



**Inclusion, Diversity and Equity Strategic Plan**

**Fall 2016**

**College Inclusion, Diversity and Equity Committee**

**<http://www.esf.edu/ide>**

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DRAFT

A choir singing one part in unison can make beautiful music, but the magic is multiplied with the inclusion of the harmonies that complement the melody and add fullness to the sound, and those parts that at times provide discordance to challenge the expected. This is why *all* voices need to be at the table.

--Dr. Nancy Barbour, 2016 Feinstone Award Recipient, closing statement, 10/26/16

I. An Introduction to Inclusion, Diversity, and Equity at ESF

In April 2016, the State University of New York – College of Environmental Science and Forestry (ESF) launched its' first college-wide committee focused on equity and inclusion at the college. One of its first actions was developing an Inclusion, Diversity & Equity Strategic Plan. Through implementation of this plan, ESF will continue to be a leader in the study of science, engineering, design, policy and management related to the environment and achieves this goal by becoming a more inclusive institution to meet the challenges faced in an ever-changing world. In addition, by joining the State University of New York's system-wide strategic focus on diversity, we engage with a robust system of colleges and universities united in building a more supportive and inclusive environment for students, faculty, staff, administrators and alumni to engage in dynamic fields of study.

Connecting with our college community to develop a dynamic diversity strategic plan was of the utmost priority of the ESF College Inclusion, Diversity & Equity Committee. By creating three different rounds of listening sessions and numerous individual and small group presentations across campus, our committee is proud to have been able to partner with a wide array of student groups, faculty and staff colleagues and alumni in building a college-wide dialogue. In addition, using diversity plans for institutions such as Penn State University, Michigan State University, Cleveland State University, and the SUNY Campus Guide for Strategic Diversity & Inclusion Plan allowed our committee to develop a document founded on the good work of others that is specific to ESF. We look forward to partnering with our colleagues across the College to implement the plan to attain our overarching goal of creating a more inclusive, diverse and equitable community.

## **A. Mission and Vision**

The SUNY College of Environmental Science and Forestry is committed to creating and sustaining a diverse community that promotes equity and inclusion for all its members. Diversity that arises from differences such as, but not limited to, gender, race, ethnicity, ability, sexual orientation, socioeconomic status, national origin, or religious traditions is central and indispensable to the institutional excellence and mission of the College.

We, as the College of Environmental Science and Forestry, will achieve a diverse, equitable, and inclusive community by eliminating barriers to full participation in curricular, co-curricular, and workplace environments, and promoting the SUNY and ESF institutional structures, practices, policies, and spaces that respect, value, and support differences through inclusive excellence. Inclusive excellence is our ongoing commitment to recognizing that success is measured by how well a community values, engages, and embraces a rich diversity of ideas and people.

## **B. Plan Development - History of Diversity and Inclusion at ESF**

ESF is highly focused on the study of sciences, design, engineering and management of our global environment and natural resources. The college enrolls just over 2,400 students enrolled at the college from undergraduate students to graduate level doctoral students. Approximately half the students and 30% of the faculty are female with about one-third of the total student body comprised of graduate students. Approximately 40% of incoming undergraduate students transfer to ESF from other institutions.

ESF began as an all-male, predominately white institution in 1911. There were no women students during the early decades and by 1969, women comprised 5.6% of enrollment.

"The early 1970s saw the first female trustees appointed to the board. The first woman graduated from the Ranger School in 1974. ... A woman's [Woodman] team was begun in 1973 and won an international competition in 1975. And by 1974, an affirmative action program was underway at ESF to increase minority recruitment. In 2011, 40% of the 2,200 enrolled students were female (Centennial Celebration Display in Moon Library)."

Beginning in 1978 ESF was an exclusively upper-division college before it officially resumed educating freshmen and sophomores in 1990 with an incoming class of 50 first-year students.

Once the college returned to enrolling full undergraduate classes, the Office of Undergraduate Admissions began actively recruiting students of color. These students founded the college's Baobab Society ca 1991, under the advisement of Admissions Counselor Mrs. Eva Williams, "to ensure the multicultural outreach and enlightenment of the college and Syracuse communities. [It] host several events throughout the academic year to celebrate the many different cultures represented at the SUNY College of Environmental Science & Forestry."

The Office of Multicultural Outreach grew from these institutional and student initiatives into a one-woman (Dr. Carmen McCoy-Harrison) office housed in the Division of Student Life and reporting to the Vice President of Student Affairs in 1999. Its' Director maintained a hand in enrollment, but primarily provided support mechanisms for students on campus. Following McCoy-Harrison's untimely death, the office was restructured to center on issues internal to the college, rather than "outreach" which implied efforts focused off property. In 2004, the renamed Office of Multicultural Affairs was moved within the Office of Instruction and Graduate Studies under the Vice President of Academic Affairs. Student and faculty support remained a priority of the office, but program development to enhance diversity across campus was anticipated. The Office's best-known programs were the Collegiate Science and Technology Entry Program and a "Lunchtime Learning" series, which invited the college community to reflect on the natural environment from different cultural perspectives. Director Dr. Raydora Drummer enjoyed the dedicated and paid assistance of one half-time employee (C-STEP) and three graduate mentors. She was also guided by a Diversity Council comprised of students, faculty and staff, until the Council was disbanded in approximately 2008. Despite the move of the office, in 2014, its primary focus remained on students, rather than on the faculty and staff that also shape their ESF experience.

The Office lost momentum with the extended leave of the Director in 2013, although the addition of a half-time temporary Coordinator (Ms. Nory Mitchell) backfilled student support for the semester of spring 2014. A summer 2014 search for a full-time Coordinator was closed and thus the position unfilled due to a hiring freeze initiated after interviews.

During the time the Multicultural Affairs office sat vacant, students and alumni searched for support on their own. The bylaws of the Undergraduate Student Association first referenced its own Director of Student Affairs and Diversity position when amended September 9, 2013. The Students of Color and Alumni Association Facebook group (unaffiliated with the ESF Alumni Association) launched October 2013 “to organize a think tank and action committee to support students of color who are attending ESF. We also aim to raise awareness of ESF among candidates of color and devise a recruitment strategy.”

A Multicultural Student Advisory Board launched around 2011, and transitioned to the Student Diversity Advisory Council ca 2015 joining The Baobab Society as organizations to support students at ESF. The Kings Court launched in the Fall of 2013 to provide specific support for underrepresented male students and similar affinity groups followed in Fall 2015 in support of underrepresented women (Dorothy Cotton Scholars) and ESF's LGBTQ community (Rainbow Scholars) under the direction of the Student Diversity & Inclusion Initiatives Office.

In January 2015, restructuring within the Office of Student Affairs reallocated half of the Coordinator of Academic Support Services time to direct service and support to underrepresented students.

In response to SUNY mandate that each campus have a Chief Diversity Officer, it was announced that the Dean of Student Affairs Dr. Anne Lombard would, in the addition to her current tasks, also serve as such on an interim basis. In this role, she advised the President and Executive Committee and provided leadership in “identifying ways to make the ESF community as diverse as possible and to meet the needs of all of our current and future students” along with support for our faculty and staff in matters of diversity. In May, 2015, it was announced that Scott Blair’s temporary half-time extra-service duties with Academic Support Services and Diversity and Inclusion would be expanded for the fall semester, as the full time Director of Student Diversity and Inclusion Initiatives, housed within the Division of Student Affairs. On June 13, 2016, the mantle of Interim Chief Diversity Officer shifted to the Director of Student Diversity and Inclusion Initiatives, who soon after received the extra-service title of Coordinator for Institutional Diversity and Inclusion.

Alarmed by the limited scope of the interim CDOs responsibilities, by virtue of a resolution in Feb 2015, Faculty Governance “encouraged the President to broaden the duties of the Chief Diversity Officer

beyond just considerations of student diversity, to reaffirm the importance of College-wide diversity and its inclusion in the College's strategic plan. They also "encouraged the development of a college-wide diversity plan that assesses the current climate for women and minorities, and increases the awareness and the intentionality of diversity related initiatives for students, faculty, staff, and administrators" and that said plan include an academic component.

A search will be launched during spring 2017 for a full-time permanent Chief Diversity Officer in advance of the SUNY directive to fill this position by fall 2017.

Preliminary interviews of students in the early 1990s (Griffin 1991; Heffernan et al. 1992) indicated that the College failed to support women students in their quest to "acquire professional attributes and career skills.... [Rather] the climate served to discourage many women educationally and professionally." Female students felt that they were treated differently than male students, both by their male peers and faculty. They reported being harassed and discriminated against in a "climate of disregard", with a clear need for expanded mentoring networks and more women on the faculty, as authors of readings, and as visiting speakers.

