Strategic Diversity, Equity, and Inclusion Plan

Morrisville State College

October 31, 2016

1 Introduction

Morrisville State College is committed to the continued work of creating and sustaining a diverse community that promotes equity and inclusion for all of its members. As part of the higher education system, Morrisville understands the importance of engaging students in activities that not only educate but also help them develop skills necessary to contribute to a global community. Faculty and staff encourage and celebrate the projects that involve students as part of the college and surrounding community.

Whether it is a college-wide project celebrating MSC's diversity, or a more community-based project helping local families with volunteer work, faculty and staff help foster students' education and development, encouraging them to become involved, balanced, and informed members of an increasingly global and diverse community. Student clubs, in conjunction with the Student Government Organization and Student Activities, sponsor diversity activities across our three campuses that reach out to our domestic and international students. Some of these events are the International coffee hours, cultural fairs, and International Education Week activities. Grants are awarded each year by the MSC Shelia Johnson Institute (SJI) to faculty and staff which fund opportunities for students that promote leadership and diversity. Additionally SJI provides matching funds for the Empire State Diversity Honors Scholarship Program, CSTEP, STEP, and EOP which benefit students from historically underrepresented backgrounds.

This document outlines the goals and strategies that Morrisville State College will use as a guide to achieve an ambitious and diverse agenda. Our priorities are clear and our goals are well defined to insure our work has a positive and productive effect on the campus environment. This plan will also help in the building of the job description for the position of Chief Diversity Officer, a position that will be filled in 2017. It is imperative that this position be structured to have positive impact on a broad array of campus functions. With the adoption of this ambitious plan, Morrisville State College commits to creating a welcoming, affirming, and diverse community of students and educators.

2 Creating a College Diversity, Equity, and Inclusion Vision and Mission Statement

2.1. College Diversity, Equity, and Inclusion Vision Statement

Morrisville State College aspires to be a recognized leader in innovative applied education.

This vision statement guides our students, staff, faculty, and administrators to continue to reach and achieve on our promise to have an inclusive, open, and positive atmosphere for learning and growing tied to our expertise in learning by doing and transferring these skills and academic background to the workplace.

As part of that vision statement, our commitment to diversity, equity, and inclusion includes our promise to have a fully represented community which includes, but is not limited to, gender, race, ethnicity, nationality, physical capability, age, creed, sexual identity, veteran status, and economic means.

> *Our college will be an inclusive, open, and nurturing community that reflects the population of our state and reflects the value of global thoughts and ideas that improve our broadened view and experiences for all of our community members.*

In Goal 3 of our College Strategic Plan, we commit:

> ***To enhance cultural competency and promote equity and inclusion.***

We have positioned our college to achieve this goal with these strategies:

> Implement innovative recruitment strategies to enhance college diversity in all areas.

> Leverage the significant diversity of our community to strengthen perspectives on individual and group similarities and differences.

> Utilize across the academic disciplines a multitude of cultural stories to enhance the curriculum.

> Expand campus-based activities and training to enhance inclusiveness and equity.

As stated in the SUNY Diversity Policy Vision statement, "SUNY aspires to be the most inclusive State University System in the country. SUNY will achieve this goal by: striving to ensure that the student population served and the administrative staff and faculty employed are representative of the diversity of the state." (The State Of New York, 2016) Morrisville State

College believes, as stated by Dr. Nancy Barcelo, President of Northern New Mexico State College, 'diversity must be a core value that drives budget decisions and, in the end, drives institutional transformation." (Barcelo, 2010)

2.2 College Diversity, Equity, and Inclusion Mission Statement

Our commitment to diversity is clearly stated in our school's mission, a commitment to diverse learning experiences that prepares students for a full and inclusive life as they join the world and begin their professional lives.

At Morrisville State College, our mission is to offer diverse learning experiences so that graduates may pursue rewarding lives and careers, become engaged citizens, and contribute to our collective future.

The State University of New York system was created to provide access to educational opportunities for the citizens of the state who had been denied this access to learning from private institutions. The path to education was restricted by race, ethnicity, religion, and other barriers that were uncontrollable. SUNY's *statutory mission statement* declares the opportunity for educational services that will be provided by the state giving the broadest access to allow for full representation to all segments of the population. It is our intent at Morrisville State College to ensure that this commitment continues to be affirmed and supported on our campuses in Morrisville, Syracuse, and Norwich.

As an institution poised for growth, the College's mission of acceptance and promotion of diversity, equity, and inclusion will:
- Enrich the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse, intellectual, and social environment.
- Promote personal growth – and a healthy society. Diversity challenges stereotyped preconceptions, encourages critical thinking, and helps students to learn with people of varied backgrounds.
- Strengthen communities. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society, fosters mutual respect and teamwork, and helps build balanced and inclusive communities.

2.3 Promoting Equity and Inclusion

The fall of 2015 brought new steps that were taken to strengthen and revitalize diversity, equity, and inclusion initiatives at the college. President Rogers formed a college-wide task force that brought together offices, programs and individuals who do important work to advance the campuses' commitment to diversity and equity (appendix C). The task force was given the following broad charges:

> *As part of our Strategic Plan, Morrisville, as a learning community, has explicitly identified a broad goal, "to enhance cultural competency and promote equity and*

inclusion." Using the guidance of our strategic plan, this Task Force is charged with identifying further strategies, actions and priorities so that Morrisville State College may demonstrate public commitment to our goals and move the College forward with these critically important issues.

The Diversity, Equity, and Inclusion Task Force has been working with a focus on academic and cultural competencies, college programming and student outreach, and college-wide professional development (appendix D). In addition, the task force was charged with creating a college-wide diversity calendar and updating the Morrisville State College diversity statement.

Morrisville has a long history of participation in the Federal Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV / CTEA). Perkins grant awards provide funds to postsecondary institutions, preparing students to be more competitive in the world economy. These funds improve the academic performance of students, especially special population students, who are enrolled in career and technical education programs.

3.0 Assessment of Current Morrisville State College Diversity

Current data does not fully represent the picture of diversity at Morrisville due to the inconsistent use of demographic indicators beyond race, ethnicity, and gender, such as LGBTIQQ (lesbian, gay, bisexual, transgender, intersex, queer, questioning), disability, and religion. This strategic plan includes mechanisms to improve existing data gathering and analysis on all aspects of diversity and the sharing of this information broadly.

3.1 Assessment of Current Morrisville State College Student Diversity

Compared to US Census data Morrisville is a bit higher with enrollment of students identifying as black (16% compared to 13%) and on par with New York State's 17% Black or African-American. Morrisville's percentage of Hispanic/Latino students is much lower than the national or New York State average with only 7% of students in this category (appendix A, figure 1).

Headcount for first-time, full-time matriculated students self-identifying as Hispanic/Latino has increased from 5% in fall 2011 to 7% in fall 2015. Headcount for first-time, full-time students identifying as Black or African-American has remained relatively stable averaging 17% (appendix A, figure 2). The five-year trend for all matriculated students show Hispanic/Latino enrollment relatively stable, but Black/African-American enrollment declining (appendix A, figure 3).

Retention for undergraduate first-time students identifying as Hispanic/Latino has increased from 40% in fall 2006 to 60% in 2014. Students identifying as Black show a similar increase in retention over the same time period, from 52% to 62% (appendix A, figure 4).

While Morrisville State College scores relatively high on the Student Opinion Survey questions relating to sense of belonging, freedom from harassment, openness to opinions of others, understanding and appreciating ethnic/cultural diversity and other individual differences, on the questions regarding racial harmony on this campus, and on acts of racial prejudice are rare on

this campus, the college ranks second to last and last in their sector, respectively (appendix A, figure 5).

The spring 2012 SUNY Student Opinion Survey (SOS) added two questions on prejudice, based on sexual orientation and gender identity. Absolute scores on these measures have increased and Morrisville ranked 3 out of 7 amongst peer institutions (appendix A, figure 5).

As part of the registration process for spring 2016 classes Morrisville participated in the first administration of the *SUNY Student Information Survey* which included questions on sexual identity, gender orientation, and disability support services.

While basic IPEDS reporting on students identifying as male or female has remained constant with a matriculated enrollment of 48% female and 52% male (appendix A, figure 6), the Student Information Survey allowed students to select a gender identity other than male/female. Of the students who responded to the question 0.93% selected a gender other than male/female (appendix A, figure 7). Asked to identify sexual orientation, 5.02% of respondents indicated an orientation other than heterosexual (appendix A, figure 8).

The spring 2015 SOS survey asked how many students identify as LGBT on one of the background questions. To the question, "Do you identify as LGBT?" 2.5% of MSC students responded "Yes," 67.5% responded "No," 16% "Prefer not to answer," and 14% did not respond (left blank). These figures differ slightly from the responses on the SUNY Student Information Survey where 5% of students selected a sexual orientation other than heterosexual (appendix a, figure 8).

Data from the Student Information Survey also shows that 7% of students responding have requested services from the college's Office of Disability Services.

Economic diversity is another factor to consider when describing the student populations. Data shows that students at Morrisville show more financial need than those at other SUNY state operated campuses receiving based on the percentages receiving TAP and PELL (appendix a, figures 9 and 10).

3.2 Diversity Statistics for Morrisville State College Staff

The faculty and professional staff at Morrisville do not reflect the diversity of our current student population. In fall 2015 68% of students enrolled in fall 2015 identified as white, 90% of faculty and 89% of professional staff identified as white. Hispanic/Latino students make up 7% of the student population but only 0.7% of faculty and 0.68% of staff. Seventeen percent of students identify as Black or African-American compared to 2.8% of faculty and 6.8% staff (appendix A, figures 11 and 12).

