Faculty Guidebook from the Office of Inclusion, Diversity and Equity

Last revised June 2019

This guidebook is also available online: https://www.esf.edu/ide/resources.htm
Good Day Colleague,

In 2017, Dr. Malika Carter and then-Provost Nosa Egiebor, with the SUNY Office of Diversity, Equity and Inclusion (ODEI), recognized the larger-than-average amount of faculty hires expected for August 2018, and awarded grant and departmental dollars toward a New Faculty Orientation. Funded for $5,000, the grant supported establishing new ESF faculty as change agents and furnish them with tools to create an inclusive, diverse and equitable environment at ESF. The Retreat for Transformative Teaching & Learning (supported by the Explorations in Diversity and Academic Excellence Grant) guided participants to:

- Explore a broader understanding of inclusion, diversity and equity (IDE) aspirations and successes at ESF and how they relate to the College's mission of sustainability
- Understand how bias and social identities can affect inclusion and access to resources
- Explore how aspects of power and access can impact the College community
- Obtain skills and knowledge needed to manage requirements and protocols of grants

The experience augmented the New Employee Orientation facilitated by ESF Human Resources. Organized in collaboration with a host of on and off campus partners, this experience was designed to opening faculty minds to a deeper understanding of and respect for divergent worldviews, issues, and pedagogies.

This guidebook, promised in the originating grant proposal as a scalable item to be duplicated and shared among faculty beyond the first year, represents the contributions of the new faculty of 2018, department chairs, and OIDE staff of the SUNY College of Environmental Science and Forestry.

Special thanks to the Marcia Barber and Tim Blehar of Human Resources; the ESF Inclusion Diversity and Equity Committee (IDE Committee); Heather Engelman of the ESF Women's Caucus and IDE Committee; and Dr. Christopher Nomura and Paul Hai for itinerary and facilities guidance and support.

About the Office of Inclusion, Diversity and Equity

The Office of Inclusion, Diversity, and Equity (OIDE) is the primary vehicle for guiding ESF diversity efforts. We are committed to an environment that is civil, respectful, fair, accessible, safe, and nurturing. Towards this end, we provide cultural competency education, mediate and resolve conflicts related to uncivil behavior, harassment and discrimination and support informal and formal standing committees. These include, but are not limited to the ESF Committee on Inclusion, Diversity, and Equity, the ESF Women's Caucus, and ESF Professionals of Color.

For more information, visit https://www.esf.edu/ide/

About SUNY Office of Diversity, Equity and Inclusion (ODEI)

The Exploration in Diversity and Academic Excellence initiative provides SUNY's state-operated universities and colleges with support for innovative approaches that illuminate and strengthen the intersections between diversity and academic excellence. Projects eligible for funding include, but are not limited to, those that involve improving the campus climate, improving access and success for students, course development and pedagogical innovations, conferences and symposia, film and speakers series, recruitment and retention of diverse faculty, faculty research, campus-community dialogues, campus surveys that can be used to further any of the above, and other comparable programs.

For more information, visit https://www.suny.edu/diversity/diversity-programs/
Welcome to ESF

The Office of Inclusion, Diversity and Equity (OIDE) welcomes you to ESF. This guidebook was created to help new faculty as they get acclimated with our office. It was funded by the Explorations in Diversity and Academic Excellence grant received by the OIDE and provost’s office. We are excited that you chose to join ESF and extend a helping hand when you need one.

If we have not had the pleasure of meeting you, please stop by our office suite at 445 Baker Laboratory to meet our staff. Our staff includes Lela Randall, OIDE secretary, Dr. Malika Carter, ESF’s inaugural chief diversity officer, and Amy McLaughlin, Title IX coordinator and Affirmative Action officer. Our goal is for every employee and student to have a great experience while at ESF. We hope you join us in that goal by helping create an environment that is welcoming to all.

At ESF we are committed to creating an inclusive and equitable community for all. In finding ways to create a more sustainable and environmentally friendly world, it is critical we find ways to connect with one another on a personal level to solve the world’s environmental challenges without bias and with love for all those around us.

Dr. Malika Carter
Chief Diversity Officer
315-470-6866

Amy McLaughlin
Title IX and Affirmative Action Officer
315-565-3012

Lela Randall
Secretary
315-565-3016
The Office of Inclusion, Diversity and Equity (OIDE)

ESF fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty and staff serve the local community and the world.

In fall 2016 the College Inclusion, Diversity and Equity Committee finalized the Inclusion, Diversity and Equity Strategic Plan for ESF. This plan was put into place prior to the College's hire of its first chief diversity officer, Dr. Malika Carter. To view the plan and other information provided by the OIDE, visit https://www.esf.edu/ide/

There are a number of resources on the OIDE website. For your convenience we have included key resources that are important for faculty members to know.

Nondiscrimination Policy

Pursuant to State University of New York policy, ESF is committed to fostering a diverse community of outstanding faculty, staff and students, as well as ensuring equal educational opportunity, employment and access to services, programs and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

ESF’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Interfaith Guidelines

ESF is a community of diverse cultures. We realize that people celebrate a variety of holidays throughout the year, and some people choose to celebrate none. Some celebrations are tradition-based, cultural, spiritual or religious. In recognition and celebration of our diversity and to promote a civil, respectful and safe holiday season, we are encourage all employees to learn about different cultures and traditions. Some suggestions for decorations during this season include: (continued on the next page)
• For safety reasons, electric decorations are not permitted in personal spaces.
• Seasonal, inclusive decorations that encourage an appreciation for all traditions are encouraged.
• Managers and supervisors should handle questions regarding the appropriateness of decorations.

