DISCUSSION DRAFT

Strategic Diversity, Equity and Inclusion Plan for SUNY System Administration, Research Foundation for SUNY and SUNY Construction Fund
This plan, designed to meet the high standards of the SUNY Trustees’ Diversity, Equity and Inclusion policy, serves as a testament to SUNY’s long-standing commitment to diversity and inclusion and to its dynamic future as all components of the SUNY System work together to achieve the goal of becoming the most inclusive University System in the country.

Thank you to the System Administration Diversity Plan Working Group and the Office of Diversity, Equity and Inclusion for their contributions in developing the draft plan.
Message from Vice Chancellor and Chief Diversity Officer Carlos Medina

As the Vice Chancellor and Chief Diversity Officer for SUNY, I have witnessed the energy and commitment demonstrated by our campuses and within SUNY System Administration as we work to realize the goals of inclusive excellence. Deliberate and diligent efforts have been made, and meaningful change is taking place as together we strive to implement the SUNY Diversity, Equity and Inclusion Policy.

Our collective work on the following Strategic Diversity Plan for System Administration is no exception. The many people who have contributed ideas and feedback to create a vision, goals and implementation strategies to help build inclusive excellence across System Administration recognize the challenge of raising awareness and creating what I like to call an equity-centered mindset for all our employees.

We have not only set forth goals and strategies to support recruitment, retention and advancement in our workforce, but our plan strives to build the cultural intelligence needed to help SUNY become the most inclusive system of public higher education in the country. The focus on dedicated outreach to underrepresented segments of the workforce to improve the diversity of the staffing in System Administration is an important part of the work plan.

Recognizing the contributions and the diversity of every individual at System will also help to ensure that our workplace better reflects the diverse perspectives of our great State and its changing population. It is hoped that we can also create a culture where everyone will feel welcomed and have the opportunity to succeed and thrive. As we celebrate diversity and inclusion, we recognize the creativity of different perspectives that each individual brings to bear on the work that is accomplished here at System.

In the months ahead, we hope to demonstrate the progress we have made in achieving our strategic diversity initiatives and steadily improve our workplace practices to live up to the expectations and requirements of the Diversity, Equity and Inclusion Policy.

Thank you for working with us hand-in-hand as we crafted this strategic diversity plan. It is a true reflection of how far we have come!

Sincerely,

Carlos N. Medina, Ed.D.
Vice Chancellor and Chief Diversity Officer
I. About the SUNY Diversity Policy

SUNY’s long-standing dedication to diversity and equity stems from its founding in 1948. The SUNY system came to be, in large part, to serve those who had been turned away from private institutions for reasons of race, ethnicity and/or religion.¹ SUNY’s statutory mission statement specifically states that SUNY’s educational services will be provided with the “broadest possible access, fully representative of all segments of the population...”

The SUNY Board of Trustees’ Diversity, Equity and Inclusion Policy (the “Policy”) was adopted via Resolution 2015-53 on September 10, 2015.

The Policy is based on the recommendations of the SUNY Diversity Task Force, first envisioned in SUNY Chancellor Nancy Zimpher’s 2014 State of the University address. The Task Force, led by SUNY Provost and Executive Vice Chancellor Alexander N. Cartwright and SUNY Vice Chancellor and Chief Diversity Officer Carlos N. Medina, was comprised of campus diversity and inclusion professionals, as well as representatives from the University Faculty Senate, Faculty Council of Community Colleges and Student Assembly. Task Force recommendations were formed around four core areas:

- Student Recruitment: Strategies to increase diversity in undergraduate and graduate recruitment and admissions as well as retention and graduation of diverse students.

- Faculty, Staff and Senior Administration Recruitment: Strategies to address all aspects of recruitment (from the job description to the search committee and search process) as well as retention of diverse faculty, staff and administrators.

- Climate: Active steps to ensure welcoming System/campus environments.

- Structure: Guidance on the structure and reporting relationships of diversity officers/offices on SUNY campuses as well as best practices with respect to the range of responsibilities and authority of such personnel. This Committee will also address inclusion of diversity in campus and System strategic priorities.

The policy sets an explicit goal for SUNY to become the most inclusive system of higher education in the country:

“SUNY aspires to be the most inclusive State university system in the country. We will achieve this goal by striving to ensure that the student population we serve and the administrative staff and faculty we employ are representative of the diversity of our

state; recognizing the value of international experiences and interactions; and eliminating achievement gaps for minority and low income students. We will develop strategic diversity and inclusion action plans for System Administration and at each campus that tangibly demonstrate SUNY’s commitment to the principles of inclusive excellence, wherein an institution only achieves excellence when it is inclusive. SUNY will identify diversity, equity and inclusion as essential aspects of system and campus planning and as indispensable characteristics of academic excellence and the ongoing experience of every member of the SUNY community.”

