Report by
Co-Chief Diversity Officers
William T. Jones & Lashawanda Ingram

SUNY CANTON
STRATEGIC PLAN FOR
DIVERSITY AND INCLUSION

FALL 2016
TABLE OF CONTENTS

I. Introduction 3
   • What is Diversity and Inclusion? 4
   • Vision/Mission Statement 5
   • Overall Goal 5

II. Historic and Current Campus Diversity & Inclusion Assessment 6
   • Prior Situation
   • Appointment of co-Chief Diversity Officers
   • Executive Diversity Council
   • College Diversity Council
   • Demographics

III. Annual & Multi-Year Goals 12

IV. Strategic Diversity Action Plan and Implementation Strategies 13

V. Assessment and Evaluation 17

VI. Summative Statement 19
I. Introduction

From its inception in 1906, Canton has attracted students and employees generally reflecting the demographics of the surrounding counties in upstate, New York, (Franklin, Hamilton, Jefferson and Lewis) that made up the College’s service region. More recently, as an open access institution of higher education that recruits students from across the entire state, SUNY Canton increasingly reflects the diversity of New York State more than it does its home in St. Lawrence County. Today, diversity is at the very center of the College’s identity and mission.

<table>
<thead>
<tr>
<th></th>
<th>St. Lawrence Countya</th>
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<th>SUNY Canton Fall 2008</th>
<th>SUNY Canton Fall 2016</th>
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<td>93.8%</td>
<td>70.4%</td>
<td>76%</td>
<td>67.0%</td>
</tr>
<tr>
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<td>2.5%</td>
<td>17.6%</td>
<td>9%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>1.2%</td>
<td>8.5%</td>
<td>1%</td>
<td>1%</td>
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<tr>
<td>Amer. Indian</td>
<td>1.0%</td>
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<tr>
<td>Hispanic</td>
<td>2.2%</td>
<td>18.6%</td>
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<td>11%</td>
</tr>
<tr>
<td>2 or more races</td>
<td>1.4%</td>
<td>2.4%</td>
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</table>

a July 1, 2014 U.S. Census QuickFacts

While the St. Lawrence Valley Colleges (SUNY Potsdam, Clarkson, and St. Lawrence) have become increasingly multicultural and global, St. Lawrence County and the North Country remain an area of low diversity.

The lack of diversity within the county contributes to several issues faced by our students. While student relations on our campus are largely harmonious, underlying issues related to diversity and cross-cultural programming need to be addressed.

Issues of cultural awareness and diversity are also prevalent in the community, as illustrated by responses to several recent events on the various college campuses. When these events were reported in the media, some of the response comments made were quite disturbing and racist in nature, expressing resentment that the colleges have disturbed the ‘idyllic nature’ of the North Country by bringing students in from more diverse areas of the state.

At Canton, we are committed to the ongoing development of a campus environment that values and respects human dignity and differences. Therefore, we recognize the importance of identifying and implementing new and more effective inclusive practices throughout campus operations; offering a range of activities designed to promote diversities and academic excellence; and engaging our students, faculty, staff, and the community in cross-cultural conversations and activities in order to promote enhanced cultural understanding and student success.

The College seeks to be an inclusive educational community that values differences and provides individuals with the opportunity to explore and discover their potential to advance the mission of the College and enhance overall institutional effectiveness.
In support of the College’s Diversity Strategic Plan, a data-driven framework for success will be implemented, providing opportunities for students and employees to reach their fullest potential by identifying and removing barriers to success.

The Diversity Plan will serve as a roadmap navigating the increasing complexity of student and employee diversity and inclusion efforts, and as a set of policy guidelines that will ensure a campus environment characterized by a healthy mix of individuals with diverse backgrounds, life experiences, approaches, skill-sets, and understandings. We believe that a commitment to inclusive practices is imperative to the success of all students, faculty and employees. Our success will be impacted by the actions we take now and in the future to be a more inclusive campus and community.

What is Diversity and Inclusion?

Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. As an inclusive university, we promote and sustain a sense of belonging that values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

SUNY Canton’s Values Statement/Distinctive Identity:

We Value…

- **A Student-Centered Philosophy**… by keeping students’ best interests at the center of everything that we do.
- **Excellence**… by challenging everyone to perform at a consistently high level through continuous quality improvement.
- **Integrity**… by treating others with honesty and respect during every interaction.
- **Success**… by creating an environment that encourages maximum personal and professional growth and helps students translate that growth into meaningful action.
- **Diversity**… by fostering a culture of inclusiveness that values individual differences, gives voice to all in the campus community, promotes the free exchange of ideas based on merit, and encourages a global perspective.
- **Access**… by offering affordable career-oriented public higher education to motivated, mature and disciplined students through innovative delivery methods.
- **Sustainability**… by implementing viable long-term options for resource usage, disaster management, transportation, and waste management in connection with all campus activities and weaving sustainability concepts throughout the curriculum.
- **Flexibility**… by embracing change to better address the needs of the college community and society at large.
SUNY Canton’s Diversity and Inclusion Vision and Mission Statements:

Vision: SUNY Canton aspires to build and sustain a college community where the quality of education of our students and the work experience of our employees are enhanced and enriched by our diverse backgrounds and perspectives through inclusivity.

Mission: In keeping with our mission and values relative to diversity, SUNY Canton will promote respect for the inherent dignity and worth of all College constituents in the learning and work environments. We will work to create a welcoming culture and climate that values diversity, inclusiveness, understanding, equity, and social justice.

Overall Goal

The overall goal of this Diversity Plan is to enable SUNY Canton to publicly declare its commitment to diversity and inclusion. It presents the principles, policies, and values that will guide the college to leverage diversity as an asset for institutional transformation throughout the organizational system of the college.

Specifically, SUNY Canton’s Diversity Plan seeks to:

• Advance the vision of diversity and inclusiveness inherent in the College’s mission and values

• Establish principles, policies, and best practices for advancing diversity and inclusion

• Remove barriers and create opportunities for access and success

• Foster an inclusive campus culture that respects the dignity of every person, recognizes similarities, understands differences, and celebrates the diversity of its students and employees

• Position the College regionally and nationally as an employer of choice—a place where the unique contributions of all colleagues are appreciated and supported.

• Ensure the incorporation of diverse perspectives within the College’s academic programs and services

• Demand accountability for inclusive practices that promote student and employee success

• Cultivate a culture of assessment and continuous improvement of diversity and inclusion
II. **Historic and Current Campus Diversity & Inclusion Assessment**

**Prior Situation**

SUNY Canton was founded in 1906 as the School of Agriculture at St. Lawrence College, the first post-secondary 2-year college authorized by the New York State Legislature. In 1941, it became the New York State Agricultural and Technical Institute (ATI), and became a member of SUNY in 1948. It underwent another name change in 1965, becoming the SUNY Agricultural and Technical College at Canton (ATC). During the 1906-1965 period, the College recruited students and employees predominantly from the North Country, and thus reflected its lack of diversity. Beginning in the 1970’s, the College began recruiting more widely in the state, with the percentage of black students reaching 10% for the first time in 2012 and the percentage of Hispanic students reaching 10% for the first time in 2015. Today, 33% of the College’s students classify themselves as other than white, compared to 6.2% in St. Lawrence County.

From 2006 until July 2016, the highest ranking position at SUNY Canton directly related to Diversity and Inclusion was the College’s Director of Diversity and New Student Orientation, a position held by Ms. Lashawanda Ingram. Ms. Ingram played a lead role in providing resources on issues related to cultural diversity and mentoring students on advocacy, sensitivity and leadership. She worked directly with the Residence Life and Student Activities offices to schedule diverse programs, events, and guest presentations.

**Appointment of Co-Chief Diversity Officers**

In accordance with SUNY Trustee’s Diversity Policy, SUNY Canton appointed two Co-Chief Diversity Officers in July 2016.

The position description was brought to the College’s Executive Cabinet on December 17, 2015 for preliminary approval. The position description was reviewed by both the Student Government Association and the Faculty Senate in January and February 2016 respectively with suggested changes adopted, and received final approval from the Executive Cabinet in March 2016.

