State University of New York - Plattsburgh
Diversity Plan
November 2, 2016 - November 1, 2019

INTRODUCTION

SUNY Plattsburgh’s Diversity Plan represents the efforts, objectives, and strategies of the SUNY Plattsburgh educational community committed to teaching, learning, and celebrating diversity, embracing inclusiveness, & seeking equity/social justice. At SUNY Plattsburgh we recognize that the educational mission of all academic institutions is essentially to prepare students for leadership roles within a global society. We prepare our students for leadership roles within a global society too, beginning with an articulation of leadership that makes it necessary to learn about diversity and social justice.

Where we may also depart from other institutions is that we mindfully endeavor to be a community of learners, a community wherein different experiences, perspectives, and conversations are deemed invaluable in an environment where all teachers are learners and all learners, teachers.

SUNY Plattsburgh endeavors to be a considerate community and this plan reflects our approach towards accomplishing that goal. The initial draft of the Diversity Plan originated from the Diversity Task Force (DTF) of the Center for Diversity, Pluralism, and Inclusion (CDPI). Thereafter, a series of focus group discussions were held featuring multiple conversations among students, staff, and faculty. These conversations were initiated for the purpose of providing necessary input into the Diversity Plan. Concurrently, two surveys administered confidentially, one for students and one combining staff and faculty responses, were created to solicit anonymous input for the diversity plan. In total we received in excess of 600 comments that were evaluated for their possible inclusion in the plan.

We recognize our survey and other data gathering efforts are a beginning. It builds on perspectives derived from years of conversations, including our recent forums on diversity.

While there is no limit to the "important questions" such research can ask in hope of being comprehensive, we made strategic choices about which questions would yield the highest "need to know" baseline data in order for us to write a Diversity Plan.

In broad terms we learned that the college has some immediate challenges in the areas of perceptions of faculty/staff knowledge of diversity & social justice, as well as student interest in diversity & social justice. We also learned that we have distinct opportunities in the areas of student retention and community outreach.
Our plan lays a course to meet a series of objectives in phases. **Phase One**, which begins Nov 2, 2016 and concludes Nov 1, 2017, focuses on what the campus’ diversity initiative is currently successfully doing but could do more efficiently. This focus involves actions by CDPI, the DTF, EOP, the Student Association (SA), Residence Life; Sports Programs; the Office of Student Activities, the Title IX Office, and other strategic partners. Phase one is also comprised of newly conceived strategetic components conceived to advance SUNY Plattsburgh’s diversity initiative. All actions will include metrics. If/when successful, Phase One actions will produce, among other outcomes, a more communicative community, equipped with an awareness of diversity & social justice.

### PRIOR DIVERSITY EFFORTS/PLANS

With the creation of the Center for Diversity, Pluralism, and Inclusion (CDPI) in 1998 SUNY Plattsburgh's diversity efforts became more centralized. Since that time necessary relationships, creative collaborating, strategic partnering, socio-political happenings and world events have all contributed to the necessity of raising the campus' consciousness about the criticality of diversity & social justice education among all of the college’s constituents.

In 2013, after years of campus diversity efforts framed in SUNY Plattsburgh’s 2011 Comprehensive Diversity Plan ([http://www.plattsburgh.edu/studentlife/diversity/plan.php](http://www.plattsburgh.edu/studentlife/diversity/plan.php)) CDPI’s Diversity Task Force (DTF) went on a two year hiatus. The DTF then reconvened in the Fall 2015 and Spring 2016 semesters to align with the implementation of the 2013 Campus Plan: ([http://www.plattsburgh.edu/intranet/planning/strategic/campusplan/](http://www.plattsburgh.edu/intranet/planning/strategic/campusplan/)), or more precisely the goal within that plan to increase global experiences and multicultural competencies / cultural diversity: ([http://www.plattsburgh.edu/intranet/planning/strategic/global.php](http://www.plattsburgh.edu/intranet/planning/strategic/global.php)).

The SUNY Plattsburgh community takes pride in its past accomplishments relative to the campus’ consistent effort of implementing a top notch diversity initiative. The successful development of EOP students as campus leaders has forever changed our campus. The unending support from Student Support Services is as vital to the success of our diversity initiative as any other contributing factor. The roles of Residence Life and the New Student Orientation program are immeasurable in terms of welcoming and informing entering students about the college’s commitment to diversity & social justice. The leadership exemplified by the presence and support of the executive administration cannot be overstated. The diligence of the academic deans regarding diversity has been stellar, with that leadership permeating through the faculty in the various schools of the university, inestimable in terms of its additive value to the campus’ diversity initiative. Various administrative departments are known throughout the campus community for their efforts supporting the different realities of our global community of students. From Institutional Advancement to the Student Association to the various student organizations, as well as the surrounding community, the implementation of an all-inclusive diversity effort on our campus has been diligently undertaken and thoroughly beneficial for all involved.

The DTF, consisting of 25 people at any given time (see Appendix A), has been consistently present and responsible to the promotion and advancement of diversity. It is worth mentioning in detail the composition of...
this working group considering their consistent contribution to the campus’ diversity effort, including but not limited to the creation of this plan.

<table>
<thead>
<tr>
<th>Qty</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Students</td>
</tr>
<tr>
<td>5</td>
<td>Staff</td>
</tr>
<tr>
<td>5</td>
<td>Faculty</td>
</tr>
<tr>
<td>5</td>
<td>Community Members</td>
</tr>
<tr>
<td>5</td>
<td>CDPI Staff</td>
</tr>
</tbody>
</table>

The DTF, which has been in existence since January 2001, is appointed by CDPI’s Director and selected upon the rationale of acquiring as broad a perspective of the campus and community as possible. The primary criteria for selection is student-centeredness, team-oriented, high energy, task-oriented leaders (students, staff, faculty, community members, CDPI Staff) committed to engaging diversity & social justice concerns, and who also have strong reputations as colleagues capable of leading, though knowing how/when to follow. The work of the DTF at SUNY Plattsburgh represents a concerted effort to achieve Our Mission and What We Value:

**Our Mission**

*SUNY Plattsburgh is a public, comprehensive college that prepares students for academic, professional and personal success.*

**What We Value**

- Student-centered education
- Academic excellence
- Diverse people, experiences and ideas
- Critical inquiry
- Community and civic engagement
- Integrity, civility and collegiality
- Environmental sustainability
- Affordability and value
- Stewardship of resources
- Freedom to speak, think and write
Our Vision

SUNY Plattsburgh will be a model comprehensive college for a student-centered approach to higher education. The “Plattsburgh Experience” will be recognized as one that matches student talents and abilities with pathways to academic, professional and personal success.