For more information and a listing of interfaith observances and guidelines, visit the OIDE webpage related to holidays at https://www.esf.edu/ide/holiday.htm

Along with the interfaith and holiday guidelines, the OIDE page offers other resources such as the student cultural organizations, information about the Inclusion, Diversity and Equity Committee, ESF’s Title IX app and links to information that can be useful when engaging with our campus community and those outside of ESF.

**Recruiting and Hiring**

Are you serving on a search committee or interested in learning more about our search process? Check out our recruiting and hiring resources located on the OIDE page (www.esf.edu/ide/rh.htm). We require training for every search committee member prior to gaining access to the online applicant tracking system. Our training and online resources prepare search committee members and chairs on how to conduct a search as well as how to be mindful and lawful of processes and procedures. Search committee resources that are included are: (continued on the next page)
• Recruiting and Hiring Process Checklist (PDF)
A guide and timeline for the search committee members to follow during the recruitment and hiring process.

• Summary of Information for Search Committee Members (PDF)
A helpful summary of information provided to search committee members of their responsibilities when participating on a search committee.

• Candidate Screening and Evaluation (PDF)
Steps for developing a criteria for screening and evaluating candidates.

• Interview Preparation (PDF)
Contains information on diversity including our Non-Discrimination Statement, common interview pitfalls and how to prepare for the interview. This document includes sample interview questions and examples of how to ask the questions you want to ask to determine the best job candidate.

• Reference Check Preparation (PDF) –
Reference checks are a means of verification and clarification of a candidate’s abilities, work experiences and skills. This guide covers the process of conducting reference checks for candidates.

For additional clarification of information relating to a search, contact the Affirmative Action Officer Amy McLaughlin in 450 Baker Laboratory, 315-565-3012 and/or aimclaug@esf.edu. ESF has an Affirmative Action plan which is available for review upon request Monday through Friday 8 a.m. to 4:30 p.m. Our plan is put together in conjunction with the Office of Human Resources.

Trainings

We offer several trainings through our office including productivity, anti-bias training (inclusion, diversity, equity), sexual harassment, Title IX and responsible employee training.

Our anti-bias training has three levels.

**Diversity** - overcoming unconscious bias and a breakdown of barriers to equity and inclusion for students, faculty and administrators.

**Inclusion** - addresses intersectionality and how to encourage belonging on campus for individuals with multiple identities.

**Equity** - sustaining an inclusive organization. Understand how equity impacts all our moving parts from products, services and staffing. All are crucial for success. Leaders from all stations within organizations need to know more.
To request a training for your class, department or if you are interested in participating in one that is scheduled for the campus contact Lela Randall, OIDE secretary at 315-565-3016 or lrandall@esf.edu

**Title IX**

Thirty-seven words that changed the educational system:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”

Those are the words of the section Title IX Education Amendments signed into law by President Nixon in 1972. To help serve our students, faculty and staff best we have created numerous resources such as our Title IX resource card, the ESF Title IX app, Bias Reporting System as well as having information available on the OIDE website. If you have any questions don’t hesitate to contact Title IX Coordinator and Affirmative Action Officer Amy McLaughlin by phone at 315-565-3012, email aimclaug@esf.edu or titleix@esf.edu or in person at 450 Baker Laboratory.

What is covered under Title IX?

Title IX covers any form of sex discrimination happening under an educational program or activity that receives federal funding. At first the concentration of Title IX focused on equity of women’s and men’s sports team in the college setting. It has evolved to include items you now hear in the news all too often that fall under the umbrella of sex discrimination, including but not limited, to sexual harassment, sexual violence, sexual assault and domestic/dating violence. Title IX, Enough is Enough, 129b, Violence Against Women’s Act (VAWA) Clery Act and other legislation within the federal and state governments have been set up to make educational institutions a safer place for their communities. They have required campuses to have trainings, awareness and prevention programming and campaigns as well as set definitions and responsibilities for individuals on campus. One of those is the requirement for every campus to have a Title IX coordinator and for each campus to state who is a responsible employee and what that entails.

