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DIVERSITY, EQUITY AND  
INCLUSION STRATEGIC PLAN

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2016 – 2021

**Fall 2016 – Spring 2019 updates**

## **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.**

*Strategy a. Assess individual academic and administrative departments, programs and office needs, related to diversity, equity and inclusion.*

#### **Accomplishments:**

- i. Comprehensive DEI needs-related feedback received and catalogued, from both academic and administrative departments, effective spring 2017 and following semesters.

*Strategy 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.*

#### **Accomplishments:**

- i. The National Coalition Building Institute (NCBI) was adopted and rolled out to different stakeholders in the campus community as follows:
  - President's Council, Leadership Forum and several faculty and staff participated in an NCBI exposure training in March 2017.
  - 33 faculty, staff and students took part in a-three-day NCBI "Prejudice Reduction and Controversial Issues Training Model," Train-the-Trainer workshop in May 2017.
  - 40 Student Affairs staff attended an NCBI training session in January 2018.
- ii. A 2-day Racial Equity Institute was held in January of 2019. Forty-three (43) Senior Leadership and Leadership Forum members participated in the training sessions
  - 4 caucus groups have been created as part of the next steps of the training.

*Strategy c. Develop and sustain additional trainings, including online training models, webinars, and other resources on an ongoing basis.*

#### **Accomplishments:**

- i. The DDEI established the "Addressing Bias Incidents on Our Campus: Language, Race and Other Identity-Related Issues," training module in spring 2017.
  - Over 30 training sessions were facilitated during the 2017/2018 and 2018/2019 academic years by volunteer faculty and staff and DDEI staff.
  - The following offices/groups/departments/programs took part in the different sessions: *Student Success Center; Division of Diversity, Equity and Inclusion; President's Council; Human Resources; Physical Plant; Advancement; Admissions; Potsdam Diversity Ambassadors and Mentors (P'DAM) Participants; Registrar's Office; College Communications; Purchasing & Payables; EOP; Student Affairs (Athletics & Physical Education, Campus Life, Student Conduct, Residence Life, Counseling Center, Student Health*

*Services); University Police; Business Administration; Graduate & Continuing Education; The Art Museum; The Writer's Block; English & Communication; Sociology; PACES; Institutional Effectiveness; Student Accounts; College Libraries; TRiO; Experiential Education; Center for Applied Learning; Teacher Education; CLEAR; Biology; The Literacy Center; Fitness Center; Intramurals & Recreation; & CTS.*

- Several faculty, staff and students from other departments also attended the different sessions.
- ii. The DDEI hosted four Webinars for faculty and staff during the 2017/2018 & 2018/2019 academic year:
- Webinar 1: Macroaggression: Today's Critical Work – Creating & Sustaining an Inclusive & Civil Campus Community.
  - Webinar 2: Diversity and Inclusion: Deepening the Cultural Competencies of your Faculty and staff.
  - Webinar 3: Observing Holidays on Campus: Address Cultural Appropriation, Be Inclusive & Avoid Unintentionally Offending Students & Staff.
  - Webinar 4: First International Pronouns Days.

***Strategy 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).***

**Accomplishments:**

- i. The DDEI collaborated with faculty from the Theatre and Dance department, the Student Success Center (SSC), and Residence Life to create diversity and inclusion-related skits for first-year orientation sessions.
- ii. DDEI staff facilitated training sessions at all first-year, transfer and EOP Orientation sessions:
- 651 and 874 students attended the 2017 and 2018 First-Year Orientations, respectively;
  - 63 and 108 students attended the 2017 and 2018 Transfer Orientations, respectively; and
  - 239 and 170 students attended the 2017 and 2018 Transition Conference, respectively.
- iii. DDEI staff members were also involved in the following:
- Served as guest presenters to FYSS classes during the 2017/2018 & 2018/2019 academic year
  - Facilitated diversity and inclusion trainings/workshops with Orientation Leaders (OL) (14 OLs in summer 2017 and 14 OLs in summer 2018), Residence Life staff, Student Leadership Conference attendees (110 attendees in fall 2017), and Student Club Leaders.
- iv. Campus Life 2017/2018 Student Leadership Conference focused on a number of diversity and inclusion topics, including: "Latin@ Experience", "Intersectionality", and "Islam".
- v. Residence Life and Campus Life continue to collaborate with DDEI on mandatory DEI trainings for student leaders.
- On average 200 student leaders participate in the different sessions each year.

**Strategy e.** *Create a DEI student peer-to-peer and mentor program.*

**Accomplishments:**

- i. The DDEI secured a 2-year Performance Improvement grant in 2017 through the SUNY System Office which led to the creation of the Potsdam Diversity Ambassador and Mentor Program (P'DAM)
  - An Advisory Committee of 8 faculty and staff and 4 graduate assistants assist with the implementation and assessment of the program
  - P'DAM met its first and second - year recruitment goal of 50 participants, with 100% of the class completing the spring 2018 and 2019 trainings.
    - 5 PDAM participants graduated from the College in spring 2018 and 3 were unable to continue in the program.
    - 42 returners in fall 2018 (26 Mentors & 16 Ambassadors) continued with mentoring and programming activities throughout the 2018/2019 academic year; mentoring more than 30 students and organizing a total of 6 diversity and inclusion events during the 2018/2019 academic year.
    - 11 new students (mentors and ambassadors) were recruited into the program for 2018/2019 academic year.

**Strategy f.** *Provide targeted support to obtain broad-based and increased participation for DEI trainings and professional development opportunities campus wide.*

**Accomplishments:**

- i. A 2-2-day Inclusive Curriculum Design and Inclusive/Engaging Classroom Institute for faculty was organized in August 2018. This institute was facilitated by Dr. A.T. Miller of Cornell University. The following attended the institute: 27 SUNY Potsdam faculty, 1 faculty from Clarkson University, 2 faculty from St. Lawrence University, and 3 faculty from SUNY Canton. Faculty in attendance agreed to continue to work in their cohorts to follow-up on their progress and provide feedback/support.
- ii. Counseling Center peer counselors completed continuing education credits on "Multiculturalism and Social Justice through the American Counseling Association.
- iii. Peer Counselors also completed continuing education credits on LGBTQ Counseling Competencies through the American Counseling Association.
- iv. The Counseling Center offered transgender education trainings to staff geared towards providing a welcoming and supportive environment for transgender/gender nonconforming students visiting the Student Health Services.
- v. Three Student Health Services staff attended a conference on working with transgender populations, in Binghamton in 2018.
- vi. Counseling staff also attended the 2018 SPECTRUM conference in Albany.

