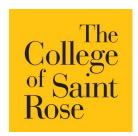**President's Diversity & Inclusion Task Force Report**

Convened: January 2019
Report Issued: August 2019

Author: Dr. Shai L. Butler
Vice President for Student Development &
Chief Diversity Officer
In partnership with task force members

Introduction

In December of 2018, President Carolyn J. Stefanco announced the establishment of the President's Task Force on Diversity and Inclusion designed to bring students, faculty, staff, and administrators together to develop a comprehensive approach to improving the climate for diversity and inclusion for students at Saint Rose. According to Dr. Stefanco, "Now it is time to address a critical issue facing many institutions of higher education—creating an environment where all students feel welcome and can achieve their academic and personal goals. Improving the climate for diversity and inclusion is one of my highest priorities as an educator, and as the President of Saint Rose". The task force was co-chaired by Sonia Morreira, Student Association President, and Dr. Shai Butler, Vice President for Student Success and Engagement and Chief Diversity Officer. The task force was charged with developing an action plan and conducted their work in Spring 2019 holding nine meetings from January 18th through May 2nd, 2019.

Background & Context

The President's Task Force on Diversity & Inclusion was established as a result of conversations held in the Fall of 2018 that raised awareness around incidents of bias and racism on and off campus. Student reports of bias-related incidents in the classroom and on campus prompted action, led by a range of campus constituents including students, faculty, staff, and administrators. One incident involved campus postings of flyers reading "It's OK to Be White" that the community later learned was connected to white supremacist's organizations. This was a coordinated campaign that involved campuses throughout the region and the nation, that was specifically designed to create a liberal backlash to stir up campus protest.

In response, President Stefanco drafted a letter to students within the College community stating the following; "Serious issues about diversity and inclusion in our Saint Rose community were raised this semester, and we have had several opportunities to discuss the impact of bias and discrimination on our students. Some of you shared your experiences and thoughts in group settings, and with me privately, about how we at Saint Rose can improve our campus climate and create an environment where all students feel that they can achieve their academic and personal goals. I want you to know that I heard you, and that addressing the concerns you raised are among my highest priorities as President". It was in this correspondence to students that the President announced the formation of the task force and the scheduling of an all-day professional development session for all employees of the College that focused on diversity and inclusion.

This Convocation was held on January 9, 2019, and began with remarks from the President about the importance of diversity, inclusion, and community. The keynote speaker was Dr. Neenah Estrella-Luna, Visiting Associate Professor of Sociology at Salem State University, who has consulted with us on these topics for over a year. Dr. Estrella-Luna has extensive experience with community engagement, dialogue, public learning, and communication, and she has led initiatives related to racial equity and social justice. Breakout sessions commenced after the keynote address and were hosted by faculty and administrators who volunteered to engage employees in conversation with a goal of listening to build

understanding. will follow Dr. Estrella-Luna's remarks? Convocation conversations helped to inform the work of the Task Force.

Task Force Operations Overview

Overview of Process

There were 30 participants representing all groups of the campus (see attached roster). Faculty, who were involved with campus diversity efforts staff, and administrators were invited or recommended Shai gave a clear summary of the task force purpose and the process in which the goals will be achieved. The President's Diversity Task Force will be co-chaired by Shai & Sonia. The group was encouraged to take their "feedback lens" along with data information from self-studies on the diversity of the college campus (for example SSI surveys, campus dashboards), shared resources and then recommendations will be developed.

Good conversations at each meeting will be fostered from what group members have read, researched, and feedback from students.

The Approach:

- Bi-weekly (90 minutes) meetings.

- Begin each meeting with plenary then breakout of two groups (Campus Experience and Classroom Experience).

- A recorder/reporter from each group is needed to share with the entire group.

- The recommendations in this report are structured based on the work done within each committee

Recommendations

Race & Ethnicity

Diversity & Inclusion in the Classroom Subgroup Recommendations

Policy

Complete a Gap Analysis between policies (i.e. Non-Discrimination, Harassment, others) and the Faculty Manual and Student Handbook.

Purpose:

- To seek congruency between and among policies and printed expectations

- To make recommendations for policy changes if required and upon approval,

- To make subsequent changes and alignment between the Faculty Manual and the Student Handbook (Dissemination Fall 2019)

- Process Recommendation: Suggested that a subgroup from the Inclusive Excellence Committee be formed with campus-wide representation to facilitate this process.

- Expectations and Training

- Assumptions: We recognize that all staff needs to be compelled to learn and grow as members of our increasingly diverse learning community. We believe a comprehensive and ongoing training program needs to be created to ensure that the St. Rose community reflects its mission. We also believe that the training opportunities need to be designed to be embedded within the roles that staff and student living. Last, we believe that we cannot continue to diversify our population and remain colorblind in our data, policies, practices, and protocols.

Processes and Practice

- Supervisor Roles (i.e. Deans, Chairs, others)

- In order to support staff, all Supervisors must be trained in anti-bias training to unearth their own biases and be trained in strategies to hold difficult conversations based on race, ethnicity, language, etc.

