

SUNY ONEONTA

STRATEGIC DIVERSITY AND INCLUSION PLAN

2020

SUNY Oneonta 2020 Strategic Diversity and Inclusion Plan

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Introduction

In compliance with the State University of New York Diversity, Equity and Inclusion policy, the SUNY Oneonta campus community worked together to present this Strategic Diversity and Inclusion planning document. Titled “SUNY Oneonta 2020” the name is indicative of the three-year time frame for the plan.

Themes emerged during the process that are important to note prior to launching into our activities, history, goals, and assessment measures. One of the first and important themes is that of shared responsibility for the creation and implementation of the plan. To ensure a well-vetted and inclusive process, a small group of community members (see Addendum 1), the Strategic Diversity and Inclusion Summer planning group, met from June through August to create a foundational draft from which the community could base their suggestions. This group formulated four goals, created objectives and began a list of possible action items.

Once vetted with the President’s Cabinet, the co-chairs of this group then vetted the plan, and made ongoing revisions, with over 15 campus groups in their spaces and on their time schedule. This vetting process occurred throughout September and October, with intense editing sessions occurring along the way. The goals, objectives, and action items presented here are a result of the impressive campus involvement and commitment to this process. It represents aspirations from our students, faculty, staff and campus leadership. It further represents our community acknowledgement that we see this document as a map for our shared buy-in and responsibility for diversity, equity and inclusion at SUNY Oneonta.

Also of note is that we looked to the following plans for guidance with our planning: SUNY Excels, SUNY Oneonta Strategic Plan 2015: Scholarship, Service, Strength (<http://www.oneonta.edu/strategicplan/>), the Academic Master Plan (<http://www.oneonta.edu/amp/default.asp>), the Office of Equity and Inclusion Assessment Plan, and the Living, Learning and Working at SUNY Oneonta climate study results. On October 31, 2016, the goals, objectives and action items received the SUNY Oneonta College Senate’s endorsement.

After submitting the plan on November 1st, 2016, action items will be assigned to people within the SUNY Oneonta campus community who will project budgets, timelines, needed resources, outcomes and assessment measures. Questions about this document can be directed to either of the co-chairs for the project, Dr. Eileen Morgan-Zayachek, Associate Provost for Academic Programs (eileen.morgan@oneonta.edu) or Mr. Terrence Mitchell, Chief Diversity Officer (terrence.mitchell@oneonta.edu).

SUNY ONEONTA 2020
STRATEGIC DIVERSITY AND INCUSION PLAN

Mission Statement

SUNY Oneonta is committed to diversity, equity and inclusion as core values necessary to foster a living and learning environment where all individuals can thrive.

Vision Statement

Through intentional and sustained efforts, we will expand the recruitment and retention of diverse students, faculty, and staff and work to enhance the quality of academic outcomes for all students. We will promote a shared responsibility across the campus community for upholding the principles of respect and individual worth, overcoming bias and barriers that hinder success, and creating an inclusive climate where all can grow and succeed.

Institutional Commitment to Diversity, Equity, and Inclusion

SUNY Oneonta embraces diversity, equity, and inclusion as important components of its vision to “ensure a quality and affordable education emphasizing ethical, critical, and creative thinking to prepare its graduates to succeed in a diverse and changing world.” (Strategic Plan, 2015). In its 2008 Strategic Action Plan for Equity, Diversity, and Inclusion, the college set goals and benchmarks around campus climate, recruitment, retention, programming, professional development, and student success. That plan resulted in funding for activities that are now annual traditions at Oneonta. Notably, two activities, President’s Council on Diversity’s Tapestry of Diversity Award program and the Kente’ Graduation Ceremony (sponsored by the Africana and Latino Studies program), are now annual demonstrations of our commitment to diversity.