SUNY’s Diversity, Equity and Inclusion Policy includes a series of Guiding Principles, several of which helped to inform development of this plan:

- Diversity and inclusiveness are integral components of the highest quality academic programs and the strongest campus and administrative climates;
- Diversity is essential to excellence in the university setting;
- SUNY’s approach must employ best practices to attract diverse students, faculty, staff and administrative leaders, including efforts to strengthen the pipeline of diverse individuals with advanced credentials;
- SUNY must implement programs and strategies to establish a welcoming environment for all.

These principles reinforce the necessary actions SUNY will need to undertake to earn the distinction of becoming the most inclusive system of higher education through its dedication to these ideas.
II. About the System Diversity, Equity and Inclusion Plan

As we continue policy implementation, SUNY stands at the threshold of a new commitment, with its 64 campuses and System working toward becoming the most inclusive University System in the country. SUNY has made progress in strengthening diversity, equity and inclusion through a sequence of intentional actions and through policy implementation including:

- Successive University Master Plans focused on inclusion of diverse representation in all University sectors;
- The formation of a System-wide Office of Diversity, Equity and Inclusion;
- The appointment and recommendations of a System-wide Diversity Task Force;
- The mandates of the SUNY Trustees’ Diversity, Equity and Inclusion Policy;
- Alignment of the Guidelines for Presidential Searches at State Operated Campuses with the Diversity Policy;
- The launch of a new data tool that allows students to self-identify sexual orientation and gender—an effort to inform student support services;
- An annual series of data briefs on Diversity, Equity and Inclusion beginning in 2015; and
- The appointment of diversity officers on each campus reporting to the Provost or President.

This multi-pronged approach to strengthening diversity and inclusion has led to improvement in multiple areas and has brought the University national recognition for its efforts. Yet, additional priorities and unmet goals demand further attention.

For example, while we have made real strides in collecting diversity-related data related to SUNY campuses, those efforts are not as robust at System. While we regularly poll our students about their opinions on matters related to diversity, we haven’t yet done so at System. As we know that data is necessary to improvement, these were issues that the System working group considered when developing the plan.

*Inclusive Excellence*

The plan is grounded in the concept of inclusive excellence - the idea that in order for any organization to be truly excellent, it must be inclusive.

In 2005, the Association of American Colleges and Universities (AAC&U), for example, launched a multi-year effort to study “inclusive excellence,” stressing that an academic institution can only reach the highest levels of excellence when it is inclusive. AAC&U described inclusive excellence as reflective of “decades of work to infuse diversity into recruiting, admissions and hiring; into the curriculum and co-curriculum; and into administrative structures and practices...likewise, diversity and inclusion efforts move beyond numbers of students or
numbers of programs as end goals. Instead, they are multi-layered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more.”

That same year, recognizing the structures required to achieve this infusion of diversity, the first national meeting of higher education chief diversity officers took place as part of the Educating All of One Nation’s Conference, sponsored by the American Council on Education. From that meeting, the National Association of Diversity Officers in Higher Education (NADOHE) emerged. SUNY’s Vice Chancellor and CDO Carlos Medina sits on the board of NADOHE.

Best practices of inclusive excellence and recommendations of NADOHE also served to inform this report.
III. System Today – Demographic Profile

- Twenty percent of the total Executive, Administrative and Managerial staff are of minority race/ethnicity. For comparative purposes, this represents an increase from 18% in May 2013. (Table 1)

- In terms of race/ethnicity, System Administration staff is comprised of 19.0% minorities. In 2015, minority employees totaled 16%. (Table 1)

- 103 minority employees at System Administration. Last year there were 87. Of the 103 minority employees, 53 identify as black and 27 identify as Hispanic. (Table 1)

- In Executive/Administrative/Managerial and other Non-Faculty occupational classifications, more than half of the System Administration employees are female. (Table 2)

- 2.8% of the System Administration staff hold veteran status, with the largest percentage (3.8%) being in the Other (Non-Faculty) occupational classification, which includes Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance. (Table 2)

- Less than 2% (9 out of 530 employees) indicated a disability. Two Executive/Administrative/Managerial and 7 Professional (Non-Faculty) employees are in this category. (Table 2)