DEMOGRAPHIC DATA

In terms of racial diversity progress has been made enrolling Black/African-American undergraduates, rising from 5.35% in 2007 to 7.29% of undergraduate students in 2015. The Hispanic/Latino undergraduate population has more than doubled since 2007 rising from 4.42% to 10.09% in 2015. The undergraduate Asian student population has risen from 2.13% to 2.47%.

VETERANS

"At SUNY Plattsburgh we are pleased to have seen an increase in our Military Affiliated student (Veterans) cohorts which we have examined over six year periods, from 2006 – 2010. The largest sub-group of students from this student population are “Dependent Students.”

The overall cohort graduation rates have seen an increase of 5.55 from 66.67 for the 2006 Cohort, culminating in an overall Cohort graduation rate of 72.22 for the 2010 Cohort.

For “Dependent Students” the graduation rate has increased to 91.30% for the 2010 Cohort, up from 50% from the 2006 and 2007 cohorts. Between the spring of 2010 through the Fall of 2016, the number of newly enrolled Military-Affiliated students has slightly decreased. This is only after a slight enrollment increase that continued from the Fall of 2010 until the fall of 2014."

ADDITIONAL RESEARCH

In the spring of 2016, a CORE survey was electronically sent out to the entire SUNY Plattsburgh campus. This comprehensive survey provides a quantitative assessment regarding students’ attitudes, perceptions, and opinions regarding alcohol and drug use. There were 341 total undergraduate student respondents for the survey. The following data shows a significant change from 2014 results and are identified as areas needed to be addressed with various campus and community partners.

1. Do you feel safe on this campus?  
(Percentages indicate a response of "yes")

<table>
<thead>
<tr>
<th>Student Responses 2014</th>
<th>Student Responses 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.4%</td>
<td>92.2%</td>
</tr>
</tbody>
</table>
There was a 3.2% decrease of students responding that they feel safe on this campus from 2014 to 2016. Stated differently, in 2016, 7.8% of students report not feeling safe on this campus. The survey did not ask students to elaborate on their answer to this question. More analysis is needed as to why a decreased percentage of students are reporting that they feel safe on this campus. *This data from the CORE survey supports Objective 1.*

2. **Student Experiences of:**
(Percentages based on students reporting that they have experienced the following)

   **a. Ethnic or racial harassment**

<table>
<thead>
<tr>
<th>Total Percentage 2014</th>
<th>Total Percentage 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>9.6</td>
</tr>
</tbody>
</table>

   **b. Forced sexual touching or fondling**

<table>
<thead>
<tr>
<th>Total Percentage 2014</th>
<th>Total Percentage 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>11.4</td>
</tr>
</tbody>
</table>

   There was a significant increase in students reporting ethnic or racial harassment and forced sexual touching or fondling from 2014 to 2016. There was a 4.1% increase in students reporting ethnic or racial harassment from 2014 to 2016 and 4.2% increase in students reporting forced sexual touching or fondling. The survey did not ask students to elaborate on their answers to these questions. More analysis is needed as to why an increased percentage of students are reporting ethnic or racial harassment and forced sexual touching or fondling. This indicates a need for diversity education race, gender, socio-economic class, and privilege. *This data from the CORE survey supports the need of Objectives 1 and 4.*

3. **Student Experience:**
(The percentages reported below are derived from students reporting that they experienced the following at least once in the last year due to alcohol or drug consumption.)

   **a. Been taken advantage of sexually**

<table>
<thead>
<tr>
<th>SUNY Plattsburgh Students 2014</th>
<th>SUNY Plattsburgh Students 2016</th>
<th>National 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.5</td>
<td>14.3</td>
<td>7.7</td>
</tr>
</tbody>
</table>

   The national percentage in 2016 of students reporting being taken advantage of sexually, at least once in the last year due to alcohol or drug consumption, is nearly half of what SUNY Plattsburgh students reported in 2016. This indicates a strong need for education and cultural change since both the problem and solution may exist in the varying amount or absence of education on gender, socio-economic class, and privilege. *This data supports Objectives 1 and 4.*

Students reporting a significant increase in racial or ethnic harassment, forced sexual touching or fondling, and being taken advantage of sexually indicates areas of needed education on the topics of race, gender, socio-economic class, and privilege in terms of diversity & social justice. This is also reflected in the free response answers students gave for the campus Diversity Plan survey regarding diversity & social justice issues about which students would like to learn more. As the campus becomes more diverse, there is a greater need for diversity & social justice education and support.
According to the student Diversity Plan surveys, students reported in a free response question what issues of diversity & social justice about which they would like to learn more. Students reported a variety of answers, many indicating that they would be willing to learn anything related to diversity & social justice. The top five answers students reported include race & ethnicity, gender, sexual orientation, socio-economic class, and ability (mental, physical). This correlates with the data from the CORE survey. If students are reporting an increase in ethnic/racial harassment, forced sexual touching or fondling, and being taken advantage of sexually, then students asking to learn more about issues related to race & ethnicity, gender, sexual orientation, socio-economic class, and ability (mental, physical) makes sense. This data supports Objective 4.

### Most Common Responses for Campus Diversity Plan Student Survey

**What issues of diversity & social justice would you like to learn more about?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>22</td>
</tr>
<tr>
<td>Gender</td>
<td>17</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>11</td>
</tr>
<tr>
<td>Socio-economic class</td>
<td>10</td>
</tr>
<tr>
<td>Ability (mental, physical)</td>
<td>8</td>
</tr>
</tbody>
</table>

According to the student Diversity Plan surveys, students reported in a free response question how the campus can become more welcoming to under-represented students. The most frequently cited answer was through diversity & social justice programming. Students also indicated a desire to hire more diverse faculty to reflect the student body. This data supports Objectives 1, 3, and 4.
SUMMARY OF THE RESEARCH
(Focus Groups & Surveys)

The cultural, gendered, racial and socio-political environments both locally, regionally, nationally, and globally are now far too often highly contentious and subsequently unavoidably impacting colleges and universities. LGBTQIA+ activists are utilizing their political voices for long-overdue rights. Female leadership and representation are becoming more the welcome norm than the begrudging exception. The politics of race and representation are dominating much of the discourse in ways that are perhaps going to change our campuses and country forever. However, it is exactly those conversations which become the actual stimulus to accomplish the goals of serving a community of different people. Conversations where we are truly attempting to hear one another are at the very least proactive, at most necessary, and at heart, equitable. All of this effort is invaluable for beginning discussions and developing strategies on how to improve our campus climate.

Additional data gathered from our efforts to be as inclusive as possible is articulated below, both qualitatively and quantitatively. The qualitative data is derived largely from the transcribed conversations of the various focus groups and the repetition we found occurring from the comments within both the students and faculty/staff surveys. Where we found repetitive assertions of things students, staff, or faculty stated as pertinent to the growth of our diversity initiative we included it in the Objectives.