The final position description was as follows:

*SUNY Canton has established the role of Chief Diversity Officer, to be shared by one staff member and one faculty member. The CDO role is expected to fulfill the Chief Diversity Officer duties and the Affirmative Action Officer duties. Note that the CDOs do not have primary responsibility for performing Affirmative Action/Title IX/EEO reporting. The CDOs will report directly to, and meet regularly with, the President, Provost and VP for Student Affairs and will have a seat on the President’s Executive Cabinet and will serve at the pleasure of the President.*
**Duties:**

The Chief Diversity Officer role of the CDOs includes the following duties:

- Participate in administrative and faculty searches in an advisory capacity to ensure that search committees are diverse and procedures are equitable and inclusive.
- Convene a broadly representative committee, of faculty, staff and students, to guide diversity and inclusion efforts of the campus.
- Serve as part of a system-wide network of CDOs.
- Collaborate with administrators, students, faculty, staff, alumni and community members to build a more inclusive and diverse community.
- Serve as a liaison between students and faculty/staff (as needed)
- Contribute to the student life of all students as it relates to diversity and inclusion.
- Work to shrink the retention and graduation rate gap among various subgroups of the campus.

The Affirmative Action Officer role of the CDOs includes the following duties:

- Work with Affirmative Action Committee to set and achieve campus diversity and hiring goals.
- Work with search committees to assist them in diversifying the campus workforce.
- Study and make recommendations to the Affirmative Action Committee and other college officials to further affirmative action efforts in hiring, promotions, wage equity, and other personnel actions.
- Serve as an advocate and resource person to help educate and inform the campus community on affirmative action and diversity issues.
- As noted above, and in the requirements of the SUNY Diversity Task Force, the CDOs will NOT be
  - Responsible for the annual submission of the campuses Affirmative Action Plan to the SUNY System-wide Chief Affirmative Action Officer.
  - Responsible for the campuses annual submission of the VETS 4212 report to the SUNY System-wide Chief Affirmative Action Officer.

**Required Qualifications:**

- Master’s degree
- The ability to identify and translate locally the emerging best practices in diversity and equity.

**Preferred Qualifications:**

- Five years’ experience diversity/inclusion-related work in a university setting
- Demonstrated leadership in the creation and delivery of organization-wide diversity, equity and cultural competency training programs
• Proven ability to establish effective partnerships with community members, organizations and government entities.
• Experience interacting with and incorporating the voices of students and student groups, particularly students who have been marginalized.
• Knowledge of federal, state and local laws and regulations related to affirmative action and civil rights.
• Experience in a leadership role directly related to diversity, inclusion, equity, social justice and civil rights compliance.
• The ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity.
• An understanding of how institutional programming can be used to enhance the diversity mission of higher education institutions for faculty, students, staff and administrators.
• An understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses.
• Basic knowledge of how various forms of institutional data can be used to benchmark and promote accountability for the diversity mission of higher education institutions.
• Current and historical knowledge related to issues of nondiscrimination, access and equity in institutions of higher education.
• Awareness and understanding of the various laws, regulations and policies related to equity and diversity in higher education.

The faculty co-CDO position was advertised on March 24, 2016 and the search committee made its recommendation on May 9. The student life co-CDO position was decided administratively by the Executive Cabinet. The announcement that Ms. Lashawanda Ingram and Prof. William Jones had been appointed was released on August 4.

Executive Diversity Council

SUNY Canton’s Executive Diversity Council was established in August 2016 and has the following permanent membership:

• The two co-Chief Diversity Officers
• Provost & Vice President for Academic Affairs
• Vice President for Student Life and Dean of Students
• President
• Other non-permanent participants as invited
The Executive Diversity Council meets approximately every two weeks. Its major goals are:

- To promote cross-cultural understanding, communication and cultural competence among employees and students.
- To gather, analyze and monitor relevant information and data concerning diversity at SUNY Canton and to set specific goals and objectives for achieving and enhancing diversity awareness and cross-cultural understanding, and to adjust those goals and objectives as needed.
- To recognize excellence in diversity education, awareness and promotion on campus.
- To facilitate timely communications, when necessary, about issues adversely affecting students, faculty, staff, and administrators.

**College Diversity Council**

SUNY Canton plans to establish a College Diversity Council (CDC) representative of all members of the campus community in January 2017. The Diversity Council will be charged to advise and make recommendations to the College co-Diversity Officers about ways to fulfill the College’s mission and values and improve college operations through greater inclusion of diverse perspectives.