If you have questions about Title IX or other legislation contact Title IX Coordinator Amy McLaughlin, 315-565-3012, aimclaug@esf.edu or titleix@esf.edu

**Students’ Bill of Rights**

You have the right to make a report to ESF University Police, local law enforcement, and/or state police, or choose not to report, to report the incident to the College, to be protected by the College from retaliation for reporting an incident and to receive assistance and resources from the College. In accordance with the Students’ Bill of Rights, reporting individuals shall have the right to pursue more than one of the options below at the same time, or to choose not to participate in any of the options: (continued on the next page)
**Option 1**

To confidentially disclose the incident to one of the following College officials, who by law maintain confidentiality and can assist in obtaining services

- ESF Counseling Services, 315-470-4716, 110A Bray Hall
- Syracuse University Hendricks Chapel, 315-470-2901
- Crouse Medical Practice, 315-479-5070, 739 Irving Ave., Syracuse

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**Option 2**

To confidentially disclose the incident and obtain services from New York state or county hotlines. Additional disclosure and assistance options are catalogued by the Office for the Prevention of Domestic Violence and presented in several languages on their website or by calling 1-800-942-6906. Assistance can also be obtained through:

- SurvJustice - [https://survjustice.org/](https://survjustice.org/)
- Legal Momentum - [https://www.legalmomentum.org/](https://www.legalmomentum.org/)
- NYSCASA - [http://nyscasa.org/responding/](http://nyscasa.org/responding/)
- NYSCADV - [https://www.nyscadv.org/](https://www.nyscadv.org/)
- Pandora's Project - [https://pandys.org/](https://pandys.org/)
- RAINN - [https://www.rainn.org/get-help](https://www.rainn.org/get-help)
- Safe Horizons - [https://www.safehorizon.org/](https://www.safehorizon.org/)

Note: these hotlines are for crisis intervention, resources and referrals, and are not reporting mechanisms, meaning that disclosure on a call to a hotline does not provide any information to ESF. Reporting individuals are encouraged to additionally contact a confidential College or private resource so the College can take appropriate action in these cases.

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**Option 3**

To disclose the incident to one of the following College officials who can offer privacy and provide information about remedies, accommodations, evidence preservation and how to obtain resources. Those officials will also provide the information contained in the Students’ Bill of Rights, including the right to choose when and where to report, to be protected by the College from retaliation, and to receive assistance and resources from the College. These College officials will disclose that they are private and not confidential resources, and they may still be required by law and College policy to inform one or more College officials about the incident, including, but not limited to, the Title IX coordinator. They will notify reporting individuals that the criminal justice process uses different standards of proof and evidence than internal processes and questions about the penal law or criminal process should be directed to law enforcement or the district attorney.

- Title IX coordinator: Amy McLaughlin, 315-565-3012, 450 Baker Laboratory, aimclaug@esf.edu or titleIX@esf.edu
- ESF University Police: 315-470-6667, 19 Bray Hall, upolice@esf.edu
Option 4

To file a criminal complaint with ESF University Police and/or with local law enforcement and/or New York State Police:
- ESF University Police, 315-470-6667, 19 Bray Hall
- Syracuse Police Department Abused Persons Unit, 511 S. Main St., 315-435-3016
- Onondaga County Sheriff’s Office, Abused Persons Unit, 315-435-3092
- New York State police 24-hour hotline to report sexual assault on a New York college campus, 1-844-845-7269

Option 5

To receive assistance from the Title IX office in initiating legal proceedings in family court or civil court.

Option 6

To file a report of sexual assault, domestic violence, dating violence and/or stalking and/or talk to the College’s Title IX coordinator (or designee) for information and assistance. Reports will be investigated in accordance with College policy and the reporting individual’s identity shall remain private at all times if said reporting individual wishes to maintain privacy.

Option 7

To file student conduct charges against the accused. Conduct proceedings are governed by the procedures set forth in the ESF Student Handbook as well as federal and New York state law, including the due process provisions of the United States and New York state constitutions.

Option 8

When the accused is an employee, a reporting individual may also report the incident to the ESF Office of Human Resources or may request that one of the above referenced confidential or private employees assist in reporting to human resources. Disciplinary proceedings will be conducted in accordance with applicable collective bargaining agreements. When the accused is an employee of an affiliated entity or vendor of the College, ESF officials will, at the request of the reporting individual, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a persona non grata letter, subject to legal requirements and College policy.

Option 9

You may withdraw your complaint or involvement from the College process at any time.

Option 10

The College shall ensure that, at a minimum, at the first instance of disclosure by a reporting individual to a College representative, the following information shall be presented to the reporting individual: “You have the right to make a report to ESF University Police, local law enforcement, and/or state police or choose not to report, to report to the College, to be protected by the College from retaliation for reporting an incident and to receive assistance and resources from the College.”
Responsible Employee

Who is a responsible employee?

All employees of ESF are considered to be responsible employees. As a responsible employee any incident of sex discrimination (including, but not limited to, sexual harassment, sexual violence, sexual assault, rape, sexual coercion, domestic/dating violence stalking) must be reported to the Title IX coordinator as soon as possible.

What to do if someone reports to you

As a responsible employee we would like you to provide the following information to individuals that may be or have reported a Title IX incident to you:

- Safety is the first concern. Are they safe? If safety is an immediate concern, call 911 or ESF University Police. If they need medical attention, you can help secure assistance from Counseling Services or a local hospital.
- Let them know that you have the duty to report the information to the Title IX coordinator. You can offer to contact the Title IX coordinator with them and assist them through the process.
- Provide them with other on- and off-campus private and confidential resources. Resources can be found at [www.esf.edu/administration/harassment/contact.htm](http://www.esf.edu/administration/harassment/contact.htm)
- Contact the Title IX coordinator and make a report.

