



Syracuse University

DEIA

**Syracuse University
Draft Plan for Diversity, Equity, Inclusion
and Accessibility (DEIA) 2021-26**

Fall 2021

**Syracuse University
diversity.syr.edu/DEIA**

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LETTER FROM THE DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY STRATEGIC PLAN LEADERSHIP TEAM

Dear Members of the Syracuse University Campus Community:

As Syracuse University seeks to identify its next chief diversity and inclusion officer, we are serving as an [interim leadership team](#), charged with engaging the campus community to advance the University's inaugural Diversity, Equity, Inclusion and Accessibility (DEIA) Strategic Plan. To accomplish this charge, we are collaborating with key DEIA campus partners, including the Office of Diversity and Inclusion; the Inclusive Leadership Assembly; the Council on Diversity and Inclusion; and the Disability, Access and Inclusion Council. Many others, including student cultural groups, student-athletes, and Greek organizations are also engaged in the process.

Today, we write to share the draft strategic plan and its development process, information on the plan engagement process and initial plan implementation steps. We invite you to be involved as we finalize the plan to create a welcoming campus community for all.

The Planning Process

The University embarked upon the development of its first five-year DEIA strategic plan in 2020 with the establishment of the [DEIA Strategic Plan Task Force](#), a collection of faculty, staff and student DEIA leaders from across campus. Task force members leveraged their expertise and feedback from a wide range of campus engagement conversations to outline the plan's goals, objectives and strategies. Reports from the Board of Trustees Special Committee on University Climate, Diversity and Inclusion and former U.S. Attorney General Loretta E. Lynch, along with results of the campus climate pulse survey, also helped inform the plan's development.

Please Review the Plan and Engage With Us

The success of this plan, which requires campus engagement, is critical as we prepare our campus members to participate in an ever-changing, global society. It provides a framework for the campus community through five key goals that will shape our efforts to develop an aligned campuswide DEIA strategy:

1. Enhance campus climate to create a sense of belonging for all.
2. Recruit, support and retain diverse students, faculty and staff.
3. Advance institutional infrastructure related to DEIA learning, professional development and civic innovation.
4. Elevate DEIA across the academic institution, transforming our approach to scholarship, research, pedagogy, curriculum, programs and services.
5. Practice an inclusive understanding of accessibility.

As you review the goals and strategies of the draft plan, please complete our [survey](#) and submit answers to the following questions:

- How should the work within the plan be prioritized and why?
- How will I hold myself accountable to the priorities I think are most important?
- How should we (the university) integrate and coordinate DEIA work across the full institution?
- What else would you like to tell us related to the DEIA strategic plan?

Next Steps for Implementation

Engaging with our campus community will allow us to assist in the finalization of the document which will be provided to the university's next chief diversity and inclusion officer for review and implementation. While our next chief diversity and inclusion officer, and the office of diversity and inclusion, is expected to have a pre-defined authority and will be responsible for shepherding the implementation of the plan itself, the burden should not lie solely on any one leader or group. The success of this plan relies upon shared governance, which requires responsibility and accountability from each person reading its draft and final version.

Robust participation by our full campus community in the plan engagement process, and the plan's implementation, is critical for success. A crucial outcome of our shared work will be the realization of true equity throughout our university—in our processes and policies and inherent in our campus climate.

We look forward to your engagement. Thank you for your efforts and your commitment to transformational change.

Sincerely,

Diane Lyden Murphy
Dean, David B. Falk College of Sport
and Human Dynamics

Shiu-Kai Chin
Professor, College of Engineering
and Computer Science

Cerri A. Banks
Vice President of Student Success and
Deputy to the Senior Vice President of the
Student Experience

2021 DEIA STRATEGIC PLAN TASK FORCE MEMBERS

- *Keith A. Alford*: former Task Force Chair; former Chief Diversity and Inclusion Officer; former Professor, School of Social Work
- *Diane Lyden Murphy*: Task Force Co-chair; Dean, David B. Falk College of Sport and Human Dynamics
- *Shiu-Kai Chin*: Task Force Co-chair; Professor, College of Engineering and Computer Science
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- *Davine Bey*: Director of Talent Management, Office of Human Resources
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- *LaShan Lovelace*: former Director of Diversity and Inclusion, Office of Diversity and Inclusion
- *Melissa Luke*: Provost Faculty Fellow; Associate Dean for Research and Dean's Professor, School of Education
- *Gladys McCormick*: Jay and Debe Moskowitz Endowed Chair in Mexico-U.S. Relations; Director of Diversity, Equity and Inclusion, Maxwell School of Citizenship and Public Affairs
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- *LaVonda Reed*: former Associate Provost for Faculty Affairs, Office of the Associate Provost for Faculty Affairs; Professor of Law
- *Karin Ruhlandt*: Dean, Distinguished Professor, College of Arts and Sciences
- *Jeffrey Stoecker*: Vice President and Chief Communications Officer
- *Grace Terry*: Assistant Director of Young Alumni and Student Engagement, Office of Alumni Engagement
- *Stephen Vassallo*: Associate Vice President, Institutional Research
- *Diane R. Wiener*: Research Professor, Associate Director of Interdisciplinary Programs and Outreach, Burton Blatt Institute
- *Salatha Willis*: Associate Director of Diversity and Inclusion, Athletics
- *Peter Willner*: Strategic Partnerships Manager, El-Hindi Center for Dialogue, InterFaith Works of CNY

INTRODUCTION

In our quest to become a campus community that embodies Diversity, Equity, Inclusion and Accessibility (DEIA) and to live as an expression of *belonging*, *becoming* and *bestowing*, Syracuse University rejects and rebukes all forms of racism, sexism, homophobia, transphobia, ableism, religious harassment and hostility, classism and all other forms of discrimination, othering, hate and non-accessibility in all its myriad expressions.

We acknowledge that others have come before us in this work, paving the way.¹ From Syracuse University graduating its first woman student in 1872; to enrolling 100 Japanese students directly from internment camps during World War II in 1943; to hosting Martin Luther King Jr., in 1961 and 1962; to opening La Casita Cultural Center in 2011; and to becoming the No. 1 school for veterans in more recent times, Syracuse University has long prioritized issues related to DEIA. Over the years, to achieve our diversity goals, we have developed new programs of study, scholarships, cultural centers, research units and accessible spaces and have made earnest attempts to achieve an environment that is inclusive and excellent for all. More recently, the activism and courage of our #NotAgainSU students and allies, the broad-reaching national movement in the wake of George Floyd's tragic death and our own recent campus climate research has further confirmed that much work remains to be done to establish an environment that is not only diverse, but also equitable, accessible and inclusive for all.

We know that our journey must be one of courage, self-examination and humility. It will require us to reflect upon our current reality and in some ways acknowledge the privileges that have emboldened some communities, silenced others and both intentionally and unintentionally caused harm to community members who have been historically marginalized because of their race, gender, nationality, disability, economic background, sexual orientation, other aspects of identity and the realities that live at the intersection of these identities.

The Syracuse University Plan for Diversity, Equity, Inclusion and Accessibility

The *Syracuse University Plan for Diversity, Equity, Inclusion and Accessibility* offers a five-year vision for achieving a higher level of DEIA commitment, institutional change and accountability. The process began by examining, categorizing and evaluating both what we are doing well and our gaps or opportunities as a first step to addressing them. This plan emerged from a multitude of interconnected activities: (1) the recent work of the DEIA Planning Task Force; (2) administrative leaders' ongoing engagement with activist student leaders during the #NotAgainSU discussions; (3) a Syracuse University Board of Trustees-authorized one-year external review of the Syracuse University campus climate and DEIA infrastructure; and (4) the voices of thousands of Syracuse University students, faculty, staff and alumni who offered their perspectives through a series of surveys, public forums and dialogue groups.

While we know that our full vision for Syracuse University cannot be accomplished in five years, this plan provides a framework for our work and how it may evolve it in both the near and long terms. It is a rallying cry for us to develop not only a centralized DEIA framework but, just as importantly, an aligned campuswide DEIA plan that involves every school, college and major academic and administrative division of campus. Such a plan will inform how we invest our resources; evolve our curriculum; teach our courses; admit our students; hire our leadership, faculty and staff; approach professional development and training; adapt our facilities; and ultimately engage with one another on a day-to-day basis.

This plan provides a framework for the campus community via five key goals. These intentions must now infuse the University and shape our efforts to develop an aligned campuswide DEIA strategy that focuses on the need for demonstrative leadership, policy change, evolving systems and behavioral change. These five component goals are:

- Enhance campus climate to create a sense of belonging for all.
- Recruit, support and retain diverse students, faculty and staff.
- Advance institutional infrastructure related to DEIA learning, professional development and civic innovation.
- Elevate DEIA across the academic institution, transforming our approach to scholarship, research, pedagogy, curriculum, programs and services.
- Practice an inclusive understanding of accessibility.

