

# **SUNY Geneseo Strategic Diversity Plan**

**2016-2021**

*rev. 11/1/16*

## **College Mission**

Dedicated to learning, SUNY Geneseo is a residential public liberal arts college with selected professional and graduate programs. We combine a rigorous curriculum, transformational learning experiences, and a rich co-curricular life to create a dynamic and inclusive scholarly environment. The entire College community works together to advance knowledge and inspire students to be socially responsible and globally aware citizens who are prepared for an enriched life and success in the world.

## **Vision**

Geneseo will be widely recognized for demonstrating the enduring power of a public liberal arts education.

## **Values**

The Geneseo campus community is guided by our beliefs in and commitments to the following values:

- Learning: embracing high expectations for intellectual inquiry, scholarly achievement, and personal growth;
- Creativity: affirming a spirit of innovation that inspires intellectual curiosity and problem solving;
- Inclusivity: fostering a diverse campus community marked by mutual respect for the unique talents and contributions of each individual;
- Civic responsibility: promoting ethical local and global citizenship; and
- Sustainability -- advancing just principles of ecological, social, and economic stewardship.

## **Diversity and Inclusion Mission Statement**

Geneseo embraces the ideals of diversity, equity, and inclusion, which are central to a thriving community. Geneseo recognizes that those who learn, teach, work, and visit our community bring to the College unique perspectives and knowledge that contribute to its richness and vibrancy.

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.

Geneseo calls 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 freedom that is at the heart of the liberal educational enterprise. *\*\*Adapted from the [Statement on Diversity and Community](#)*

## **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:

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

## **Engaging Diversity**

Across the college, there are ongoing diversity-related activities and initiatives. Selected diversity initiatives include the following: Student and Campus Life sponsors diversity activities through the Center for Community, the Office of Multicultural Programs and Services and the residence halls. The Office of Multicultural Programs and Services sponsors Cultural Harmony Week every October. The Office of Admissions sponsors several multicultural bus trips to campus from the greater New York City area each spring and also supports the Multicultural Fellows Scholarship for high achieving, underrepresented students. Academic Affairs has a commitment to increasing diversity of faculty and staff. Department chairs are given the opportunity to report on progress made on diversity related initiatives on the annual report. The Teaching Learning Center provides 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.

Students engage in both curricular and co-curricular activities that emphasize diversity and inclusion. They have the opportunity to take classes and perform research with Geneseo's nationally-recognized scholars in such fields as African-American literature and culture, Women's and Gender studies, sociology of gender, Latin American Studies, Native American history, Asian Studies, ancient civilizations of Mexico and Central America, and Geneseo's Xerox Center for Multicultural Education. On the co-curricular side, for example, is our extensive GOLD (Geneseo Opportunities for Leadership Development) program that promotes active engagement and even offers a diversity certificate. 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.

At the College level, President Dahl established The President's Commission on Diversity and Community in 1998 to consider four areas: coordination of diversity effort; recruitment and retention of students, faculty and staff; campus atmosphere; and building community. In its early years, the Commission 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 Commission's work has evolved to include facilitating discussions about equity and inclusion and investigating ways in which our practices lead to differential outcomes. The Commission endeavors to be responsive to social and historical changes as well as the needs of our ever-changing campus community.

### **Current Campus Diversity & Inclusiveness Assessment**

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 did 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? Geneseo's ranking among SUNY comprehensives on this question was ninth in 2003 and tenth in 2006. In recent years, there has been some improvement on this measure (racial harmony) with rankings increasing to third in 2012 and sixth in 2015. In 2003, the College ranked tenth on the question, *"Understanding & appreciating ethnic/cultural diversity & individual differences."* We have also made progress on this issue as our rank has climbed to third in 2012 and second in 2015 among the participating SUNY comprehensives.

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. The plan was drafted in 2013 and revised in consultation with the campus community in order to allow 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 Diversity Commission accepted this proposal which subsequently was endorsed by the campus Strategic Planning Group (SPG). In 2013, the SPG added an objective to the College's 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 accepted the plan and incorporated it into the campus strategic plan. In 2016, the College adopted a new, five-year, strategic plan. Many of the objectives in the Strategic Diversity Plan are now incorporated into the College's current Strategic Plan.

The next step is articulating how the plan is going to be accomplished at all levels of the college. The Commission has assigned responsibility for all tasks and offer support to all stakeholders. All departments are encouraged to identify ways in which they can actively contribute to the implementation of the Diversity Plan. The following goals and objectives comprise the plan developed by the Commission.

## **Diversity and Inclusion Goals**

### **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 initiatives that will encourage students of diverse backgrounds to select SUNY Geneseo as their first choice institution of higher education. Recruitment alone, however, will not achieve sustainable diversity; we must also develop support systems in both academic and student life programs that are conducive to diversity. These programs will generate success stories in diversity that can serve to spread the word on behalf of our institution.

#### **Objectives**

- 1.1 Increase the visibility, to the entire campus community, of existing programs and facilities that are vital to students from diverse backgrounds.

- 1.2 Institute strategies that increase the enrollment of students from demographic groups currently underrepresented at Geneseo as articulated in the Office of Admissions' Multicultural Recruitment Plan. (See Appendix E)
- 1.3 Develop strategies that increase the retention of students from diverse backgrounds as articulated in the Equity Scorecard Plan. (See Appendix F)

## **Implementation**

### **Strategies:**

- Develop a mechanism for integrating exit interview data from various sources. Analyze data, identify trends and commonalities and use these results to develop new strategies to address the identified needs. (1.3)
- Continue to have open lines of communication between AOP and Admission office to collaborate on recruitment plans. (1.1)
- Conduct advisement needs assessment and use the results to strengthen advising and mentoring programs (academic, co-curricular and social needs) for students from diverse backgrounds. (1.3)
- Identify programs and services that address isolation by maintaining a directory of community resources i.e. barber shops, hair salons, houses of worship, cultural organizations, human services, etc. (1.3)
- Promote Geneseo's core values, in particular inclusivity, across the campus. (1.1)

### **Action Items:**

- Implement student recruitment programs and activities that will enable the campus to enroll a student population that is increasingly representative of the diversity of the region and NYS as a whole. These programs and activities are articulated in the Multicultural Recruitment Plan (1.2).
- Continue to use Equity Scorecard Framework to increase the rate of completion for all students and close any gaps in completion rates of students from any group when compared with the average campus completion rate and to address the challenges of students in transition (such as transfer, stop-out and international acclimation)
- Intentionally incorporate inclusivity into campus tours, orientation, weeks of welcome, academic activities, alumni engagement, and student and campus life programming. (1.1, 1.3)
- Develop cultural competency programming for all employees (1.3)
- Implement programs and services that meet the needs of a diverse student population. (1.3)
- Develop an integrated, comprehensive mentoring program that has the flexibility to meet a variety of needs, both academic and emotional-social. Information on mentoring programs should be made available to all students. Involve faculty, staff and students in advisement and mentoring program (1.3)
- Encourage faculty and staff to take advantage of campus resources such as campus tours, preview days, and information fairs to see how the College is presented to students and to be aware of the resources available to students from diverse backgrounds. (1.1)

- Build on the success of events such as the Multicultural Meet & Greet, the LGBTQ Mixer, and the International Students Reception. Expand programming to meet needs of other diverse populations including veterans, individuals with disabilities, first-generation students, transfer students, etc. (1.1, 1.3)
- Continue to promote activities of the Interfaith Center to inform students about programs and religious services that support spiritual and emotional health. (1.1)
- Integrate an early alert system to identify students in need of support. (1.3)

### **Assessment Metrics:**

- Measure participants' attitudes and knowledge before and after cultural competency programming. (1.3)
- Examine the voluntary attrition rate for students of color, international students, first-generation, students with identified disabilities, first time versus transfer, regularly admitted, EOP admitted and TOP admitted; should see decline in attrition rate as programs are implemented. (1.3)
- Examine 6-year graduation rates for students of color, international students, first-generation students, students with identified disabilities, first-time and transfer, regularly admitted, EOP admitted and TOP admitted. (1.3)
- Monitor overall enrollment rates of students of color, international students, first-generation students, students with identified disabilities, transfer students, EOP and TOP admitted students. Drill down to look at enrollment rates of subgroups to see if targeted recruitment and retention strategies are necessary. (1.2)
- Examine students' perceptions of advising by subgroup. (1.3)
- Continue to monitor student exit interview data, looking for trends suggesting ideas to better serve students. (1.3)

## **2. Recruit, support and retain a diverse faculty, staff, and administration**

### **Discussion**

Over the last ten years, Geneseo has made progress in increasing the percentages of female faculty members and faculty of color, with the percent of faculty of color remaining relatively stable at 15%. Disaggregating by ethnicity reveals that many of the gains in faculty diversity have been in the hiring of Asian faculty. We have not been as successful in increasing the percentages of underrepresented staff; the percent of professional staff is currently at 10% (fall 2015) and has not risen above 13% in the past ten years (see Diversity Dashboards, Appendices B-D). Geneseo should endeavor to foster success in appointing, retaining, and promoting those who are underrepresented in academia.

### **Objectives**

#### **Recruit and Select**

2.1 Attract larger pools of qualified applicants from underrepresented backgrounds who have the potential to contribute to the diversity of the faculty, staff, and administration.

- 2.2 Continue to refine search procedures in order to ensure equal treatment of all candidates.
- 2.3 Meet and/or exceed the goals established to increase diversity of faculty and staff as outlined 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 Enhance the climate for faculty, staff, and students and, thereby, contribute to the retention of faculty, staff, and students from underrepresented groups.

## **Implementation**

### **Strategies:**

- Continuously improve the College's efforts to increase diversity and inclusion toward the goal that faculty and staff are representative of all segments of New York State. (2.1)
- Encourage and support departmental participation in recruiting, retaining and mentoring underrepresented faculty and staff. (2.1)
- Apply for SUNY's Faculty Diversity Program to assist with diversification of the faculty. (2.1)
- Recognize diversity-related service of both faculty and staff through promotion or other opportunities for advancement, such as new job responsibilities, title changes, and incentives. (2.4, 2.5)
- Explore ways to ascertain why faculty and staff leave through exit interviews. (2.4)
- Study patterns of involuntary separation for evidence of inequity. (2.4)
- Encourage current staff/faculty to establish mentoring relationships with new staff/faculty. (2.1, 2.4)
- Continue to examine how diverse applicants hear of open positions and where they look for positions and how Geneseo's online employment system can better track applicants' route to Geneseo. (2.1, 2.2, 2.3)
- Explore ways to foster understanding of 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. Consider how to count diversity-related service in the tenure and promotion process. (2.5)
- Establish mentoring programs (staff to staff, student to student, staff to student, student to staff) to provide individualized orientation. A mentoring committee could be established to oversee all mentoring programs. (2.4)
- Build intentional relationships with professional associations with representation from particular affinity groups. (2.4, 2.1, 2.2)

- Reinstate the employee exit interview process and address common issues evident in the employee exit interview data. (2.4)
- Provide training on unconscious bias to hiring managers, search committees and personnel committees. (2.4)
- Develop diverse pool of applicants by attending job fairs and conferences. (2.1) \*\*
- Ensure that candidates are able to articulate commitment to diversity and inclusion during the recruitment process. (2.1)
- Develop guidelines for dual career couples. (2.1, 2.4)
- Ask search firms about their success in recruiting diverse pools before the contract is awarded (2.1, 2.3).