4. **Diversity, Equity, and Inclusion Goals with Strategies and Assessment**

College Structure and Function

Goal 1: Establish and maintain a senior cabinet position that is accountable for and manages the function of activities and processes that support and ensure diversity, equity and inclusion for the college and college community. This senior cabinet member will also work to ensure that the college's commitment to diversity is clear, transparent, and evident at the highest levels of the institution.

Strategy: Establish the position and hire a Chief Diversity Officer, to be in place no later than August 2017.
Implementation Plan:
- During the 2016-2017 academic year, college leadership will establish a job description for the role of the Chief Diversity Officer as a senior member of the college administration reporting to the President.
- In consultation with Shared Governance and the Diversity, Equity, and Inclusion Task Force, the President will create and distribute the job description for this position and assemble a search committee by the start of the 2016-2017 spring semester.
- Throughout the hiring and onboarding process, the senior leadership will support and ensure the recognition of a new appointment with this title throughout the college community and to our external stakeholders.
- The CDO, with the appropriate staff, will be included in key planning activities regarding major college responsibilities, functions, and initiatives.

Assessment Metrics:
- Job description is completed by January 2017.
- Position is filled by August 2017.

Goal 2: Create and maintain an inclusive college climate in which all members flourish and feel valued.

Strategy: Create, communicate, and sustain a plan to recognize the achievements and initiatives associated with college diversity, equity, and inclusivity. Commit to the sharing of best practices that support the cultural transformation of the college environment. Ensure the inclusion of physical and digital spaces with numerous contact points that allow the college community to share diversity-related information.
Implementation Plan:
- Create, finalize, and announce strategic communication and marketing plan for diversity, equity, and inclusion at a college-wide meeting in early 2017.
- Throughout the 2016-2017 academic year, materials for the website will be produced that recognize our commitment to diversity, equity, and inclusion. These materials will be published on the website and circulated throughout the campuses and beyond.
- Beginning in spring 2017, the President and the senior leadership will create a formal process through which students, faculty, and staff can be recognized for their DEI-related contributions to campuses and in their communities.

- Ensure all diversity-related information disseminated by the college is annually reviewed, up-to-date, and follows best practices. Information to be reviewed will include statistics, language, images, and policies in all mediums.
Initiate and facilitate more open forums where campus stakeholders are encouraged to come together and communicate to build a positive community.
- Better advertise and clarify the means through which stakeholders can communicate their concerns about matters of diversity, equity, and inclusivity, including making a report to NYS University Police, submitting a report through the BIAS Incident System, or making suggestions for the improvement of our college climate.

Assessment Metrics:
- Communication plan is approved, published, released by deadline.
- Creation of communications document/site/channel.
- A formal process for recognizing DEI-related contributions is put in place by deadline specified.
- Listed material is collected, disseminated, and kept up-to-date, as measured by annual review.

Strategy: Review all college policy documents related to club, group, organizational, or professional membership to support equity and inclusion.

Implementation Plan:
- Collect best practices on what other SUNY campuses currently have as guidelines for membership/participation and leadership roles.
- Review policies on our campuses to improve policy guidelines and increase inclusivity.
- Review will be conducted on an annual basis with appropriate oversight by a supervisory component of the college.
- Policies will be adjusted wherever an increase in inclusivity can be achieved.

Assessment Metrics:
- Conduct a review of all groups' existing organizational guidelines and establish a review process for new groups and organizations.

Strategy: Coordinate, support, and improve information flow to all college stakeholders of the diversity resources offered to the college community.

Implementation Plan:
- Collect and analyze all diversity, equity, and inclusion-related services that are offered and analyze for effectiveness and reach.
- Prioritize and submit proposals for funding review with consideration to increase funding where appropriate to optimize these services.
- Submit annual budget for ongoing financial support for resources and services, and participate in the strategic budget process.
- Where possible, centralize specific resources under the Chief Diversity Officer's title.
- Digitally communicate information about these resources to internal and external stakeholders using a diversity page on the college website.
- Effectively communicate, using multiple communication formats with a combination of traditional and cutting-edge technologies, this information to those populations most in need, and the faculty/staff who work with these populations.

- Establish more robust services that address the needs of international students and clearly communicate the services available to this student population, including self-identified students who may have permanent or different residence status and could benefit from these services.

Assessment Metrics:
- Review actual budget allocation and communicate the results.
- Frequency measure on the hits/use of website pages describing information on resources available.
- Improved use of resources, ROI analysis on use and results.

Strategy: Ensure that all physical spaces on our campuses fit the diverse needs of the college and surrounding community.

Implementation Plan:
- Review, record, and update physical conditions of each student space for learning/living across the college, including seating, technology, mobility, and access.
- Review all other spaces on our campuses in terms of equity and accessibility, and adjust to ensure accommodation.
- Ensure that all new construction and renovations follow federal guidelines for accessibility and have at least one all-gender restroom.
- Review and improve inclusivity and equity of accessibility for routes between buildings, facilities, and parking lots.
- Increase awareness of the availability of the prayer, meditation, and reflection space among students, faculty, and staff including the process through which stakeholder can request access to the space.
- Continually survey prayer, meditation, and reflection space participants and potential participants to ensure the space meets the needs, and adjust to ensure accommodation.

Assessment Metrics:
- Plans conform to ADA and federal guidelines. Yearly audit confirms 100% compliance.
- A facilities log that is current to the conditions of each room is created and made available.
- Prayer, meditation, and reflection space is advertised and potential and actual participants are surveyed on an annual basis.

Strategy: Continual and formal review of food options served at dining facilities and special events to ensure the food matches the diverse needs of those being served.

Implementation Plan:
- Clearly advertise and promote alternative food options, related to religious, nutritional, vegetarian, vegan, and allergy-related dietary requirements.
- Outline and publish a process through which students with specific dietary requirements can meet with a representative from dining services and discuss the options available to them.
- Review and continually diversify food options to accurately reflect the needs of our students.
- Review accommodation options for students with significant dietary restrictions (such as a highly specialized medical diet or multiple severe food allergies), which could include being released from the requirement of the on-campus student meal plan or other suitable alternative.

- Implement and publicize a system through which students may request dishes or types of food to be regularly offered on the menu that reflect a specific culture, religion, background, or ethnic group.

Assessment Metrics:
- Communication vehicle established for meal selection options.
- Menu review and results published on a semi-annual basis.

Strategy: Review housing options and resources offered on our campuses to ensure they match the diverse needs of our residents. Create a housing policy that is flexible with regard to our diverse and changing student population.

Implementation Plan:
- Review and publicize housing options to ensure that all housing assignments are done in an equitable and inclusive manner, for incoming new students and currently enrolled students.
- Review and communicate housing options for transgender, non-binary, and gender nonconforming students.
- Create, support, and communicate housing opportunities/allowances that provide support for students who, for a variety of reasons, need assistance in order to stay in the residence halls when class is not in session.
- Create and promote opportunities for students to have storage access/services for their possessions over breaks/end of year to offset cost due to economic challenges or long distance home locations.
- Solicit feedback on housing options from student residents, Resident Advisors, and Resident Hall Directors, relating to diversity, equity, and inclusivity and matters of economic challenge.

Assessment Metrics:
- Conduct a review and analysis of all housing options on an annual basis.
- Improved results in students' satisfaction survey with regard to housing.
- Hold a specific number of training sessions with required attendance for staff connected to housing function and operations.
- Increased number of students participating in housing selection for campus assignment.

Strategy: Cultivate a climate of inclusive welcome and a sense of community at all first-points of contact with students and community, both internal and external.

Implementation Plan:
- Review the physical layout of all offices to proactively ensure access, equity, and inclusivity for all visitors.
- Develop and conduct internal customer service training for all employees who interact with internal and external customers.
- Establish and review communications to ensure access, equity, and inclusivity for all stakeholders.
- Commitment via policy to delivering a positive experience to all stakeholders through excellence in customer service - value statement established.

Assessment Metrics:
- Communication will satisfy the policy and procedures of the Marketing and Communications Department guidelines.

- Increased positive response on student opinion survey with regard to the service students receive.

Inspire Learning and Enrich the Educational Experience for Students, Faculty, and Staff:

Goal 3. Recruit, support, and retain a student body that reflects the diversity of New York State.

Strategy: Enhance student recruitment efforts.
Implementation Plan:
- Enhance recruitment presence in geo-markets with high volumes of underrepresented student populations. This includes but is not limited to urban Syracuse, Rochester, Buffalo, and New York City.
- Hire a culturally competent admissions counselor to recruit students in the New York City Metro area. In addition to engaging students, this position will be tasked with developing meaningful relationships with downstate guidance counselors, advocacy groups, and community based organizations.
- Provide charter bus to Morrisville college recruitment events for NYC metro prospective students.
- Engage current ONCAMPUS SUNY international student populations and staff members to assist integration and increase matriculation yields.
- Accurately reflect the diversity of the Morrisville State College population in all admissions recruitment content, including admissions brochures, website, and virtual tours.
- Integrate Spanish language into the audio and written scripts of the Campus Virtual Tour to enhance Latino/a student recruitment.

Assessment metrics
- The diversity of the student population will be quantitatively assessed using the year-end enrollment reports.

Strategy: Develop both college-wide and program-specific retention and completion strategies for students at both the two-year level and the four-year degree level.
Implementation Plan:
- Create completion strategies through the collaboration of relevant stakeholders.
- Utilize CampusLabs' Beacon platform to support retention and completion by identifying risk factors, facilitating early alerts, and allowing ease of information transfer between students, advisors, professors, and support staff.
- Examine, analyze, and improve the role Morrisville access programs play in retention, completion, and student success.