¹ Please see Appendix A, *University DEIA History and Timeline of Milestones*, documented by the DEIA task force. While Syracuse University's history is far from perfect, it illustrates a long-term track record of leadership around race, social justice, economic, gender, accessibility and LGBTQ issues.

In a sense, this plan is putting in place a well-designed DEIA system at the University. Improved DEIA outcomes, in terms of improving our cultural climate, feelings of belonging, the safety to become and the wherewithal to bestow, will be a product of the deliberate actions that this system makes. As a university we are fully committed to taking these actions.

We know that this work cannot be performative. Real change will require a long-term commitment, not a “one and done” checkmark in a box for DEIA planning at our schools and colleges, or mandatory unconscious bias training for employees, or a single required learning event for students. To succeed, we must create—by our actions—statements of DEIA support within the leadership, budget and accountability to change the course of actions over time.

The Plan Overview

This plan is our public declaration that we are reaching for a higher standard in creating a campus climate that is diverse, equitable, inclusive and accessible. We seek to create an environment that establishes a space of belonging for every single student, faculty member, staff member, alumnus and friend of the University. We seek to create an ethos that works to be anti-racist, boldly accessible and anti-othering every day, establishing stronger culture of belonging, becoming and bestowing that is felt by us all.

In the report that follows, we present our plan for the future in these segments:

- *Section 1: A DEIA Framework to Guide Strategy and Implementation* presents our guiding core values, goals, accountability, resources and definitions of key terms.
- *Section 2: The Strategic Rationale for a New DEIA Plan* further defines our reason for creating this plan based on our recent third-party campus climate research and strategic review process.
- *Section 3: Strategic DEIA Commitments to Build Infrastructure and Momentum* highlights several key DEIA investments that Syracuse University has already made during this process, giving this plan a rolling start to our success over the next five years and beyond.
- *Section 4: DEIA Goals, Objectives, Strategies and Metrics (GOSM)* presents key recommendations associated with advancing diversity, equity, inclusion and accessibility across our five major goals.
- *Section 5: An Aligned Implementation and Accountability Approach.* Outlines our vision for developing an aligned DEIA campus strategy and accountability steps over the next five years.

SECTION 1. A DEIA FRAMEWORK TO GUIDE STRATEGY AND IMPLEMENTATION

“Culture eats strategy for breakfast.” —Peter Drucker

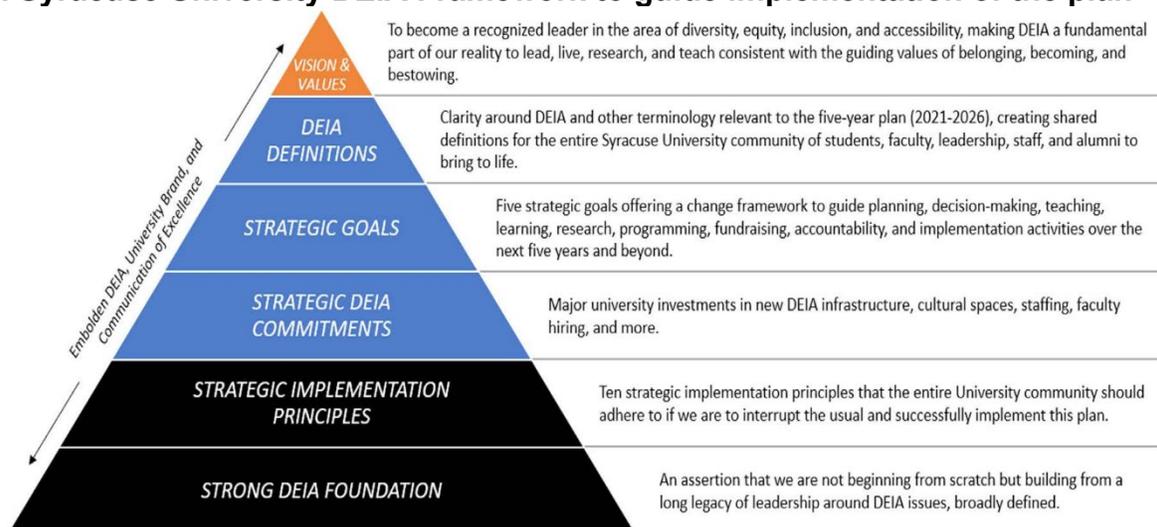
Institutional culture is the glue that binds our campus community together. As Peter Drucker argues, culture must be considered for any plan for change to be successful.

At the core of institutional culture is a set of shared assumptions about the world. These assumptions guide how the culture defines success, what problems we see, how we make decisions, teach courses, prioritize budgets and create an everyday climate of inclusion or exclusion. For this plan to ultimately be successful, we must consider our current institutional culture and define our vision for change.

Exhibit 1 presents the Syracuse University DEIA Implementation Framework. This framework embodies many of the ideas powering this plan in terms of the following segments:

(1) our vision and core values represent our North Star vision for the future, the one this plan is moving us toward; (2) DEIA terminology within this five-year planning framework offers specificity of concepts and helps us bring this vision to life; (3) the five DEIA strategic planning goals will structure our work as an institution by specifying concrete objectives, strategies and metrics; (4) strategic implementation principles must be adhered to for us to be successful; and (5) a recognition that we are not beginning this work from scratch, but rather building from a strong historical foundation of prioritizing DEIA and continued contemporary activism that continues to push for concrete change.

Exhibit 1. Syracuse University DEIA Framework to guide implementation of the plan



Vision and Core Values

Our vision is to embolden Syracuse University as a recognized national leader in diversity, equity, inclusion and accessibility and to make DEIA a fundamental component of both our core values and our everyday activities and efforts to live in a way consistent with our vision and values. Values are arguably the most important component of culture. They help community members better understand what an organization is about and what it expects of them. Values that are well-defined, embedded in leadership's actions and behaviors and woven into the fabric of the organization provide the base for a strong and sustained culture that allows people to be well, do good and succeed. These ideals, rooted in the existing unique culture of Syracuse University, can serve as a North Star vision for every student, faculty, staff and alumni member of our community.

- **Belonging:** To belong is to accept and include others while being accepted and included by others. As a primary and profound human need, belonging embraces both rights and responsibilities. Belonging sparks and sustains communities that are equitable, diverse, accessible and inclusive. Belonging requires courage, compassion, integrity and empathy in both those who extend it to others and those who reach for it.

- *Becoming*: To become is to seek and receive growth and development while investing in the growth and development of others. As an outcome of both formal and informal teaching and learning, becoming embodies the acquisition and consideration of information, personal and professional development, vocational preparation and community transformation. Becoming requires openness, curiosity, discovery, humility and boldness.
- *Bestowing*: To bestow is to convey a gift upon others while acknowledging the mutually beneficial aspects of giving. It is both to give back and to pass on. The act of bestowing transmutes our motto's crown of knowledge into the embodiment of wisdom and, in doing so, allows for sustained leadership through service. Bestowing requires civility, accountability, ethics and commitment.

Defining Our DEIA Terminology

Throughout this plan, several terms are used that can have varying meanings to different people. Here are our definitions as we use these terms:

- *Diversity* encompasses a host of differences. These may include, but are not limited to, race, ethnicity, sex, gender identity, sexual orientation, class, position status, neurodiversity, learning style, country of origin, ability, political ideology, military service, religion and cultural perspectives, among other identity factors and their intersections.
- *Equity* involves assuring that every individual receives the support they require to perform at their highest level.
- *Inclusion* requires respectful, intentional and purposeful engagement with diverse students, faculty, alumni and staff.
- *Accessibility* involves making sure that physical and psychological obstacles do not prevent individual achievement or participation.
- *Accountability* is defining personal and collective responsibility and delivering upon an organizational mission, values and goals in a manner that is transparent and trustworthy.
- *Equity-Minded* means taking notice of inequities, their contexts and the institution's agency and responsibility in critically reassessing our own practices.
- *Anti-Racism* is the work of actively opposing racism by advocating for changes in political, economic and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.
- *Cultural Humility* incorporates a lifelong commitment to self-evaluation and self-critique and to redressing the power imbalances that exist in our society. Additionally, an appreciation of the lived experiences of others is a central element of focus. (Tervalon & Murray-Garcia, 1998)

The DEIA Plan: Five Strategic Goals

In light of the above vision, core values and definitions, we offer the following five goals for this strategic plan:

- Enhance campus climate to create a sense of belonging for all.
- Recruit, support and retain diverse students, faculty and staff.
- Advance institutional infrastructure related to DEIA learning, professional development and civic innovation.
- Elevate DEIA across the academic institution, transforming our approach to scholarship, research, pedagogy, curriculum, programs and services.
- Practice an inclusive understanding of accessibility.

Principles of Strategic Implementation

Transparency is one key principle necessary to accomplish implementation of this plan. Transparency supports accountability for the changes we aim to make invites critique toward the goal of improving the strategies we use and it gives others awareness that work is truly being done. As we implement this plan, every member of the Syracuse University community is accountable for a shift in both thought and practice. Every member is accountable as well as responsible for checking the unacceptable outward expressions of peers or colleagues that may, in conscious or unconscious ways, be contributing to an environment where belonging, becoming and bestowing are not possible for some individuals and groups.

