



Potsdam
THE STATE UNIVERSITY OF NEW YORK

DIVERSITY, EQUITY, AND INCLUSION STRATEGIC PLAN

2016 - 2021

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SUNY POTSDAM

44 Pierrepont Avenue, Potsdam, New York 13673-2294

**Members of the Task Force for the DEI Strategic Plan
Fall 2016**

Brown, Joshua	Assistant Director Counseling Center
Conant, Nicole	Assistant Director, Center for School Partnerships & Teacher Certification
Conrad, Deborah	Professor, Center for School Partnerships & Teacher Certification – Student Teaching Supervisor/Elementary Education
Durant, Lynne	Secretary I, Sociology and Environmental Studies
Elmore, Aislinn	Student, SUNY Potsdam
Green, Theresa	Head Janitor
Hersker, Alan	Interim Assistant Provost / Director, General Education/Professor
Hunter, Julie	Assistant Professor, Ethnomusicology
Jacobs Wilke, Alexandra	Director of Public Relations
LaVine, Matthew	Visiting Assistant Professor
Lewis, Nancy	Associate Professor, Sociology
Miller, Rick	Executive Vice President
Millward, Mark	Director – TriO
Murphy-Rodriguez, Jwuan	Student, SUNY Potsdam
Prescott, Amanda	Assistant University Financial Analyst
Singh, Judith	Director of Institutional Research & Assessment
Smith, LoriLee	Catering Manager
Tiapo, Bernadette	Associate Vice President / Chief Diversity Officer. Chair of Task Force
Tevizan, Liliana	Professor, Modern Languages
Tyo, Louise	Interim Director, Center for Diversity
Van Blommestein, Jeremy	Chair, Sociology
Wilson, Lisa	Chair of Faculty Senate / Professor, English & Communication
Woods, Lonel	Co-Chair of Music Performance/Associate Professor, Voice

SUNY Potsdam Diversity, Equity and Inclusion Strategic Plan 2016 - 2021

Campus Diversity & Inclusion Vision/Mission Statement

SUNY Potsdam is dedicated to embracing the diversity of its community members. Students, employees, their families, alumni, friends, allies, guests to our campus, and members of the surrounding communities are all recognized as valued members of our community. In our community, we find an increasingly diverse population – with respect to race, ethnicity, culture, sexual orientation, disability status, socioeconomic status, religion, gender, gender identity and expression, age, and other social identities – and strive to promote an environment that is respectful of our differences. In this regard, we are dedicated to creating, empowering, and sustaining a community that is built on trust and a universal commitment to respect for all, irrespective of backgrounds, experiences and identities; and which welcomes and encourages the variety of human experience and the uniqueness of each individual. We believe a commitment to diversity, equity, inclusion, and social justice is essential in preparing engaged global citizens to lead lives enriched by critical thought, creativity, discovery, and the pursuit of academic excellence – values which are rooted in our educational mission to support individualized curricula and opportunities for personal and professional growth. Therefore, we believe we must continue to educate ourselves and engage with North Country communities, striving to become a model for diversity, equity, inclusion, and social justice, within both the region and the SUNY system.

(Approved by SUNY Potsdam President's Council on September 14, 2016)

Assessment of Current Campus Diversity

Students

Over the past several years, the SUNY Potsdam campus has become increasingly diverse, as the student body has changed considerably, in response to more recruitment of undergraduates from metropolitan areas. Between 2000 and 2015, the percentage of undergraduates self-identifying as students of color has nearly tripled, going from 8% to 29%. This fall, the incoming Class of 2020 included 41.3% people of color, consistent with last year's freshman class. In addition, 30% of transfer students to SUNY Potsdam this fall are students of color. If this trend continues, the College is projected to reach its goal of enrolling at least 40% students of color by the 2020-21 academic year.

For underserved campus populations, SUNY Potsdam tracks measures of achievement, such as retention and graduation rates. SUNY Potsdam's retention rate has remained somewhat stable—around 75%—over the past five years, with a one-year high of 80% for the 2012 cohort. Retention rates for African-American, Asian and Native American students have been higher than the average rate for SUNY Potsdam students. At the same time, retention rates for Latino students has lagged behind the average. In looking at retention by race/ethnicity and gender, the data show that male student retention has remained below the average for all groups, except for African-American males, who have higher persistence rates. Retention for female

students has remained over the average for Potsdam, with this holding true across most of the race/ethnicity groups.

SUNY Potsdam's graduation rates have showed a similar pattern in terms of the difference between male and female graduation rates. While female graduation rates have increased, graduation rates for male students have stayed stagnant. Graduation rates for white students have been higher than the average, with graduation rates for students of color remaining lower than average. Graduation rates for all male students, regardless of ethnicity, remained lower than the average as well. The higher rates for female students can be attributed to white and Asian females. Yet, for the most recent cohort, African-American females had the highest graduation rate, followed by international female students, compared to all other groups.

Faculty and Staff

At the same time, however, the College's workforce has not made similar gains in terms of racial diversity. As of 2016-17, 52 (or 7%) of SUNY Potsdam's 751 full-time equivalent employees were either from minority backgrounds (including those who self-identified as being black/African-American, Native American, Asian and/or multi-racial) or were Hispanic. The number of employees of color was mostly concentrated among teaching faculty, followed by professional/non-teaching faculty. Additionally, there were 28 veterans among the College's workforce, and 12 full-time equivalent employees who were recorded as having a disability. SUNY Potsdam has begun a number of efforts to recruit and retain faculty and staff from diverse backgrounds, and has seen some success in recent years. Between 2012-13 and the current academic year, the percentage of faculty/staff of color has risen from 5.6% of the total workforce, to 6.9% this academic year. Given the demographics of the surrounding North Country community, this will be an ongoing effort.

Data Collection

SUNY Potsdam collects a wide array of data to track performance, including collecting information regarding retention and graduation, as well as student and faculty surveys related to a number of areas. However, the College has not been focused in the past on bringing this information together in a comprehensive manner to get a clearer picture regarding its progress and success in serving populations from underrepresented groups. Currently, SUNY Potsdam only collects information about the race/ethnicity, sex and veteran status of students, and collects the same information for employees, with the addition of their ability status. The College does not collect demographic information about student or faculty sexuality, gender, religion or student ability status. The College conducted a Campus Climate Survey in 2014, which was offered to students. The next survey will be conducted in 2017, and will also include faculty and staff, to better understand their perspectives as well. Additionally, SUNY Potsdam is in the process of creating a DEI Assessment Committee, which would assess the College's progress toward meeting the goals and objectives outlined in this strategic plan.

