The President's Commission on Diversity and Community
2012-2013 Report

Submitted by Kathleen Mapes and Tracy Paradis

Commission Members

Cathy Adams, Assistant Professor
Jim Aimers, Assistant Professor
Sadie Baker, Student
Susan Bandoni Muench, Professor
Irene Belyakov, Lecturer and ESL Coordinator
Donte Bothel, Student
Alexandra Carlo, Staff psychologist
Teresa Walker Chan, AOP counselor
Michelle Costello, Librarian
Christopher Dahl, President
Becky Glass, Executive Assistant to the President
David Gordon, Associate Provost
Scott Hemer, Head Women's Basketball Coach
Harry Howe, Professor
Gabe Iturbides, AOP counselor
Daniel Jacques, Chemistry
Nikisha John, Student
Nick LaGrassa, Student
Ann Marie Lauricella, Assistant Professor
Maria Perpetua Liwanag, Assistant Professor
Kathy Mapes, Associate Professor, History (co-chair)
Nicole (Nykki) McCawthan, Residence Director
Dave Murray, Student
Susan Norman, Director, Xerox Center for Multicultural Education
Gina Ottolia, Student
Tracy Paradis, Librarian (co-chair)
David Parfitt, Director of Teaching and Learning Center
Vishal Patel, Student
Julie Rao, Director of Institutional Research
Fatima Rodriguez Johnson, Coordinator of Multicultural Programs and Services
Jennifer Rogalsky, Associate Professor
Monica Schneider, Associate Professor
Farooq Sheikh, Assistant Professor
Atsushi Tajima, Assistant Professor
Annmarie Urso, Assistant Professor
Michael Venturiello, Student
Linda Ware, Professor
Diantha Watts, Staff Associate
Robert Wayland-Smith, Geneseo College Council
Peggy Wirth, Nurse Practitioner

Summary 2012-2013

Overall Direction and Emphasis of the Commissions' Work

The President's Commission on Diversity and Community has been through a significant period of transition over the last two years as it moves from a thoughtful think tank to an action-oriented Commission. As in years past, the Commission continues to be concerned with reaching out to the larger community and putting action oriented goals in place that will compliment and buttress the College's mission statement and commitment to diversity. Only by working with the larger campus community can the Commission fulfill its mission. The Student and Campus Engagement subcommittee's "Real World Geneseo" (RWG) program continues as a centerpiece of these goals. RWG completed its fifth manifestation in January 2013, which was a success. Although RWG was supposed to be run in conjunction with MCC, logistical issues on MCC's part made that partnership impossible. The Professional Development (PD) subcommittee continued its outreach to the wider community, working in close conjunction with the Teaching and Learning Center. The PD subcommittee hosted a series of diversity programs including well attended workshops and worked with Irene Belyakov to publicize the services offered by the Center for Academic Excellence in Milne Library. Finally, the Assessment and Diversity Plan subcommittee, under the direction of Julie Rao, made very significant progress this past year outlining strategies and assessment metrics for the objectives/goals outlined in the Diversity Plan. This entailed nearly weekly meetings with a variety of individuals on campus. This effort was capped off by a half-day retreat on August 19 that included over fifty faculty, staff, and administrators from across the campus. The Commission looks forward to embracing its role as one of the key stewards over the Diversity Plan, insuring that the objectives/goals laid out in the plan will be fulfilled by the strategies and assessment metrics so carefully laid out by the ADP subcommittee.

Activities

The Student and Campus Engagement Subcommittee:
The Student and Campus Engagement Subcommittee (SACES) has continued its excellent work overseeing and running the Real World Geneseo (RWG) program and has provided numerous students with a safe, challenging, and transformative experience engaging issues related to diversity and social justice. The continuing quantitative and qualitative assessment of the program suggests that students continue to benefit greatly from the RWG program. The Commission co-chairs wish to recognize Fatima Rodriguez Johnson and Susan Preston Norman for their outstanding and dedicated work on implementing this program five times and always going above and beyond. There have been significant issues in realizing each iteration of RWG and their responsiveness to last minute changes and creative problem solving are to be commended.

The nature of RWG is as an intensive program. This has been consciously chosen to create a transformative experience for the participants. As in past years, the retreat included seventy-six contact hours and provided an opportunity for students, faculty and staff to engage in workshops dealing with important diversity-related issues such as sexism, racism, homophobia, and classism. In addition to taking part in the retreat, students participated in a service-learning component, which was overseen at the last minute by Becky Glass.

Recruitment of qualified facilitators has been an ongoing challenge for the program. The original idea for training was to have a three-year approach of year one, participant/observer; year two, junior facilitator; and year three, full facilitator. While to theory behind this paradigm is sound, getting faculty or staff to commit to three and a half days away from home the weekend prior to the start of the Spring semester for a minimum of three years, and without compensation has proved to be problematic. The new leadership team is looking at ways to solve this issue.

The RWG team of Annmarie Lauricella, Daniel Jacques, and Tracy Paradis is planning for the sixth iteration, with essential funding coming from a $10,000 grant from the State University of New York's Office of Equity and Diversity. Concern has been raised as to the reality of continuing to use this grant, as its intention is to help with piloting new programs as opposed to sustaining them. The college and team will need to find new ways to maintain this program. Annmarie Lauricella will handle the writing and administration of the current grant. Daniel Jacques and Tracy Paradis will work on the programming and planning of the student experience and all three will manage the facilitation for the weekend. Susan and Fatima will continue to handle the recruitment of students for the program. An "appropriate" permanent faculty instructor for the INTD course and service learning component has yet to be identified, two years after the departure of Dr. Bob Owens.

The RWG Assessment Team been focusing efforts on drafting and finalizing a manuscript for publication which summarizes the RWG1, RWG2, & RWG3 results. While the baseline data for RWG5 has collected, RWG retreat evaluation and the post-course data is yet to be analyzed. The team meets this month to finalize and submit the manuscript. Once completed, the team will download the data and begin their analysis.

Finally, the committee has successfully managed the administration of the 2013 PATH awards. This student-driven recognition of staff and faculty's dedication to diversity was received by Dr. Alexandra Carlo, Dr. Julie Rao, Martin Rogachefsky and Maya Shah.

The Professional Development Subcommittee:

The Professional Development subcommittee (PD) continues to evolve in its role as a conduit to the larger community. Under David Parfitt's stewardship, the PD subcommittee has worked with the TLC to offer a host of diversity/community programs including workshops on thinking critically about diversity beyond quotas, parents and their views of diversity, and Muslim students. In addition, the PD subcommittee worked in conjunction with the Division of Student and Campus Life, helping to foster interfaith dialogue regarding community and responsibility. And finally, the PD and TLC offered a place for Irene Belyakov to share and discuss the needs of international students and highlight the significant steps made by the Center for Academic Excellence in Milne Library.