**Strategy k.** *DEI trainings and sensitization: Institutionalize support for key programs with 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.*

**Accomplishments:**

- i. DIAC is one of the supporting structures of the DDEI and plays a vital role in fostering the College's DEI goals. DIAC Chair oversees the effective functioning of

DAIC and meets regularly with the CDO. The DDEI Secretary provides administrative assistant to all DAIC subcommittees as well as assists with the planning and organization of DIAC's activities.

***Strategy l:*** 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.

**Accomplishments:**

- i. The College currently has two quarter-time coordinators based in the DDEI – Cailey Underhill and Michael Popovic. The recruitment of a half-time or full-time coordinator will be determined in the future, based the availability of funds.

***Strategy m:*** Support events and programs such as the World in Potsdam Festival, Diversity Festival, and the Diversity and Social Justice Conference and guest speaker programs.

**Accomplishments:**

The DDEI has supported and co-sponsored a number of events, including the following:

- i. The first Haudenosaunee social in spring 2018
- ii. Mental Health First Aid training for Counselling Center staff in 2018
- iii. Missing Voices Poetry Contest with Many Tongues awards ceremony (a celebration of poetry in many languages) in March 2018
- iv. LoKo festival artist: award-winning Afro-Latino poet, playwright, and activist (Gabriel Ramirez) in May 2018
- v. Sewn Protest: Chilean Arpilleras exhibit in 2019.

***Strategy n:*** 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.

**Accomplishments:**

- i. The DDEI, in collaboration with the Administration and 8 faculty and staff, established the Day of Reflection (DoR) initiative on November 7, 2016 in response to the October 2016 Blackface incident on the college campus. Over 1000 faculty, staff and students attended the various sessions organized and facilitated by volunteer faculty and staff. Based on feedback from the first DoR, the initiative was expanded to several days; DoR is now a week-long initiative attracting 600 attendees, on average, each semester and the session themes continue to focus on race/ethnicity and culture. Now in its sixth semester, the DoR is overseen by a Planning and Organizing Committee comprised of faculty and staff from various departments. Since its inception in 2016, more than 3,000 participants have attended and participated in the sessions, with more than 50 DEI/social justice-related topics facilitated by faculty, staff, and students.
- ii. The DDEI developed and hosted 5 Community Check-Ins during the 2017/2018 and 2018/2019 academic years. Community Check-Ins provide opportunities to address national, local and campus issues, and share campus milestones on DEI activities/strategic plan, as well as bring the community together for support.

**Strategy g, h, i, j [pending actions]**

❖ **Objective 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.**

*Strategy a. Carry out annual review of Student Conduct and Community Standards policies and procedures to respond to existing gaps.*

**Accomplishments:**

- i. The review of the Student Code of Conduct process began in spring 2017 and lasted for 16 months. The revised code was officially/unanimously approved by the College Council on 04/20/18.

*Strategy b: Restructure the Bias Incidence Response Team (BIRT) memberships and procedures and include additional training for members.*

**Accomplishments:**

- i. BIRT membership eligibility was redefined in the fall of 2016 and 2018 to include the following:
  - Minimum 10 members each academic year with a two-year renewable term.
  - Two students
  - Two Co-chairs and a Report/Data Analyst
- ii. BIRT protocol/procedure was established and all team members trained in 2016 and 2017. A reporter-friendly version of the protocol is posted on the website. (<https://www.potsdam.edu/sites/default/files/BIRT.pdf>)
- iii. Restorative Justice Process model was added to the BIRT process
- iv. BIRT data was used in developing the “Addressing Bias on our Campus...” training module.

*Strategy c: Create framework to collect and analyze comprehensive data on reported bias-related incidents and use data to develop intervention strategies.*

**Accomplishments:**

- i. In addition to Co-chairs, BIRT now has a Reporting/Data Analyst
- ii. The process to follow up on incidents and the closing the loop survey has also been developed.
- iii. The “I Am Not Your Stereotype” poster campaign initiative developed and implemented (in collaboration with DIAC and the CFD)
- iv. Ongoing meetings, in collaboration with campus departments, committees and community members/organizations in addressing bias-related issues
  - In fall 2018, 26 bias-related incidents were reported as opposed to 43 in fall 2017 – representing 39.4% decline in reported incidents.
  - In spring 2019, 24 bias-related incidents were reported as opposed to 44 in spring 2018 – representing 45.4% decline in reported incidents.

*Strategy 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.*

**Accomplishments:**

- i. Physical Plant has established an accessibility study within the College’s Capital Plan; provides a review of infrastructure such as corridors, widths, ramps, doors etc.

- The Space Allocation Committee is in place – it evaluates space usage/requests.
- ii. The Counseling Center has created a new kiosk area to better accommodate students with physical disabilities who are filling out required consultation information

**Strategy 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.*

**Accomplishment:**

- i. A Title IX Core Team was established in 2017 with representatives from academic departments, Advancement, Athletics, Student Affairs/Residence Life and PACES. The Team is charged with the following:
  - Contributing in disseminating information/resources to the campus community through programs and trainings.
  - Assisting in developing and launching an annual Title IX Educational Campaign for the College.

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

**Strategy c:** *Assess and strengthen Alumni Association student-alumni mentoring programs in order to address the needs of students from diverse backgrounds, partnering with unity across campus.*

**Accomplishments:**

- i. Campus Life has continued to collaborate with College Advancement to carry out the annual Women, Gender & Leadership Mentoring Program (previously Women and Leadership Program). This change in name resulted in a slight increase in participation among male and transgender students. Participants in the program are paired with interested alumni for mentoring purposes. Since 2013, 167 students have been paired with mentors (alumni).

**Strategy d:** *Work to build relationships with young alumni and foster increased involvement among diverse alumni.*

**Accomplishments:**

- i. The College contracted with a vendor in 2016 to conduct a diversity audit of the alumni database to capture diversity-related information/data that is absent in Banner
- ii. The DDEI, Advancement and the Student Success Center collaborated in facilitating a diversity-related panel in NYC in March of 2017, which included students and alumni; the panel focused on the “changing face of the SUNY Potsdam.” Over 50 alumni attended this event; several expressed interest in serving as mentors.
- iii. College Advancement continues to assist DIAC by inviting young, diverse alumni to the DIAC Annual Alumni Panel held each spring.
- iv. CSTEP continues to collaborate with 7 regional CSTEP and STEP programs to host the Annual Career Exploration Symposium, a day-long career exploration event featuring program alumni and other professionals in CSTEP career fields.