Management and Accountability

In recognition of the increased importance of campus activities related to diversity, multiculturalism and inclusion, SUNY Potsdam recently created the new Division of Diversity,

Equity and Inclusion, which is overseen by the College's new Chief Diversity Officer, Dr. Bernadette Tiapo. Reflecting the importance of this area, Dr. Tiapo is a member of the President's Council and reports directly to President Kristin G. Esterberg. The new Division of Diversity, Equity and Inclusion includes the College's Center for Diversity, the Collegiate Science and Technology Entry Program (CSTEP), the North Country Science and Technology Entry Program (NCSTEP), Title IX, Affirmative Action and the Office of Native American Affairs. Dr. Tiapo also oversees the College's Diversity and Inclusion in Action Coalition (DIAC), Preparing and Organizing for Change: Teaching, Learning and Practicing Racial Justice at SUNY Potsdam (POP), and the Bias Incident Response Team. The creation of this new division allows staff in each of these vital programs to coordinate more effectively. The Center for Diversity remains a safe space for all; the CFD has recently expanded both its programming and its facility space, in response to increased demand for services.

Past and Current Efforts

Over the past few years, the College has seen more broad-based participation in trainings and educational events related to diversity, equity and inclusion, bringing together faculty, staff and students representing a wider array of departments and offices. Thanks to grant funding from the SUNY Office of Diversity, Equity and Inclusion, SUNY Potsdam was recently able to offer Preparing and Organizing for Change: Teaching, Learning and Practicing Racial Justice at SUNY Potsdam (POP). This group hosted a series of workshops for faculty and staff in 2015-16, and is continuing to present events for all employees. For instance, "Now We Know" is a short presentation on demographic changes and racial microaggressions at SUNY Potsdam. The group also leads workshops for departments and offices, including film screenings and role-playing activities to help faculty and staff recognize and respond to racism. POP also collected assessment information regarding the effectiveness of these events. The College has also invested in faculty professional development on social justice and diversity, supporting faculty members' attendance at conferences. In addition, the General Education Task Force is currently engaged in a comprehensive review of the curriculum, to include an investigation of whether and how to incorporate diversity, equity and inclusion into general education and College requirements.

The Diversity and Inclusion in Action Coalition (DIAC), which includes representatives from across campus, has taken a leadership role among faculty and staff in promoting diversity efforts over the past several years, in addition to the work being completed at the CFD. Specific departments and offices have also undertaken internal efforts to lead the charge in their areas as well. For instance, some department-based clubs have hosted guest speakers and other departments have requested additional or area-specific trainings on diversity and inclusion related topics. Many departments have demonstrated consistent efforts in serving, mentoring, and providing supportive environments for students from diverse backgrounds, while others have worked toward creating inclusive curriculums. DIAC is coordinating the release of a new list of diversity-rich courses, to recognize excellence in this area and better help students identify these options during registration. DIAC has also led programming to raise awareness about issues related to diversity, equity and inclusion, such as "safe space" trainings. To ensure that all DIAC work complements and dovetails with the goals outlined in this strategic plan, the Chief Diversity Officer has held multiple retreats with its members to receive their input and to align their efforts going forward.

The College offers mandatory online trainings for all employees on preventing discrimination and harassment. Diversity training has been incorporated as a vital component of the orientation process for all new incoming students, as well as skill-building for student leaders such as Resident Assistants. The CFD also offers Student Diversity Allyship Training. A new initiative is the creation of Days of Reflection, which SUNY Potsdam offered for the first time this fall. These are designed to be campus-wide educational efforts, which professors are encouraged to ask their classes to attend, allowing both students and staff the opportunity to gather and focus collectively on important issues related to diversity and inclusion.

In addition, College governance groups are actively engaged with working on issues of DEI, with collaboration from the President's Council, Faculty Senate, Leadership Forum, Council of Chairs, the Arts and Sciences Council and the Crane Faculty Association, among others. SUNY Potsdam has a number of policies and practices in place to support the needs of diverse students. For instance, the College recently designated bathrooms and locker rooms across the campus which may be used by any person, regardless of their gender. The Potsdam Pledge enshrines the College's dedication to being an educational, open, civil, responsible, safe, healthy, ethical, diverse, socially conscious and watchful community, fostering an appreciation of and respect for the variety of human experience.

Challenges

The aggregated results of the 2014-15 DIAC campus climate survey for students revealed that the majority of respondents strongly agreed or agreed that they felt welcome, included, and safe at SUNY Potsdam. A strong majority of the respondents indicated they would recommend Potsdam as an inclusive college. About 80% of the respondents strongly agreed or agreed with the following statements: "students of color enjoy a supportive environment here"; "other minority subgroups enjoy a supportive environment here"; the "College is dedicated to diversity and inclusion"; "the curriculum exposes students to diverse issues"; or that they felt comfortable reporting bias incidents. About 67% strongly agreed or agreed that faculty, staff, and administration have an appreciation of what daily life is like for students, and 64% strongly agreed or agreed that SUNY Potsdam students are respectful of one another when discussing controversial issues." Nonetheless, in May and June 2015, 29 Students of Color bravely shared their time and painful stories on campus and in the Potsdam Village. The focus group results highlighted several areas of concerns capturing students' experiences with racial microaggressions.

Some of the incidents narrated by the students clearly went beyond microaggressive to aggressive. The 100-page transcript was full of reports of these incidents and their effects, which accrue for Students of Color and create discomfort, anxiety, and resentment and which affect their larger experience at the College. The overarching themes in their stories were alienation, frustration, fear, racial intolerance and discrimination, rejection, ridicule and injustice. These themes arose in the respondents' stories of events which occurred on the SUNY Potsdam campus – residence halls, dining halls, classrooms, and campus offices – as well as on the streets and in the businesses in the Potsdam community.