The Assessment and Diversity Plan Subcommittee:

The Assessment and Diversity Plan subcommittee (ADP) completed a great deal of work during the 2012-2013 academic year. Working with a wide variety of members recruited from across the campus, recruited by Julie Rao, the ADP subcommittee met almost weekly to incorporate action items into the

Diversity Plan, complete an assessment structure for the Diversity Plan, and develop metrics for each action item. Julie Rao met with the Strategic Planning Group (SPG) to discuss the Diversity Plan in May, at which time the SPG requested that Rao draft assignments for the strategies, action items and metrics. In early May the members of the President's Commission on Diversity and Community met with the SPG, including the Vice Presidents, who promised to work with the Diversity Commission to make sure that those elements of the Diversity Plan applicable to their particular assignments would be fully supported.

Over the summer the ADP continued to meet periodically to plan a Diversity Retreat, which was held on August 19. This retreat was a resounding success. President Dahl opened the retreat, providing an overview of the work that led to the Diversity Plan. After Dahl's introduction, over fifty members of the campus community met in small groups of 10-15 to set deadlines for the action items and, in some cases, to identify specific individuals who would be responsible for making sure that those deadlines are met.

Recommendations for 2013-2014

The Commission co-chairs conferred with subcommittee chairs to discuss past accomplishments and the future direction of the Commission in the coming academic year. In the first part of this section, we summarize the issues and recommendations that emerged regarding the Commission as a whole. In the second section, we present the recommendations for specific subcommittees.

Overall Direction of the Commission

Although the Commission can count a number of significant successes this past academic year, it also finds itself at a critical juncture as it continues to move from ideas to action, especially with respect to the maintenance of RWG and implementation of the Diversity Plan. The co-chairs of the SACES, Fatima Rodriguez Johnson and Susan Preston Norman, who are stepping down after five years of excellent service, expressed serious concerns about the continued funding of RWG, the structure and vision of the program, the recruitment and training of new facilitators, and issues related to compensation for time.

The members of the Commission who are currently working with a wide array of individuals, departments, divisions and units from across the campus to help shepherd the Diversity Plan into action, also face a challenging and exciting year in ensuring that the strategies and timelines outlined are pursued in a realistic yet aggressive manner. Both the challenges of continuing the RWG program and the implementation of the Diversity Plan can certainly bet met but will require support from top administrators as well as the continued dedication of numerous individuals who will need to work together to make sure that the goals eventually become institutionalized as a permanent part of the campus structure.

1. As the College increases its efforts to expand high impact learning practices for students as well as implement the goals outlined in Bringing Theory to Practice, the Commission should continue to play a central role to make sure that issues related to diversity remain central to the other institutional changes. More specifically, Commission members should be involved in the discussions regarding General Education revision currently taking place in the General Education

Committee. In addition, the Commission should continue its historic role of identifying diversity and community related issues throughout the campus community.

2. The Commission should continue to seek to gain an even greater and integrated profile on campus by:

   - better publicizing its objectives, programs, and goals

   - continuing its critical ties and collaboration across the campus to present the Diversity Plan to the campus community

   - making sure that the Commission is represented in discussions and plans related to curriculum reform and innovation by meeting with the General Education Committee to suggest revisions to the current draft of the Baccalaureate Learning Outcomes to explicitly mention diversity

   - working with already established committees, programs, departments and programs at the College that currently address issues related to diversity

   - co-sponsoring and supporting programs designed to address diversity and community related issues

   - inviting non-Commission members to work with subcommittees on specific issues, as it has done with respect to the Diversity Plan

   - identifying and utilizing the expertise on campus and fostering more cross divisional and cross department collaboration

   - reaching out to students and student groups so that they see the Commission as a resource

3. The Commission should seek greater sources of financial support through outside grants including but not limited to the Consortium on High Achievement and Success (CHAS).

Specific Recommendations for the Subcommittees

Student and Campus Engagement Sub-Committee, Real World Geneseo (RWG) project and PATH awards:

- As the RWG program continues to evolve, the Commission recommends that the co-chairs of the Student & Campus Engagement subcommittee not serve as coordinators for the RWG program. This would allow the co-chairs to work on other initiatives and to work more in depth with all committee members. However, the coordinators for the program should be members of the committee.

- Ensure that the RWG transition of coordinators from Fatima Rodriguez Johnson and Susan Preston Norman to Tracy Paradis, Daniel Jacques, and Annmarie Lauricella, is as smooth as possible and that the appropriate support is provided

- A discipline/faculty member should be identified to instruct the course. Meetings have been held with Dave Gordon, to assist however, a faculty member has yet to be identified (special thank you to Becky Glass for serving in this role).

- A coordinator for the service-learning component needs to be identified. Currently the faculty member for the course coordinates directed studies with individual students or groups.

- A continuing challenge for this subcommittee has been finding faculty willing to participate in the RWG activities. Faculty members are reluctant to become involved with RWG because of the intense time commitment involved. The institution could help the subcommittee by legitimizing the work of RWG so that faculty members feel that their work will count as they lead into tenure or promotion decisions. If the institution could help by endorsing the RWG work as valuable towards faculty and staff career goals, this would help this subcommittee recruit and retain active members.

- The SACE committee should consider working with Professor Alice Rutkowski and others to plan/organize a Teach –In on LGBTQIA issues.

- Continue to work with appropriate offices on campus, as outlined in the Diversity Plan, to create a mentoring program for students.

The Professional Development Subcommittee:

We recommend that this subcommittee continue its efforts to provide meaningful professional development opportunities for all faculty and staff. The subcommittee should continue to work with and utilize the resources available through the Teaching and Learning Center as well as other venues across the campus. Specifically the Professional Development subcommittee should:

1. Continue its efforts to identify workshops/services faculty/staff would like to see offered.

2. Continue to utilize expertise on the campus by identifying faculty /staff who could offer workshops on issues related to diversity and community.

3. Continue to meet with international students to come up with ways to address their numerous concerns, including but not limited to writing services.

4. Encourage individual faculty to submit grant proposals to CHAS.

5. Continue to highlight and celebrate faculty whose courses address diversity related issues and encourage those faculty to share their insights will fellow faculty/staff through workshops or brownbag conversations.

The Assessment & Diversity Plan subcommittee:

We recommend that the ADP continue to ensure that the Diversity Plan's action items are pursued in a realistic and timely manner, as outlined during the Diversity Retreat. In this endeavor, it is crucial that the Commission has the full support of all campus leaders and those in position of power as well as all relevant staff and faculty.

Appendices

Student and Campus Engagement Subcommittee 2013 Annual Report

Committee Members

Susan Preston Norman, Co-Chair
Fatima Rodriguez Johnson, Co-Chair
Daniel Jacques, Chemistry
Annmarie Lauracella, School of Education
Tracy Paradis, Milne Library
Teresa Walker Chan, AOP
Linda Ware, School of Education
Annemarie Urso, School of Education

Summary of Activities

Real World Geneseo

The Student and Campus Engagement Subcommittee (SACES) focused on three goals:

- To implement the 5th cycle of Real World Geneseo (RWG) in partnership with Monroe Community College (MCC)
- To transition the RWG program planning, implementation and facilitation to a new team of trained facilitators for the 2014 program
- To present the 2013 PATH Awards to members of the campus community

In August, the co-chairs met with a team of faculty and professionals at the Monroe Community College. The team consisted of the Provost, a representative from the Office of Equity and Diversity, the chair and a faculty member from their Diversity Studies Department, and the coordinator for inter-racial campus dialogues. The planned program would consist of equal students and staff from each institution. There would also be some changes to community experiences in effort to meet the needs of both groups. The 2-credit course would be taught by a faculty member from each institution with half the classes being held at MCC. Unfortunately, late in the semester, the committee was informed that MCC would not be participating in the program. The logistics of recruiting students, faculty compensation, etc. were difficult to work out. Having already secured funding from SUNY Office of Equity and Diversity, the committee

moved forward with the program recruiting nearly 55 students. Thirty students were accepted and 24 students participated. The assessment team (Julie Rao, Diantha Watts and Monica Schneider) are in the process of analyzing the data.