Students reported intrusive paternalism, disdain, or isolation in this environment. Sexist jokes, remarks with sexual overtones, comments on "the weaker sex", the promotion of "macho" behavior, and self-proclaimed male chauvinism by faculty and staff further devalued women. And while the women students recognized a personal responsibility to establish the boundaries of acceptable behavior, they found this chore to be unfairly distracting from their studies. Based on these findings, the President's Task Force on the Climate for Women worked to develop a long-term strategy to encompass a diversity of programs and mechanisms to reinforce positive behaviors and educate all levels of the campus community, including administrators and potential students (Heffernan et al. 1993). From these recommendations, the College President released an action plan to increase knowledge of standards and expectations, raise sensitivity and responsiveness to women's issues and needs, increase the number and presence of women, and strengthen support systems and mentoring networks for women (Whaley 1993).

ESF commissioned an independent Report to the ESF Community on the Climate for Women Initiative in 1994 (Widmayer and Nester 1994). This report articulated that ESF needed institutional channels to bridge its highly compartmentalized structure. It affirmed that ESF should provide an appropriate environment for students and faculty who are women and persons of color, and increase awareness of

subtleties of discriminatory language and definitions. Finally, it suggested that ESF should designate an ombudsman/advocate who would work with faculty, students and staff in all areas related to bias and discrimination.

The 1994 Update to the President's Action Plan (Whaley 1994) highlighted increased knowledge of standards, expectations and desired outcomes following discussions in 1993 and early 1994; workshops; new student orientation; the completion of "The Widmayer Report" (Widmayer and Nester 1994); the increased number and presence of women on campus as 5 of the 8 appointments from January 1993 to September 1994; the dissemination of a sexual harassment poster that clearly identified issues of harassment and provided contact information; the scheduling of preliminary training for the ESF contact network; and the growing mentoring opportunities and networks for women, such as mentoring dinners, advisory group to identify topics, issues, and available resources for conferences, workshops, and seminars.

A 1995 Survey of the ESF Working Environment revealed some success in the efforts to address sexual harassment and related issues on campus (Fellows et al. 1995). However, there were still disproportionately low numbers of women faculty in all departments at the College. Unfortunately, women faculty declined to participate in this Survey, fearing identification by the requested demographic information.

"Women's issues" generally did not fall under the umbrella of the Multicultural Affairs/Diversity Office, although gendered issues could. However, each iteration of this office has worked with the ESF Women's Caucus, which first convened in November 1994, to raise consciousness about women's concerns, to work for change to improve the climate for women at ESF, to foster community, and to serve as a respectful forum for diverse ideas. Caucus goals were, and remain, to increase the number of women students and faculty at ESF, find ways for women to better communicate and coordinate or sponsor activities that benefit them, and to improve services for all ESF families.

The ESF Women's Caucus is working on the 19th year of the college-wide *Women in Scientific and Environmental Professions (WiSE Professions) Speaker Series*. Speakers often participate in mentoring sessions with students across campus. A graduate seminar class complements the speaker series to allow participants to learn about the issues and obstacles facing female professionals and discuss strategies for professional development. This course remains an "exemplary teaching resource" by Engineering Pathway and Content Matters. The College adopted a "Policy on the Extension of the

Continuing Appointment Decision (i.e., to Stop the Tenure Clock) in September 2014, to clarify available options to faculty members to extend the period for tenure and promotion decisions in the event of circumstances that qualify for the Family and Medical Leave Act. Extensions for other reasons (e.g., military leave or catastrophic event) are also feasible, and employees are directed to discuss their situations with Human Resources. By increasing transparency in the procedure, the authors and governing body hope to remove stigmatization and reduce biases in taking parental or other qualified leave. During the stoppage, consistent with the current union contract, faculty would change title from tenure to a non-tenure track, and either reduce salary or take leave without pay. While these are “best practices” under current UUP contract, they compromise employees professionally (by stepping out of rank) and financially (reduced pay or becoming part-time), and tend to curtail retention and negatively impact women more frequently than men. In May 2015, College Governance resolved to request that the SUNY administration, working with the University Faculty Senate and the UUP, address the implementation of Family and Medical Leave in a systematic way, to include in contracts means to “stop the tenure clock” without these sacrifices to promote retention of valuable employees and increase employee morale, while addressing issues of equity.

Forbes.com ranked ESF No. 3 on its 2010 list of best colleges for women in science, technology, engineering and mathematics (Doss 2010). Colleges were ranked only on a percentage basis on "how closely they approached an ideal where STEM classrooms look like the school overall." It is distinctly possible that because of the nature of ESF's specialized programs, more classes than usual could qualify as STEM, and inflate the numerator in that equation.

The overall climate for women has not been formally assessed since the 90s reports. Two informal “Coffee Breaks” for female faculty in the summer of 2013 gave the general sense that biases are no longer overt, but there are cumulative impacts of lots of little and subtle ones. Faculty were specifically concerned with pay inequity, inflexible tenure schedules, and a lack of a faculty manual that provided all faculty with the information needed to access resources. A student-led initiative in fall 2015 “Diversity and Inclusion from the Ground Up” also pointed to the cumulative toll of “microinequities” and stereotypes. Disappointingly, anecdotal reports in 2016 indicate that inequity and safety are still concerns for women students.

In recent years various offices and organizations within the college have adopted practices or sponsored changes to create a more inclusive and supportive environment for all students, faculty and staff.

In efforts to better position all new faculty and staff for success, Academic Staff Evaluation Procedures for Personnel Action Recommendations are articulated in Academic Update 10-6, and referenced in the Faculty and Professional Staff Handbook (<http://www.esf.edu/hr/handbooks/handbook.htm>). Similarly, “Expectations and Responsibilities for Faculty Mentors and Graduate Students” were reviewed over the course of the 2015-16 academic year, and approved by Academic Governance in May 2016.

The wording of an Inclusive Excellence Statement (i.e., “that understanding individual differences and broader social differences will deepen our understanding of each other and the world around us. In this course, all people...are strongly encouraged to respectfully share their unique perspectives and experiences”) was recommended for inclusion in course syllabi in Dec 2015.

The bylaws of Faculty Governance were amended in May 2015 to update the body’s title to Academic Governance and to expand representation (including the right to vote) from only faculty and limited research titles to also include 30 elected staff members represented by UUP and students serving on the body’s standing and Ad-hoc committees.

For roughly two decades, representatives from University Police, Physical Plant, and the College-wide Personal Safety Committee have regularly toured the campus after dark in a “Twilight Review” to find ways to better improve personal safety on campus. This program led to better lighting throughout campus and installation of the integrated Blue Light two-way communication system to connect campus users with University Police. These impacts have benefited all students, staff, faculty, and visitors to the institution.

The Office of Human Resources now tracks and publishes “Affirmative Action Reports” comparing the percentage of employees in underrepresented groups to the pool of potential employees in those groups on an annual basis. This information is used partly to determine if job announcements are reaching a wide enough pool of applicants.

Also in May 2016, Academic Governance reviewed and approved a “Chosen/Preferred Name Procedure” to allow students to use a preferred rather than legal name (or its common abbreviation) in a variety of systems internal to the college.

The Undergraduate Student Association drafted a “Resolution Recommending the Implementation of Accessibility Adjustments for People with Disabilities on the ESF Campus” over the 2015-16 Academic Year. The resolution was put aside by the Association without passing to Academic Governance, in the expectation that the College IDE Plan would facilitate appropriate improvements faster than the resolution process would allow.

Strengthening Our Community Engagement (SOCE) Task Force was created in March 2016 at the recommendation of the President’s Executive Cabinet and the Academic Governance Executive Committee. A scoping survey was distributed in May. Initial metrics were released in the summer, and an interim report with emergent themes and suggestions to address them was released October 7, 2016. Specifically, a lack of diversity is noted under Culture/Diversity, and that “not everyone feels welcome.” To remedy this, the report recommends building an inclusive scholarly community; explain, share, and teach about diverse cultural backgrounds; host more family-centered or fun social events, with senior staff and faculty attending; and enhance opportunities for face-to-face interactions. Inclusion and Equity suggestions occur under headings devoted to Facilities/Sustainability (improving and maintaining infrastructure, quiet spaces, better technical support, upgrade equipment; Leadership (addressing inequity in teaching, advising and research loads among departments, cross-disciplinary collaboration), Communication (improved and centralized communication routes, creating opportunities to express concerns), students (improve opportunities for commuter students to engage with campus) and Teaching/Faculty/Staff (improved mentoring of new employees and professional development of faculty).