### **Assessment Metrics:**

- Collect and analyze exit interview data from voluntary employee separations. (2.5)
- Establish employee satisfaction baseline; measure again after implementation of new employee programs, e.g. mentoring, cultural competency programming, and inclusion of diversity-related service in tenure and promotion process. (2.5)
- Have each department track permanent and continuing appointments and promotions by diverse subgroup. (2.4)
- Measure employee perceptions of campus climate related to diversity. (2.5)
- Monitor retention and promotion of faculty and staff from underrepresented groups. (2.5)
- Monitor number of departments/units which identify ways in which they have implemented or integrated the Diversity Plan into their annual reports.

### **3. Create and maintain an inclusive campus community in which all members flourish and feel valued.**

#### **Discussion**

The College's 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.

#### **Objectives**

- 3.1 Increase awareness of the College's core value of inclusivity 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 awareness of community services that contribute to the support and retention of underrepresented groups.

## **Implementation**

### **Strategies:**

- Assess incoming student needs in terms of mentoring (peer and from faculty, staff), preferences for housing (inclusive or interest based), understanding of diversity (3.2, 3.3)
- Determine how to measure employees' perceptions and understanding of diversity on campus (3.1, 3.3)
- Raise awareness of other college awards, e.g. Diversity and Inclusion Award, President's Excellence in Academic Advisement, etc. (3.1)
- Conduct needs assessment of faculty and staff to identify which institutional barriers exist, if any, and create action plans to address these barriers. (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)
- Identify and improve awareness of current institutional resources available regarding professional development related to diversity (3.1, 3.3, 3.4)
- Provide a mechanism by which faculty and staff can explore issues of diversity to improve campus climate (3.2)
- Examine current assessments of students' perceptions of the college related to diversity and climate (e.g. NSSE, SOS) in order to identify areas that are not addressed by current measures (3.3)

### **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; train facilitators (facilitators can be culled from students, faculty and staff) 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)
- Offer cultural competency programming which would facilitate exploration of diversity issues amongst the campus community; institutionalize it by running the 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)
- Promote institutional and external 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 employee'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 identifies 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)
- Implement campus climate survey for both students and employees. (3.3)
- Develop action plans to address issues that have been identified. (3.3)

### **Assessment Metrics:**

- Measure employee perceptions of campus climate related to diversity. (3.1, 3.3)
- Regularly monitor faculty and staff's perceptions of diversity to document growth in understanding of diversity related issues. (3.2)
- Continue to collect, analyze and monitor exit interview data from voluntary employee separations to identify trends and create action plans to address issues. (3.3)
- Continue to monitor student exit interview data, looking for common issues that need to be addressed. (3.3)
- Measure students' perceptions of campus climate related to diversity, e.g. NSSE, SOS and related items. (3.3)
- Monitor evaluations of cultural competency program to ensure program is meeting its intended outcomes. (3.3)

#### **4. Make cultural competency and an awareness of global perspectives 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, at home and abroad, is important for developing the ability to lead socially responsible and enriched lives in a diverse and interdependent world.

### **Objectives**

- 4.1 Increase student, faculty, and staff appreciation of and ability to interact with people from a variety of backgrounds.
- 4.2 Increase student, faculty, and staff knowledge of cultures at home and abroad.
- 4.3 Increase ability of students, faculty and staff to articulate the benefits of diversity.
- 4.4 Foster 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 Facilitate the integration of cultural competency-related learning outcomes into the core curriculum.

## Implementation

### Strategies:

- Increase opportunities for diverse experiences at home and abroad for students, faculty, and staff (4.5).
- Better integrate, build stronger linkages, and encourage efficient 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. (4.4)
- 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 diversity. (4.4, 4.5)
- Develop and implement a strategic plan for international education and curriculum development that focuses on cultural competency. (4.4, 4.5)
- Determine 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. (4.4, 4.5)
- 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, 4.5)
- 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)
- 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 measures in incoming student survey; add cultural competency measures 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. (4.5)
- Establish baseline of number of service-learning and engaged-learning opportunities; continue to measure number to examine growth pattern. (4.4, 4.5)
- 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 is implemented, use course enrollment data. (4.4, 4.5)
- Establish baseline of number of faculty and staff involved in service-learning and engaged-learning opportunities; continue to measure to examine growth pattern. (4.4, 4.5)
- Measure number of diversity-related professional development opportunities, as well as participation rates by faculty and staff. (4.4)
- Evaluate effectiveness of diversity-related professional development opportunities to ensure program outcomes are being met. (4.4, 4.5)

## APPENDIX A: DIVERSITY IMPLEMENTATION PLAN

The table below shows who is responsible for implementing the strategies and action items for each goal of the Diversity Plan. Many of the proposed items may require some investment from other sources, and so our ability to pursue these initiatives is contingent upon the availability of resources.

### 1) Recruit, support and retain a diverse student body

**Key players –** Enrollment Management, Admissions, Dean of Academic Planning and Advising (DAPA), Financial Aid, AOP office, Diversity Commission, Alumni Relations, Center for Community, Career Development, Intercollegiate Athletics

<b>Goal 1 - Strategies:</b>	<b>Assigned to:</b>	<b>Timeline:</b>
Develop a mechanism for integrating exit interview data from various sources. Analyze data, identify trends and commonalities and use these results to develop new strategies to address the identified needs. (1.3)	Dean's Office, Enrollment Management, AOP	Spring 2017 - Gather Materials Fall 2017 - Summarize results of material analysis, begin to develop plan Spring 2018 - Finalize plan Fall 2018 - Implement plan/strategies
Continue to have open lines of communication between AOP and Admission office to collaborate on recruitment plans. (1.1)	Admissions, AOP Office	Ongoing
Monitor overall enrollment rates of students of color, international students, first-generation students, students with identified disabilities, transfer students, EOP and TOP admitted students. Drill down to look at enrollment rates of subgroups to see if targeted recruitment and retention strategies are necessary. (1.2)	Enrollment Management, Institutional Research, AOP, DAPA, Equity Scorecard Working Group	Ongoing
Conduct advisement needs assessment and use the results to strengthen advising and mentoring programs (academic, co-curricular and social needs) for students from diverse backgrounds. (1.3)	DAPA, AOP	Fall 2017
Identify programs and services that address isolation by maintaining a directory of community resources i.e. barber shops, hair salons, houses of worship, cultural organizations, human services, etc. (1.3)	AOP, Multicultural Programs and Services	Completed-Resource Directory is Available on Multicultural Programs and Services' web page.
Promote Geneseo's core values, in particular inclusivity, across the campus. (1.1)	All Divisions	Ongoing
<b>Goal 1 - Action Items</b>	<b>Assigned to:</b>	<b>Timeline:</b>
Implement student recruitment programs and activities that will enable the campus to enroll a student population that is increasingly representative of the diversity of the region and NYS as a whole. These programs are articulated in the Multicultural Recruitment Plan (1.2). <b>**Required by SUNY</b>	Admissions, AOP	Ongoing
Continue to use Equity Scorecard Framework to increase the rate of completion for all students and close any gaps in completion rates of students from any group when compared with the average campus completion rate and to address the	Equity Scorecard Working Group, DAPA, CAE, AOP, Academic Affairs	Ongoing since Fall 2015

challenges of students in transition (such as transfer, stop-out and international acclimation) <b>**Required by SUNY</b>		
Intentionally incorporate inclusivity into campus tours, orientation, weeks of welcome, academic activities, alumni engagement, and student and campus life programming. (1.1, 1.3)	Enrollment Management, Student and Campus Life, DAPA, Director of New Student Programs, Alumni Relations	Review on ongoing basis
Develop cultural competency programming for all employees (1.3) <b>**Required by SUNY</b>	TLC, AAO, Human Resources, Office of the Provost	Fall 2018
Implement programs and services that meet the needs of a diverse student population. (1.3)	Center for Community, Student and Campus Life, Diversity Commission, All Divisions	Ongoing
Develop an integrated, comprehensive mentoring program that has the flexibility to meet a variety of needs, both academic and emotional-social. Information on mentoring programs should be made available to all students. Involve faculty, staff and students in advisement and mentoring program (1.3)	DAPA, Director of New Student Programming, Diversity Commission	Pilot Fall 2017
Involve staff in advisement and mentoring program (1.3)	TLC	Fall 2017
Encourage faculty and staff to take advantage of campus resources such as campus tours, preview days, and information fairs to see how the College is presented to students and to be aware of the resources available to students from diverse backgrounds. (1.1)	Admissions	Ongoing
Build on the success of events such as the Multicultural Meet & Greet, the LGBTQ Mixer, and the International Students Reception. Expand programming to meet needs of other diverse populations including veterans, individuals with disabilities, first-generation students, transfer students, etc. (1.1, 1.3)	Diversity Commission, Multicultural Programs and Services, Center for Community, International Student Services	Ongoing
Continue to promote activities of the Interfaith Center to inform students about programs and religious services that support spiritual and emotional health. (1.1)	Interfaith Center, Geneseo Interfaith Service Project (GISP), Diversity Commission, Communications and Marketing	Ongoing
Integrate an early alert system to identify students in need of support.(1.3)	DAPA, AOP, CAE	2017-18
<b>Goal 1 - Assessment Metrics</b>		<b>Assigned to:</b>
Measure participants' attitudes and knowledge before and after cultural competency programming (1.3).		Appropriate Offices, Commission
Examine the voluntary attrition rate for students of color, international students, first-generation, students with identified disabilities, first time versus transfer, regularly admitted, EOP admitted and TOP admitted; should see decline in attrition rate as programs are implemented (1.3).		Institutional Research

Examine 6 year graduation rates for students of color, regularly admitted, EOP admitted and TOP admitted (1.3).	Institutional Research, Enrollment Management, Equity Scorecard Working Group
Monitor overall enrollment rates of students of color, international students, first-generation students, students with identified disabilities, transfer students, EOP and TOP admitted students. Drill down to look at enrollment rates of subgroups to see if targeted recruitment and retention strategies are necessary (1.2).	Institutional Research, AOP, DAPA, Enrollment Management
Examine students' perceptions of advising by subgroup. (1.3)	DAPA, Equity Scorecard Working Group, AOP
Continue to monitor student exit interview data, looking for trends suggesting ideas to better serve students.(1.3)	Enrollment Management, Institutional Research, Equity Scorecard Working Group, AOP