- Some 60% of System Administration’s staff fall into the age groups 45-65+ indicating potential opportunities for growth in diversity of new appointments upon the retirement or attrition of current staff. (Table 3)

Table 1. System Administration Employees by Race and Ethnicity (May 2016)*

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-Racial</th>
<th>Nat Am/Esk</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Administrative/Managerial</td>
<td>3</td>
<td>2%</td>
<td>15</td>
<td>11%</td>
<td>8</td>
<td>6%</td>
<td>107</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>33%</td>
<td>1</td>
<td>33%</td>
<td>1</td>
</tr>
<tr>
<td>Professional (Non Faculty)</td>
<td>13</td>
<td>5%</td>
<td>23</td>
<td>9%</td>
<td>11</td>
<td>4%</td>
<td>212</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>1</td>
<td>1%</td>
<td>5</td>
<td>7%</td>
<td>5</td>
<td>7%</td>
<td>59</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>0</td>
<td>0%</td>
<td>6</td>
<td>15%</td>
<td>1</td>
<td>3%</td>
<td>32</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>8</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>23%</td>
<td>0</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>Grand Total</td>
<td>17</td>
<td>3%</td>
<td>53</td>
<td>10%</td>
<td>26</td>
<td>5%</td>
<td>429</td>
</tr>
</tbody>
</table>

* Table data includes only those employees who self-identified their race/ethnicity.
Table 2. System Administration Employees by Veterans - Disability Status (May 2016)*

<table>
<thead>
<tr>
<th>EEO6</th>
<th>Veteran Count</th>
<th>Disabled Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Executive/ Administrative/Managerial</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional (Non Faculty)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>3</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>Percent of total workforce of 531 employees</td>
<td>0.6%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

*Source: SUNY Human Resources Management System (HRMS)

Table 3. System Administration Employees by Age (May 2016)*

<table>
<thead>
<tr>
<th>EEO6</th>
<th>&lt; 25</th>
<th>25 - 34</th>
<th>35 - 44</th>
<th>45 - 54</th>
<th>55 - 64</th>
<th>65+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Administrative/Managerial</td>
<td>14</td>
<td>26</td>
<td>45</td>
<td>40</td>
<td>9</td>
<td></td>
<td>134</td>
</tr>
<tr>
<td>Faculty</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Professional (Non Faculty)</td>
<td>12</td>
<td>53</td>
<td>61</td>
<td>69</td>
<td>58</td>
<td>10</td>
<td>263</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>8</td>
<td>15</td>
<td>5</td>
<td>15</td>
<td>21</td>
<td>7</td>
<td>71</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>14</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>23</strong></td>
<td><strong>91</strong></td>
<td><strong>99</strong></td>
<td><strong>152</strong></td>
<td><strong>138</strong></td>
<td><strong>28</strong></td>
<td><strong>531</strong></td>
</tr>
<tr>
<td>Percent of total</td>
<td>4%</td>
<td>17%</td>
<td>19%</td>
<td>29%</td>
<td>26%</td>
<td>5%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: SUNY Human Resources Management System (HRMS)
IV. System Administration Diversity Plan Mission and Vision Statements

SUNY System Administration’s diversity, equity and inclusion plan is designed to conform to the highest standards of practice. When this plan is fully implemented, System Administration staff will model inclusive excellence throughout its operations in support of campus programs and university life.

SUNY System Administration is committed to providing a vibrant workplace through the recruitment of a diverse workforce. By building a community of individuals each invested in the success of our programs and the diversity of our workplace, System Administration hopes to improve its ‘workplace culture’ as well as its workplace climate in view of a mission built on an equity mindset, mutual respect and cultural awareness.

In sum, System Administration envisions a workplace that is welcoming and accepting of all. The plan provides strategies to ensure that all employees are valued and appreciated in the hope of enhancing the work life at System Administration and service to the community.

Vision: "We will embody inclusive excellence in all that we do."

The Diversity, Equity and Inclusion Policy has guided the Strategic Diversity Plan mission by elevating issues of welcome and campus environment, as well as individual growth and recognition within the University setting. In developing its Mission Statement, System Administration recognizes that the full and active participation of its workforce will advance the goals of inclusive excellence.

Mission: “System Administration will advance inclusion and diversity through active engagement among all constituencies to cultivate an equity mindset, mutual respect and cultural awareness.”