With the results of these various climate surveys, ESF’s data was not uncharacteristic for the time when compared to other institutions. However, a SUNY-wide report revealed that across the system, only 27% of full professors were women and that salary disparities were significant even after controlling for years of experience and discipline; ESF was notable for its “unusual dearth of women faculty” (Haignere 1998; Frenette 1999), but omitted in the follow-up report (Burke and Dangler 2009). Climate reports at MIT and at an anonymous small, rural land-grant institution noted inequities at their institutions extended beyond salaries and sheer number to space, resources, and inclusion in positions of power (Phillips-Miller et al 1999; Zernike 1999; Smallwood 2002). In a national study, women with identical resumes as their male counterparts that applied for lab manager position were viewed as less competent and worth

less mentoring and lower starting salaries if they were offered positions (Moss-Racusi et al 2012). Similarly, women and people of color with impeccably written letters of introduction and interest were systematically less likely to get responses from the prospective major professors than were white men, and less likely to get positive responses from those that did reply (Milkman et al. in press).

### **C. Summary of Strengths, Weaknesses, Opportunity and Threats (SWOT) Analysis**

Part of addressing issues related to inclusion, diversity and equity at ESF is to understand where we currently stand on these issues based on the data available. While the information presented may not cover all the perspectives that are desired, it is the information that is available and can be shared within the context of state and federal regulations. There is a specific goal and strategies listed in the IDE plan to improve the collection and sharing of data on these issues as one way to assess progress at ESF.

#### Faculty and Staff

The data for employees at ESF is separated into three categories, administrators, faculty, and staff. Between 2010 and 2016 the number of administrators at ESF has ranged from 26 to 22 people. During that time the percentage of women has ranged between 30.4% in 2012 to 42.9% in 2015 (**Figure 1**). The number of minorities in administration ranged from a high of 11.5% in 2010 and has been below 5% since 2012.

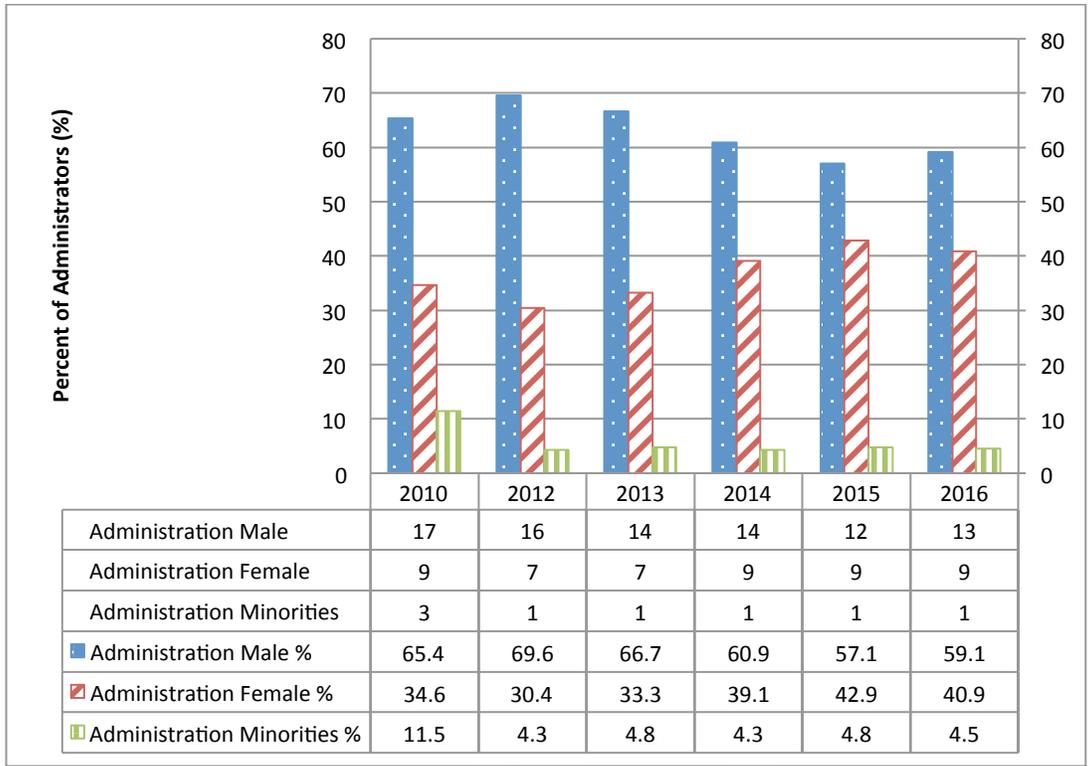


Figure 1. Proportion of senior administration that are male or female and minorities from 2010 – 2016.

Faculty at ESF includes full time faculty in the departments on main campus, those at the Ranger School and library staff. During this time frame the number of faculty has ranged from 137 in 2010 to 128 in 2012. The percentage of female faculty has ranged from 25.5% in 2010 to a high of 33.1 in 2014 and currently 30.8% of the faculty are female (**Figure 2**). The percentage of minorities in the faculty has changed very little over time ranging from 12.4% in 2010 to a high of 14.8% in 2012. Currently minorities make up 13.1% of the faculty at ESF.

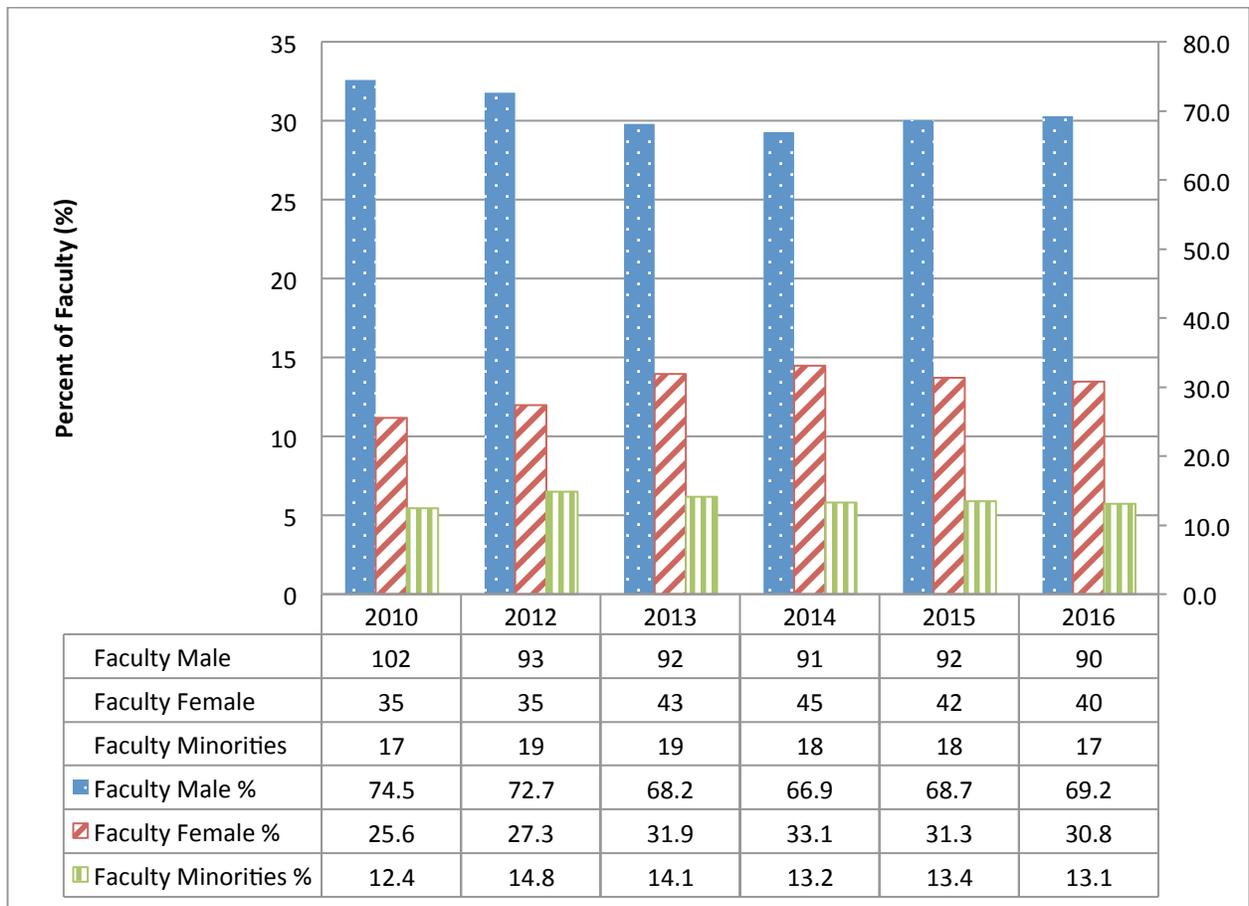


Figure 2. Proportion of faculty that are male or female and minorities from 2010 – 2016.