SUNY Potsdam has faced some high-profile incidents over the past two years, which have underscored the importance of diversity and inclusivity. First, a series of threatening notes targeting a minority professor and the campus community at large with hateful racist and homophobic language and imagery were discovered. A former student has been charged in this

case, which is currently being overseen by the New York State Attorney General's Office. These incidents led to student demonstrations and protests in November and December 2015. Second, this fall, a film was made in a College residence hall showing three students who were enrolled at the time wearing blackface. These disturbing images were widely shared on social media and offended many. These catalyzing events have galvanized faculty, staff and student recognition that the College must provide increased support for diversity programming, as well as campus-wide training and anti-bias initiatives.

In addition, these incidents have also highlighted a gap in the College's emergency planning efforts. The Emergency Response Plan is designed to deal with sudden exploding crises with low levels of perceived institutional responsibility, such as fires or active shooter situations. The existing emergency communications plan and training resources used as part of this do not adequately address crises related to diversity and inclusivity. There is also a need for a specific crisis response plan for the Division of Diversity, Equity and Inclusion, to better coordinate response efforts surrounding concerning issues related to this area.

SUNY Potsdam's Office of College Communications is currently in the process of searching for a consultant to lead a comprehensive communications audit, to include a review of all promotional materials, the website and publications. This will include a review to ensure that they are free of bias. In the past, communications audits have been conducted every three to four years, which included an informal check to see if language and imagery was inclusive. In addition, there have been occasional checks of publications and communications related to specific areas, such as University Police.

Annual and Multi-Year Goals

Goal I: Campus Climate

Create and sustain a campus climate in which all members of the campus community (students, employees, families, alumni, friends, allies, guests to campus and members of the surrounding communities) feel accepted, welcomed and included

Objectives

- I: Develop new and support on-going campus-wide diversity, equity and inclusion education programs and trainings.
- II: Review and improve campus policies and procedures to ensure that the campus is meeting the needs of the changing student body, and by extension, the changing profile of the campus community.
- III: Foster positive engagement between and among students, campus employees and alumni.
- IV: Enhance, support and sustain a culture of inclusion in the student body, to ensure that students from all backgrounds engage positively with each other.

Goal IIA: Student Recruitment/Retention/Access/Persistence and Completion

Demonstrate a commitment to recruit, retain and provide appropriate resources for students of diverse backgrounds.

Objectives

- I: Recruit students from diverse backgrounds for all programs and departments in line with the SUNY Performance Improvement Program and campus goals.

II: Provide academic, cultural and economic resources for students to persist and complete degrees and programs; and continue to assess regularly the changing needs of our students for such resources.

Goal IIB: Faculty, Staff, Administration Recruitment, Retention, Promotion and Tenure

Demonstrate a commitment to recruit, retain and provide appropriate resources for faculty/staff/administration of diverse backgrounds.

Objectives

I: Increase the recruitment of diverse faculty, staff and administration to mirror more closely the student population, by using best practices.

II: Demonstrate a commitment to retaining diverse faculty, staff and administrators through best practices.

III: Recognize and reward faculty/staff/administration contributions to diversity, equity, and inclusion efforts in campus personnel decisions (e.g. promotion, tenure, continuing appointment, discretionary salary decisions).

Goal III: Curriculum and Academic Programs

Demonstrate academic excellence through a curriculum that includes instruction related to diversity, equity and inclusion

Objectives

I: Infuse the SUNY Potsdam curriculum with educational content, objectives and practices informed by DEI principles

II: Embed topics of diversity, equity and inclusion in every department, program, major, minor and concentration.

III: Encourage and support faculty and staff to expand their knowledge of issues surrounding diversity, equity and inclusion.

Goal IV: Communication

Increase collaboration and create open lines of communication to encourage involvement in all diversity, equity and inclusion efforts campus-wide.

Objectives

I: Institutionalize regular communication about diversity, equity and inclusion – with check-ins and discussions becoming expected and regular agenda items.

II: Create a culture of open two-way communication on issues related to diversity, equity and inclusion; including constantly soliciting feedback to ensure that stakeholders are getting the information that they need and that we are building a common understanding among constituencies from across campus.

III: Ensure all official campus-wide publications and digital content accurately reflect the College's diversity.

IV: Enact a comprehensive communications strategy for new Division of Diversity, Equity and Inclusion.

Goal V: Community outreach

Bring the College and the surrounding communities closer together through partnerships and initiatives, to create an open and welcoming environment, both on and off campus.

Objective

I: Build a comprehensive framework for cross-collaboration with local communities.

II: Offer opportunities to enhance and sustain education on diversity, equity and inclusion among community members.

Goal VI: Administrative Support, Resources and Accountability

Demonstrate and communicate a strong commitment to diversity, equity and inclusion across all levels of administration—including, but not limited to, President, Provost, all VPs, deans, department chairs, directors and coordinators.

Objective

I: Establish funding sources needed to achieve diversity, equity and inclusion goals.

II: Ensure campus accountability for and transparency about achieving the goals outlined in the Strategic Plan for Diversity, Equity and Inclusion.

Diversity, Equity, and Inclusion Action Plan & Implementation Strategies

Goal I: Campus Climate

Create and sustain a campus climate in which all members of the campus community (students, employees, families, alumni, friends, allies, guests to campus and members of the surrounding communities) feel accepted, welcomed and included

Objective I: *Develop new and support on-going campus-wide diversity, equity and inclusion (DEI) education programs and trainings.*