The college has also used a difficult incident in its history as an educational opportunity for the campus community. During this time, an employee of the college complied with local law enforcement officials seeking suspects as part of a criminal investigation to release directory information about the college’s male African American and Latino students. The incident, named “Black List” in response to campus community outrage after the September 4, 1992 event, has, over the years, encouraged continued student activism and annual discussions on civil rights, racial profiling, and privacy issues. The 20th anniversary of the incident, was commemorated in the fall 2012. “Beyond the List: A Teach-in: Remembrance and Reconciliation,” included an atonement ceremony, a documentary screening “Brothers of the Black List”, discussions about race, and a keynote address by renowned author and activist, Dr. Cornel West.

The following list documents recent initiatives demonstrative of our continued commitment to diversity, equity and inclusion.

The Re-organization of the Office of Equity and Inclusion

In 2013, PCOD recommended the expansion of the Office of Equity and Inclusion (OEI), and the establishment of the college’s first Chief Diversity Officer (CDO). The CDO reports to the college president, serves on her cabinet, and leads the re-organized Office of Equity and Inclusion. OEI is an administrative unit that manages two centers, the Center for Multicultural Experiences and the Gender and Sexuality Resource Center and sponsors the annual SUNY Pride and the Student Diversity and Leadership Conferences. (See addendum 5, OEI organizational chart)

Cultural Competence and Diversity Education

Cultural competency will be measured by rubrics from the Association of American Colleges and University’s Intercultural Knowledge and Competence outcomes. Current college efforts focus education efforts on group dialogue for new members of the campus community, specifically new freshmen and transfers and new faculty. Additionally, the college established the Office of Diversity Education and Community Outreach in OEI to facilitate these and other diversity education efforts.

Environment for Living, Learning, and Working Campus Climate Survey

Since 2007, the college has conducted three surveys of its cultural climate for diversity under the guidance of Dr. Susan Rankin, of Rankin and Associates, a leading climate study expert. The 2015 Climate Survey produced an impressive 25% response rate with both students and employees, submitting 1,781 surveys for review. At Dr. Rankin’s recommendation, Kathy Obear, Alliance for Change Consulting and Coaching, presented an interactive workshop on workplace inclusivity to supervisors, and faculty and staff traveled to the University of Michigan for the Intergroup Dialogue Summer Training session.

Access to College Excellence (ACE) program

The Office of Special Programs is home for the college's Educational Opportunity Program (EOP), designed to assist students who are both academically and financially disadvantaged, while providing additional academic support services needed to ensure success. Recognized for its outstanding Summer Academy program, in 2015, the Office of Special Programs expanded to include the Access to College Excellence (ACE) program which provides opportunities to first generation applicants.

Common Read

The annual Common Read and endowed lecture is intended to infuse cultural literacy into the academic program. Incoming freshmen are assigned a diversity-themed book, which is then discussed across several disciplines. The 2016 Common Read, "Redefining Realness: My Path to Womanhood, Identity, Love & So Much More" brought transgender advocate Janet Mock to SUNY Oneonta. Mock delivered the 2016 Mills Distinguished Lecture and was preceded by noted authors Ishmael Beah, Marjane Satrapi, and Sherman Alexie.

HEED Award

SUNY Oneonta was honored to receive a 2014 Higher Education Excellence in Diversity (HEED) award from INSIGHT into Diversity magazine, the oldest and largest diversity-focused publication in higher education. The magazine selected SUNY Oneonta based on the college's exemplary diversity and inclusion initiatives and ability to embrace a broad definition of diversity on campus, including gender, race, ethnicity, veterans, people with disabilities and members of the LGBT community.

