

**Additional Update on EDI Efforts at SUNY Brockport
June 30, 2020**

This report follows on from my report of April 15. It responds to the four bulleted questions asked in the letter of March 31 and offers important contextual framing. It also threads through it updates on the Five Point Plan, because the questions asked in the March 31st letter and the action plan are in sync. I am grateful to SUNY for extending Dr. King's appointment with us until December 31, 2020 (Action Point One).

Executive Summary:

- The Five Point Plan has been comprehensively addressed on campus and communicated out to our academic community, including through our EDI microsite. Ongoing elements, such as training, will continue to be a focus in the months and years ahead. Other elements, such as improvements to the bias reporting mechanism, are already complete.
- Cabinet is continuing to operationalize new divisional plans, which stress accountability across all areas. This includes communicating these goals throughout each division and threading EDI goals into performance plans for all campus leaders.
- We are implementing a full review of tenure and promotion for all faculty, and recruitment and retention for all faculty and staff, to assess for bias.
- We have signed the Rochester Black Agenda Group's declaration, "Racism is a Public Health Crisis," and have committed to six major action points as a result.
- We have implemented a new Community Advisory Board.
- We have implemented a new EDI Student Advisory Board.
- We are on track to recruit a new CDO, with the search being launched this fall.
- We are seeking to add "Inclusion" as a fifth college value, alongside Community, Engagement, Excellence, and Transformation, in relation to our strategic plan, *Building a Better Brockport*.
- We have finalized and published the report out for the 2018-19 EDI strategic plan, and we will complete the 2019-20 update by the end of the summer.
- We have articulated a new vision statement for EDI on campus.
- Building on our former President's Council on Diversity and Inclusion, we are planning to transition to a new College Senate EDI Committee this fall. This is in response to the University Faculty Senate (UFS) resolution and ensures that our EDI committee is a place for sharing best practices as well as areas for needed improvement, all the while focusing on shared governance and accountability.
- We have made substantive changes to our policy processes, including adding EDI considerations and an inclusive policy review process into all policy changes. This was done to embed accountability into our decision making, and to focus on the structural changes we might implement as a result. We have also added the CDO as a member of the policy steering committee.
- We have undertaken a comprehensive review of peer and aspirant OEDI offices to ensure that we are benchmarked appropriately; we appear to be generally well positioned at Brockport with our array of support for students, faculty, and staff. We will continue to review additional support for students.
- We have expanded our Bias Response Coordinating Team with new members, new training, and new responsibilities for communication and outreach.
- We have hired a new Diversity Recruiter, and we are finalizing our annual Affirmative Action Plan.
- We are actively adding to our anti-racism resources, not only through OEDI's website, but also in partnership with Drake Memorial Library on campus.
- SUNY Brockport and Cabinet are committed to the principles of equity, diversity, and inclusion, and we are committed to the accountability that change requires. We have all committed to continuing this work throughout our tenure at Brockport.

Background

In the midst of the COVID-19 pandemic, the Brockport leadership team has undertaken significant and challenging EDI work. Working collaboratively with Dr. Rodmon King, Cabinet has explored social identities, implicit association, and structural racism. This represents the beginning of a deeper EDI journey that Cabinet and I have undertaken which will continue throughout my presidency. We will continue to include the exploration of EDI content in our cabinet meetings on a bi-weekly basis.

Collectively we have found the journey thus far both deeply rewarding—an opportunity to explore intellectual, political and fundamental principles and ideas in a space we normally reserve for business meetings—and challenging, in that we have collectively addressed some areas where we acknowledge a need for deeper analysis and revision. Individually and as a group we have spent time reflecting on the insights we gained from this work and our challenges this spring.

We are actively using what we have recently learned to further the process of thoroughly analyzing the structures throughout our community. Our current and past EDI efforts, outlined in this report, while valuable and necessary, by themselves are not sufficient to bring about the changes needed for us to Build a Better Brockport. I have asked Cabinet members to work with Dr. King to develop and operationalize plans to examine the structures, processes, and practices of each division through an EDI lens and build on the processes of change. I have confidence in the Cabinet, confidence in the leadership of the College at every level, and confidence that our students, faculty, and staff will be better supported in their individual and collective efforts as result of our ongoing commitment to EDI.

Recognizing the need to ensure structural changes that will help SUNY Brockport and all campuses be more inclusive, we are committed to best practices around recruitment and retention of faculty and staff, as well as promotion and tenure. I am acutely aware of the literature and recent publications supporting the need to review and assess perceived bias in tenure and promotion decisions. As a result, I have charged the provost with reviewing APT documents for EDI and alignment with campus vision and mission in respect to diversity. I have also asked her to undertake a comprehensive review of promotion and tenure decisions on campus over the past 10 years to determine points where this process could be improved.

From an HR perspective, we are wholesale reviewing our recruitment and retention processes. We are planning to use IPEDs Data proactively to inform our overall recruitment focus around building our pipeline of diverse applicants. We have mapped out our entire process in order to identify specific steps in the process where we can be more purposeful from an EDI perspective. This will allow us to have a more targeted approach specifically around advertising and our Diversity Recruiter's plans for outreach and relationship building. As part of this, we will look to eliminate unnecessary process steps for our hiring managers, and we are revamping our Search Committee Training. Instead of an open enrollment approach, where individuals attend a 3 hour training regardless of whether they are in a current search, we will be providing 'just in time' training for all search committees as they commence their work. We will record their session as well so it can be a resource for anyone who needs reminders, etc.

We know that this work is not easy. We are seeing that individuals across our country—and beyond—are calling for action. We join in this action and are working actively to instill antiracism into our community: through education and training, through developing restorative justice practices, through continuous improvement of our policies, procedures and practices, and through partnership with organizations such as the Rochester Black Agenda Group, who recently declared racism a public health crisis. We signed that declaration, and we will work actively with our newly-formed Community Advisory Group, our longstanding Town-Gown Committee, College Senate, and others to champion and enact real change in our community.

Shared governance is the backbone of all that we do at SUNY Brockport. Our Principles of Shared Governance document (ratified in December 2018) sets out the characteristics of shared governance at Brockport, including trust, transparency, effective communication, consultation, inclusiveness, honesty and integrity. In relation to inclusiveness, we committed to the following: “We seek to make visible our respect for differences in ideas, in approaches to knowledge, and in experience within the diverse society we share and serve. Shared governance serves the community best when the voices engaged in decision-making reflect our diversity to the extent possible.”

In this good shared governance fashion, the College subsequently agreed these definitions for Equity, Diversity, and Inclusion in April 2019:

Diversity

The College at Brockport defines diversity as differences in lived experiences, perspectives, and social identities; these are intersectional and have been shaped by structures of power and privilege, and histories of exclusion and activism.

Equity

The College at Brockport defines equity as equal opportunity and access to resources necessary for full participation and growth. Achieving equity requires recognizing inequalities and intentionally supporting marginalized groups by removing social and structural barriers.

Inclusion

The College at Brockport defines inclusion as the practice of creating an environment that facilitates the full engagement of all. An inclusive environment allows for authentic participation and a true sense of belonging that fosters dialogue and connections among individuals and communities.