Strategies:

a) Assess individual academic and administrative departments, programs and office needs, related to diversity, equity and inclusion.	President’s Council (PC); Division of Diversity, Equity, and Inclusion (DDEI), Institutional Effectiveness (IE)	Spring 2017; Continuous
b) Provide DEI trainings addressing specific stakeholder needs campus-wide e.g. by sustaining and expanding face-to-face training model and identifying and training employees to train other groups.	Human Resources (HR); PC; Provost; DDEI; DIAC; POP	Fall 2017; Continuous
c) Develop and sustain additional trainings, including online training models, webinars, and other resources on an ongoing basis.	HR; PC; Provost; DDEI; DIAC; POP	Fall 2017; Continuous
d) Expand diversity, equity, and inclusion training for every student. (e.g., for new and expanded first-year orientation programs, new First Year Success Seminar curricula, programs for returning and transfer students).	DDEI; Center for Diversity (CFD); Residence Life (RL); Student Affairs (SA)	Fall 2017; Continuous
e) Create new DEI student peer-to-peer training program.	CFD; SA; DIAC	Fall 2017, Continuous
f) Provide targeted support to obtain broad-based and increased participation for DEI trainings and professional development opportunities campus-wide.	PC; HR, DDEI	Continuous
g) Institutionalize support for key programs involved with DEI trainings and sensitization: Diversity and Inclusion in Action Coalition (DIAC); Diversity Preparing and Organizing for Change: Teaching, Learning and Practicing Racial Justice at SUNY Potsdam (POP); and Circles of Understanding.	PC; DDEI	Spring 2017; Continuous
h) Recruit / hire a coordinator based in the DDEI to focus on assessment of campus-wide education and training initiatives, including DDEI assessments related work	PC; HR; DDEI; IE	Fall 2017

i) Recruit / hire a coordinator based in the DDEI to develop and expand campus-wide gender and LGBTQ training, education, and advocacy including safe space training.	PC; HR; DDEI	Fall 2017
j) Support events and programs such as the World in Potsdam Festival, Diversity Festival, and the Diversity and Social Justice Conference and guest speaker programs.	PC; DDEI; SA; DIAC; Advancement; Associated Colleges	Continuous
k) Create annual or biennial day-long campus-wide DEI day(s) of reflection which may include activities such as Teach Ins, Community Check Ins, and invited guest speakers.	PC, esp. Provost; SA; DDEI; DIAC	Fall 2016 / Spring 2017; Continuous

Objective II: *Review and improve campus policies and procedures to ensure that we are meeting the needs of our changing student body, and by extension, the changing profile of the campus community.*

Strategies:

a) Carry out annual review of Student Conduct and Community Standards policies and procedures to respond to existing gaps.	SA; DDEI	Annually
b) Restructure the Bias Incidence Response Team (BIRT) membership and procedures and include additional training for members.	DDEI; BIRT	Spring 2017
c) Create framework to collect and analyze comprehensive data on reported bias-related incidents, and use data to develop intervention strategies.	IE; DDEI; BIRT	Fall 2017; Continuous
d) Improve accessibility of campus and institute regular evaluation of Americans with Disabilities Act (ADA) compliance, including review of process for designating room assignments to meet student access needs.	Student Success Center (SCC); Registrar, Space Committee, Physical Plant	Fall 2017; Continuous
e) Establish Title IX Core Team with broad campus representation, to assist with investigations as well as to educate the campus community on Title IX issues, and include training and professional development opportunities to team members.	Title IX; HR; DDEI	Fall 2017; Continuous
f) Establish an Affirmative Action Committee with broad campus representation. Provide training and professional development opportunities to team members.	Affirmative Action; HR; DDEI	Fall 2017; Continuous

Objective III: *Foster positive engagement between and among students, campus employees and alumni.*

Strategies:

a) Create campus-wide “Common Read” program, with a reading list supporting a diverse set of authors and texts; and secure recurrent funding for related author-speaker forum and workshops.	Provost; SA, Faculty Senate (FS), DDEI	Spring 2018; Continuous
b) Review existing campus mentoring programs for students from underrepresented groups and identify opportunities for improvement.	SCC; EOP; Bridges	Fall 2017
c) Assess and strengthen Alumni Association student-alumni mentoring programs in order to address the needs of students from diverse backgrounds, partnering with units across campus.	Alumni Affairs; Career Planning; CFD	Fall 2018
d) Work to build relationships with young alumni and foster increased involvement among diverse alumni.	Alumni Affairs; Advancement; SA; DDEI & CFD	Fall 2017; Continuous
e) Assess current internship opportunities / programs and continue to work to connect current students with established alumni of color.	Alumni Affairs; Career Planning; Advancement; Provost	Fall 2017; Continuous
f) Build alumni and donor support for applied learning opportunities for students, whether through financial or volunteer support (hosting interns, mentoring students, assisting with informational interviews or resume review, etc.).	Alumni Affairs; Career Planning; Advancement; Provost	Fall 2017; Continuous
g) Establish annual or biennial campus mixers or block parties for students and employees to meet socially.	PC; PACES, SA, FS	Fall 2017; Continuous
h) Build and support programs and incentives to encourage meaningful interactions between students and faculty in and out of the classroom, including First Year Experience/First Year Fellows, advising, office hours.	Provost; SCC; First Year Programs (FYP), Learning Communities; Academic Advising	Fall 2018; Continuous
i) Expand partnerships between academic departments and other campus offices to strengthen support for the whole student.	Provost; Registrar; Financial Aid (FA); Student Accounts; RL; SCC; SA, FS	Fall 2018; Continuous

Objective IV: *Enhance, support and sustain a culture of inclusion in the student body, to ensure that students from all backgrounds engage positively with each other.*

Strategies:

a) Solicit feedback from the campus community to rename the CFD to be all-inclusive.	PC; DDEI; CFD	Spring 2018
b) Encourage perceptible collaboration and interaction between student clubs and organizations.	Student Government Association (SGA); SA; CFD	Spring 2018, Continuous
c) Periodically assess housing options and policies, to ensure that we are meeting changing student housing needs.	SA; RL	Continuous
d) Assess and improve Resident Assistant training on DEI issues and provide additional diversity resources for Residence Hall programs.	RL; DDEI; CFD	Fall 2017 and continuous
e) Establish Student Advisory structures with broad representations, to facilitate students DEI-related issues and collaborations between clubs.	DDEI; SA; SGA; Campus Life	Spring 2017
f) Develop campus-wide student awards in each School recognizing excellence in fostering diversity, equity and inclusion.	Provost; SA; FS; Campus Life	Fall 2018

Goal IIA: Student Recruitment/Retention/Access/Persistence and Completion

Demonstrate a commitment to recruit, retain and provide appropriate resources for students of diverse backgrounds.