Plan Goals
To develop greater diversity, equity and inclusive excellence, System Administration will pursue the following goals:

- **Representation, Retention and Promotion**: Build, sustain and continue to cultivate a workforce at SUNY System Administration that is reflective of New York State’s diversity through recruitment, development, retention and advancement.

- **Diversity Infrastructure**: Develop an institutional infrastructure to sustain System Administration’s commitment to diversity, equity and inclusion.

- **Cultural Climate**: Create and sustain an environment at SUNY System Administration that seeks excellence in diversity, equity and inclusion by cultivating, valuing and employing inclusive practices throughout its daily operation.

In addition, System Administration plans to sustain the momentum created by the Diversity, Equity and Inclusion Policy through an annual reassessment of its own strategic diversity goals and activities.
V. SUNY System Strategic Diversity, Equity and Inclusion Plan Goals, Strategies & Tactics

Goal 1

Build, sustain and continue to cultivate a workforce at SUNY System Administration that is reflective of New York State’s diversity through recruitment, development, retention and advancement.

Desired Outcome: Increase the diversity of a talent pool that has access to advancement and leadership opportunities at all staffing levels.

Responsibility: Implementation team to be comprised of representatives from Affirmative Action, General Counsel, Human Resources, SUNY SAIL, Institutional Research and ODEI.

Assessment Instruments: Annual analysis of the staffing composition at all levels in SUNY System Administration departments and annual analysis of diversity trends in compensation, recognition, transfers and advancements.

1A. Recruitment and Hiring

Review the recruitment and hiring process at System, assess for effectiveness and make recommendations for improvement, if necessary, to achieve SUNY diversity, equity and inclusion goals:

- Develop an annual learning and development plan for orientation/training of search committee members, chairs, department heads and executive staff.
- Provide orientation/training for search committee members to decrease barriers to Diversity, Equity and Inclusion in the recruitment and hiring process.
- Develop policies and procedures to ensure that search committees are diverse and inclusive. Include a commitment to diversity in job descriptions and throughout the hiring process so that successful candidates demonstrate a commitment to diversity.
- Establish a recruitment plan using non-traditional sources to share employment opportunities and career advancement (examples: Hispanic-serving institutions, community colleges and professional societies).
- Develop an applicant satisfaction survey regarding the applicant’s experience during the search process.

1B. Professional Development

- Establish policies and procedures based upon best practices for the development of succession plans and career pathways that includes diverse employees.
• Develop a leadership program to support and promote diverse candidates.
• Develop internal professional cross training opportunities for diverse staff (that is of a limited duration and project driven).
• Expand the hiring process to communicate internal opportunities for career advancement.

1C. Support Employee Retention

Expand initiatives such as employee mentoring, professional service opportunities and educational programs that support diversity. Encourage inclusivity and help employees develop professional skills to put them on track to career advancement:

• Identify the existence and type of retention initiatives.
• Identify available mentoring, educational programs, certifications, etc.
• Identify internal professional cross-training opportunities.

Goal 2

Develop an institutional infrastructure to sustain System’s commitment to diversity, equity and inclusion.

Desired Outcome: ensure policies, procedures and structures are in place to support the achievement of SUNY diversity, equity and inclusion goals.

Assessment Instruments:

1. Policy, Procedures, Communications and Infrastructure Assessments
2. Diversity and Bias Climate Survey

Responsibility: Implementation team to be comprised of representatives from Chancellor’s Office, Provost’s Office, Communications Office, General Counsel’s Office, Human Resources, Plaza Facilities, MWBE and ODEI.

2A. Promote and communicate diversity and inclusion as a fundamental component of System operations and messaging:

• Establish a communication/marketing plan to strengthen awareness of diversity, equity and inclusion.
• On all publications and communications, insert a tagline: “The State University of New York nurtures communities, respects individuality and embraces diversity, equity and inclusion.”
2B. Evaluate and review SUNY System policies, required procedures and practices, (example: professional development) and make improvements, if necessary, to achieve SUNY diversity, equity and inclusion goals:

- Standardize diversity, equity and inclusion language for all policies, procedures and manuals, etc.
- Incorporate diversity and inclusion as one of the criteria for evaluation of staff.

2C. Require leadership to take actions to promote diversity at every possible opportunity:

- Ensure leaders promote diversity in their presentations.
- Ensure project teams for strategic and complex projects are diverse and inclusive.