**Strategy e:** *Assess current internship opportunities/programs and continue to work to connect current students with established alumni of color.*

**Accomplishments:**

- i. In 2017, over 40% of CSTEP participants completed an experiential or research opportunity
- ii. The International Studies Program requires student to complete an intercultural experience – faculty-led travel course, a semester abroad, or an intercultural internship. Several students worked with refugee organizations in Buffalo, Rochester, and New York City.

**Strategy 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.).*

**Accomplishments:**

- i. The Business Advisory and Computer Science Alumni Boards conducted mock interviews and resume reviews with students in 2017.
- ii. The School of Education Alumni Board, through the TESA Conference, invited principals and superintendents to meet with education students regarding job opportunities and hiring tips.

**Strategy i:** *Expand partnerships between academic departments and other campus offices to strengthen support for the whole student.*

**Accomplishments:**

- i. In addition to working with other departments, during the 2017/2018 academic year, CSTEP bridged a new alliance with the pre-health advisor and the coordinator of the exercise science program with the goal of attending to student needs.
- ii. CSTEP students participated in the Economic Fusion event hosted by Career Services in April 2019. Student attendees earned the Specialty Badge – Career Management: Exploration and Development.
- iii. CSTEP continues to collaborate with following departments: Psychology, Physics and the School of Public and Human Performance to assist/support students in the different programs.
- iv. During the 2017/2018 academic year, the Center for Diversity (CFD) collaborated with the following departments to develop programs and initiatives for students:
  - Athletics to develop a Weekly Women’s Workout Group
  - Business Administration department to facilitate a Financial Literacy Series
  - Sociology & Criminal Justice department to provide service-learning opportunities for students as a component of the pilot “Introduction to Social Justice” course (SOCI 105)
- v. Student Affairs worked collaboratively with CFD and EOP to offer wellness-based programming to students.
- vi. CFD, CSTEP, Campus Life, TRiO, and Student Accounts hosted a Financial Literacy Workshop featuring the authors of “Debt-Free at 33” on April 9, 2019 – over 30 students attended the event.
- vii. NCSTEP....



Strategy a, b, g, h [pending actions]

- ❖ **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.**

*Strategy c: Periodically assess housing options and policies, to ensure that we are meeting changing student housing needs.*

Accomplishments:

- i. Residence Life housing options currently include:
  - First-year experience, Gender inclusive, Pet-friendly, Study intensive, Substance free, Transfer housing, and Co-ed (offered in many areas).
  - Residence Life will continue to work with students to provide accommodations that best meet their needs and as space and resources permit.

*Strategy d: Assess and improve Resident Assistant training on DEI issues and provide additional diversity resources for Residence Hall programs.*

Accomplishments:

- i. In addition to the mandatory diversity training for student leaders, RA training continues to include a number of DEI related topics facilitated by the DDEI.
- ii. DDEI staff tabled at the Fall 2018 Resource Fair held for Residence Life staff, speaking with RAs about the Division's offices and services, as well as how the Division can serve as a resource for RAs and their residents
- iii. RA programming and activities from 2017 through spring 2018 included over 20 DEI and other student leadership/community building related topics
- iv. SUNY Potsdam hosted a North Country Student Residence Life Conference in the Fall of 2017; this included participants from Clarkson University, SUNY Canton, Jefferson Community College, and North Country Community College (approximately 150 people). More than 6 DEI related topics were presented through the breakout sessions.

Strategy a, b [pending actions]

**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 with the SUNY Performance Improvement Program and campus goals.**

*Strategy a: Assess current recruitment strategies and employ best practices for recruiting a diverse student population.*

**Accomplishments:**

- i. The Multicultural Weekend (MCW) Committee reviewed the itinerary in the fall of 2016 and spring 2017 to include suggestions from students. This is one of the most successful initiatives by the Office of Admissions in the recruitment of students from underrepresented backgrounds. This is the fourth year of the program and each year between 65% – 85% of students who come on the trip commit to SUNY Potsdam. Each year this event is organized by the Office of Admissions in collaboration with the College's Center for Diversity (CFD). Beryl Jeffers and the SUNY Welcome Center in New York City are credited for the success of the trips.
- ii. CFD, CSTEP & DIAC support admissions efforts by tabling at open houses.
- iii. The Office of Native American Affairs (ONAA) and NCSTEP continue to assist area high schools (Massena Central and Salmon Central High School) Guidance Departments with week-long college applications process for seniors.

*Strategy b: Research and employ best practices for increasing religious, gender and sexual orientation categories for recruiting students in addition to race and ethnicity.*

**Accomplishments:**

- i. The President's Council approved the new Preferred Name Policy for students, in March 2019. A similar policy for employees is currently in the works.

*Strategy c: Assess and change Multicultural Weekend itinerary based on feedback and suggestions from students.*

**Accomplishments:**

- i. A review of the Multicultural Weekend (MCW) itinerary was carried out in fall 2016 and spring 2017 to include suggestions from students. Each year the MCW committee revisits the itinerary and make necessary adjustments based on feedback from participants.

*Strategy 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.*

**Accomplishments:**

- i. The Office of Institutional Effectiveness tracks progress. The College's student population is currently made up of 35.2% students of color.

**❖ 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.**

*Strategy 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.*

**Accomplishments:**

- i. CSTEP continues to work closely with active students to assess and meet their needs (personal, academic, financial, and career) and to facilitate their success at SUNY

- Potsdam and beyond. The Program served 155 students during the 2017-18 academic year. Approximately, 74% of the students identified as students of color.
- From August to March, CSTEP provided 132 participants with 198 hours of direct support (including personal, financial, career and academic planning).
  - On average CSTEP offered financial support for more than 4500 hours of experiential opportunities each year.
- ii. The performance of CSTEP participants during the 2017/2018 academic year:
    - 93% finished the Fall semester with Acceptable Academic Standing
    - 14 were named to the Dean’s List and 22 were named to the President’s List
    - No participant was dismissed (100% retention) from the College
    - No participant was placed on probation after Fall term
  - iii. The pre-first-year orientation program (10 to 23 days) has been the most successful strategy for retention of underrepresented students in EOP:
    - The fall 2016 cohort (47 students) 92% first-year to sophomore retention rate
    - EOP orientation allows students to better acclimate to college environment.
    - In fall 2017 and fall 2018 of the 145 and 146 students enrolled in the program respectively, 81% identified as students of color.