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

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

<b>Goal 2 - Strategies:</b>	<b>Assigned to:</b>	<b>Timeline:</b>
Continuously improve the College's efforts to increase diversity and inclusion toward the goal that faculty and staff are representative of all segments of New York State (2.1) <b>**Required by SUNY</b>	Human Resources, AAO, All Departments	Ongoing
Encourage and support departmental participation in recruiting, retaining and mentoring underrepresented faculty and staff. (2.1)	All Departments	2017-2021
Apply for SUNY's Faculty Diversity Program to assist with diversification of the faculty. (2.1)	Provost's Office, AAO	Each year program is offered by SUNY
Recognize diversity-related service of both faculty and staff through promotion or other opportunities for advancement, such as new job responsibilities, title changes, and incentives. (2.4, 2.5)	Provost's Office, Vice Presidents, Deans, Directors, Human Resources	Ongoing
Explore ways in which to ascertain why faculty and staff leave through exit interviews.(2.4)	HR	Review annually from 2017-2021
Encourage current staff/faculty to establish mentoring relationships with new staff/faculty. (2.1, 2.4) <b>**Required by SUNY</b>	TLC	Faculty mentoring program already established.
Continue to examine how diverse applicants hear of open positions and where they look for positions and how Geneseo's online employment system can better track applicants' route to Geneseo. (2.1, 2.2, 2.3)	AAO	Ongoing
Explore ways to foster understanding of diversity across campus, including academic and administrative departments, e.g. teach-ins, retreats. (2.5)	Diversity Commission, Teaching and Learning Center (TLC)	Ongoing

Goal 2 - Action Items:	Assigned to:	Timeline:
Assess the different areas of service and contributions that faculty and staff are actively pursuing. Consider how to count diversity-related service in the tenure and promotion process. (2.5)	FAC - Discuss with Senate committee to include diversity service in list of activities to consider in evaluations	Beginning 2017
Establish mentoring programs (staff to staff, student to student, staff to student, student to staff) to provide individualized orientation. A mentoring committee could be established to oversee all mentoring programs. (2.4)- <b>Existing action item; also required by SUNY</b>	TLC, Human Resources, AAO	Faculty mentoring program exists through TLC. Begin exploring models for staff and student mentoring programs in Fall 2017
Build intentional relationships with professional associations with representation from particular affinity groups. (2.4, 2.1, 2.2)	All Divisions	Fall 2017
Reinstate the employee exit interview process and address common issues evident in the employee exit interview data. (2.4)	HR	Fall 2017
Provide training on unconscious bias to hiring managers, search committees and personnel committees (2.4)	AAO, HR	Fall 2017
Develop diverse pool of applicants by attending job fairs and conferences (2.1) <b>**Pool development is required by SUNY</b>	HR, Department Chairs/Deans	Fall 2018
Ensure that candidates are able to articulate commitment to diversity and inclusion during the recruitment process. (2.1) <b>**Required by SUNY</b>	AAO, HR, Hiring Managers/Search Committees	Spring 2017
Develop guidelines for dual career couples. (2.1, 2.4) <b>**Required by SUNY</b>	Provost's Office, HR, AAO, College Senate	Fall 2018
Ask search firms about their success in recruiting diverse pools before the contract is awarded (2.1, 2.3). <b>**Required by SUNY</b>	Procurement, HR, AAO	Started Fall 2016
Goal 2 - Assessment Metrics	Assigned to:	
Collect and analyze exit interview data from voluntary employee separations. (2.5)	HR	
Establish employee satisfaction baseline; measure again after implementation of new employee programs, e.g. mentoring, cultural competency programming, and inclusion of diversity-related service in tenure and promotion process. (2.5)	HR	
Have each department track permanent and continuing appointments and promotions by diverse subgroup. (2.4)	All Hiring Departments	

Measure employee perceptions of campus climate related to diversity. (2.5)	HR/Assessment Subcommittee
Monitor retention and promotion of faculty and staff from underrepresented groups. (2.5)	Assessment Subcommittee
Monitor number of departments/units which identify ways in which they have implemented or integrated the Diversity Plan into their annual report.	All Vice Presidents/Assessment Subcommittee

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

**Key Players:** Office of Communications and Marketing, College Senate (Faculty Affairs Committee-FAC), Diversity Commission (Assessment), Labor Management Committee (only would cover CSEA)

<b>Goal 3 - Strategies:</b>	<b>Assigned to:</b>	<b>Timeline:</b>
Assess incoming student needs in terms of mentoring (peer and from faculty, staff), preferences for housing (inclusive or interest based), understanding of diversity (3.2, 3.3)	Student and Campus Life, Assessment Subcommittee	Student and Campus Life doing already
Determine how to measure employees' perceptions and understanding of diversity on campus (3.1, 3.3)	Assessment Subcommittee	Administer climate survey developed by SUNY
Raise awareness of other college awards, e.g. Diversity and Inclusion Award, President's Excellence in Academic Advisement, etc. (3.1)	Office of Communications and Marketing	Ongoing
Conduct needs assessment of faculty and staff to identify which institutional barriers exist, if any, and create action plans to address these barriers. (3.3)	Assessment Subcommittee	Spring 2018
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 Communications and Marketing	Completed-One College Circle launched Fall 2016
Identify and improve awareness of current institutional resources available regarding professional development related to diversity (3.1, 3.3, 3.4)	TLC	Ongoing
Provide a mechanism by which faculty and staff can explore issues of diversity to improve campus climate (3.2)	Institutional Research	Timeline contingent upon availability of SUNY climate survey
Examine current assessments of students' perceptions of the college related to diversity and climate (e.g. NSSE, SOS) in order to identify areas that are not addressed by current measures (3.3)	Institutional Research, Equity Scorecard Working Group, Diversity Commission	Ongoing
<b>Goal 3 - Action Items</b>	<b>Assigned to:</b>	<b>Timeline:</b>

Develop a cycle of structured teach-in type programs to address diversity issues, supported by the institution with course release or recognition of effort; train facilitators (facilitators can be culled from students, faculty and staff) to help continue the conversation (3.2, 3.4)	Diversity Commission	Fall 2017-Identify facilitators Spring 2018-Train facilitators Fall 2018-Pilot diversity-related teach-in programs
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 Communications and Marketing	Ongoing
Implement an exit interview process for employees and develop mechanism for sharing results and addressing deficiencies. (3.3)	Human Resources	Fall 2017-develop exit interview process Spring 2018-begin implementation
Offer cultural competency programming which would facilitate exploration of diversity issues amongst the campus community; institutionalize it by running the program through the TLC with Diversity Commission in charge of regularly reviewing curriculum and feedback from workshops (3.2, 3.4)	Diversity Commission, TLC, Human Resources	Spring 2018
Develop an employee newsletter to share department happenings, accomplishments, events, life matters. (3.1, 3.2)	Office of Communications and Marketing	Completed Fall 2016

Identify institutional and external 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	Spring 2017
Implement measurement of employee's perceptions and understanding of diversity on campus and use as baseline to document movement and growth regarding these issues. (3.1, 3.3)	Institutional Research, Diversity Commission	Timeline contingent upon development of SUNY climate survey
Create a searchable database that identifies 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)	Office of Communications and Marketing	Spring 2017
Examine current assessments of students' perceptions of the college 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 Commission, Equity Scorecard Working Group	Ongoing
<b>Goal 3 - Assessment Metrics</b>	<b>Assigned to:</b>	<b>Timeline:</b>
Measure employee perceptions of campus climate related to diversity. (3.1, 3.3)	Assessment SC of Diversity Commission	Timeline depends on availability of SUNY Climate Survey
Regularly monitor faculty and staff's perceptions of diversity to document growth in understanding of diversity related issues. (3.2)	Assessment SC of Diversity Commission	Conduct faculty/staff focus groups periodically after initial climate survey is conducted.
Continue to collect, analyze and monitor exit interview data from voluntary employee separations to identify trends and create action plans to address issues. (3.3)	HR	Analyze annually once exit interview process is developed
Continue to monitor student exit interview data, looking for common issues that need to be addressed.	Enrollment Management, DAPA, Assessment Subcommittee of Diversity Commission	Analyze results annually
Measure students' perceptions of campus climate related to diversity, e.g. NSSE, SOS and related items. (3.3)	Assessment Subcommittee of Diversity Commission	Ongoing, based on NSSE & SOS schedule
Monitor evaluations of cultural competency program to ensure program is meeting its intended outcomes. (3.3)	Assessment Subcommittee of Diversity Commission	Monitor annually once program is developed

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

**Key Players:** Office of International Programs, General Education Committee, Student and Campus Life, Dean of Academic Planning and Advising Office (DAPA), Teaching & Learning Center (TLC), Career Development Office

<b>Goal 4 – Strategies</b>	<b>Assigned to:</b>	<b>Timeline:</b>
Increase opportunities for diverse experiences at home and abroad for students, faculty, and staff. (4.5).	Office of International Programs	Ongoing
Better integrate, build stronger linkages, and encourage efficient information sharing between existing programs and offices that currently engage separately with issues of diversity and cultural competence. (4.4, 4.5)	Diversity Commission, AAO	Ongoing
Support faculty and staff professional development in cross-cultural competency related learning. (4.4)	TLC	Spring 2018
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 Education Committee	Ongoing
Explore ways to leverage SUNY system resources and opportunities to enhance student, faculty and staff opportunities to engage with diversity. <a href="http://www.suny.edu/diversity/diversity-programs/">http://www.suny.edu/diversity/diversity-programs/</a> (4.4, 4.5)	AAO, All Divisions	Ongoing
Develop and implement a strategic plan for international education and curriculum development that focuses on cultural competency. (4.4, 4.5)	Office of International Programs, Global Geneseo Advisory Committee	Ongoing
Determine how to measure students' development of cultural competency. (4.5)	Assessment Subcommittee of Diversity Commission	Fall 2018
<b>Goal 4 - Action Items</b>	<b>Assigned to:</b>	<b>Timeline:</b>
Identify and map the different offices, programs, departments and personnel that currently address issues of diversity and cultural competence. (4.4, 4.5)	Diversity Commission	Fall 2017
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, 4.5)	TLC	Fall 2017