The following additional strategic implementation principles, adapted from the original principles created by the University Office of Diversity and Inclusion, are meant to serve as companions to the above-mentioned institutional values and guide the implementation of our DEIA plan, and, more broadly, all decision-making at Syracuse University. To bring this plan to life, and activate the change journey in word and deed:

- We will create an environment of accountability, transparency, alignment and shared ownership of diversity, equity, inclusion and accessibility as top priorities.
- We will dedicate, invest, reallocate and fund-raise sufficient financial resources to accelerate DEIA efforts institutionally.
- We will ensure that equity is a fundamental element of all decision-making.
- We will enhance dialogue and actions to foster greater understanding and appreciation for the lived experiences of others.
- We will nurture and support a richly diverse campus community at all levels.
- We will invest in continuing education of students, faculty and staff to support DEIA and social justice.
- We will actively seek to advance inclusive practices through curricular, co-curricular and extracurricular activities.
- We will create and develop new methods to improve access, advocacy and retention of underrepresented students, staff and faculty.
- We will innovate access, advocacy and retention of underrepresented students, staff and faculty developing new models, policies and ways of work.
- We will embolden DEIA as part of our institutional brand and narrative of excellence, communicating this value, our strengths and continuing challenges across all communication platforms of the University.

Building From a Strong DEIA Foundation

As we work toward change, our efforts must push into unfamiliar terrain and define new models while simultaneously taking a hard look at what we are already doing. The final dimension of our strategic framework, the foundational level of the pyramidal model, asserts that we are beginning from an already solid foundation. We want to avoid launching a new DEIA plan without first considering how we can support and further the efforts of the committed individuals who have been doing this work over past years.

We offer this strong DEIA foundation as the base of our change framework knowing that we are not building our efforts from scratch. Rather we are enhancing and adding to our already substantial scholarship programs, DEIA offices, units and programs and financial commitments and the efforts of many faculty, staff, administrators and student leaders who prioritize this work daily. This framework calls for a consideration of the efforts to date, always looking for ways to strengthen, redirect, add or reallocate resources and elevate this work now and into the future.

SECTION 2. THE STRATEGIC RATIONALE FOR A NEW DEIA PLAN

In November 2019, a flashpoint incident initiated what became a series of more than 25 bias incidents over the course of several months, eventually touching off student unrest and campus protests. Immediately, the University Board of Trustees convened a Special Committee on University Climate, Diversity and Inclusion (Special Committee) to examine the state of the University in terms of diversity, equity and inclusion (DEI) and to offer strategic recommendations to the larger Board of Trustees.

Recent DEIA Steps and Commitments

To that end, the Special Committee took several steps. They first tasked an Independent Advisory Panel (IAP) of four national DEI experts to dialogue directly with students, faculty and staff about their lived experiences on campus. The Special Committee members themselves visited campus to dialogue in listening sessions as well. They commissioned former U.S. Attorney General Loretta Lynch to complete a special evaluation of campus police. These action steps all delivered a set of astute analyses and informed recommendations to the Special Committee in mid-2020. The final report of the Special Committee was made public on March 4, 2021.

In March 2020, COVID-19 shifted everyone to distance learning and a new pandemic “normal.” This incredible transformation, accomplished by the University campus community all pulling together, delayed the Special Committee’s DEI research process for a time, while the health and safety of all became the clear top priority. When it became apparent that the pandemic was not going away anytime soon, the Special Committee forged ahead with its mission even through this unique and stressful time. As a next step, the Special Committee engaged Damon A. Williams, Ph.D. and his Center for Strategic Diversity Leadership and Social Innovation (CSDLSI) in Atlanta, Georgia. His research team, which had facilitated the earlier dialoguing sessions, was tasked to answer four primary questions:

- What is the lived experience of diverse groups of students, faculty and staff at Syracuse University and what are the related key challenges and opportunities?
- What approaches, units and capacities already exist to advance DEIA at Syracuse University?
- Where does Syracuse University rank compared to peer and other institutions on critical demographic and other strategic DEIA dimensions?
- What are the most important next steps to help Syracuse University move forward to support diversity, equity, inclusion, accessibility and anti-racism?

Key Findings From the Syracuse University State of DEI Executive and Technical Reports

While a full presentation of findings can be found in the Syracuse University State of DEI Executive Report and the companion Technical Reports, we highlight several insights that powered our rationale for advancing this plan today.

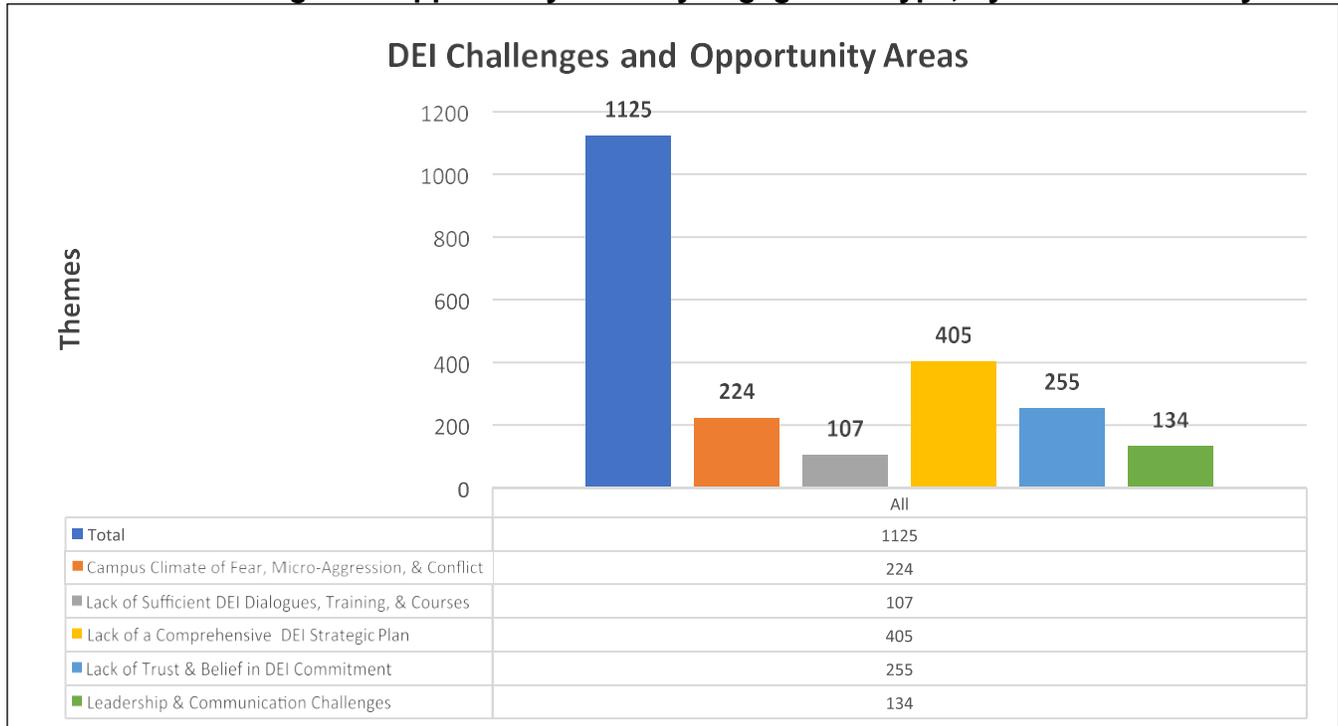
Findings: DEI Challenges

Across more than 54 dialogues about the campus climate, five main themes arose in challenge or opportunity areas (Exhibit 2.1). These ranged from personal negative experiences on campus to University-level leadership and communication challenges. Each of these areas represents a significant focal point for Syracuse University to improve its DEI structure and functioning and such findings guided this planning effort.

Looking individually at each of these themes of challenge or opportunity and remembering that these summarize the perceptions that participants reported, we find:

1. *A Campus Climate of Perceived Fear, Microaggression and Conflict.* Many of the comments aggregated under this theme expressed personal experiences of bias at Syracuse University. Stories shared included an overarching sense of fear and foreboding following the fall 2019 incidents, including a student veteran being asked if they had killed anyone; a Native American student being told her people are extinct (therefore she can’t be what she is); fear of police and the Department of Public Safety; professors using ableist and sexist language; a Black guest speaker saying to an audience that included a Jewish member that only Black students know what it feels like to have their history erased; and professors questioning or struggling to implement disability accommodations or religious observance absences. Sadly, these same experiences were noted by Black and Brown alumni who spoke with us during our virtual focus group, hosted by the alumni association.