Qualitative

Based upon what we heard in the focus groups and saw in the data from the surveys, we learned that the direction of the campus’ diversity initiative is often not far removed from the students’ needs and concerns as well as faculty and staff. For example, students asked for more campus conversations that address their realities and current socio-political happenings within the U.S. While those are actions we are always interested in undertaking we felt more impetus to make them happen after seeing them frequently articulated in the students’ comments. More so, Objectives 1.12, 1.16 now reflect those concerns.

Repeatedly students mentioned the need for our college to have a diversity & social justice minor. This is reflected in Objective 4.2 where the Faculty Senate’s assistance in accomplishing this objective is included.

Numerous times students expressed frustration with staff/faculty using insensitive language towards their different/unique identities. More CDPI Diversity Enlightenment sessions and opportunities for professional development for staff/faculty in the Examining Diversity through Film course were included within the objectives (Objectives 1.17, 3.10, 4.1).
Quantitative

Based upon what we discovered in the data from the surveys here are a few of the more pertinent items from the Student Surveys:

My gender identity is…

When students were asked the question what is their gender identity 68.7% (230) women responded, while only 26.0% men (87) responded, with 0.6% (2) transgender students reporting. This garners a concern as to why male participation is so low, or more so, why perhaps such a disinterest in diversity & social justice. However, the effect it had on our campus community was to motivate us to find new ways to make our diversity initiative appealing to males.

What issues of diversity & social justice would you like to learn more about.

When asked the question what issues, relative to diversity & social justice, are they interested in learning more about, 62.3% (172) of the students stated “none.” This indicates that many of the students on our campus believe either diversity & social justice are not important enough to know or learn, or that students believe they know enough already. As professionals tasked with educating young minds we cannot lose sight of the fact that students, like people in general, don’t know what they don’t know. Hence, it is our duty to impress upon them how vital diversity & social justice education will be for them.

Have you ever been made to feel disenfranchised (deprived of a right, privilege, or power) by any member of SUNY Plattsburgh’s faculty or staff?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response %</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16.4%</td>
<td>49</td>
</tr>
<tr>
<td>No</td>
<td>69.1%</td>
<td>206</td>
</tr>
<tr>
<td>Not Sure</td>
<td>14.4%</td>
<td>43</td>
</tr>
</tbody>
</table>

The fact that 30% of the students (92 students out of 298) feel either disenfranchised, or are unsure of it is problematic in that these students don’t feel as comfortable as another student group. Asking the faculty a similar question generated even more of a problematic answer.

Have you ever seen evidence of a student being made to feel disenfranchised (deprived of a right, privilege, or power) by any member of SUNY Plattsburgh’s faculty or staff?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response %</th>
<th>Response Count</th>
</tr>
</thead>
</table>
In this case 32.7% of the faculty/staff either saw evidence of a student’s voice minimized if not possibly witnessing the student being disrespected by professional staff. This completely contradicts the SUNY Plattsburgh ethic of student centeredness.

The high response in students being made to feel disenfranchised leads to the question about students having avenues to resolve these feelings, which suggests the following question for consideration:

**How comfortable do you feel in approaching faculty and staff about diversity issues that concern you?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response %</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very comfortable</td>
<td>23.2%</td>
<td>66</td>
</tr>
<tr>
<td>Somewhat comfortable</td>
<td>48.8%</td>
<td>139</td>
</tr>
<tr>
<td>Somewhat uncomfortable</td>
<td>19.6%</td>
<td>24</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>08.4%</td>
<td>18</td>
</tr>
</tbody>
</table>

Any response to this question that isn’t “very comfortable” should be of concern to the college, even considering students at different stages of development in terms of their confidence in articulating themselves and their judgment in who they approach as a potential mentor/ally. Hence, 76.8% are not very comfortable. If that is too extreme then 28.0% of the students surveyed identify themselves as either “somewhat” or “very” uncomfortable approaching faculty/staff (in general) about diversity concerns.

Students in one survey and faculty/staff in another were all asked the same questions:

**What BEST describes your understanding of DIVERSITY?**

<table>
<thead>
<tr>
<th>Students Responses</th>
<th>Faculty/Staff Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am well informed</td>
<td>I am well informed</td>
</tr>
<tr>
<td>61.7%</td>
<td>40.7%</td>
</tr>
<tr>
<td>I am adequately informed</td>
<td>I am adequately informed</td>
</tr>
<tr>
<td>37.3%</td>
<td>55.9%</td>
</tr>
<tr>
<td>I am not well informed</td>
<td>I am not well informed</td>
</tr>
<tr>
<td>0.94%</td>
<td>3.34%</td>
</tr>
</tbody>
</table>

As a campus that values diversity and sees it as an invaluable part of our educational mission, having only 61.7 percent of our surveyed students identify as “well informed” about their understanding of diversity suggests we can and must do a better job. Additionally, with faculty/staff an integral part of the educational mechanism that assists in celebrating diversity, if not teaching it, only 40.7 percent of the college’s faculty/staff identifying as well informed suggests we have work to do. This is evidenced in Objectives 4.1.
Do you think all faculty and staff should be educated about diversity and social justice similar to the mandatory education students’ experience?

<table>
<thead>
<tr>
<th>Students Responses (276)</th>
<th>Faculty/Staff Responses (301)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes 54.1%</td>
</tr>
<tr>
<td>No</td>
<td>No 22.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>Not Sure 22.9%</td>
</tr>
<tr>
<td>83.7%</td>
<td></td>
</tr>
<tr>
<td>7.61%</td>
<td></td>
</tr>
<tr>
<td>8.7%</td>
<td></td>
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</tbody>
</table>

This question informs a student-centered college to strongly consider, if not act upon, an overwhelming majority of student opinions as well as Faculty/Staff opinions that reveal the need to continuously educate our faculty/staff so that they can better serve our students. This is evidenced in Objectives 4.1.