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)	Appropriate Offices	Fall 2018
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)	Assistant Provost for Curriculum and Assessment, Institutional Research, Career Services, Center for Community	Fall 2018
Actively engage the goal of promoting cultural competency with general education discussions at the campus level. (4.1, 4.2, 4.3)	General Education Committee	Diversity and Pluralism and Global Awareness and Engagement are included in GLOBE-Geneseo Learning Outcomes for Baccalaureate Education
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, Center for Community	Ongoing
Include cultural competency measures in incoming student survey; add cultural competency measures to graduated student survey. (4.5)	Institutional Research	Completed-Scale of Ethnocultural Empathy was added to Fall 2013 Entering Student Survey Added Global Perspectives module to NSSE for Spring 2014 administration
<b>Goal 4 - Assessment Metrics</b>		<b>Assigned to:</b>
Compare baseline measure of cultural competency from incoming student survey to measurement when graduate/seniors to look for growth in cultural competence. (4.5)	Assessment Subcommittee of Diversity Commission	
Establish baseline of number of service-learning and engaged-learning opportunities; continue to measure number to examine growth pattern. (4.4, 4.5)	Assessment Subcommittee of Diversity Commission	
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 is implemented, use course enrollment data. (4.4, 4.5)	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. (4.4, 4.5)	Center for Inquiry, Discovery & Leadership	
Measure number of diversity-related professional development opportunities, as well as participation rates by faculty and staff. (4.4)	AAO, TLC, Human Resources	
Evaluate effectiveness of diversity-related professional development opportunities to ensure program outcomes are being met. (4.4, 4.5)	Diversity Commission	

## APPENDIX B: 2015 DIVERSITY DASHBOARD INDICATORS

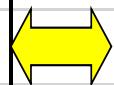
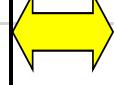
State University of New York Geneseo						
Diversity Dashboard Indicators 2015						
Structure	% Minority Undergraduate		% Minority Faculty		% Minority Prof Staff	
	Fall 2015	21.1%	Fall 2015	15.3%	Fall 2015	10.0%
	Fall 2014	20.5%	Fall 2014	14.4%	Fall 2014	10.4%
	Fall 2013	20.0%	Fall 2013	15.5%	Fall 2013	12.7%
Outcomes	Minority Retention Rate		6 Yr Minority Grad Rate		Understanding other backgrounds*	
	2014 Cohort	89.7%	2009 Cohort	75.5%	Spring 2014	2.5
	2013 Cohort	87.9%	2008 Cohort	71.9%	Spring 2012	2.6
	2012 Cohort	86.4%	2007 Cohort	65.6%	Spring 2010	2.5
1=very little, 4=very much						
NSSE Results: Seniors						
Climate	Conversations w/ Different Race#		Institutional Environment\$		Satisfaction w/Racial Harmony	
	Spring 2014	2.9	Spring 2014	2.2	Spring 2015	3.8
	Spring 2012	2.64	Spring 2012	2.4	Spring 2012	4.0
	Spring 2010	2.45	Spring 2010	2.4	Spring 2009	3.8
Prior to 2014: 1=very little, 4=very much						
2014: 1=never, 4=very often						
NSSE Results: Seniors						
1=very little, 4=very much						
NSSE Results: Seniors						
1=disagree, 5=agree						
Student Opinion Survey Results						

\*Understanding people of other racial and ethnic backgrounds.

#Had serious conversations w/ students of a different race or ethnicity than your own. In 2014,

\$Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

## APPENDIX C: 2014 DIVERSITY DASHBOARD INDICATORS

State University of New York Geneseo								
Diversity Dashboard Indicators 2014								
Structure	% Minority Undergraduate			% Minority Faculty			% Minority Prof Staff	
	Fall 2014	20.5%		Fall 2014	14.4%		Fall 2014	10.4%
	Fall 2013	20.0%		Fall 2013	15.5%		Fall 2013	12.7%
Outcomes	Fall 2012	19.5%		Fall 2012	15.2%		Fall 2012	10.5%
	Minority Retention Rate			6 Yr Minority Grad Rate			Understanding other backgrounds*	
	2013 Cohort	87.9%		2008 Cohort	71.9%		Spring 2014	2.5
Climate	2012 Cohort	86.4%		2007 Cohort	65.6%		Spring 2012	2.6
	2011 Cohort	88.0%		2006 Cohort	67.2%		Spring 2010	2.5
							1=very little, 4=very much	
NSSE Results: Seniors								
Conversations w/ Different Race#			Institutional Environment\$			Satisfaction w/Racial Harmony		
Climate	Spring 2014	2.9		Spring 2014	2.2		Spring 2012	4.0
	Spring 2012	2.64		Spring 2012	2.4		Spring 2009	3.8
	Spring 2010	2.45		Spring 2010	2.4		Spring 2006	3.7
Prior to 2014: 1=very little, 4=very much								
2014: 1=never, 4=very often								
NSSE Results: Seniors								
*Understanding people of other racial and ethnic backgrounds.								
#Had serious conversations with students of a different race or ethnicity than your own. In 2014,								
\$Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.								

\*Understanding people of other racial and ethnic backgrounds.

#Had serious conversations with students of a different race or ethnicity than your own. In 2014,

\$Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

## APPENDIX D: 2013 DIVERSITY DASHBOARD INDICATORS

State University of New York Geneseo						
Diversity Dashboard Indicators 2013						
Structure	% Minority Undergraduate		% Minority Faculty		% Minority Prof Staff	
	Fall 2013	20.0%	Fall 2013	15.5%	Fall 2013	12.7%
	Fall 2012	19.5%	Fall 2012	15.2%	Fall 2012	10.5%
	Fall 2011	18.3%	Fall 2011	14.5%	Fall 2011	10.8%
Outcomes	Minority Retention Rate		6 Yr Minority Grad Rate		Understanding other backgrounds*	
	2012 Cohort	86.4%	2007 Cohort	65.6%	Spring 2012	2.55
	2011 Cohort	88.0%	2006 Cohort	67.2%	Spring 2010	2.46
	2010 Cohort	84.6%	2005 Cohort	65.3%	Spring 2008	2.43
1=very little, 4=very much						
NSSE Results: Seniors						
Climate	Conversations w/ Different Race#		Institutional Environment\$		Satisfaction w/Racial Harmony	
	Spring 2010	2.64	Spring 2012	2.4	Spring 2012	4.01
	Spring 2010	2.45	Spring 2010	2.38	Spring 2009	3.78
	Spring 2008	2.52	Spring 2008	2.42	Spring 2006	3.70
1=very little, 4=very much						
NSSE Results: Seniors						
*Understanding people of other racial and ethnic backgrounds.						
#Had serious conversations with students of a different race or ethnicity than your own.						
\$Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.						

## APPENDIX E: 2016-17 Multicultural Recruitment Plan – SUNY Geneseo

**\*NI\*= New Initiative for 2016-17**

The Geneseo Office of Admissions recognizes the benefit of a diverse population of students and aims to increase the number of underrepresented students in the incoming classes, including freshmen, transfers, and graduate students. However, we are challenged by limited resources including human resources and budget allocation to fund many of the new initiatives listed herein. Therefore, please note that initiatives labeled \*NI\* and that require funding will only be possible with additional funds or a redistribution of current funds away from other priority projects.

### Admissions Programs and Services (Year Round):

#### Additional Visits and Fairs (Fall and Spring)

- Campus Educational Centers & High Schools: Establish relationships with the campus educational centers and new high schools with large underserved, first generation and underrepresented student populations within the New York City area as well as Upstate, NY and other urban areas.
- Increase efforts to target medium to large Independent/Private/ Jesuit High Schools
- Continued and increased attendance at the National Hispanic Fairs
  - Consider attending the National Hispanic Fairs in New Jersey (\*NI\*)
  - Invite bilingual alumni/supporter to assist with National Hispanic Fairs (\*NI\*)
- Attend the Hispanic Heritage Month College Fair in Rochester (\*NI\*)
- Provide recruitment materials in Spanish, including the website (\*NI\*)

#### AOP Partnership and Support (Year Round)

- Include and support the AOP office with recruitment and travel initiatives
- Coordinate with the AOP office to ensure efficient recruitment efforts
- Communicate with the AOP and Alumni offices to plan a reception for admitted students and Geneseo's alumni located in within the NYC area (\*NI\*)
- Explore the development of a brochure targeting underrepresented, underserved and first generation students (\*NI\*)
- Develop AOP student video addressing the program through student interviews and pictures from the summer orientation program and advising: "I AM AOP" (\*NI\*)

#### Camp College (June – July) (\*NI\*)

- Explore hosting the New York State Association for College Admissions Counseling (NYSACAC) Camp College - a three-day weekend pre-college experience where students will live in the residence halls on a college campus, attend classes taught by college professors, and participate in workshops on Admissions and Financial Aid. In addition, students learn college interview and essay writing techniques and gain leadership and teamwork experience in a small collaborative group with mentor facilitators.
- Cost: About \$20,000 to campus
- Benefits: Hosting camp college will not only build relationships with future prospective students but also with guidance counselors and other influencers.

### **The Coalition Application Portal (Year Round)**

Coalition for Access, Affordability, and Success is a diverse group of public and private American colleges and universities (the Coalition) are committed to providing access to students of all backgrounds.

- Continue our membership in the Coalition and become active in Coalition activities (\*NI\*)

### **Fly-In (Year Round) (\*NI\*)**

- Provide prospective students from NYC information regarding flights into Rochester for recruitment events, subsidize flights and transportation from airport to campus if possible.

### **Geneseo Cultural Organizations (Year Round) (\*NI\*)**

- Maintain relationships with Geneseo's cultural organizations
- Communicate admissions sponsored events for possible participation
  - Request cultural organizations make working with the admissions office part of the services they provide to the college
  - Request help in staffing the telecounseling program
  - Request at least 2 members of each cultural group serve as Ambassadors
  - Request that all active members within the cultural organizations recruit two or more possible hosts for the spring multicultural overnight bus trips

### **Multicultural Overnight Bus Trips/Program (March – April)**

Two bus trips from NYC designed to give admitted, underserved, first generation and underrepresented students an opportunity to visit and experience the Geneseo college life.

- Collaborate with representatives of SUNY Center for Student Recruitment to provide funding for one bus.
- Collaborate with the Assistant Dean of Multicultural Programs and Services for planning and execution of the programs.

Possible Changes and Enhancements for 2017:

- Consider a recruitment bus overnight trip in the late fall for students (\*NI\*)
- Consider a bus trip program from Albany, Syracuse and Buffalo areas (\*NI\*)
- Consider a counselor bus trip where we coordinate with other area colleges (\*NI\*)

### **New York City AOP/ Admissions Counselor (Year Round) (\*NI\*)**

- Comprehensive coverage of the public, private and charter high schools, Campus Educational Centers and college fairs in the 5 boroughs of NYC.
- Relationship building with school counselors and Community Based Organizations (CBOs) in the NYC area.
- More regional events including, but not limited to open houses, guidance counselor breakfast and yield events.
- Increased visibility for Geneseo.

### **Off-Campus receptions (Fall and Spring)**

- Coordinate with SUNY Center for Student Recruitment to schedule information session(s) for high school juniors and/or admitted senior "next step" information session(s). (\*NI\*)

### **Special Group Visits (Year Round)**

- Continue to work with high school counselor/college advisors, Community Based Organizations and others to facilitate special group visits to Geneseo.
- Capture all inquiry card information for our database (\*NI\*)

### **Student Ambassador Representation (Year Round)**

- Coordinate with admissions staff members to assist in recruiting and hiring current underserved/underrepresented student assistants, tour guides, overnight hosts and ambassadors

### **Telecounseling (March-May) (\*NI\*)**

- Organize a faculty/student phone-a-thon program to make personal connections and convert underrepresented, first generation and underserved admitted applicants to accepts.