Reports should include all the known details of the alleged incident and how the responsible employee came to know about the alleged incident. This can include:

- Date, time and location of incident
- Date, time and location the report was made to you
- Name and contact information of the reporting individual and other persons involved
- Details of the incident as described to you

Please note that this information should not be shared in an email. If you are unable to contact the Title IX coordinator or deputies, an email can be sent to set up a time for a conversation or meeting.

Who is covered by Title IX?

All community members are covered by Title IX: students, faculty, staff, visitors, vendors, contractors and third-parties are protected. Anyone can be a complainant, respondent or reporting individual, regardless of sex, gender, sexual orientation, gender identity and/or expression.

All College programs and events — academics, residence life, athletics, social activities, programs, field trips, study abroad — are covered by Title IX. On- or off-campus university-related programs or events are also covered by Title IX.
Title IX Resource Card

The Title IX Resource Card is a quick guide for faculty, staff and students in the event they are faced with a Title IX incident. This guide offers resources and information if someone reports an incident to you. For additional copies of the card, contact the Title IX coordinator at 315-565-3012 or titleix@esf.edu.

Private On-Campus Resources

Title IX Coordinator
Amy McLaughlin, Title IX coordinator and Affirmative Action officer
Office of Inclusion, Diversity and Equity
450 Baker Lab, (315) 565-3012
amclaugh@esf.edu or titleix@esf.edu

ESF University Police
19 Bray Hall, (315) 470-6667
www.esf.edu/univpolice
for anonymous crime report

Other Off-campus Resources

- Syracuse City Police Department, Abused Person Unit, 315-435-3016
- New York State Police 24-hour hotline to report sexual assault on a N.Y. campus 1-844-845-7269
- SUNY Sexual Assault & Violence Response (SAVR) Resources
  - suny.edu/violence-response
  - www.esf.edu/administration/titleix

Help Keep acorns safe by downloading the Title IX app. To access, go to Google Play or the App Store, search and choose the “ReachOut Editions” app. Once downloaded, under the section “U.S. Colleges and Universities,” search for “College of Environmental Science and Forestry” and it will populate.

Who needs to report to Title IX? Are you a “Responsible Employee”? All employees at ESF are considered to be a “responsible employee.” The Office for Civil Rights considers a “responsible employee” one who a student could reasonably believe has the authority or duty to report. Therefore, the “responsible employee” means every employee at ESF. The “responsible employee” must report the incident to the Title IX Coordinator or a Deputy Title IX Coordinator. Exceptions—An employee who operates under professional confidentiality and is therefore considered a confidential resource. Contact the Title IX coordinator, a deputy Title IX coordinator or your supervisor if you are unsure on whether to report or not.

What to do if someone reports to you:
Let them know that you are glad that they came to talk to you and offer resources. Before they provide you with any information, make sure they understand your role.

1) If safety is an immediate concern, call 911 or ESF University Police. If they need medical or counseling attention, you can help them secure assistance from Counseling Services or a local hospital.
2) Let them know you have an obligation to report the information to the Title IX Coordinator or Deputy Title IX Coordinator.
3) Provide them with the information for on and off campus private and confidential resources.
4) Cut this card along the dotted line. Keep this half and give them the other half.
5) Don’t forget to give the name of the individual and the information they provided to the Title IX coordinator or a deputy Title IX coordinator.
ESF Title IX app

ESF has a Title IX app available for downloading that provides resources on your mobile device. This app provides information including campus resources, medical care and advocacy contacts, connection to ESF’s Title IX website and available hotlines.

Help Keep Acorns Safe! Download the new Title IX app, brought to you by the OIDE and our campus partners.

To access the app, go to Google Play or the App Store, search and choose the “Reach Out Editions” by Capptivation, Inc. and click “Install.” Once installed, open the app and agree to the terms of use. Next, choose “U.S. Colleges and Universities” and search for “College of Environmental Science and Forestry.” You should see, on your mobile device, the screen below. In the event you or someone you are helping needs additional information you will have it at your fingertips.
Pronouns and Preferred Names

As awareness and acceptance of trans, non-binary and gender non-conforming people grows, you will likely encounter more students who do not identify with their gender assigned at birth. Some students may use a different name than their legal name and may use personal pronouns that are different than those you may assume by looking at them. Remember, you can never assume someone’s gender by the way they present. So, why does it matter and what can you do?

Why do preferred names and pronouns matter?

Using the correct name and pronouns for people is extremely important. It affirms their identity and lets them know you see them as valid humans worthy of dignity and respect. Members of the trans community have high suicide rates partly because they face high levels of discrimination. Showing your students and colleagues that you care about them is essential for their well-being and the campus climate as a whole.

What are gender-neutral pronouns and how can I use them?

There are a few different gender-neutral pronouns in use today. The most common is a singular “they/them” pronoun. Some people feel uncomfortable with the idea of using a singular “they,” as we are used to viewing it as a plural form. However, we already use singular they on a regular basis when we do not know a person’s gender. For example saying, “Someone forgot their jacket. I found it in the classroom.”

You use a singular ‘they’ in the same way you would use he or she.

- Tom forgot his jacket in the classroom.
- Maria forgot her jacket in the classroom.
- Jay forgot their jacket in the classroom.

Other gender-neutral pronouns include zie/zir/zirs, and sie/hir/hirs (among others), though they are not as widely used.

How do I ask someone their pronouns?