Exhibit 2.1. DEI challenge and opportunity areas by engagement type, Syracuse University



2. **Reported Lack of Sufficient DEI Skills, Dialogues and Trainings.** While one of the positive themes reflected an acknowledgement of the existence and value of DEI training and dialoguing at Syracuse University, we also heard a strong category of thought that more such skills and trainings are needed. Suggestions specifically requested training be regular and ongoing for both students and staff/faculty and that this training build upon itself, both deepening and broadening skills and insights. The two topics requested most often were understanding the lived experiences and cultural aspects of specific identities and how to interact across difference.
3. **Perceived Lack of a Comprehensive DEI Strategic Plan and Systematic Approach to DEI.** This theme aggregated several related categories of comments that all point to a lack of clear policy and systems set up to enhance and support DEI and/or a lack of information dissemination about it. To address these systemic challenges, participants requested formal structures, plans, processes, shared vision, policy and more, including accountability structures and consequences for when people fail to meet standards; clear ownership of diversity efforts in each unit; a set of requirements regarding DEI and training; funding and resources for DEI; and addressing inequities with policy and enforcing guidelines and rules already in place. (Example: the well-crafted and approved DEI statement that was designed to go on every curriculum is instead being edited, shortened or not used.)
4. **Perceived Lack of Trust in or Belief in Syracuse University's DEI Commitment.** Whether true or not, the University is perceived by many participants as untrustworthy or as trying to spin or hide information and manipulate perceptions (especially of students) to eliminate conflict or promote one version of events. A surprising number of student participants admitted that they don't trust anything the University says and only rely on other students and social media for "good" information. If true, such a situation could lead to a problem in case of a "coded" emergency situation on campus.
5. **Leadership and Communication Challenges.** Leadership issues reported by participants varied from a lack of implementation of DEI plans and policy, as well as requests for embodying DEI leadership ideals, such as vision, transparency and collaboration. Finally, as mentioned, many participants requested more intra-University communications about what DEI (DEIA) is, why are we doing it, how are we doing it, programs/policies/trainings and more information about the chief diversity and inclusion officer (CDIO), office and activities. One (faculty) participant humbly admitted to only just recently learning about the existence of a CDIO at Syracuse University. A strong leadership commitment to DEIA and engagement with communicating and encouraging is desired.

Findings: Campus Climate Research

General Findings: The pattern of findings illustrates how diverse communities disaggregated by race, gender, LGBTQIA status, religion, disability status and economic background consistently report a less favorable experience than their majority peers—across all groups, along the research dimensions of satisfaction, discrimination felt, feeling valued and belonging and equitable access to opportunities. This trend generally held true for students, faculty and staff, even when using more intensive multivariate research techniques. For example:

- a. Black students were 4.61 times more likely and Hispanic/Latine² students 2.42 times more likely than white students to report having experienced discrimination.
 - b. Women faculty were 1.96 times more likely than men faculty and faculty with disability were 1.86 times more likely than faculty without disability to report feeling they had been discriminated against in the prior year at Syracuse University. The combined group of Native/Hawaiian/Pacific Islander/Middle Eastern/North African faculty are 7.32 times more likely than white faculty to report feeling discriminated against.
 - c. Staff members with disability were 3.54 times more likely than staff without a disability and African American/Black staff were 4.10 times more likely than white staff to report feeling discriminated against in the prior year at Syracuse University.
6. **Satisfaction:** Consistently, no matter how the data were examined across identity, students, faculty and staff all reported remarkable consistency in feeling dissatisfied with their experiences during the previous 12 months at Syracuse University. It is important to note how incredibly unusual this response is. Most frequently surveys find dissatisfaction concentrated in smaller groups, typically historically underrepresented identity groups, but not so here. It implies that community members are broadly aware of DEI challenges experienced by some.
 7. **Institutional Commitment to DEI:** When asked how committed they felt is the University to diversity, equity and inclusion, participants again across the board expressed negative viewpoints here. The perception of a lack of DEI commitment was consistent with the listening sessions, calling for the development of a clear DEIA plan to guide the University's efforts.
 8. **Discrimination Felt:** Participants were asked whether they had experienced discrimination on or around campus and, if so, in what context? The answers here clearly pointed to a handful of problem areas where Syracuse University can now focus resources and attention to create effective improvements. Students reported the most discrimination in the context of classrooms, with faculty and with peers of different racial/ethnic identities. Similarly, faculty and staff reported the most experiences of discrimination with peers/colleagues of other racial/ethnic identities and within University buildings. On the positive side, interactions with law enforcement, either with campus police or with the City of Syracuse police, were minimal, only occasionally rising to a level of concern.
 9. **Valued and Belonging:** The answers to this series of questions about feeling valued, listened to and like they belong at Syracuse University made researchers sit up and take notice. Even after participants expressed low satisfaction and deeply negative views about the University's commitment to diversity, numerous participants felt that they belonged at Syracuse University. To determine why, researchers cross-referenced this research with qualitative comments in the dialogue sessions that highlighted the importance of Syracuse University's many affinity groups, organizations, dedicated gathering spaces and support services. Essentially, although some had struggled on campus, they had also found support and a kind of "home."
 10. **Equitable Access to Opportunities:** Finally, this last section of the campus climate pulse survey asked whether students, faculty and staff felt they had to work harder than their peers or whether they had the same opportunities that others did. Again, responses across the board rose to the level of concern, pointing to a general perception of unfairness and inequity.

Findings: The DEI Inventory Survey

Researchers surveyed 27 Syracuse University schools, colleges and administrative units to tease out all relevant existing DEI initiatives and the details about them. While the University has many DEI plans, units, committees and DEI office roles, the University does not have a clear and shared plan for DEIA. This review concluded that the University did not have a shared vision, nor a cohesive and aligned DEIA strategy, both major priorities of this plan.

² "Latine" can be pronounced by Spanish speakers as a gender-neutral ending. "Latinx" cannot and is an English add-on that disrespects linguistic tradition.

Campuswide, over 450 visible programs were submitted by Syracuse University schools, colleges and units. Researchers evaluated each for robustness by asking whether it is evidence-based—that is, structured in an informed way based on existing research and best practices (instead of merely being a nice idea)—and whether the outcome of each program is tracked with data collection and evaluated, for example before and after data or collecting qualitative information about how much someone was helped.

What the researchers discovered was that Syracuse University already has a great deal of DEI-focused programming active and ongoing, which was surprising given the overwhelmingly contrasted opinions about DEI actions at Syracuse University found in the climate pulse survey. What Syracuse University now has an opportunity to do is twofold: (1) identify promising programs on campus already and scale or leverage them across its decentralized sectors and (2) begin working a DEI component into everyday policies and processes, such as strengthening the DEI development factor in annual faculty and staff employment reviews and ensuring the bias incident reporting system is both a best practice and carefully followed. Strong leadership around this implementation is also key.

Findings: The Syracuse University Benchmarking Comparison

Demographic Benchmarking. Based on data current through the 2018/2019 school year, Syracuse University in fact turns out to be one of the more diverse institutions among their selected peers, leading the pack along the demographic dimensions of international students, Native American students, African American/Black tenure-track faculty and women tenure-track faculty. Syracuse University came in second in percent of women undergraduate students, a 150-year tradition for the institution. The school also boasts one of the most diverse management teams in the nation.

In contrast, along the critical dimensions of underrepresented minority (URM) undergraduate students, women in graduate school and women studying in the STEM disciplines, the University was trending negative (Exhibit 2.2). One bright spot, however, is how much the University increased its URM student graduation rate between 2013 and 2018, even as total URM enrollment contracted. Syracuse University is currently experiencing a dearth of Hispanic/Latine and Asian Americans in leadership roles as well as among its faculty. Finally, the percent of URM students was found to exceed the percent of URM faculty approximately two to one, a significant gap in representation, one that leads to the question, “Why don’t I see faculty who look like me?”

Exhibit 2.2. Benchmarking trend analysis by select institutions: demographic categories 2013-2018

	International Students (UG+G)	URM Undergraduate Students	URM Graduate Students	Women Graduate Students	URM TT Faculty	Women TT Faculty	URM Leadership	Women Leadership
Syracuse University	✓✓ Positive Trend Growth (1-5%),	✓ Declining (Negative) Trend	✓✓ Positive Trend Growth (1-5%),	✓ Declining (Negative) Trend	- No Change	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓✓ Rapid Trend Growth (>6%)
Boston College	✓✓ Positive Trend Growth (1-5%),	- No Change	✓✓ Positive Trend Growth (1-5%),	✓ Declining (Negative) Trend	- No Change	✓✓ Positive Trend Growth (1-5%),	- No Change	✓ Declining (Negative) Trend
Cornell University	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	- No Change	✓✓ Positive Trend Growth (1-5%),				
George Washington	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓ Declining (Negative) Trend	✓✓ Positive Trend Growth (1-5%),	✓✓✓ Rapid Trend Growth (>6%)	✓✓✓ Rapid Trend Growth (>6%)
Lehigh University	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓ Declining (Negative) Trend	- No Change	✓✓✓ Rapid Trend Growth (>6%)	✓✓ Positive Trend Growth (1-5%),	✓✓✓ Rapid Trend Growth (>6%)
Penn State University	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	- No Change	- No Change	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),
U Conn	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	- No Change	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),
RIT	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	- No Change	✓✓✓ Rapid Trend Growth (>6%)	- No Change	✓✓ Positive Trend Growth (1-5%),	✓ Declining (Negative) Trend	- No Change
University of Michigan	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	- No Change	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),
UT Austin	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓ Positive Trend Growth (1-5%),	✓✓✓ Rapid Trend Growth (>6%)

Source: Integrated Post-Secondary Education Data Systems (IPEDS)

Key: - = No Change, ✓ = Declining (Negative) Trend, ✓✓ = Positive Trend Growth (1-5%), ✓✓✓ = Rapid Trend Growth (>6%)

DEI Benchmarking. The second benchmarking process that CSDLSI completed was to compare formal DEI structures and programs within Syracuse University to these same nine peer institutions. This second benchmarking study focused on three factors: (1) diversity planning and accountability, (2) the CDO role (CDIO at Syracuse University) and infrastructure and (3) notable DEI findings. As Williams says, diversity plans “can’t breathe” without accountability, infrastructure, incentives and resources—or AIIR (Williams, 2013)—and these are the four criteria used for evaluation of these plans and programs.