In 2012, Tracy Paradis and Daniel Jacques joined the facilitation team. Annmarie Lauricella, faculty member, School of Education completed her third year with the program and will coordinate the program along with Tracy and Daniel.

A transition meeting was planned for February 2013 and due to scheduling conflicts was reschedule in May. Tracy Paradis and Kathy Mapes, Co-chairs of the Diversity Commission along with Daniel Jacques, Fatima Rodriguez Johnson and Susan Norman were in attendance. The SACE co-chairs expressed that they had served as co-chairs for 5 years and believed that new leadership was needed for both the subcommittee and the RWG program. The following concerns were expressed:

- Grant cycle/funding for the program
- Facilitator responsibilities and time
- Lack of understanding of all aspects the program
- Lack knowledge of vision and structure of program
- Compensation/Time commitment
- Chairs for the Student Campus Engagement Subcommittee
- Faculty member to teach course
- An individual to coordinate service learning opportunities

Through further discussion and acknowledging that the Excellence and Diversity Grant deadline had past, the group decided to plan for the program in late 2014. There will be another opportunity to apply for the grant in January 2014. Annmarie Lauracella was interested in working on the grant. Daniel Jacques requested all the program materials including access to the online application, program manual, rooming assignments, etc. All the materials were prepared and delivered to his office.

PATH Awards

With the assistance of Becky Glass, the committee was able to publicize the call for nominations.   Dr. Alexandra Carlo, Dr. Julie Rao, Martin Rogachefsky and Maya Shah were recognized at the annual leadership awards ceremony in April.

Report of the Professional Development Subcommittee

Submitted by David Parfitt

During the 2011-2012 academic year the professional development subcommittee performed a faculty needs assessment that asked what expertise individuals could share with the college community, and, second, what workshops/services they would like to see offered related to diversity. Based on the outcome of that needs assessment, the subcommittee scheduled a series of diversity/community programs through the Teaching and Learning Center during the 2012-2013 academic year. They included:

- Rocío Del Vallejo-Alegre and Elizabeth Adams "Diversity is not about reaching a quota; it serves as a powerful antidote to intolerance"
- Leigh O'Brien - "Parental Perspective on Diversity"
- Linda Steet "Diversity Includes Muslims: Lessons on Sensitivity to Muslim Students from my Fulbright Experience in Jordan"

These workshops were all well attended. So much so, the final workshop had more people than Milne 208 could reasonable hold, and we moved the event into Milne 213. Students, faculty, and staff streaming out of Milne 208 looked like a "clown car" because so many people had packed into the room.

In addition to the TLC Diversity series, we worked in concert with the Division of Student and Campus Life as part of the President's Interfaith and Community Service Campus Challenge – the Geneseo Interfaith Service Project (GISP). A community interfaith dialogue was presented (in quasi-deliberative dialogue style) where the question was asked "who's responsible for feeding the world's people?" The question was addressed by members of various faith traditions including Catholic, Mormon, Muslim, and Jewish, and afterwards was discussed by students, faculty, and staff in a small group setting. This was an incredibly fruitful and energetic discussion.

Finally, as a follow-up to our discussion with Irene Belyakov and a number of the international students, we offered a series of introductions to the services offered by the Center for Academic Excellence in Milne Library. These introductions were designed for students, faculty, and staff and were partially focused on addressing the specific needs of the group of international students.

Future TLC programs and workshops on diversity will continue to focus on issues of religious diversity, cultural competence, integrating diversity issues into the curriculum, how faculty might be more involved in student recruitment, diversity metrics, themed semester encouraging faculty to focus on specific diversity issues, review of challenges that minority students face attending Geneseo, white privilege, ableism, racism, safe zone training, and the Posse Foundation or some sort of buddy system.

Report of the Assessment & Diversity Plan Subcommittee
President's Commission on Diversity & Community
Spring 2013

Committee Members
Georgenson Anselme, Admissions
Alexandra Carlo, Health & Counseling
Rebecca Farrington, Human Resources
Sarah Frank, Residence Life
David Gordon, Associate Provost
Gabriel Iturbides, AOP
Kathleen Mapes, History
Julie Rao, Director of Institutional Research
Monica Schneider, Psychology
Linda Ware, Education

The President specifically charged the Assessment/Diversity Plan Subcommittee as follows:

> *I charge the Commission to incorporate the action items which have been proposed by a variety of sources, into the Diversity Plan. I further charge the Assessment subcommittee with completing an assessment structure for the Diversity Plan. SPG [Strategic Planning Group] will have the role of assigning responsibility for sections of the Diversity Plan, with incorporated action items, to the appropriate institutional parties. I ask that these steps be completed by March 15, 2013.*

> *Upon completion of this work, I charge the entire commission, along with the SPG and other community members, with publicizing the Diversity Plan as it is formally rolled out to the campus community.*

Based on the wide net cast by the Diversity Plan, additional members were recruited from outside of the Diversity Commission, namely Human Resources and Admissions. The subcommittee set up a regular meeting time and divided into two groups to work on different areas of the Diversity Plan. These groups met weekly to standardize the language of the Diversity Plan strategies and action items. Then the focus turned to the metrics for each action item. Metrics were developed over a series of meetings. The refined strategies, action items and metrics were then presented to the Strategic Planning Group by the March 15, 2013 deadline. A wiki page was also created to assign responsibility for each action item to an office or committee - https://wiki.geneseo.edu/display/divplan/Assignment+of+Responsibility. Copies of the memo to the SPG, the revised Campus Diversity Plan and the Assignment of Responsibility pages from the wiki are included.

The Diversity Plan's strategies, action items and metrics were discussed in the Strategic Planning Group's (SPG) meeting on Wednesday, 27 May. The SPG went through each goal and broadly stated which committee or offices should be involved and discussed some of the strategies and action items. At the end of the meeting, it was agreed that Julie Rao could make draft assignments for each strategy, action item and metric for the group to review. It was also requested that the next meeting be a joint one between members of the Diversity Commission involved in drafting the Diversity Plan and the SPG.