**SUNY Plattsburgh provides students with support systems against bullying and problematic “isms” (e.g., racism, sexism, and ableism).**

<table>
<thead>
<tr>
<th>Students Responses (291)</th>
<th>Faculty/Staff Responses (301)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (to a large extent)</td>
<td>Yes (to a large extent) 26.5%</td>
</tr>
<tr>
<td>Yes (to some extent)</td>
<td>No (to a small extent) 55.0%</td>
</tr>
<tr>
<td>College doesn’t provide support</td>
<td>College doesn’t provide support 5.18%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>Not Sure 13.2%</td>
</tr>
<tr>
<td>23.0%</td>
<td></td>
</tr>
<tr>
<td>51.5%</td>
<td></td>
</tr>
<tr>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>19.9%</td>
<td></td>
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</table>

As a campus community that understands the necessity of safe spaces for students/faculty/staff to accomplish our educational mission, having 25.4 percent of our surveyed students identify as “College doesn’t provide support” or “not sure” about bullying and problematic ”isms” suggests we can do a better job. Additionally, with faculty/staff being inseparable in our efforts to create and maintain safe spaces, having 5.18 percent of the university’s faculty/staff believing the “college doesn’t provide support” or identifying as not sure (13.2) frames this topic as one that must be addressed. This is evidenced in Objective 4.1.
DIVERSITY PLAN OBJECTIVES

Below are the SUNY Plattsburgh Diversity Plan’s objectives, culled from campus meetings, and from many poignant suggestions and recommendations over the last few months from various campus conversations. All that effort is displayed herein using campus and community enhancing measureable objectives, but only when deemed attainable and sustainable. The numerical items listed beneath the six highlighted “objectives” outlined in this Diversity Plan have been considered, discussed thoroughly, challenged and changed by university stakeholders, when appropriate.

Summary of Objectives

Objective 1: Cultivate a college community that promotes and supports diversity, pluralism, inclusion, and social justice.

Objective 2: Develop strategies to successfully recruit/retain more students from underrepresented groups.

Objective 3: Develop strategies to successfully recruit and retain faculty/staff from underrepresented groups in higher education.

Objective 4: Build a culture where teaching/learning about diversity & social justice are interwoven into the everyday campus experiences of students, faculty, staff and the broader community.

Objective 5: Extend SUNY Plattsburgh’s diversity & social justice initiative to the communities of the North Country of NY state.

Objective 6: Develop and manage the measurement/assessment of the Diversity Plan in general, and all of its specific initiatives.

The action items below the objectives include, in bold type within parentheses, the key stakeholder(s) and the planned completion date (i.e., Stakeholder1; Stakeholder2 – August 2018).
IMPLEMENTATION TIMELINE
(Stakeholders–Action Items Due)

Year One: Nov 2, 2016 – Nov 1, 2017

Objective 1: Cultivate a university community that promotes/ supports diversity, pluralism, inclusion, and social justice.

1.1 Include in all employee (faculty/staff) job descriptions an explicit statement of an expectation that employees will attempt to learn about diversity & inclusion in their work, and include their personal efforts in these areas in annual activity reports. (Human Resources – TBD)

1.2 Institute WE COMPLY on-line diversity training modules for all College employees (faculty/staff). (Mgmt. Services; CDPI – April 2017)

1.3 Participate in the Campus Pride Index. This tool is designed to support campuses in assessing LGBTQIA+ friendly policies, programs, and practices. A designated campus official will complete the index tool consisting of 50+ self-assessment questions so the college can better gauge its receptiveness and responsiveness. (CDPI; DTF – Nov 2016)

1.6. The City of Plattsburgh building code may not currently recognize gender-neutral bathroom signage on campus or off. The DTF subcommittee will facilitate achievement of this objective by working with the City. (DTF – May 2017).

1.7 CDPI staff to speak at all New Faculty Orientations about SUNY Plattsburgh’s commitment to diversity & social justice, outlining the resources that CDPI has available to assist faculty with incorporating diversity into their course(s), and discussing the opportunities that CDPI provides for professional development. This strategy can assist in reaching new faculty and getting them connected to the Center earlier. (CDPI, Academic Affairs – January 2017)

1.8 CDPI and DTF colleague(s) to facilitate a twice per semester current events brown bag luncheon. (CDPI - Jan 2017)

1.9 Create and distribute a “Diversity Resource Listing.” (CDPI; Title IX, EOP; SSS, Student Affairs – April 2017)

1.10 CDPI will collaborate with Academic Deans to develop/update diversity plans for each school. (CDPI; Academic Deans – TBD)

1.10a All academic divisions to articulate their divisional diversity statements. (Academic Deans – TBD)

1.14 SUNY Plattsburgh to create and implement a Social Justice Crisis Respondents Team. (DTF – April 2017)

1.15 Encourage the President of the university to assist in the promotion of student led events and initiatives to attract more faculty and staff. (CDO; Chief of Staff – August 2017)

1.16a SUNY Plattsburgh in an effort to include all voices will offer additional ways for people to provide their thoughts (i.e. index cards) at events. (DTF – TBD)
1.16b Institutionalize the concept of more than one facilitator so as to represent a multiplicity of identities, and offer a myriad of viewpoints. (DTF – TBD)

1.18 Improve the process for faculty and staff members receiving the Student Digest to increase the attendance at student driven diversity programming. (CDPI; DTF; VP SA – August 2017)

1.19 SUNY Plattsburgh’s DTF will entertain ways to collaborate with the City of Plattsburgh in developing an LGBTQ+ community center. (DTF; CDPI – May 2017)

1.23 CDPI will approach Public Relations about the possibility of forming an alliance to establish and promote the diversity initiative across the campus. (CDPI; PR Dept. – Dec 2016)

1.24 CDPI to continue to support the New Student Orientation with a workshop: but to also provide a workshop for incoming Transfer Students in the Fall and Winter Sessions. (CDO; VP SA – Dec 2016)

1.28 CDPI and Fraternity and Sorority Life to discuss a liaison between the two offices for consistent programming, initiatives, and other cooperative measures. (CDPI; Fraternity/Sorority Life – TBD)

1.28a Encourage an intersectional diversity & social justice educational initiative within Fraternity and Sorority life. (CDPI; Fraternity/Sorority Life – TBD)

1.28b Inter-Fraternal Relations Committee to consider adding diversity & social justice aspects to Fall Fiesta and Greek Week Programming. (CDPI; Fraternity/Sorority Life – TBD)

1.30 University will work to advance Student Support Services efforts to support students who may have different abilities and needs. (CDPI; DTF; SSS – August 2017)

Objective 2: Develop strategies to successfully recruit/retain an underrepresented student body

2.2 Facilitate the “Multicultural Alliance,” the organization of multicultural organization student leaders with representatives from: The Student Association, Athletics, the recognized fraternities and sororities, honors societies, as well as various clubs and organizations (including under-represented student affinity groups) of SUNY Plattsburgh. This organization will meet monthly to: collaborate on events, pool resources, and be a proactive force for diversity & social justice on the SUNY Plattsburgh campus. (CDPI – February 2017)

2.7 Collaborate on continuous improvement and implementation of “Diversity Week,” co-sponsored by CDPI, The President's Office, the Student Association (SA), Student Affairs, The Multicultural Alliance, EOP, Residence Life, Academic Affairs, Education, Health, and Human Services, Veterans Support Office (VSO), Safe Space, Arts & Sciences, Business & Economics, Library and Information Services, Greek Life, Business Affairs, Institutional Advancement, the Diversity Task Force (DTF), and other campus groups interested in participating. (CDPI – January 2017)

NOTE: Group discussed the name “Diversity Week” vs. “Social Justice Week” and which may garner more student interest and participation. Group also discussed having the week more than once per year, but perhaps once per semester. Group also discussed a continued focus on a variety of issues including but not limited to race, gender, sexual orientation, ability, socioeconomic status, and age.
2.11 CDPI to continue to support the FRS program with Diversity Enlightenment.