The number of staff at ESF ranged from 206 in 2015 to 226 in 2014. Over the 2010 to 2016 period the percentage of women on staff was fairly stable ranging from 45.2% in 2010 to 47.3% in 2016 (**Figure 3**). There was also little variation in the percentage of minorities on staff, ranging from 4.3% in 2010 to 6.2% in 2014 and this is currently at 5.8%.

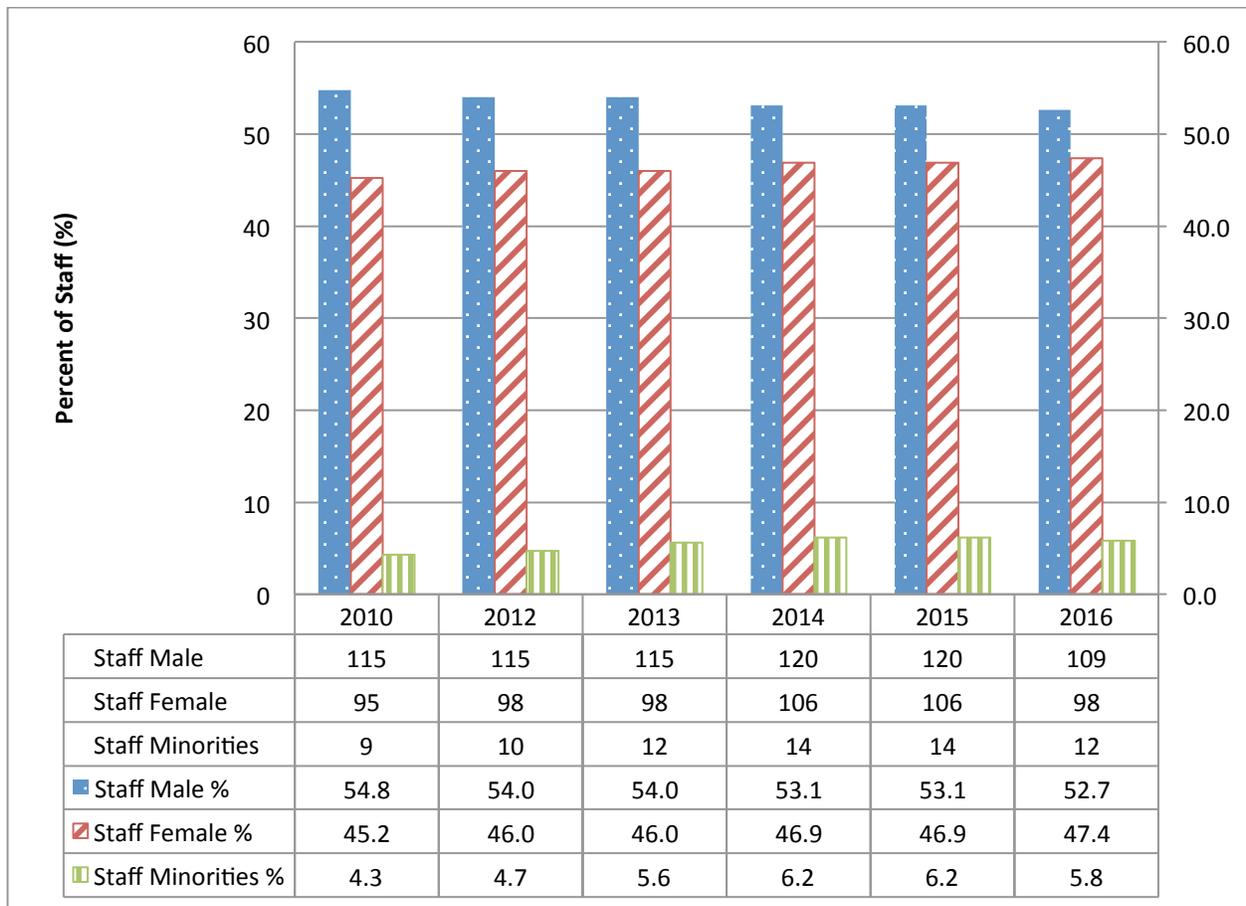


Figure 3. Proportion of staff that are male or female and minorities from 2010 – 2016.

There are a variety ways that data can be presented and tracked as part of the IDE initiative at ESF. As noted above there are some restrictions on how data can be presented due to federal and state regulations. Establishing a benchmark so that changes and issues related to IDE can be assessed over time as the plan is implemented will be important. A summary of the current distribution of employees at ESF in October of 2016 reveals that across all categories of state employees 41.1% are women and 9.2% are minorities. The proportion of females is highest in the CSEA/PBA category (52.5%) and lowest for the faculty category (31.3%). Minorities make up 0% of the management confidential category of employees and 14.8% of the faculty.

Table 1. Distribution of state employees by gender and race/ethnicity breakdown separated by faculty and staff for October 2016. Note: data does not include graduate assistants, visiting or temporary employees

	Employees	White	Black	Asian	American Indian	Hispanic/Latino	Male	Female
CSEA/PBA	101	95	5	0	0	1	48	53
Management Confidential	20	20	0	0	0	0	12	8
UUP	109	101	3	3	0	2	63	46
Faculty	128	109	4	11	1	6	88	40
TOTAL	358	325	12	14	1	6	211	147

Information is also available for the 125 Research Foundation of SUNY employees at ESF. This data from October 2016 shows that 63.2% of employees were female and that only 5.6% were minorities (**Table 2**).

Table 2. Distribution of Research Foundation of SUNY employees by gender and race/ethnicity in October 2016.

	Employees	White	Black	Asian	American Indian	Hispanic/Latino	Male	Female
Research Foundation	125	118	0	4	0	3	46	79

#### Undergraduate Students

Data is presented for male and female incoming freshmen and transfer students for the time period of 2010 to 2015. The proportion of incoming females has generally increased over time, with a decrease in 2013, from 39.4% in 2010 to 45.3% in 2015 (Figure 4). Females have consistently made up a larger proportion of incoming freshmen than transfers over this period from a high of 56.1% in 2011 to 47.3% in 2014. The proportion of females among incoming transfer students has consistently been much lower ranging from 27.8% in 2014 to 38.7% in 2015.

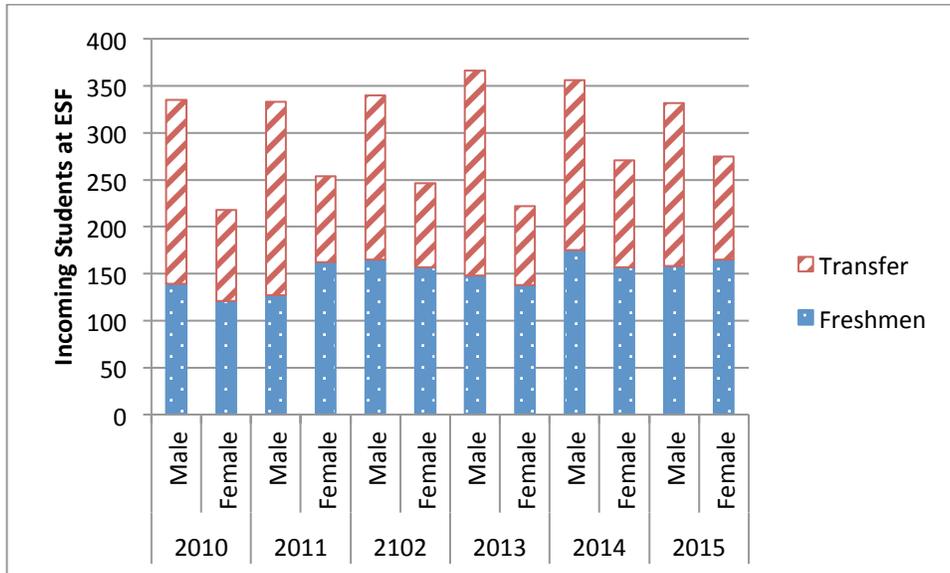


Figure 4. Incoming male and female students in the first-year (freshmen) and transfer groups at ESF from 2010 - 2015

There has been a steady increase in minority undergraduate students at ESF from 2010 to 2015 (Figure 5). In the fall of 2010 10% of the undergraduate students were minorities. By the spring of 2015 the proportion of minorities had increased to 18.7%. The largest increase in minority students has been among Hispanics who have more than doubled among the undergraduate student population from 48 students in the fall of 2010 to 90 students in the spring of 2015. Subtle increases also occurred in the Multiple Race Domestic group, which had 28 students in the fall of 2011 when the category was first identified and 40 students in the spring of 2015. The Unknown group also changed over time. From the fall of 2010 to the spring of 2012 there were no students in the unknown category but by the spring of 2015 there were 68 students in this category. Some of these changes may be associated with the definitions of these racial/ethnic groups and how students identify themselves. There has been a small decrease in Asian or Pacific Islanders and little change in the black population of undergraduate students over this period of time.