**Strategy 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.*

**Accomplishments:**

- i. During the 2018/2019 academic year, the Retention and Completion Committee (RCC) was focused on holds, billing, and timely course registration. The RCC is also made up of subcommittees; these have worked to revise and enforce deadlines that prevent students from accruing charges/debt unless they have demonstrated the ability to fund their education. Particularly successful (but ultimately not sustainable without significant investment in human and financial resources), were Residence Life’s efforts to contact unregistered fall-to-spring students.
- ii. At the request of the Provost, a subset of RCC members have formed a First Year Experience Task Force to assess the current orientation process/structure and suggest revisions.

**Strategy 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.*

**Accomplishments:**

- i. The Bear Care Advisory Group has put together and revamped a number of initiatives to address identified students’ needs, including the food pantry and the professional closet.
- ii. The DDEI continues to remind faculty regarding “New York State Education Law Section 224 – which requires campuses to excuse without penalty individual students absent from class because of religious beliefs and to provide equivalent opportunity to make up study or work requirements missed because of such absences.” This information is available on the College website:

<https://www.potsdam.edu/academics/academic-calendar>

*Strategy f. Evaluate student academic support services (Student Success Center (SSC), Accommodative Services (AC), Multi-Language Learner Services, Educational Opportunity Program) EOP), Bridges, Writer's Block, Math Lab, Tutoring Center and First Year (FY) Programs), to identify and address resource needs.*

**Accomplishment:**

- i. The Student Success Center (SSC) provides an array of support services to students with the primary goal of retention and graduation. The following services are particularly relevant:
  - **TRiO Student Support Services:** TRiO, a federal grant program, served 206 low-income, first generation, students with disabilities, and veteran students in 2017-18. It provides 1-1 tutoring, academic counseling and support, career guidance, and financial literacy training. About 2/3 of the students are from underrepresented groups. The program's retention rate for 2017-18 was 98.2%
  - **Accommodative Services:** Provides a wide range of services to students with physical and/or psychological disabilities. In Spring 2018, Accommodative Services retained 94.1% of students who received services.
  - **Student & Family Transitions:** The SFT provides orientation programming to all incoming first-time and transfer students. In 2017/18 and 2018/19, in collaboration with the DDEI, SFT provided an hour-long interactive session dedicated to diversity awareness and bystander intervention. SFT has always prioritized hiring diverse Orientation Leaders to ensure incoming students see themselves reflected in the College's leadership team. It employs Spanish language interpreters (all sessions) and ASL interpreters (on demand). It also provides a discounted bus service to/from NYC for 3 of the 5 New Student sessions for students and guests
  - **Group Tutoring:** The SSC provides free group tutoring to all undergraduate students, working collaboratively with the CFD, EOP, CSTEP, and other programs across campus to ensure high levels of awareness and participation.
  - **Bridges:** Bridges supports 100-150 first-year students annually in their transition to and success at SUNY Potsdam. The fall-spring retention rate of the 115 students admitted to the college through the program in the fall of 2017 was 90%. Two-thirds (2/3) of Bridges students were underrepresented students; retained at a higher fall-spring rate (97%) and at the same rate as their peers from fall-fall (80%).
  - **Academic Mentoring Program:** AMP is a support program for students on academic probation (cumulative GPA below 2.0). The program goal is to get students into acceptable standing quickly and to reduce the number dismissed each term. Over the last 2 years, it has reduced the dismissal rate by 15%:
    - There were 151 active AMP students in spring 2018 (meaning they scheduled at least 1 AMP appointment)
    - The average change in GPA for that group was +0.3
    - About 64% of the students increased their GPA; the average GPA increase was 0.5
    - Twenty-eight percent (28%) of the students improved their academic standing, another 25% maintained their standing (meaning the program helped about 53% avoid dismissal)

- Bear Bus: The SSC coordinates the Bear Bus service providing direct discounted coach trips to and from 4 downstate locations (Albany, Rockland, NYC, and Long Island) for all college breaks. The goal of the service is to support the retention of more students from the NYC region for whom travel home is often time and cost-prohibitive
- ii. An Ad-hoc committee has worked to put in place a support program for multilingual language learners. This program will be piloted in fall 2019.

**Strategy h.** *Create DEI programming for summer Orientation, including training for staff, faculty, and advisors.*

**Accomplishments:**

- i. DDEI staff provided trainings to Orientation Leaders during the Summer of 2017 and 2018
- ii. Campus Life continues to work to increase the focus on DEI during Welcome Weekend. For example:
  - Diversity and inclusion elements at the 2017/2018 Welcome Weekend Carnival included: a flag display of all nations; providing the WAIH with a list of music (developed by students) representing a wide variety of diverse genres played throughout the event; a mapping activity for students' identity – where they and their families are from in NYS, the U.S., or other parts of the world; and food offerings to represent different cultures.
- iv. In collaboration with Campus Life, the DDEI hosted the 2018 Convocation. The event featured a reading of the College's DEI Statement by faculty and staff and a video presentation by Potsdam Diversity Ambassadors and Mentors (P'DAM). The video highlighted the following themes:
  - Welcoming, supportive and inclusive campus community
  - Challenges faced by students and ways they were handled
  - Clubs and organizations which have impacted the students
  - The importance of identity, inclusion, and community
- vi. DDEI also designed a “no-bias” logo and purchased shirts. Each convocation attendee received a “no-bias” shirt at the event.
- vii. DDEI staff and P'DAM students tabled at the 2018 Welcome Week. Students were given the opportunity to complete the statement “I stand for Diversity because...” making a commitment to themselves/the community to actively challenge bias.
- viii. Based on feedback from the Convocation Planning Team, the video initiative will become a Campus Tradition moving forward.