Objective I: *Recruit students from diverse backgrounds for all programs and departments in line the SUNY Performance Improvement Program and campus goals.*

Strategies:

a) Assess current recruitment strategies and employ best practices for recruiting a diverse student population.	Admissions	Fall 2017 Ongoing
b) Research and employ best practices for increasing religious, gender and sexual orientation categories for recruiting students in addition to race and ethnicity.	Admissions; DDEI; IE; SA	Fall 2017
c) Assess and change Multicultural Weekend itinerary based on feedback and suggestions from students.	Admissions; CFD	Fall 2017
d) Track progress and communicate regularly with campus about progress toward goal to reach 40% students of color in the student body by 2020, as noted in SUNY Performance Improvement Program.	Admissions; IE; DDEI; College Communications	Every fall semester through 2021
e) Reinforce campus goals to increase percentage of students of diverse backgrounds across all Schools and within individual departments.	PC; Provost; Admissions; Council	Every fall semester

	of Chairs	through 2021
f) Establish a graduate assistantship program, as an incentive, for underrepresented groups.	PC; Graduate Studies; Provost; DDEI	Fall 2018 Continuous

Objective II: *Provide academic, cultural and economic resources for students to persist and complete degrees and programs; and continue to assess regularly the changing needs of our students for such resources.*

Strategies:

a) Gather and assess data and communicate the campus goals and progress on retention to the larger campus community; and determine strategies for retaining students of diverse backgrounds.	Enrollment Management Committee	Fall 2017; Continuous
b) Assess the charge and composition of the Retention and Completion Committee in order to enhance its effectiveness in serving the changing needs of our diverse student body.	Retention and Completion Committee; IE	Fall 2017; Continuous
c) Conduct ongoing student needs assessment in order to respond with appropriate resources – including additional strategies to address diverse cultural, religious and spiritual needs of students.	IE; SA; Provost; DDEI	Fall 2017; Continuous
d) Hire a Dean of Students with extensive and meaningful experience serving the needs of students of diverse backgrounds.	PC; SA	Spring 2017
e) Hire Director of the CFD with extensive and meaningful experience serving and advocating for the needs of students of diverse backgrounds.	PC; SA; DDEI	Fall 2017
f) Evaluate student academic support services (SSC, AA, Multi-Language Learner Services, EOP, Bridges, Writer’s Block, Math Lab, Tutoring Center and First Year (FY) Programs), to identify and address resource needs.	PC; Provost; SA	Spring 2019; Continuous
g) Assess needs of Office of Accommodative Services and increase support as needed – including identifying structural barriers (such as physical facilities and technology) and offering professional development for faculty and staff on ways to support both visible and non-visible disabilities	PC esp. Provost; SA; Accommodative Services; Physical Plant; HR	Fall 2017; Continuous (every fall)
h) Create DEI programming for summer Orientation, including training for staff, faculty, and advisors.	SCC; DDEI	Fall 2017
i) Foster open lines of communication and a positive relationship between students and University Police; including providing additional opportunities for student feedback on UP services and experiences and facilitating a “Know Your Rights” workshop in collaboration with an NAACP Chapter.	SA; University Police (UP)	Fall 2017; Continuous
j) Review communication effectiveness and support for helping students and families to	Business Affairs; FA;	Fall 2017

navigate processes, to ensure they are addressing changing student needs.	Student Accounts	Continuous
k) Develop additional resources to support need-based scholarship-gap grants and emergency financial assistance for students from underrepresented background to afford college.	PC; Advancement, Potsdam College Foundation (PCF)	Spring 2018
l) Improve access to programs and services, including assistance with, and alternatives to, programs such as Multicultural Weekend, Open House, campus visits, site advising, Orientation, to meet prospective and incoming student needs.	SA; PC; Admissions; Advancement	Fall 2017 Continuous
m) Assess current resources and needs and develop additional ways to meet students' basic needs (e.g., organize a campus "secondhand store," with donations from faculty and staff and from items that students leave behind each year. Support Emerging Leaders professional clothing drive and similar efforts. Encourage campus-wide support for Campus Food Pantry run through Community Health Department and educate campus about importance of this resource).	PC; SA; Emerging Leaders; Community Health	Spring 2018 Continuous
n) Review resources and services provided by Student Health Services and Counseling Center related to changing student needs; including hiring additional staff for the Counseling Center with extensive and meaningful experience serving the needs of students of diverse backgrounds, and establishing transportation services to assist students with off campus medical appointments.	PC; Student Health Services; Counseling Center	Spring 2018
o) Effectively communicate information about the Alcoholics Anonymous & Narcotics Anonymous support groups available throughout the Potsdam community.	Student Health Services; Counseling Center	Fall 2017 and Continuous
p) Educate campus community about cultural and religious practices, as well as personal dietary choices and needs, surrounding food; including supporting periodic reviews of Dining Services: menu offerings, meal plan choices (student dietary needs), food labeling, dining location hours, customer service, regular recipe exchanges and communication with faculty, to ensure they are addressing changing student needs.	PACES; Dining Services, DDEI	Fall 2017 and Continuous
q) Continue to assess the needs of students regarding the College Store and Union Market inventory and pricing, to ensure they are addressing changing student needs.	PACES – College Store, Union Market	Fall 2017 and Continuous
r) Designate staff members who are on call to provide translation services and assistance in languages other than English in order to better meet the language needs of students and their families.	HR; PC; College Communications	Fall 2018 and Continuous
s) Implement a non-credit Driver Education Program to respond to the emerging needs of diverse students and employees.	SA; HR	Spring 2018

Goal IIB: Faculty, Staff, Administration Recruitment, Retention, Promotion and Tenure

Demonstrate a commitment to recruit, retain and provide appropriate resources for faculty/staff/administration of diverse backgrounds.