(Endorsed by College Senate 4/22/19, Resolution 56_18-19 and 57_18-19)

These definitions build upon and enhance both our Better Community Statement (https://www.brockport.edu/about/diversity/about/better_community_statement), which has long guided the campus and was reinforced just prior to my arrival as president, and our strategic plan, *Building a Better Brockport*, which directly references and includes EDI principles within it, including in our measures of success. For Goal One, To Be a Great College at Which to Learn, we have committed to the following: “Our campus climate data will show continual improvement, and, based on assessment results, resources will be dedicated to addressing issues of diversity in the curriculum and in faculty/staff representation, as well as equity in student retention, completion, and opportunity. We will make demonstrated progress towards the Equity, Diversity, and Inclusion (EDI) goals outlined in the Strategic Plan for EDI.” In relation to Goal Four, To Be a Great College at which to Work, which bookends the first goal, we have committed to the following: “Campus Climate data will show continual improvement, and based on assessment results, resources will be dedicated to tackling long standing issues of equity and inclusion, particularly in relation to the recruitment of and institutional support for a diverse faculty and staff body. We will make demonstrated progress towards the Equity, Diversity, and Inclusion (EDI) goals outlined in the Strategic Plan for EDI.”

In early January, as a result of a presidentially commissioned report from a campus climate consultant, the College Leadership Summit¹ began the process of seeking to add Inclusion (as defined above) to the list of four

¹ The College Leadership Summit is composed of chairs of departments, deans, directors, AVPs, VPs, College Senate President, UUP president and College President, totaling circa 120 people who have twice yearly meetings focused on issues of strategic importance.

values of the College—Community, Engagement, Excellence, and Transformation. Over the semester, I planned to hold Values Cafes to test this change with the wider campus community as part of the commitment to shared governance. Due to the disruptions to campus life that COVID-19 has wrought, this work will be delayed until the fall semester. We have recently reconvened the Mission, Vision and Values Subcommittee of the Strategic Planning Committee, for the sole purpose of reviewing currency of the four values and seeking to add Inclusion as a fifth value. We will look for resolutions of support from College Senate as well as other bodies (Brockport Student Government and College Council). VP Dave Mihalyov is leading this process. This could be enacted for the beginning of the fall semester.

This background information is fundamental for understanding how EDI work has been a central part of the work of the campus over the last five years.

In January 2020, necessary changes to the leadership of the Office of Equity, Diversity, and Inclusion (OEDI) led to campus unrest and brought to the fore concerns regarding individuals' experiences within the community over time. Cabinet and I are committed to addressing the concerns raised by faculty, staff, and students of color, and we have recommitted to ensuring that our founding documents, outlined above, and our institutional, individual, and collective commitments are in sync. This includes not only addressing the Chancellor's five point plan for Brockport, but also a complete review of the extant EDI plan, as well as following the recommendations of the campus climate consultant who offered his feedback in November 2018.

EDI Strategic Planning

In 2016-17, as part of a SUNY-wide directive, the College submitted its Equity, Diversity and Inclusion Strategic Plan. Dr. Carlos Medina, then Vice Chancellor and Chief Diversity Officer at SUNY, wrote to the campus praising the plan, noting that our plan was in the top 20% of submissions. Dr. Medina wrote: "We recognize and commend your campus leadership and collaborative efforts across multiple units and vision. The College at Brockport's plan is outstanding for many reasons; however, the extensive collaborations, the leveraging of resources and empowering the Office of Diversity to influence campus climate and increase professional development are particularly excellent."

Our plan was indeed developed in a collaborative fashion by the then-interim CDO, Dr. Milo Obourn, working closely with me as President, with the President's Council on Diversity and Inclusion, and with College Senate, where it received ratification. This history is important as we review the plan and its updates.

The process of updating and reporting on the plan has always been assigned to the CDO to ensure institutional ownership, and weighted at 15% of the overall duties, outlined in the job description as follows: "Maintain, review, report on and update as required the College's Strategic Plan for Equity, Diversity and Inclusion, which is intended to build and sustain a healthy campus climate. This strategic plan will be in alignment with SUNY plans and reviewed and updated regularly." Our interim CDO, Dr. Acker, has taken this job responsibility seriously and made tremendous progress as a result.

Dr. Lorraine Acker was appointed Interim CDO in January 2020 and began sitting on Cabinet immediately. She finalized the reporting out of the EDI strategic plan for 2018-19, and she has taken the lead on streamlining the reporting for 2019-20. In addition, she is working with Dr. Sara Kelly, AVP for Planning, Assessment and Retention (who took the lead on the operational plan for *Building a Better Brockport*) and Dr. Rodmon King, the CDO for SUNY Oswego, to ensure that our current EDI plan, which goes through 2021, has a clear operational plan for better tracking. This ensures that the college can better measure what we have done, as well as what more we need to do.

The EDI strategic plan update for 2018-19 was reviewed and approved by Extended Cabinet on May 26, 2020. Dr. Acker's progress on this update was all the more remarkable for the fact that she was not employed by the campus in 2018-19, and therefore had to reconstruct the reporting from various draft documents that had not been finalized prior to her appointment as interim CDO. This update has been published on our website: [EDI Strategic Plan Progress Report 2018-19](#).

Dr. Acker has also set the stage for the 2019-20 update, which is due this summer, as per our normal reporting framework. Dr. Acker has developed a new mach form for reporting, and asked cabinet members to complete their review of their individual areas by July 10. This work is deliberately collaborative, to ensure that divisional reporting is accurate, comprehensive, and related to the specific foci of the plan. She has also implemented a Diversity Spotlight section for the plan for the 2019-20 report, to highlight areas of particular success. Since much of the work that the College had been doing on EDI had not been widely shared previously, we are making a concerted effort to communicate better the goals, strategies, achievements and challenges we face.

Part of the overall review will also include setting out the specific goals for 2020-21, the final year of the current plan and continuing to work collaboratively with governance groups. Dr. Acker is working to replicate the strong measures and reporting that accompany the College's overall strategic plan, *Building a Better Brockport*.

Update on the Four Questions asked in the Memo of 3.31.2020

1. What is your vision for diversity, equity and inclusion at Brockport?

Central to the work of EDI is reframing our vision for EDI at Brockport, while paying respect and homage to the work that went into the EDI plan in 2016-17. On March 25, Cabinet reviewed and endorsed my vision for EDI, which is set forth below:

“My vision for EDI is that the Office of Equity, Diversity, and Inclusion acts as a support structure to assist all areas of the campus to infuse EDI into their first line of thinking. The OEDI should lead on the process of training and development practices and work to ensure that we address issues of campus climate proactively. Within the OEDI, the CDO should act as a resource for our organization, assisting offices and divisions in their capacity building but also in ensuring that EDI is at the forefront of our thinking. The CDO should not be the most visible proponent of EDI—the one we point to or at—we should equally stand together. At the same time, we must avoid the diffusion that might come if we say ‘EDI is the work of everyone’ (so that we can avoid a situation where it becomes no one’s business by default). Within this structure, the CDO should act as a funnel to resources and as an agent of positive change, affirming best practices, helping us to address areas of improvement, and seeking to work with influence across the campus.”