The next meeting of the SPG took place on Wednesday, 8 May. Members of the Diversity Commission joined the SPG to discuss the implementation of the Diversity Plan. The goal was to talk through the integration of the Diversity Plan in to the Strategic Plan. Since many of the vice presidents were present at the SPG meeting, it was agreed that the VPs would take the elements of the Diversity Plan that were applicable to their areas for assignment or implementation. The subcommittee had previously discussed how the Diversity Plan could be rolled out to the college. We found a space on wiki where the implementation steps had been laid out and added a section on the roll out to the campus community in Fall 2013. https://wiki.geneseo.edu/display/divplan/Implementation+of+the+Diversity+Plan

We discussed this plan with the SPG and some ideas beyond a kickoff received more support. Many felt the Diversity Retreat held in 2012 was helpful, but it happened right before the summer, so momentum was lost over the summer. We are planning on a Diversity Retreat around the time classes start that may feature an off campus speaker as well as a kick off of the Diversity Plan. Members of the Diversity Commission will attend division and committee meetings of those charged with implementing portions of it to provide any context necessary. The Assessment subcommittee, or a portion of it, will continue to meet over the summer to plan the retreat.

Its work next year will carrying out the retreat, promoting the Diversity Plan and working on gathering the baseline metrics.

The Diversity Indicators were updated and are included with this report.

Submitted by Julie Rao

Attached:

I.   Campus Diversity Plan
II.   Assignment of Responsibility
III.   Diversity Indicator Dashboard

Campus Diversity Plan

College Mission

The State University of New York at Geneseo, nationally recognized as a center of excellence in undergraduate education, is a public liberal arts college with selected professional and master's level programs. It combines a rigorous curriculum and a rich co-curricular life to create a learning-centered environment. The entire college community works together to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world.

Geneseo respects the unique contributions of each individual to the campus community and considers diversity as an essential set of strategies for realizing the College mission of excellence in education. Diversity, conceived broadly as respect for, curiosity about and opportunities extended to individuals from diverse backgrounds, promotes excellence by fostering critical thinking, encouraging language and other cross-cultural competencies, and enlarging the set of perspectives that bear on cognitive outcomes.

Diversity is an integral part of Geneseo's mission as a public liberal arts college that provides broad access to an honor's quality education for the citizens of New York State and elsewhere.

Benefits of Diversity

The results of empirical analysis confirm that diversity is important to a sound liberal education in the twenty-first century and for preparing students for full participation in a diverse society and success in an increasingly global environment. Not only is diversity essential in furthering the educational mission of Geneseo to attract excellent students and to prepare these students to become the extraordinary leaders of our communities, but it is also essential in creating a more dynamic learning and working environment for our Geneseo community.

More specifically, research has indicated that serious engagement of diversity in the curriculum, along with linking classroom and out-of-class opportunities, positively affects students' attitudes and awareness about diversity (Daryl G. Smith, et al. 1997. Diversity Works: The Emerging Picture of How Students Benefit). Achieving diversity will assure that, across the board, the students will be afforded an expanded range of contacts and experiences -- the contacts and experiences that will be needed in a marketplace that has become increasingly global and which can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints (Brief for General Motors Corp. as Amicus Curiae 3-4).

Research has indicated that the benefits of diversity extend well beyond the outcomes traditionally associated with diversity. For example, diversity is associated with:

1. increasing students' commitment to education (Smith et al., 1997)
2. increasing students' involvement with and connection to the college (Smith et al., 1997)
3. stimulating critical thinking (Gurin, 2002)
4. opening students' minds to problem solving from multiple perspectives (Gurin, 2002)
5. assisting individuals in dealing with the conflicts that different perspectives sometimes create (Gurin, 2002)
6. building consensus among people with different viewpoints
7. creating a network of future leaders in all academic disciplines

Engaging Diversity

Each major division of the College conducts ongoing diversity-related activities and initiatives. Student and Campus Life sponsors diversity activities through the Center for Community, the Office of Multicultural Affairs, and the residence halls. The Office of Multicultural Affairs and Services sponsors Cultural Harmony Week every October. There is a Vice President's Diversity Grant to encourage innovative approaches to improving the diversity climate on campus. Academic Affairs has a diversity plan and requires each academic department to report on efforts it has made each year to advance diversity. Students take classes and perform research with Geneseo's nationally-recognized scholars in such fields as African-American literature and culture, Women's studies, sociology of gender, Latin American Studies, Native American history, Asian Studies, and ancient civilizations of Mexico and Central America. Geneseo's Xerox Center for Multicultural Education and the Teaching Learning Center provide faculty and students with professional development and cutting-edge support for new research and learning in this critical area of study for all educators. Administration and Finance periodically sponsors diversity workshops and speakers. The Affirmative Action Officer periodically revises the College Affirmative Action Plan and works with search committees to ensure that diversity, equal opportunity, and Affirmative Action principles are integral to the search process.

At the College level, President Dahl established [The President's Commission on Diversity and Community |http://www.geneseo.edu/diversity/president] in 1998 to improve diversity training of staff, expand curricular and co-curricular programming, and enhance campus climate. In its early years, it gathered information, identified areas of concern, and made recommendations for change. In recent years, it has become more actively involved in directly fostering, supporting, and modeling community engagement. The

College maintains a diversity website [http://www.geneseo.edu/diversity/home] that contains the Commission's annual reports as well as links to diversity-related campus activities and information. Since 2002, the college has adopted 35 recommendations made by the Commission.

In 2003 Geneseo developed and adopted a [Statement on Diversity and Community| http://www.geneseo.edu/diversity/statement] that defines in broad terms how the campus defines "diversity" and calls for "all members of our community to share responsibility for the ongoing work of continually recreating a sense of inclusion, belonging, and empowerment, so that together we will achieve our individual and collective aims, and experience the intellectual liberation that is at the heart of the educational enterprise." Each year, the College brings to campus a distinguished leader or scholar to work closely with students, faculty and staff on issues related to diversity and deliver a major public lecture on diversity and society.

Background

In 2006-2007 the Assessment Committee of the President's Commission on Diversity and Community began tracking information on several diversity indicators. This information raised several questions related to structural diversity, important outcomes for students of color (EEOC definition), and the campus climate. Specifically,

1) Although there has been an increase in structural (compositional) diversity at the College, why has this been accompanied by a small decrease in retention and graduation rates for students of color?

2) Why does Geneseo score relatively low on the Student Opinion Survey question about racial harmony while it scores relatively high on other questions related to campus community? Although absolute scores on this measure have increased each of the last three times the SOS has been administered, Geneseo's ranking among SUNY comprehensives on this question has gone from fourth to tenth. The College also ranks tenth on the question, "Understanding & appreciating ethnic/cultural diversity & individual differences."

3) What is behind the NSSE results that indicate better diversity outcomes for first-year students than for seniors? Although absolute scores for seniors have increased each of the last three times the NSSE has been administered, they also have been lower than scores for the first-year students each time.

The Assessment Committee recommended the creation of a campus-wide diversity plan to place these indicators in a broader context. Such a plan would enable the College to move toward unifying the many diversity initiatives that already exist, point to areas that may need to be developed, and provide goals and objectives that can be assessed to measure progress. The full Diversity Commission accepted this proposal which subsequently was endorsed by the campus Strategic Planning Group. The SPG added an objective to the College strategic plan that reads, _Develop and implement a campus diversity plan that will identify diversity goals and objectives, performance indicators, and a means of assessing progress on an annual basis._ The President's Commission on Diversity and Community was charged with developing the plan, and the SPG will discuss implementation once the plan is developed. The following goals and objectives comprise the plan developed by the Commission.