### **Transfers (Fall and Spring) (Year Round)**

- Identify and target Community Colleges with large populations of underrepresented students for possible articulation agreements and advisor days (\*NI\*)
- Arrange a table outside the Community College's career centers to increase visibility
- Meet with Community Colleges EOP/SEEK/CD transfer counselors to establish new relationships (\*NI\*)
- Attend Transfer College Fairs at CUNY schools (\*NI\*)

### **Upward Bound**

- Consider applying to become an Upward Bound Institution of Higher Education program site (\*NI\*)

## **Ongoing H.S./ College/ CBO Partnerships**

### **CBO (Community Based Organizations)**

- Encourage and facilitate more special group visits working with local and national CBOs such as:
  - Rochester College Access Network
    - Continue our membership in RCAN and continue to support its initiatives advocating for students
  - Rochester Urban League
    - Continue to participate in the Urban League's Black Scholars College Fair
    - Continue to award the Geneseo/Urban League of Rochester scholarship
  - Say Yes To Education
    - Continue to award the Say Yes! Scholarship to qualified applicants
    - Continue our membership as a Say Yes to Education college partner
  - Today's Student Tomorrow's Teachers (TSTT)
    - Continue our membership in the TSTT program
    - Continue representation on the board of Today's Student Tomorrow's Teachers advisory board
    - Continue to award the TSTT scholarship to qualified applicants
- Establish partnership possibilities with the following organizations: (\*NI\*)
  - ABC (Action for a Better Community)
  - ARISTA
  - Hillside
  - IBERO
  - INROADS

### **College Bound Initiative program**

- Maintain relationships within the College Bound Initiative program- a year-round comprehensive college guidance program that works with predominantly low-income students to ensure that they have access to and can afford a college education.

### **New Visions**

- Dedicated to ensuring that all NYC public school students, regardless of race or economic class, have access to a high-quality education that prepares them for the rigors of college and the workforce.
- Continue to participate in the New Visions college fairs
- Continue visiting New Visions high schools throughout Fall travel

**SUNY Center for Student Recruitment**

- Utilize the available presentation/ office space at the midtown Manhattan location for meetings, events and interviews
- Host guidance counselor breakfasts at the Recruitment Center (\*NI\*)

## APPENDIX F: Equity Scorecard Working Group Report

The Equity Scorecard Working Group is a subcommittee of the President's Commission on Diversity and Community charged with identifying and reducing impediments to student success among students from historically underrepresented and underserved backgrounds, with the ultimate goal of raising the retention and graduation rates of these students to those of the general student body. In order to accomplish this goal, the committee has been conducting a campus equity study in collaboration with the Center for Urban Education (CUE) (<http://cue.usc.edu/>) at the University of Southern California, using their Equity Scorecard process.

According to the CUE, the Equity Scorecard process, "emphasizes the need for practitioners to not only become aware of institutional inequities but also to take responsibility for reducing educational opportunity gaps and strive for equity, parity, in outcomes." This approach focuses on addressing institutional impediments rather than focusing exclusively on student deficits. **[Additional information regarding CUE's Equity Scorecard Process is provided in the attached document]**

During the 2015-2016 academic year, committee members worked with CUE to examine SUNY Geneseo's existing Diversity Plan in order to identify relevant goals and to develop a plan for analyzing institutional data using an equity-minded lens. Then, we used disaggregated data from the Institutional Research office, in conjunction with CUE's Vital Signs tool, to identify inequities and to determine which issues would be addressed first. Although equity gaps were identified in both the recruitment and retention of members of traditionally underrepresented racial/ethnic groups, the committee decided to initially focus on inequitable retention gaps found among Black and Latino students at SUNY Geneseo.

Consistent with the Equity Scorecard Process, the Equity Scorecard Working Group is currently in the process of using a comprehensive, systematic, data-driven approach to identify both individual and institutional factors that serve as potential barriers to students' success, particularly focused on students from traditionally underrepresented groups. Below is an outline of our plan, including both quantitative and qualitative data that will be used to identify barriers, to make recommendations for changes, and to assess the impact of those changes over time.

### EQUITY SCORECARD PLAN

***Goal: Reduce graduation equity gap by 10 points in 5 years for Black and Latino students.***

#### **DISAGGREGATED DATA THAT NEED TO BE COLLECTED, ANALYZED, AND/OR DISSEMINATED:**

- I. ISSUES RELATED TO STUDENTS' EXPERIENCES WITH FACULTY (CLASSROOM, ADVISING)**
  - A. DFW patterns of gateway courses disaggregated by race/ethnicity (including reasons for withdrawal)**

- B. Role of classroom procedures (e.g., syllabi, framing in classes), with an emphasis on identifying best practices (Note: Need to figure out how to best facilitate discussions among faculty and disseminate this information)
- C. Students' perceived support received from faculty
- D. Students' experience with faculty advising

## **II. ISSUES RELATED TO STUDENTS' EXPERIENCES WITH THE INSTITUTION**

- A. Use and effectiveness of different academic support services
- B. Students' experiences with advising (outside of faculty)
- C. Students' perceptions of support (institutional, peer)
- D. Curricular paths of students who graduated compared to students who did not graduate
- E. Involvement in high-impact experiences (including co-curricular, extra-curricular, study abroad)
- F. Retention patterns at various points throughout college (e.g., first-year GPA & retention issues)

## **III. ISSUES NOT DIRECTLY RELATED TO STUDENTS BUT WHICH MAY HAVE AN IMPACT ON THEIR SUCCESS**

- A. Impact of academic dismissal policy and process
- B. Potential implications of faculty reward system
- C. Impact of department policies or structure (e.g., pre-major policies)

## APPENDIX G: LGBTQ WORKING GROUP REPORT

Academic year 2015-16

### Introduction

Thanks to generous financial support from the Office of the President, the Office of the Provost and the Division of Student and Campus Life (and most especially to President Denise Battles, Provost Carol Long, Vice President for Student and Campus Life Robert Bonfiglio and Dean of Students Lenny Sancilio), our committee has had an enormously successful year. We've met our goals of increasing campus discussion around LGBTQ issues, recruiting more allies for change and educating our campus. We are committed to Geneseo's mission, value and goals of excellence, innovation, community, diversity, integrity, service to society to tradition and believe the very nature of the committee's membership and initiatives support all of these values. But much work remains to be done!

### Committee Membership

The committee met eight times over the course of the 2015-16 academic year. Members of the 2015-6 committee, of which Alice Rutkowski (English) and Ray FeDora (Area Coordinator, Residence Life) are co-chairs, included:

Michael Carlin (student and 2015-16 vice president of Pride)  
Joseph Cope (History)  
Sarah Covell (counselor, Lauderdale Health Center)  
Aiden Cropsey\* (Coordinator, LGBTQ Services)  
Dillon Federici\* (student and RA)  
Alexis Grafakos\* (Residence Director)  
Sawyer Green (Residence Director of Genesee and Gender Neutral Housing Program)  
Jennifer Guzmán (Anthropology)  
Codie Hazen\* (student and ACE representative)  
Taylor Keith (student, RA and 2015-16 vice president of Pride)  
Daniel Jacques (professional staff, Chemistry)  
Louis Marzella\* (student and 2014-15 vice president of Pride)  
Thomas McCarthy (student and 2015-16 president of Pride)  
Amanda Roth (Philosophy)  
Brandon West (faculty librarian, Milne Library)

\*indicates outgoing member of committee.

At this point we have also recruited new members to fill vacancies left by outgoing members. The 2016-17 committee, in addition to those continuing from this year, will include Danny Kahl (student and 2016-17 president of Pride), Dyiamond Slater (student and 2016-17 vice president of Pride) and Jessica Seren (Athletics, head field hockey coach).

### Accomplishments

1. Safe Zone. The vast majority of the work of the committee has been in the area of Safe Zone trainings: nearly every committee member is also a Safe Zone trainer. The program was vastly expanded and updated this past year in a number of ways which will be detailed below. The section that follows will be broken into the following sub-sections:
  - a. Units/departments trained and number of participants
  - b. New web form to request training
  - c. Our campus's participation in a second Train-the-Trainer session with Gay Alliance of the Genesee Valley.
  - d. Coordination of program with dozens of new student trainers
  - e. Initial internal evaluation of data from program evaluation forms
  - f. Evaluation of efficacy of Safe Zone via published research by Dr. Jennifer Katz

**a. Groups Trained, 2015-16**

- Access Opportunity Programs – Professional Staff
- Access Opportunity Programs – Summer Student Staff & Leadership Board
- Campus Auxiliary Services – Administrative Staff
- Campus Auxiliary Services – Salaried and Hourly staff
- Resident Assistants (optional workshop)
- Faculty Personnel Committee
- Open Faculty/Staff Training – January 2016
- Open Faculty/Staff Training – September 2015
- Open Student Training – April 2016
- Math Department
- Milne Library
- Physics Department
- School of Education faculty/staff
- University Police Department
- WMST 100 students
- Delta Phi Epsilon sorority
- Sisters Making a Change sorority
- APO (co-ed service fraternity)

Approximately 300 faculty, staff, and students trained in the last year.

**b. New web form:** last fall we launched a new web form by which any unit, department or group can request a Safe Zone training tailored to their group and schedule. The only requirement is that groups have six or more individuals. Please see:

<https://docs.google.com/a/genesee.edu/forms/d/e/1FAIpQLSdErcFr2meGZe2VNAM2cZ0hQZuNPgyyx8tsA50K0z6BJqQKLw/viewform>

**c. New trainers:** Maintaining a full roster of student trainers (we try to have all Safe Zone trainings include at least one student co-facilitator) is challenging given turnover from graduating seniors. After last year's year-end report, President Battles generously agreed to fund five *individual* students' participation in the Gay Alliance of the Genesee Valley's "Train the Trainer" 8-hour workshop at their center in Rochester. In the process of locating interested students, however, FeDora discovered, in talking to Wendi Kinney, Assistant Dean of Students for Fraternal Life, that the interest among Greek-affiliated students was so high we could not include them all. In response to this, Rutkowski met

with Kinney decided to pool resources to bring Gay Alliance to campus; their flat-fee workshop considerably reduced the cost per participant. Ultimately, Dean Sancilio generously provided half of the funding to cover the workshop which allowed us to allocate 15 of the 30 spots to Greek-affiliated students. The rest of the funds came from Thomas McCarthy's Ambassador grant, Aiden Cropsey's LGBTQ Coordinator budget, the Office of the Provost and the Office of the President. This training took place February 27, 2016 and trained 3 professional staff members, 2 faculty librarians and 25 students to become Safe Zone trainers.