Assessment Metrics:
- Retention results improve for the college on a yearly basis.
- Goals met for long term retention and degree completion for the college as set by the President and appropriate departments.

Strategy: Establish a system that provides guidance and support for students from low-income backgrounds and students facing short-term and long-term financial hardship.

Implementation Plan:
- Create and distribute information about the resources available to students who are experiencing financial hardship, including any college emergency funds and alternative short term funding opportunities.
- Establish a robust financial aid services system that has the resources to assist, inform, and direct resources to meet the needs of students during the academic cycle
- Establish support methods at the academic level to assist with materials acquisition for all classes offered in the college schedule.

Assessment Metrics:
- Improved results in student satisfaction on financial aid and support questions.
- Increase in information use on matters of financial aid - via request mechanism/web clicks.

Goal 4: Recruit, support, and retain a diverse administration, faculty, and staff at every level.

Strategy: Provide support and education to improve the effectiveness of search committees to foster equitable searches and encourage the use of best-practices for recruitment.

Implementation Plan:
- The Human Resources Office creates and distributes comprehensive hiring guidelines to all search committees beginning spring 2017.
- The Director of Human Resources will meet with search committee chairs before each search begins to outline the hiring guidelines and best practices in advertisement, posting, and review of candidates for all positions.
- Search committees will be encouraged to identify discipline-specific areas (e.g. colleges, universities, professional organizations or networks) for targeted recruitment/referrals of candidates from demographic groups that are underrepresented for at the college.

Assessment Metrics:
- Hiring guidelines and meetings with search committee chairs implemented by deadline specified.
- Increase in number of meetings with search committee chairs.
- Increase in the diversity of new faculty and staff hires over a three to five year period.

Strategy: Actively increase yearly diversity training for faculty, staff, administrators, and students. Support and encourage professional development specifically related to diversity, inclusion, and equity topics/matters.

Implementation Plan:
- Collect what other colleges are doing, best practices, and what our college needs (see Campus Climate).
- Support the expansion of diversity training in line with learning of best practices at our peer institutions.
- Create rewards and recognition criteria that incentivize participation.
- Coordinate and schedule professional development opportunities specifically related to diversity, inclusion, and equity for all stakeholders at the college.
- Continue to support and expand the emerging faculty and staff mentor programs.

Assessment Metrics:
- Number of DEI-related training opportunities offered.

- Number of faculty, staff, and students attending DEI-related trainings.
- Survey feedback related to DEI-related professional development opportunities.
- Number of new faculty and staff participating in the mentor program.
- Survey feedback related to the new faculty and staff mentor program.

Strategy: Create policy so that all annual reports/reviews, faculty/staff promotion review, and continuing appointment decisions include an ongoing commitment and development towards diversity, equity, and inclusivity.
Implementation Plan:
- Collect and review best practices at SUNY and non-SUNY peer institutions.
- Add review component based on Diversity, Equity and Inclusion activities, practices, achievements into review mechanisms (as allowed based on contract/required guidelines).
- Review and revise policies where appropriate to reflect updated college environment and progress points for performance and function activities for employees (as allowed based on contract/required guidelines)

Assessment Metrics:
- Forms/Process documents activities and functions supporting DEI goals for the college.
- Improvement on Student Satisfaction survey in areas influenced by the activities/functions listed for review points.

Strategy: Review and analyze work environment across the college to assure balance in assignments and workload under the guidelines of state and contract requirements and compensation aligned to responsibilities. Infuse DEI practices and policies at all job levels.
Implementation Plan:
- Review and revise job descriptions across the college to ensure equity.
- Collect best practices for equitable workload at our peer institutions.
- Review and include DEI-related practices and policy in all job descriptions.
- Evaluate data and create a report about workload at MSC, as it relates to best practices.
- Review and adjust workload where appropriate, towards the goal of equity across departments and within departments.
- Analyze data to look for compensation discrepancies between similarly experienced and performing employees at both the individual and systemic level.
- Create and update policy for compensation guidelines to ensure equity and inclusivity in pay structure for appropriate areas of the college.
- Review compensation decisions to ensure that policies are supported.

Assessment Metrics:
- Job audit conducted on an annual basis.

Strategy: Support and encourage faculty and staff to encourage the introduction and use of Universal Design for Learning throughout the curriculum.
Implementation Plan:
- Create Professional Development training programs for Universal Design for Learning that can be used on an ongoing basis for faculty and staff development.
- Recognize and reward Professional Development efforts and participation for Universal Design for Learning based on actual college gains in experiences.

Assessment Metrics:
- Number of people using universal design practices in the classroom.
- Number of programs per semester
- Number of people who complete universal design practices training.
- Number of changes in curriculum or content presentation methods.
- Number and type of rewards/recognitions given.

Build Community:

Goal 5: Blend cultural competency and an awareness of diverse perspectives, that exist locally, nationally, and globally, connected to Morrisville State College's commitment to build community through experiential learning and development for students, faculty, and staff.

Strategy: Actively build relationships with our external community to support and instill learning that relates to diversity and inclusion.
Implementation Plan:
- Support programs that encourage and coordinate our campus members to volunteer in our community.
- Expand community access to our campuses (visitor parking, advertising of events, etc.).
- Work with other SUNY units and non☐SUNY campuses to share expertise and identify opportunities to share resources, with a special focus on our neighboring institutions.

Assessment Metrics:
- Increased amount of cross-programming and communication with neighboring institutions and community members.
- Communications vehicle used to increase information flow to external stakeholders.

Strategy: Increase our awareness of our campuses climates to support learning for academic, social, and economic growth.
Implementation Plan:
- Review and expand exit interviews for faculty and staff, especially as they relate to matters of diversity, equity, and inclusivity.
- Select and administer periodic Campus Climate Assessment and surveys to all college stakeholders.
- Promptly address bias-related incidents and other events that negatively impact our campuses climates.

Assessment Metrics:
- Improvement of campus climate-related metrics as assessed by the Student Opinion Survey.
- Campus Climate surveys conducted on an annual basis.
- Comprehensive Campus Climate (beyond the annual surveys) assessment conducted.

Strategy: Provide and support proactive programing, training, and information to prevent sexual harassment and violence.
Implementation Plan:
- Review, expand, and optimize sexual violence prevention programs and training for students, faculty, and staff.
- Coordinate and review college information about sexual harassment and violence.

- Ensure best practice programming, training, and information that provides effective guidance and preparation for all college members.

Assessment Metrics:
- Training is held and evaluated for effectiveness once a year, at minimum.
- Program review and evaluation for effectiveness once a year, at minimum.

Strategy: Expand and enhance college diversity and inclusion programming to ensure broad participation.
Implementation Plan:
- Strengthen the partnership between equity and inclusion to all college stakeholders to create more DEI-related programming.
- Coordinate, support, and expand DEI-related cultural events, programming, and activities.
- Create, publicize, distribute and update a DEI events calendar.

Assessment Metrics:
- Number of DEI-related cultural events, programming, and activities.
- Attendance at DEI-related cultural events, programming, and activities.

Strategy: Support and encourage curriculum development specifically related to diversity, inclusion, and equity.
Implementation Plan:
- Provide training to support curriculum development, specifically related to diversity, inclusion, and equity.
- Establish/maintain support mechanisms that facilitate curriculum development for faculty and staff.

Assessment Metrics:
- Number of trainings held. Attendance at relevant trainings.
- Review of the support allocated.

Operational Function and Guidelines for the Sustainable Support of Inclusion and Equity:

Goal 6: Ensure that college operations and security teams, using our campuses emergency plans address diversity/inclusion related activities and crises to reflect best practices for optimum outcome.

Strategy: Update the BIAS Related Incident Reporting Protocol to make it more user friendly, more accessible, and better understood across our campuses.
Implementation Plan:
- Finalize recommendations and submit them for review to appropriate stakeholders that can mandate change (DEI Task Force, November 2016)
- Stakeholders review recommendations and report to DEI Task Force for comment and revision. Implement approved changes by March 2017**.**

Assessment Metrics:
- A fully updated Bias Related Incident Protocol and reporting system in place by the deadline specified.
- System will be measured by the number of reports submitted,
- Measurement of number of incidents responded to by appropriate teams.

- Improvements in the Student Opinion Survey results related to campus climate.

Strategy: Communicate and support the Student and Employee Codes of Conduct to ensure a diverse, equitable, and inclusive college environment.

Implementation Plan:
- Research and collect best practices and what other SUNY and Non-SUNY campuses use in their Codes of Conduct.
- Revise documents annually across all relevant college materials.
- Expand connections with community authorities, organizations, and support groups that can be ongoing resources and provide expertise and staff resources to be used for all college events/activities.

Assessment Metrics:
- Review of documents on an annual basis.
- Improvement in Student satisfaction survey on points of campus climate and acceptance measures.
- Reported violations based on DEI matters to Dean of Students/Appropriate departments.

5 Summative Statement

Morrisville State College has engaged campus participants to assess and review our present campus climate to better understand the challenges and opportunities for improving the diversity, equity, and inclusion for our College. As we have identified key goals and strategies in this plan, it is clear that our work and commitment to improve our campus climate is a long term project.