Strategic Allocation of Resources (StAR) Grants

- **Peer Mentoring/Peer Education program.** In the 2014-2015 StAR funding, the college also supported a collaborative cross-divisional mentoring effort led by EOP, the Office of Student Diversity and Advocacy, and the Gender and Sexuality Resource Center.
- **Domestic Intercultural Immersions (DIIs)**, a model recognized by the Chronicle of Higher Education in its Sept. 4, 2015 issue. Provides intentional immersive experiences within the U.S and creates opportunities for students to learn multicultural competencies. The service-learning course (Geog 294: Disaster Geographies) was developed for students to work with a grassroots non-profit in New Orleans.
- The **Center for Collaborative Online International Learning (COIL) Nodal Network** promotes and supports college-wide global connectedness, student engagement, and technology enhanced learning focused on the emerging field of Globally Networked Learning. COIL fosters faculty and student interaction with peers abroad through co-taught multicultural online and blended learning environments emphasizing experiential student collaboration.
- The **Faculty International Travel Grant Program** provides faculty with funds to travel abroad for the purposes of increasing student engagement, strengthening student and faculty research and creative activities, growing opportunities for students to be mentored, and promoting and supporting global connectedness at SUNY College at Oneonta.

Relevant Institutional Policies and Processes

- **BART** (The Bias Act Response Team) was to advocate for those individuals and communities affected by reported incidents of hate crimes or other bias acts and to oversee the college's response. Responses include investigation and adjudication by appropriate campus offices. BART includes representatives from Community Standards, the University Police Department, the Office of Equity and Inclusion, Residence Life, and faculty. <http://www.oneonta.edu/bias/>
- The **Consensual Relationship Policy** states that, "1. Romantic or sexual relationships between employees and students over whom the employee has current supervisory, instructional, or other professional responsibility are prohibited and 2. Consensual relationships between College employees and all students are strongly discouraged."
- The **General Order 101.30, Prohibiting Bias and Racial Profiling**, reaffirms the department's commitment to unbiased policing. The policy strengthened UPD's commitment to anti-bias training and provided administrative review mechanisms -- **The Independent Review Committee for Review of General Order 140.1, Personnel Complaints and Internal Investigations**. Since 2012 University Police Department (UPD) officers have been equipped with body cameras to document their interactions with community members for purposes of accountability.
- The **Preferred Name Process** adds to our commitment to the inclusion of people of a broad scope of sexual and gender identities. The process assures that students can have their legal name replaced by their preferred name on class rosters and other documents. The College has also installed 61 gender-neutral restrooms currently installed in 30 campus buildings, and another four under construction.
- **Sexual Misconduct** education is provided by the Office of Health Education, the Title IX Coordinator, Community Standards, UPD, the GSRC, and Residence Life. In 2015, approximately 5,525 students participated in at in-person or online training opportunities related to sexual misconduct. The Athletics department has taken a role in leading the fight against sexual misconduct by supporting the development of the nationally recognized student athlete video, "It's On Us".

SUNY Oneonta has also adopted:

- SUNY's **Discrimination Complaint Procedure** for the prompt and equitable investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, creed, age, sex, sexual orientation, disability, gender identity, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. The policy is administered through the Affirmative Action Office and includes sexual harassment and sexual violence.
- SUNY's Policies on **Sexual Violence and Response** as updated in June 2015 to reflect New York State law, Chapter 76 of the Laws of 2015. These policies are widely distributed and shared with members of the College community. During the 2014-2015 academic year, the college convened a Sexual Misconduct Task Force to conduct climate checks and focus groups, to review and revise all policies related to sexual misconduct, and to propose a Comprehensive Sexual Misconduct Policy.

Goals, Objectives and Action Items

Goal 1: Increase the recruitment and success of students who represent the diversity of New York State residents

1. Increase the enrollment of new students from underrepresented groups, notably African American, Latino/a, Native American and International populations
 - a. Partner with New York Community colleges to develop Bachelor's completion programs designed intentionally to meet the needs and interests of underserved students
 - b. Increase the admissions presence to recruit more students from downstate New York
 - c. Improve the financial aid processes to better serve first generation and students from lower socio-economic backgrounds
2. Develop programs to aid in the success of new and existing underrepresented and underserved students
 - a. Strengthen academic support for International students and heritage speakers
 - b. Increase retention and improve time to graduation to address identified achievement gaps
 - c. Improve existing transfer student services