Cabinet agreed to support the vision, and also agreed to take on the extra work and ownership to more fully embed EDI in the College’s mission at every level and platform. We debated fundamental questions, such as, “How can we help the people who report to us move on a journey around these issues? What are the cultural implications of the embedded structures of higher education? How can disruption lead to innovation?” The COVID-19 situation led to a focus on our individual economic privileges—especially noticeable in relation to our students, some of whom remain on campus during the New York State PAUSE because of homelessness—and use that lesson to help us think through the variety of privileges and unearned advantages that we have in the worlds we inhabit.

Collectively, Cabinet also recognized that this vision required additional future discussion, utilizing our shared governance framework, centered around the pillars of support that should be the strongest. I directed Cabinet to ask themselves the following question: “While understanding the 360 degree nature of EDI work and the primary focus on institutional efforts, do we want OEDI to be more student facing, more faculty/staff facing, or more community facing?” Cabinet recognized that the office will need to lean in all directions, but the major direction will need to be determined collectively, and we need to find the best ways to get the academic community’s voice involved in this process of review and prioritization, despite the move to distance learning and remote work for the rest of the academic year.

As the next step on this journey, I asked the four leaders of the President’s Council on Diversity and Inclusion (PCDI) committees to help with the question of which directions OEDI should primarily face, and in a short report sent to me on May 6, they replied:

- Faculty/staff and student facing are top priorities equally, as both groups exist and interact at the college and are simultaneously affected by issues of diversity and inclusion.
- Community facing is important, but is the lowest priority of the three.
- There needs to be a clearer delineation between what issues require OEDI involvement versus what are HR issues related to support services, inclusion, discrimination, etc.

My EDI vision and the Chairs' views were shared with the full PCDI on May 15th and further input invited then. These conversations will be ongoing as we develop the job description for our new CDO this fall, when we commence the search.

Dr. Acker and I asked PCDI leadership to take a central role in reflecting on their structure, processes, procedures, and accomplishments. To that end, we devised a self-assessment tool (available upon request), discussed the results with PCDI, and convened two meetings with the PCDI leadership to discuss needed structural changes as a result. Some of the take aways from the survey of PCDI membership include the following:

- 1) Most members would welcome an orientation into the council to ensure that they can be effective in their roles.
- 2) Membership expressed a range of feelings about the size, effectiveness and mission of the PCDI.
- 3) Communication plans need to be more robust and consistent: this includes an opportunity to rethink the timing of the meetings to allow for cabinet participation, as appropriate. The PCDI was previously scheduled at the exact same time as Cabinet meetings. Presidential attendance would ensure better lines of communication, and would also serve to elevate the council's standing, given that currently, the president only attends two college-wide committees regularly: Joint Planning and Budget Committee and College Senate.
- 4) Better clarity over the purpose, scope and role of PCDI would be welcomed by many members.
- 5) Membership engagement throughout PCDI could be enhanced, particularly by allowing for and creating agenda space for opportunities to share EDI updates from their own constituencies.

PCDI leadership were informed that the recent practice of paying committee chairs (implemented by the former CDO) would no longer be possible from 2020-21, not only because of budgetary constraints, but because of equity issues: this is not standard practice across the College. Three of the leaders of the committees indicated that they would step away from their roles for 2020-21. Some of the roles of the subcommittees—if they remain as currently structured—will likely change as we enter 2020-21, not only because of the change in leadership, but also because we wish to ensure a clearer delineation between the work that individuals should undertake as part of a service load and the work that our professional staff should undertake. The Provost and her leadership team are actively reviewing—and assessing—service responsibilities across the division.

As a result of these changes, and in relation to the new direction for EDI on campus, discussions have commenced with College Senate leadership regarding the opportunity for a re-set of our diversity committee. We are seeking to ensure accountability, raise the profile of the work of the committee, and offer clarity over the scope and function of the committee. It is likely that from this fall, the committee will become an official committee under the umbrella of College Senate. This fits not only with a recent UFS resolution, but with the direction that the College is taking regarding how shared governance practices should be at the heart of all that we do. It is imperative that any equity, diversity and inclusion committee takes a proactive role in campus culture, and serves as an avenue for sharing best practices, education, and training for our campus.

2. How are you ensuring that there is accountability for DE&I across all academic and business functions at Brockport?

Threaded throughout this section, I address Point 3 of the 5 Point Plan: Training. I do this as part of the overall accountability focus because it is vital that training is not seen as something discrete or a task to be accomplished and checked off a list, but an ongoing process of work that is part of our everyday processes and procedures on campus.

Despite all the upheavals and changes brought about not only by how COVID-19 affected every campus, but heightened at Brockport because we were selected as a quarantine site, we have made significant progress on our EDI planning and activities. We are tracking our progress on our [Building a Better Brockport: Strengthening Our Campus Climate](#) website.

This website will be transitioned over the summer to a more comprehensive website for EDI work. Our web team is also re-designing the College's homepage and re-structuring the website's main navigation. One of the team's primary objectives is to position EDI as a top institutional priority and shine a brighter light on EDI initiatives by featuring EDI more prominently in the navigation. The web team presented its vision to Cabinet, the EDI Student Advisory Board, and Brockport Student Government to obtain further insight.

The EDI Student Advisory Board offered feedback that re-shaped the original plans for the site's navigation. The students were concerned that placing the word "Diversity" directly in the navigation felt forced. Instead, they were clear that they would like to see diversity initiatives woven through each of the categories of the main navigation. The web team took this feedback and developed a new plan.

Each of the primary elements of the main navigation (About, Academics, Admissions/Financial Aid, Student Life) will contain a section devoted to spotlighting EDI work. For example, the College's "About" section could feature the EDI mission/vision statement, and our "Academics" section could feature the PRODiG fellowship. Each section will also feature a link to our comprehensive EDI website.

This concept earned unanimous approval from both the EDI Student Advisory Board and Brockport Student Government.

CABINET ACCOUNTABILITY

Every Cabinet meeting has time devoted to discussing how we, as leaders on campus, have a responsibility to ensure accountability and enactment of change on campus. In addition, each 1-2-1 meeting I have with my direct reports now explicitly has EDI as an agenda item. Dr. King has been leading discussions and assigning homework for us to do to help us be more accountable and better leaders of change on campus. This will be ongoing practice for Cabinet going forward. We continue to discuss how we can augment and amplify our training opportunities, assessing what is working well and what we need to spend more time on.

We are also undertaking a systematic process analysis to ensure that EDI is embedded into all functions. Some initial elements that have already been accomplished, including adding EDI considerations into all policy changes. This was done to embed accountability into our decision making, and focus on structural changes we might implement as a result. Dr. Acker, our interim CDO, is now a member of the Policy Management Steering Committee.

The Policy Management Steering Committee was charged with being responsible for administering the College Administrative Policy Development and Life Cycle Process, including:

1. Coordinating the development and review of College Administrative Policies
2. Facilitating communication between Academic and Administrative policy stakeholders during policy review
3. Addressing questions of policy categorization: Administrative or Academic
4. Determining whether changes to current Administrative policies are substantive or editorial
5. Ensuring there is an effective and appropriate communication plan and training in place to make the affected campus constituents aware of policy changes
6. Ongoing review of the Campus Administrative Policy Development and Life Cycle Process.