The results were illuminating. Like Syracuse University, many institutions in this review developed DEI capacity in the wake of high-profile diversity flashpoints, microaggressions or campus climate incidents that sparked student activism. Such incidents may indeed be the new normal and will require a polished, swift response mechanism from every university. It was disappointing, however, to see such weak DEI accountability systems across the 10 institutions. Many have made high-profile DEI commitments, even promising mandatory DEI training, yet accountability reports, metrics and public updates were scarce. Public accountability is an area for opportunity at Syracuse University as well, one it responded to by publicly releasing the final reports of these research studies in full.

Intergroup dialogue programs are a best practice for bridging difference and Syracuse University has affirmed that it is training facilitators and offering intergroup dialogue programs for faculty, students and staff. Syracuse University may lead its peers here, even as more work remains to be done to build upon this promising start. In this moment, Syracuse University has a wide-open opportunity to proactively strengthen the DEI dialogue structures Syracuse University has in place in a way that could create profound impact.

Summative Insights Informing this Plan

To support pursuit of the goal held by the University and the Board of Trustees to improve the Syracuse University experience for all and based on the insights brought to light by the findings from these interlocking studies and by the careful examination of dozens of other institutional DEI plans and actions, CSDLSI offered the following action steps for consideration as the University DEIA Strategic Planning Task Force continues to build upon the DEI commitments already in motion:

1. *Commit to a systematic approach to strengthen campus DEI plans, structures and accountability systems.* Take all the data presented in these studies into consideration. Continue to build the office of the CDIO, especially adding a stronger lateral infrastructure in the schools, colleges and administrative units. Create a campuswide DEIA plan and accountability system and fund it. This work is already under way.
2. *Elevate DEI as a visible strategic priority in all academic, communication, philanthropic and programmatic activities of the University.* Create an elevated DEI platform for the community to engage with annually around progress and actions and offer regular DEI town halls for communication of progress and community input.
3. *Further mandate DEI professional development training and leadership development* for all students, faculty and staff. The University has many efforts ongoing that can be scaled up. Most importantly, Syracuse University needs an integrated DEI training and professional development framework and implementation model, to make the University’s efforts amount to more than the sum of their parts.
4. *Improve campus climate by building community.* Consider the accessibility audit results for classrooms, buildings, public spaces and respond; also consider other community needs that arose in these surveys (such as prayer space) and address what you find. Bring renewed attention to staff DEI initiatives. Scale up DEI-centric student living-learning communities (LLCs). In short, engage in efforts to bring the Syracuse University community together.
5. *Continue to work to enhance faculty and staff diversity.* There are many best practices in this area and your recent \$50 million commitment is a bold step in the right direction.

Indeed, these recommendations were closely considered by the DEIA planning task force. They went on to inform the actions presented in the next two sections of this plan, which highlight current DEIA commitments that the University has already made and implemented, in addition to new recommendations that emerged as a result of the planning process in the second semester of the 2021-2022 academic year.

SECTION 3. STRATEGIC DEIA COMMITMENTS TO BUILD INFRASTRUCTURE AND MOMENTUM

In the past 18 months, as our consulting and climate research was in progress, Syracuse University has already made several multimillion-dollar investments and many commitments for change into diversity, equity, inclusion and accessibility efforts. These early steps both inform this plan and delineate some of the campus's newest DEIA initiatives. For example, to better serve students, the University, in conversation with #NotAgainSU student leaders and ongoing DEIA planning discussions has fulfilled, completed or made substantive progress against 49 of the 50 DEIA campus commitments.

Taken collectively, these commitments and other efforts have dramatically increased the University's potential to enhance diversity, increase understanding of the needs of diverse groups and transform the lived experience of the entire campus community. We highlight some of the more substantive commitments below. These actions stand as crucial institutional strategic DEIA commitments or "big bets" that will both inspire and define the campus's efforts to achieve stronger and more substantive DEIA outcomes moving forward.

A Full-time CDIO Unit

- Committed and skilled leadership is key to a DEIA-focused culture and success. In 2018, Syracuse University developed its chief diversity and inclusion officer (CDIO) role, initially in an interim capacity to help address the institution's immediate need for stronger DEI senior leadership. After a lengthy and comprehensive search that included vetting over 200 applicants, in May 2019, the University officially appointed Keith A. Alford, Ph.D., to serve as its inaugural CDIO.
- In 2020, to further support the development of a more centralized institutional diversity, equity, inclusion and accessibility strategy and infrastructure, the Office of Diversity and Inclusion (ODI) was established. Within less than a year, the ODI team has grown to include four full-time (FT) along with several part-time (PT) employees and has officially opened in a renovated space on campus. Under the supervision and leadership of the CDIO, the ODI is charged with shepherding, advancing and monitoring the enhancement of existing DEIA strategies, programs, policies and initiatives across campus.
- We propose the evolution of the ODI in several ways, including increasing the number of FTE from four to 10-12, increasing the operating budget of the ODI into six figures and aligning it to lead the campuswide DEIA implementation process. As part of this proposal, we recommend a full-time executive director of DEIA implementation to join as a senior member of the ODI team.³
- A one-year appointment, the diversity fellow for inclusive excellence will co-lead the development and implementation of inclusive excellence initiatives under the direction of the CDIO. They will provide DEIA research and expertise, develop new funding mechanisms, liaise with faculty and develop change management strategies.

Faculty Diversity and DEIA Curriculum Innovation

- In early March of 2021, the Syracuse University Board of Trustees authorized a \$50 million investment into faculty diversity hiring and retention initiatives. While the process for accessing these funds remains under development, the commitment has been made to substantively increase the number of diverse faculty members on campus (Goal#2).
- Beginning in fall 2020, the University redesigned and strengthened its first iteration required course, SEM 100—now structured as FYS 101 plus an accompanying set of second courses for seniors. This step included allocating a \$1 million budget for the 2021 fiscal year along with a \$2 million annual budget for the 2022 fiscal year and beyond. These resources will directly support the ongoing development and expansion of required DEIA courses offered at Syracuse University (Goal#4).

Dedicated DEIA Counselors and Expanded Cultural Spaces

- The University allocated an additional \$500,000 to the Office of Student Living (OSL) to support the hiring of a new assistant director of diversity and inclusion (Feb. 1, 2021) and to develop more diversity, equity and inclusion staff trainings and student programs.
- The University created four new counselor positions in addition to hiring four BIPOC counselors in the past year. Three or more of the University's counselors are bi- or multilingual. Counseling is extremely important for the success and sense of belonging of many students.

3 This is a promising practice that we would like to model from the University of Michigan DEI implementation process.

- In February of 2021, the renovated Schine Student Center opened on campus offering 8,600 square feet of gathering and reservable space in the heart of campus. With a redesign plan informed by input from the campus community—including more than 1,700 suggestions and recommendations gathered from students—the Schine Student Center offers a welcoming, accessible space on campus where cultural centers and offices that offer students support services are housed to increase visibility and access on campus. Referred to as the Intercultural Collective, these centers and offices are prominently featured and highlighted as an essential component to creating a campus climate of everyday inclusion for all.
- In early 2020, the new National Veterans Resource Center (NVRC) at the D’Aniello Building opened on campus with the goal of advocating for and addressing social, financial and public health issues specific to the experiences of veterans and their loved ones.