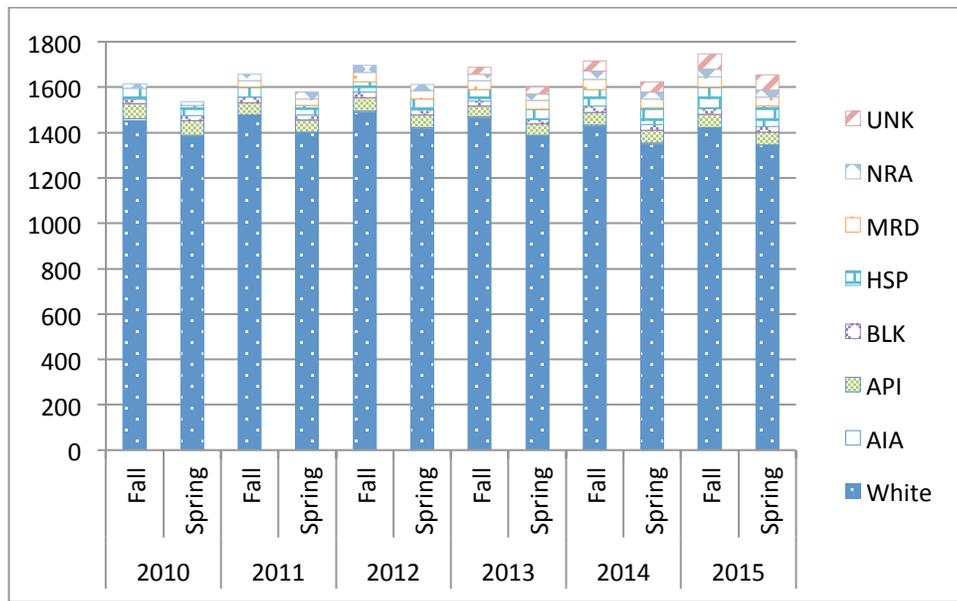


Figure 5: Undergraduate students each semester from 2010 – 2015 at ESF by racial/ethnic group. (Note: Acronyms for racial/ethnic categories are: AIA – American Indian or Alaskan Native, API – Asian Pacific Islander, BLK – Black, Non-Hispanic, HSP – Hispanic, MRD – Multi Race Domestic, NRA – Non Resident Alien, UNK – Unknown)

## II. Diversity & Inclusion Strategic Goals and Strategies

### A. A Framework

The goal areas of the plan are based upon needs and wants as expressed by students, faculty, and staff of the college. At the beginning of the development of this plan, a set of goals were identified by the members of the committee. These goals were developed further, revised, and changed through a process of three rounds of listening sessions and tabling in Gateway in order to respond to the concerns of the broader ESF community. These goals are then presented in a hierarchical order with overarching goals being listed first and more specific goals being listed later.

In brief, the goals were developed to:

1. Define and integrate inclusion, diversity, and equity at ESF
2. Create accountability and visibility of diversity, equity, and inclusion at ESF
3. Integrate inclusion, diversity, and equity into the education and research done by faculty, staff and students alike

4. Develop inclusive recruitment and retention strategies for ESF students, faculty, staff and administrators.
5. Increase the accessibility of ESF to people in and outside of the college
6. Increase inclusion, diversity, and equity at ESF with the support and involvement of ESF alumni
7. Increase the inclusion, diversity, and equity of international students at ESF

Strategies were developed in order to attain each goal; the intent is not to restrict or be limited by these strategies in achieving the articulated goals but to suggest starting points. These strategies were developed in a process similar to that of the goals, with the first draft developed by members of the committee which was then revised, clarified and expanded through participation of the ESF community.

## **B. Goals and Strategies to Guide College-Wide Change**

**Goal 1:** Create a shared understanding of inclusion, diversity and equity and develop a welcoming college climate and continuously work toward improvement where issues can be openly and comfortably discussed among students/faculty/staff/administration

Strategy #1: Engage with existing assessment instruments (e.g. National Survey of Student Engagement (NSSE)/Harvard's Collaborative on Academic Careers in Higher Education (COACHE)/SUNY Student Opinion Survey (SOS)) to identify areas of improvement and continued challenge

Strategy #2: Enhance the collection and communication of internal diversity and inclusion related data to assist institutional growth by providing annual updates to the College community.

Strategy #3: Implement and require cultural competency workshops, annually, at a minimum, for students, faculty, staff and administrators. For example create programs and opportunities to develop an understanding of the concepts of privilege, micro-aggressions, tokenism, and intersectionality.

Strategy #4: Highlight peer-reviewed data outlining the benefits and best practices for implementing inclusion/diversity/equity for ecosystems and human systems in the diversity strategic plan, as a part of on-campus trainings and programming initiatives.

Strategy #5: Review all College communications (to include web-based and printed marketing materials to students, faculty, staff, alumni and community members) to ensure all communications by the College are free of bias and articulate specifically ESF's commitment to diversity and inclusion.

Strategy #6: Have a clear and visible policy that allows College community members that ability to report anonymously diversity related concerns and suggestions for improvement

Strategy #7: Review and update policies and practices to meet the needs of transgender and/or transitioning students.

**Goal 2:** Ensure that the college commitment to diversity and inclusion is apparent and embedded at all levels of the institution.

Strategy #1: Appoint a permanent Chief Diversity Officer by August 2017 with clearly articulated responsibilities and organizational relationships to support the implementation of the College's Inclusion, Diversity & Equity Strategic Plan

Strategy #2: Create and maintain a Committee on Inclusion, Diversity and Equity with consistent faculty, staff and student representatives

Strategy #3: Create transparent funding for institutional initiatives related to Diversity and Inclusion work and corresponding Institutional Research

Strategy #4: Increase visibility of inclusion, diversity and equity mission and vision and its relationship to the College's overall mission and vision

**Goal 3:** All members of the community will engage in curricular, co-curricular and research activities that improve inclusion, equity and cultural competency within the college and from local, national and global partnerships.

Strategy #1: Require and financially support professional development opportunities to improve classroom inclusion to support respectful dialogue among those with various perspectives and viewpoints

Strategy #2: Develop programming, discussion opportunities and training that engages the community in cross-cultural conversations and experiences

Strategy #3: Create incentives to include a focus of inclusion, equity and cultural competency as a component of disciplinary research.

Strategy #4: Expand the applied learning opportunities for students to include experiences in both urban and rural environmental settings; for example, community garden initiatives in the Syracuse Southside and greater Syracuse city area.

**Goal 4:** Improve recruitment and retention of student, faculty, staff and administrative ranks to be more reflective of NY State Census.

Strategy #1: Review hiring policies and procedures with an eye toward identifying applicants and new hires who demonstrate cultural competence.

Strategy #2: Develop consistent 3-5 year institutional targets for student, faculty, staff and administrative representation with bi-annual reviews. Examples of such categories may include ethnicity, gender and international recruitment, enrollment and hiring.

Strategy #3: Maintain current first-year student gender distribution and improve for incoming transfer students, graduate students, faculty and staff.

Strategy #4: Engage with existing dual career networks to assist partners of newly hired faculty and senior administrators

Strategy #5: Create, enhance and financially support opportunities and programs that promote success and retention of underrepresented undergraduate and graduate students.

Strategy #6: Establish and financially support first semester transition programs for transfer students, international students and non-traditional students

Strategy #7: Review and enhance communication about the undergraduate and graduate admissions process to the College community.