**Strategy 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.*

**Accomplishments:**

- i. CFD developed a “Know Your Rights” series in fall 2017. Topics included:
  - DACA, Healthcare/Health Insurance, Freedom of Religion, Gender Violence, Freedom of Speech, and LGBTQAI+ Rights

- ii. A Border Patrol Panel was hosted by the Associated Colleges to address students concerns. More than 100 campus and community members participated in the event.
- iii. Each year University Police (UP), in collaboration with PACES, organizes the “Coffee with the Cops” – a national event held in October each year. The event was held in the Union in October of 2017 and 2018 with free coffee and mugs from PACES. About 10 campus community members and 30 students attended the 2017 and 2018 events respectively. PACES gave out 30 mugs during the Fall 18 event.
- iv. Since 2016 UP has organized a Goodman Mountain trip (first weekend in October)
  - Four (4) participants took part in the hike in 2016 and 2017 respectively. In 2018, ten participants took part in the hike, including the men's basketball team and coach.
- v. Since 2016, UP has taught a basic self-defense class for PE credit. Each year 20-25 students take the class.
- vi. UP shares educational information on RAVE Guardian, pets in buildings stickers, bike and pedestrian safety articles and handouts.
- vii. UP organizes a campus safety walk each semester and works to address concerns identified by participants. Attendance at the events are as follows: fall 2017 – 4, spring 2018 – 6, fall 2018 – 7, and spring 2019 – 6.
- viii. Each year UP hires students for dispatch and office positions. During the 2018/2019 academic year, UP had a total of 10 student workers.
- ix. Each academic year UP tables in the Barrington Student Union, interacts with students and shares information on the operations of the department.
- x. Each year UP works with the LET Club for security details for large events and fundraisers for Criminal Justice/UPD scholarship.
- xi. U.P works closely with the Law Enforcement Training Institute; this is an area where UP staff has significant close and regular contact with faculty and students, allowing for feedback to be provided by faculty and students (Lt. Ashley provides instruction on physical training and defensive tactics training daily with this group of students).
- xii. UP regularly speaks at classes on safety topics, DWI, etc. (FYSS classes, Exercise Science classes, Forensic Science classes, Women's studies etc.)

**Strategy k.** *Develop additional resources to support need-based scholarship-gap grants and emergency financial assistance for students from underrepresented backgrounds to afford college.*

**Accomplishments:**

- i. College Advancement continues to communicate the increased need for scholarship support for students facing emergency needs and/or with inadequate financial aid.
  - As a result, donors and trustees continue to give generously to the Pay It Forward Scholarship, as well as other funds for emergency student need.
  - The campus worked to provide strategic opportunities for donors to connect with student recipients at events such as the Scholarship Luncheon.

**Strategy 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.*

**Accomplishments:**

- i. DDEI staff continue to facilitate sessions at all Transitions Conferences and Summer Orientation sessions
- ii. Advancement assisted the DDEI with the Always Earned, Never Given Series in November 2017, to bring diverse guest speakers through a connection with a trustee.

**Strategy 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 the importance of this resource).*

**Accomplishments:**

- i. In fall of 2017, Campus Life and DIAC assisted in promoting community and campus food resources to students. This effort included creating and distributing posters and providing brochures of the resources available in various offices.
- ii. Outreach and promotion of the Campus Food Pantry has been expanded to further inform the campus community of this resource in the following ways:
  - The Campus Food Pantry has enhanced its social media presence
  - A student intern worked for the Campus Food Pantry during the Spring of 2018 and assisted with distributing promotional materials.
  - Campus Life Office collaborated with Community Health to place donation boxes for the Food Pantry at each of their Winterfest events. Campus Life also promoted the Food Pantry on Winterfest marketing materials. Campus Life and CFD collaborated in a department competition in spring 2019 resulting in the collection of 1,834 food donations and \$550 cash (donated by Office of Advancement). Nine departments participated in the Food Drive Competition
  - Advancement Office's increased communication to donors and trustees has led to more generous giving to the College Food Pantry

**Strategy 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.*

**Accomplishments:**

- i. Counseling Center:
  - Ensured visible diversity within staff
  - Adapted evaluations to comfort levels of students from marginalized groups
  - Created new kiosk area to better accommodate students with physical disability in filling out required consultation information
- ii. Student Health Services:
  - Has added preferred name and pronoun to the electronic medical records
  - Ensures visible diversity in educational handouts
  - Has supported professional development opportunities for staff to increase understanding of DEI related issues (See Goal I)
  - Has begun prescribing PrEP to "high risk" students to prevent HIV infections

- Increased the Psychiatric Nurse Practitioner to full-time 9-month position.
- Works on Gender Wellness to provide hormone therapy to gender nonconforming or transgender students
- Applied to the 340b program which allows for the purchase of medications at a very low cost in order to provide more resources for students
- Hosted a NCHA-II survey – gender, race and other demographic information
- Staff attended a SNAP program so that SHS could refer those students eligible for food stamps (SHS also has posters in each exam room and waiting room)
- Continues to collect data (pertaining to the diversity and class standing of students) in real time (students are sent this anonymous survey after their appointment). Fall 2017 data determined the following:
  - 3.49 % of the students to SHS identify as a gender other than male/female
  - 94.03% would recommend SHS to another student
  - Fall 2017 SHS survey results – diversity in SHS mirrors campus diversity

*Strategy 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.*

**Accomplishments:**

- i. Student-run clubs and organizations worked in collaboration to host the campus' first Interfaith Week in the Spring of 2018.

**Strategy d, e, g, j, o, q, r, s [pending actions]**

**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.**

*Strategy a. Formalize guidelines and communicate and monitor inclusive/diverse search processes.*

**Accomplishments:**

- i. The DDEI, HR, Provost and Deans worked collaboratively to create and implement an Inclusive Search Process in 2016. Additional steps were also taken to ensure the effective implementation of the Inclusive Search Process during the 2016/2017 academic year.
  - CDO, Provost and HR reviewed and made necessary changes to employee handbook.
  - CDO reviewed of all job ads to include diversity descriptors.
  - Creation of diversity and inclusion statements for faculty and staff searches.
  - Changes in online system by HR and People Admin reflecting new guidelines.
  - Campus-wide presentations by CDO on the new process.



- Faculty search process developed and shared with Deans and Chairs.
- Identification and use of diverse advertising agencies.
- Periodic assessment of the process by the CDO.

**Strategy b.** Offer workshop sessions to employees, including but not limited to Search Committees and hiring managers, on inclusive/diverse search guidelines/processes.

**Accomplishments:**

- The CDO facilitated 05 campus-wide presentations on the new inclusive process during the 2016/2017 academic year.
  - Over 150 employees attended the sessions.
  - Refresher sessions are being offered each semester.

**Strategy g.** Provide more funding to Human Resources and to departments to advertise positions in more diverse publications.

**Accomplishments:**

- During the 2017/2018 academic year SUNY Central purchased a one-year unlimited advertising with InSight into Diversity for all 64 campuses.
- Campus departments were also able to advertise positions to other diverse sites.

**Strategy k.** Research best practices and implement ways to make SUNY Potsdam employment offers more attractive to potential diverse candidates

**Accomplishments:**

- More than 50 position ads were reviewed for inclusive language during the first year of the implementation of the inclusive search guidelines
  - Diversity statements were tailored and reinforced on each ad. The statements are now available in SPLOR.
- Diverse recruitment sites were provided to HR, as well as various departments, for the advertisement of positions
- The HR online information for prospective employees was revised to include all that the area and the campus offers.
- Benefits information are shared with prospective candidates during campus interviews.
- Offers are made based on bargaining unit guidelines including salary levels/scales.