- All Supervisors must be trained in strategies to de-escalate intense emotional confrontations based on race, ethnicity, language, etc. (Microaggressions, misogyny, lowered expectations)

- All Supervisors must be trained in the proposed Counsel Protocol (see the last page for example from Stony brook) Faculty (Full Time, Part Time, Adjunct, Visiting, anyone who teaches courses or workshops)

- All faculty must be trained in anti-bias training to unearth their own biases and study the impact on how we deliver instruction, and expectations we hold.

- All faculty must be trained in UDL – a teaching process that focuses on what is taught and how it is taught – to give all students opportunities to succeed no matter how they learn.

- All faculty must be trained in Culturally Responsive Pedagogy, a teaching process that not only incorporates a students' cultural background but centers it into the content, assessment strategies and outcomes for students.

- All faculty must diversify its sources, texts, and articles to include a wider and more diverse range of scholarship.

- Create formative assessments to provide ongoing feedback for student progress in courses to ensure no "surprises" at the end of the term.

- Professional development delivery models must include robust technology solutions to ensure that all faculty have access to relevant information.

Students

- Students must return to respect and change/challenge the language associated with "Politically Correct." We must begin with respect for all students, regardless of country of origin, language, ethnicity, race or sexual identity. Similar to faculty, all training must be extended over time and delivered through multiple options including technology, module development, and face-to-face.

- All students must be trained in anti-bias training to unearth their own biases and study the impact on how they perceive, interact and live with diverse populations. All training must be extended over time and delivered through multiple options including technology, module development, and face-to-face.

- All students must understand strategies to be an Ally instead of a Bystander. All training must be extended over time and delivered through multiple options including technology, module development, and face-to-face.

- All students must learn how to advocate for themselves in situations between peers and with those in power positions of authority.

- All students must have access to learning to increase their health by reducing stress and anxiety while addressing sleep habits and sleep deprivation.

Human Resources

- All new faculty should have a comprehensive orientation that addresses Culturally Responsive Pedagogy, Universal Design for Learning (UDL) to enhance pedagogical strategies.

- Communication with potential new hires needs to communicate the expectation that all employees are culturally competent.

- Design and delivery of training for service groups outside of faculty positions training outlined above.

Processes for reporting incidents of bias

- **Assumptions**: We recognize the power dynamic of students reporting incidents of bias against their peers and especially with faculty. We know that for some because the "traditional" means of reporting would include a full investigation and facing the professor, some students fear the additional perceived confrontation. At the same time, we do not advocate for a student to be able to create a report without naming themselves and the faculty member and documenting multiple incidents of bias.
- **Process**:

- If a student wants to report ongoing issues of bias in a class, we are proposing a "Counsel" Process. In this process, the student submits to the appropriate department authority description of the multiple issues of bias within that class (including dates, description of incidents over time). The student is not expecting to be moved and not expecting the faculty member to be informed immediately. In other words, it is an "FYI" alert and potential early warning system for the departmental authority to which this is reported.

- If the faculty member over the academic year has multiple (number to be determined) incidents with escalating impact, a meeting with the faculty member is convened with the chair or dean.

- The chair/dean is in an advisory role and through guided questions helps the faculty member understand how the actions taken are being perceived and understood by the students of color. Guiding questions such as:

- Recalling the incidents in question

- Why do you believe the students believe this is a racial misstep?

- What do you need from me to help you work better with all students?

- **Note: We have included language from Stony Brook as a potential guide for the development of this process (see attached)**

Diversity & Inclusion on Campus Subgroup Recommendations

- **Campus Community**

- Hire or assign someone the responsibility of serving as a campus ombudsperson to help resolve racial conflicts and diffuse situations that arise when power differentials exist, student to administrator/staff or faculty or to help mediate matters between students.

- Create and widely communicate an easy and transparent system for students to report incidents of bias

- Conduct more campus programming that showcases many cultures, racial and ethnic groups inclusive of domestic and international diversity.

- Clarify and communicate campus policies that allow for late night social and dance events that are held on campus. Policies are ambiguous and difficulties arise when student groups, particularly those from diverse organizations try to sponsor and host on-campus parties or social events.

- Hire more diverse faculty, administrators and staff who represent the diverse student body and who can serve as mentors and club advisors

- **Student Clubs**

- Invest more resources in support of campus student clubs that focus on cultural affinity groups or that advance the principle of diversity and inclusion

- Improve Makie Rose Rock programming by increasing diversity or the performers and music genres. Better communicate the process for selecting performing artist. Reevaluate the background check process and artist expectations.

- Work better with non-Student Association sponsored clubs (publicizing them and giving them equal exposure on the College's website and have undergrad admissions email non-SA clubs so they can be shown to prospective students during campus visits

- Create a clear process for clubs who do not seek Student Association approval to help give them some structure and support. Include a way to keep them accountable for advancing student life through sound practices for leadership, fundraising, operations, etc.