- d. **30 new trainers complicate an already complex coordination effort.** Rutkowski, who coordinates Safe Zone, knew very few of the new trainers personally and thus it took some time to gather information about schedules and level of comfort in terms of being ready to facilitate. We also felt it was important to pair new trainers with more experienced ones. Throughout the months of March and April, we were able to involve nine new trainers (all students) in Safe Zone training in some capacity – some as co-facilitators and others, who indicated they didn't yet feel prepared, as observers of workshops. We hope to involve even more folks in trainings this academic year.

- e. **Program Evaluations Data Summary**

We are aware that one of Geneseo's "Planning Goals" is to "promote institutional effectiveness through ongoing assessment of every program." For that reason, at the conclusion of every Safe Zone workshop we request that participants fill out a simple evaluation sheet. Our post-program evaluation form is borrowed from the GOLD leadership program (see Appendix A for a copy of this form; at the end of the semester the committee developed a new evaluation form exclusively for Safe Zone). FeDora took all of the surveys collected in the last year and compiled some of the data. Due to the breadth of the programs offered as part of GOLD, the questions asked of participants are very general, but we were able to reach a few important conclusions.

**Demographics:**

Gender Identity

59.6% - Female

39.8% - Male

0.6% - Other

Affiliation

20.9% - students

33.7% - faculty

42.3% - staff

3.1% - administration

**Overall ratings of Safe Zone workshop:**

64.5% - Excellent

32.9% - Good

2.2% - Average

0% - Fair

0% - Poor

**Other responses**

95% of participants indicated they learned something new about LGBTQ issues.

96% said the program was well-organized.

94% would recommend the program to someone else.

Few participants made use of the open-ended questions that asked for written suggestions. (This may have been because the fill-in-the-blank section was on the back of the sheet; on our revised form, the entire evaluation is on the front of one piece of paper to ensure those who have comments see where to write them.) When participants did have something to say, feedback fell into one of two categories: positive comments or program suggestions that aren't feasible for the type of program or its intended audience.

As an example of the first type of feedback, one staff member wrote, "Thanks so much!! I attended a Safe Zone Training 3 years ago at another institution, but this program was a lot more active and involved which I greatly appreciated. I feel way more comfortable serving as a resource to support and affirm our students." Others have commented on how important talking about these issues are for our campus. One participant praised the workshop for being inclusive of those new to the subject of LGBTQ identities: "It also was a straightforward way to present information to people not as well-versed in the subject matter, while still getting the point across."

As far as critiques go, again, virtually every comment that wasn't positive feedback fell into the "suggestions to improve the program" category. Of those, most were difficult or impossible to implement or not part of the mission of Safe Zone. For example, one individual said it would be helpful to have a presentation like this on every minority group on campus.

**f. Scholarly research on the efficacy of Safe Zone**

We now are also able to offer assessment data in the form of peer-reviewed scholarly research by a faculty member from outside the committee. Dr. Jenny Katz (Psychology), along with two students and Aiden Cropsey, undertook a year-long research project to assess the possible effects of a Safe Zone program on college climate. The team's primary study finding was that viewing a Safe Zone sticker on a syllabus meant that students perceived a more positive climate for LGBTQ students here at Geneseo. A peer-reviewed article that summarizes the team's conclusions about the general effects of Safe Zone was just published and is available as Appendix B in this report. Full citation:

Katz, J., Federici, D., Ciovacco, M., & Cropsey, A. (2016, June 13). Effect of Exposure to a Safe Zone Symbol on Perceptions of Campus Climate for Sexual Minority Students. *Psychology of Sexual Orientation and Gender Diversity*. Advance online publication. <http://dx.doi.org/10.1037/sgd0000186>

The team's research as a whole, however – as compared to the more general conclusions that were published as the peer-reviewed article – looked at perceptions specifically on our campus and the authors were able to come to conclusions about how

students perceive efforts at LGBTQ-inclusiveness on Geneseo's campus in particular. Here is the summary of those findings provided to us by Katz and Federici:

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"Perceived Campus Climate for Sexual Orientation, Gender Identity, and Gender Expression: An Anonymous Survey of Students in Fall 2015 Psychology Classes"

Dr. Jennifer Katz and Dillon Federici

The goal of the present study was to address the relationship between LGBTQ identity and perceived campus climate, defined as "students' perception of the discrimination and harassment they experience and the resulting fear these experiences evoke, as well as attitudes of other members of the campus community toward GLBT persons and issues" (Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004, p. 8). It was hypothesized that LGBTQ student would perceive the campus differently than their heterosexual, cis-gender peers.

An analysis of the results revealed that students identifying as LGBTQ do, in fact, have different, more negative, experiences related to campus climate. Two-thirds of LGBTQ students reported personally experiencing some type of discriminatory behavior, most commonly in the form of jokes, verbal harassment and pressure to keep silent. This proportion significantly differs from the one-fourth of heterosexual, cis-gender that experienced similar behavior.

Participants also indicated that they were unsure about SUNY Geneseo's efforts to promote a positive campus climate for LGBTQ students. This was illustrated by variation in responses to whether Geneseo gives enough attention to LGBTQ students' issues. Similarly, most students indicated that they did not know if senior administrators at the college openly supported LGBTQ students, faculty, and staff.

Prior to participating in the study, most students did not know what Safe Zone programs were and were unaware that Geneseo had an active Safe Zone program. However, after exposure to information about Safe Zones and LGBTQ Ally training for faculty and staff, students reported favorable attitudes about individuals that received this training. LGBTQ students in particular expressed highly favorable impressions of these faculty and staff members.

The findings of this study are extremely pertinent to SUNY Geneseo's ongoing efforts to encourage positive experiences for students. LGBTQ individuals indicated experiencing discriminatory behavior at higher rates and both LGBTQ and heterosexual, cis-gender students reported not knowing how Geneseo as an institution supported LGBTQ students. However, the overwhelming majority of participants responded positively to LGBTQ-friendly initiatives such as Safe Zones. These patterns offer hope for future endeavors related to campus climate. Based on this research, it can be reasoned that action taken by senior administrators to affirm and support LGBTQ students would be received positively by the student body, especially LGBTQ students. Additionally, perceptions of campus climate may be improved upon through the expansion of the Safe Zone program and the implementation of additional LGBTQ-friendly initiatives.

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Given the conclusions Katz and Federici draw here, it's clear the committee has a lot more work to do in terms of outreach for Safe Zone, since many students were not even aware our campus has such a program. The final page of the published article suggests a number of strategies that

the committee hopes to consider next year: “For example, an orientation program might introduce the Safe Zone program and associated symbol to the group and invite new students to count how many symbols they can find on campus. These introductory comments could then be used to segue into more meaningful conversations, such as group dialogs that promote “intergroup understanding intergroup collaboration and action, and relevancy of diversity in higher education” (Thakral et al., 2016). Furthermore, faculty and staff who are Safe Zone trained might also include the symbol in multiple places, such as class syllabi as well as office doors and announcements for speakers. Doing so might highlight for students that faculty members are open to diverse points of view, which in turn positively predicts students’ own openness to diversity (Ryder, Reason, Mitchell, Gillon, & Hemer, 2015).”

2. In lieu of a full-time professional staff member dedicated to LGBTQ issues, co-chairs FeDora and Rutkowski continue serve as valuable resources for the rest of the Geneseo community
  - FeDora and Rutkowski continue to facilitate more Safe Zone trainings than any other trainers. FeDora regularly offers workshops to AOP staff over the summer as well as a workshop for all Resident Assistants. For 2016-17 FeDora will take over the Safe Zone GOLD workshop (last year this was Aiden Cropsey’s responsibility). Rutkowski co-facilitated all faculty trainings last year except the workshop for the School of Education.
  - Rutkowski regularly fields emails and phone calls from colleagues looking for resources for trans and gender-questioning students.
  - FeDora and Rutkowski continue to serve as the contacts for Admissions when prospective students have questions about resources for LGBTQ students. Both were contacted multiple times this past year.
  - In the fall, at the request of the President’s Office, Rutkowski, along with Pride president Thomas McCarthy, represented the college at an event sponsored by the Gay Alliance of the Genesee Valley
  - Both FeDora and Rutkowski attended the first student-faculty LGBTQ mixer coordinated by Ambassador grant recipient and Pride president Thomas McCarthy.
  - Rutkowski wrote a successful proposal to President Battles and Provost Long requesting additional funds to train more Safe Zone trainers.
  - Rutkowski met regularly with Pride leadership to advise them on initiatives.
  - Rutkowski met monthly with LGBTQ Coordinator Aiden Cropsey to coordinate programming and outreach and to mentor Cropsey’s professional development.
  - Along with Crospey, Rutkowski met with Becky Lewis and Emily Froome of Study Abroad to discuss their policies regarding LGBTQ students traveling internationally. As requested by Lewis, Rutkowski and Cropsey provided extensive written feedback about the Study Abroad web page that provides information to queer students considering study overseas.
  - Rutkowski attended the eight-hour Gay Alliance Train-the-Trainer workshop in February to observe and evaluate the new group of student trainers.

- Rutkowski served as a member of the President's Commission on Diversity representing the interests of queer students.
- Rutkowski was interviewed by the *Livingston County News* about resources for trans students on campus.

3. After serving as Geneseo's first-ever Graduate Assistant for LGBTQ services in Spring 2015, Aiden Cropsey returned in a new capacity for 2015-16 as a half-time Coordinator of LGBTQ Services. What he was able to accomplish over the course of this past year is astounding. A brief list:

- Offered LGBT cultural competence training for Lauderdale health care practitioners in order to create more accessibility for queer students seeking care.
- Continued to facilitate a weekly support group for LGBTQ+ students with a special focus on trans students.
- Mentored and referred students on an individual basis with academic and personal issues. Things such as pronoun usage in classrooms, worries about library research, health concerns, conflicts with peers, etc.
- Planned and supervised multiple programs: e.g. World Café, Birds and the Bees (focus on healthy relationships following January's tragedy), and an LGBTQ-inclusive sex ed. program.
- Collaborated on scholarly research with two Psychology Department members, Jenny Katz (resulting in the published research described above) and Monica Schneider (the campus climate survey conducted at the behest of the Diversity Commission).
- Regularly consulted for Wendi Kinney about Greek organizations and students
- Created multiple student leadership positions in his office
- Facilitated multiple Safe Zone trainings (tailored training for School of Education faculty in collaboration with Sociology adjunct and secondary school teacher Amy Ivers)
- Taught two GOLD workshops
- Began working on LGBTQ student mentoring program with Dan Jacques of Chemistry

4. Web page: the committee's web page has been significantly revised by FeDora and Dan Jacques of Chemistry. Please see:

<http://www.geneseo.edu/lgbtq>

It's been updated to reflect new resources and policies (e.g. the new map made available by Facilities marking all the "all-gender" restrooms and the new college policies around name changes.)