**Strategy c, d, e, f, h, i, j [pending actions]**

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

**Strategy b.** Ensure DEI sessions are part of new faculty orientation.

**Accomplishments:**

- The CDO presents to all new faculty and staff during new employee orientation.

**Strategy e.** Ensure equitable professional development support for diverse faculty and staff (e.g., funding to attend conferences, receive sabbaticals, pursue advanced education).

**Accomplishments:**

- i. DDEI provides campus-wide professional development opportunities through trainings and webinars. DDEI staff also attend SUNY Central workshops and trainings as well as SUNY Professional Development webinars.
- ii. The SOE supports requests for all new hires requesting assistance with travel for scholarship and other professional development activities. Preference is provided to faculty members who have yet to earn a continuing contract.
- iii. NCSTEP provides staff with professional development opportunities (especially in the STEM and licensed professional fields).
  - Staff attend a professional development activity of their choosing per year, as well as the required New York Statewide STEP Student Conference (with professional development component) and the Annual APACS Conference.
- iii. Each year CSTEP staff attend the CSTEP Student Conference; includes workshops on staff development and advising/assisting diverse/disadvantaged students. Staff also attend the Association for Program Administrator's for C/STEP meetings. Topics relate to working with, and meeting the needs of, students of diverse populations.

**Strategy a, c, d [pending actions]**

- ❖ **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).**

*Strategy a. Include a box dedicated to DEI contributions on forms used to track faculty/staff/administration activities and achievements, including the Faculty Informational Form, Staff Performance Plans, Course Evaluation Forms and discretionary salary rubrics.*

**Accomplishments:**

- i. Faculty Information Form: Under "Teaching Effectiveness," the following statement has been included: "Work related to fostering a welcoming and inclusive classroom environment (e.g. syllabus, lesson plans, student evaluations, projects, etc.)" Faculty members include this information in their promotion and tenure portfolios.
- ii. Staff performance program and criteria for discretionary salary increase includes commitment to fostering DEI goals.

*Strategy d. Review President's Awards to add award that recognizes excellence in promoting diversity, equity and inclusion.*

**Accomplishments:**

- i. The following categories were added to the President's Award in 2017:
  - Excellence in Fostering a Welcoming and Inclusive Campus Climate
  - Excellence in Fostering a Welcoming and Inclusive Classroom Climate

*Strategy 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.*

**Accomplishments:**

- i. During the last 2 years, the Potsdam College Foundation (PCF) made strategic efforts to increase gender and ethnic diversity among its Trusteeship, while balancing the need for Trustees to meet major gift capacity requirements. Two “Associate Trustee” positions for young, successful, ethnically diverse alumni created. The PCF’s female Trustees increased from 39% - 41%, and 15% - 20% for ethnically diverse Trustees. The Alumni Association Board of Trustees has been involved in similar efforts.

***Strategy b, c [pending actions]***

**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**

*Strategy a. Formalize DIAC’s diversity-rich course list; make the list more visible campus-wide.*

**Accomplishments:**

- i. DIAC’s diversity rich course list is available on the website.

*Strategy b. Create and implement a General Education requirement designator for diversity.*

**Accomplishments:**

- ii. Faculty senate voted in favor of adopting the Potsdam Pathways as the campus’ new General Education program on 5/2/19
  - The Potsdam Pathways, will have a required first-year seminar that focuses specifically on a U.S.-based topic in DEI and will require students to engage respectfully and civilly with each other on issues, while being mindful of the role that diversity, difference and power play in framing these difficult conversations
  - The Potsdam Pathways also includes a “Thinking Globally” requirement that will address the topics outside of the U.S.
- ii. A working group is currently looking into revising and reworking all aspects of the student first-year experience, from FIGs to the First Year Success Seminar to Summer Advising/Orientation
  - Key to this effort is integrating and scaffolding DEI training for students throughout the first-year experience, building on introductory activities during Orientation and the required diversity first-year seminar.
- iii. Faculty in Secondary Education continue to work to embed DEI into their courses, particularly FY100 (First Year Success Seminar), GRED 675 (Secondary Science Teaching Research), and numerous Literacy courses

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

*Strategy a. Develop criteria for diversity-rich courses and programs.*

**Accomplishments:**

- i. A diversity attribute proposal by the DIAC Curriculum, Policy, and Faculty/Staff Advocacy Subcommittee was unanimously approved by faculty senate on 4/25/19. The attribute will be applied to diversity-rich courses so that students seeking such courses can easily locate them in an online search of the schedule of classes.

***Strategy 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.***

**Accomplishments:**

- i. The following new minors were created during the 2017/2018 and 2018/2019 academic year
  - Social Justice Minor (Sociology & Criminal Justice)
  - Disability Studies Minor (Arts & Sciences)
- ii. Students are provided with the opportunity to participate in the *Soliya Connect Program* through the Politics Department. The program offers a virtual video chat platform for students to engage in cross-cultural dialog with students from Europe and pre-dominantly Muslim countries from Northern Africa to South-East Asia. Since its inception in 2014 on the SUNY Potsdam's campus, more than 400 students have participated in the program including all P'DAM ambassadors and mentors.
  - 6 Potsdam graduates of the program have been invited to train as dialogue moderators with Soliya
  - 88% of participants in the fall of 2016 agreed or strongly agreed that the *Soliya Connect Program* motivated them to learn more about the relationship between Western and predominantly Muslim societies and that it helped them improve their cross-cultural communication skills
  - 94% of participants agreed that they are now motivated to challenge someone about stereotypes and 82% of all students explained that they had already shared information they had learned with their peers on campus and at home.
- iii. During the 2017/2018 academic year, the Crane School of Music intentional intensive diversity and inclusion conversations was organized. Several themes were identified for discussions included curricular content, classroom culture, recruitment, retention and completion. Other initiatives from the Crane School of Music include:
  - The Crane 2018-19 concert season Faculty Gala focused on diverse and inclusive repertoire. The program included nine works, of which four were by women; one by an African-American woman; four by living composers; with musical references to many cultures, including (in addition to African-American) Argentine, Romany culture in Spain, Hungarian, and more.
  - Many Crane performances throughout the year, by both ensembles and faculty members, echoed this theme and included extremely diverse repertoire
  - The Crane choral group, the "Men's Ensemble," was re-envisioned. It has been renamed the "New Singers" and will be inclusive of all voices.
  - Crane has removed gender references from all specifications for concert dress for the performing ensembles.
  - The Music Education Department continues its strong commitment to inclusive and culturally responsive approaches to education. Several of its

faculty are involved in research that gains national attention in publications and conferences on topics related to this theme. Funding from the Joy Douglass Visiting Master Teacher residencies continues to support guests that reflect this commitment and share this vision with all Crane students. In fall 2018, Ghanaian Master Drummer Kwasi Dunyo (has visited and taught at Crane previously) was in residence for three days and engaged numerous students. In spring 2019, a two-part residency, “Addressing Equity and Inclusion in Music Education” brought 5 alumni who are now teaching back to Crane to share their perspectives with students and faculty. This will continue with another residency the first week of fall 2019 with guest Julia Koza of the University of Wisconsin – an expert in gender in music and music education