Goals and Objectives

1) Recruit, support and retain a diverse student body

Discussion

To achieve a diverse student body we need to continue to develop new programs and incentives that will encourage students of diverse background to actively consider SUNY Geneseo as their first choice institution of higher education. Recruitment alone, however, cannot bring about sustainable diversity; we also need to develop and sustain support systems in both academic and student life programs that are conducive to diversity. Our programs need to generate success stories in diversity that can serve to spread the word on behalf of our institution. This would help us reach a level of diversity that might become self-sustaining and self-enriching.

Objectives

1.1 Improve awareness of programs and facilities that help attract students of different ethnic and demographic origins.

1.2 Institute strategies that increase the enrollment of students from demographic groups currently underrepresented at Geneseo and achieve a self-sustaining level of diversity.

1.3 Develop strategies that increase the retention of diverse ethnic and demographic groups currently underrepresented at Geneseo.

Implementation

Strategies:

1. Develop mechanism for integrating exit interview data from various sources, analyze data about students and use results to develop new strategies or address needs. (1.3)
2. Consider how we channel students into the college, particularly the use of the TOP program (1.1)
3. Address advising and mentoring of diverse students, including academic, co-curricular and social needs; assessment of needs should drive creation of program and not just assumptions of needs based students' diverse status (1.3)
4. Identify programs that can connect students to address isolation; create a road map for students who need additional support. (1.3)

Action Items:
- Stressing Geneseo's core values, including diversity as well as other campus initiatives such as Bringing Theory to Practice in the campus tour, orientation and the larger campus culture. (1.1, 3.1)
- Once programs that address isolation have been identified, implement programs. (1.3)
- Develop an integrated, comprehensive mentoring program that has the flexibility to meet variety of needs, both academic and emotional-social, perhaps base program on "Safe Zone" training; information on mentoring program should be provided to all students and not just offered to diverse students. (1.3)
- Involve staff in advisement and mentoring program (1.3)
- Encourage faculty and staff to take advantage of campus resources such as campus tours, information fairs, to see how the College is presented to students, to be aware of the resources available to students, and see the campus from students' perspective (1.1)
- Build on ALANA Meet & Greet, involve more people in planning or rotate event coordination (1.1, 1.3)
- Revisit and clarify the goals of the TOP program and recruit students who meet the criteria; develop recruitment strategies for students who do not meet the criteria of the TOP (1.1, 1.2)

Assessment Metrics:
- Measure participants' attitudes and knowledge of outgroups covered in "Safe Zone" type training before and after the training
- Examine the voluntary attrition rate for students of color regularly admitted, EOP admitted and TOP admitted; should see decline in attrition rate as programs are implemented
- Examine 6 year graduation rates for students of color, regularly admitted, EOP admitted and TOP admitted.
- Monitor overall enrollment rates of students of color; drill down to look at enrollment rates of subgroups to see if targeted recruitment and retention strategies are necessary
- Look at satisfaction with advising by subgroup
- Continue to monitor student exit interview data, looking for common issues that need to be addressed

2) Recruit, support and retain a diverse faculty, staff, and administration
Discussion
Geneseo has made progress in increasing the number of female faculty members and faculty of color. However, we need to continue our efforts and reduce barriers to appointing, retaining, and promoting those who are underrepresented in academia.
Objectives
Recruit
2.1 Increase the number of applicants who will contribute to the diversity of faculty, staff, and administration.
2.2 Broaden and refine search procedures that ensure equal treatment of all candidates.
2.3 Meet and/or exceed the goals established in the Affirmative Action plan.
Support and Retain
2.4 Increase retention and promotion of high quality faculty and staff from underrepresented groups.
2.5 Each department or unit participates in the Diversity Plan
2.6 Enhance the climate for faculty, staff, and students and, thereby, contribute to the retention of faculty, staff, and students of color.

Implementation
Strategies:

- Recognize diversity service of both faculty & staff through promotion or other opportunities for growth.Explore new job responsibilities, title changes, or other incentives; it does not always have to be monetary. (2.6)
- Explore ways in which to maintain confidentiality of data but gain information on why faculty and staff leave through exit interviews. Set up process to look at statistics on involuntary separation. (2.4)
- Encourage staff/faculty to have colleagues or new professional shadow them at Geneseo; this would allow for new employees to get a feel for the campus community. (2.1, 2.4)
- Explore the ways in which applicants hear of open positions and where diverse applicants look for positions - what platforms they go to regularly and how Geneseo's online employment system can better track applicants' route to Geneseo (2.1, 2.2, 2.3)
- Explore ways to foster diversity across campus, including academic and administrative departments, e.g. teach-ins, retreats (2.5)

Action Items:
- Assess the different areas of service and contributions that faculty and staff are actively pursuing. Re-think how to count service in the tenure and promotion process. (2.6)
- Establish mentoring programs(staff to staff, student to student, staff to student, student to staff) to provide individualized orientation. A Mentoring Committee could be developed with the resource of mentoring offered to all new employees. (2.4)
- Build intentional relationships with Professional Associations with particular affinity groups.(2.4, 2.1, 2.2)
- Address common issues evident in the exit interview data (2.4)
- Each department or unit will identify ways in which they can contribute to or implement the goals and objectives of the Diversity Plan (2.5)

Assessment Metrics:
- Monitor number of job applicants from diverse groups, the number of candidates from diverse populations and the number of diverse new hires
- Continue to collect and analyze exit interview data from voluntary employee separations
- Establish employee satisfaction baseline; measure again after implementation of new employee programs, e.g. professional shadowing, possible inclusion of service in tenure and promotion process
- Have each department track the incentives, permanent appointment and promotions by diverse groups
- Measure employee perceptions of campus climate related to diversity
- Monitor retention and promotion of faculty and staff from underrepresented groups
- Monitor number of department/unit which identify way in which they have implemented or integrated the Diversity Plan in to their annual report

3) Create and maintain an inclusive campus community in which all members flourish and feel valued
Discussion
The College Statement on Diversity and Community, "calls all members of our community to share responsibility for the ongoing work of continually recreating a sense of inclusion, belonging, and empowerment." Although achieving the other goals in this plan will move us toward this aim, it is helpful to highlight the importance of an inclusive campus community.
3.1 Increase awareness of the College's core values of diversity and community and activities that promote diversity.
3.2 Increase social interaction among the variety of people on campus.
3.3 Identify and address barriers to full participation in all aspects of campus life.
3.4 Increase the availability of community services that contribute to the support and retention of under-represented groups.