It can feel awkward asking for someone’s pronouns, especially if you are not used to it. Here are a few tips.

- In the classroom: Hand out index cards and ask students to write their name as it would appear on your roster, the name they would like to be called and their pronouns. This can be more comfortable than asking people to share their pronouns out loud. It also benefits students who may go by a nickname, middle name or other name that is not listed on the class roster.

- Share your pronouns first. When introducing yourself, share your pronouns first. This lets others know you are aware of the importance of using the correct pronouns and helps open a safer space for others to share. You can simply say, “My name is Dr. Smith, and I use she/her (he/him, they/them) pronouns.”
• Don’t be afraid to make a mistake. If you accidentally use the wrong pronouns for someone, be sure to correct yourself. Don’t make a big deal about it, especially if you are in public, since that may embarrass or call unwanted attention to the student, but also don’t pretend you didn’t make a mistake. No one is perfect, but it matters that you make your best effort.

• Ask everyone their pronouns, not just people you think “look trans.” You can’t tell someone’s gender by looking at them.

How can I be more gender-inclusive in the classroom?

• Use gender-inclusive language such as “folks, everyone, people” instead of “guys, ladies and gentlemen, men and women.”
• Use gender-neutral pronouns when speaking about others whose gender you do not know
• Do not refer to people as “sir, ma’am, Ms. Mr.” etc, unless they ask you to.
• Challenge gendered expectations where they arise in your field.
• Use examples and publications from a diverse array of scientists.

How can I demonstrate that I am an ally?

• Participate in a Safe Zone training offered each semester by Counseling Services. Display your Safe Zone sticker prominently in your office.
• Participate in anti-bias training with the OIDE.
• Include your pronouns in your email signature and on your syllabus.
• Include the Inclusive Excellence statement on your syllabus.
• Talk about issues related to gender, gender identity and sexuality with your students and colleague
• Be aware of resources for students, such as the ability to change their preferred name ([https://www.esf.edu/registrar/preferred.htm](https://www.esf.edu/registrar/preferred.htm)) with the Registrar’s Office
• Do your research. The web is full of resources to learn more about gender and sexuality. It is important to be aware of experiences your students may be having and the language they may be using. We are all works in progress and always have more to learn.
Bias Reporting

ESF is committed to fostering a safe, respectful and inclusive environment for the benefit of our entire campus community.

If you are visiting this page, you or someone you know is or has likely experienced a hurtful event or situation. We at ESF know we never want that to be part of your experience here and would want to address the issue and provide you with resources you may need.

Bias Reporting System

ESF’s bias reporting system provides students, staff and faculty an avenue to report incidents of bias, bigotry or hate that occur on campus or in off-campus settings that impact ESF. Reports may be submitted anonymously or with the reporter’s name included. Please note that submitting a report anonymously may impact ESF’s ability to fully respond to your concerns. ESF community members who feel they have been the target of bias (or who have witnessed a bias-related incident) may report the incident online by visiting https://www.esf.edu/administration/titleix/.

The Bias Incident Reporting form is NOT for 911 or Emergency Service. Do not use this form to report events that present an immediate threat. If you require emergency assistance, call ESF’s University Police at 315-470-6666 or 911.

Your confidentiality and trust is important to us. We will make every effort to respect your privacy. Be aware, however, in certain circumstances involving safety or criminal action, we may not be able to guarantee anonymity.

Your contact information is optional and only necessary if you would like follow-up/feedback. Use ‘anonymous’ in the name field if you wish to remain so.

You (or someone on your behalf) may submit a hard copy of the bias report form by dropping it off at the OIDE, Baker Laboratory, Suite 450; mailing it (with or without a return address) to ESF, Attn: Amy McLaughlin, Office of Inclusion, Diversity and Equity, Suite 450, Syracuse, NY 13210; or emailing it to aimclaugh@esf.edu.

What happens when you report?

STEP 1: When ESF receives a bias report, the information is received by Amy McLaughlin, Title IX coordinator and Affirmative Action officer, aimcaug@esf.edu, 315-565-3012

STEP 2: Anonymous online reports If the report is submitted anonymously, a determination is made as to whether the report is actionable. If no action is possible or warranted, the report is documented for the purposes of assessing campus climate and culture. If the incident is actionable, the report is documented and a determination is made regarding the key resources to be leveraged and best course of action.
All other on-line and in-person reports. The report is documented and a determination is made regarding the key resources to be leveraged in support of the impacted individual or group and broader campus community.

Examples of key resources facilitating the best course of action to meet the needs of the individual and/or groups impacted by the incident include:

- Counseling Services
- Student Affairs
- Human Resources
- University Police
- Instruction and Graduate School
- Office of International Education
- Centennial Hall

Central to the university’s response to a reported bias incident will be determining whether any violation of university policy occurred in connection with the incident. While the wishes and preferences of the person affected by the incident (the “reporting party”) will inform the actions the university may take, the welfare of the community is measured against our policies and values and must also drive the College’s response. Within this context, if the reporting party requests that the report remain confidential, the university will make all reasonable attempts to comply with this request.