Goal 2: Increase the diversity of faculty, staff, and administrators to optimize conditions for all employees and provide students access to a plurality of diverse perspectives

1. Recruit and employ more faculty, staff, and administrators from diverse backgrounds that better represent the demographics of New York State -- notably African American, Latino/a, Native American, International -- and women
 - a. Increase faculty cluster hiring opportunities and provide specific training to all search committee members to promote effective outcomes for this strategy
 - b. Continue using best practices in advertising and outreach to expand diversity in the candidate pools for all positions
 - c. Participate in a variety of underrepresented faculty recruitment fairs that occur across the nation on an annual basis
 - d. Use the data in the OEI Affirmative Action 2015 underutilization study and in the annual Affirmative Action Plans, develop strategies to individual offices and departments with their search and hire initiatives
2. Increase the retention and engagement of faculty, staff, and administrators from diverse backgrounds
 - a. Develop strategies to minimize commitment overload for employees in underrepresented groups
 - b. Improve existing opportunities for spousal employment

Goal 3: Foster an understanding of power and privilege, and the complexities of individual and social identities to create a safe and inclusive climate

1. Enhance campus wide cultural competence including work on personal and campus identities and awareness
 - a. Support faculty development in the implementation of inclusive classroom teaching strategies
 - b. Utilize group dialogue processes for examining bias, institutional racism, and the intersectionality of identities
 - c. Support participation of classified staff and sponsored program employees in dialogues that foster an understanding of how their roles enhance the lives of students
2. Ensure that campus facilities are inclusive
 - a. Assess the accessibility of campus spaces, buildings, furniture and equipment
 - b. Ensure gender neutral bathrooms and changing areas with appropriate signage are readily available in all buildings
 - c. Conduct an awareness campaign to increase understanding of transgender and Title IX rights relative to campus facilities.
3. Address equity and hierarchy issues identified by the Living, Learning, Working at SUNY Oneonta report (Rankin 2016)
 - a. Establish the Sexual Misconduct Advisory committee to help identify patterns of sexual violence, and to advance prevention and education policies
 - b. Adopt programming to address civility issues
 - c. Formulate recommendations based on the Rankin report on the working conditions of women at SUNY Oneonta
 - d. Perform needs assessments that evaluate resources allocated to ethnicity, gender, race and sexuality co-curricular programs to illuminate current and emergent campus community needs, including attention to the Center for Multicultural Experiences (CME) and the Gender and Sexuality Resource Center (GSRC)
4. Maximize the effectiveness of co-curricular programming designed to reflect and respect diverse identities and perspectives
 - a. Conduct an analysis of current co-curricular program outcomes to identify effectiveness and gaps
 - b. Develop an institutional funding model to support sustainable, effective programs with special focus on the CME and GSRC
 - c. Implement strategies to increase inter and intra-campus participation in programming

Goal 4: Make quality learning experiences equally accessible to all students

1. Establish diversity, equity and inclusion as core institutional values and competencies
 - a. Adopt the tenets of Universal Design for Learning (UDL), affording students with disabilities equal access to quality learning
 - b. The General Education Committee will propose student learning outcome(s) devoted to analyzing dynamics of power and privilege
 - c. Enable faculty development of culturally competent and inclusive practices that support underserved students

2. Develop curricular experiences that encourage students to learn about diversity, equity, and inclusion
 - a. Build diversity and inclusive learning outcomes and assessments into academic programs and curriculum review processes
 - b. Develop and offer additional courses in disciplines that grow cultural competence; notably including Women's & Gender Studies, LGBTQi Studies, Africana and Latino Studies, and Global Studies

3. Remove institutional barriers to student academic success
 - a. Find ways to make textbooks/e-books and other instructional materials more accessible
 - b. Create an online database for applied learning experiences, allowing all students equal access to such opportunities
 - c. Identify and revise academic policies that may privilege particular student populations
 - d. Analyze DFW (drop, fail, withdraw) rates in first year courses for possible inequities across groups and develop strategies to create more equitable pedagogies