In her written response to last year's annual report, President Battles requested a list of websites we used to revise our own web presence here at Geneseo; those models are listed below. For example, the idea of including the public listing of folks who are Safe Zone trained came from glancing over Binghamton University's webpage.

*Binghamton University*

<https://www.binghamton.edu/multicultural-resource-center/get-involved/organizations/cultural-group.html>

*New York University*

<http://www.nyu.edu/life/student-life/student-diversity/lesbian-gay-bisexual-transgender-and-queer-student-center>

*Syracuse University*

<http://lgbt.syr.edu/index.html>

5. Awards:

- the committee as a whole was recognized in the spring with a Geneseo Diversity and Inclusion Leadership Award (formerly the PATH award).
- FeDora, Rutkowski and Cropsey were all recipients of Pride Alliance's annual awards for service to the LGBTQ community.

Remaining issues/new initiatives

1. Update Pride Index Assessment

The Campus Pride Index (a nonprofit organization that rates colleges and universities for LGBTQ inclusivity <https://www.campusprideindex.org/>) released a new assessment last year. Not only does the new assessment contain updated questions, but given the advances we've made in the last few years (e.g. bathrooms, name change policy, etc.) we expect to score higher than the last time we completed the assessment for this organization. We had hoped to complete this new questionnaire, in collaboration with Julie Rao, last academic year, but given FeDora and Rutkowski's other commitments, we were not able to complete this undertaking. We hope to return to this project in 2016-17. In addition, the Campus Pride Index has a new survey tool specific to Athletics and LGBTQ inclusivity. In August of 2015 we had preliminary – but very productive - conversations with Assistant Athletic Director Michelle Walsh about whether completing this assessment would be useful to our campus. Unfortunately, Walsh left soon after to take a new position at Vassar College so we were not able to continue this discussion; if this is something that interests Athletics here at Geneseo, we're happy to work with staff in that area.

2. Safe Zone

We are so grateful to the college for having funded two separate trainings by the Gay Alliance of the Genesee Valley which has allowed a vast expansion of our Safe Zone program – we now have dozens of faculty, staff and student trainings and can offer the workshop, on demand, to any campus office, department or group who requests one, free of charge and structured around their schedule. But the GAGV training costs \$2400 (plus catering) and is an enormous undertaking – it's not sustainable to continue to have an outside group (however excellent they are) to provide this training when, at this point, we could train our own facilitators. Rutkowski had an initial meeting with Provost Long where she proposed turning Train-the-Trainer into a credit-bearing course for students (the details of credit hours, method of selection of students and the course proposal are still being worked out). The model for this would be Dr. Katz's peer advocacy "Pathways" class (PSYC 294); Peer Advocates trained in this course offer support and referral information to students. Again, while the training from the Gay Alliance is very high-quality, it is only eight hours long. An academic course would allow a curriculum that looked

seriously at LGBTQ history and current issues that give a holistic sense of the lived reality of being LGBTQ in our culture right now. In addition, for students who have little or no teaching (or even public speaking!) experience, a semester-long course would allow students, in a low-stakes but highly-structured way, practice their workshop facilitation skills in ways not possible in a one-day workshop. Finally, this would support Geneseo's stated planning goals of offering students a "rigorous, challenging and active learning experience in close working relationships with faculty and staff that encourages intellectual engagement and personal growth" and of "strengthening the integration between curricular and co-curricular programs."

### 3. Staffing

Understandably, we were disappointed that a way could not be found to retain Aiden Cropsey. As Cropsey's contract year ended and his half-time position was not extended, he had to accept a new role as the Assistant Director of Cornell University LGBT Resource Center.

While we are grateful for the existence of the graduate assistant position, the Working Group continues to have doubts that a half-time position with turnover every year can adequately address the needs of our students. Cropsey was uniquely effective not only because of his education (he has graduate training in LGBTQ Health and Public Policy) but also because he is an alumnus of Geneseo - thus he needed very little time to get up to speed on how our campus works and to be trusted by students. We worry a new coordinator - and one with only a nine-month appointment - will not be as effective as this student population requires. For example, the Working Group does not feel that it is possible to plan ambitious fall programming – the set of programs that would meet the needs of our incoming freshman class – because there is no continuity in staffing from spring to fall. As a nine-month position, this also means there is no staff presence around these issues for summer orientation or for students still residing on campus over the summer. The initiatives we would like to implement and the work that needs to be done require an institutional commitment to hire a full-time employee. According to Melynda Huskey, interim VP of Student Affairs and Dean of Students at Washington State University, "LGBT students are at higher risk for all forms of harassment, from unkind words to physical assault. We need to be very aware that we have a special responsibility for outreach to them." Dr. Katz's research, described in detail above, supports the idea that our LGBTQ students do need extra support: on Geneseo's campus 2/3 of the LGBTQ students who took part in the study reported experiencing some kind of discriminatory behavior.

At the request of President Battles, the committee has compiled some comparative data about the presence of such a position at other colleges and universities. Of the 29 institutions listed on the COPLAC webpage (not including Geneseo), 14 schools have either an LGBT Resource Center or a dedicated staff member, or both.

We understand the request of beginning with a comparison to other COPLAC institutions as we are all public liberal arts colleges, have many of the same values and (less cheerily), share many of the same financial constraints. But another way to look at this question would be to consider the institutions that consistently appear on the list of schools that our admitted applicants choose when they don't choose Geneseo. According to Enrollment Services, these colleges and universities are: Binghamton University, the University of Rochester, University at

Buffalo, Hobart and William Smith, Skidmore, Boston College, Fordham, Ithaca College and Cornell. Of all these schools, only one, Skidmore, has the same level of LGBTQ-related resources as Geneseo does – every other school offers significantly more. It is important to note, though, that at each institution those resources appear in different parts of their organizational structures: for example, the University of Rochester and Hobart and William Smith have long-established Women's Centers that provide programming, support and staff to queer students along with their other work they perform for their communities.<sup>1</sup> In addition, in 2002, Hobart and William Smith became the first college in the country to offer a Lesbian, Gay, Bisexual and Transgender Studies curriculum. Boston College has a dean plus graduate assistant that assist students in these populations.<sup>2</sup> Fordham houses these services (e.g. extensive programming, a Safe Zone-type program, an LGBT spirituality retreat) in Multicultural Affairs (under the umbrella of Student Life).<sup>3</sup> The University at Buffalo, Ithaca College and Cornell University all have dedicated LGBT centers staffed full-time by a professional director.<sup>4</sup> Binghamton has just completed a national search for the founding director of their new LGBT center.

The Working Group understands there are many compelling requests for increased resources from all across campus. We are committed to working with administrators on this issue – FeDora and Rutkowski would be happy to meet with anyone on campus who has questions about the efforts of our committee and/or the report presented here.

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<sup>1</sup> <http://www.rochester.edu/College/WST/lgbtqi/index.html>; <http://www.hws.edu/studentlife/inclusivity.aspx>

<sup>2</sup> [http://www.bc.edu/offices/dos/subsidiary\\_offices/GLBTQ.html](http://www.bc.edu/offices/dos/subsidiary_offices/GLBTQ.html) (under "LGBTQ contacts")

<sup>3</sup> [http://www.fordham.edu/info/20913/lgbt\\_resources](http://www.fordham.edu/info/20913/lgbt_resources)

<sup>4</sup> <http://wellness.buffalo.edu/wes/lgbtq.php>, <http://dos.cornell.edu/lgbt-resource-center>,  
<http://www.ithaca.edu/sacl/lgbt/>

## APPENDIX H: LGBTQ Issues Working Group Year-End Report

### Academic year 2014-15

#### Introduction

Thanks to generous financial support from the Office of the President and the Division of Student and Campus Life (and most especially to Interim President Carol Long and Vice President for Student and Campus Life Robert Bonfiglio), our committee has had an enormously successful year. We've met our goals of increasing campus discussion around LGBTQ issues, recruiting more allies for change and educating our campus. But much work remains to be done!

#### Committee Membership

The committee met four times each semester over the course of the 2014-15 academic year. Members of the 2014-15 committee, of which Alice Rutkowski (English) and Ray FeDora (RD, Onondaga) are co-chairs, included:

Joseph Cope (History)  
Alex Carlo (counselor, Lauderdale Health Center)  
Sarah Covell (counselor, Lauderdale Health Center)  
Aiden Cropsey (graduate assistant for LGBTQ Services - spring 2015 only)  
Anne Eisenberg (Sociology)\*  
Alexis Grafakos (Residence Director)  
Joshua Hagen (student and Resident Assistant)\*  
Codie Hazen (student and ACE representative)  
Daniel Jacques (professional staff, Chemistry)  
Louis Marzella (student and 2014-15 vice president of Pride)  
Bella Rabinovitch (student and 2014-15 president of Pride)\*  
Nikki Toner (student and 2013-14 president of Pride)\*

\*indicates outgoing member of committee.

At this point we have also recruited new members to fill the vacancies left by outgoing members. The 2015-16 committee, in addition to those continuing from this year, will include Amanda Roth (Philosophy), Jennifer Guzman (Anthropology), Thomas McCarthy (student and President-elect of Pride for 15-16), Taylor Keith (RA and VP-elect of Pride for 15-16) and Dillon Federici (student and RA).

#### Accomplishments

6. In last year's report, we described our completion of a full assessment/inventory of policies and resources on our campus, using the questionnaire designed and evaluated by the Campus Pride Index ([campuspride.org](http://campuspride.org)), a non-profit organization that rates college campuses for LGBTQ-inclusiveness. This past fall, we submitted our inventory to the Campus Pride website and received our campus rating (see Appendix A). We earned a rating of 3 (out of a possible 5) stars; this score is about what we expected,

given that Geneseo is still in the process of developing many of its resources to better serve our students. But rating aside, the process of gathering the information for this assessment has been invaluable. Here are just two developments that have followed on our participation in this ratings process.

- Through our campus's association with Pride Index, we were made aware of a free webinar offered by the founder of Pride Index, "Campus Pride Index & Campus Pride Sports Index: How LGBTQ-Friendly is My Campus?" On February 25, 2015, more than fifteen students, faculty and staff were able to attend this presentation, which both made us more aware of best practices at other institutions and generated productive conversations about our own community.
- The process for filling out the inventory involved interviews with multiple individuals on campus from many units and departments; there were questions about every aspect of student life as well as academic offerings and even employment benefits. One of the direct consequences of having to answer these questions was the opportunity to open up lines of communication with a range of individuals on campus and make them aware of the importance of LGBTQ inclusiveness to both current and prospective students. For example, when Rutkowski reached out to Milne library to complete the portion of the survey that covered research resources on LGBTQ topics, the library responded by offering to purchase books our collections were lacking. Likewise, when we consulted last summer with Stacey Wiley, Director of Career Services, initially she explained that we had few services tailored specifically for LGBTQ students seeking employment. Since then, however, Wiley has begun pursuing a special certification for her unit from the nonprofit group Out for Work; and during the Spring 2015 semester Career Services offered a jobs workshops specifically for LGBTQ job seekers. Finally, when we asked for the same kind of information from the University Police Department, we were again met with the admission that these issues are new to our campus. Then this past spring UPD (under new Chief Thomas Kilcullen) sought out transgender-specific training (Officer Corey Polesel of the Albany area); UPD also not only required that all their officers attend, they made a point to invite the committee co-chairs and any interested students to attend as well; Rutkowski and three students attended.