Efforts to Create a More Evidence-Based DEIA Strategy

- In December 2019, the University commissioned several year-long external reviews, assessments and evaluations, including a comprehensive DEI research study that included: conducting a campus climate pulse survey of students, faculty and staff in fall of 2020; completing an inventory and evaluation of existing DEI programs, policies and initiatives in all schools and colleges along with other major divisions and units on campus; and a national peer benchmarking DEI study. These strategic inputs—along with dozens of others—informed the development of many of the goals, objectives, strategies and metrics included in Syracuse University’s inaugural five-year DEIA strategic plan.
- Between 2018 and 2021, Syracuse University’s Disability External Review Committee conducted an assessment and evaluation of our institution to further advance its commitment to going “beyond compliance” with our approach to accessibility and better serving students, faculty and staff with disabilities. This committee offered a report with recommendations—some of which can be implemented with no additional costs—and all of which will require institution-wide collaboration, substantial investments and specialized resources allocated to support, strengthen and advance the University’s accessibility infrastructure over the next three to five years. Syracuse University’s vision for expanding its resources and trainings around accessibility begins, if only symbolically, with the elevation of the Office of Disability Services (ODS) to the Center for Disability Resources (CDR).

Increased Financial Aid, Addressing Student Concerns

- The Chancellor has prioritized increasing financial aid packages for all students, including international students, as part of the University’s \$1.5 billion *Forever Orange* campaign.
- In 2020, the University experienced a nearly \$50,000 increase in The Greater China Alumni Endowed Scholarship Fund.
- Syracuse University increased financial aid packages for current international students who have demonstrated academic excellence for the 2020-2021 academic year.
- Overall, Syracuse University has been and remains committed to improving campus climate and relations among different campus constituencies over time by regularly sponsoring and hosting open forums and town hall events to facilitate open, ongoing, constructive, yet respectful, dialogue around topics of DEIA.

These new efforts expand the University’s DEIA capacity are part of the key actions that we will take to embolden DEIA efforts at Syracuse University over the next five years and beyond.

SECTION 4. DEIA GOALS, OBJECTIVES, STRATEGIES, METRICS (GOSM)

This strategic plan is presented in response to the University’s ongoing pursuit of DEIA excellence. Our ultimate goal is to enact transformational change. Such a goal is not possible, however, without a thorough understanding and articulation of what it is we seek to accomplish and a clear pathway that will guide us throughout this journey. At the core of this plan are leadership, transparency and accountability, demonstrated in its intentional movement and in progress that is carefully measured, presented and tracked. To adeptly respond over the course of the next five years, this plan will become a living document, shifting and evolving in pace with the University’s growth.

The five robust goals introduced in Section 1 and delineated below speak to the expansion of and DEIA across campus. Objectives and strategies have been developed to implement these goals. In addition to the explicated strategies that are noted below, we will build analytical dashboards to track the metrics outlined within this plan. The aim of these dashboards is accountability to all members of the Syracuse University community and transparency. Dashboards can provide consistent feedback on whether we are meeting our DEIA goals. If the metrics clearly show that we are not making progress at a speed commensurate with our vision, we can change course. Dashboards also offer the opportunity for the campus community to create, as objectively as possible, a shared understanding of where we are today and how well we are advancing toward our ultimate objectives.

Goal #1: Enhance campus climate to create a sense of belonging for all

Rationale: Campus climate is created by examining University governance, culture, academics, technologies and facilities. In terms of students, a sense of *belonging* must be established from the onset of every student’s first engagement with the University and during their prospective student process, in order to nurture the process of *becoming*. Institutional measures, metrics and strategies are necessary to follow the student life cycle from admissions to alumni status.

Goal #1 Accountability Partners:

- Chief Diversity and Inclusion Officer
- Chief Human Resources Officer
- Senior Vice President, Student Experience
- Vice Chancellor of Strategic Initiatives
- Vice President for Community Engagement and Government Relations

Exhibit 4.1. Goal #1 objectives, strategies and metrics

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>1. Prioritize DEIA: Identify University-level priorities for DEIA and create mechanisms to track progress.</p>	<p>a. Proactively respond to DEIA societal challenges, including but not limited to racial inequity, police and community relations, Islamophobia, anti-Semitism, xenophobia and sustainability, as a microcosm of New York State and society at large.</p> <p>b. Develop a comprehensive DEIA orientation for first-year students.</p> <p>c. Establish an enduring governance structure to provide inclusive oversight, communications and focus on sustained effort with regard to goals and objectives</p>	<ul style="list-style-type: none"> • Number of internal and external communications about current events and anniversaries related to social justice. • Track curriculum that promotes history and culture of diverse communities. • Track attendance at DEIA orientation.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>2. Student Housing: Create a sense of belonging for all students by expanding options for theme or identity-based student housing, with a special focus on marginalized identities, including a special emphasis on improving the lived experience of BIPOC, LGBTQ+, disability, women and religiously diverse communities to name a few.</p>	<p>a. Expand the Intercultural Collective model to living & learning to allow for community building.</p> <p>b. Secure accessible homes for identity and theme-based living that fosters student-run programming, offers additional performative, social and private space for prayer and reflection.</p> <p>c. Identify gender-inclusive housing options (both in North and South Campus) and inform students of these (including policies) prior to housing selection.</p> <p>d. Consider fostering DEIA initiatives through faculty-in-residence, community service projects and language immersion.</p>	<ul style="list-style-type: none"> • Secure central funding for student-led grant projects advancing DEIA projects. • Number of spaces devoted to theme or identity-based living. • Ongoing and regular assessment of campus living environments, including classifying and tracking the types and diversity of living environments available to students.
<p>3. Communication: Develop a comprehensive communications strategy that outlines University services, resources, policies, practices and governance structures that create a community rooted in transparency.</p>	<p>a. Create cascade communications to respective communities outlining action steps and progress related to DEIA efforts.</p> <p>b. Establish town hall meetings that directly address the campus climate and encourage opportunities for meaningful exchanges and engagements pertaining to DEIA.</p>	<ul style="list-style-type: none"> • University commits to a “state of the DEIA” convening once a semester sponsored by ODI and University senior leadership. • Expand the University wide calendar to include recognition and acknowledgement of historical moments, events and holidays, that celebrate a diversity of populations.
<p>4. Bias Response: Strengthen the University bias response function and generate alignment with the University’s diversity and inclusion office.</p>	<p>a. Establish in each school/college or major University unit a bias coordinator/navigator, reporting to a University-level bias coordinator.</p> <p>b. Align the bias coordinators/navigators with the embedded DEIA function that already exists within each college or major unit.</p> <p>c. Educate faculty, students and staff about the new procedures in meetings and classes.</p>	<ul style="list-style-type: none"> • Percent of units that have established a bias coordinator/navigator. • Track number of bias cases reported and resolved, including time to resolution, year over year. • Decrease in number of Stop Bias reports.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>5. Community Engagement: Establish and continually assess measures of success to bolster diverse stakeholder engagement, including alumni, the City of Syracuse and international and domestic students.</p>	<p>a. Continue to develop events and programs for domestic students and international students to interact and socialize with each other.</p> <p>b. Build a strong onboarding process where international students are welcomed and paired with domestic students both pre-orientation and during orientation.</p> <p>c. Increase communication channels for international-themed events and activities.</p> <p>d. Introduce peer-led team learning (PLTL) as a means to improve language skills and integrate international students in the campus community.</p> <p>e. Expand parent and alumni engagement policies, processes and practices.</p> <p>f. Study supplier diversity policies, processes and practices.</p> <p>g. Continue to develop and expand targeted alumni programs, volunteer opportunities and partnerships that engage all segments of the alumni base.</p> <p>h. Create events that immerse students in local programs for interaction with City of Syracuse residents—e.g., mentoring program, Adopt a Classroom event, food donation/distribution events—and hold events in city areas, such as Citrus in the City, to expose students to city areas.</p>	<ul style="list-style-type: none"> • Track events and programs for domestic/international student mixing. • Track number of PLTL programs and survey for benefits participants experienced • Track parent and alumni interactions and donations by race and gender • Track donations by alumni status, race and gender. • Track international retention and time-to-degree across all countries of origin to identify gaps between international and domestic student retention. • Annually objectively measure diverse alumni engagement through University event participation, giving and volunteer service against pre-established goals. • Survey participants to collect qualitative responses about their experiences with each engagement. • Conduct event exit surveys for satisfaction of experience at event.
<p>6. Campus Navigation: Provide real-time access from any device to information on how to navigate the campus, enabling students to feel a sense of belonging and security.</p>	<p>a. Implement a multi-lingual, multi-modal, machine intelligent and conversational robotic chat service to provide scalable just-in-time help for students, faculty, staff and visitors.</p>	<ul style="list-style-type: none"> • Implement program. • Track usage across student populations.
<p>7. Onondaga Nation Relations: Improve and raise awareness of the University's relationship with the Onondaga Nation and its presence on ancestral land</p>	<p>a. Create by 2024 a permanent installation that acknowledges the University's relationship with the Onondaga Nation and its presence on ancestral land.</p> <p>b. Update the current land acknowledgement statement that articulates the responsibilities that come with being on the land.</p>	<ul style="list-style-type: none"> • Installation recognizing the Onondaga Nation completed by 2024. • Statement changes completed by 2022.

