<tr>
<td>Objective 1.</td>
<td>These will be new intentional opportunities and they will be documented</td>
<td>Create new intentional</td>
</tr>
<tr>
<td></td>
<td>as the initiatives are implemented</td>
<td>opportunities</td>
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<tr>
<td>2.</td>
<td>Most recent professional development -- Building a Better Campus Community</td>
<td>↑ 10% participation,</td>
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<tr>
<td></td>
<td>Seminars (425 employees participated)</td>
<td>annually</td>
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<td>3.</td>
<td>Compare new programs and policies to existing ones</td>
<td>Develop new programs and</td>
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<td>policies to address</td>
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<td>freedom of expression</td>
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<td>and acts of intolerance</td>
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<td>toward differences</td>
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<tr>
<td>Goal 3</td>
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<tr>
<td>Objective 1.</td>
<td>Survey of existing programming and activities aimed at creating an</td>
<td>Reach 20% of the campus</td>
</tr>
<tr>
<td></td>
<td>inclusive campus</td>
<td>community annually</td>
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<tr>
<td>2.</td>
<td>Survey of existing collaborations and document implementation</td>
<td>↑ 20% participation</td>
</tr>
<tr>
<td></td>
<td>of strategies and initiatives</td>
<td>annually</td>
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<tr>
<td>3.</td>
<td>2006-07 pool of applicants who were qualified for full-time faculty</td>
<td>Document the</td>
</tr>
<tr>
<td></td>
<td>positions</td>
<td>implementation of the</td>
</tr>
<tr>
<td></td>
<td>2006-07 pool of applicants who were qualified for full-time staff and/or</td>
<td>strategies and initiatives</td>
</tr>
<tr>
<td></td>
<td>administrator positions</td>
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<td></td>
<td>Short voluntary survey of full-time employees to self-identify some of</td>
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<td>the identity groups to which they may belong</td>
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<td>4.</td>
<td>Survey faculty efforts and document the implementation</td>
<td>25% of the faculty</td>
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<tr>
<td></td>
<td>of the strategies and initiatives</td>
<td>infuse diversity,</td>
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<td>equity, and inclusion</td>
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<td>in teaching and/or</td>
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The Plan’s objectives are not framed as rigid expectations, instead they are aspirations to move the College forward toward the institution we envision in five years as stated in the Plan’s Statement of Values.
VI Reference


APPENDIX I

The Five Stages of Diversity
Source: Duster, T. 2002. The Contradictory Goals of Color-blind Desegregation. Presentation at Southern Oregon University. With his permission, Dr. Zapata adapted to the Five Stages of Diversity from an oral format using Dr. Paulo Freire’s Action, Reflection, Action framework.
APPENDIX II

Glossary For The Strategic Plan On Equity, Diversity, And Inclusion

AALANA

Acronym for persons belonging to the following groups: African Americans, Latinos, Asian Americans/Pacific Islanders, and Native Americans/Native Alaskans.

Cultural competence

The ability to work effectively in cross-cultural situations and or within a diverse culture.


Diversity

a. Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

Source: Association of American Colleges and Universities. 2007.

b. . . . Diversity is an inclusive value that encompasses race and ethnicity, nationality, religion, gender, sexual orientation, sexual identity and gender expression, age, ability, socio-economic status, and other aspects of identity.

Source: College at Oneonta Diversity Statement, Strategic Plan on Equity Diversity and Inclusion, page 10.

Equity

a. The belief, commitment, and process that ensures that all students have the right to be successful earners in an environment that honors the uniqueness of each individual.


b. Equity is providing resources and support, according to need, in order to create an environment that encourages the fullest participation of its members through the recognition and acceptance of differences. Equity is more than equality. It is more than access. Equity is developmental and systemic and is the responsibility of the entire community.


Ethnic

Relating to people grouped according to a common racial, national, tribal, cultural, linguistic origin.

Gender

Gender refers to the socially constructed roles, behavior, activities and attributes that a particular society considers appropriate for men and women.


Gender Expression

All external characteristics and behaviors, which are socially defined as either masculine or feminine, such as dress, mannerisms, name, physical characteristics, and speech patterns.

Source: Empire State Pride Agenda Foundation. 2007.

Gender Identity

A person’s innate, deeply felt psychological identification as male or female, which may or may not correspond to the person’s body or assigned sex at birth.

Source: Empire State Pride Agenda Foundation. 2007.

Inclusion

The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding.

Source: Association of American Colleges and Universities (http://aacu.org/inclusive_excellence/index.cfm)

LGBTQ

acronym for Lesbian, Gay, Bisexual, Transgender, Queer

Persons of color

People of non-European ancestry. All persons self-identifying by the general categories of African American or Black; Hispanic, Chicano or Latino; Asian or Pacific Islander; American Indian or Alaskan Native.


Race

The concept of race reflects self-identification by people according to the race or races with which they most closely identify. These categories are sociopolitical constructs and should not be interpreted as being scientific or anthropological in nature. Furthermore, the race categories include both racial and national-origin groups.

Recruitment

To seek out, engage, and attract potential faculty [employees and students].

Source: The National Campus Diversity Project. 2004. Harvard Graduate School of Education. campusdiversityproject@gse.harvard.edu.

Sexual Orientation

Sexual Orientation is an enduring emotional, romantic, sexual or affectional attraction to another person.

Sexual orientation exists along a continuum that ranges from exclusive homosexuality to exclusive heterosexuality and includes various forms of bisexuality.

Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors.

Source: www.apa.org/topics/orientation.html

Stereotypes (Racial/Ethnic/Cultural)

The simplifying belief that all people of a certain racial, ethnic, or cultural group are the same and behave the same way.

Stereotype Threat

“Societal stereotypes about groups can influence the intellectual functioning and identity development of individual group members. Negative stereotypes about intellectual abilities can act as a threat that disrupts the performance of students targeted by bad reputations. To experience stereotype threat, one need not believe the stereotype nor even be worried that it is true oneself.”


According to Aronson and Colleges (2001) the basic notion of the Stereotype Threat model is that “in situations where a stereotype about a group’s intellectual abilities is relevant, taking an intellectually challenging test, being called upon to speak in a class and so on” the person in that stereotyped group have an extra cognitive and emotional burden not applicable to people for whom the stereotype does not apply.


Transgender

Transgender is an umbrella term used to designate a community of people who regularly present in a gender different from the sex assigned to them at birth and who live a significant part of their lives in that gender. This includes people who have undergone medical procedures to change their sex and those who have not.

Source: Empire State Pride Agenda Foundation. 2007.
Unlawful Discrimination

Discrimination means treating people differently. But treating people differently does not necessarily constitute unlawful discrimination. For example an employer can choose to hire one person instead of another based on merit, or a restaurant can turn people away if admission would cause the restaurant to exceed occupancy limits. Discrimination is unlawful if it is based on an individual’s or group’s race, color, national origin, religion, sex, gender identity, creed, sexual orientation, disability, or veteran’s status.

APPENDIX III

Bibliography