2D. Ensure SUNY contractors demonstrate a commitment to diversity through an evaluation of their past, present and prospective practices and policies with respect to utilizing NYS certified minority- or women-owned business enterprises (MWBE) as subcontractors and suppliers:

- Insert the Diversity Practice Questionnaire into the boiler plate language of Request for Proposals and Request for Qualifications.
- Evaluate the prime contractor’s level of commitment to diversity by using a scoring matrix and rubric.

2E. Ensure that SUNY System’s infrastructure and facilities offer a fully welcoming, inclusive and accessible work environment:

- Implement recommendations.
- Institute employee feedback mechanisms.
- Collaborate with Facilities management on needed improvements.

Goal 3

Create and sustain an environment at SUNY System that seeks excellence in diversity, equity and inclusion by cultivating, valuing and employing inclusive practices throughout its daily operation.

Desired Outcome: Create a climate that is supportive, respectful, and that values all perspectives and experiences.

Assessment Instrument: Diversity and Bias Climate Survey
Responsibility: Implementation team to include representatives from Chancellor’s Office, Provost’s Office, Communications, Human Resources and ODEI.

3A. Value individual differences to enable all to contribute to the best of their abilities:
   - Create recognition awards that acknowledge contributions made to advance diversity such as, but not limited to, the Chancellor Awards for Excellence.
   - Develop and implement employee exit survey process to include questions on climate and inclusion.

3B. Create opportunities for meaningful dialogue that increases understanding of all perspectives:
   - Offer educational programs for staff that recognize, value and honor diversity and promote inclusion.
   - Develop cultural awareness by requiring each employee to participate in ongoing cultural competency programming.
   - Determine how many workshops staff attended and establish and assess the learning outcomes.
   - Determine if SUNY System Administration is investing in staff equitably.

3C. Foster cultural intelligence at every opportunity, including, but not limited to, leadership opportunities, professional development, etc.:
   - Implement activities to enhance awareness of all perspectives.
   - Recognition of national events to honor diversity and promote inclusion.
   - Brown bag lunch talks.
   - Diversity Counts blog – social media (example: tweets).

3D. Educate staff on productive ways to resolve conflicts and prevent harassment and discrimination:
   - Conduct workshops.
   - Create a response team to address alleged incidents of bias at System and to determine corrective actions.
Conclusion

The Strategic Diversity, Equity and Inclusion Plan will determine the objectives, strategies and assessments to achieve the goals of increasing diversity and developing a more inclusive work climate at System. The Plan is envisioned as a multi-year commitment.

As the priorities of System change, we will continue our efforts to be proactive, innovative and adaptable to meet new challenges. SUNY System anticipates broadening the scope of its Strategic Diversity Plan to further to achieve greater diversity and full inclusion.

Accountability

System’s strategic diversity plan has a reasonable set of goals supported by action steps in recognition of the challenges stemming from cultural differences, the changing demographics of the labor force and obstacles to career mobility. To achieve true equity in the workplace, System encourages input from the entire community and believes that broad participation in implementing our goals will impact the accountability and transparency of building an inclusive workplace.

Metrics

Over the next two years, System will track the effectiveness of its strategies using a variety of assessment tools. The Diversity and Bias Climate Survey is one example of an assessment tool that can provide valuable data to assist System Administration in shaping new policies and strategies supporting our inclusion efforts. The data provided by the survey will offer detailed information regarding System Administration employees and point to needs that could improve goal outcomes for the workplace to build cultural inclusion.

Further, each implementation team will be charged with developing metrics specific to each individual goal.

The Plan supports gathering information on diversity trends relating to System Administration staff through additional data interpretation, an analysis of the staffing composition at System and information on the number of underrepresented minorities employed at System.

The data on staffing composition can further inform plan implementation, and the rate of change in System Administration’s diversity may suggest further refinement of System’s future goals and strategies.
Further evidence supporting the success of System’s inclusion agenda may be generated by employee feedback mechanisms. Additional strategies may be based on data sources available through Institutional Research and Human Resources.

**Review and Continuous Improvement**

System is committed to asking the ‘hard questions’ as it moves through the steps of plan implementation. System may refine the goals and actions deemed necessary to serve new diversity priorities. To build a meaningful review process, System will continue to collaborate with the stakeholders under its purview to engage in a process of continuous improvement.
Proposed Timeline

Fall 2017
- Circulate draft plan for comment and review.
- Finalize plan incorporating community feedback.
- Launch the Strategic Diversity, Equity & Inclusion Plan through establishment of implementation teams.
- Implementation teams to identify plan tactics that can be implemented immediately and prioritize completion.
- Implementation teams begin to identify specific metrics for individual goal tactics.