- **Residence Life**

- Include the option for a 'Diversity Liaison' (can be an administrator or student) to be with students of color during conduct meetings

- Randomization of first-year Residence Halls should be better to ensure that students of color are not disproportionately assigned to one hall.

- Annually report the number of racial bias-related complaints and incidents that occur in the Residence hall to the senior administration.

- Conduct an annual analysis of incidents, judicial hearings, sanctions and appeals for review to determine if the process is fair and there are equitable for all students, including students of color

- Conduct diversity training for all student interfacing service positions on campus to ensure cultural competence in interactions and to minimize microaggressions

Socioeconomic Diversity

Diversity & Inclusion in the Classroom Subgroup Recommendations

Assumptions: For a percentage of our students, their fragility in accessing financial resources to survive daily is difficult and has a direct impact on the student ability to perseverance to complete their degrees. We have evidence of students whose families are unable to care or provide for them because of their homeless situation, students who have aged out of the foster system with nowhere to go, students who are wards of the state and LGBTQ students who have been kicked out of their homes in response to their coming out. Regardless of why a student is in financial peril, there are identified issues resulting from the inability to access funds that contribute to the lack of persistence to earn their degree.

 Issues:

- A fundamental resource for all classes is textbooks. Without the means to purchase or rent the texts, students in economic peril often wait weeks before they have access to the required texts, causing them to lose precious time to stay current in their classes.
- Access to computers. While most students come with a computer, when a financially struggling student's computer goes down, there are limited opportunities for students to access computers on campus. Except for Lima and the library, students cannot access a computer to complete assignments or projects. Financial distress again causes a disruption in learning, severely impacts the assessment on the paper/projects, and contributes to the lack of persistence to earn their degree.
- Lack of a home with a significant adult who is able to care and support their child due to circumstances outside of our control, students in financial peril and potentially homeless need shelter and food during breaks. With students in financial peril, charging them $25 per day to stay or more during the fall, winter, or summer breaks causes the student to experience high levels of debt, which again impacts the ability to persist to completion.

Recommendations:

- Policy and Procedure review regarding school break fees, restructure and ensure that those identified under specified criteria have the opportunity to stay on campus as it is their new home.
- Create another computer lab beyond Lima, should be a computer lab with 24-hour access
- Create a "safety-net" and wrap-around case management services for students in financial peril to ensure that basic needs are met, including food, shelter, clothing, and textbooks.
- Within departments or perhaps across campus, are there texts that are appropriate to be used in multiple classes so that students are not purchasing multiple texts.

Diversity & Inclusion on Campus Subgroup Recommendations

Overview of Issues

Account holds Amount of things that students are not allowed to do due to holds.

- Registration- late or unable to register (locked out of major classes)
- Residence hall - cannot reserve a room
- Late fees ($85)
- New rules: Required to live on campus for 2 years may be a financial hardship for some students.
- Register for summer classes to graduate on time

Campus Employment

- More employment is needed to help student off-set costs of attendance
- Work study has limited funding and reduced hours. It's good that minimum wage is increasing, but allotted funds are not used up and students only receive $1,000 per academic year ($500 per semester). More hours are needed
- Off-campus employment is more attractive because students can work more hours, with higher pay. This typically results in decreased engagement. Academics may also suffer because students are working too many hours
- Opportunities for on-campus employment can include
    - Security- create employment opportunities for students to work in security and other offices that are understaffed? (Certification may be required)
    - Dining hall staff, Camelot- extended hours
    - Event staff to staff larger events, programs, concerts

Financial Aid & Student Need

- o Identify ways to get more funds and support for students from Sponsors, donors, department contributions and scholarships

- More education about financial and bursar (clearer communication) is needed to help students know and understand their billing and financial status. Communication should be done in multiple ways and not just email and mail.

- Look into and address Inconsistencies that involve no transparency- like 5-year programs- Entry scholarships promised, but not continued and Issues with financial aid communicating in a timely manner.

- Transactional interaction- try to humanize the experience by providing more customer service

- Student Loans: Communicate more transparently with students about taking out loans that they can't afford

- Housing Over Break: Provide housing over break so that students can remain employed or to help students who may be homeless or in a bad family situation. Consider reducing room cost and providing meals over the break.

Recommendations

- Review campus vacancies across departments to implement more part-time campus employment for students

- Require that students attend educational workshops about financial aid and get rewarded by having their late fees removed (budgeting, understanding your bill, campus employment, etc.)

- Develop policies about break housing and summer employment options

- Process in which students with financial holds would be able to register for the next semester, and have a deadline for resolution of hold, which if not met would result in student's registration being vacated.
- Hire Case Managers to work with students who are dealing with multiple pressures, which are impacting their academic performance or their retention as a student.
- Create more on-campus jobs (for example, consider the departments of Facilities, Security, and others who are in need of help).
- Extend the weekend hours of the Camelot Room to replace the hours lost by the closing of the food operation in Centennial Hall.
- Add a question to the Course Evaluation on Inclusivity in the Classroom.
- Train Financial Aid staff in customer service.
- Create a list of available scholarships that could be available to students and house within the Financial Aid Office. Currently, students are on their own to research and find applicable Scholarships.
- Address the high price of textbooks, identifying possible alternate means for the selection of textbooks by faculty, and alternate options for the purchase of books by students.
- Increase in the printing quota provided to students. The current amount is not enough, especially in majors with significant research projects.