Strategy #8: Establish and maintain partnerships with school districts and community based organizations within and outside of New York to expose students to STEM disciplines and assist in institutional enrollment goals.

Strategy #9: Create and allow access to class schedule for incoming undergraduate students (first-year and transfer students) two to three weeks prior to the upcoming semester to enable students to plan for other responsibilities and obtain necessary services in a timely manner.

Strategy #10: Enhance the faculty and staff recruitment process by ensuring the College

works with search firms that can clearly demonstrate a commitment to diversity and the development of diverse search pools.

Strategy #11: Create more inclusive supports for faculty, staff and students to be respectful for family care responsibilities.

**Goal 5:** Ensure understanding by the College community of policies and promoting access to the campus and to services for all community members.

Strategy #1: Review and revise policies and facilities to ensure broader applicability and accessibility for and to support diverse populations and people of varying abilities. For example, create a direct sidewalk path with ramps that connects all main campus facilities and parking locations.

Strategy #2: Create technological infrastructures that promote and support success for all community members

Strategy #3: Create supports for instructional design and an adaptive technology to assist the college in implementing such changes.

Strategy #4: Develop and deliver training to inform faculty and staff of requirements to implement accommodations for students with disabilities and provide information that articulates the supports that are available for students and faculty.

Strategy #5: Maintain and promote the procedure for students to self-advocate any challenges they may face in implementing required accommodations on campus.

**Goal 6:** Increase alumni engagement to improve inclusion, equity and cultural competency within the College community.

Strategy #1: Engage with alumni to develop mentorship opportunities for underrepresented students/faculty/staff/administrators.

Strategy #2: Engage with alumni to develop mentorship opportunities for women at ESF (students/faculty/staff/administrators).

Strategy #3: Highlight successful underrepresented alumni in STEM related positions using College communication outlets (alumni newsletter, social media, etc.) to increase overall visibility of the College and of careers being practiced by our alumni.

Strategy #4: Engage alumni and provide opportunities with respective student groups within the Undergraduate Student Association, Graduate Student Association and the Student Diversity Advisory Council to provide mentorship and academic/career support.

**Goal 7:** Ensure the success of international students from Admission through graduation with appropriate resources to support their academic goals and extracurricular goals and to enrich the overall cultural competence of the college as a whole.

Strategy #1: Create a campus-wide committee that oversees the experience of both undergraduate and graduate international students.

Strategy #2: Expand the pre-orientation program for international students to include the completion of the English Language Assessment (ELA) exam and deliver a course that would meet the needs of the recommended actions provided by the ELA while also creating an orientation fee to support the program.

Strategy #3: Require that the ELA exam be completed by all international students and that the recommendations given from the ELA exam are acted upon

Strategy #4: Provide sufficient staff and training in the ESF Writing Center with Teaching English as a Second Language (TESL) knowledge with specific focus on Mandarin speakers to support ESF's partnership with the Beijing University of Chemical Technology.

### III. Accountability and Assessment

To measure the progress of the 2016-17 Diversity and Inclusion Strategic Plan, the College Inclusion, Diversity and Equity Committee will review the articulated plan on annual basis at the beginning of each academic year to measure progress on all related fronts regarding the Goals and Strategies of the plan.

Review of institutional data including enrollment, recruitment and retention trends for students, faculty and staff, campus climate surveys, Title IX reports, and others are critical for the Inclusion, Diversity & Equity Committee's work to review the progress of the Diversity & Inclusion Strategic Plan. What is most paramount is the College community being able to see itself in the plan to truly create a community that celebrates and embraces the spirit of the work. In addition, much has been done in the past:

- Women’s Caucus initiatives
- Student feedback
- Climate surveys

With the leadership of a full-time Chief Diversity Office and the College Inclusion, Diversity and Equity Committee, these ideas can truly come to fruition and have also been critical components to the development of the College Inclusion, Diversity and Equity Committee’s current strategic plan.

#### IV. Concluding Statement

The development and implementation of this Diversity Strategic Plan at SUNY-ESF will be of the utmost important in supporting the mission of the College. In recognizing the dramatic demographic shifts the increased need for developmental education, the need for the incorporation of culturally responsive pedagogy, and the necessity of providing support services to enhance the success for our students is critical for the success of the institution. The College Inclusion, Diversity & Equity Committee believes the strategies outlined in this strategic plan will assist ESF in becoming ever more responsive to our ever changing world both via a robust curricular and co-curricular experience for our College community.

V. Appendices

**Appendix A - References**

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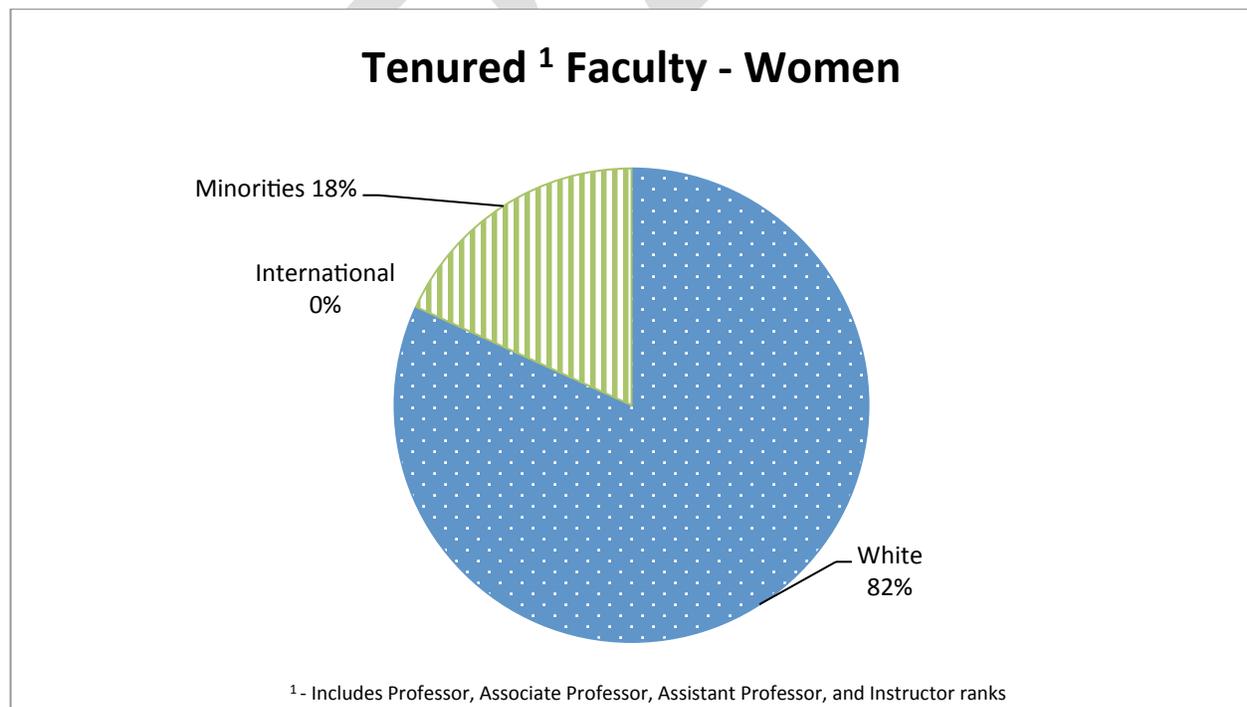
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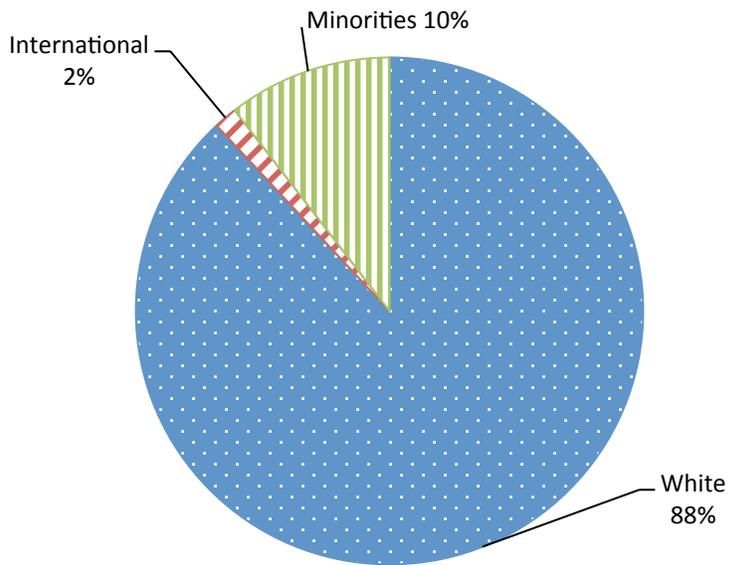
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## Appendix B – Institutional Data