Spring 2018
- Implementation teams will finalize and share completion timelines.
- New strategies are introduced.
- Diversity and Bias Climate Survey is developed and launched.
- Progress on plan implementation will be included in the Data Brief on diversity, equity and inclusion.
- ODEI and the Provost’s Office will design plan evaluation metrics in consultation with implementation teams.

Summer 2018
- New strategies begin to take hold
- Review of initial climate survey conducted; any necessary revisions/additions to the plan made in response.
- Provide first annual update on strategy and plan implementation through Data Brief.
- Provide annual analysis of diversity trends in staff rewards, recognition, transfers and advancements through Human Resources, Affirmative Action and Institutional Research.
• Develop tools to review policy, procedures, communications and infrastructure for inclusive excellence with interdepartmental collaboration through ODEI.
• Provide new employee feedback mechanisms to widen cultural perspectives through Affirmative Action, Human Resources and Institutional Research.

SUNY is committed to becoming the most inclusive institution of higher education in the nation. The Strategic Diversity, Equity and Inclusion Plan provides the framework for achieving that goal. The participation of our entire community can help provide the diverse perspectives needed to build an environment that values inclusion. The responsibility for developing an inclusive workplace at System encompasses all offices, and leadership who, in turn, recognize the challenge and responsibility of building diversity and inclusion into the operational aspects of each program area.
End Notes


References


Appendix A

The Mission of the State University of New York
(New York State Education Law, Article 8, Section 351)

“The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of the objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state need and goals. In fulfilling this mission, the state university shall exercise care to develop and maintain a balance of its human and physical resources that:

a. recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society;

b. establishes tuition which most effectively promotes the university’s access goals;

c. encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement;

d. strengthens its educational and research programs in the health sciences through the provision of high quality general comprehensive and specialty health care, broadly accessible at reasonable cost, in its hospitals, clinics and related programs and through networks and joint and cooperative relationships with other health care providers and institutions, including those on a regional basis;

e. shares the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state through a program of public service for the purpose of enhancing the well-being of the people of the state of New York and in protecting our environmental and marine resources;

f. promotes appropriate program articulation between its state-operated institutions and its community colleges as well as encourages regional networks and cooperative relationships with other
educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service.”

Appendix B

Applicable Laws

In the administration of its strategic diversity plan, SUNY System Administration complies with the following laws:

- Title VII, Civil Rights Act of 1964, as amended – prohibits employment discrimination based on race, color, religion, sex, national origin; the law also makes it illegal to retaliate against an individual because he/she complained about discrimination, filed a complaint, or participated in an employment discrimination investigation or lawsuit;

- Age Discrimination in Employment Act of 1967, as amended – prohibits employment discrimination against individuals 40 years of age or older;

- Equal Pay Act of 1963, as amended – prohibits discrimination on the basis of sex in compensation for substantially equal work performed under similar working conditions;

- Sections 501, 504 and 508 of the Rehabilitation Act of 1973, as amended – prohibits employment discrimination and reprisal against people with disabilities in the Federal government or applicants for Federal employment; Section 501 requires reasonable accommodation for known disabilities; Section 504 requires that all Federal programs be accessible; and Section 508 requires that all electronic technology be accessible;


- Title V, United States Code Section 2301 – provides that recruitment should be from qualified individuals from appropriate sources from all segments of society; selection and advancement should be determined solely on the basis of merit, after fair and open competition so that all receive equal opportunity; and fair and equitable treatment in all aspects of personnel management without regard to political affiliation, race, color, religion, national origin, sex, marital status, age, or handicapping condition, and with proper regard for their privacy and constitutional rights;

- Americans with Disabilities Act (ADA) of 1990, Title 1, and ADA Amendments Act of 2008 – revises the definition of “disability‖ to more broadly encompass impairments that substantially limit a major life activity. The amended language also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies
and supplies (other than eyeglasses and contact lenses) have no bearing in determining whether a disability qualifies under the law. Changes also clarify coverage of impairments that are episodic or in remission that substantially limit a major life activity when active, such as epilepsy or post-traumatic stress disorder. The amendments took effect January 1, 2009.

- Section 296 of the New York State Executive Law provides that it shall be an unlawful discriminatory practice for an employer or licensing agency, because of an individual's age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, or domestic violence victim status, to refuse to hire or employ or to bar or to discharge from employment such individual or to discriminate against such individual in compensation or in terms, conditions or privileges of employment.

All other federal and state laws and orders as are applicable.