2.12 Develop first semester transfer student experience class/course, similar to FRS.  
(DTF; Academic Deans – April 2017)

**NOTE:** FRS is already on the books and section(s) could be added for transfers specifically.

2.13 SUNY Plattsburgh to consider utilizing concise video clips (30-40 seconds) on the website homepage that feature faculty members energetically/creatively articulating the reality of, and dedication towards, diversity & social justice on campus. (Academic Affairs/DTF – Nov 2017)

2.14a Identify core faculty from the Faculty Senate to assist in the development of a “Diversity” or “Diversity & Social Justice” Certificate(s), for students successfully completing a requisite amount of diversity education.  
(Sociology – TBD)

**NOTE:** The Sociology Dept. has a program in development.

2.15 CDPI and DTF to aid admissions in recruiting students, faculty, staff, and community members to more effectively frame positive aspects of the institution and surrounding community in terms of diversity & social justice. This includes but is not limited to recording 20 faculty members engaging 10 second video clips of why they appreciate and value the diversity within SUNY Plattsburgh.  
(Admissions/CDPI/DTF – TBD)

**NOTE:** CDPI and DTF will assist in the planning process when Admissions is developing recruitment content, or provide feedback in the development of recruitment content to be inclusive of voices and stories that may not be represented in recruitment materials. An Admissions/CDPI partnership may be necessary.

**Objective 3:** Develop strategies to successfully recruit and retain faculty/staff from underrepresented groups in higher education

3.3 Consistent with the responsibilities of the Chief Diversity Officer (CDO), outlined by SUNY Administration, the SUNY Plattsburgh CDO should develop a relationship with the Consortium for Faculty Diversity (CFD) as a means of identifying and recruiting diverse candidates for faculty openings.  
(CDO; President’s Office – Jan 2017)

3.6 Feature SUNY Plattsburgh diversity initiative more prominently on the SUNY Plattsburgh Website.  
(CDPI; President’s Office – Feb 2017)

3.10 INT303 Examining Diversity Through Film (EDTF) to be identified as a professional development opportunity for all administrative offices.  
(CDPI; VPs [Academic Affairs, Student Affairs, Institutional Advancement, Business Affairs] – Nov 2016)

3.11 Each academic department create a plan of inclusion outlining strategies for introducing new faculty members to the college’s diversity plan/initiative.  
(DTF; Provost; Academic Deans – TBD).
Objective 4:  Build a culture where everyone (faculty/staff/students) is committed to teaching/learning about diversity & social justice.

4.1 Support student and faculty/staff access to courses that actively engage diversity & social justice which also offer:
   • Student leadership opportunities
   • Faculty/Staff professional development opportunities.  (DTF; CDPI – TBD)

NOTE: Identify which courses currently exist that engage diversity & social justice.

4.13 CDPI Breakfast Club held on Monday mornings from 8:00-9:30am in the Blue Room engaging pre-arranged articles, topics, and themes. These conversations will be facilitated by CDPI and DTF representatives. (CDPI February 2017)

4.14 CDPI Coffee Houses will be held at a number of establishments in the community from 3-5pm on Fridays in an effort to encourage faculty and staff engagement of diversity and social justice concerns through conversation based upon predetermined articles, themes, and topics. (CDPI February 2017)

4.15 CDPI will continue to feature Student and Faculty panel discussions on topics of: political correctness and social justice, micro-aggressions, maintaining civilized discourse, etc. (CDPI April 2017)

4.16 CDPI will engage in a partnership with Residence Life that transcends the summer activities between the two departments. The intent of this partnership is to include the students that are not already a part of these conversations. By incorporating floor programs into diversity and social justice programming (CDPI & Residence Life May 2017)

4.17 SUNY Plattsburgh to promote CDPI as one of its many community resources (College President – Jan 2017).

4.18 CDPI to work with Student Association/Cardinal Points to develop a column for diversity and social justice issues. (Cardinal Points– February 2017)

4.20 Develop a video representation of President Ettling to accompany the Diversity Plan online. (Dr. Ettling– February 1st)

4.21 Hold diversity education/workshop for janitorial and support staff once per year the week prior to a semester’s beginning. (CSEA President – Rephrase to include support staff in workshops– TBA)

4.22 Institutionalize the relationship between CDPI and strategic campus partners (GEO, Fraternity and Sorority Life; Student Association) by reserving a seat for them on the DTF. (CDPI; GEO; Fraternity & Sorority Life; SA – August 2017)

4.26 Academic advisors to encourage their advisees to take INT303 EDTF or course(s) that fall under requirements for the upcoming diversity certificate as a means of preparing them for graduate school or the professional environments that await them in their careers. (Academic Advising – January 2017)
Objective 5: Extend SUNY Plattsburgh’s Diversity & Social Justice initiative to the communities of the North Country of NY state.

5.5 CDPI to offer diversity & social justice education to local law enforcement agencies, including but not limited to: University Police, Plattsburgh City Police, Customs and Border Patrol, etc. This will be done in support of the constituency groups involvement in their communities, so that they can more effectively identify with the people they will come in contact with.  
(CDPI; Univ Police; Plattsburgh City Police; NY State Police; U.S. Customs and Border Protection - July 2017)

5.7 Collaborate with the Chamber of Commerce and Career Development Center to establish “Diversity Internship(s).”  
(CDPI; Chamber of Commerce; Career Development Center - August 2017)

5.7a Collaborate with the Chamber of Commerce/Adirondack Young Professionals (ADKYP) to introduce students to North Country Professional Opportunities.  
(CDPI; ADKYP - March and October 2017)

5.8 CDPI to partner with the Community Engagement Center to cultivate/utilize community resources for academic programming and events.  
(CDPI; CPS; First Weekends Reps; Clinton Community College - May 2017)

Objective 6: Develop and manage the measurement/assessment of the Diversity Plan in general, and all of its specific initiatives.