Gender Identity & Expression/ Sexual Orientation

Diversity & Inclusion in The Classroom Subgroup

Issues

Assumptions: Some faculty are not aware of how to address a student's gender identity preference (they, they're, theirs) and should learn roster respect for the preference of preferred name by students. There is a need to communicate that respect of gender identity and preferred names are baseline requirements

Recommendations

- Review the research and find ways to connect inclusive language to hard sciences and other disciplines where diversity is not prominent in the curriculum.

- Create a repository of diversity resources for faculty, particularly around LGBTQIA classifications and other substantive research and information.

- There should be training for Deans and Chairs relating to diversity issues raised so that they are partners in resolving conflicting matters between faculty and students involving issues of bias and microaggressions so that they can conduct basic mediation and problem-solving.

- Raise awareness about intersectionality particularly among Veterans/International student populations who may need more support and integration as a member of the LGBTQIA community.

- STAR Day, accepted student days, and orientation leaders to include resources or information for LGBTQIA students.

- Update website to include more resources in regards to inclusivity.

- Make the list of gender-neutral spaces/bathroom more prevalent across campus and on the College's website

  Diversity & Inclusion Campus Subgroup Recommendations

- Publicize resources available for LGBTQIA students on campus; example, Counselors have the resource to provide students who are transitioning with chest binders and the fact that the Health Center can administer hormones testosterone injections to students with a doctor's prescribed note.

- Begin to gather and report student success outcomes for LGBTQIA students on campus

- Find ways to bridge the gap between the predominately white students who identify as LGBTQIA and who participate in Identity, the club for LGBTQIA students with students of color who identify as LGBTQIA but don't always feel welcome at Identity club meetings.

- Publicize and invite more faculty to the ALANA/Lavender graduation reception

- Explore and consider online training to build inclusivity for LGBTQIA populations on campus.

- Update all older copies of the College's mission statement that replaces "men and women" to "individuals and students"

Gender-Sex

Diversity & Inclusion in The Classroom Subgroup Recommendations

Issues

- Nationally research has shown that there is a disproportional underrepresentation of women in STEM fields. We are unclear if that holds true for the College and recommend that research be done on the prevalence of women STEM majors and their student success outcomes.
- Data has shown that men are retained and graduate at lower rates. The data should be disaggregated by males of color and findings should result in a clear action plan to improve outcomes
- There's a lack of clarity about how women and men are experiencing the College, particularly as it relates to experiences within the classroom and more research is needed. This research should be disaggregated across lines of race and socioeconomic status.

Recommendations

- There is a need for more studies to be done on how men and women are experiencing the College, the differences and similarities so that informed, data-driven recommendations can be created.

Diversity & Inclusion On Campus Subgroup Recommendations

Issues

- Based on student reports and the roster of student association leaders, women are more engaged (in traditional ways) across campus.

- Participation in campus-based leadership opportunities and the elected office is low. How the College is defining these roles is not resonating with students in general and in particular male students and students of color.

- Students are overwhelmed with work and academics and therefore are less engaged in campus life

- Student committee members report that Commitment is a problem in general among students this year

- Males of color are more engaged and involved at other nearby campuses instead of at Saint Rose

Recommendations

- Make connections about why students should run for the Student Association office and do more to promote the benefits

- Invest in an online system to refer/log/track support student engagement across campus
- The College should look at how it defines an engaged student and explore the possibilities that students are engaged in spaces where we are not, in ways that we don't know
- Encourage more Intersectionality in student engagement between Women of Color and non-Women of Color on campus
- Consider how we are defining feminism (perception around meaning) and why the definition does not resonate with this generation of women and find terminology and an approach that will support women students with empowerment and advocacy skills.
- Establish a Women's center – creating an informal gathering space
- Explore whether male's students are using supportive services and if not, determine ways to market these services to men on campus (i.e., counseling services, tutoring services, etc.)

- Find out where males are engaged on campus and find ways to increase student involvement?

- Offer more targeted male training and development programming and training beyond sexual assault prevention

- Consider implementing the What Does It Mean to be Male Campaign, hosted at other institutions here at the College.

- Discuss and promote existing supports for survivors of male sexual assault

- Create space for conversations for students to get to know faculty, staff, and administrative employees background and experiences so that natural mentoring relationships can occur. Use social, informal and fun programming like Trivia, E-Sports, etc. for employees to engage students. We should be cautious about how employees engage students and should be clear about boundaries and what is professionally appropriate

- Establish a mediation or conflict resolution office for students who need assistance with resolving disputes, particularly as this is increasingly becoming more of a problem on campus. Who do students seek out for mentorship or conflict resolution?