Assessment and Evaluation

Goal 1: Increase the recruitment and success of students who represent the diversity of New York State residents

SUNY Oneonta will increase student enrollment from underrepresented groups through focused recruitment efforts and improved services tailored to the needs of potential students in these populations. Assessments will demonstrate enrollment increases from each of these groups, notably African American, Latino/s, Native American and International populations. This will continue the trend of improving the diversity of the Oneonta student body over the last 10 years. Outcomes are expected to show incremental increases of diverse student enrollment within each year of the plan to culminate with representation of diverse students meeting or exceeding the diversity of New York State residents. Success of enrolled underrepresented students will be measured by improvements in retention, degree completion, and time to degree in the categories of both first-time and transfer students within each underrepresented group.

Goal 2: Increase the diversity of faculty, staff, and administrators to optimize conditions for all employees and provide students access to a plurality of diverse perspectives

Through improved recruitment strategies and implementation of best practices to reach a more diverse regional and national candidate pool, SUNY Oneonta will attract and hire more underrepresented applicants for faculty, staff, and administrative positions. Data from an affirmative action underutilization study will inform strategies to improve departmental hiring priorities. Training initiatives will enhance the skills of search committee members to promote effective outcomes for searches. Further, initiatives to minimize commitment overload and to improve opportunities for spousal employment will improve retention of hires from underrepresented groups.

Improvements in the diversity of faculty, staff, and administrators will be measured against current campus benchmark data. Expected outcomes will demonstrate incremental increases in employment of underrepresented groups which will approach the demographics of New York

State. Improvement in the retention rate of new hires in each group will also be measured against current benchmark data.

Goal 3: Foster an understanding of power and privilege, and the complexities of individual and social identities to create a safe and inclusive climate

Campus-wide efforts to create a safe and inclusive climate will include enhanced efforts, both in and out of the classroom, to build cultural competence throughout the campus community to ensure that facilities are inclusive, and to address equity and hierarchy issues identified by a recent climate study. Assessment to measure improvement in the perceptions of students, faculty, staff, and administrators will be accomplished primarily by implementation of a climate study at the end of the plan period. Additional measures will include participation data in training initiatives, level of implementation of cultural competence training in the classroom, changes in the number of bias incidents reported, results of Sexual Violence Prevention Survey, an analysis of co-curricular programming outcomes, and student participation in co-curricular programming. Based on an assessment of campus facilities, all identified areas that do not meet accessibility standards will be addressed.

Goal 4: Make quality learning experiences equally accessible to all students

A learning environment that is inclusive and accessible for all students is necessary for a rich educational experience. In order to create more equitable learning opportunities, SUNY Oneonta will implement culturally competent and inclusive classroom practices, develop learning outcomes in diversity and inclusion within general education courses and academic programs, adopt the tenets of Universal Design for Instruction, and mitigate policies and practices that disadvantage particular groups. Expected outcomes include an increase in the number of courses that currently grow cultural competence, increased number of courses and academic programs that include learning outcomes in diversity and inclusion, and improved academic success, retention rates, time to degree, and graduate rates.

SUNY Oneonta Demographics

Students

In the past decade, the college's African American, Latino/a, Asian and Native American (AALANA) student population (self-identified) has grown from 530 to 984 students, the largest in college history. Including students who self-identify as "two or more races" (124 students) and students who identify as "non-resident alien" (72 students), the number of traditionally under-represented or under-served students is 1,180 students or over 19% of the student body. The largest growth in enrollment has occurred with the college's Hispanic/Latino/a students, increasing from 273 students in 2005 to 642 in 2015.

SUNY Oneonta will continue its efforts to increase enrollment and retention of under-represented students. The college has invested \$75,000 to establish a multicultural recruitment caller program. It has also increased its commitment to scholarships supporting diversity and low-income students by \$344,000, including increasing the Presidential Diversity Scholarships 10 to 15 annual awards, ranging from \$4,000 to full tuition.