6.1 Create and consistently implement the assessments/mechanisms to ensure that diversity initiatives and progress toward diversity objectives are regularly assessed.  
(CDPI – October 2017)

Year Two: Nov 2, 2017 – Nov 1, 2018

1.11 CDPI will develop and facilitate a faculty nominated student leadership discussion series for student leaders to consider and hone their leadership skills and cultural competencies.  
(CDPI; DTF; Academic Affairs – TBD)

1.12 CDPI will develop and facilitate a social media page (Facebook) for the academic community whose purpose is to discuss national and local incidents.  
(CDPI; Academic Affairs; Institutional Advancement; Student Affairs – TBD)

1.12a Social Media Facebook page will be linked to the My-Plattsburgh resources page as well as the CDPI page on the university’s website.  
(CDPI; Academic Affairs; Institutional Advancement; Student Affairs – TBD)

1.12b SUNY Plattsburgh will develop a social media page (Facebook) titled Humans of Plattsburgh to feature stories of: students, faculty, staff, and community members of Plattsburgh as a way of building community.  
(CDPI; Academic Affairs; Institutional Advancement; Student Affairs – TBD)

1.13 CDPI will collaborate with other departments and student groups to organize an annual field trip as an applied learning experience, serving as both an educational experience and professional development opportunity for faculty and staff interested in enhancing their multicultural competencies.  
(CDPI; DTF; Academic Affairs – TBD)
1.16 CDPI to co-facilitate with other organizational collaborators a once-a-semester Town Hall/Diversity Forum. (CDPI; DTF; Title IX; EOP; SSS – TBD)

1.16c Every department to designate representatives to attend once-a-semester Town Hall/Diversity Forum meetings who can report back to the department. (CDPI; President’s Office; VPs – TBD)

1.17 CDPI will offer Bi-annual Diversity Enlightenment Sessions that address the topics of Leadership/Ally development, Bullying, Implicit bias, and Micro-aggressions. Constituencies that would be encouraged to attend these sessions would include but are not limited to faculty/staff, club and organizational leadership, and other community stakeholders. (CDPI; DTF; Student Affairs; Business Affairs, Enrollment Mgmt. – TBD)

1.20 In response to the Cardinal Points incident, SUNY Plattsburgh to create a campus policy that allows CDPI to offer mandatory leadership workshops to all students working in campus leadership positions. (Mgmt. Services; DTF – April 2017)

1.21 University Police to establish their presence during the New Student Orientations to be one of the first faces that are put forth for the students as they arrive. This is especially true for under-represented students who sometimes come from places with poor relationships with local police departments. (UP; Student Affairs - July 2017)

1.22 CDPI to partner with Pi Sigma Alpha (the Political Science Honor Society) and their advisor for assistance in facilitating healthy bipartisan discussion around politics. (CDPI; Pi Sigma Alpha – TBD)

1.25 President/Provost to visit every underrepresented student organization during an academic year. (CDPI, President, Provost, SA – TBD)

1.25a The College President to consider hosting open office hours which allows students to bring concerns regarding campus or community climate directly to the attention of the Chief Administrator of the college. (CDO; Chief of Staff; President – TBD)

1.26 Chief Diversity Officer along with the Affirmative Action Officer and Title IX Officer to act as de-facto ombudspersons for issues of diversity and social justice (listed under the diversity resource guide). (CDPI; AAO; Title IX – TBD)

1.27 SUNY Plattsburgh to utilize multi-disciplinary approach to engage the topic of White Privilege in an effort to increase the stakeholder buy-in into intersectional social justice initiatives on campus. (DTF; Academic Affairs; Faculty Senate – TBD)

1.31 University to consider a community lunch period – during a weekly period where courses are not scheduled--so that students, staff, faculty, and organizations would be able to access for professional development, student leadership development, and community building programming. (CDPI; CPS; Student Affairs – TBD)

1.32 Consider creative/strategic ways to include the Queensbury campus when it comes to diversity & social justice programming. (CDPI; Queensbury Dean – TBD)
Objective 2: Develop strategies to successfully recruit/retain an underrepresented student body

2.1 Create and/or redefine the position of Multicultural Admissions Counselor to work collaboratively with the Chief Diversity Officer, Asst. Vice President of Student Affairs, the EOP Director, and other strategic departments in the recruitment of underrepresented students as well as to support and expand programmatic initiatives related to diversity & social justice, and multicultural competencies. (Admissions – TBD)

NOTE: There may be opportunities within the existing personnel structure to incorporate some elements of the “recruitment of underrepresented students,” but current resources do not allow for a new position to be created. The college must first clearly articulate its recruitment and enrollment objectives.

2.4 Assist Admissions/Enrollment Management through consultation on:
   1. The significance of Admissions’ staff learning about diversity & social justice,
   2. The development of Enrollment Management’s Multicultural Admissions Counselor position.

2.4a Assist Enrollment Management in student recruitment
   1. CDPI representation on pertinent committee(s). (Admissions/CDPI – TBD)
   2. The Chief Diversity Officer strategically involved in the student recruitment process. (Admissions/CDPI – TBD)

NOTE: CDPI may want to ask to be represented on future Admissions search committees to have input on search process. CDPI may also want to be a part of student recruitment in areas and locations where their input and articulation of the SUNY Plattsburgh community may have more sway with a marginalized group.

2.5 Establish a DTF sub-committee to consider adequate and appropriate student support, ranging from first semester transitioning, staff and faculty interactions, and time management workshops.

2.8 Develop and implement a survey designed to obtain alumni interest in receiving communications, invitations and information on events and programs (CDPI Faculty Panel Discussions; CDPI Student Panel Discussions, CDPI Diversity Film Series; and CDPI Diversity Enlightenment (D.E.) Sessions), which all focus on advancing the diversity & social justice initiative. (CDPI/Institutional Advancement – TBD)

2.17 SUNY Plattsburgh to consider, in addition to or in lieu of a Safe Space for LGBTQIA+ students, hiring more counselors to engage issues faced by LGBTQIA+ students. (DTF/Student Affairs – TBD)

2.10 SUNY Plattsburgh to continue to pursue and expand partnerships with organizations that can help increase student diversity, including partnering with community-based organizations and creatively involving alumni. Additionally, work with selected high yield high schools to develop relationships that result in multicultural applications and enrollment growth. (Admissions – Ongoing)

2.15 SUNY Plattsburgh to consider, in addition to or in lieu of a Safe Space for LGBTQIA+ students, hiring more counselors to engage issues faced by LGBTQIA+ students.

2.16 Take steps to ensure all possible resources are made available to non-traditional and veteran students.
Objective 3: Develop strategies to successfully recruit and retain faculty/staff from underrepresented groups in higher education

3.3a Appoint a CDPI Fellow in the 2018-19 academic year, offering a two-year dual appointment between two administrative units at SUNY Plattsburgh, with two SUNY Plattsburgh mentors. (CDPI; DTF; VPs – TBD)

3.7 HR to ensure that marital and spousal policies and implementation around health benefits are inclusive of same sex marriage. (DTF; CDPI; HR – TBD)

Objective 4: Build a culture where everyone (faculty/staff/students) is committed to teaching/learning about diversity & social justice.