Conclusion

Prioritizing the Work

The taskforce concluded with the recommendation to adopt all of the recommendations in this report that were developed during the Spring 2019 planning cycle. It was determined that a phased approach would allow the College to maximize outcomes while also responsibly managing resources throughout implementation. Based upon this recommendation, the College's Chief Diversity Officer has developed a staging document that will guide the process and deliverables. The staging document is found in the Appendix B of this report.

Addendum A

<p align="center">President's Diversity Taskforce Membership List</p>

Carolyn J. Stefanco Ph.D. (President) – Ex-Officio

<ins>**Co-chairs**</ins>

Shai Butler (administrator)   Student Success & Engagement/Diversity

Sonia Morriera (student)   Student Association

<ins>**Taskforce Members (alphabetically by last name)**</ins>

1. Olivia Brooker (student) — Best Buddies (attending for Amanda Schafer)
2. Lamara Burgess (administrator) — Intercultural Leadership
3. Michael Channes (faculty) — Philosophy/Religious Studies
4. Myles Clendenin (staff) — Residence Life
5. Breanne Colon (student) — Women Everywhere Believe
6. Essence Coxum (student) — BOLD Scholar
7. Shannon Crotty (student) — Identity
8. David Cuttino (student) — Music Industry Major
9. Keneth Ribot Diaz (student) — Graduate Student/MBA
10. Katlyn Farnum (faculty) — Forensic Psychology/Psychology
11. Kaila Hall (administrator) — Marketing & Communications
12. Alyssa Hathaway (staff) — Academic Success Center
13. Eyyub Kibbis (faculty) — Business Analytics
14. Young-In Kim (faculty) — Library
15. Claudia Lingertat Putnam (faculty) — Counseling
16. Patrick Lokie (staff) — Facilities/Locksmith
17. George Lopez (administrator) — Undergraduate Admissions
18. Dennis McDonald (administrator) — Student Affairs
19. Alexis Melvin (student) — Spectrum
20. Liana Morales (student) — Sabor Latino
21. Arianna Paul **BOLD** (student) — Better Together
22. Liz Richards (faculty) — Communications
23. Janay Salter **BOLD** (student) — Black Student Union (attending for Tyler Sumter)
24. Ashima Singh (administrator) — Institutional Effectiveness
25. Tyler Sumter (student) — Black Student Union
26. Marguerite Vanden Wyngaard (faculty) — Educational Leadership
27. Isa Yolbarsov (student) — International Student Organization

Addendum B

SUNY Stony Brook Guidelines for an Employee Counseling Session

Note: We have included language from StonyBrook as a potential guide for the development of this process.

Stonybrook

A counseling session is a meeting between the supervisor and the employee which may focus on a specific incident, a particular aspect of an employee's performance which the supervisor has identified as needing improvement, or the employee's overall performance or conduct. The counseling process is initiated and executed at the department level by the supervisor and is not discipline. It is a face-to-face communication between the supervisor and the employee, conducted in private, and is intended to have a constructive goal of providing feedback to the employee to correct the problem.
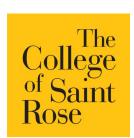
If the counseling session is to be confirmed in a written memo after it takes place, generally you must inform the employee during the session that you will be writing a memorandum summarizing the discussion which will be placed in the employee's official personnel file.

Note: For matters concerning Research Foundation employees, contact the Employee and Labor Relations department for guidance.

Guidelines for a Counseling Session

- Speak to the employee, on a timely basis, about the specific reason for the counseling session.

- Describe specific, observable, measurable and/or unacceptable conduct. Be prepared, have the facts in hand before you meet.

- State the effect of the problem on the work environment or on the employee's performance.

- Ask for the individual's perception of the problem and what is causing it. Encourage the employee to speak freely and candidly and listen to the information given. Keep an open mind.

- Ask the employee for potential solutions after you have explained what is acceptable work. Consider all options.

- If you think it is necessary, add your ideas also. Give the employee a reason to improve work attitude. Offer suggestions (for example, EAP) to help the employee improve/change conduct.

- Reach an understanding on a corrective action.

- Make sure you and the employee know what is expected of each other.

- Identify follow-up steps and dates. Meet again with the employee to review performance. Recognize improvements that have occurred.

- Incorporate unacceptable work performance in performance evaluation.