To this charge, we added a seventh element: **To ensure that all new and revised policies support EDI principles and do not introduce unintended bias.** Members will be provided guidelines or protocols for inclusive policy review and inclusive communication strategies this fall. I have asked Dr. King, the interim CDO, the Affirmative Action Officer and now HR director, and the Title IX Coordinator to assist with the provision of guidelines. As with all committees, membership is determined by the Constitution of College-Wide Committees protocols which ensure that the “widest possible diversity and representation shall be sought.”

This charge is also being added to the VP Group review of policies, and ultimately to the presidential review, to ensure multiple layers of review all ask the same questions and follow the same inclusive practices.

The new ad hoc Academic Affairs COVID-19 policy working group offers a good example of how EDI considerations are being addressed in policy decisions. We intentionally added representation from the President’s Council on Diversity and Inclusion (PCDI) to the group of specialists who would confer and make recommendations to Cabinet. This working group is charged with making recommendations on the following:

- S/U grade option recommendation for students
- DSI policy recommendations related to classroom observations
- IAS policy recommendations related to spring term online coursework
- Possible recommendations for transcript notations for spring 2020
- Tenure clock pausing recommendations
- Withdrawal policy recommendations
- Academic dismissal policy recommendations
- Student and faculty online behaviors, needs and support mechanisms
- The use of incompletes for spring 2020
- Credit recovery/bridge programs for students not completing senior year of high school.

We also added PCDI membership to our Bringing Brockport Back Committee, specifically focusing on two areas and subcommittees: Academic Affairs and Student Engagement.

In Academic Affairs, the provost is actively leading her team regarding their responsibility for improving campus culture. To this end, they have had multiple discussions on how to lead for change. Examples of the work that the provost has undertaken include the following:

- Promoting Faculty-led CELT workshops that have an EDI focus
- 1:1 discussion with the chair of African and African American Studies, Douglas Thomas, to discuss concerns and what needs to be changed to ensure a better campus climate, as well as a follow up meeting on May 15 that specifically addressed how Academic Affairs is working throughout the division to improve campus climate
- Meeting with PCDI leaders to discuss ways to include more diversity and voices across the division
- 1:1 meeting with chair of Faculty of Color group, Claudette Brown-Smythe
- Additional Academic Success Center training on EDI.
- Actively engaging the Chairs’ Council—a provost-led initiative—to ensure that EDI questions and concerns are addressed front and center, and are part of the divisional planning at all levels.

The provost, in working with her leadership team, has developed five key focus areas for the division:

1. EDI is something that needs to be threaded throughout all decision-making and actions as leaders.
2. Leading by example and setting expectations is part of the role of the deans, and in turn, their sub-leaders.

3. EDI is not something “external” that is “done” to people on campus. It is something internal – a light that guides all of us.
4. There are resources to assist but the work needs to be done by all. This is not more training or the role of the CDO or HR. It is about academic affairs leadership as a group.
5. We recognize that this is a heavy lift, and that we will be stronger for doing this work.

These five themes have now formed the basis for ongoing professional development and innovation in the division.

- a. They completed an appreciative inquiry assessment and discussed themes threaded throughout the responses.
- b. Starting with the Provost’s Council (deans and VP), they have reflected and discussed the 5 EDI content areas above as a group.
- c. They are reading and discussing *Becoming a Student-Ready College* (Brown McNair) and relating the ideas in the book back to the five themes above.
- d. In August, the divisional leadership will finalize an EDI strategic plan for the group. This will include their individual roles as leaders in the division. Key prompts will be: “Where do we want to be in 6 months? A year? 3 years out?”
- e. From the plan, each leader will be asked to discuss and own the question, “What does this mean for me as a leader in my sub-unit?” Subsequent plans will be developed throughout the fall.
- f. Then, every August, the group will create annual KPIs for the division. As the above work is undertaken over the summer, this puts Academic Affairs on track to develop annual goals specific to, but also threaded within, their divisional annual goals.

Ultimately, each dean will be asked to create a plan for their school, and each department, when we recommence in the fall, will be tasked with addressing EDI explicitly within their training, meetings, operational practices, and procedures. A review of APT requirements will be asked for from each department.

The Provost also initiated an OpEd project, “Write to Change The World,” the first weekend in February in collaboration with SUNY Geneseo. The mission of the OpEd project is to change “who” writes history, diversify knowledge in the public domain, and accelerate solutions to society’s greatest challenges. The intended outcome was to provide an opportunity for diverse faculty to use their public “voice” through writing op-ed pieces in the media. Participants have access to national coaches for one year after the event. Responses from all participants said it was an intense, rewarding, and helpful experience. Brockport has had two op-ed pieces published as a direct result of the training.

In Advancement, there have been multiple EDI engagements and collaborations. Two members of the team lead EDI committees for campus, the EDI Awards Committee, and the Recruitment and Retention Committee of the PCDI. Thus, active involvement in EDI issues has long been a staple of their work, not least of which in relation to the fundraising activities which lead to more than \$1 million in support in the form of scholarships, prizes, and undergraduate research awards; our underrepresented students are over-represented in terms of scholarship receipt. Some of the funds of the Foundation have been explicitly geared towards our EOP students, with an additional \$35,000 in support raised to support their needs over the last two years. Also in relation to scholarships, Advancement set up the Golden Eagle Opportunity Fund (GEOF), to help students in financial need during the COVID-19 crisis. The fund has already attracted 50 donors who have given over \$16,000 to help our students. Students of color are over-represented as recipients of the GEOF. Advancement and Admissions work together each spring and summer as the incoming class of first year students decide on Brockport as their school of choice. Admissions seeks a diverse group of alumni in cities across the state to join accepted students and their families at these receptions. Perhaps the most significant EDI initiative that Advancement has undertaken

this year is the creation of a new Coordinator of Advancement Diversity Initiatives position, repurposing a vacant line to do so. This position will be split between our Offices of Alumni Engagement and Annual Fund (The Fund for Brockport) and focus on activities and fundraising around our diversity efforts. This is a first-of-its-kind position within the SUNY Comprehensive Colleges. **Note:** SUNY Guidance on non-essential hiring freezes may impact this search in the short term, but we remain committed to filling this position as finances allow.

Advancement leadership has completed the Kirwan Modules, and undertaken EDI training focused on social identity. They are planning to read *SET for Inclusion* this summer and will complete a divisional assessment survey. Advancement leaders are also reading the articles read by Cabinet.