The CDC will focus on 5 core objectives:

1. Improve recruitment, retention and graduation of students from diverse and/or underserved backgrounds;
2. Improve the employee recruitment and orientation process to attract and retain a diverse workforce and leadership team that reflects the diversity of the College’s service area;
3. Improve campus culture relative to inclusion, tolerance, and respect for human dignity through diversity awareness programs and activities;
4. Infuse multiculturalism, pluralism, and global awareness into the educational curriculum;
5. Improve college-community connections through community outreach.
Demographics:

### Student Spring Demographic Trends: Spring 2011 - Spring 2016

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<tr>
<td>White</td>
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<tr>
<td>Total</td>
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<td>315</td>
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% U.S. Student of Color: 2011 - 2016

% Under-represented: 2011 - 2016

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<tr>
<td>Female</td>
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<td>1811</td>
<td>1886</td>
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<tr>
<td>%</td>
<td>52%</td>
<td>54%</td>
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*Includes some High School Students

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<td>Traditional (18-23)</td>
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<td>Under 18*</td>
<td>46</td>
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### Residence

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<td></td>
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<td>%</td>
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<td>%</td>
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<tr>
<td>St. Lawrence County</td>
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<td>47%</td>
<td>1392</td>
<td>41%</td>
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<tr>
<td>North Country* (besides St.</td>
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<td>355</td>
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<td>380</td>
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<tr>
<td>New York City**</td>
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<td>514</td>
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<tr>
<td>Other New York State</td>
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<td>745</td>
<td>22%</td>
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<td>Outside New York State</td>
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*Clinton, Essex, Franklin, Hamilton, Jefferson, and Lewis counties; **Bronx, Kings, New York, Queens, and Richmond counties

### Family Demographics

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<tr>
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<tr>
<td>Started Collection in Fall 2014</td>
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<td>1937</td>
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<tr>
<td>First-Generation College Student</td>
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### Military Status

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<td>Active Duty</td>
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<tr>
<td>Veteran</td>
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Office of Institutional Effectiveness

February 29, 2016
III. Annual & Multi-Year Goals

Principles of Community

Respecting the dignity and diversity of others is fundamental to the educational process, citizen participation, and communal relationships. Respect is essential, regardless of differences in socioeconomic status, race, age, gender, sexual orientation, ability, ethnic heritage, or religious conviction. Therefore, we will respect the dignity and diversity of all people.

Personal integrity is a highly held value to be exhibited inside the classroom, across the campus, and throughout the broader community. Therefore, we will sincerely pursue knowledge with honesty and integrity.

We are all in this life and community together. Each of us is 100% responsible for our own actions. Therefore, we will learn to work both as members of the community as well as independently.

What happens to one of us affects us all. We are role models for each other. A community characterized by civility and decency brings out the best in each of us. Therefore, we are committed to acting with the greatest compassion and deepest wisdom.

A. Access and Equity

Goal 1. Improve recruitment, retention and graduation of students from diverse and/or underserved backgrounds

Goal 2. Improve employee recruitment and orientation process to attract and retain a diverse workforce and leadership team that reflects the diversity of the College’s service area.

B. Teaching & Learning

Goal 3. Improve campus culture relative to inclusion, tolerance, and respect for human dignity through diversity awareness programs and activities.

Goal 4. Infuse multiculturalism, pluralism, and global awareness into the educational curriculum.

C. Community Outreach

Goal 5. Strengthen college-community connections.
IV. Strategic Diversity Action Plan and Implementation Strategies:

A. Access and Equity

Goal 1. Improve recruitment, retention, and graduation of students from diverse and/or underserved backgrounds.

Action Plan/Strategies:

- Admissions recruitment of underrepresented student bodies will continue in all areas.
- Conduct a needs assessment to identify gaps and to determine best approaches to positively impact the retention and success of underrepresented students, transfer students, and first-generation students.
- Utilize our alumni network, through a working relationship with the Alumni Board’s Diversity, Equity, and Inclusion Committee, to provide additional mentoring and support to our underrepresented students by way of self-identification with Canton Alumni.
- Recruitment efforts will begin in the spring 2017 semester with the local Native American population located on the Akwesasne Mohawk Nation. The College will engage in recruitment activities in the school districts that serve the Nation.
- The College will begin in spring 2017 building a bridge between the local high schools and the College community. Talks with district Superintendents will take place to enlighten the path from high school to college.

Goal 2. Improve employee recruitment and orientation process to attract and retain a diverse workforce and leadership team that reflects the diversity of the College’s service area.