Addendum C

Strategic Diversity Plan For Phased Implementation

Phase 1: Fall 2019 Initiation (Priority Initiatives)

Action Item	Division/Individual Responsible	Anticipated Completion	Progress Report February 2020
Race			
Employees			
1. In order to support faculty, staff, and administrators, all VP's, Deans, Chairs, and Supervisors must be trained in anti-bias training to unearth their own biases and be trained in strategies to hold difficult conversations, and study the impact on how we deliver instruction, and expectations we hold based on race, ethnicity, language, culture, etc.	Human Resources Chief Diversity Officer Vice Presidents/Cabinet Officials Provost/VPAA	March 2020	Cabinet initiated Phase I training in Dec 2019 (Project Implicit) and Phase II of the training is forthcoming in March 2020
2. All faculty must be trained in Culturally Responsive Pedagogy, a teaching process that not only incorporates a students' cultural background but centers it into the content, assessment strategies and outcomes for students.	Provost/VPAA Chief Diversity Officer Deans	Not initiated	No Progress
3. Hire more diverse faculty, administrators and staff who represent the diverse student body and who can serve as mentors and club advisors	Human Resources Provost/VPAA	March 2020	2019-20 Affirmative Action Plan is being updated

4. Communication with potential new hires needs to communicate the expectation that all employees are culturally competent.	President/VP's/Cabinet Human Resources	Not Initiated	No Progress
5. Conduct diversity training for all student interfacing service positions on campus to ensure cultural competence in interactions and to minimize microaggressions	VP's/Cabinet Chief Diversity Officer	Not Initiated	No Progress
6. Students			
7. All students must be trained in anti-bias training to unearth their own biases and study the impact on how they perceive, interact and live with diverse populations. All training must be extended over time and delivered through multiple options including technology, module development, and face-to-face.	Vice President for Student Development Chief Diversity Officer	Completed Fall 2019	Everfi, an online diversity training module was rolled out to all undergraduate students
8. All students must learn how to advocate for themselves in situations between peers and with those in power positions of authority.	Vice President for Student Development Chief Diversity Officer Academic Affairs	Not initiated	No Progress
9. Create and widely communicate an easy and transparent system for students to report incidents of bias	Vice President for Student Development Chief Diversity Officer Human Resources Provost/VPAA	Completed Fall 2019	Bias reporting system was moved online and reported to students in a Fall 2019 Student Development email
10. Include the option for a 'Diversity Liaison' in Residence Life (can be an administrator or graduate/upperclass student) to be with students during conduct meetings where issues around bias are of concern	Vice President for Student Development	Not initiated	No Progress

Socioeconomic			
Employees			
1) Conduct customer service training for all student interfacing service positions on campus	VP's/Cabinet Human Resources	Expected roll out Summer 2020	Modules researched Action pending next fiscal year
Students			
2) Policy and Procedure review regarding school break fees, restructure and ensure that those identified under specified criteria have the opportunity to stay on campus as it is their new home.	Vice President Student Development/CDO	Not initiated	No Progress
3) Create a "safety-net" and wrap-around case management services for students in financial peril to ensure that basic needs are met, including food, shelter, clothing, and textbooks.	Vice President Student Development/CDO	Fall 2020	ICAN Program rolled out, posted online and marketed
4) Process in which students with financial holds would be able to register for the next semester, and have a deadline for resolution of hold, which if not met would result in student's registration being vacated.	Vice President for Finance & Administration Provost/VPAA	Ongoing	Several initiatives, faculty motion, policy review & Cabinet discussions underway
5) Create a list of available scholarships that could be available to students and house within the Financial Aid Office. Currently, students are on their own to research and find applicable Scholarships.	Vice President Enrollment Management & Marketing Vice President Institutional Advancement	Not initiated	No Progress
6) Create more on-campus jobs (for example, consider the departments of Facilities, Security, and others who are in need of help).	VP's/Cabinet	Initiated Fall 2019	Veteran students hired for Security jobs. More action needed
Gender Identity & Expression/ Sexual Orientation			

Employees			
1) Make the list of gender-neutral spaces/bathroom more prevalent across campus and on the College's website	Vice President Student Development/CDO Vice President Finance & Administration	Not Initiated	No Progress
2) Update all older copies of the College's mission statement that replaces "men and women" to "individuals and students"	President	Fall 2019	As we become aware of discrepancies, changes are made
Students			
3) Publicize resources available for LGBTQIA students on campus; example, Counselors have the resource to provide students who are transitioning with chest binders and the fact that the Health Center can administer hormones testosterone injections to students with a doctor's prescribed note.	Vice President Student Development/CDO		
Gender-Sex			
Employees			
1) Create space for conversations for students to get to know faculty, staff, and administrative employees background and experiences so that natural mentoring relationships can occur. Use social, informal and fun programming like Trivia, E-Sports, etc. for employees to engage students. Note: We should be cautious about how employees engage students and should be clear about boundaries and what is professionally appropriate.	President/VP's/Cabinet	Not Initiated	No Progress
Students			

2) Explore whether male's students are using supportive services and if not, determine ways to market these services to men on campus (i.e., counseling services, tutoring services, etc.)	Vice President Student Development/CDO	Ongoing	Student led events and initiatives. Male of color leadership conference proposed attendance
3) Consider how we are defining feminism (perception around meaning) and why the definition does not resonate with this generation of women and find terminology and an approach that will support women students with empowerment and advocacy skills.	President Vice President Student Development/CDO		
4) Make connections about why students should run for the Student Association office and do more to promote the benefits to all student so that more gender and racially/ethnic diverse students run for office.	Vice President Student Development/CDO	Initiated Spring 2020	Diversity & Inclusion and Student Life partnered on a program called Seat At The Table
5) Offer more targeted male training and development programming and training beyond sexual assault prevention	Vice President Student Development/CDO	Ongoing	Student led events and initiatives. Male of color leadership conference proposed attendance