Two key strategies that we believe support the positive outcome of the plan:

- The Universal Design for Learning initiative can provide the path for the campus to build diversity into the curriculum and into the ongoing development programs for our faculty and staff. If Morrisville State College can shift the lens of inclusion and diversity to be part of every academic and learning area, the students would be exposed to a broader, more inclusive learning environment. They would also be served and supported by a better trained academic unit and professional staff. With the introduction of this initiative, the gains to the campus are measureable in year 1 by change in syllabus building and content. The gains should also be apparent in year 5 via assessment of learning outcomes and review of course goals.
- The creation of the position of Chief Diversity Officer and the hiring process to secure the right person for the position. It is a significant opportunity for Morrisville State College to add this position to the campus leadership team and align responsibilities that allow for this officer to make progress against the plan to improve the campus climate. The measurement of this position is aligned to the key strategies in this plan and should be reflected in the job description that will result from the plan. It is the plan to have this person in place by summer 2017.

The vision and mission statements of Morrisville State College clearly guided the development of this plan. We have aligned our goals and strategies for achieving a more diverse campus community using these statements and our strategic plan to insure that we are supportive to the broad mission and the key strategies that must govern our campus every day. As we state, Morrisville State College aspires to be a recognized leader in innovative applied education. It is our goal to add to that statement: we aspire to be welcoming of affirming to all who come to learn and to have a fully represented community.

References

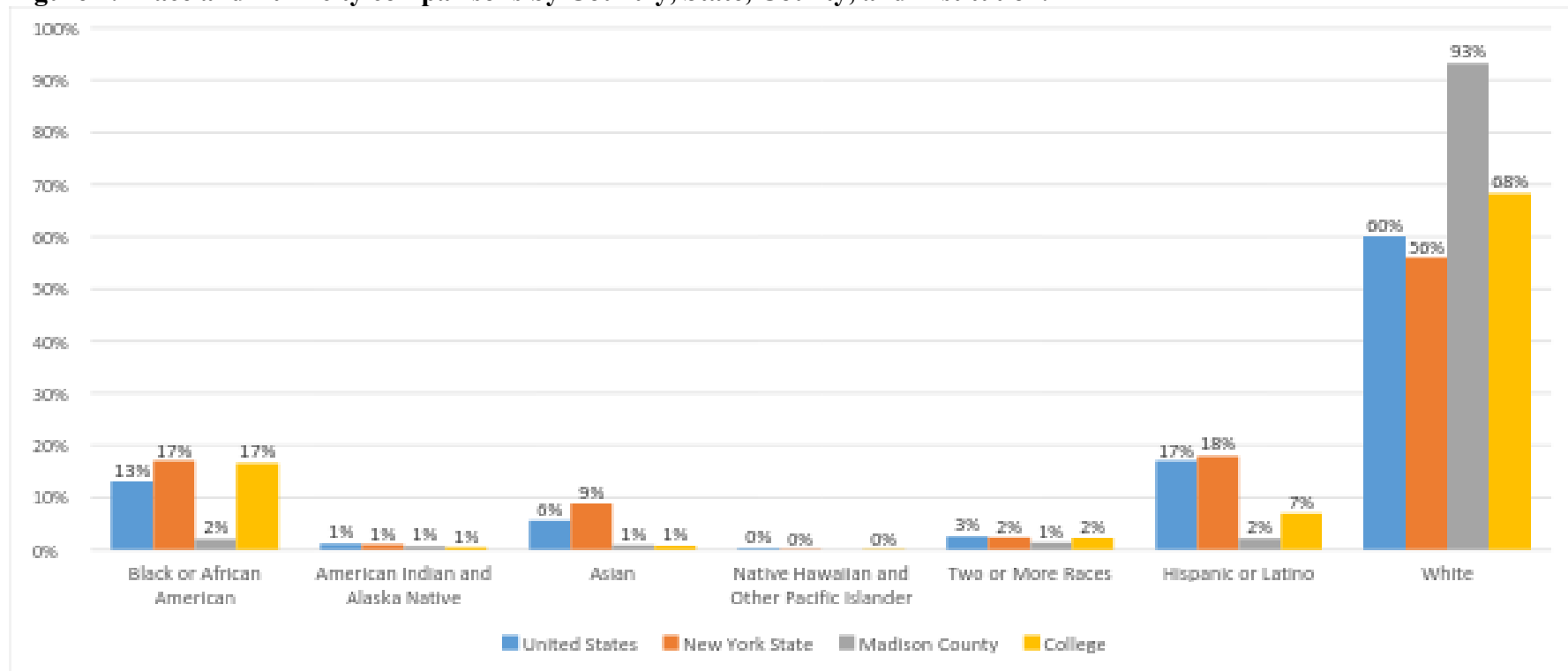State University of New York, Campus Guide for Strategic Diversity & Inclusion Plan, March, 2016.

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Appendix A
Data Findings – Expanded

This appendix contains data supporting the main findings presented in the Morrisville State College Strategic Plan for Diversity, Equity, and Inclusion. To the extent possible, the most recent data sources are presented.
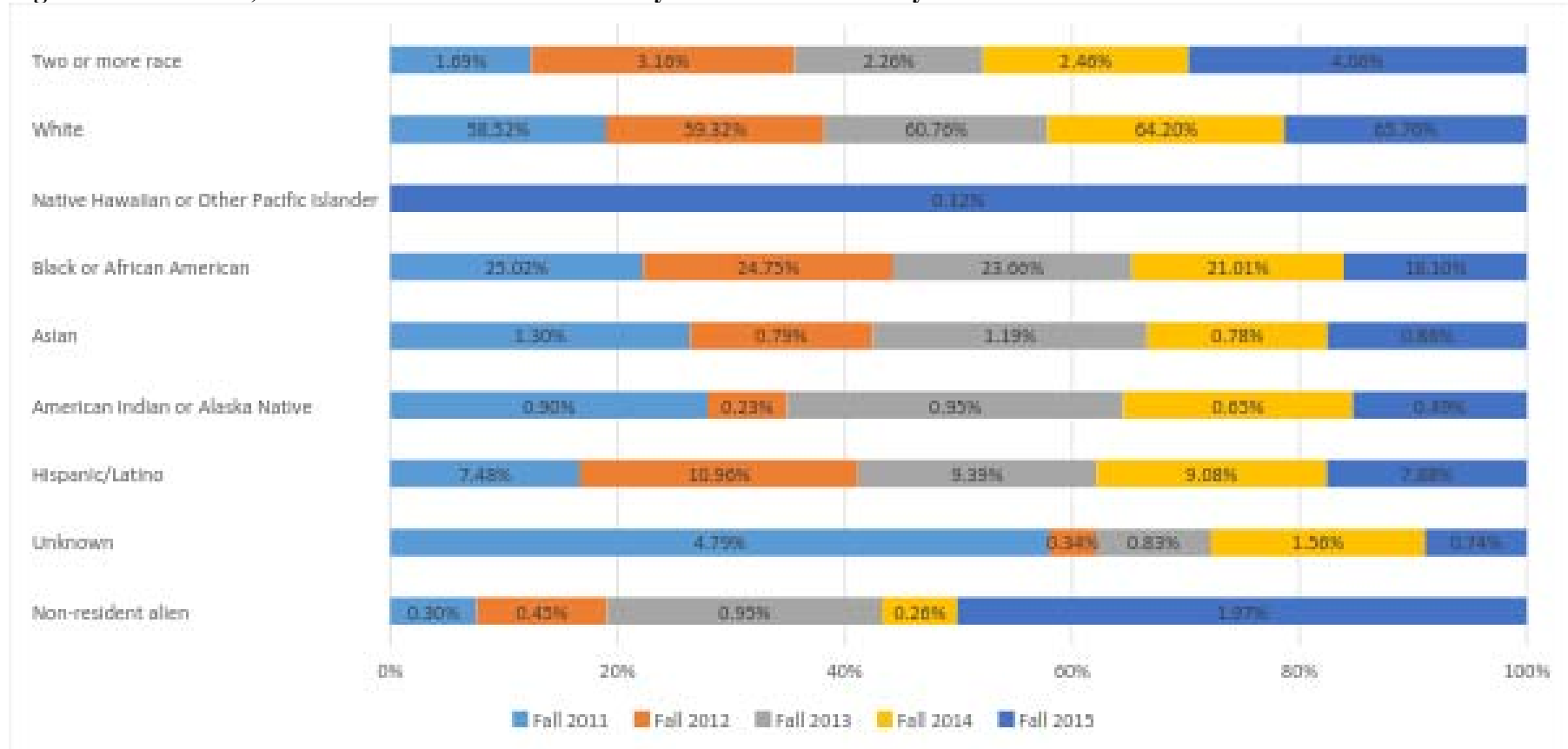
These data do not fully represent the picture of diversity at Morrisville due to the inconsistent use of demographic indicators beyond race, ethnicity, and gender, such as LGBTIQQ (lesbian, gay, bisexual, transgender, intersex, queer, questioning), disability, and religion.