Goal #2: Recruit, support and retain diverse students, faculty and staff

Rationale: Diverse faculty, staff and graduate assistants are a key asset that is underrecognized yet foundational to supporting diversity on campus. Additionally, evolving demographics, including the following, point to a need for action:

- As the *2015 Academic Strategic Plan* makes clear, student demographics are evolving: “Within the U.S. and globally, there are dramatic demographic shifts occurring that will have significant impacts on higher education as we now know it. Today’s typical college student is no longer an 18- to 24-year-old studying full time on campus; they are likely to be older, have a history of work experience and be more economically, racially diverse and with one or more accessibility challenges. As the traditional college-age population declines, domestic undergraduate enrollment is slowing and we are experiencing an increase in international populations pursuing their educations at U.S. institutions. To remain competitive in attracting the next generation of students, higher education must be prepared to adapt and change course to improve the quality of the student experience. This increasingly broad range of learners has implications for, among other things, recruitment strategies, academic program offerings, faculty composition, pedagogy/andragogy and career services.”
- *From the Syracuse University State of Diversity, Equity & Inclusion Executive Overview Report:*
 - » Exhibit 7.2: 2013-2018, Syracuse University benchmark data comparison to nine peer institutions depicts, in the critical dimension of URM undergraduate students, women in graduate school and women studying in the STEM disciplines, that the University was trending negative.
 - » Exhibit 7.7 (Representation gaps: URM faculty versus undergraduate students [percent], peer institutions, 2018/2019), Syracuse had an equity gap of seven percentage points between the percent of URM faculty (9%) and the percent of URM students (16%). This gap placed Syracuse near the middle of the pack compared with institutions in this peer group analysis. Increasing representation of diverse faculty and staff would better support students.
 - » “Faculty clearly experience Syracuse University in ways that are distinctly influenced by and differ by their social identity. Across every measure of this study, racial minority, disability and other diverse faculty communities reported a less favorable experience than their majority counterparts. This fact can be found whether examined through the social identity lenses of gender, race/ethnicity, sexuality, religion, disability, or financial stability.”

Other resources for rationales include #NotAgainSU Campus Commitments, data from Admitted Student Questionnaire and data in Appendix B.

Goal #2 Accountability Partners:

- | | | |
|---|---|--|
| • Vice President of Enrollment Management | • Chief Human Resources Officer | • Associate Vice President for Academic Affairs |
| • Director of Scholarships | • Chief Diversity and Inclusion Officer | • Vice President for Community Engagement and Government Relations |
| • Chancellor | • Enrollment and Student Experience | • Shaw Center |
| • Schools’ Undergraduate Offices | • Senior Vice President, Student Experience | • Special Studies in Education |
| • Office of the Provost | | • Hendricks Chapel |
| • Associate Provost of Faculty Affairs | | |

Exhibit 4.2. Goal #2 objectives, strategies and metrics

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>1. Student Recruitment: Increase the recruitment of diverse students to provide parity and equitable access in proportion to diversity across the U.S. of the college-going population. We must lead our peer institutions in enrollments that exceed proportionate numbers of the population that makes up the college-going pool of students.</p>	<ul style="list-style-type: none"> a. Make student enrollment/admissions pool representative of diverse college-going population for each program. b. Deepen support of the partnerships and the connections between these programs that Syracuse University already has (e.g., SSS, HEOP) to provide wrap-around services (identify and apply as needed) to improve retention to graduation for diverse students. c. Recruit at college fairs and conventions (Essence Festival, Congressional Black Caucus, NAACP, National Urban League, LULAC, UnidosUS, etc.) where the majority of participants are typically from historically underrepresented groups. d. Seek individual gifts and corporate/foundation funding to expand current support services (HEOP, SSSP, McNair, LSAMP, CSTEP, etc.) to serve students beyond the state and federal grant restrictions. e. Increase partnership program outreach to historically underrepresented populations and Native (Indigenous) student initiatives, rural student outreach. 	<ul style="list-style-type: none"> • Deliver a complete student demographic scorecard incorporating the most current data for each school/program. • Annual public report of all programs' plan progress. Progress should demonstrate increase in diverse population to better reflect broader demographics of college going population. Reports go to CDIO and chancellor. • Incentivize by increasing budgets for schools as they increase retention (first year) and graduation of diverse students 4- to 6-year graduation rates. • Track diverse applicant pools of students through admissions, acceptance and graduation, including exit surveys for students upon graduation/early alumni status (push First-Destination Survey & Engagement Scorecard results). • Emphasize and promote the award for students graduating on time (15-to-finish).

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>2. Faculty Recruitment: Increase recruitment of diverse faculty so that demographics more closely represent the diverse student population proportion of diversity across the U.S. This represents a floor, not a ceiling.</p>	<ul style="list-style-type: none"> a. Hire a dedicated faculty diversity recruitment specialist. b. Offer a Post-doctoral Faculty Pipeline Program. c. Establish diverse faculty exchange programs with HBCUs, MSIs, HSIs. d. Establish formal and informal recruiting relationships. e. Require search committees complete prerequisite DEIA professional development training. f. Incentivize schools, colleges, divisions and units for increasing and retaining diverse faculty (e.g., unit receives increased annual budget for DEIA if their goals are met or exceeded). g. Embed inclusive language within job descriptions—beyond the EEO Statement. h. Actively recruit from the PHD Project - strengthen this and similar partnerships. i. Re-engage with our doctoral students who have continued into the academy to make Syracuse University a place where they hope to place their doctoral students. 	<ul style="list-style-type: none"> • Require a qualified, diverse applicant pool for every search with the expectation that the candidate pool will be diverse. • Track search committee completing prerequisite DEIA professional development before the position opens. • Reduced diverse faculty turnover rates. • Increase the number of Native American and Indigenous faculty over the course of five years.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>3. Staff Recruitment: Increase recruitment of diverse staff so that demographics more closely represent the diverse student population proportion of diversity across the U.S. This represents a floor, not a ceiling.</p> <p>4. Increase recruitment of diverse higher- level staff positions so that management and executive level demographics represent proportional diversity to student population.</p>	<p>a. Identify and address barriers to diverse staff hires.</p> <p>b. Increase unit budget for increasing diversity.</p> <p>c. Develop and implement guidelines that require a diverse applicant pool and candidate slate for all searches before a final decision on hiring can be made.</p> <p>d. Increase advertisement in diverse publications and/or job boards regarding available positions (e.g., The Chronicle of Higher Education, INSIGHT Into Diversity, Diverse Issues, alumni newsletters, etc.).</p> <p>e. Attend diversity-focused recruitment events such as SRED.</p> <p>f. Use strategic funds to hire diverse candidates.</p> <p>g. Follow-up to applicants/candidates who decline offers: Why? Understand what we can do enhance offer acceptance.</p> <p>h. Reimagine remote, flexible workforce strategy.</p>	<ul style="list-style-type: none"> • Track diverse conversion rates from candidate pool to staff hire. • Track staff diversity metrics to mirror broader demographics. • Track successful hires from diverse outreach recruiting. • Further collect qualitative results of remote work during COVID and those offices that already have remote work arrangements. When needed, have each unit identify areas that are conducive to remote work and offer those possibilities, in an equitable manner when available.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>5. Student Retention/ Graduation: Increase student persistence/ retention to degree completion.</p>	<ul style="list-style-type: none"> a. Develop demographic dashboard for each unit/program tracking student retention: by race/ethnicity and gender/ gender expression. b. Continue to execute a campus wide strategic student retention plan. c. Develop a communication hub for information from Registrar, OIR, Student Success and Retention Office, HEOP, etc. to school and college personnel tasked with student success and the DEIA personnel. d. Increase student support systems within each school or college (e.g., affinity groups for international students). e. Provide professional development (not training) for faculty and staff to support creation/sustaining of affinity groups. f. Normalize help-seeking behaviors for accessibility and neurodiversity. g. Provide quiet spaces for students and faculty to reduce sensory stimulation, engage in contemplation or prayer. h. Increase staffing at the Center for International Services. i. Increase free tutoring services for undergraduate students. j. Identify lower-level courses that may have a higher degree of at-risk/in-need students and attach liaison/advocates to facilitate the connection between the classroom and various campus resources. k. Collaborate with faculty to increase usage of Orange Success's flagging system to identify and support struggling students. 	<ul style="list-style-type: none"> • Track student withdraws and transfers out of Syracuse University by demographics; report each semester (Registrar & OIR receive this info). • All student success and retention numbers increase over time with no significant variation by race/ethnicity, gender, accessibility status, sexual orientation, international or domestic, or any identity we track. • Schools and colleges meet and exceed their retention and graduation goals for African American, Latine, Indigenous, International students and women.⁴ • Participate in the HEED Survey. • Repeat Campus Climate Survey in synchronous cadence and frequency with NSSE, ASQ and other instruments. • Measure retention and time to degree for international students. • Increase first-year retention by 1%/year, with the ultimate goal of reaching 95%; eliminated differences among demographic groups.