In February 2016, OEI produced a graduation gap analysis of graduation rate differentiation by student racial groups for the 2015 Strategic Plan. The resulting data showed that SUNY Oneonta had already made progress in eliminating the gap. In December 2015, the Education Trust recognized SUNY Oneonta in an article titled "Rising Tide: Do College Grad Rates Benefit All Students?" The article states, "In 2013, the three-year average graduation rate for SUNY

Oneonta students from underrepresented groups was 65.6%, compared with 70.1% for white students.” Of the 255 institutions examined, graduation rates for underrepresented students increased only slightly more than those for white students (6.3% versus 5.7%).

From 2003 to 2013, the college’s three-year average graduation rate for minority students increased by 23.1 percentage points. Further, the gap between graduation rates for underrepresented and white students has narrowed over the past 10 years. (see Addendum 3).

Employee Hiring and Retention

The number of faculty of color has increased from about 25 in 2000 (12%) to 64 and now numbers about 29% of the total number of faculty, using the June 30, 2016 data. Going into the fall 2016 semester, the college hired 60 new employees, 17% of whom belong to underrepresented groups. Of these, 37 are new faculty members and 24% of those are from under-represented groups. (see Addendum 4).

Summative Statement

In prioritizing accessibility and inclusion, SUNY Oneonta’s three-year strategic plan for Diversity and Inclusion will drive pivotal institutional changes. Some of these changes will take place quickly because the action items propelling them are focused, discrete, and directly related to work underway. Other changes, because they involve re-thinking and modifying existing practices, or developing entirely new strategies, will necessarily require the full lifecycle of the plan.

The changes that will take place immediately upon implementing the plan (i.e. after the plan’s first year) are those that extend efforts already underway to create optimal learning and working conditions on campus for underserved students and underrepresented faculty. In the past two years, SUNY Oneonta has thoroughly assessed campus conditions for all students and personnel: We have brought in several consultants to facilitate dialogue on community members’ lived experiences and complex relationships to racism, power and privilege; we have also employed a campus-climate expert to analyze and produce a comprehensive report on conditions for students and employees at our institution. Many of the action-items listed under our third goal (devoted to optimizing our campus climate) further this work. Indeed, the action items in service to our third goal are essentially “next steps” for our campus: The work we will undertake, from implementing group-dialogue processes to supporting development of cultural competence, and redressing equity and hierarchy issues, will, by the end of the ‘17-‘18 academic year, create an environment that is not only more accessible, hospitable, and equitable to all individuals, but also more capable of sponsoring the productive exchange of diverse ideas and experiences—and the successful collaborations of individuals with different backgrounds and abilities—that our plan insists is essential to the educational enterprise.

As we improve campus conditions for living and learning at SUNY Oneonta, we will simultaneously transform the curriculum, our pedagogies and design of our courses, in order to make quality learning experiences equally available to all students (goal four). Our efforts will likely begin to show results in the second year after implementation of our plan because we are committed to shared governance, and curricular and instructional changes require extensive deliberation and consultation. Since some of the key tenets of this work are already in place—notably widespread interest in adopting the tenets of Universal Design for Learning and support for formulating diversity and inclusion outcomes as essential college-wide learning outcomes for all students—these changes and the other curricular revisions we plan to make (as specified in goal four) will likely come to fruition in the ‘18-‘19 academic year. The consequences will be manifold: Enrolled students with disabilities, and prospective students with diverse learning

needs, will increasingly see Oneonta as an institution deeply committed to serving all students equally. First-generation and transfer students, and students from lower-income backgrounds, will similarly view our college as an enabling institution from which they can attain a quality education and prepare for future success. All SUNY Oneonta students will benefit from instruction provided by a faculty trained to recognize and honor differences among students. Oneonta students will also gain from curricula that include diversity and inclusion learning outcomes, and in doing so align with the plurality of contemporary American society, not to mention the national and international labor markets.