- For additional information about the Douglass residencies in 2018-19, see: <https://www.potsdam.edu/academics/crane-school-music/departments-programs/music-education/guests-and-events>
- iv. Planning began in spring 2019 for a major initiative extending throughout 2019-20 and into fall 2020 to celebrate the centennial of women’s suffrage in the US with a celebration of women in music. A call for proposals went out to faculty resulting in numerous submissions, and the invitation was also extended to the entire campus. The events will include a launch with the fall 2019 Gala, many performances of music by women, lectures and related events on women in music, gender and sexuality in music, women leaders in music business, and other topics.
  - v. The spring 2020 LoKo Festival performance by the Crane Chorus and Crane Symphony Orchestra, which also will be repeated at the Saratoga Performing Arts Center, will touch on this theme as well; the conductor will be Sara Hicks.
  - vi. Potsdam offers a wide variety of faculty-led travel experiences, including a course through the International Studies major which travels to Dubrovnik, Croatia, with excursions to Bosnia and Herzegovina, and Montenegro.
  - vii. All International Studies first-year students get the opportunity to travel to Ottawa, Canada for a day to meet former Speaker of the Canadian Parliament, Mr. Milliken and visit the Diefenbunker (Cold War refuge for the Canadian government in case of a U.S. – USSR nuclear exchange).
  - viii. The World Forum from the Politics Department helps students get exposure to topic in other countries and different perspectives, especially from underrepresented and marginalized groups.
    - Students get together 4-6 times a semester to listen to invited speakers, (invited from different parts of the world each semester), watch documentaries and discuss current international events.
  - vii. With the SUNY Impact Foundation, 10 EOP students participated in a 14-day Study Abroad Experience in Jamaica and earned 3-credits during 2019 spring break.

***Strategy c, d, e, f, g, h, I, j, k [pending actions]***

***Obj. III. Strategy A, b, c [pending actions]***

#### **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.**

*Strategy 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.)*

**Accomplishments:**

- i. DEI is on the agenda for the following: President's Council bi-weekly meetings, Leadership Forum monthly meetings, Enrollment Management meetings and College Council quarterly meetings. The CDO also submits a DEI quarterly report to the College Council. DEI is on Faculty Senate agenda as the need arises.

**Strategy b, c [pending actions]**

- ❖ **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.**

*Strategy c. Increase online presence (social media, college website, etc.) in order to better communicate with our students and support a sense of community.*

**Accomplishments:**

- i. DDEI staff continue to work with College Communications to ensure that any information about DDEI offices, services, and programs is up-to-date and accessible on the SUNY Potsdam website.
- ii. Information regarding the Bias Incident Response Team (BIRT), including membership and steps in the reporting process, are reviewed for accuracy and updated each semester.
  - A PowerPoint detailing BIRT procedures and protocols is available on the campus website.
- iii. Application for the Potsdam Diversity Ambassadors and Mentors (P'DAM) program is available on the campus website and is updated each year.
  - Online mentee applications will be uploaded during 2019-2020 academic year.
- iv. The Center for Diversity maintains a social media presence on Facebook and Instagram:
  - The accounts are utilized to share information about upcoming events hosted and sponsored by the CFD and the DDEI
  - CFD also sponsors a Marketing Intern each semester; one of the intern's primary responsibilities is the maintenance of the CFD social media accounts

- v. CSTEP maintains an online presence, utilizing a webpage, Facebook page, Moodle page, and email as a means to communicate all activities, opportunities and updates to active students. All planned events, program updates and student opportunities are posted/communicated to at least 1-2 of these forums as they occur.
- vi. NCSTEP has increased its online presence by hosting Facebook and Twitter sites.
  - An Instagram account was added in 2018 to post photos from program/events.

**Strategy a, b, d, e [pending action]**

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

*Strategy b. Schedule photography of events organized and attended by diverse populations.*

**Accomplishments:**

- i. During 2017/2018 and 2018/2019 intentional efforts were made to take photos at all major events hosted by the Division and its affiliate departments. The photos are posted on office webpages, used in brochures and advertising of programs and new initiatives.
- ii. NCSTEP ensures participants are photographed at different events.

*Strategy c. Share stories of individuals with feature stories/video profiles, to showcase the many different "faces" of SUNY Potsdam.*

**Accomplishments:**

- i. NCSTEP showcases individual feature stories and video profiles highlighting the different faces of the program and the accomplishments and experiences of the students. This is done through the NCSTEP and NYSED social media sites as well as through the NCSTEP Twitter account.
- ii. NCSTEP forwards pictures and brief write-ups of summer programming and academic year events to College Communications for dissemination in local paper

**Strategy a, c, d, e. [pending actions]**

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

*Strategy a. Adapt new event management system to include tags for events specific to diversity, equity and inclusion on campus-wide calendar.*

**Accomplishments:**

- i. Creation of a webpage for DDEI
- ii. Organizing of community forums to share DEI updates
- iii. Scheduled departmental visits by the CDO. During the spring 2018 semester, the CDO visited 12 academic departments; shared information about the Division and also solicited feedback on how the Division could be of assistance to departments' efforts to continue to foster an inclusive environment.

*Strategy b. Include diversity events in SUNY Potsdam Weekly (SPW) publications.*

**Accomplishments:**

- i. In collaboration with DDEI, Campus Life Office has included an extensive list of religious holidays which is posted on monthly campus calendar pages, the DDEI website, and in the SPW planner
- ii. DDEI staff continue to communicate with Campus Life to include DEI related events in SPW outreach materials
- iii. DIAC's Communication and Membership Subcommittee has updated the DIAC brochure to include current information about DAIC's activities.