STEP 3: Guided by the key resources and individuals/groups impacted, additional campus entities will be consulted to consider best strategies for engaging broader community if deemed appropriate. These resources may include but are not limited to:

- Student Government
- Academic Governance
- Executive Cabinet

ESF expects students, staff and faculty using the bias reporting system to make reports in good faith. ESF reserves the right to take disciplinary action against individuals who do not submit reports in good faith.

FAQ

What is the official definition of a bias incident?
Single or multiple acts toward an individual, group, or their property that are so severe, pervasive and objectively offensive that they create an unreasonably intimidating, hostile or offensive work, learning or program environment, and that one could reasonably conclude are based upon actual or perceived age, race, color, creed, religion, gender identity or expression, ethnicity, national origin, disability, veteran status, sexual orientation, political affiliation, marital status, spirituality, cultural, socio-economic status or any combination of these or other related factors.
What are examples of bias or hate incidents?
Incidents of bias can include, but are not limited to, slurs, degrading language, epithets, graffiti, vandalism, intimidation, symbols and harassment that are directed toward or affect the targeted individual or group. Incidents of bias contribute to a hostile campus environment and can occur even if the act itself is unintentional or delivered as a joke, prank or having humorous intent.

How does reporting work?
The bias incident reporting system keeps the targeted member of the ESF community at the center of the response process so that the individual can decide how they want to proceed. When a report is submitted it is received by the Affirmative Action officer. If you wish to be contacted, the Affirmative Action officer will reach out to you to discuss the options available to you and possible actions that may be taken. Reports may also be submitted anonymously allowing you to provide the information you feel comfortable providing. The more information you provide, the more proactive ESF can be.

What is the response to a bias or hate incident?
Responses to incidents will vary based on the incident and the individuals involved. Some incidents will be referred to the student conduct process if there was a violation to our code of conduct or to law enforcement or Human Resources (when applicable to faculty and staff). It is important to note the majority of incidents will not travel that path. This occurs for a variety of reasons including at the request of the targeted individual or because the action would not be considered a violation of the conduct code.

Whenever possible, based on the information available, ESF will attempt to create an educational opportunity with students who have engaged in a bias incident. Although occasionally frustrating, this approach creates the opportunity to respond to a larger number of incidents while also maintaining the educational mission of ESF.

Why should I report an incident of bias or hate?
ESF can best support the targeted individual(s) as well as aim to prevent future incidents. The purpose of the bias incident reporting process is to provide impacted parties of bias or hate incidents opportunities to be heard and supported, to understand and respond to situations that affect ESF, to educate and inform the community and to create awareness of ignorance and intolerance as it relates to bias or hate incidents. The bias incident reporting process provides services to witnesses, bystanders, targeted individuals, offenders or members of the community that include, but are not limited to, counseling, training and professional development and escort service.

What incidents have occurred at ESF?
Learn about bias or hate incidents during fall 2019 semester as we begin to archive data. ESF Campus Safety Act Reports that archive crimes (not bias) prepared by ESF University Police
What help is available for targeted individuals who experience bias or hate?
Targeted individuals of bias or hate incidents may need immediate support. See internal and external to ESF resources listed at the above web addresses.

Targeted individuals are also encouraged to report the incident. If the person reporting the incident requests follow-up the Bias Response and Advocacy Coordinator will contact them to provide support and resources.

How can I help educate campus about bias?
We are eager to attend student organization meetings, department meetings, residence hall programs or other events to provide trainings and workshops. To schedule a workshop or for further information, contact the chief diversity officer at mcarte06@esf.edu or by phone at 315-470-6866 (office).

ESF Web Accessibility Policy
ESF is committed to providing access to our electronic and information technology, including our web pages, for individuals with disabilities in accordance with Section 508 of the Rehabilitation Act.

ESF is working to ensure that members of our community with disabilities and members of the public with disabilities seeking information or services from us, have access to and use of information and data that is comparable to the access and use by community members, or members of the public who are not individuals with disabilities, unless an undue burden would be imposed on us.

If you have a disability and any material on our web pages interferes with your ability to access the information, contact ESF's webmaster at webmaster@esf.edu and indicate

- The nature of your accessibility or alternative format needs
- The web address of the material you would like to access
- Your contact information

We will contact you to attempt to provide the information sought and will work to resolve any issues regarding inaccessibility of the information on official ESF websites.

If you would like to share concerns or file a complaint regarding the accessibility of ESF’s website for persons with disabilities, contact Dr. Malika Carter, chief diversity officer, mcarte06@esf.edu, 315-470-6866 (office)

To view the policy in its entirety, visit www.esf.edu/au/documents/Web-Accessibility-Policy.pdf
Below is an excerpt of the ESF’s Web Accessibility Policy:

PRINCIPLES
This policy applies to all ESF organizational departments; all new and existing ESF websites with the exception of archived web content; and all ESF websites, whether they are created, designed or maintained internally or by an outside vendor. This policy does not apply to individual webpages published by students, employees or non-ESF organizations that are hosted by ESF and do not conduct ESF-related business. Individuals and organizations responsible for these webpages are encouraged to adopt ESF’s policy and web standards.
PROCEDURES

Web Standards
I. All new, newly-added or modified online content and functionality published after the effective date of this policy must be accessible and conform to Web Content Accessibility Guidelines 2.0 Level AA, except where doing so would impose a fundamental alteration or undue burden as established through the Exceptions procedure. Web accessibility guidelines include the following:
   • Websites must have content that is accessible with a screen reader.
   • Websites must include alternative text for any non-text content when necessary to convey meaning (e.g., pictures, graphs).
   • Websites must be able to be navigated through use of a keyboard, as an alternative to mouse navigation.
   • Websites must not rely on color to convey meaning.
   • Websites must provide captions and/or transcripts for all audio/video content. Archived web content is not required to meet accessibility guidelines. If an individual with an impairment requires an accommodation to view inaccessible archived content, ESF will provide reasonable accommodations to ensure access to the material.