Administration and Finance has initially focused on making changes to our HR practices to take into account EDI opportunities. They include the following:

- Actively recruiting for a Diversity Recruitment and Retention Specialist. We have significantly revised the job description to seek an individual with past HR recruitment background and experience with a focus on EDI.
- Restructuring the existing HR Recruitment team and moving from passive to active recruitment with an emphasis on diversifying our applicant pools.
- Our Affirmative Action Officer is working with Dr. King to identify nationwide partnerships that our recruitment team develop specifically around faculty recruitment. She is also working with Dr. King and Institutional Research on gathering data to inform our outreach plans once the Diversity Recruiter is hired.
- HR has implemented a Candidate Relationship Management (CRM) feature in our applicant tracking system allowing the recruitment team to connect with potential applicants. The CRM will allow us to stay connected with interested parties and build a pipeline of qualified candidates.
- Everyone in the recruitment team has attended EDI training sessions and webinars, and one member of the team attended the CUPA Greater NY Chapter Recruitment Workshop that focused on EDI recruitment tools, best practices, and the PRODiG initiative.
- The Affirmative Action Officer participated in OFCCP meetings and will continue to partner with their offices as they announced they will be providing employers additional support and resources around diversity, veterans, and disabled individuals.
- The Affirmative Action Officer has been selected for the Emerging CUPA-HR Leader program. This year long program will provide an opportunity for training and collaboration with other Higher Ed HR leaders to discuss best practices around EDI and other HR initiatives.
- Started the development of “HR101” training for new supervisors and managers, which includes EDI awareness.
- Ongoing analysis of employee turnover to identify root cause for attrition.

Administration and Finance will continue to work on the other areas of the division, including facilities and planning, budget and management, and health and safety to develop similar intensive EDI initiatives to transform the operations of our non-student-facing activities. A&F has recognized a particular need for training for facilities staff.

Like Advancement, the Administration and Finance Leadership team has completed the Kirwan Modules, and undertaken EDI training focused on social identity. They are planning to read *SET for Inclusion* this summer and will complete a divisional assessment survey.

College Communications has ensured that discussions around EDI have become part of weekly meetings between the VP and directors; together, they have completed the Kirwan modules. Moreover, the VP has added EDI elements into the performance plans for his direct reports, and directed his team to do likewise for the staff they supervise. In addition, the web team has created an EDI microsite that serves as a clearing house for all of our efforts to strengthen our campus climate. The design template for Brockport.edu was modified to allow the EDI microsite to become the *most* visible element on our homepage. We are in the process of redeveloping the website's main navigation to ensure that a link to our diversity work is prominent on each of our hundreds of thousands of web pages. College Communications is also building intentionality into its use of social media. For example, 5.5 of the 11 Instagram takeovers thus far in 2020 have been by students of color. This popular social media feature grants students the opportunity to take over SUNY Brockport's Instagram account and offer its 10,800 followers a glimpse into a day in their life. These takeovers are a highly sought-after opportunity by our student body, and Instagram is by far the most popular content channel among students. Moreover, College Communications continues to partner with all campus colleagues, including OEDI, to support their marketing/communication needs. This includes event promotion, website support, video/photography, and more. Most recently, the interim CDO and the VP for University Relations have been discussing a plan to thread more EDI imagery throughout the website, not just in ensuring that our photographs represent our diverse student body, but also in thinking through how to ensure that clubs, organizations, and activities that disproportionately attract students of color get more visibility on the website and in our PR stories, such as our McNair Program, our EOP program, and our cultural club activities. College Communications has made the marketing and communications of EDI initiatives a key part of their partnership with Dixon Schwabl.

College Communications is finalizing its Strategic Plan. This plan includes an audience analysis. College Communications recognizes that students are an important constituent that College Communications can more proactively and intentionally interact with and learn from. This fall, they plan to meet with student groups to better learn their views regarding how they are represented by College Communications and to help promote their contributions and impact to the campus. College Communications is also planning to interact with faculty/staff in a similar fashion. The strategic plan includes a major focus on strategic campus partners, and its operational plan highlights intentionality in relation to EDI on and off campus.

Enrollment Management and Student Affairs (EMSA) has undertaken significant work in EDI. EMSA strives to embody the principles and practices of equity, diversity, and inclusion in all divisional operations. Their mission is to advance learning and community through a rich array of essential services, engagement opportunities and programs to prepare students to become their best selves and create meaningful lives. Ultimately, EMSA is committed to creating an umbrella of support and services designed to ensure the greatest possible academic and campus success for all.

With an increasingly diverse student body, as a division they recognize their responsibility to create an environment within EMSA that is inclusive and welcoming of all students. In addition, they also recognize that EMSA staff members play a vital role in helping students gain an understanding and appreciation of diversity, equity, and inclusion. In order to optimize their effectiveness in facilitating student growth and development in these areas, the EMSA division has developed a Framework for EDI Engagement and Planning. This framework includes the following:

- i. Dr. Rodmon King successfully introduced the Social Identity Wheel, Kirwan Institute Implicit Bias Training Modules and Implicit Association Test. The materials will now be utilized for training for the Directors, then throughout the EMSA Division.
- ii. EMSA Leadership including Directors will be meeting in an on-going manner with the Office of EDI's SAB (student advisory board). The VP and AVPs have met with SAB and gave a divisional

overview and had a Q and A session. The SAB is able to request Departmental Directors that they would like to have information from and discussion with going forward.

- iii. The division leadership is interested in setting up a series of listening and discussion sessions for the larger student body. They are discussing what are natural groupings of departments, how many staff from each department would we ask to participate, what type of materials need to be developed to give students a brief overview and what would the discussion format and information collection methods look like.
- iv. A variety of assessment data is collected and used within EMSA, in both quantitative and qualitative forms. Deeper analysis of results to review subpopulation trends occurs, but not consistently across every department so there is an opportunity to analyze institutional and divisional data more consistently. The Co-Curricular High Impact process includes an in-depth analysis of four metrics: student engagement, satisfaction, learning and retention. This program assessment process can be expanded to achieve the subpopulation analysis goals.

EMSA is also undertaking monthly divisional-wide training. A training schedule will be developed by the Goal 4 (Great Place to Work) Committee to coordinate. Trainings will include but not be limited to: Racial Justice Training, Safe Zone Training, Ableism and Accessibility Training, Free Speech and Freedom of Assembly Training, Title IX/Sexual Harassment Training, and Civil Discourse Training.

As part of the request to update on specific initiatives for the April 15 report, I received an impressive 26 page document outlining progress against goals. Everything from admissions to closing the opportunity gap was included. This work builds upon a number of initiatives that pre-date the January concerns. For example, in Spring 2019, all EMSA units completed the Council for Advancement of Standards in Higher Education Part 7 Self-Assessment focused on Equity, Inclusion, and Access. This has become incorporated into the annual reporting process and informed departmental annual goals, which are measured on an annual basis through the assessment process. Specific initiatives undertaken in 2020 include the following:

- **Golden Eagle Orientation Academy:** An extended orientation for low income, first generation and/or students of color. This is intended to provide additional transitional support, mentoring, and academic skills. This was planned to be offered in summer 2020; we are now looking at offering it in conjunction with an extended Welcome Week.
- **Transition and Success Coordinator:** This position was realigned from Career Services. The new Transition and Success Coordinator position is part of the state-of-the-art Academic Success Center (ASC), which opened in 2018 in the center of campus. Working with a team of dedicated, student-centered professionals in the ASC, the Transition and Success Coordinator will develop and implement comprehensive programs and interventions to support the transition and ongoing academic and personal success of historically underrepresented groups. Specific priority populations for this position will be historically underrepresented students, emerging scholars, and military/veteran students.
- **The Student Transition and Inclusion Steering Committee** is charged with the following:
 - a. Review, augment and/or recommend enhancements to the existing program proposal, approved by President's Cabinet in January 2020.
 - b. Operationalize the strategies within the Program Proposal for implementation in summer 2020, fall 2020, and beyond.
 - c. Provide support and advisement to the ASC Transition and Success Coordinator.
 - d. Review assessment data on an ongoing basis to determine program effectiveness; identify opportunities to improve programs and services.