Action Item	Division/Individual Responsible	Initiation Timeline	Anticipated Completion
Race			
Employees			
1) Complete a Gap Analysis between policies (i.e. Non-Discrimination, Harassment, others) and the Faculty Manual and Student Handbook.	Vice President Student Development/CDO		
2) Create formative assessments to provide ongoing feedback for student progress in courses to ensure no "surprises" at the end of the term.	Provost/VPAA Chief of Staff/Institutional Effectiveness		
3) Hire or assign someone the responsibility of serving as a campus ombudsperson to help resolve racial conflicts and diffuse situations that arise when power differentials exist, student to administrator/staff or faculty or to help mediate matters between students.	President		
4) All Supervisors must be trained in strategies to de-escalate intense emotional confrontations based on race, ethnicity, language, etc. (Microaggressions, misogyny, lowered expectations)	Human Resources Chief Diversity Officer Vice Presidents/Cabinet Officials		
5) Design and delivery of training for service groups outside of faculty positions training outlined above.	Provost/VPAA		
Students			
1) All students must understand strategies to be an	Vice President Student Development/CDO		

Ally instead of a Bystander. All training must be extended over time and delivered through multiple options including technology, module development, and face-to-face.			
2) All students must have access to learning to increase their health by reducing stress and anxiety while addressing sleep habits and sleep deprivation.	Vice President Student Development/CDO		
3) Students must return to respect and change/challenge the language associated with "Politically Correct." We must begin with respect for all students, regardless of country of origin, language, ethnicity, race or sexual identity. Similar to faculty, all training must be extended over time and delivered through multiple options including technology, module development, and face-to-face.	Vice President for Student Development Chief Diversity Officer		
4) Conduct more campus programming that showcases many cultures, racial and ethnic groups inclusive of domestic and international diversity.	Vice President for Student Development Chief Diversity Officer		
5) Clarify and communicate campus policies that allow for late night social and dance events that are held on campus. Policies are ambiguous and difficulties arise when student groups, particularly those from diverse organizations try to sponsor and host on-campus parties or social events	Vice President for Student Development Chief Diversity Officer		
6) Student Clubs & Organizations a) Invest more resources in support of campus student clubs that focus on cultural affinity groups or that advance the principle of diversity and inclusion b) Improve Rose Rock programming by increasing diversity or the performers and music genres. Better	Vice President for Student Development Chief Diversity Officer		

communicate the process for selecting performing artist. Reevaluate the background check process and artist expectations. c) Work better with non-Student Association sponsored clubs (publicizing them and giving them equal exposure on the College's website and have undergrad admissions email non-SA clubs so they can be shown to prospective students during campus visits d) Create a clear process for clubs who do not seek Student Association approval to help give them some structure and support. Include a way to keep them accountable for advancing student life through sound practices for leadership, fundraising, operations, etc			
7) Residence Life a) Annually report the number of racial bias-related complaints and incidents that occur in the Residence hall to the senior administration. b) Conduct an annual analysis of incidents, judicial hearings, sanctions and appeals for review to determine if the process is fair and there are equitable for all students, including students of color c) Conduct diversity training for all student interfacing service positions in residence life to ensure cultural competence in interactions and to minimize microaggressions	Vice President for Student Development Chief Diversity Officer		
Socioeconomic			
Employees			
1) Add a question to the Course Evaluation on Inclusivity in the Classroom.	Provost/VPAA		

Students			
2) Extend the weekend hours of the Camelot Room to replace the hours lost by the closing of the food operation in Centennial Hall.	Vice President for Finance & Administration		
3) Address the high price of textbooks, identifying possible alternate means for the selection of textbooks by faculty, and alternate options for the purchase of books by students.	Provost/VPAA		
4) Increase in the printing quota provided to students. The current amount is not enough, especially in majors with significant research projects.	Vice President Finance & Administration		
Gender Identity & Expression/ Sexual Orientation			
Employees			
1) Review the research and find ways to connect inclusive language to hard sciences and other disciplines where diversity is not prominent in the curriculum.	Provost/VPAA Deans		
2) Create a repository of diversity resources for faculty, particularly around LGBTQIA classifications and other substantive research and information.	Provost/VPAA		
3) There should be training for Deans and Chairs relating to diversity issues raised so that they are partners in resolving conflicting matters between faculty and students involving issues of bias and microaggressions so that they can conduct basic mediation and problem-solving.	Provost/VPAA		