Objective I: *Increase the recruitment of diverse faculty, staff and administration to mirror more closely the student population, by using best practices.*

Strategies

a) Formalize guidelines, and communicate and monitor inclusive / diverse search processes.	PC; HR; DDEI	Fall 2016 and Continuous
b) Offer workshop sessions to employees, including but not limited to Search Committees and hiring managers, on inclusive / diverse search guidelines / processes	DDEI; HR	Fall 2016 and Continuous
c) Establish relationships with institutions graduating high numbers of PhDs from underrepresented groups.	PC; HR; DDEI	Fall 2017; Continuous
d) Establish Diversity Dissertation Fellowship Program.	PC; HR; Provost	Fall 2018
e) Encourage departments to higher diverse faculty with ABD with specific completion dates	PC; HR; Provost	Fall 2018
f) Pursue pipeline programs and other funding sources, such as the implementation of a McNair Program.	PC; HR; Provost; DDEI	Fall 2018
g) Provide more funding to Human Resources and to departments to advertise positions in more diverse publications.	PC; HR	Fall 2017; Continuous
h) Continue to work to increase faculty and staff salaries to ensure they are competitive with those at other SUNY campuses.	PC; HR; UUP; CSEA	Fall 2017; Continuous
i) Research and employ best practices for increasing religious, gender and sexual orientation categories in the recruitment and hiring of faculty and staff, in addition to race and ethnicity.	PC; HR; DDEI	Fall 2017; Continuous
j) Research best practices and develop clear policies and procedures for spousal hires and dual career opportunities, working with Associated Colleges and other employers in the community.	PC; HR; Associated Colleges; County Chamber; St. Lawrence Health Systems; BOCES	Fall 2017; Continuous
k) Research best practices and implement ways to make SUNY Potsdam employment offers more attractive to potential diverse candidates.	PC; HR; DDEI	Spring 2018; Continuous

Objective II: *Demonstrate a commitment to retaining diverse faculty, staff and administrators through best practices.*

Strategies:

a) Assess needs for supportive professional relationships for diverse faculty/staff/administration and implement needed strategies.	HR; DDEI; Provost; UUP; CSEA	Fall 2017; Continuous
b) Ensure DEI sessions are part of new faculty orientation	HR, Provost, DDEI	Spring 2017; Continuous
c) Continue to conduct faculty/staff/administration salary studies to ensure equity campus-wide.	PC; HR; UUP; CSEA	Fall 2017; Continuous
d) Ensure equitable faculty and staff teaching, advising, and service workloads campus-wide compared with those at other SUNY comprehensive campuses.	PC; Provost; HR; IE; DDEI	Fall 2017; Continuous
e) Ensure equitable professional development support for diverse faculty and staff (e.g., funding to attend conferences, receive sabbaticals, pursue advanced education).	PC; Provost	Fall 2017; Continuous
f) Review and implement clear and transparent appointment procedures for campus leadership positions such as Chairs, Directors and administrators. (e.g., review Chair appointment and related procedures in Faculty Handbook; advertise all such internal positions to the entire campus community)	PC; Provost; HR	Spring 2018; Continuous

Objective III: *Recognize and reward faculty/staff/administration contributions to diversity, equity, and inclusion efforts in campus personnel decisions (e.g. promotion, tenure, continuing appointment, discretionary salary decisions).*

Strategies:

a) Include a box dedicated to DEI contributions on forms used to track faculty /staff /administration activities and achievements, including the Faculty Information Form, Staff Performance Plans, Course Evaluation Forms and discretionary salary rubrics.	PC; HR; Provost	Fall 2017
b) Make faculty/staff/administration DEI teaching, advising, research, and service work, as well as other contributions to improving campus climate and supporting the well-being of students, an explicit part of the process for considering contract renewal, promotion, continuing appointment, chair evaluations, dean evaluations, etc.	PC; Provost; HR; DDEI	Fall 2017
c) Recognize and reward faculty members working on special diversity, equity and inclusion projects; to include developing stipends and course release resources for such projects, with competitive application process.	PC; Provost; Deans; HR; DDEI	Fall 2017; Continuous
d) Review President’s Awards to add award that recognizes excellence in promoting diversity, equity and inclusion.	PC; Faculty Senate; DDEI	Fall 2017; Continuous
e) Cultivate donor and campus funding for faculty awards to recognize exceptional work in creating, fostering and sustaining DEI values on the SUNY Potsdam campus.	PC; Advancement; PCF	Fall 2017; Continuous

Goal III: Curriculum and Academic Programs

Demonstrate academic excellence through a curriculum that includes instruction related to diversity, equity and inclusion

Objective I: *Infuse the SUNY Potsdam curriculum with educational content, objectives and practices informed by principles of diversity, equity and inclusion*

Strategies:

a) Formalize DIAC’s diversity-rich course list; make the list more visible campus-wide.	DDEI; DIAC; Provost	Fall 2017
b) Create and implement a General Education requirement designator for diversity	Provost; General Education Task Force; Faculty Senate; DIAC	Fall 2017

Objective II: *Embed topics of diversity, equity and inclusion in every department, program, major, minor and concentration.*

Strategies:

a) Develop criteria for diversity-rich courses and programs.	Provost; Deans; Academic Departments (AD); Faculty Senate	Spring 2018
b) Create new programs (majors, minors, concentrations, interdisciplinary degree programs and certificates) directly focusing on DEI study; these may be interdisciplinary, and may include but are not limited to social justice and diversity education coursework.	Provost; Deans; academic departments; Faculty Senate	Fall 2018
c) Revise new course and program proposal submission criteria to document diversity-rich course objectives.	Provost; Deans; academic departments	Spring 2018
d) Increase support and remove existing barriers to empower faculty and departments to partner on research and educational programs, especially with departments that have diverse faculty and strong coursework relevant to diversity (e.g. team teaching, student affairs/academic faculty educational program and teaching collaborations, cross-listing courses)	Provost; Deans, academic departments; HR	Spring 2018
e) Create visiting faculty and post-doctoral opportunities to facilitate offering diversity-rich courses.	PC; Provost; HR	Fall 2018
f) Establish a Diverse Faculty- In-Residence Program through the CFD to facilitate	PC; Provost; DDEI;	Fall 2018

offering diversity-rich courses.	HR	
g) Remove existing barriers and promote students' opportunities for cross-registering for classes at other area campuses through the Associated Colleges of the St. Lawrence Valley, including addressing barriers such as additional course costs and transportation availability; also improve communication.	Associated Colleges; PC esp. Provost	Fall 2018
h) Make diversifying the curriculum an element of academic department assessment plans and reviews.	PC esp. Provost; Deans; Chairs	Spring 2018
i) Recognize and reward development of new diversity-rich courses, particularly in areas of greatest need or areas of academic innovation and distinction.	PC esp. Provost	Spring 2018
j) Assess needs and increase support for existing diversity-rich programs (majors, minors, concentrations, interdisciplinary degree programs, and certificates), particularly interdisciplinary programs without departmental status.	PC esp. Provost	Fall 2018
k) Examine and expand diversity in special programs, such as the Honors Program and Presidential Scholars.	PC esp. Provost; President; Honors Program; Presidential Scholars; Applied Learning	Fall 2018

Objective III: Encourage and support faculty and staff to expand their knowledge of issues surrounding diversity, equity and inclusion.