*Strategy f. Develop anti-bias awareness communication plan to educate campus community about bias-related incidents and how to report them.*

**Accomplishments:**

- i. Creation of bias reporting procedure (step-by-step reporting process). This is available on the DDEI webpage.
- ii. Creation of "No Bias" Logo
- iii. Creation and distribution of 1000 No Bias cards and buttons at new student and transfer orientations
- iv. Creation and postage of "I am Not Your Stereotype Posters" across campus
- v. Distribution of 800 No Bias shirts at the 2018 new student Convocation
- vi. Video created by class of 2018 PDAM participants shown at the 2018 convocation.
- vii. Development and campus-wide facilitation of the "Addressing Bias..." workshop.

**Strategy c, d, e [pending actions]**

**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.**

*Strategy 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.*

**Accomplishments:**

- i. The Associated Colleges, CDOs, Potsdam and Canton Chambers of Commerce and Associated Colleges Campus Community Relations staff planned and organized the first "Coffee with the Colleges" event on November 29, 2018. Over 50 business representatives attended the event that was held at the Best Western Inn in Canton.
- ii. The College has established a relationship with the Adirondack Diversity Solutions to assist in addressing diversity and inclusion-related issues in the Adirondack. The organization is currently planning a one-day diversity event in fall 2019 in Potsdam, in collaboration with Community partners/organizations and the Associated Colleges.



*Strategy 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.*

**Accomplishments:**

- i. The DDEI provided transportation to the Associated Colleges' Border Patrol Panel, held at Clarkson University, in Spring 2018
- ii. DDEI staff assisted the Criminal Justice Department with students' Canada field trip.
- iii. DIAC members and DDEI staff took students to the annual Islamic Circle of North America Convention (ICNA-MAS) in DC in spring 2017, 2018 and 2019.

*Strategy 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)*

**Accomplishments:**

- i. Student Affairs worked to enhance the annual First Saturday event by adding components related to diversity, equity, and inclusion, in collaboration with the DDEI. Additions include: "Wear Your Flag Station": an interactive station where students were encouraged to wear the flag of the country/countries they/their families are from by making a button, bracelet, and/or necklace. DIAC and BIRT members staffed the table in 2017, additional DDEI staff members participated in 2018.
- ii. DEI-based activities offered by CFD-related student organizations from both Potsdam and Clarkson
  - A total of 9 student groups participated in this effort offering a wide variety of activities to help increase awareness of diversity, not only among students but for community members as well. Campus Life worked collaboratively with CFD to coordinate this new effort.
- iii. Campus Life worked with the WAIH to play a variety of diverse genre of music during the event. List was developed by students.
- iv. The 2017 and 2018 roasters for the annual LoKo Festival included a significant number of diverse artists, providing opportunities for students and the community to experience art from a variety of perspectives.

**Strategy b, c, d, e [pending actions]**

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

*Strategy a. Create training and educational opportunities for local community groups and businesses, including K-12 students and teachers.*

**Accomplishments:**

- i. DIAC members and DDEI staff facilitated diversity and inclusion sessions at Potsdam High School and Colton-Pierrepoint High School in 2017 and 2018.

*Strategy b. Create and institutionalize formal process to recognize and reward local businesses for diversity, equity and inclusion best practices.*

**Accomplishments:**

- i. DIAC's Community Outreach Subcommittee developed and administered a survey to seniors to determine most student-friendly local businesses.
  - Based on the results of the survey, the committee recognized Purple Rice as the most Welcoming Business in the area in the Fall of 2017

*Strategy c. Create a course on diversity, equity, inclusion and social justice issues to be delivered by the SOAR program (Seeking Opportunities After Retirement).*

**Accomplishments:**

- i. DIAC Community Outreach subcommittee presented 4 courses to SOAR during the 2017-18 academic year. Topics included: Introduction to DIAC; A Brief History of Blackface; The Identity of the Confederate Flag and "White Like Me"
- ii. DDEI staff facilitated 2 2-hour LBGTQ+ workshops with members of the Potsdam Community, through SOAR, in spring 2019. Over 50 community members participated in the sessions.
- iii. A session on Islamophobia was also facilitated in spring 2019.

**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.**

*Strategy 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.*

**Accomplishments:**

- i. In 2016, Advancement contracted with a vendor to conduct a diversity audit of the entire alumni database in order to capture diversity info/data that is absent in Banner. This allowed the College to identify diverse alumni with potential major giving capabilities.
- ii. Advancement/PCF also worked and continue to work with the President to identify fundraising priorities; this includes current work on branding and creating case statements for those priorities.

*Strategy d. Write and submit proposals for external grants and awards related to diversity, equity and inclusion goals.*

**Accomplishments:**

- i. DDEI wrote and acquired a Performance Improvement Fund that led to the establishment of the Potsdam Diversity Ambassadors and Mentor (P'DAM) Program in 2017.

- ii. The Women and Gender Studies department continues to organize the annual Gender, Sex and Sexuality conference in collaboration with the Associated Colleges. Now in its fourth year, the conference attracts 50 to 75 participants annually.

**Strategy a, b [pending actions]**

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

*Strategy a. Incorporate DEI Strategic Plan into campus strategic plan.*

**Accomplishments:**

- i. The DEI Strategic Plan has been incorporated into the College's Strategic Plan.

*Strategy c. Require diversity, equity and inclusion goals to be incorporated in unit assessment plans.*

**Accomplishments:**

- i. DDEI, in collaboration with HR and UUP management, worked to include DEI in staff Performance Programs.
- ii. DAIC, the DDEI, the Provost, Deans and Chairs have worked collaboratively to ensure that the Faculty Information Form now includes reference to faculty members' work on DEI.

*Strategy d. Establish Diversity, Equity and Inclusion Strategic Plan Assessment Task Force.*

**Accomplishments:**

- i. The DEI Assessment Committee was formed at the end of fall 2016 with the following charges: work with various campus partners in completing the goals in the strategic plan; assist in the assessment of various DEI major initiatives; update the campus on DEI strategic plan progress; assist in the administration of the DEI Campus Climate Survey and dissemination of results etc.

*Strategy e. Conduct Campus Climate Survey every two or three years.*

**Accomplishments:**

- i. The College partnered with the Higher Education Data Sharing Consortium (HEDS) to administer the first campus climate survey, since the creation of the strategic plan. The survey was administered from February 8 through March 8, 2019. Results of the survey will be presented to the campus community in fall 2019.

**Strategy b [pending actions]**