Figure 1: Race and Ethnicity comparisons by Country, State, County, and Institution.
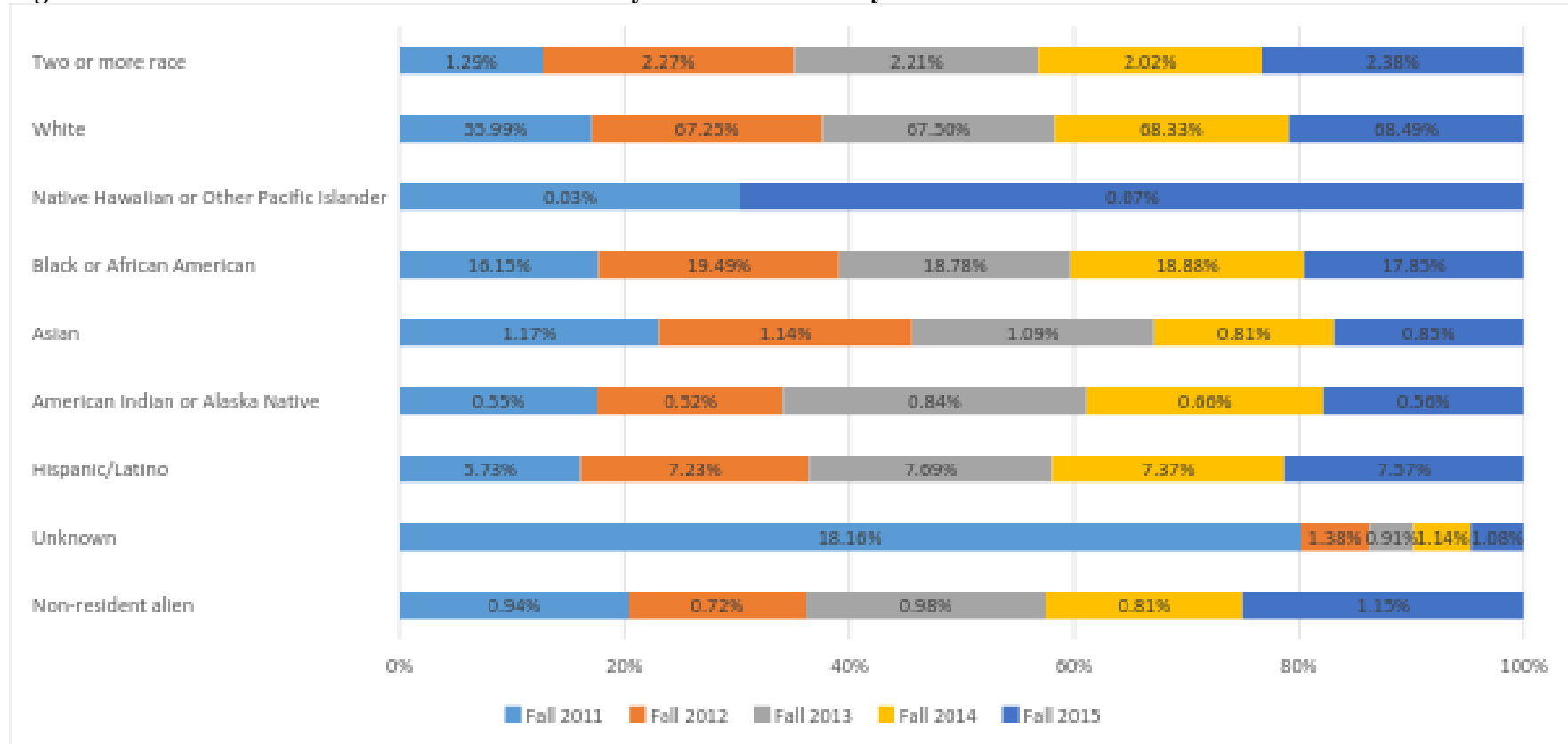

Source: United States Census Bureau, Quick Facts
        SUNY Business Intelligence

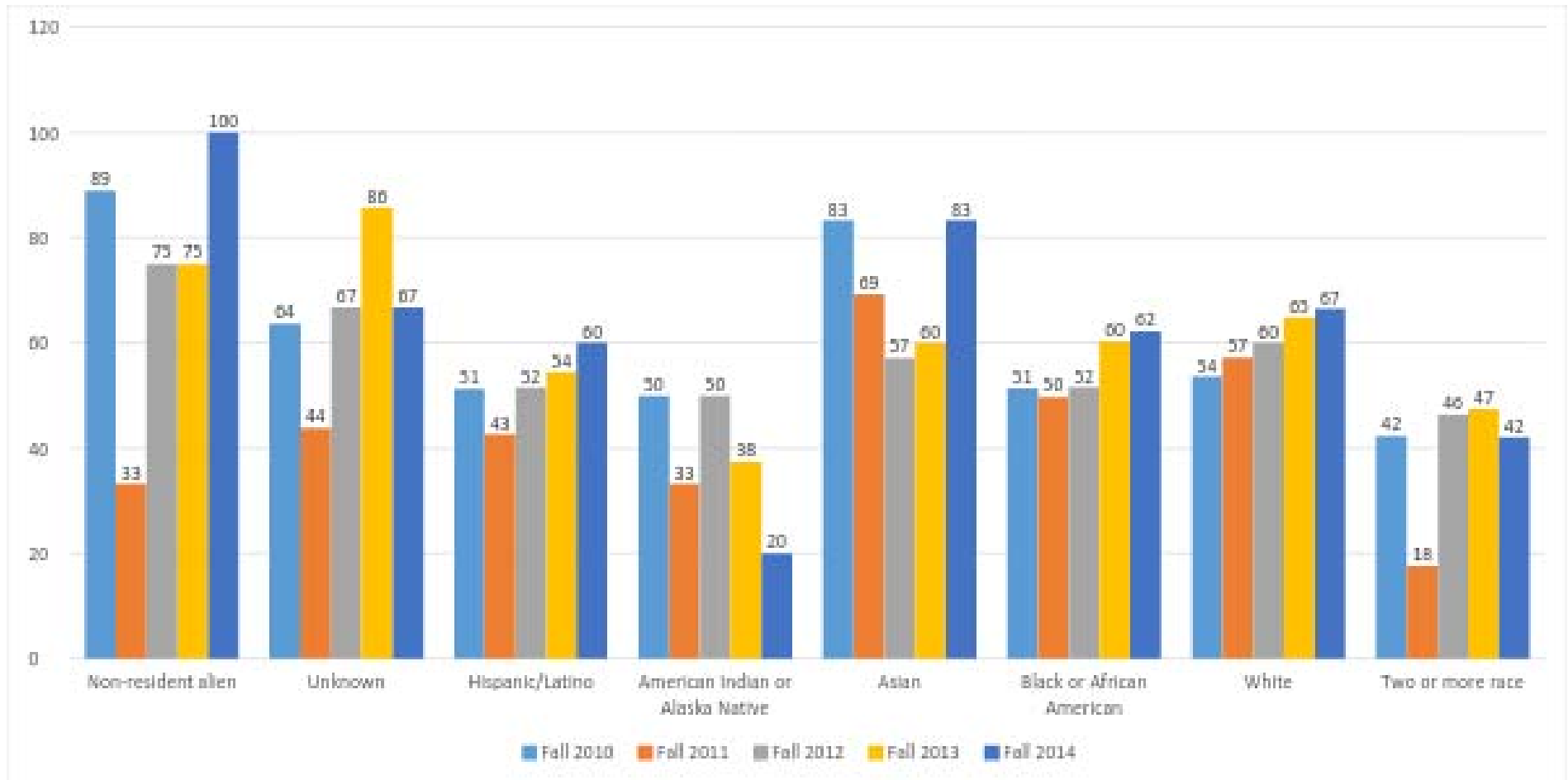**Figure 2: First-time, full-time matriculated students by IPEDS race/ethnicity**

Source: SUNY Business Intelligence

Figure 3: Total Matriculated Student Headcount by Race and Ethnicity

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Two or more race	1.29%	2.27%	2.21%	2.02%	2.38%
White	55.99%	67.25%	67.50%	68.33%	68.49%
Native Hawaiian or Other Pacific Islander	0.03%				0.07%
Black or African American	16.15%	19.49%	18.78%	18.88%	17.85%
Asian	1.17%	1.14%	1.09%	0.81%	0.85%
American Indian or Alaska Native	0.55%	0.52%	0.84%	0.66%	0.50%
Hispanic/Latino	5.73%	7.23%	7.69%	7.37%	7.57%
Unknown	18.16%	1.38%	0.91%	1.14%	1.08%
Non-resident alien	0.94%	0.72%	0.98%	0.81%	1.15%

Source: SUNY Business Intelligence

Figure 4: Percent First-time, Full-time Retention after One Year by Race/Ethnicity
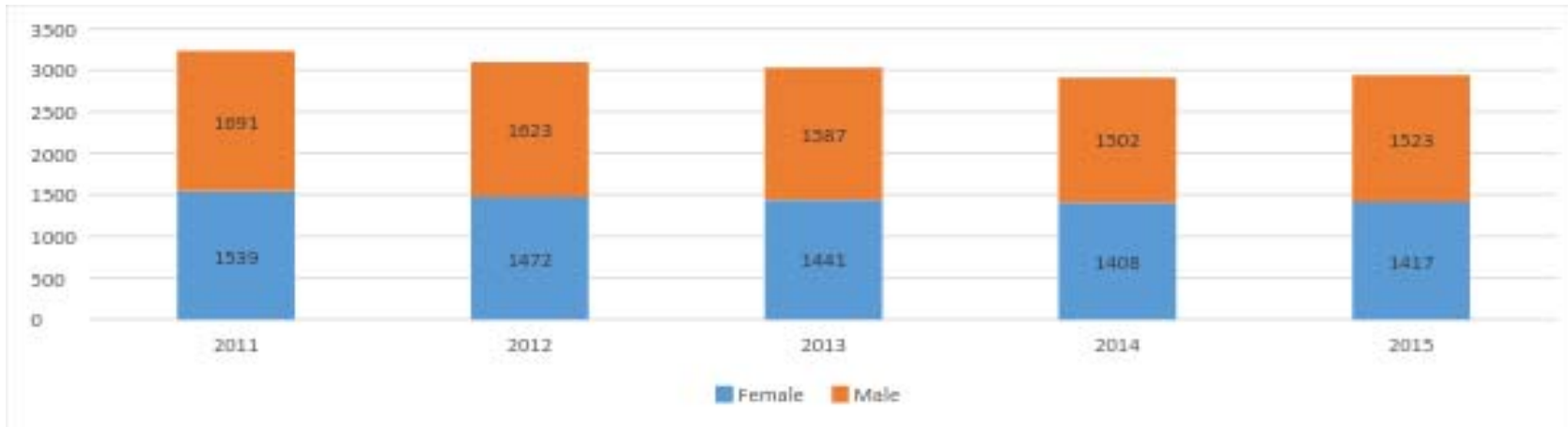