4.1a Administer questions/factual scenarios to INT303 students at the beginning and end of each semester to assess the success the course is having in developing students/faculty awareness about issues around diversity & social justice. (CDPI– February 2018)

4.1.b Senior Administration to seek out continued education/professional development regarding diversity & social justice (Title IX - will provide a list of courses and educational opportunities to administration. – November 2017)

4.1.c Senior administration to participate in a workshop/seminar to teach other administration, faculty, and staff what they learned during their education/professional development opportunities. (Title IX/Administration– March 2018)

4.1.d Develop a sustainability plan to develop continual professional development and teach-back workshops (Title IX – November 2017)

NOTE: As of October 2016 over 90 faculty/staff have participated in the professional development component of INT303 EDTF. The majority of participants have indicated that the session helped them reflect on how their own identities affect the work they do at SUNY Plattsburgh and provided a better understanding of how ableism, racism, sexism, heterosexism, classism, and privilege adversely affect student learning and subsequently campus climate.

4.2 Solicit assistance from the Faculty Senate to assist in the development of a Diversity or Diversity & Social Justice Minor. (Faculty Senate (Sociology Dept.) is looking to create a social justice minor. They are in the early conversation stages of putting this minor together– TBD)

4.3 Develop the relationship with the Center for Teaching Excellence (CTE) to advance diversity & social justice education to staff/faculty by:
   a. CDPI Staff to participate in professional development opportunities offered through CTE workshops. (CDPI April 2018)
   b. CTE staff participating in the professional development component of INT303 EDTF (CTE– TBD)
   c. CDPI to provide support to CTE in its efforts to include diversity & social justice pedagogy as part of its efforts at promoting teaching excellence. (CDPI; CTE– TBD)

4.4 Reinvigorate the CDPI Faculty Roundtables to collectively develop and engage in ongoing strategy sessions about progressive, creative, and necessary curriculum and pedagogy change and development. (CDPI– September 2018)
4.5 Provide additional planning/funding to enhance “Diversity Week” with programming that deepens the engagement of the campus community with social justice issues, in conjunction with ongoing support from campus organizations interested in participating. (Diversity Task Force– Spring 2017)

4.6 Develop a Faculty/Staff Diversity Committee that meets thrice a semester (Weeks 3, 7, & 11) to plan and implement ways to improve faculty/staff student-centeredness, advance/promote faculty/staff relationships with students, and enhance faculty/staff’s ability to engage difficult conversations inside and outside of the classroom context. (CDPI; Center for Student Activity; SSS (September 2018)

4.6a CDPI will provide cultural competence education for new and current faculty/staff members. (CDPI– September 2018)

4.7 Develop INT403 Examining Diversity Through Film II for students to go deeper into the subject matter and faculty/staff to have access to more professional development opportunities. (CDPI/DTF– September 2018)

4.8 Collaborate with the Faculty Senate to encourage and/or assist faculty in developing and/or including diversity & social justice within their curricula. (Faculty Senate Curriculum Inclusion Adhoc– TBD)

4.8a CDPI to provide faculty a comprehensive calendar of events hosted by the campus and community regarding diversity & social justice available throughout the semester to allow them to offer extra credit for student’s attendance. This will allow faculty who perceive challenges in incorporating diversity and social justice into their curriculum an opportunity to have their students assist them in seeing it by framing the relevance of the extra credit to the subject matter; and by discovering the unique realities of their students as well from the write-ups. (CDPI– September 2017)

4.9 CDPI, EOP, Global Education Office (GEO), Veteran Support Office (VSO), and the Student Association (S.A.) to collaborate on an annual academic campus event highlighting and celebrating diversity & social justice scholarship of the students. (NOTE: Student Association gives out a Diversity & Inclusion Grant. These listed organizations can potentially add to this grant or provide a different scholarship. (CDPI, EOP, GEO, VSO – TBD)

**Objective 5:** Extend SUNY Plattsburgh’s Diversity & Social Justice initiative to the communities of the North Country of NY state.

5.4 CDPI to develop a plan that features CDPI Interns doing mutually beneficial Diversity Enlightenment Sessions for local high schools. (CDPI; Plattsburgh Senior High School; Beekmantown Central School; Northeastern Clinton Central High School; SUNY Plattsburgh Career Development Center – TBD)

5.6 DTF/CDPI to develop, market, and implement a “Unite Plattsburgh” training/education program for local businesses, which will recognize buy-in from North Country employers that complete a short training program on how to better implement diversity & social justice awareness into their daily operations. (CDPI; Nine Platt Hospitality Group; AKDYP; Rotary Club of Plattsburgh; Chamber of Commerce – TBD)
5.6a DTF/CDPI to identify a method to recognize participating organizations. These recognitions could be as simple as a small sticker/poster that is displayed at the business (similar to Chamber of Commerce membership). *(CDPI; ADKYP; Rotary Club of Plattsburgh; Chamber of Commerce – TBD)*

5.6b Establish a meaningful and time-efficient delivery method for the training program to make the greatest impact with least number of additional hours required by CDPI staff. Training opportunities could consist of an annual (or semi-annual) large workshop that businesses must register, pay for, and attend with certain percentage of their workforce; or small self-directed learning opportunities using syllabi from CDPI. *(CDPI; Clinton Community College; ADKYP; Rotary Club of Plattsburgh; Chamber of Commerce – TBD)*

5.6c Create a marketing/recruitment plan for communicating the benefits of participating in the program. The program would service the participating businesses by giving them an opportunity to publicize their completion and commitment to diversity & social justice, help them attract/retain new business, attract/retain new employees, and give them general recognition from the community. *(CDPI; ADKYP; Chamber of Commerce – TBD)*

**Objective 6:** Develop and manage the measurement/assessment of the Diversity Plan in general, and all of its specific initiatives.

6.1 Create and consistently implement the assessments/mechanisms to ensure that diversity initiatives and progress toward diversity objectives are regularly assessed. *(CDPI – October 2018)*

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**Year Three: Nov 2, 2018 – Nov 1, 2019**

**Objective 1:** Cultivate a university community that promotes/ supports diversity, pluralism, inclusion, and social justice.