- e. Based on the retention data analysis and findings, provide recommendations to the Enrollment Management Committee to be integrated into the Strategic Plan for Undergraduate Retention, as well as other divisional goals/plans.

Specifically in relation to admissions, a great deal of work has been undertaken:

- We recognized a lack of diversity within our recent searches for new Admissions Advisors so we piloted an internship program that created both a graduate and undergraduate internship within the office. This program has been highly successful as we were able to offer two internships this spring.
- We have refined our efforts to strengthen working relationships with school counseling staff in high schools that have very diverse populations (by using NYSED data). Completed events include College information sessions, EOP counseling trips (jointly conducted by UG Admissions, Financial Aid, and EOP), Financial Aid literacy presentations, and school counselor events. Prospective and admitted student bus trips were unfortunately cancelled this spring, due to COVID-19.
- We have developed an action plan that provides opportunities for admissions advisors to reach out to community leaders or non-profit organizations in areas of the state that have a large minority population. Our platform of partners include OneGoal, CACNY, GearUp, and the College Bound Initiative.
- We developed a communication plan that highlights and promotes our initiatives around EDI. This includes purchasing names of prospective students that serve our diversity mission.
- We have reviewed admissions and enrollment processes by examining the following:
 - Compare percentage of EOP applicants to funded EOP seats to inform advocacy efforts.
 - Review and continue to offer acceptance to EOP applicants who meet regular admissions standards.
 - Continue to review and coordinate transitional programming for first year and transfer students.
 - Aspire to hire more professional staff with multi-lingual capabilities in the areas of recruitment, enrollment, and advisement to increase the likelihood of being able to communicate well with parents or guardians who are speakers of other languages.

I am pleased to report that the April 13 admissions report showed an across-the-board increase in the metrics related to students of color in the top 25% of their class who applied, were accepted, and paid a deposit against last year's figures. The latest figures from June also show the same continuing trend.

The REOC has developed an internal focus group/committee that will lay out a comprehensive EDI plan for each year. This plan will incorporate the action plan, mission, values, measurement tools, and timeline and will be tracked in 3, 6, 9, and 12-month increments. Topic areas such as recruitment, materials, trainings and rubrics will be incorporated into this plan, in order to evaluate the effectiveness and make changes to the delivery as necessary. EDI training will be a key part of their academic convocation. The training undertaken at the REOC in 2019-20 is below, and will be replicated and enhanced in 2020-21. Trainings relating to specific cultures, LGBTQ+ topics and issues, disability rights, and accommodations will all be explored further.

- **Planning for Accommodations:**
This workshop explains the Student Accessibility Services (SAS) evaluation and intake process that students with disabilities experience in order to obtain academic supports in the classroom.
- **Intercultural Communication:**
Having students from many countries that enter our vocational and academic classes, either directly from the community or through ESOL, provides both challenges and opportunities. We learn techniques

for creating effective teacher/professional to student or student to student communication that enhances learning for students born in the United States as well as for the international students.

- **Understanding Ableism and Accessibility:**

The Understanding Ableism and Accessibility training assisted participants in defining ableism as a form of oppression, exploring cultural understandings of disability, understanding how society replicates ableism, and considering ways to make our community more inclusive of all bodies and minds.

- **Racial Justice: Creating Space for Change:**

The Racial Justice training provides an opportunity for participants to learn about the workings of individual and institutional racism, and to dialogue about opportunities for racial justice.

- Several staff attended training from Common Ground Health for African American Diabetes Awareness.

3. How has campus pivoted since the necessary changes in leadership of the OEDI in January?

The above examples are just some of the ways that the College has pivoted, with division leaders taking on the responsibility and accountability for change. In addition, faculty, students, and staff have increased discussion and dialogue.

The College was the first local college/university to sign on to the Rochester Black Agenda Group's declaration that racism is a public health crisis. As part of this commitment, we asserted that we will:

- Publicly assert that racism is a public health crisis affecting our entire society.
- Conduct an assessment of internal policy, practices, procedures, reporting relationships, and organizational structures to ensure racial equity is a core element of our work.
- Work to create an equity and justice oriented organization, with staff, and/or other stakeholders identifying specific activities to increase diversity and to incorporate anti-racist principles within leadership, staffing, and contracting.
- Incorporate educational and professional development efforts to address and dismantle racism, expand understanding of racism, and how racism affects individual and population health.
- Work to build alliances and partnerships with other appropriate organizations that are confronting racism and encourage partners and/or stakeholders to recognize racism as a public health crisis.
- Allocate adequate financial and human resources to accomplish all selected activities.

We have activated a new Community Advisory Board (CAB) which includes both internal and external stakeholders. I recognize that our work to enhance the Brockport experience extends beyond the walls of SUNY Brockport. As we seek to address systemic changes, we need community partnerships and see them as critical to the success of our students, faculty, and staff. Cabinet members Dr. Acker, Dr. Heyning, Dr. Mareus, Mr. Mihalyov, Mr. Andriatch and I will be members of CAB, along with Karen Podsiadly (Community Development), a SAB member, a member of African and African American Studies Department, a member of the Women and Gender Studies Department, and a member of PCDI. Seventeen local community leaders agreed to join the group.

The structure of the CAB will mirror our existing Town-Gown Committee that focuses primarily on the relationship between SUNY Brockport and the Village of Brockport/the Town of Sweden. Part of our strategic plan, *Building a Better Brockport*, focuses on goal two: Being a College Engaged with our Community. We have eight measures of success, the first one of which is growth in the number and extent of engagement

partnerships with the City of Rochester, Monroe County, and local rural communities, through active participation in some or all of the following: community advisory boards and volunteer efforts; Town/Gown meetings and initiatives; collaborative events; community internships and partnerships. This will allow us to explore and assess strong community partnerships around areas of critical need.

We will meet virtually initially, given uncertainty around the reopening of our region due to COVID-19, moving to face-to-face meetings once we are able to do so. The charge for CAB is as follows: “To develop and enhance relationships between SUNY Brockport and the Greater Rochester community through actively addressing issues of common concern, including, but not limited to, equity, diversity and inclusion; communication; community involvement; academic outreach; and economic development.”