Source: SUNY Business Intelligence

Figure 5: State University of New York Student Opinion Survey Data

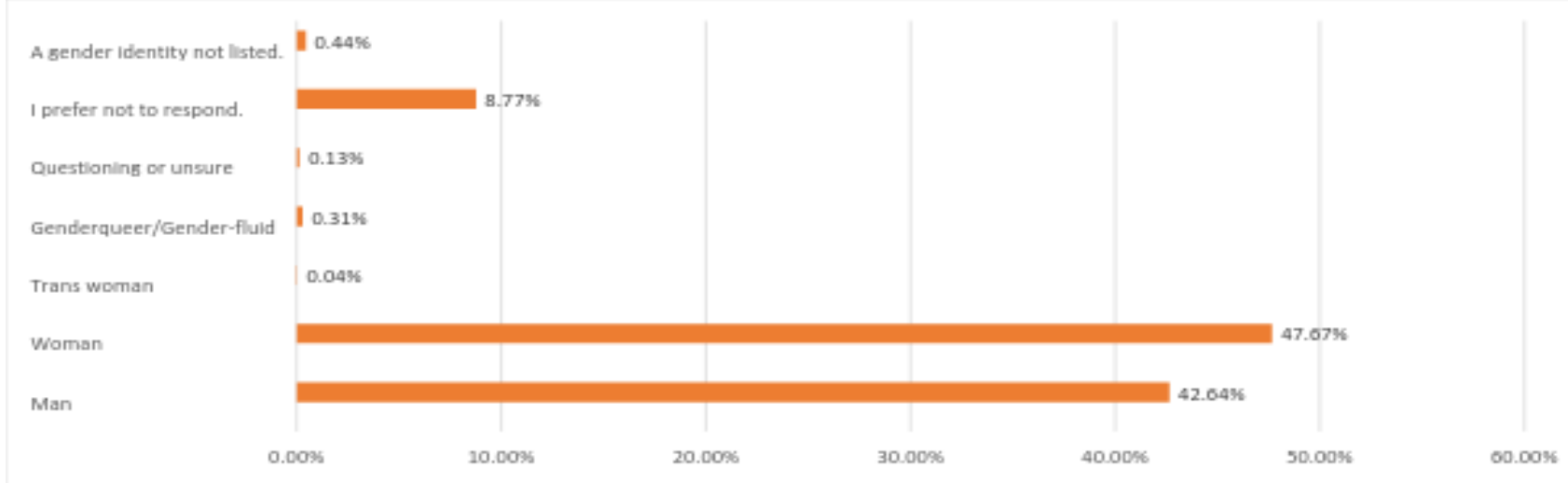|	Morrisville State College							Tech Sector Ranking							State Op Ranking					
	2000	2003	2006	2009	2012	2015		2000	2003	2006	2009	2012	2015		2000	2003	2006	2009	2012	2015
								of 5	of 6	of 9	of 7	of 7	of 7		of 28	of 26	of 27	of 24	of 27	of 27
Section III A - College Services, Facilities and Environment																				
Level of satisfaction with																				
Your sense of belonging on this campus	3.55	3.45	3.28	3.30	3.67	3.71		1	5	7	7	1	1		10	20	21	23	12	6
Freedom from harassment on campus	3.81	3.61	3.53	3.58	3.91	4.03		1	6	8	7	3	3		13	25	26	24	21	20
Racial harmony on this campus	3.19	3.36	3.11	3.02	3.57	3.41		1	5	9	7	4	6		21	25	27	24	23	26
Campus openness to opinions of others			3.37	3.49	3.77	3.79				8	7	3	3				26	24	21	19
Your social support network on campus			3.34	3.37	3.75	3.87				7	7	1	1				24	24	12	11
Section III B - College Services, Facilities, and Environment																				
Level of Agreement																				
Acts of racial prejudice are rare on this campus		3.14	2.97	2.94	3.34	3.29		1	6	9	7	4	7		10	25	27	24	24	27
Acts of prejudice based on sexual orientation are rare at this campus					3.49	3.63						4	3						23	21
Act of prejudice based on gender identity are rare at this campus					3.55	3.69						4	3						23	19
Section IV - College Outcomes																				
College Contribution to Growth and Learning																				
Understanding &appreciating ethnic/cultural diversity & other individual differences		2.95	2.89	3.07	3.26	3.52			2	6	3	1	2			16	24	18	16	15
Developing an openness to the opinions of others		3.76	3.66	3.25	3.34	3.69						1	1						16	11

Source: SUNY Institutional Research Office

Figure 6: Matriculated Students by Gender as Reported on Admission Application
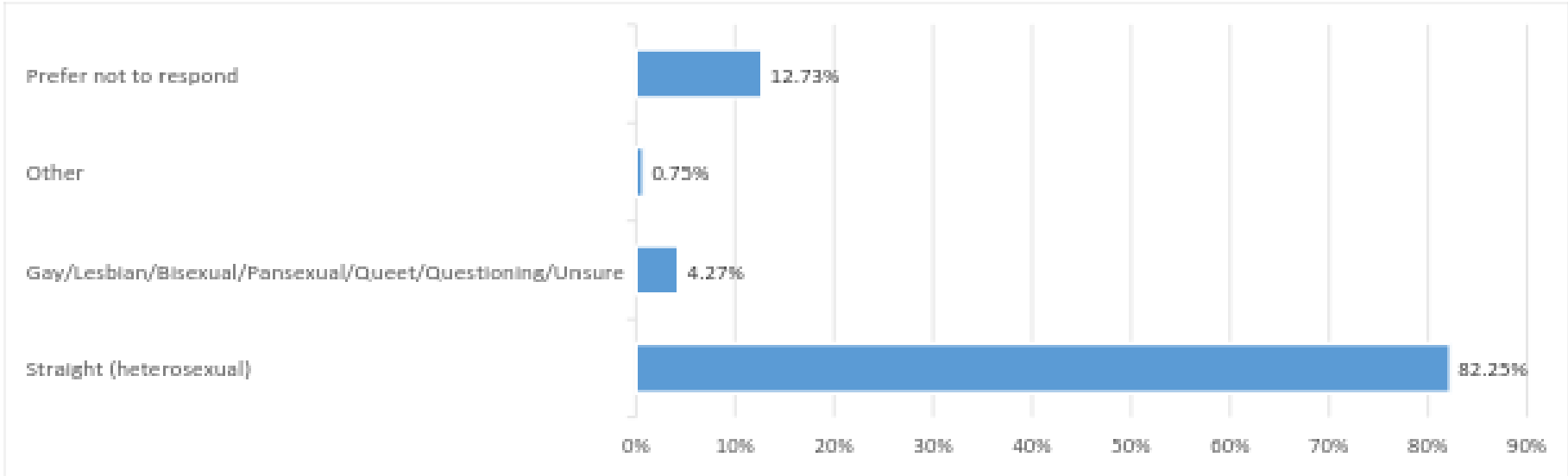

Source: SUNY Business Intelligence

Figure 7: Response to the spring 2016 SUNY Student Information Survey Question "Gender Identity - How do you describe yourself?:
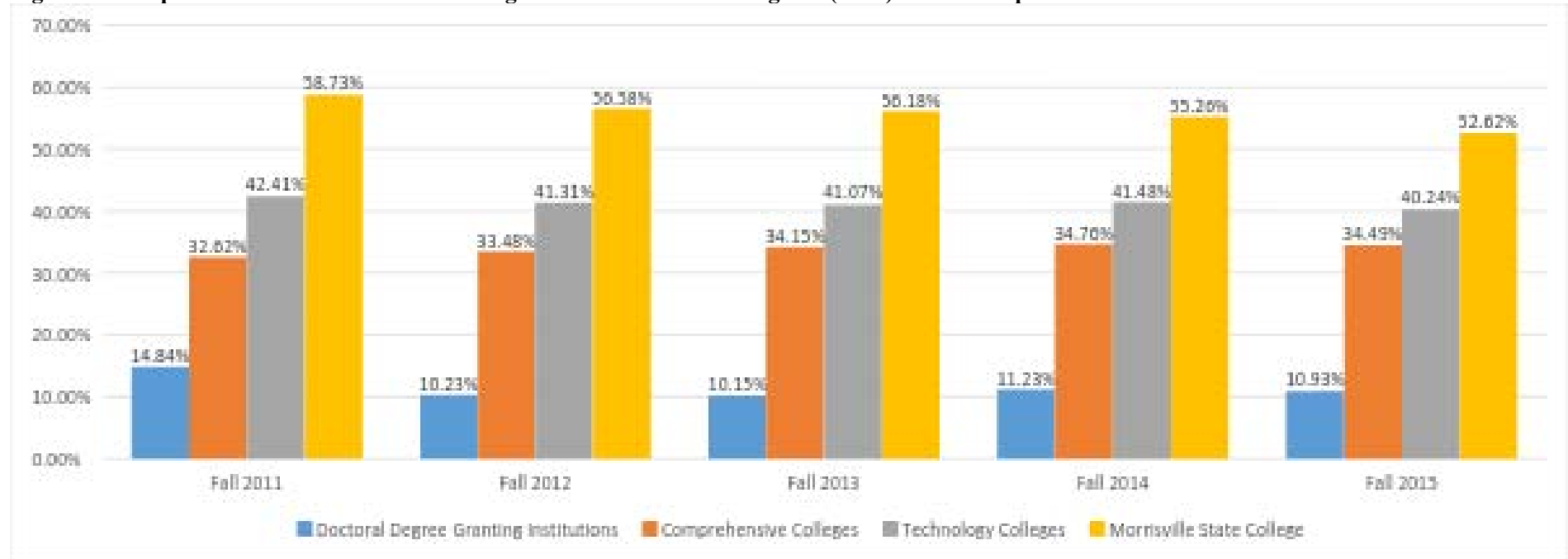