*NO ACTION ITEMS FOR OBJECTIVE 1 AT THIS TIME*

**Objective 2:** Develop strategies to successfully recruit/retain an underrepresented student body

2.3 Provide a limited number of recognition awards (scholarships and/or stipends could range from $500, - $1500) at the end of every semester to the campus group(s) that best exemplify the “Spirit of Diversity & Social Justice.” This award will demonstrate a public and tangible financial commitment to the campus’ diversity initiative. Each student recipient will have been nominated sometime between weeks 9-10 of the semester. If selected the recipient would have been amongst the most impressive of those student(s) with multiple nominations by staff and faculty in relation to accompanying supportive and compelling nomination letters and an academically distinctive G.P.A. The award could be presented as part of a larger award celebration.
2.6 Provide support for a “Why We Care” initiative, engaging alumni to develop, fund, and/or participate in events and programs that support, involve, welcome, and celebrate both students and alumni from all constituent communities who may feel devalued, disenfranchised and disengaged.

2.9 Enrollment Management to share (or if need be develop) appropriate mechanisms to assess recruitment, enrollment, and retention patterns. Track recruitment, enrollment, and retention patterns of targeted subgroups as well as the overall student body. Continue to use student survey data and student focus groups data to provide insight into both well represented and under-represented student populations. (DTF/Admissions - Ongoing)

**NOTE:** Utilize Institutional Effectiveness reports. Additionally, the new Oracle Business Intelligence (BI) system provides reports for every SUNY campus allowing users to easily compare enrollment, retention and graduation data across campuses.

2.10 Continue to pursue and expand partnerships with organizations that can help increase student diversity, including partnering with community-based organizations and creatively involving alumni. Additionally, work with selected high yield high schools to develop relationships that result in multicultural applications and enrollment growth.

**Objective 3:** Develop strategies to successfully recruit and retain faculty/staff from underrepresented groups in higher education

3.1 Assess recruitment, hiring and retention patterns of diversity hires. (DTF; HR; VPs – TBD)

3.1a Implement policies and mandatory diversity education for search committee members to enhance recruitment of under-represented candidates by addressing implicit bias and micro-aggressions. (DTF; CDPI; HR – TBD)

3.1b Human Resources (HR) to provide data on faculty and staff hiring by race, gender and occupation to Institutional Research (IR). IR will analyze and confer with Senior Administration and the Chief Diversity Officer for the applicability and value of this research. (HR; IR; CDO – TBD)

3.2 Encourage mentorship of newly hired under-represented faculty by well-established faculty so as to more effectively retain them. (DTF; Provost; Academic Deans – TBD)

3.4 Institutional Advancement to take the lead in developing a network of alumni allies to assist in the recruitment of diverse faculty and staff. (IA; CDPI; VPs – TBD)

3.5 Develop an affinity group as a resource for incoming faculty members. (DTF; Academic Deans – TBD)

3.8 CDPI to collaborate with the Affirmative Action Officer/committee to create and encourage best practices for faculty/staff search committees to increase recruitment and retention of a diverse faculty and staff. (CDPI; AAO; HR – TBD)

3.9 Require diversity statements from all applicants during search processes. (DTF; HR – TBD)

**NOTE:** Replicate the updated hiring processes that Residence Life has undertaken.
**Objective 4:** Build a culture where everyone (faculty/staff/students) is committed to teaching/learning about diversity & social justice.

4.10 Cross departmental collaboration programming (workshops) and teaching courses. *(CDPI; GWS; Title IX – TBD)*

4.11 CDPI to work with Institutional Advancement for assistance in developing a network of alumni allies to help promote the development of a diversity, or diversity & social justice minor. *(CDPI/Institutional Advancement– TBA)*

4.12 Cardinal Points to feature a diversity & social justice question of the week from the 12/13 submitted for the semester that they could go and ask students for a response which they would print. *(Cardinal Points–TBA)*

4.27 The Faculty Senate to consider creating a mandatory general education diversity requirement. The courses that fulfill these requirements would have to present an intersectional approach to diversity & social justice. *(Faculty Senate-TBA)*

4.28 Intersectional Resources Guide to be made available via orientation packages, CDPI and campus websites, and beginning of the Semester Email link of working document to all members of the SUNY Plattsburgh Community. *(Diversity Task Force- September 2018)*

   a. Identify allies and resources on campus regarding diversity & social justice on campus and release a working document to the campus community online *(Diversity Task Force– September 2017)*

4.29 CDPI to consider adding a second section of INT303 (EDTF) on Thursdays to attract/support faculty/staff who cannot make the 4-7pm slot (tentatively 1-4pm). *(CDPI– TBA)*

**Objective 5:** Extend SUNY Plattsburgh’s Diversity & Social Justice initiative to the communities of the North Country of NY state.

5.1 CDPI’s diversity interns to develop and implement an outreach program that invites local high schools’ 1st and 2nd year students to the SUNY Plattsburgh campus’ diversity initiative, introducing them to the concepts and benefits of diversity & social justice.

5.2 Plan an aggressive campaign to market SUNY Plattsburgh’s diversity initiative’s opportunity to students in the North Country by creating conversations with school leaders, key teachers/counselors/principals/parents.

5.3 DTF to develop a plan of outreach that features EDTF taught at other local high schools. NOTE: It is currently being taught at three local high schools.

**Objective 6:** Develop and manage the measurement/assessment of the Diversity Plan in general, and all of its specific initiatives.

6.1 Create and consistently implement the assessments/mechanisms to ensure that diversity initiatives and progress toward diversity objectives are regularly assessed. *(CDPI – October 2019)*
APPENDIX A – Diversity Task Force (DTF)

Jacob Avery
Staff--Student Affairs

Butterfly Blaise
Staff-Title IX Coordinator/GWS

Dr. Anne Bongiorno
Faculty-Nursing

William Cangialosi
Student-Res Life/Fraternity-Sorority Life

Dr. Vincent Carey
Faculty-Interim Chair Sports and Wellness

Dr. Ray Carman
Faculty-Political Science

Arin Cotel-Altman
Student-SA Vice President

Jennifer Matott
Staff-CDPI

Nick Dubay
Community-NAMI

Ryan Fincham
Staff-Resident Hall Director

Lauren Gonyea
CDPI – Staff Assistant

Dr. Jerry Isaak
Faculty-Expeditionary Studies

Nicholas Kelly
Student-Intern: Center for Student Involvement

Michael Kimmer
Student-Student Association President

Ken Knelly
Staff-Marketing & Communications

Dr. J. W. Wiley
CDPI Staff-Chief Diversity Officer

David Young
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Ken Knelly
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Karin Killough
Staff-Learning Center

Casey Koziatek
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Dr. Daniel Lake
Faculty-Political Science

Ryan Lee
Community-Boy Scouts of America

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Morgan Pellerin
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Valeri Raugi
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Kyla Relaford
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Yesenia Reynoso
CDPI Intern – Student

Samuel Rucker
Student-President of Alpha Phi Alpha

Dr. Heidi Schnackenberg
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Amy Sotherdern
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