Individual action items tied to our first and second goals (focused on increasing recruitment and retention of students and employees from underrepresented populations) will be acted upon in the first two years of our strategic plan. For example, we will by the end of the '18-'19 academic year have established new articulation agreements and bachelor's completion programs designed purposely to meet the needs of underserved students, and we will have made the financial aid processes less onerous for first-generation and transfer students dependent on such support. We will, however, need the full three years of the plan in order to refine and apply our planned strategies for attracting and retaining a greater diversity of students, faculty, staff and administration. Strides will be apparent from year to year, but the process of building a more inclusive, more diverse community will happen incrementally, as successful recruiting and retention efforts demonstrate the institution's commitment to diversity, equity, and inclusion. The consequence of this achievement will be most evident in data: We will have increased retention and degree completion rates for students from underserved populations, and more faculty/staff/administrators from diverse backgrounds. Most importantly, our institution will better serve our students by mirroring the demographics of the state and providing opportunities for learning that are equally accessible to all, and more representative of diverse cultures and perspectives.

Addendum 1

Strategic Diversity and Inclusion Summer Planning Group

Group members: Terrence Mitchell, Co-Chair, Dr. Eileen Morgan-Zayachek, Co-Chair, Dr. Eddy Alvarez, Dr. Susan Bernardin, Sue Clemons, Marta Guzman, Rebecca Harrington, Ernesto Henriquez, Hope Lambrecht, Andrew Stammel, Dr. Betty Wambui

Charge

- To create a Strategic Diversity and Inclusion plan that complies with the SUNY Diversity and Inclusion Policy guidelines;
- To use existing resources such as the SUNY Oneonta Strategic Plan action items relevant to diversity as a foundation for this plan;
- To identify groups of stakeholders who will review the draft plan;
- To include funding needs, infrastructure, person responsible for implementation of suggested goals and action items, and other information relevant to structure in the plan;
- To suggest term length of the Strategic Diversity and Inclusion Plan;
- To incorporate action items from the 2015-2016 Living, Learning and Working at SUNY Oneonta Climate study in this plan;
- To submit to the College Senate and Student Association for potential endorsement and to the president's cabinet for final approval;
- To submit the Strategic Diversity and Inclusion Plan to the SUNY Office of Diversity, Equity, and Inclusion by the November 1 deadline.

Outcomes of the summer working group.

- A draft plan with goals, objectives and action items aligned with the college's Strategic Plan and with guidelines set by the SUNY System.
- Produce a communications strategy for vetting the plan in the fall.
- Produce a demographic profile of the campus community that is factual and aspirational in accordance with the SUNY guidelines.
- Propose action items containing the cost of the item and budget sources, responsible party, projected completion dates and communication milestones, subject to revision upon vetting with campus community.

Addendum 2

Strategic Plan 2015: Scholarship, Service, Strength

Mission: SUNY Oneonta unites excellence in teaching, scholarship, civic engagement, and stewardship to create a student-centered learning community.

Vision: SUNY Oneonta will be recognized as a leader in challenging and empowering students to identify and achieve ambitious goals. We will ensure a quality and affordable education emphasizing ethical, critical, and creative thinking for our graduates to succeed in a diverse and changing world.

Goal 1: Increase students' engagement throughout their collegiate experience.

Objectives

- Develop a "Degree of Distinction" that recognizes and rewards students for leadership, engagement, and independent learning.
- Formalize a Center for Teaching Excellence to serve as the focal point of activity for advancing teaching, learning, and engagement.
- Improve first-year student academic engagement.
- Increase opportunities for students to be mentored.
- Recognize faculty and staff for exceptional advising and mentoring.

Goal 2: Promote inquiry, service, and scholarship.

Objectives

- Craft a distinctive identity for SUNY Oneonta that highlights our values and achievements.
- Develop college-wide essential learning outcomes including creative, critical, and ethical thinking.
- Expand community engagement and service in the curriculum.
- Enhance and broaden communications that highlight faculty, staff, alumni, and student accomplishments.
- Strengthen and grow student and faculty research and creative activity.