Strategies:

a) Provide incentives to academic and administrative departments to support professional development in the area of diversity and inclusion.	PC; Provost; Deans; Directors	Spring 2018
b) Promote faculty exchange program through Associated Colleges, in order to increase diversity-rich courses.	Associated Colleges; Provost	Spring 2018
c) Support and encourage participation in Teaching Excellence Conference programs focused on teaching diverse student bodies, working with Associated Colleges.	Associated Colleges; Provost	Spring 2018

Goal IV: Communication

Increase collaboration and create open lines of communication to encourage involvement in all diversity, equity and inclusion efforts campus-wide.

Objective I: *Institutionalize regular communication about diversity, equity and inclusion – with check-ins and discussions becoming expected and regular agenda items.*

Strategies:

a) Establish and formalize a section on the agenda to communicate and discuss DEI related issues for all major forums on campus. (e.g., Faculty Senate, Leadership Forum, Enrollment Management, President’s Council, Provost’s Cabinet, Council of Chairs, etc.)	Faculty Senate; PC	Fall 2017; Continuous
b) Work with supervisors, chairs, union leadership to encourage offices to facilitate DEI conversations in meetings; to include creating a communications toolkit that various stakeholders can utilize to spark conversations in these meetings.	HR; UUP; CSEA; PCF; UP; PC	Fall 2018
c) Clearly define and communicate common terms pertaining to diversity, equity and inclusion to engage more of the campus community in critical dialogues.	DDEI; DIAC;	Fall 2017

Objective II: *Create a culture of open two-way communication on issues related to diversity, equity and inclusion; including constantly soliciting feedback to ensure that stakeholders are getting the information that they need and that we are building a common understanding among constituencies from across campus.*

Strategies:

a) Conduct periodic reviews of mass communications on campus, in order to assess effectiveness and to ensure content is free from bias.	College Communications	Fall 2017; Continuous
b) Create plans to reach out to stakeholder groups that may have been traditionally excluded, due to communications methods (e.g., PACES, Physical Plant employees, nontraditional students).	College Communications; HR; UUP; PACES; CSEA	Fall 2017; Continuous
c) Increase online presence (social media, college website, etc.) in order to better communicate with our students and support a sense of community.	College Communications	Fall 2017; Continuous
d) Develop a proactive social media strategy specifically focused on communicating effectively with our increasingly diverse audiences of students, prospective students, faculty, staff, alumni and community members.	College Communications	Fall 2017; Continuous
e) Increase communication both among groups and between groups, by bringing campus constituencies together through regular collaborative efforts and events.	PC; College Communications	Fall 2017; Continuous

Objective III: *Ensure all official campus-wide publications and digital content accurately reflect the College’s diversity.*

Strategies:

a) Conduct periodic reviews of College-produced publications and digital content, to assess how well they reflect the diversity of campus, to assess strengths and weaknesses, and to ensure they are free from bias.	College Communications, Admissions, Advancement, DDEI	Fall 2017; Continuous
b) Schedule photography of events organized and attended by diverse populations.	College Communications	Spring 2017; Continuous
c) Share stories of individuals with feature stories/video profiles, to showcase the many different “faces” of SUNY Potsdam.	College Communications	Spring 2017; Continuous
d) Create videos and digital content highlighting the realities of our North Country community. Highlight experiences students have in the community in a realistic way.	College Communications, DDEI	Spring 2017; Continuous
e) Translate important pages on website into Spanish and Mohawk; assess the need to do so for particular pages with other languages as well.	College Communications, Modern Languages, DDEI, DIAC	Spring 2019

Objective IV: *Enact a comprehensive communications strategy for new Division of Diversity, Equity and Inclusion.*

Strategies:

a) Adapt new event management system to include tags for events specific to diversity, equity and inclusion on campus-wide calendar.	College Communications; DDEI	Spring 2018 Continuous
b) Include diversity events in SUNY Potsdam Weekly (SPW) publications.	DDEI; SA	Spring 2017; Continuous
c) Regularly update the new Division of Diversity, Equity and Inclusion website.	DDEI; College Communications	Spring 2017; Continuous
d) Bolster social media outreach for Division’s offices and programs.	DDEI; College Communications	Spring 2017; Continuous
e) Create an annual report on the progress of the Diversity, Equity and Inclusion Strategic Plan.	DDEI; College Communications	Spring 2017; Annual
f) Develop anti-bias awareness communication plan to educate campus community about bias-related incidents and how to report them.	DDEI; College Communications; BIRT	Spring 2018

Goal V: Community outreach

Bring the College and the surrounding communities closer together through partnerships and initiatives, to create an open and welcoming environment, both on and off campus.

Objective I: *Build a comprehensive framework for cross-collaboration with local communities.*

Strategies:

a) Assess and improve campus involvement with local community leaders, including the Potsdam and St. Lawrence County Chambers of Commerce, Akwesasne, Ministerial Association of Potsdam, and others; including finding ways to engage with local residents more effectively.	President’s Council, Advancement; organizations listed; DIAC	Spring 2018; Continuous
b) Foster a positive relationship between students, employees, and Potsdam Police; including providing opportunities for feedback on PP services and experiences.	PC	Spring 2018 Continuous
c) Increase publicity and attendance strategies used to encourage community members to attend campus events (e.g., trick-or-treating in the residence halls, County Chamber of Commerce Tastes and Talents of the North Country Show).	College Communications; RL	Spring 2018
d) Assess and expand existing local volunteer opportunities, internships and service learning programs and initiatives and opportunities for diverse students and faculty/staff, possibly through additional application for AmeriCorps Vista position.	Provost; Applied Learning	Spring 2018
e) Create opportunities for students to attend local community events; including providing additional student transportation for off-campus opportunities such as service learning, internships and Associated Colleges courses as well as shopping.	RL; SA	Fall 2017 Continuous
f) Create and improve community-wide events involving members of both campus and local community (e.g., World in Potsdam Diversity Festival; expanded First Saturday)	PC; Advancement; DIAC; Chambers Commerce; Associated Colleges	Spring 2018