## 7. Bathroom Proposal

Last summer Rutkowski and Daniel Jacques (professional staff, Chemistry) wrote and submitted a lengthy proposal (included as Appendix B) advocating for more all-gender bathrooms on campus. We're excited to report that this summer Facilities has been at work converting all of the single-stall restrooms on campus into "All Gender Bathrooms." This should result in 15 new safe, accessible and lockable bathrooms in six buildings (Milne, Erwin, Brodie, Clark, Newton and Welles).

## 8. SafeZone

SafeZone is a nationally recognized program meant to introduce participants to the basic vocabulary of LGBTQ identities and offer specific strategies for becoming an ally to members of this community. Last fall, with generous financial support from the President's office, we were able to bring the Gay Alliance of the Genesee Valley to Geneseo to lead a "SafeZone Train the

Trainer" workshop. On Saturday, September 6, approximately 35 faculty, staff, and students attended an 8-hour course on how to facilitate SafeZone workshops. Since then, we have offered over eighteen workshops for different groups in the last year alone. We have trained over three hundred faculty, staff, and students; many of these individuals have volunteered to publicly list themselves on our SafeZone network (which can be found here: <http://www.geneseo.edu/lgbtq/safe-zone-network>). Below is a list of some of the groups that have been trained. This list is not exhaustive.

- Alpha Phi Omega (service, co-ed fraternity)
- Sigma Alpha Mu (social fraternity)
- Pride Alliance
- Department of Athletics
- Division of Student & Campus Life (all staff)
- Department of Residence Life (including 95-person RA staff)
- Department of English
- Department of Anthropology
- selected faculty from Psychology, Geography and History
- Office of Admissions
- Office of Financial Aid
- Division of Administration & Finance (department heads)
- Interim President Carol Long
- Office of International Student Services
- Office of Study Abroad
- Access Opportunity Programs (student summer staff)
- Campus Auxiliary Services (administrative staff completed; all salaried and hourly non-student employees scheduled for August 5).
- Faculty Personnel Committee (scheduled for August 27)

9. In lieu of a full-time professional staff member dedicated to LGBTQ issues, co-chairs FeDora and Rutkowski continue serve as valuable resources for the rest of the Geneseo community

- we welcome guests to our monthly committee meetings: visitors to committee who wanted to publicize their own work or work in partnership with us: for example, Livingston County Restore (services for victims of sexual assault); Stacey Wiley of the Career Center; student John Boselli, seeking to change campus sexual harassment policy
- following the assault on the transgender student last Fall, Rutkowski advised Pride and WAC on the event that was organized in response, "Trans? Fine By Me." At the students' request, she delivered a "Trans 101" presentation as part of the event; she also made possible the participation at this same panel of an alumna, Ceridwen Troy ('07), who was the first out transgender student to attend Geneseo.
- at the request of Andre Herring (RA in Genesee Hall), Rutkowski developed and offered a presentation on bisexuality in Genesee Hall (Fall 2014)

- Rutkowski acted as a liaison/advocate for individual students: for example, a trans student who needed assistance accessing care at Lauderdale; in another case, Rutkowski served as intermediary between Assistant Director of Athletics Michelle Walsh and several students in Pride who requested easier access to facilities (i.e. students who did not feel safe accessing the pool through the men's locker rooms)
- Rutkowski now regularly advises faculty on how to best support transgender students: this spring she was contacted a faculty member who was the supervisor of a tutor who had just come out as transgender; in another case, a faculty member in the sciences who was traveling abroad with a group of students contacted her for information about international travel and transgender individuals.
- for two years in a row, FeDora has trained all summer Orientation Advisors on LGBTQ Issues
- Rutkowski attended open forums for every Presidential candidate to gauge fluency in LGBTQ issues
- Rutkowski helped facilitate a program by SA group Partners in Health Engage on health issues unique to LGBTQ individuals.
- Rutkowski took two students - Thomas McCarthy and Jes Heppler - representatives of Pride and WAC, respectively, to a conference at St. John Fisher College - the first "Regional Campus Feminist Forum" in April 2015. There both McCarthy and Heppler participated in workshops and shared their own experiences and strategies for organizing around LGBTQ issues.
- Rutkowski, at the request of Multicultural Programs Coordinator Fatima Rodriguez Johnson, attended the Consortium on High Achievement and Success (CHAS) Women of Color Conference at Skidmore, February 2015 and presented workshops on trans individuals.
- for three years, FeDora has offered training on LGBTQ student issues to RAs, both in Fall and Spring trainings.
- Both FeDora (Spring 2013) and Rutkowski (Spring 2015) have offered sessions on transgender student issues to Residence Life professional staff.
- FeDora, with the assistance of committee member Daniel Jacques (Chemistry), built (and now maintains) a website that centralizes all information about services available to LGBTQ students: <http://www.geneseo.edu/lgbtq>
- FeDora served on a panel of LGBT alumni in the workplace for a Pride event in April 2015.

10. Aiden Cropsey was our first-ever Graduate Assistant for LGBTQ services. In the fall of 2014, Rutkowski was contacted by an alumnus, Aiden Cropsey (Psychology, '14); Cropsey was in the midst of a graduate certificate program, George Washington's LGBT Health Policy & Practice Program. He was interested in doing his required capstone project at Lauderdale Health Center. Rutkowski, along with Director of Multicultural Programs Fatima Rodriguez Johnson, helped facilitate this project; they also convinced Cropsey to take on a more substantial role in a new position - "graduate assistant for LGBTQ services." Through the generous support of Vice President for Student and

Campus Life Robert Bonfiglio we were able to offer Cropsey a small stipend for the spring 2015 semester (and we're excited that he was re-hired to be the 2015-16 grad assistant). What he was able to accomplish in one semester (he was paid for 12 hours/week) was astounding. A brief list:

- Assessed student, faculty and staff needs through anonymous open ended response surveys in order to direct efforts to the biggest gaps.
- Created a LGBT cultural competence training for Lauderdale health care practitioners in order to create more accessibility for LGBT students seeking care.
- Developed and facilitated a weekly support group for LGBTQ+ students.
- Identified gaps in available text resources, such as books, up to date informational brochures and fliers and began to order resources.
- Began to develop connections across campus, such as with Greek life, Lauderdale, Volunteer Center, International Student Services and several academic departments to improve LGBTQ inclusiveness
- Mentored students while planning and collaborating on programming and event planning. One such event was the multicultural mixer which was a social event that allowed students to come meet one another while talking about important issues of intersectionality. This event was aimed particularly at involving international students.
- Planned on-campus programs to promote LGBT visibility such as "fagbug" and "straight talk"
- Became trained as a Safezone trainer
- Collaborated on trans-inclusive student ID policies with several students and the Dean of Students
- Mentored and referred students on an individual basis with academic and personal issues. Things such as pronoun usage in classrooms and navigating families and friends while coming out as Lgbt or q are examples
- Spoke at two campus wide panels: "LGBT? fine by me" and "Health access and care in LGBTQ+ communities"
- Facilitated two GOLD workshops on "Intersectionality" and "Trans 101"
- Attended conferences and began to develop relationships with other higher Ed LGBT professionals from other institutions. Spoke with LGBT center employees from SUNY schools such as Buffalo, Albany and Oneonta in order to determine future steps in creating a resource center for Geneseo.

#### Remaining issues/new initiatives

##### 4. Update Pride Index Assessment

The Campus Pride Index has released a new assessment tool this year. Not only does the new assessment contain updated questions, but since we have made a number of changes on campus (many enumerated above) we are interested in seeing if we can improve our inclusiveness rating by filling out the new questionnaire and resubmitting. In addition, the Campus Pride Index has also a new survey tool specific to Athletics and LGBTQ inclusivity. We

have had preliminary conversations with Assistant Athletic Director Michelle Walsh about whether completing this assessment would be useful to our campus.

#### 5. SafeZone

For the fall semester, we continue to look to new groups to offer training. We will be looking into an “open call” training for faculty and staff before classes start in August. We will also be exploring offering training to support staff, facilities staff, and will continue to encourage academic departments to sponsor a training.

The most significant challenge continues to be the lack of a dedicated professional to oversee and coordinate the SafeZone program and, even more crucially, train new trainers. While there are still plenty of faculty and staff trainers, our students graduate. We have found having the student perspective in a training is especially compelling; it also creates opportunities for mentoring by pairing faculty or staff facilitators with student ones. In order to build on the success of this program, we need to be able to replace student trainers as they leave the college. The Office of the President generously paid to have five students attend a January 2015 training at the Gay Alliance of the Genesee Valley up in Rochester. But long-term, this model is not viable as it is costly to send individuals to this training (\$125/person). With a full-time staff person on campus who would be ultimately responsible for Safe Zone, we could develop our own training materials and train new facilitators in-house when the need arose. **Short-term, however, the co-chairs respectfully request that funds be made available to train five additional students per year (\$625 total plus transportation to and from Rochester).**

#### 6. Bathrooms

Now that there are more all-gender restrooms available, we need a way to make members of our community aware of their existence. Ideally, campus maps would be revised to indicate which buildings contained these restrooms and list the room numbers. In addition, we need to give some thought to buildings that still have only sex-segregated bathrooms - areas of particular concern are 1) the dining halls and 2) the adjacent buildings of ISC and Bailey (both buildings contain dozens of research labs where students spend extended periods of time; right now, a student needing an all-gender restroom would need to go to either Newton or Brodie in order to locate one.)

#### 7. Staffing

The way the Grad Assistant position is currently described/configured, **this will be Aiden Cropsey's last year with Geneseo**. While we are grateful for the existence of the graduate assistant position, the Working Group does not believe this is a permanent solution. Crospey has been unusually effective not only because of his particular skills (he has graduate training in LGBTQ Health and Public Policy) but because he is an alumnus of Geneseo - thus he needed very little time both to get up to speed on how our campus works and to be trusted by students. We worry a newcomer - and one with only nine months to work - will not be as effective. Additionally, the crucial work of chairing the committee, running the Safezone program, advising faculty, mentoring students and updating/maintaining the website cannot be done by an individual who is only on campus one academic year. The initiatives we would like to

implement and the work that needs to be done suggest that what our campus needs is the institutional commitment of a full-time employee.