Exceptions
II. Limited exceptions may be granted by ESF’s Chief Diversity Officer (CDO), or her/his designee, in specific instances where compliance is not possible or would constitute undue administrative or financial burdens, or where it would create a fundamental alteration. Departments requesting an exception must provide the CDO with a description of the resources available for use in the funding and operation of the service, program, or activity, accompanied by a written statement certifying the reasons for requesting an exception, including the cost of meeting the requirement and the available funding and other resources. SUNY College of Environmental Science and Forestry Administration Policy Library Section 1, General Web Accessibility Policy Page 5 of 7 Departments requesting an exception must provide equally effective alternative access to ensure that, to the maximum extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers. Exception requests must be accompanied by a written statement describing how the department will provide equally effective alternate access. Any hardware, software, programs or other information technology procured from vendors must be accessible when the information technology will be used by members of the ESF community to access college programs and activities.
   • Vendors must describe how their IT products and services are accessible to users, including individuals who use assistive technology.
   • Vendors must complete a Voluntary Product Accessibility Template Version 2.0 (VPAT). The VPAT must contain sufficient detail and explanation to convey how the product meets accessibility requirements. VPATs must be submitted to the CDO for review.

External Websites and Applications
III. ESF websites may link to websites and/or applications that are not part of ESF’s domain. External websites and/or applications that are used to access ESF services, programs and/or activities by the public must be accessible. In the event that ESF receives notice that an external website or application used to access ESF services, programs, and/or activities is not accessible, the department or area that directs people to the inaccessible external website or application:
• Will contact the host of the external website to report accessibility issues and work toward their resolution
• Must provide equally effective alternative access to the services, programs and/or activities until accessibility issues are resolved.

External websites and/or applications may also be used to provide instruction. In the event that an instructor receives notice that a website and/or application used as part of course instruction is not accessible, the instructor who uses the inaccessible external website or application as part of course instruction:
• Will contact the host of the external website to report accessibility issues and work toward their resolution.
• Must provide academic adjustments and auxiliary aids to ensure that students with sensory, motor or cognitive impairments can access the course materials until accessibility issues are resolved.
• Academic adjustments may include equally effective alternative access to course materials.

Complaints
IV. Individuals who believe that there is a violation of this policy should contact the CDO. An individual who files a complaint will be protected against retaliation.

Tips for Building an Advising Relationship

*Developed by the First-Year Experience Taskforce in an effort to help build better guidance for advisors.

Successful relationships are built between faculty advisors and students who understand and trust that the relationship takes time to be developed, and the rewards for both are tremendous.

Here are important principles to being an effective advisor:
• Consider posting office hours so students know when they can stop by to talk.
• Have realistic expectations of your advisees.
• Be friendly and give them your undivided attention.
• Ask questions and then really listen.
• Be positive and supportive.
• Encourage your advisee to guide what the two of you talk about and how you talk about it.
• Provide constructive suggestions for being a good advisor and being prepared for advising during class registration.
• Respect the trust your advisee places in you.
• Be a role model.
• Remember that you are responsible for building the relationship.
• Consider group advising sections for students with similar interests and backgrounds.

Advice for Advisors

• It is the quality of an interaction, not the quantity.
• Relationships take time. The students really appreciate your investment.
• Remember to consider where the student is emotionally, developmentally and cognitively.
• Be sure to consider what might be different at ESF vs. where your student has come from (high school, previous college, etc.).
• Remember to think about perspective. Where are they coming from, culturally as well as geographically?
• This is a mutual relationship. There may be things you can learn from your advisee too.
• Go with your gut. If you have a concern, call the Division of Student Affairs, 315-470-6658 or studenthelp@esf.edu.
• Be open minded, humble, helpful, nurturing, trustworthy, confidential, a good communicator, reliable, patient, respectful and proactive.

*Developed by the First-Year Experience Taskforce in an effort to help build better guidance for advisors.

Advisor Meeting Suggestions/Topics

• First Meeting
  ○ Ask the student what made them choose ESF.
  ○ What do they hope to get out of their time at ESF? Were they in AP courses in high school? What were their favorite subjects? Did those courses lay a solid foundation? What are the benefits of taking those subjects here at ESF?

• Continued Advising Meetings
  ○ Ask about their experiences in biology, chemistry, writing, calculus, etc. (first-year students)
  ○ What classes do they see connections in? What was their favorite class and their most difficult? Why was it so hard?
  ○ Have they thought about applied learning (research, internships/externships, field work, shadowing, capstones, etc.)?
  ○ Have they considered a minor? What other courses might put them at more of an advantage with additional experience? (i.e. finance course, GIS, etc.)