Faculty Contracts: Footnotes declare what rank are included in contract type

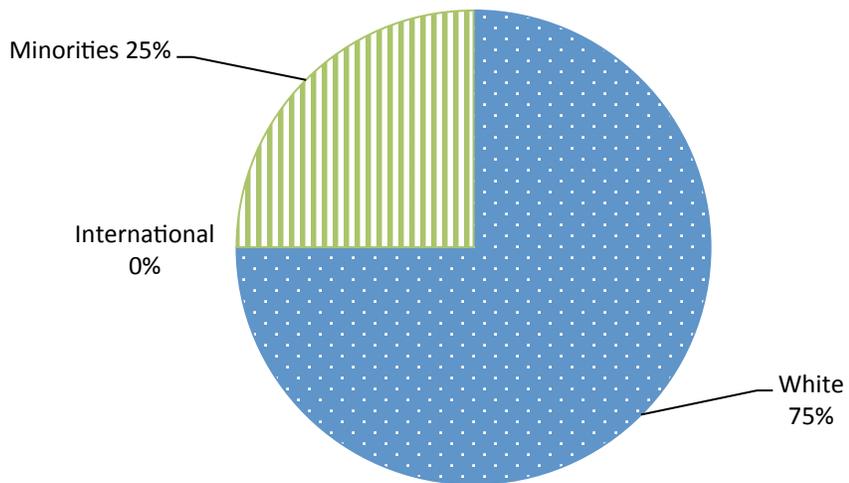


## Tenured <sup>1</sup> Faculty - Men



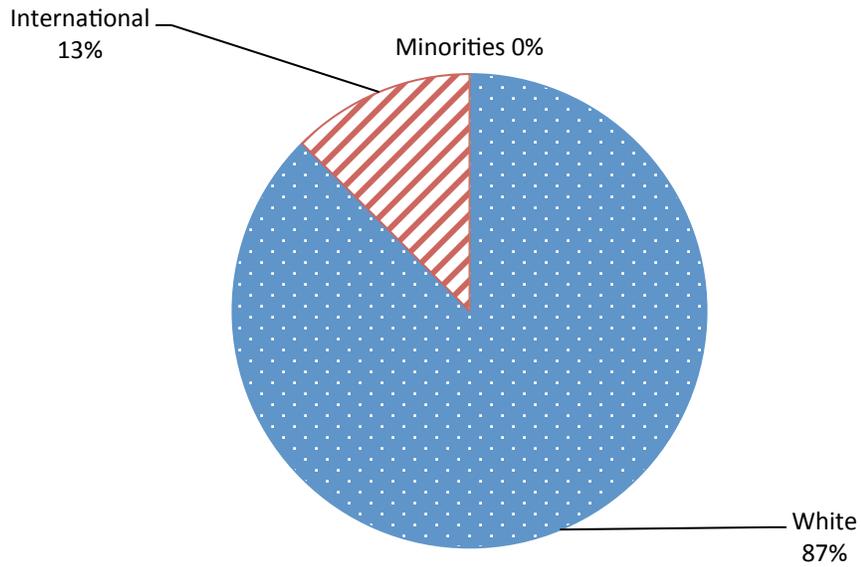
<sup>1</sup> - Includes Professor, Associate Professor, Assistant Professor, and Instructor ranks

## Tenure Track <sup>2</sup> Faculty - Women



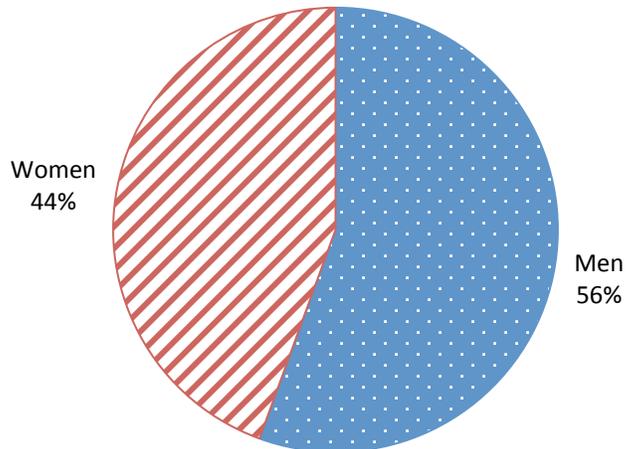
<sup>2</sup> - Includes Assistant Professor and Instructor ranks

## Tenure Track<sup>2</sup> Faculty - Men



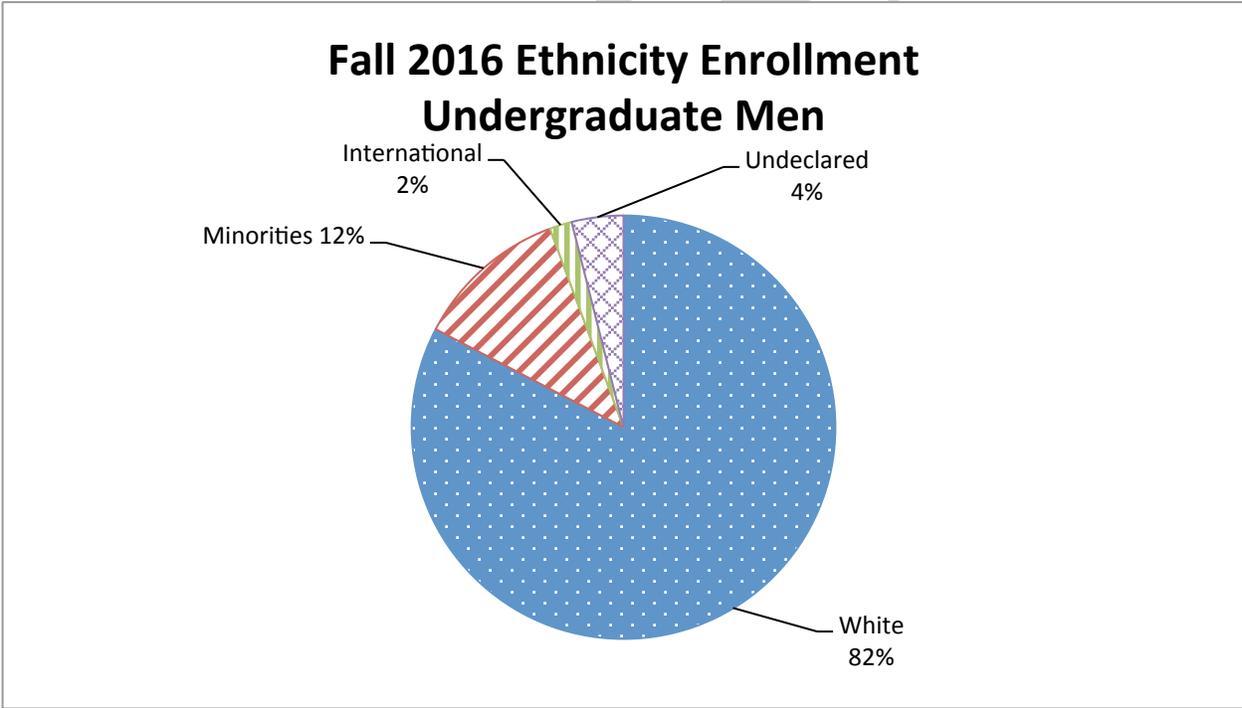
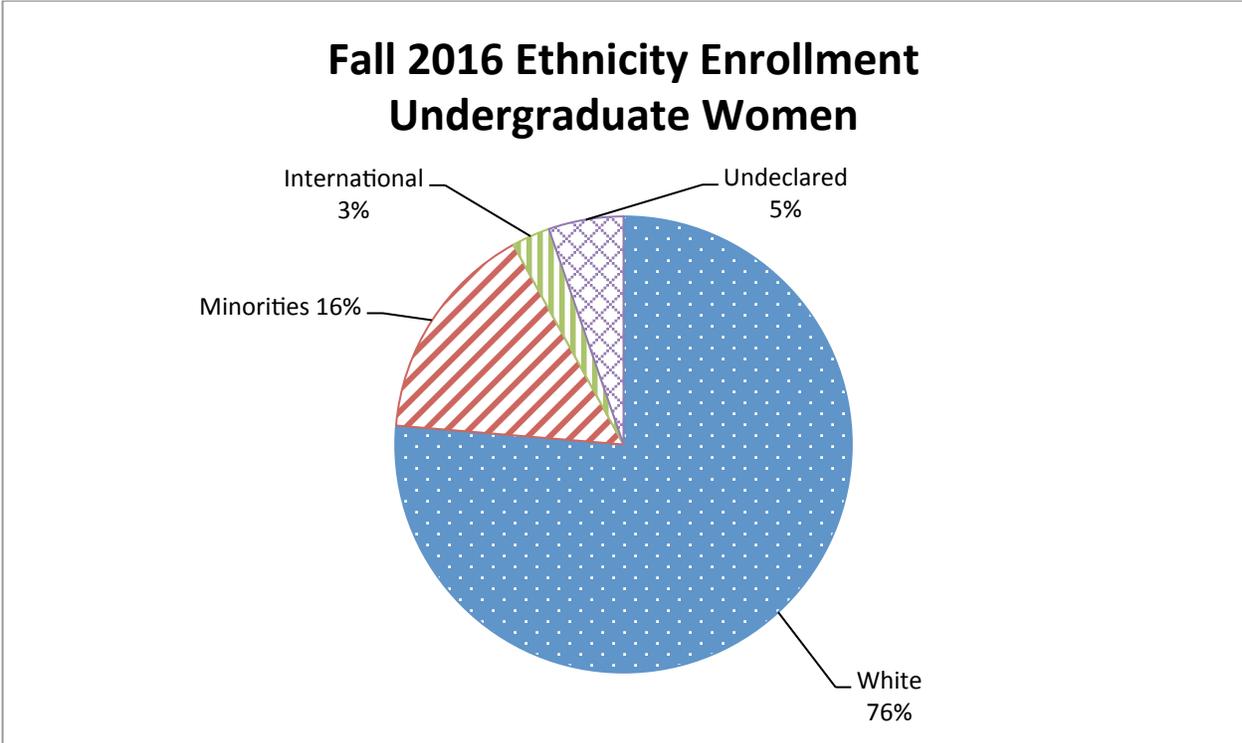
<sup>2</sup> - Includes Assistant Professor and Instructor ranks