Objective II: *Offer opportunities to enhance and sustain education on diversity, equity and inclusion among community members.*

Strategies:

a) Create training and educational opportunities for local community groups and businesses, including K-12 students and teachers.	DDEI; DIAC; Provost; SOE&PS; Chambers of Commerce	Fall 2018; Continuous
b) Create and institutionalize formal process to recognize and reward local businesses for diversity, equity and inclusion best practices.	DIAC; Chambers of Commerce; DDEI	Spring 2018

c) Create a course on diversity, equity, inclusion and social justice issues to be delivered by the SOAR program (Seeking Opportunities After Retirement).	SOAR; CLEAR; Provost; DIAC	Fall 2018
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Goal VI: Administrative Support, Resources and Accountability

Demonstrate and communicate a strong commitment to diversity, equity and inclusion across all levels of administration—including, but not limited to, President, Provost, all VPs, deans, department chairs, directors and coordinators.

Objective I: *Establish funding sources needed to achieve diversity, equity and inclusion goals.*

Strategies:

a) Prioritize funding for the Division of Diversity, Equity and Inclusion administrative functions and for achievement of Strategic Plan goals.	PC; Faculty Senate	Spring 2017
b) Develop annual funding sources allocated to the Division of Diversity, Equity and Inclusion to recognize and support campus initiatives, assessment and research related to diversity, equity and inclusion.	PC; Advancement; PCF	Fall 2017 Continuous
c) Cultivate donor base to support the College’s diversity, equity and inclusion goals, including targeted scholarship support, funding for special programs/diversity initiatives and increased gifts designated to the Division of Diversity, Equity and Inclusion through The Annual Fund for Potsdam.	Advancement; PCF	Fall 2017; Continuous
d) Write and submit proposals for external grants and awards related to diversity, equity and inclusion goals.	DDEI; Academic Affairs; SA	Spring 2018 Continuous

Objective II: *Ensure campus accountability for and transparency about achieving the goals outlined in the Strategic Plan for Diversity, Equity and Inclusion.*

Strategies:

a) Incorporate DEI Strategic Plan into campus strategic plan.	PC	Fall 2017
b) Create Division of Diversity, Equity and Inclusion process for holding partners accountable for their designated goals and objectives.	PC	Spring 2018
c) Require diversity, equity and inclusion goals to be incorporated in unit assessment plans.	PC	Fall 2017; Continuous
d) Require department chairs, program directors and area coordinators to submit concrete plans regarding how their units will actively support diversity, equity and inclusion, in and out of the classroom.	PC	Fall 2017; Continuous
e) Establish Diversity, Equity and Inclusion Strategic Plan Assessment Task Force.	PC; IE; DDEI	Fall 2017
f) Conduct Campus Climate Survey every two or three years.	PC; IE; DDEI; DIAC	Spring 2018

Assessment and Evaluation

In order to assess the progress the College has made toward the goals and objectives outlined in this strategic plan, a number of assessment and evaluation methods may be used. In some cases, the campus must analyze existing data, looking with a new lens to better understand the DEI outcomes related to specific areas. In other instances, the College must collect more or difference information and lead new types of analysis in order to evaluate progress. In order to assess the College's progress toward meeting the goals and objectives outlined in this strategic plan, SUNY Potsdam will create a DEI Assessment Committee, which would oversee this annual evaluation of progress, in partnership with the Division of Diversity, Equity and Inclusion.

These assessment tools will include:

- Annual review of Diversity, Equity and Inclusion Strategic Plan
- Campus climate surveys
- SUNY Student Opinion Survey
- National Survey on Student Engagement
- COACHE Faculty Survey
- SUNY Sexual Violence Prevention Survey
- Bias Incident Response Team reporting/results
- Residence Life satisfaction surveys
- Dining services satisfaction surveys
- Focus groups with students and faculty/staff
- Annual analysis of student retention and graduation rates
- Annual analysis of withdrawal data
- Annual analysis of employee recruitment and retention
- Benchmarks:
 - Enrollment goals for entire campus
 - Tracking of major statistics for enrollment diversity for department-specific goals
- Participation in and feedback on campus trainings and programming through evaluations

Summative Statement

SUNY Potsdam's DEI Strategic Plan supports the mission of the College and is designed to address critical gaps and issues in these areas. It also aims to continue to provide opportunities to improve on existing efforts in areas such as overall campus climate for diversity and inclusion, recruitment and retention, access, persistence and completion rates, curriculum development, communication, and outreach among others. The realization of the plan can be differentiated into three phases: short term, mid-term and long term. For each given phase, set goals and objectives will be assessed, progress shared with the entire campus community, and key outcomes used to inform decisions, policies and future planning efforts. The strategic plan is considered a living document as progressive changes and adjustments will be made to reflect the progress and evolution of the campus and its members. Given the importance of the strategic plan, it is expected that all members of the campus community will play key roles in assessing the levels of realization of expected outcomes in view of accomplishing stated goals and objectives. It is hoped that at different periods the implementation of the strategic plan will result in visible and tangible gains across campus in the different areas identified.

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- SUNY Potsdam. 2016. Division of Diversity Equity and Inclusion Cross-campus Summary Notes
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- SUNY Potsdam 2015: National Health Survey Results
- SUNY Potsdam 2015: Report on Race/Ethnicity for Degree Seeking Undergraduate Students
- SUNY Potsdam 2015: Report on the Review of the Center for Diversity
- SUNY Potsdam. 2015: Summaries of Focus Group Meetings with Dr. Medina and Students
- SUNY Potsdam. POWER 2014: Demands made by Students to the Administration
- SUNY Potsdam. 2014: Final Report of the Task Force on the Status of Women
- SUNY Potsdam. 2014-2015 DIAC Campus Climate Survey and Focus Groups Results
- SUNY Potsdam: First Year Retention Summary by Race/Ethnicity – F10-F15
- SUNY Potsdam. 2006: Report/Action Plan on Diversity and Inclusion
- The State University of New York. 2106: Campus Guide for Strategic Diversity and Inclusion Plan Development
- The State University of New. York. 2015: Diversity, Equity, and Inclusion Policy