Students

4) Raise awareness about intersectionality particularly among Veterans/International student populations who may need more support and integration as a member of the LGBTQIA community.	Vice President Student Development/CDO		
5) Find ways to bridge the gap between the predominately white students who identify as LGBTQIA and who participate in Identity, the club for LGBTQIA students with students of color who identify as LGBTQIA but don't always feel welcome at Identity club meetings.	Vice President Student Development/CDO		
6) Begin to gather and report student success outcomes for LGBTQIA students on campus	Vice President Student Development/CDO		
7) Publicize and invite more faculty to the ALANA/Lavender graduation reception	Vice President Student Development/CDO		
Gender-Sex			
Employees			
1) There is a need for more studies to be done on how men and women are experiencing the College, the differences and similarities so that informed, data-driven recommendations can be created.	Chief of Staff/Institutional Effectiveness Human Resources Vice President Student Development/CDO		
Students			
2) There is a need for more studies to be done on how men and women are experiencing the College, the differences and similarities so that	Chief of Staff/Institutional Effectiveness Human Resources		

informed, data-driven recommendations can be created.	Vice President Student Development/CDO		
3) Consider implementing the What Does It Mean to be Male Campaign, hosted at other institutions here at the College.	Vice President Student Development/CDO		
Students			
4) Establish a Women's center – creating an informal gathering space	Vice President Student Development/CDO		
5) Explore whether male's students are using supportive services and if not, determine ways to market these services to men on campus (i.e., counseling services, tutoring services, etc.)	Vice President Student Development/CDO		
6) Consider how we are defining feminism (perception around meaning) and why the definition does not resonate with this generation of women and find terminology and an approach that will support women students with empowerment and advocacy skills.	President Vice President Student Development/CDO		
7) Make connections about why students should run for the Student Association office and do more to promote the benefits to all student.	Vice President Student Development/CDO		
8) Find out where males are engaged on campus and find ways to increase student involvement?	Vice President Student Development/CDO		
9) Offer more targeted male training and development programming and training beyond sexual assault prevention	Vice President Student Development/CDO		
10) Discuss and promote existing supports for survivors of male sexual assault.	Vice President Student Development/CDO Chief of Staff		

11) Establish a mediation or conflict resolution office for students who need assistance with resolving disputes, particularly as this is increasingly becoming more of a problem on campus. Who do students seek out for mentorship or conflict resolution	Vice President Student Development/CDO		

Phase 3: Fall 2020 Initiation

Action Item	Division/Individual Responsible	Initiation Timeline	Anticipated Completion
Race			
Employees			
1) All faculty must diversify its sources, texts, and articles to include a wider and more diverse range of scholarship.	Provost/VPAA Vice President Student Development/CDO		
2) All Supervisors must be trained in the proposed Counsel Protocol (see the last page for example from Stony brook) Faculty (Full Time, Part Time, Adjunct, Visiting, anyone who teaches courses or workshops	Provost/VPAA Vice President Student Development/CDO		
3) Professional development delivery models must include robust technology solutions to ensure that all faculty have access to relevant information.	Provost/VPAA Vice President Student Development/CDO		
4) All faculty must be trained in UDL – a teaching process that focuses on what is taught and how it is taught – to give all students opportunities to succeed no matter how they learn.	Provost/VPAA Vice President Student Development/CDO		
5) All new faculty should have a comprehensive orientation that addresses Culturally Responsive Pedagogy, Universal Design for Learning (UDL) to enhance pedagogical strategies.	Provost/VPAA Vice President Student Development/CDO		

6) If a student wants to report ongoing issues of bias in a class, we are proposing a "Counsel" Process. In this process, the student submits to the appropriate department authority description of the multiple issues of bias within that class (including dates, description of incidents over time). The student is not expecting to be moved and not expecting the faculty member to be informed immediately. In other words, it is an "FYI" alert and potential early warning system for the departmental authority to which this is reported.	Provost/VPAA Vice President Student Development/CDO		
Students			
7) Randomization of first-year Residence Halls should be better to ensure that students of color are not disproportionately assigned to one hall.	Vice President Student Development/CDO		
 			
Socioeconomics			
Employees			
1) Within departments or perhaps across campus, are there texts that are appropriate to be used in multiple classes so that students are not purchasing multiple texts.	Provost/VPAA		
Students			
2) Require that students attend educational workshops about financial aid and get rewarded by having their	Vice President Student Development/CDO		

late fees removed (budgeting, understanding your bill, campus employment, etc.)			
3) Hire Case Managers to work with students who are dealing with multiple pressures, which are impacting their academic performance or their retention as a student.	Vice President Student Development/CDO		
4) Create another computer lab beyond Lima, should be a computer lab with 24-hour access	Vice President Student Development/CDO VP Finance & Administration		
Gender Identity & Expression/ Sexual Orientation			
Employees			
1) Update website to include more resources in regards to inclusivity.	VP Enrollment Management & Marketing		
2) Explore and consider online training to build inclusivity for LGBTQIA populations on campus.	Vice President Student Development/CDO		
Students			
3) STAR Day, accepted student days, and orientation leaders to include resources or information for LGBTQIA students.	Vice President Student Development/CDO		
Gender / Sex			
Captured in Phase 1 & 2			