Implementation
Strategies:

- Assessment of incoming student needs in terms of mentoring (peer and from faculty, staff), preferences for housing (inclusive or interest based), experience with diversity (3.2, 3.3)
- Assess how to measure faculty's and staff's perceptions and understanding of diversity on campus (3.1, 3.3)
- Raise awareness of other college awards, e.g. PATH, Excellence in Academic Advising. (3.1)
- Conduct need assessment of faculty and staff needs; examine institutional barriers and begin to address them. I(3.3)
-

Increase communication across departments and divisions by providing a mechanism by which the community members can become aware of research and teaching interests, life matters, new employees (3.1)
- Examine the current institutional resources available regarding professional development related to diversity (3.1, 3.3, 3.4)
- To provide a mechanism by which faculty & staff can explore issues of diversity, so that they could provide support and resources to the entire campus community (3.2, 3.4)

Action Items:
- Develop a cycle of structured teach-in type programs to address diversity issues, supported by the institution with course release or recognition of effort; trained facilitators (facilitators can be culled from students, faculty & staff) will be provided to help continue the conversation (3.2, 3.4)
- Feature pictures of award winners in a prominent and permanent location; encourage coverage of award winners in student newspaper, press releases, college website and college newsletter. (3.1)
- Implement an exit interview process for employees and develop mechanism for sharing results and addressing deficiencies.(3.3)
- Develop curriculum for Geneseo Diversity Zone proegram which would facilitate exploration of issues of diversity amongst the campus community; institutionalize it by running program through the TLC with Diversity Commission in charge of regularly reviewing curriculum and feedback from workshops (3.2, 3.4)
- Develop an employee newsletter to share department happenings, accomplishments, events, life matters. (3.1, 3.2)
- Discussion and publication of institutional resources allocated to support professional and program development related to diversity, including on campus events and activities as well as travel grants. (3.1, 3.2, 3.4)
- Implement measurement of faculty's and staff's perceptions and understanding of diversity on campus and use as baseline to document movement and growth regarding these issues. (3.1, 3.3)
- Create a searchable database that identify the subject matter experts on academic areas, student support issues, e.g. study skills, advisement, mentoring, professional development areas; this database should be accessible to all members of the college community, including faculty, staff, administration and students (3.3)
- Examine current assessment of students' perception of institution related to diversity and climate (e.g. NSSE, SOS) in order to identify areas that are not addressed by current measures (3.3)

Assessment Metrics:
- Measure employee perceptions of campus climate related to diversity
- Regularly monitor faculty and staff's perceptions of diversity to document growth in understanding of diversity related issues
- Continue to collect, analyze and monitor exit interview data from voluntary employee separations, looking for issues that may need to be addressed
- Continue to monitor student exit interview data, looking for common issues that need to be addressed
- Measure students' perceptions of campus climate related to diversity, e.g. NSSE, SOS and related items
- Monitor evaluations of Geneseo Diversity zone program to ensure program is meeting its intended outcomes

4) Make cultural competency and an awareness of global perspectives, situated nationally and internationally, central components of engagement with diversity in Geneseo's curricular and co-curricular approaches to learning and development.

Discussion
The purpose of this goal is to provide the College community with learning experiences that will facilitate their interaction with diverse populations and a range of different perspectives, thus enabling them to successfully navigate an evolving and diverse world. An understanding of different cultures, national and international, is important for developing the ability to lead socially responsible and enriched lives in a diverse and interdependent world.

Objectives
4.1 Increase students' appreciation of and ability to interact with people from a variety of backgrounds.
4.2 Increase students' knowledge of international and domestic cultures.
4.3 Increase students' ability to articulate the advantages of diversity.
4.4 Increase the integration of student, faculty, and staff learning about diverse cultures and global perspectives within the Geneseo community by directing resources to professional development, mentoring, and academic skill building.

4.5 Increase opportunities for diverse national and international experiences for students, faculty, and staff to facilitate the development of cultural competency-related learning outcomes into the core curriculum.

Implementation

Strategies:

- Better integrate, build stronger linkages, and encourage efficient information communication and information sharing between existing programs and offices that currently engage separately with issues of diversity and cultural competence. (4.4, 4.5)
- Support faculty and staff professional development in cross-cultural competency related learning; develop a database/clearinghouse of what faculty are already doing around diversity in the classroom; leverage subject matter expert capabilities of administrators and staff to assist with developing novel approaches to meet needs of students, e.g. advising, study skills. (4.1, 4.2, 4.3, 4.4, 4.5)
- Support and encourage curriculum development that connects all Geneseo students to multiple opportunities to build cultural competency skills and to engage with global issues and issues related to diversity through academic and co-curricular experiences. (4.1, 4.2, 4.3, 4.4, 4.5)
- Explore ways to leverage SUNY system resources and opportunities to enhance student, faculty and staff opportunities to engage with these issues. (4.4, 4.5)
- Develop and implement a strategic plan for international education and curriculum development that stresses cultural competency. (4.4, 4.5)
- Assess how to measure students' development of cultural competency (4.5)

Action Items:

- Identify and map the different offices, programs, departments and personnel that currently address issues of diversity and cultural competence; this is needed a a preliminary step for better integration. (4.4, 4.5)
- Coordinate the efforts of the identified offices, programs, departments and personnel; survey and collect data on existing institutional practices and resources related to diversity, to create a clearinghouse for diverse opportunities. (4.4, 4.5)
- Continue to identify, support, and provide resources to institutionalize the initiatives related to service and engaged learning at the departmental, college and system level (4.4, 4.5)
- Create a clearinghouse for service-learning and engaged learning opportunities as a mechanism for integrating the development of additional opportunities and communicating service learning opportunities to students and the wider community.(4.4, 4.5)
- Create a campus wide coding scheme for identifying courses, research based directed study, internships, service learning and other engaged learning opportunities (4.4, 4.5)
- Actively engage the goal of promoting cultural competency with general education discussions at the campus level. (4.1, 4.2, 4.3)
- Enhance opportunities for faculty to interact across departments and divisions, e.g., creating an engaged learning exposition for faculty and staff, promoting faculty and staff involvement in volunteer fair. (4.4, 4.5)
- Include cultural competency measure in incoming student survey, measure halfway through and add cultural competency measure to graduated student survey (4.5)

Assessment Metrics:

- Compare baseline measure of cultural competency from incoming student survey to measurement when graduate/seniors to look for growth in cultural competence
- Establish baseline of number of service-learning and engaged learning opportunities; continue to measure number to examine growth pattern
- Establish baseline of number of service-learning and engaged learning opportunities in which students participate; continue to measure number to examine growth pattern - initially based on graduated student survey; once engaged learning coding scheme implemented, use course enrollment data
- Establish baseline of number of faculty and staff involved in service learning and engaged learning opportunities; continue to measure to examine growth pattern
- Measure number of diversity-related professional development opportunities, as well as participation rates by faculty and staff
- Evaluate effectiveness of diversity related professional development opportunities to ensure program outcomes are being met

Assignment of Responsibility

The tables below show who is responsible for implementing the strategies and action items for each goal of the Diversity Plan.