Source: SUNY Business Intelligence

Figure 8: Response to the spring 2016 SUNY Student Information Survey Question "Sexual Orientation - Do you consider yourself to be:"
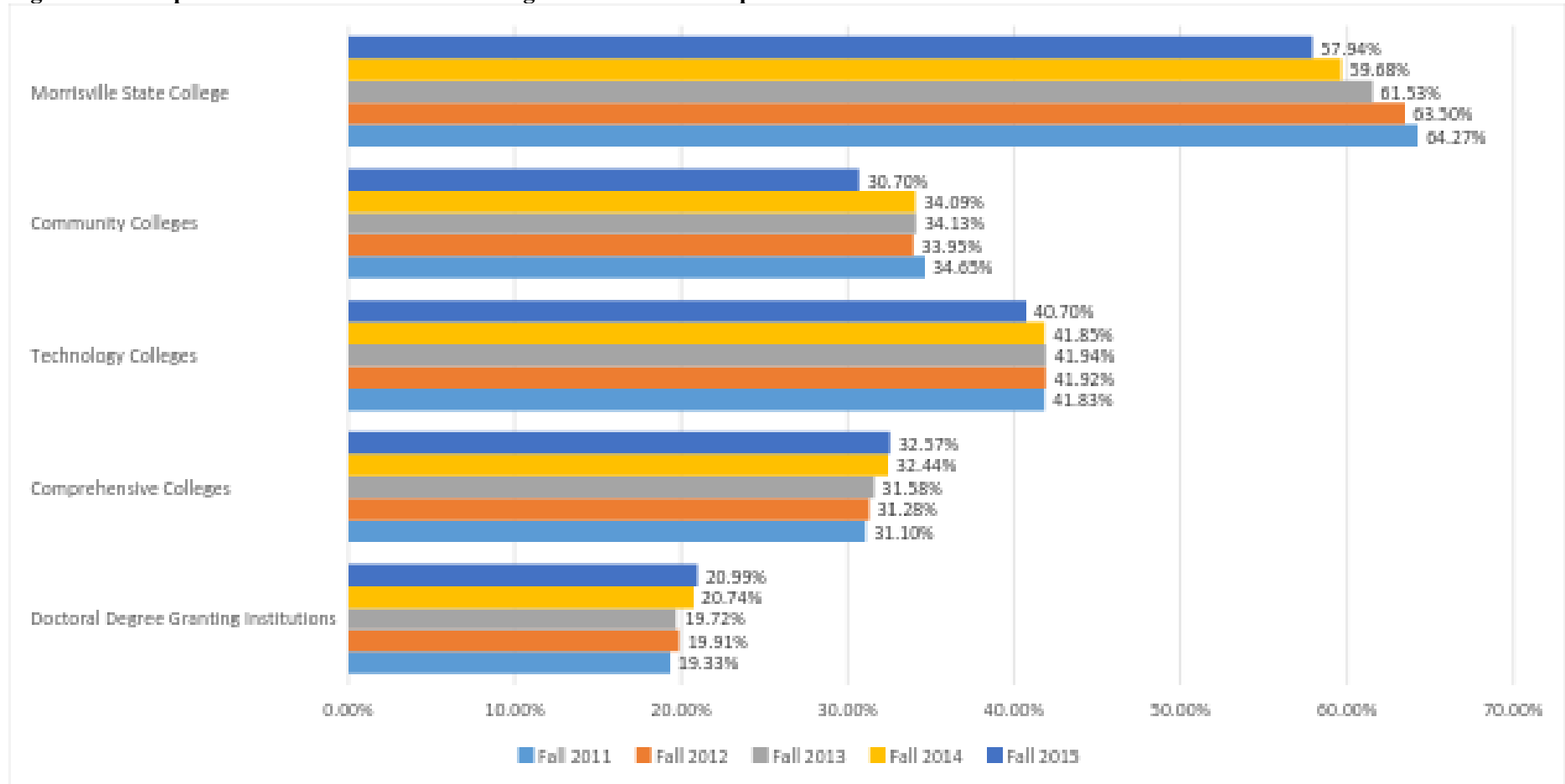

Source: SUNY Student Information Survey

Figure 9: Comparison of Morrisville State College Tuition Assistance Program (TAP) Grant Recipients to SUNY Sectors
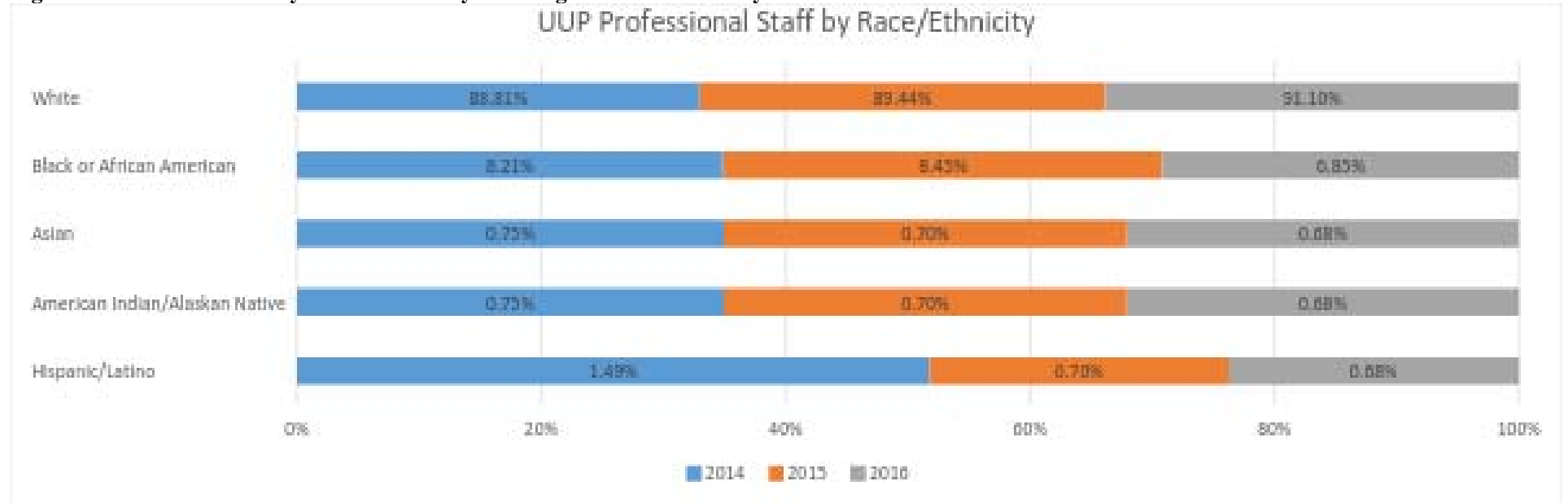

Source: SUNY Business Intelligence

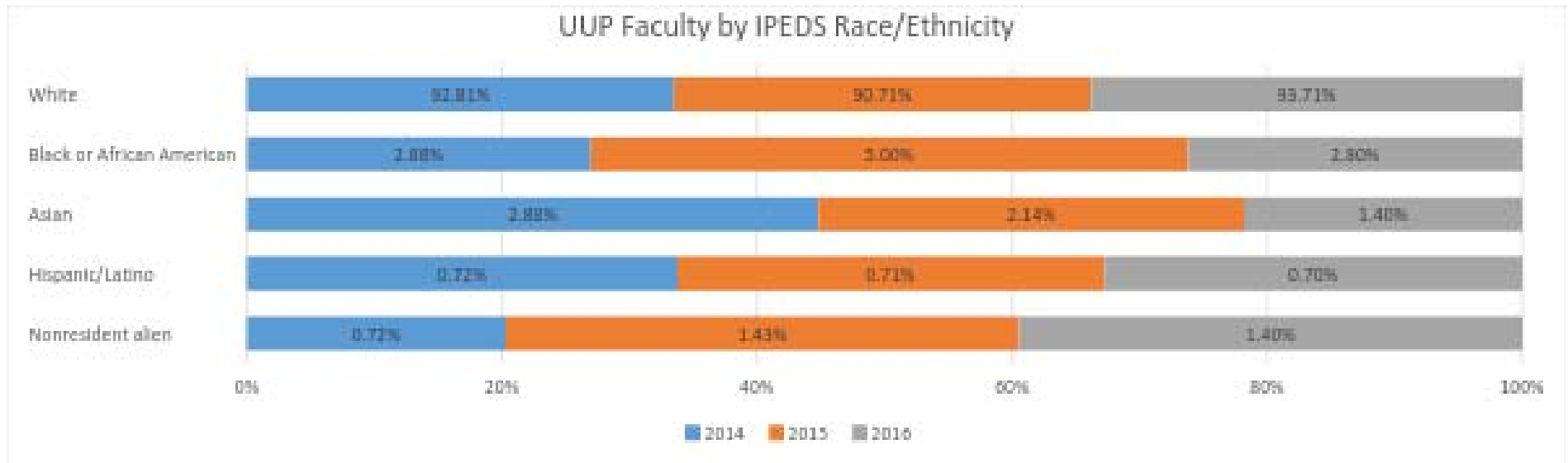**Figure 10: Comparison of Morrisville State College PELL Grant Recipients to SUNY Sectors**