In relation to our internal campus climate focus, the Academic Chairs met with me as President on February 6, at which point we discussed the roles and responsibilities of chairs in helping faculty to engage in productive EDI conversations. I also met with the Department of African and African American Studies on February 4, and the Chair of the Faculty and Staff of Color Interest Group (FSOCIG) on February 12. Dr. King has twice met with the group virtually. On May 21st, after additional outreach by me, they asked me what benefit would be served by meeting with me. My response was as follows: “My desire to meet with the group is to ensure that we have the opportunity to open up better lines of communication, since dialogue is so much more powerful and effective than a one-way flow of information. I’d like to get your perspectives on how FSOCIG might work together with cabinet and others to achieve the goals of our strategic plan, specifically goal four, being a great place to work, as well as goal one, a great place to learn. I also want to be able to answer questions that you have, to the extent I am able to, or to find out what questions you have that I can refer to others.” In their annual update to PCDI and the CDO, they noted my continued outreach.

I am pleased to note that a group representing international faculty have convened and are planning to seek a more official college status in the coming months. This group has unique perspectives and concerns, and I am looking forward to meeting with them in the fall.

Likewise, students are more engaged and asking questions. Our EDI Student Advisory Board (SAB) has met several times; the first in-person meeting included the Provost, Dr. King, and me, along with OEDI staff and the CDO. Subsequent meetings have had a more targeted focus. For example, I met with them virtually, which was followed by virtual meetings with the Provost as well as with the EMSA VP and her two AVPs. The SAB is working closely with the OEDI on plans for continued engagement into the fall. Presently they are developing their goals, protocols, and procedures. They have been reviewing campus structures and policies. The structure of the roles and responsibilities of members of the SAB are also being codified amongst the group. The SAB has decided on having co-chairs as leaders in order to provide this structure and organization. They are engaged and committed to providing a voice for students’ suggestions and concerns regarding EDI on this campus.

We have broadened the scope and context of the PRODiG Steering Committee to include not only PRODiG support, but review of all support structures, ensuring more accountability, including review of data, placing and language of ads, hiring practices, mentoring, support of early career faculty, support of faculty promoting for full, developing new opportunities for all faculty, and ensuring a supportive atmosphere on campus.

With the advice and encouragement of the chair of the Faculty and Staff of Color Group and our CDO, we have contracted with the National Center for Faculty Development and Diversity (<https://www.facultydiversity.org>) for whole campus access, with a soft launch in spring and planning for more of a “hard launch” for all faculty in fall 2020. The NCFDD contract goes live on April 15. We are sending the chair of the FSOC Group to their Faculty Success Program (see <https://www.facultydiversity.org/fsp-bootcamp>). She will then report back to the provost

and the steering committee about her experience, with the aim of having her take the lead on creating a competitive program to send more Brockport participants in the future.

Cabinet now includes all direct reports to the President, including the Director of the REOC (he was previously a member of Extended Cabinet). We are having ongoing conversations about whether Cabinet should also include individuals with a dotted line relationship to the President, such as the Affirmative Action Officer (who does sit on Extended Cabinet).

CDO Search

Dr. Lorraine Acker will chair the search for the new CDO, and we will employ an executive search firm to ensure we have a wide pool from which to draw. Our EDI committee will be represented on the search committee, as will Brockport Student Government, the EDI Student Advisory Board, African and African American Studies, Women and Gender Studies, College Senate, and each division on campus (EMSA, A&F, Advancement, Communications, and Academic Affairs). In order to ensure the widest possible representation, those who have not served on a high level search committee will get preference over those who have recently served on such a committee. We will do a call for members this fall.

We have undertaken a comprehensive review of OEDI offices. In order to inform our discussions around what our OEDI should look like, I asked for a report that covered the other SUNY comprehensives, our Rochester Area Colleges Network sister schools, our peer and aspirant institutions, and some AASCU schools. This review shows that CDO offices come in all shapes and sizes. Some incorporate offices and functions that we have at Brockport in different areas, such as Affirmative Action, Title IX, prevention services, CSTEP/McNair, student accessibility services, ADA compliance, etc. Many OEDI offices are very small, with some CDOs required to wear multiple hats. We have intentionally avoided that conflation of duties. We appear to be generally well positioned at Brockport with our array of support for students, faculty and staff, though our current structure does require that people work across divisions and offices to ensure best support. The CDO job description makes this clear: "The CDO will work collaboratively with divisions, offices and individuals across campus, including, but not limited to the following: Academic Affairs; Enrollment Management and Student Affairs, including Admissions, Advising, Title IX and Retention; Administration and Finance, including Facilities, Human Resources and Affirmative Action; Advancement; and College Communications." We will conscientiously recruit a new CDO who has the capacity to work with influence, not just authority, to ensure that our equity, diversity and inclusion agenda is a collaborative, cross-campus commitment. Over the summer, we intend to continue to review the current OEDI office roles, responsibilities and staffing, and look to see what configurations make the most sense for Brockport. One option is to review whether there is merit in merging different offices together for maximum support. Another area we are reviewing is whether we can expand multicultural student support as an area separate from the OEDI office.

Since I became president in 2015, we have increased the budget for the OEDI by 174%, not including the PIF grants that we won through a competitive process. We have added full time secretarial support, made a temporary position permanent, and allocated additional Brockport Auxiliary Service Corporation dollars to their budget. This year, along with all other areas of campus with the exception of Academic Affairs, OEDI has undergone a Zero Based Budget exercise. This exercise focused on what the core needs are for the office and the institution. (Academic Affairs is scheduled for next year, given its complexity.) Like all offices on campus, OEDI will need to look at budget savings as a result of the current state-wide budget crisis, but we are also looking to see what investments should be made once both the mandated state hiring freeze is lifted, and our college budget situation improves. OEDI will likely reintroduce student workers into their office in 2020-21, a practice they moved away from in 2019 for reasons that are unclear. Moreover, they will apply for work study dollars for the first time. In addition, they have made a request for an additional SL3 position, focused on

LGBTQ+ issues and initiatives; this request is under review, though currently subject to the hiring freeze. I have also asked all cabinet members to reimagine what EDI support looks like, and how we might look to combine areas for maximum strength.

Bias Response Coordinating Team (BRCT) – Relates to Action Point 2

The current composition of the BRCT represents the diversity of divisions and departments within the college. The current team was originally composed of individuals within Academic Affairs, EMSA, and Human Resources. In Spring 2020, the team recommended the addition of College Communication to the BRCT to assist with campus-wide communication related to bias, and this was implemented.

The core function of the BRCT is to review reported incidents and refer them to existing processes/structures for action in accordance with respective institutional policies and procedures. The BRCT is not endowed with any additional authority; it works within existing College policies and governing structures. The BRCT may propose new policies via the College's Policy Management Steering Committee, if necessary or advisable.

The majority of current members on the Bias Team have participated in the following trainings:

- Free Speech & Freedom of Assembly offered by SUNY, webinars, local trainings
- Restorative Justice Facilitator Training
- Title IX certification and training offered by ATIXA, SUNY SCI, and local trainings
- Racial Justice, Ableism & Accessibility, and Safe Zone offered by PCDI PD Committee
- Various webinars and in-person trainings

However, we have recognized a need for consistent ongoing training of all members. Recommended training includes unconscious bias; creating inclusive environments, shifting attitudes, and freedom of speech. The BRCT also plans to participate in 2-3 trainings on free speech this summer, the first of which was a SUNY training held on June 10 that was facilitated by Seth Gilbertson.