• Develop Short-Term Goals with the Student
  ○ Academic Goals: Help them develop academic strategies, learning/studying skills and how to improve them (i.e. test taking, note taking, scientific writing).
    ▪ Did they seek out learning resources? Attend workshops?
    ▪ Did they go to departmental seminars or seminars at Syracuse University?
  ○ Social/Academic Connections: Talk about building social connections on campus and developing academic capital. Help the student see faculty as “real people” with the goal of seeking out their instructors more.
    ▪ Challenge your advisee to talk to a faculty member they connect with.
- Personal development: Empower students to take charge of their academic destiny.
  - Organize their schedule, plan out their coursework, etc.
  - How do they plan to grow outside of their comfort zone?
  - Describe their preferred learning environment? Leadership style

- Help develop on-going career goals (and how they might change):
  - Give suggestions on where to look for internships, shadowing or research opportunities.
    - Really push this during sophomore and junior-year advising.
  - Discuss career interests and specific careers in science or licensed professions pertinent to their major.
  - Ask them to research job postings that they aspire to have. Ask them what skills employers are looking for that they may or may not have.

- Help them design a career development plan.
  - How does what they learn in class translate to a job?

**Mentoring**

What is a mentor? A mentor is a “wise and trusted counselor” (American Heritage Dictionary) and the word is derived from the Greek who took that role in the Iliad. Mentoring might be defined as the act of providing wise counsel. Mentors are helpful in guiding you through the unwritten rules of life of your department, ESF, and, more broadly, your profession. You will probably benefit from mentors outside of ESF such as former teachers and advisors or colleagues in your field.

Get yourself some mentors! All ESF departments have formal mentoring programs. Additional informal mentoring may or may not be necessary to your success at ESF but is likely to help. This handbook is an effort at mentoring. It compiles advice that was given to me piecemeal and more information that was learned through experience. It is aimed at negotiating life at ESF for research-active faculty. It does not address many important issues dealing with life outside ESF, and is, therefore, not a substitute for having mentors.

**Course Syllabus Template (revised 2016)**

This template can be found at [https://www.esf.edu/coc/documents/2016CourseSyllabusTemplate.docx](https://www.esf.edu/coc/documents/2016CourseSyllabusTemplate.docx)

**Name of Course**
Semester and year
Class meeting times

Instructor(s) of record
Office location
Office hours
Telephone
Email
DESCRIPTION OF THE COURSE: Should match the detailed course description in the course catalog.

COURSE LEARNING OUTCOMES: Should be the same as those listed in the detailed course description on file with the Office of Instruction and Graduate Studies.

PROGRAM LEARNING OUTCOMES: List or explain how this course fits into the learning outcomes for the major. If it is a foundational course, list the other departments that have this course as a requirement for their majors.

COLLEGE LEARNING OUTCOMES: Choose the following college learning outcomes that this course addresses. For detailed information about the college learning outcomes visit www.esf.edu/facgov/iqas.htm

1. Scientific Reasoning
2. Quantitative Reasoning
3. Basic Communication Skills
4. Technological and Information Literacy
5. Values, Ethics and Diverse Perspectives
6. Critical Thinking

Examples of student work from this course may be used for assessment purposes. Student names and all identifiers will be removed.

TEXTBOOKS AND SUPPLIES: Textbooks should be the same as that identified in March/October for compliance with the 2010 Higher Education Opportunity Act (HEOA).

GRADING: Grades are assigned in all credit-bearing courses to reflect how well students have met the student learning outcomes of the course. This section should include details about the grading components such as course assignments, number of exams, homework, participation or attendance, and how they contribute to the student's overall grade.

COURSE SCHEDULE: Test dates and other important dates should be included with the syllabus.

ATTENDANCE POLICY: A statement is required. If you do not require attendance, you cannot use attendance as a grading criteria. If you require attendance, you must maintain your attendance records for six years, per SUNY Records Retention Policy.

STUDENTS WITH LEARNING AND PHYSICAL DISABILITIES
ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Ave., Room 309, Syracuse, NY13210; 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance with the process To learn more about ODS, visit http://disabilityservices.syr.edu. Authorized accommodation forms must be in the instructor’s possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, contact ODS as soon as possible.
ACADEMIC DISHONESTY
Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct (https://www.esf.edu/students/handbook/StudentHB.05.pdf), in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (https://www.esf.edu/students/integrity/). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (https://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf).

The following statement is optional:

INCLUSIVE EXCELLENCE STATEMENT
As an institution, we embrace inclusive excellence and the strengths of a diverse and inclusive community. During classroom discussions, we may be challenged by ideas different from our lived experiences and cultures. Understanding individual differences and broader social differences will deepen our understanding of each other and the world around us. In this course, all people (including, but not limited to, people of all races, ethnicities, sexual orientation, gender, gender identity and expression, students undergoing transition, religions, ages, disabilities, socioeconomic backgrounds, veteran status, regions and nationalities, intellectual perspectives and political persuasion) are strongly encouraged to respectfully share their unique perspectives and experiences. This statement is intended to help cultivate a respectful environment, and it should not be used in a way that limits expression or restricts academic freedom at ESF.