Action Plan/Strategies:

Current practices include:
- Clerical positions are all Civil Service Competitive [Civil Service Exam required and score well enough to be reachable on the list]. Because we have to hire off a list we only post these openings on the College website.
• Custodial and grounds worker positions are advertised in the following papers: Watertown, Ogdensburg, Massena, Canton (Plaindealer). Ads are also placed in North Country This Week and North Country Now. All postings go on College website.

• Faculty positions are typically advertised in the Watertown Daily Times and North Country This Week, and North Country Now locally. Ads are also placed in the Chronicle of Higher Education, HigherEdJobs.com, InsideHigherEd.com, and any other website specifically requested by the search committee or Dean.

• Professional positions are advertised locally.

• Senior Professional positions (i.e. Directors, Counselors, etc.) are the same as faculty.

**Moving forward:**

• Advertisements for professional and faculty positions shall be placed in a minimum of two diversity specific hiring listings. A list of diversity recruitment resources shall be maintained by Human Resources and disseminated to all search committees.

• Provide training to search committees and affirmative action representatives on recognizing implicit bias as part of the preparation materials given to members of search committees conducting active faculty and staff searches.

**B. Teaching & Learning**

**Goal 3.** Improve campus culture relative to inclusion, tolerance, and respect for human dignity through diversity awareness programs and activities.

**Action Plan/Strategies:**

Cultural and diversity programing campus-wide and in residence halls will take place at least four times per semester.

• Continue College-wide “open forums” will be held on a monthly basis for the entire College community to voice any concerns to the senior staff [President, Provost, Co-Chief Diversity Officers] members of the College.

• Implement cultural competence training and professional development opportunities for professional and classified staff. Provide resources for
professional development that will give faculty added insight into creating and strengthening inclusive classroom learning environments. Provide resources to all academic and non-academic departments regarding inclusive language and communication strategies.

- Create a committee within the Alumni Board for Diversity and Inclusion. This committee will work to address diversity and inclusion in the current and future alumni populations. The executive charge of the committee directs its members to examine the composition of the alumni board, ensuring that it accurately reflects the alumni population. This committee will also work to provide mentorship to members of the student body who are from underrepresented groups.

**Goal 4.** Infuse multiculturalism, pluralism, and global awareness into the educational curriculum.

**Action Plan/Strategies:**

- Hold faculty workshops beginning in spring 2017 semester on ways to include multiculturalism and diversity in their courses.

- Add courses that directly address prejudice, bias, and discrimination. The goal of adding these types of courses is for students to reflect critically about the nature and impact of prejudice, bias, and discrimination. Courses will address the individual and institutional nature of prejudice, bias, and discrimination in the American and/or global context; examine various aspects of prejudice, bias, and discrimination from multiple intellectual perspectives; examine the factors upon which prejudice, bias, and discrimination may be based, for example, race, gender as well as class, ethnicity, religion, age, sexual orientation, and disability

- Invite outside speakers to campus to address faculty on best practices in implementing multiculturalism, pluralism, and global awareness into their teaching. Implementation Fall 2017 semester.

- Identify funding sources for diversity programming to deliver both student and faculty/staff training.
C. Community Outreach

Goal 5. Strengthen college-community connections.

Action Plan/Strategies:

- Include the Canton community leaders and members in routine Town-Gown meetings throughout the year. Implementation Fall 2017.

- Create a greater awareness of diversity and inclusion by working with the Associated Colleges, to explore diversity issues impacting students, faculty, staff, and community members.
V. Assessment and Evaluation:

A. Access and Equity

**Goal 1.** Improve recruitment, retention and graduation of students from diverse and/or underserved backgrounds

Outcomes:

- Admissions recruitment of underrepresented student bodies continues in all areas.
- Support services for underrepresented students through TRIO, EOP, Upward Bound, and Accommodative Services continue intervention services to improve student retention.

**Goal 2.** Improve employee recruitment and orientation process to attract and retain a diverse workforce and leadership team that reflects the diversity of the College’s service area.

Outcomes:

- Appointed Co-Chief Diversity Officers, represented by one staff and one faculty member. The announcement that Ms. Lashawanda Ingram and Prof. William Jones had been appointed was released on August 4.

B. Teaching & Learning

**Goal 3.** Improve campus culture relative to inclusion, tolerance, and respect for human dignity through diversity awareness programs and activities.