Goal 3: Broaden access to SUNY Oneonta's exceptional and affordable educational programs.

Objectives

- Develop a robust advising system beyond course planning that enhances student completion and success through faculty-student interactions.
- Implement a strategic enrollment plan to address sustainable enrollment growth and further diversify the student body.
- Increase four-year graduation rates to meet the SUNY chancellor's goal of 60% by 2020.
- Increase students' financial literacy and reduce their loan debt at graduation.
- Strengthen SUNY Oneonta as a safe and welcoming learning and living environment where everyone is valued.

Goal 4: Strengthen the college's financial sustainability.

Objectives

- Prioritize academic and student services spending to strengthen enrollment and promote student success.
- Generate and allocate new revenue to enhance academic and student services.
- Restore annual operating reserve to 15% of state support by increasing revenue and operating more efficiently.

Addendum 3

Overall Employee Race/Ethnicity by Gender						
	Female		Male		Total	
	N (593)	%	N (541)	%	N (1134)	%
American Indian/Alaska Native	2	0.3%	0	0.0%	2	0.2%
Asian	19	3.2%	18	3.3%	37	3.3%
Black or African American	18	3.0%	16	3.0%	34	3.0%
Hispanic/Latino(a)	11	1.9%	14	2.6%	25	2.2%
White	532	89.7%	480	88.7%	1012	89.2%
Two or more	2	0.3%	3	0.6%	5	0.4%
Intl	9	1.5%	10	1.8%	19	1.7%
Instructional Faculty Race/Ethnicity by Gender						
	Female		Male		Total	
	N (214)	%	N (212)	%	N (426)	%
Asian	18	8.4%	16	7.5%	34	8.0%
Black or African American	10	4.7%	7	3.3%	17	4.0%
Hispanic/Latino(a)	6	2.8%	9	4.2%	15	3.5%
White	171	79.9%	170	80.2%	341	80.0%
Two or more	1	0.5%	1	0.5%	2	0.5%
Intl	8	3.7%	9	4.2%	17	4.0%
Professional Staff Race/Ethnicity by Gender						
	Female		Male		Total	
	N (379)	%	N (329)	%	N (708)	%
American Indian/Alaska Native	2	0.3%	2	0.4%		0.0%
Asian	1	0.2%	1	0.2%	2	0.2%
Black or African American	8	1.3%	8	1.5%	9	0.8%
Hispanic/Latino(a)	5	0.8%	5	0.9%	5	0.4%
White	361	60.9%	361	66.7%	310	27.3%
Two or more	1	0.2%	1	0.2%	2	0.2%
Intl	1	0.3%	1	0.2%	1	0.1%

Addendum 4

Fall Enrollment Headcount									
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Gender									
Female	3418	3340	3417	3494	3586	3650	3678	3735	3717
Male	2175	2417	2476	2495	2437	2391	2356	2366	2402
Race/Ethnicity									
Non-Resident Alien	121	77	95	109	113	104	78	83	72
Asian or Pacific Islander-Legacy	103	96	94						
Unknown	364	361	445	285	256	262	214	155	128
Hispanic/Latino	273	301	293	379	403	465	510	595	642
American Indian or Alaska Native	14	14	19	11	10	11	14	11	12
Asian				75	76	81	95	115	124
Black or African American	178	175	170	164	166	180	191	198	202
Native Hawaiian or Other Pacific Islander				1	3	3	3	5	4
White	4840	4733	4777	4904	4912	4833	4929	4832	4811
Two or more				61	84	102	0	107	124
Total	5893	5757	5893	5989	6023	6041	6034	6101	6119
Note. * The category of Two or more race/ethnicity was added after 2010 in IPEDS reports.									
* Asian or Pacific Islander - Legacy was split into Asian and Native Hawaiian or Other Pacific Islander in 2010 IPEDS reports.									

Addendum 5. Office of Equity and Inclusion Organizational Chart