Source: SUNY Business Intelligence

Figure 11: United University Professionals by IPEDS gender and ethnicity

UUP Professional Staff by Race/Ethnicity

	2014	2013	2010
White	88.81%	89.44%	91.10%
Black or African American	8.21%	8.45%	6.85%
Asian	0.75%	0.70%	0.68%
American Indian/Alaskan Native	0.75%	0.70%	0.68%
Hispanic/Latino	1.49%	0.70%	0.68%

Source: IPEDS

UUP Faculty by IPEDS Race/Ethnicity

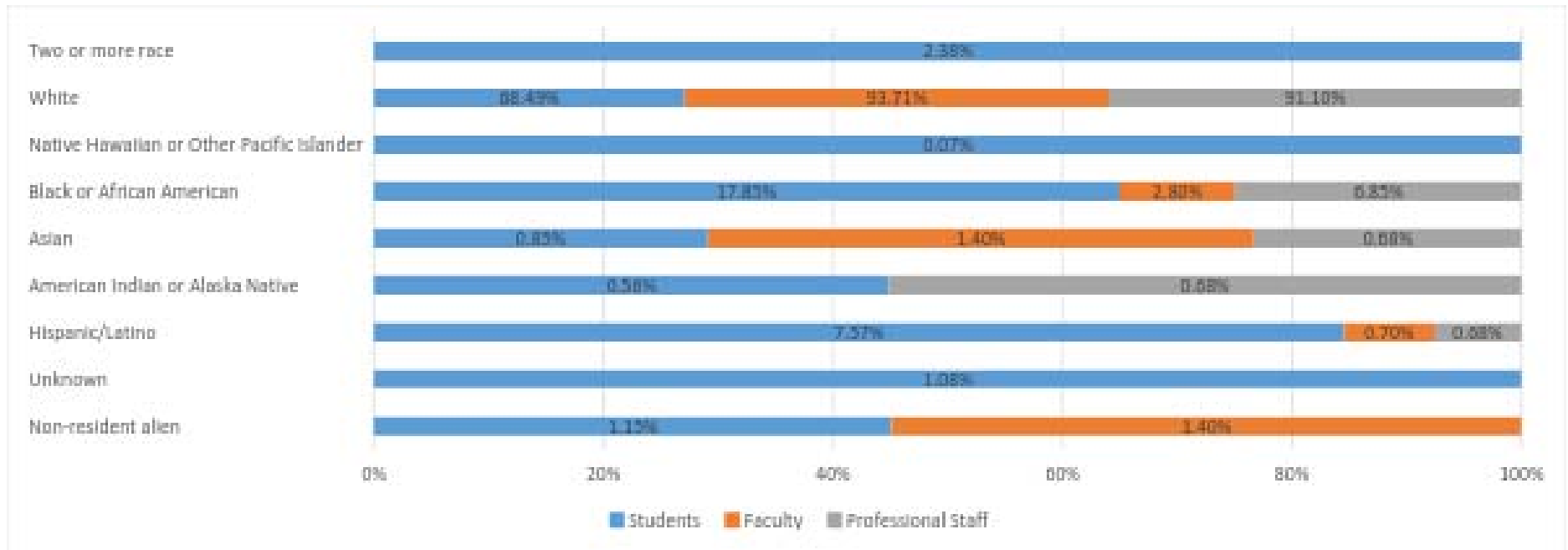|	2014	2015	2016
White	92.81%	90.71%	93.71%
Black or African American	2.88%	5.00%	2.80%
Asian	2.88%	2.14%	1.40%
Hispanic/Latino	0.72%	0.71%	0.70%
Nonresident alien	0.72%	1.43%	1.40%

Source: SUNY Business Intelligence

Figure 12: Comparison of Student, Faculty, and Staff IPEDS Race and Ethnicity Fall 2015

Source: SUNY Business Intelligence, IPEDS

Appendix B

Resolution to support three UFS resolutions on LGBTQ matters.

The **University Faculty Senate's (UFS) Committee on Equity, Inclusion, and Diversity** along with the **Student Life Committee** and the **Adhoc Committee on LGTBQ Matters** has worked this year to pass three resolutions that if enacted would create safer environments and spaces for LGBTQ students, staff, faculty, and administrators. All three resolutions were passed by the UFS without any dissenting votes.

 The **SUNY Morrisville College Senate** endorses these three resolutions and asks the college to create policies that enact all three of these resolutions.

The first of these was the Resolution Requesting All State University of New York Campuses Offering Athletics Create Programs to Support Lesbian, Gay, Bisexual, Transgender Athletes, Coaches, and Staff and to Prevent Anti-LGBT Bias and Discrimination in Athletics. This resolution builds on the work of the LGBT Sports Coalition: "Established in 2013, the LGBT Sports Coalition, is made up of over 30 organizations and individuals committed to promoting diversity and inclusion in sports. Our vision is to create a sports world where LGBT people can participate openly and fully without discrimination based on their sexual orientation or gender identity/expression." Our goal in passing this was to push campuses to develop a systematic program which would end LGBTQ bias in sports on all SUNY campuses. A recent story on CBS's 60 Minutes did a good job presenting some of the issues faced by Trans athletes.

This past January at the Winter Plenary the Resolution Recommending the SUNY Wide Implementation of Gender Inclusive Spaces was passed with the goal of removing barriers to safe spaces by creating gender inclusive housing, changing rooms, and restrooms. Title IX allows individuals to use facilities which match their gender identity. Our goal should be to remove gender designations from spaces and focus on the facilities the spaces provide. As Courtney D'Allaird from SUNY Albany suggests, "Say what's in a room not who can use it." This doesn't mean the end of gendered restrooms, but instead encourages the creation of more spaces available to all individuals to use.

After passing the Resolution Recommending the SUNY Wide Implementation of Preferred Name and Gender Identity Applications on the Registration, Email, ID cards, and other Identification Systems we became aware that it was already dated. We should have written "chosen name" rather than "preferred name." Individuals should be able to change school records to match their chosen names and gender identities whether or not this change has been made through legal means. Each campus should have a clear policy that is easily accessible and navigable by members of the campus community. No one should be forced to use a name that does not represent one's lived experience and intimate realities. Encouraging and enabling individuals to use their chosen name enhances our cultural climate, acts as a mechanism for inclusion, and creates a welcoming and safe environment.

With an increase in states across the country enacting "Religious Freedom Laws" that allow discrimination against the LGBT community and restrict gender identity to one's birth anatomy,

SUNY has an opportunity to truly distinguish itself as a leader in higher education in its support for LGBT people. We should build on and promote our inclusive policies and recruit students, faculty, staff, and administrators (and their friends and families) from states LGBT people now view as hostile.

Many campuses within our system already have policies that fulfill the goals of one or more of the resolutions, but they have not been adopted SUNY-wide. By adopting these resolutions and creating SUNY-wide policies, we have the opportunity to "make SUNY the most inclusive higher education system in the country."

Appendix C
Morrisville State College Diversity, Equity, and Inclusion Task Force Membership

Julia Rizzo, Co-Chair, Director of Campus-Wide Advising
Devon Branca, Co-Chair, Associate Professor of Humanities
Sheryl Ackerman, Custodial Staff
Amanda Babirad, Senior Assistant Librarian
Marquis Bennett, Director of EOP and Special Programing
Butch Charles, Assistant Professor of Video Journalism
Bill Day, Associate Professor of Equine Science
Kim Munz, Associate Director of Dining Services
Corey Hayes, Associate Professor of Agricultural Business
Rachel Ann Copland, Adjunct Instructor of Humanities
Sarah Bjork, ONCAMPUS SUNY Center Director
Gil Wistrup, Assistant Professor of Auto Body Technology
Jenny Stowell, Director of Human Resources, MAC
Jamal Verity, Assistant Professor of Computer Information Technology
Toyia Sims, Personnel Associate for Benefits and Employee Relations
Brian Matt, Assistant Professor of Nursing
Mark Grisi, Director of Facilities
Cydney Johnson, Chief of Staff
Marsha Cornelius, Academic and International Advisor
Gina DiFrisco, Student
Eric Diefenbacher, Assistant Professor of Biology
Devyn Thomas, Admissions Counselor

Appendix D
A Selection of Recent Diversity, Equity, and Inclusion Campus Activities and Accomplishments

- Brought DEI-student leaders together for a leadership roundtable with President Rogers
- Held a meeting of relevant stakeholders to discuss the status of unpaid students and planned changes.
- Held a poetry reading and workshop with David A. Romero
- Attended the HeforShe SUNY conference at Stony Brook.
- Organized a student panel on LGBTQ+ Inclusivity for Faculty and Staff
- Held International Coffee Hours and Cultural Fairs
- Expanded and advertised Halaal options at our dining facilities. Improved signage related to Halaal, vegetarian, and gluten-free options.
- Began drafting and implementing a chosen name policy.
- Drafted and implemented an inclusion policy for transgender, non-binary, and gender-nonconforming student athletes.
- Compiled an online list of all all-gender restrooms and ADA accessible bathrooms on our Morrisville campus.
- Created recommendations for updating the BIAS Related Incident Report System.
- Brought the president's senior staff together for a summer professional development workshop on equity and inclusion.
- Held an All Faculty and Staff meeting about racism and sexual violence
- Held an All Athletes and Coaches meeting about racism and sexual violence
- Conduced LGBTQ+ inclusion training for the residential advisors.
- Held cross cultural communication trainings for residential advisors and Mustang Mentors.
- Held "Step Up" Trainings for incoming students.