1) Recruit, support and retain a diverse student body

Key players - Admissions, Dean's Office, Financial Aid, AOP office, Diversity Commission - Student and Campus Engagement Subcommittee (SACES), Alumni Multicultural Council or Admission Committee of Alumni Council, Committee on Inclusive Excellence(CIE)

Goal 1 - Strategies:	Assigned to:
Develop mechanism for integrating exit interview data from various sources, analyze data about students and use results to develop new strategies or address needs. (1.3)	CIE, Dean's Office, Finanacial Aid
Consider how we channel students into the college, particularly the use of the TOP program (1.1)	Admissions, AOP Offices
Address advising and mentoring of diverse students, including academic, co-curricular and social needs; assessment of needs should drive creation of program and not just assumptions of needs based students' diverse status (1.3)	SACES
Identify programs that can connect students to address isolation; create a road map for students who need additional support. (1.3)	SACES

Goal 1 - Action Items	Assigned to:
Stressing Geneseo's core values, including diversity as well as other campus initiatives such as Bringing Theory to Practice in the campus tour, orientation and the larger campus culture. (1.1, 3.1)	Admissions, New Student Programs
Once programs that address isolation have been identified, implement programs. (1.3)	SACES, Appropriate offices
Develop an integrated, comprehensive mentoring program that has the flexibility to meet variety of needs, both academic and emotional-social, perhaps base program on "Safe Zone" training; information on mentoring program should be provided to all students and not just offered to diverse students. (1.3)	SACES
Involve staff in advisement and mentoring program (1.3)	TLC
Encourage faculty and staff to take advantage of campus resources such as campus tours, information fairs, to see how the College is presented to students, to be aware of the resources available to students, and see the campus from students' perspective (1.1)	Faculty Development Committee of Diversity Comn
Build on ALANA Meet & Greet, involve more people in planning or rotate event coordination (1.1, 1.3)	
Revisit and clarify the goals of the TOP program and recruit students who meet the criteria; develop recruitment strategies for students who do not meet the criteria of the TOP (1.1, 1.2)	Admissions, AOP Offices

Goal 1 - Assessment Metrics	Assigned to:
Measure participants' attitudes and knowledge of outgroups covered in "Safe Zone" type training before and after the training	SACES

Examine the voluntary attrition rate for students of color regularly admitted, EOP admitted and TOP admitted; should see decline in attrition rate as programs are implemented	Assessment SC
Examine 6 year graduation rates for students of color, regularly admitted, EOP admitted and TOP admitted.	Assessment SC
Monitor overall enrollment rates of students of color; drill down to look at enrollment rates of subgroups to see if targeted recruitment and retention strategies are necessary	Assessment SC
Look at satisfaction with advising by subgroup	Assessment SC
Continue to monitor student exit interview data, looking for common issues that need to be addressed	Assessment SC/CIE

2) Recruit, support and retain a diverse faculty, staff, and administration

Key Players- Human Resources (HR), Affirmative Action Officer (AAO), College Senate (Faculty Affairs Committee-FAC), Teaching & Learning Center (TLC- mentoring), Provost Office, all hiring offices

Goal 2 - Strategies:	Assigned to:
Recognize diversity service of both faculty & staff through promotion or other opportunities for growth.Explore new job responsibilities, title changes, or other incentives; it does not always have to be monetary. (2.6)	HR, FAC
Explore ways in which to maintain confidentiality of data but gain information on why faculty and staff leave through exit interviews. Set up process to look at statistics on involuntary separation. (2.4)	HR
Encourage staff/faculty to have colleagues or new professional shadow them at Geneseo; this would allow for new employees to get a feel for the campus community. (2.1, 2.4)	HR
Explore the ways in which applicants hear of open positions and where diverse applicants look for positions - what platforms they go to regularly and how Geneseo's online employment system can better track applicants' route to Geneseo (2.1, 2.2, 2.3)	AAO
Explore ways to foster diversity across campus, including academic and administrative departments, e.g. teach-ins, retreats (2.5)	Diversity Commission,TLC

Goal 2 - Action Items:	Assigned to:
Assess the different areas of service and contributions that faculty and staff are actively pursuing. Re-think how to count service in the tenure and promotion process. (2.6)	FAC
Establish mentoring programs(staff to staff, student to student, staff to student, student to staff) to provide individualized orientation. A Mentoring Committee could be developed with the resource of mentoring offered to all new employees. (2.4)	TLC
Build intentional relationships with Professional Associations with particular affinity groups.(2.4, 2.1, 2.2)	AAO
Address common issues evident in the exit interview data (2.4)	HR/AAO

Each department or unit will identify ways in which they can contribute to or implement the goals and objectives of the Diversity Plan (2.5)	all hiring dept

Goal 2 - Assessment Metrics	Assigned to:
Monitor number of job applicants from diverse groups, the number of candidates from diverse populations and the number of diverse new hires	AAO
Continue to collect and analyze exit interview data from voluntary employee separations	HR
Establish employee satisfaction baseline; measure again after implementation of new employee programs, e.g. professional shadowing, possible inclusion of service in tenure and promotion process	HR
Have each department track the incentives, permanent appointment and promotions by diverse groups	all hiring dept
Measure employee perceptions of campus climate related to diversity	Assessment SC/HR
Monitor retention and promotion of faculty and staff from underrepresented groups	Assessment SC
Monitor number of department/unit which identify way in which they have implemented or integrated the Diversity Plan in to their annual report	Assessment SC/All VPs

3) Create and maintain an inclusive campus community in which all members flourish and feel valued

Key Players: Office of Communication, College Senate (Faculty Affairs Committee-FAC), Diversity Commission (Assessment, Faculty Development), Labor Management Committee (only would cover CSEA), Committee on Inclusive Excellence (CIE)

Goal 3 - Strategies:	Assigned to:
Assessment of incoming student needs in terms of mentoring (peer and from faculty, staff), preferences for housing (inclusive or interest based), experience with diversity (3.2, 3.3)	Assessment SC
Assess how to measure faculty's and staff's perceptions and understanding of diversity on campus (3.1, 3.3)	Assessment SC
Raise awareness of other college awards, e.g. PATH, Excellence in Academic Advising. (3.1)	Office of Communication
Conduct need assessment of faculty and staff needs; examine institutional barriers and begin to address them. I(3.3)	Assessment SC
Increase communication across departments and divisions by providing a mechanism by which the community members can become aware of research and teaching interests, life matters, new employees (3.1)	Office of Communication
Examine the current institutional resources available regarding professional development related to diversity (3.1, 3.3, 3.4)	Faculty Develop SC of Diversity Comn

To provide a mechanism by which faculty & staff can explore issues of diversity, so that they could provide support and resources to the entire campus community (3.2, 3.4)	Faculty Develop SC of Diversity Comn

Goal 3 - Action Items	Assigned to:
Develop a cycle of structured teach-in type programs to address diversity issues, supported by the institution with course release or recognition of effort; trained facilitators (facilitators can be culled from students, faculty & staff) will be provided to help continue the conversation (3.2, 3.4)	Faculty Develop SC of Diversity Comn
Feature pictures of award winners in a prominent and permanent location; encourage coverage of award winners in student newspaper, press releases, college website and college newsletter. (3.1)	Office of Communication
Implement an exit interview process for employees and develop mechanism for sharing results and addressing deficiencies.(3.3)	HR
Develop curriculum for Geneseo Diversity Zone proegram which would facilitate exploration of issues of diversity amongst the campus community; institutionalize it by running program through the TLC with Diversity Commission in charge of regularly reviewing curriculum and feedback from workshops (3.2, 3.4)	Faculty Develop SC of Diversity Comn/TLC
Develop an employee newsletter to share department happenings, accomplishments, events, life matters. (3.1, 3.2)	Office of Communication
Discussion and publication of institutional resources allocated to support professional and program development related to diversity, including on campus events and activities as well as travel grants. (3.1, 3.2, 3.4)	SPG
Implement measurement of faculty's and staff's perceptions and understanding of diversity on campus and use as baseline to document movement and growth regarding these issues. (3.1, 3.3)	Assessment SC of Diversity Comn
Create a searchable database that identify the subject matter experts on academic areas, student support issues, e.g. study skills, advisement, mentoring, professional development areas; this database should be accessible to all members of the college community, including faculty, staff, administration and students (3.3)	
Examine current assessment of students' perception of institution related to diversity and climate (e.g. NSSE, SOS) in order to identify areas that are not addressed by current measures (3.3)	Assessment SC of Diversity Comn