Outcomes:

- College-wide “open forums” are being held this semester on a monthly basis for the entire College community to voice any concerns to the senior staff [President, Provost, Co-Chief Diversity Officers] members of the College.
Goal 4. Infuse multiculturalism, pluralism, and global awareness into the educational curriculum.

Outcomes:
- Courses that are currently part of the general education curriculum which promote multiculturalism, pluralism, and global awareness are:
  - Anthropology 102 - Introduction to Cultural Anthropology
  - Psychology 308 – Personality and Individual Differences
  - History 204 – Immigration History Through Race, Class, and Gender
  - English 215 – Multiculturalism in American Literature
  - English 304 – LGBQ Lives and Literature

C. Community Outreach

Goal 5. Strengthen college-community connections.

Outcomes:
- Through the Associated Colleges Diversity Consortium, diversity and inclusion programming for each college is being shared freely between colleges to encourage participation between campuses, students, and the community.
Summative Statement

The implementation of the Diversity, Equity, and Inclusion Strategic Plan at SUNY Canton will provide a road map to ensuring a campus environment characterized by a healthy mix of individuals with diverse backgrounds, life experiences, approaches, skill-sets, and understandings.

The following must be present in our campus community for any strategies to be successful:

1. **Campus Leadership Must be Visible and Heard**
   Without visible and sustained commitment from campus leadership (including academic leaders), it is unlikely that institutional approaches to campus diversity will be successful.

2. **Institutional Diversity is Everyone's Business — No Exceptions**
   College and university approaches to diversity have changed dramatically in the last ten to 15 years. Long gone are the days of solitary offices or single individuals charged with and held accountable for pushing the diversity agenda for the entire campus. When diversity becomes an institutional priority, such practices cease.

3. **Stop Reinventing the Campus Diversity Wheel**
   While much energy has been committed to designing diversity plans with lofty goals, most campuses fall short on the strategic implementation of these plans. They do not tackle the tough issues, such as funding, implementation strategies (including periodic assessments), and institutional leadership.

4. **Integrate Campus Diversity Priorities with the Institutional Mission**
   Institutional diversity priorities must be aligned with the institutional mission. A good diversity plan links the goals of diversity with other components of the institutional mission, such as instruction, research and service, and weaves these objectives into the fabric of campus priorities.

5. **Campus Diversity is More Than a Numbers Game**
   Measuring the success of an institution's racial and ethnic diversity must move beyond issues of access and increasing numbers. A well-conceived diversity plan should include strategies that address 1) access, persistence and retention, 2) disparities in graduation rates, and 3) overall satisfaction with the campus experience. Student satisfaction over the four-year experience can strongly reflect perceptions of the overall institutional climate.

6. **Campus Diversity Among Students is Complex and Multifaceted**
   Colleges and universities must recognize the complexity of campus diversity from the student's perspective — especially the interrelationship of equity/social justice issues and institutional efforts to demonstrate that diversity represents a benefit to all students. To have successful campus diversity, an institution must address both issues.

7. **Maintain a Commitment to Racial / Ethnic Diversity**
   Over the past 25 years or so, the diversity agenda has broadened from a focus on African Americans to other racial groups to greater concerns relative to gender, sexual orientation and international issues. There is a danger that as the diversity agenda broadens, some campuses are shifting away from a civil-rights focus on social
justice/equity issues related to diversity (such as increasing and retaining adequate numbers of underrepresented students, faculty and staff).

8. **Assess the Impact of Campus Diversity on All Students**
   It is essential that campuses assess their diversity efforts with both longitudinal quantitative and qualitative data. Increasingly, institutions are being asked by the legal system and the public to demonstrate that campus diversity really has an educational benefit for all students.

9. **Communicate Institutional Diversity Priorities and Successes**
   Once a formidable diversity agenda has been set and work has begun, sharing the agenda with the campus community fosters support and momentum for the diversity goals. Communicate campus diversity successes and address stereotypes and myths that can derail the efforts, e.g., that all financial aid funds are allocated to students of color or that students of color do not interact with other groups.

10. **Garner External Support for Campus Diversity**
    External support from alumni, donors and the corporate community is essential to the long-term success of campus diversity initiatives. These external groups are often overlooked as potential supporters of and contributors to these efforts. They can be powerful allies in fostering support for overall campus diversity initiatives. Campus leaders can also serve a pivotal role in informing these populations about the importance of campus diversity and how such efforts benefit society in general.