## Not on Tenure Track<sup>3</sup> (No International Faculty or Faculty of Color)

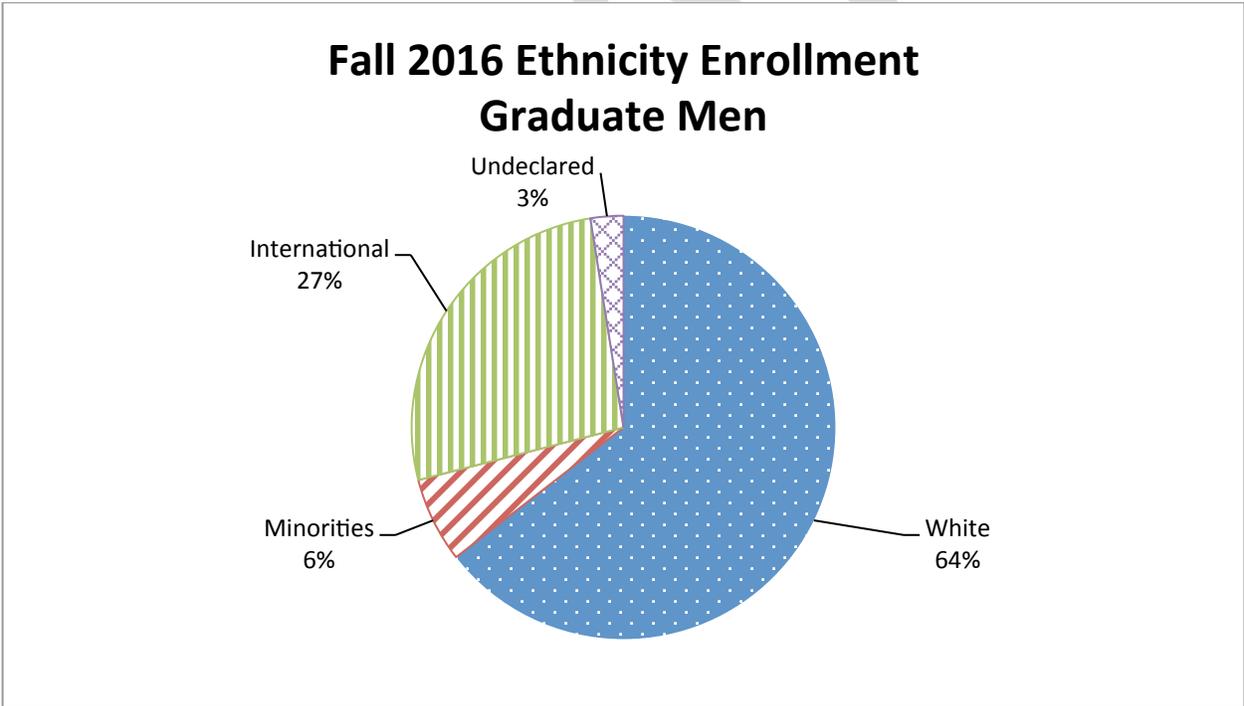
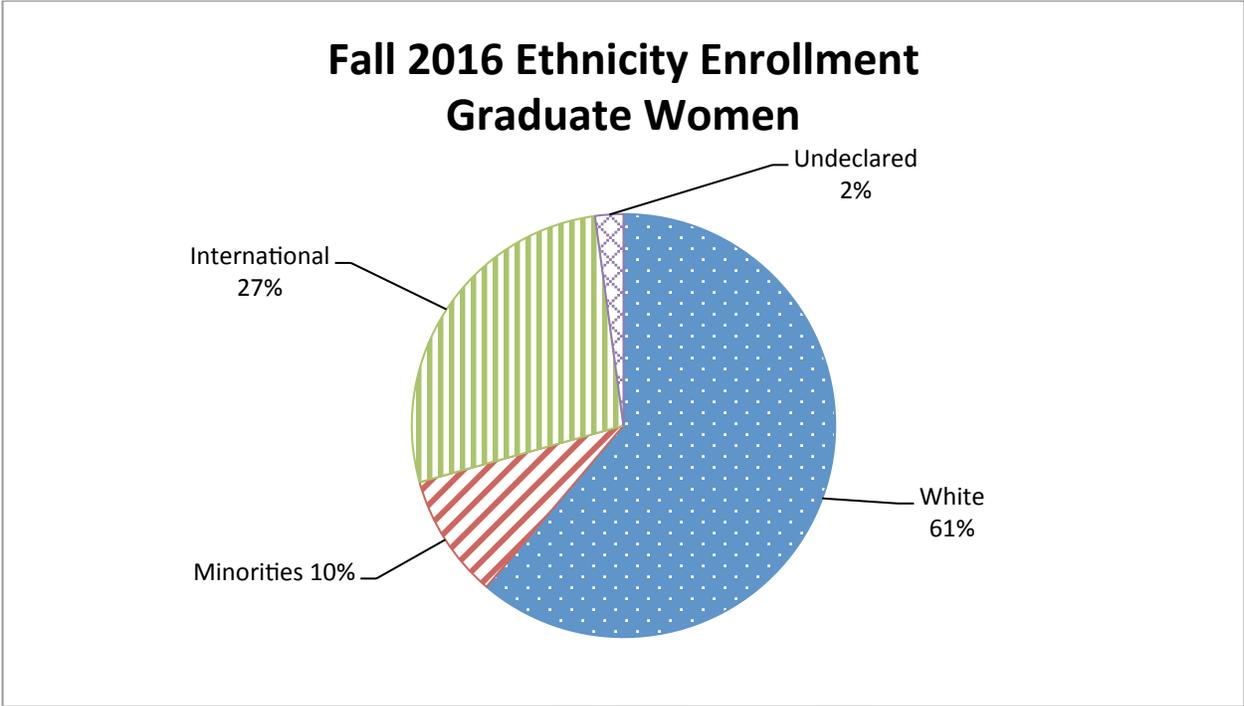


<sup>3</sup>-Includes Multi-year contract, annual contract, and less than one-year annual contract.

Undergraduate Enrollment: Percentage of total enrollment for men and women



Graduate Enrollment: Percentage of total enrollment for men and women



Degrees Granted: Number of completions and percentage of total degrees conferred