Goal 3 - Assessment Metrics	Assigned to:
Measure employee perceptions of campus climate related to diversity	Assessment SC of Diversity Comn
Regularly monitor faculty and staff's perceptions of diversity to document growth in understanding of diversity related issues	Assessment SC of Diversity Comn
Continue to collect, analyze and monitor exit interview data from voluntary employee separations, looking for issues that may need to be addressed	HR
Continue to monitor exit interview data, looking for common issues that need to be addressed	HR

Measure students' perceptions of campus climate related to diversity, e.g. NSSE, SOS and related items	Assessment SC of Diversity Comn
Monitor evaluations of Geneseo Diversity zone program to ensure program is meeting its intended outcomes	Assessment SC of Diversity Comn/Faculty Development SC

4) Make cultural competency and an awareness of global perspectives, situated nationally and internationally, central components of engagement with diversity in Geneseo's curricular and co-curricular approaches to learning and development.

Key Players: International Education Office, General Education Committee, Residence Life, Student assignment?/EXTR course to do research?, Information Architecture Committee, Dean's Office, Teaching & Learning Center, Career Development Office

Goal 4 - Strategies	Assigned to:
Better integrate, build stronger linkages, and encourage efficient information communication and information sharing between existing programs and offices that currently engage separately with issues of diversity and cultural competence. (4.4, 4.5)	AAO
Support faculty and staff professional development in cross-cultural competency related learning; develop a database/clearinghouse of what faculty are already doing around diversity in the classroom; leverage subject matter expert capabilities of administrators and staff to assist with developing novel approaches to meet needs of students, e.g. advising, study skills. (4.1, 4.2, 4.3, 4.4, 4.5)	TLC
Support and encourage curriculum development that connects all Geneseo students to multiple opportunities to build cultural competency skills and to engage with global issues and issues related to diversity through academic and co-curricular experiences. (4.1, 4.2, 4.3, 4.4, 4.5)	General Educ Cmte
Explore ways to leverage SUNY system resources and opportunities to enhance student, faculty and staff opportunities to engage with these issues. (4.4, 4.5)	AAO
Develop and implement a strategic plan for international education and curriculum development that stresses cultural competency. (4.4, 4.5)	International Educatoin Office
Assess how to measure students' development of cultural competency (4.5)	Assessment SC of Diversity Comn

Goal 4 - Action Items	Assigned to:
Identify and map the different offices, programs, departments and personnel that currently address issues of diversity and cultural competence; this is needed a a preliminary step for better integration. (4.4, 4.5)	XRLN (Extreme Learning) course
Coordinate the efforts of the identified offices, programs, departments and personnel; survey and collect data on existing institutional practices and resources related to diversity, to create a clearinghouse for diverse opportunities. (4.4, 4.5)	AAO & Diversity Comn

Continue to identify, support, and provide resources to institutionalize the initiatives related to service and engaged learning at the departmental, college and system level (4.4, 4.5)	Center for Inquiry, Discovery & Leadership
Create a clearinghouse for service-learning and engaged learning opportunities as a mechanism for integrating the development of additional opportunities and communicating service learning opportunities to students and the wider community.(4.4, 4.5)	Center for Inquiry, Discovery & Leadership
Create a campus wide coding scheme for identifying courses, research based directed study, internships, service learning and other engaged learning opportunities (4.4, 4.5)	Information Architecture Committee - needed by Fall 2013 for Carnegie
Actively engage the goal of promoting cultural competency with general education discussions at the campus level. (4.1, 4.2, 4.3)	General Education Cmte
Enhance opportunities for faculty to interact across departments and divisions, e.g., creating an engaged learning exposition for faculty and staff, promoting faculty and staff involvement in volunteer fair. (4.4, 4.5)	TLC
Include cultural competency measure in incoming student survey, measure halfway through and add cultural competency measure to graduated student survey (4.5)	Assessment SC of Diversity Comn
Communicate SUNY system and other external resources and coordinate the development of opportunities for engagement with diversity by students, faculty and staff	AAO

Goal 4 - Assessment Metrics	Assigned to:
Compare baseline measure of cultural competency from incoming student survey to measurement when graduate/seniors to look for growth in cultural competence	Assessment SC of Diversity Comn
Establish baseline of number of service-learning and engaged learning opportunities; continue to measure number to examine growth pattern	Assessment SC of Diversity Comn
Establish baseline of number of service-learning and engaged learning opportunities in which students participate; continue to measure number to examine growth pattern - initially based on graduated student survey; once engaged learning coding scheme implemented, use course enrollment data	Center for Inquiry, Discovery & Leadership
Establish baseline of number of faculty and staff involved in service learning and engaged learning opportunities; continue to measure to examine growth pattern	Center for Inquiry, Discovery & Leadership
Measure number of diversity-related professional development opportunities, as well as participation rates by faculty and staff	AAO
Evaluate effectiveness of diversity related professional development opportunities to ensure program outcomes are being met	Faculty Development SC of Diversity Comn

State University of New York Geneseo
Diversity Dashboard Indicators 2010

Structure

% Minority Undergraduate	
Fall 2012	19.5%
Fall 2011	18.3%
Fall 2010	17.5%

% Minority Faculty	
Fall 2012	15.2%
Fall 2011	14.5%
Fall 2010	14.3%

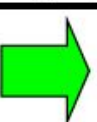| % Minority Prof	
Fall 2012	10.5%
Fall 2011	10.8%
Fall 2010	11.5%

Outcomes

Minority Retention Rate	
2011 Cohort	88.0%
2010 Cohort	84.6%
2009 Cohort	88.8%

6 Yr Minority Grad Rate	
2006 Cohort	67.2%
2005 Cohort	65.3%
2004 Cohort	57.4%

Understanding other ba	
Spring 2012	2.5
Spring 2010	2.4
Spring 2008	2.4
1=very little, 4=very	
NSSE Results: Se	

Climate

Conversations w/ Different Race#	
Spring 2010	2.64
Spring 2010	2.45
Spring 2008	2.52
1=very little, 4=very much	
NSSE Results: Seniors	
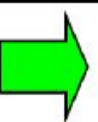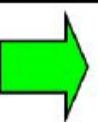
Institutional Environment$	
Spring 2012	2.4
Spring 2010	2.38
Spring 2008	2.42
1=very little, 4=very much	
NSSE Results: Seniors	

Satisfaction w/Racial	
Spring 2012	4.0
Spring 2009	3.7
Spring 2006	3.7
1=disagree, 5=ag	
Student Opinion Surve	