Recommendations for broader BRCT Communication include:

- Student Leader Training
- PCDI or the subsequent committee
- Each Division
- Daily Eagle (our communication vehicle for faculty and staff)
- New Student Orientation
- New Employee Orientation
- Academic Planning Seminar (APS) Courses, which are required for all incoming students

Proposed recommendations to assess the effectiveness of the BRTC include:

- Surveying individuals who have made a report
- Providing substantive resources around implicit bias training for the campus community
- Implementing Campus Climate Survey in the fall

BRCT will be working on all of these plans over the summer, fall semester, and beyond.

4. What feedback have you received from Dr. Rodmon King and how have you used it to modify the plan and improve campus culture with respect to inclusive excellence?

This relates to Action Point One: External Support. As you can see throughout the responses to the other questions, Dr. King is doing an excellent job of supporting and providing guidance to Dr. Acker, as Interim CDO, facilitating discussion and dialogue in Cabinet, and supporting individuals and student groups. He is leading

Cabinet through thoughtful “identity” work as a base from which to operate. From here, we have discussed micro-aggressions, structural issues, and how to have honest conversations around difficult topics. This is needed, and I am glad he is here to help us with this work. His feedback has helped us think more concretely about the optics of our work, especially around how we can engage more whole campus support and understanding of critical needs. We are now focusing more on structural issues; the individual work was necessary but not sufficient, and cabinet members are deeply invested in ensuring that SUNY Brockport becomes an actively anti-racist campus. This will take ongoing work, because the structures of higher education have embedded historical injustices in relation to access to education at the front end, and the pipeline of leaders at the far end. Our new diversity recruiter, and our new plans to embed diversity recruitment across all of HR, will assist us, but, like all colleges, we also must go further in our dialogue, communication, and actions.

As noted earlier, Dr. King also continues to offer outreach to the Faculty and Staff of Color Interest Group, both with individuals and with the larger group.

President Stanley and President Esterberg have been similarly helpful. As a result of discussions with President Stanley, I will be implementing an extension of my current Presidential Internship program this fall. Each Cabinet member will select an intern for a one-credit internship (or equivalent paid internship, as appropriate). While all students would be eligible to be considered for the Cabinet Internship Program, specific recruiting will take place with our Leadership Development Program and through the Office of Community Development. This is an opportunity to open up additional lines of communication with students of color, and to assist in professional and career development.

Additional Updates on the Remaining Points of the Five Point Plan

I have noted the updates to our external support (Action Point 1) and bias response team (Action Point 2) in particular places in this update. I have also noted throughout the training that leaders on campus are undertaking, either at Cabinet or in their divisions (Action Point 3). Here I want to address the remaining two points of the plan: Demographic Review (Action Point 4) and Additional Community Conversations (Action Point 5).

Demographic Review

We hired our new Diversity Recruiter, Christiana Rodriguez, on June 25. She will assist with the demographic review. We are also undertaking our annual update on the Affirmative Action Plan. Both this plan and the work of the Diversity Recruiter will go a long way to assisting us with our demographic review. We are looking to combine our diversity recruitment plan with our affirmative action plan. We have also developed a new onboarding process for faculty and staff. Cabinet was offered a preview on 5/6/2020. It will be rolled out fully over the summer. It focuses on ensuring that we offer multiple touchpoints in the first three years of an employee’s time with us. It also incorporates information on our EDI committees and our affinity groups.

Our Affirmative Action Officer has been promoted to our HR Director after an external search. We are currently looking at when we will be able to hire a new Affirmative Action Officer, and we will be actively looking to recruit from a diverse pool. In the meantime, we will be combining resources and have asked our Title IX coordinator to take on additional responsibilities for the fall. (She has filled in for us in this role when we were last recruiting an Affirmative Action Officer.) Since the report on April 15, we have also recruited our first PRODiG Fellow: Emmanuel M Nsengiyumva, who will work in the Department of Chemistry and Biochemistry for two years. He is currently completing his Ph.D. in Chemical Engineering at the University of Buffalo. We have also completed our PRODiG review and hope that we will have three more PRODiG positions to add to our four from last year.

We have continued to diversify our management team with the addition of Kimberley Willis, our new Financial Aid Director. With all other hires currently subject to the hiring freeze, we do not foresee additional opportunities to diversity our staff this summer. Our efforts are therefore focused on planning and outreach.

Community Conversations

Given our remote working, we are conducting most conversations virtually. I continue to communicate to our community via newsletters, emails, and videos. We have had two town halls covering a range of topics from COVID-19 to budget to EDI. We have held three Fireside Chats with our donors and friends. We have held an EDI Town Hall for our alumni. Most importantly, we have focused our efforts on meeting our students. At the end of the academic year, OEDI and Hazen Center for Integrated Care partnered on “Topic Cafe: Wellness” event. Issha Travers from Hazen and Dr. Kiera Duckworth from OEDI facilitated a discussion about wellness and mental health in this unprecedented time. They talked about “Zoom Fatigue,” impacts of social isolation, and many of the common feelings that students are experiencing. They ended the 90 minute discussion with two activities focusing on presence and grounding oneself that students could adopt in their daily schedules. The facilitators received positive feedback from students that attended. OEDI tried to use drop in student office hours during the rest of the semester, and they had low attendance. Students expressed feeling overwhelmed by the video calls they already had for classes and noted that they felt they could not attend another. However, given the traumatic events of the summer, we are actively looking to see how we can support our students remotely, and we reinstated the office hours and other events. We normally do not plan summer activities and events for students beyond our orientation and welcome events, so this is a move away from past practice. Hazen has implemented a series of Space 4 U events for our students.

We are also actively participating in external events, including the Chamber of Commerce’s event, “Community Conversations: Racism, Black Lives Matter, & Policing” on June 11 that I attended along with my VP for University Relations.

On May 5, several members of our campus leadership, including deans, and our Director of the CSTEP McNair Program and I, attended the 2020 Indicators of Higher Education Equity in the U.S. Report & Shared Dialogue event. This event was a joint event by the Pell Institute for the Study of Opportunity in Higher Education and the Alliance for Higher Education and Democracy at the University of Pennsylvania. It was a virtual shared solutions stakeholder dialogue focused on reimagining our higher education system in light of the COVID-19 pandemic. Sadly, the event was besieged by technical faults, which meant that we were not all equally able to attend all of the event (it kept kicking participants out), but we were able to receive a recording of the event.

The Provost and I continue our important partnership work with Roc the Future, a conveners group with a focus on improving Rochester’s educational outcomes. The latest meeting, on Friday, June 12, focused on system level indicators and systemic racism. It included a Systems Thinking and Race Equity session led by Simeon Banister, Vice President for Community Programs at the Rochester Community Foundation.

We are actively adding to our anti-racism resources, not only through OEDI’s website, but also in partnership with Drake Library on campus. A group of librarians and staff is working on creating a LibGuide focused on anti-oppression.

As is clear from the above, SUNY Brockport and Cabinet are committed to the principles of equity, diversity, and inclusion, and we are committed to the accountability that change requires. We have all committed to continuing this work throughout our tenure at Brockport.