⁴ In programs and units where women are underrepresented.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>6. Staff & Faculty Retention</p>	<p>a. Make performance management process more meaningful and incentivized for both faculty and staff.</p> <p>b. Provide professional development (not training) for faculty and staff to support creation of and sustaining motion for affinity groups.</p> <p>c. Recommend high-potential employees (faculty and staff) to premium training programs (e.g., HERS).</p> <p>d. Highlight and celebrate the professional accomplishments of the University's diverse staff using external resources (e.g., The Network Journal).</p> <p>e. Help with trailing spouse/significant other employment support.</p> <p>f. Develop Leadership Academy for those underrepresented in leadership.</p> <p>g. Make tenure timelines more flexible and amenable to candidates undergoing negotiations.</p> <p>h. DEIA training for TPR committees/departments.</p> <p>i. D&I connected to human resources performance review systems for leadership at dean level and senior leadership.</p> <p>j. Capacity building across Syracuse University - Develop "DEI-intensive" programs that are mission-focused on DEIA as the top, or possibly only, strategic priority, no matter how they may define diversity, equity and inclusion.</p> <p>k. Multicultural affairs offices, women's studies departments, queer theories courses, unconscious bias trainings and social-justice-oriented excursions (domestic and global) can all be considered DEI-intensive capabilities.</p> <p>l. Encourage current employees of color to consider advancement opportunities and positions outside their current functional, technical, or professional area.</p> <p>m. Access DEIA campus partners not only to conduct stay and exit interviews but also to help ensure career advancement and retention.</p> <p>n. Support the creation of visiting professorships and administrative fellowships for higher education professionals from underrepresented backgrounds.</p> <p>o. Review roles for progressive career tracks: most roles have no upward track.</p> <p>p. Explore clarifying employee advancement/development tracks.</p>	<ul style="list-style-type: none"> • Require diversity and inclusion as key component of all faculty and staff evaluations, CV updates and tenure and promotion decisions. • Create more University-funded affinity groups that align with DEIA. • Track accompanying partner reporting successful employment. • Incorporate exit interviews into the voluntary terminations process. • Decrease in diverse and women faculty departures; decrease in "stalls." • Leadership shifts and begins to look like the diverse campus population. • Repeat Campus Climate Survey in synchronous cadence and frequency with NSSE and other instruments.

Goal #3: Advance institutional infrastructure related to DEIA learning, professional development and civic innovation

Institutional infrastructure must be put in place and centrally coordinated in order to effectively implement the learning, professional development and civic innovation that will give rise to the ability to skillfully bridge differences, cultural humility and a sense of safety and belonging. Such infrastructure must be endorsed and encouraged by University leadership committed to the DEIA mission and to improving outcomes for the University’s students, faculty and staff as well as its bottom line.

Rationale: Strategies from the *Executive DEI Overview Report*: “The low level of DEI program capacity was validated by listening session participants calling for more DEI training and with climate survey data illustrating concerning levels of discrimination felt across diverse communities. Organizations that are most effective at advancing their organizational goals overall are more likely than others to link learning and training to performance as integral parts of their capability building programs (McKinsey, 2014).” And: “DEI learning programs to help students, faculty and staff accumulate cultural awareness and build the necessary skills to handle DEI conflict more effectively when it emerges.”

Goal #3 Accountability Partners:

- Chief Human Resources Officer
- Chief Diversity and Inclusion Officer
- Provost

Exhibit 4.3. Goal #3 objectives, strategies and metrics

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>1. Professional DEIA Development: University-provided professional DEIA development for faculty, staff and students where “development” is understood as ongoing and “training” is understood as one-off. Develop a common reference system to categorize and relate DEIA programming, services, etc., to give a shared understanding of our DEIA efforts.</p>	<p>a. Implement mandatory biannual, University-wide DEIA development for faculty and staff.</p> <p>b. <i>Students:</i> Incoming Freshmen Course requirement (FYS101).</p> <p>c. Staff ODI, CTLE, ESE and HR with person explicitly tasked to communicate, coordinate and build DEIA training and development programs for faculty, staff and students.</p> <p>d. Require diversity.edu modules for all as part of performance evaluation.</p> <p>e. Development options offered to faculty, students and staff.</p> <p>f. Establish minimum requirements for DEIA knowledge, skills and abilities for students/faculty/ staff.</p> <p>g. Integrate required DEIA participation with the Faculty Information System (FIS).</p> <p>h. Integrate required DEIA participation with the staff Performance Partnership Review.</p> <p>i. Develop common standards and DEIA goals and outcomes.</p> <p>j. Establish a framework of cultural humility to inform interpersonal interactions and related competencies.</p>	<ul style="list-style-type: none"> • Track training completions as part of annual performance evaluation using established DEIA measures for knowledge, skills and abilities of students/faculty/staff. • Track percentage of students/faculty/staff meeting or surpassing minimum knowledge, skills and abilities, year-over-year. • Require all new-hire staff and faculty to complete diversity.edu online development as a condition of hire/part of orientation. • Decrease in number of Stop Bias reports.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>2. Student DEIA Development: Offer DEI-intensive training and discussion that will develop a baseline cultural humility and DEIA competency for students.</p>	<p>a. Use assessment results to revise as needed the required first-year seminar course (FYS101); periodically review and update the approved DEIA courses for the new IDEA requirement.</p> <p>b. Offer more intergroup dialogue programs to allow students to learn about, share and interact across difference in a safe setting.</p>	<ul style="list-style-type: none"> • Number of students taking these classes and dialogue programs. • Surveys at end of class/ program asking how much the class impacted the student's way of thinking and operating in the world.
<p>3. Civic Engagement: Develop innovative University wide flagship civic engagement.</p>	<p>a. Expand and unify existing partnerships with local nonprofits, youth development groups and other community service organizations.</p> <p>b. Continue to partner with local organizations and agencies to offer DEIA training, development and scholarship to their audiences.</p> <p>c. Explore potential to expand Literacy Corps and other programs that engage students of color in local service-learning activities.</p> <p>d. Implement a formal, voluntary day of service for faculty and staff (e.g. on MLK Day, Juneteenth).</p>	<ul style="list-style-type: none"> • Increased use of pipeline for inner-city students. • Community-engaged scholarship counted/ rewarded in TPR processes. • Day of service recorded with increasing percentage of faculty and staff participation.

Goal #4: Elevate DEIA across the academic enterprise, transforming our approach to scholarship, research, pedagogy, curriculum, programs and services

Rationale: To ensure that no faculty member, student, or staff member or group is left behind and to become a peer institution leader, Syracuse University will use an anti-oppressive and anti-racist framework to decolonize (modernize to be inclusive) the historic procedures, processes and practices that contribute to inequitable experiences and outcomes for some groups of students, faculty and staff.

Goal #4 Accountability Partners: CDIO and ODI in concert with:

- Provost (deans) for faculty standards/mandates
- Vice President, Student Experience
- Chief Human Resources Officer for staff standards and mandates
- Enterprise Risk Management

Exhibit 4.4. Goal #4 objectives, strategies and metrics

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>Remove oppressive and non-inclusive structures and practices in each of the following and invest in infrastructure undergirding the procedures, processes and practices related to production, implementation/dissemination and evaluation of:</p> <ol style="list-style-type: none"> 1. Scholarship. 2. Research. 3. Pedagogy/Curriculum. 4. Programs. 5. Services. 	<p>Remove and revise historic procedures, processes and practices and incorporate anti-oppressive, anti-racist and inclusive procedures, processes and practices that lead to equitable experiences and outcomes for all across each of these functions:</p> <ol style="list-style-type: none"> 1. Scholarship. 2. Research. 3. Pedagogy/Curriculum. 4. Programs. 5. Services. 	<p>Reduce discrepancies across student, faculty and staff groups when disaggregated by chosen metrics (such as race, gender, religion, sexual/affectual identity, international identity and ability identity) as compared with peers across:</p> <ol style="list-style-type: none"> 1. Scholarship. 2. Research. 3. Pedagogy/Curriculum. 4. Programs. 5. Services.
<p>Overall:</p> <p>To strengthen DEIA scholarship, research, pedagogy/curriculum, programs and services and to:</p> <ul style="list-style-type: none"> • Adequately resource DEIA infrastructure in terms of both money and structure. • Infuse/integrate DEIA into all activities and structures of Syracuse University. • Decolonize (modernize to be inclusive) all activities and structures of Syracuse University. • Promote community-engaged scholarship. 	<ol style="list-style-type: none"> a. Enhance, establish and coordinate faculty, staff and student info systems to account for DEIA scholarship, teaching and services. b. Each school/college and division establishes a unit-based strategic plan in alignment with the University DEIA strategic plan. <ol style="list-style-type: none"> i. Each unit populates a plan based on the template distributed by the Office of Diversity and Inclusion and submits it to the ODI for feedback prior to launch. ii. Central person coordinates, tracks, evaluates and reports. c. Expand resources, staff and accountability in ODI so it can better implement, coordinate and assess University-level DEIA initiatives, plan implementation and status. 	<ul style="list-style-type: none"> • Existence of a campuswide DEIA accountability system. • Existence of an integrated consolidated action plan (such as this one) and prescribed actions taken. • Percent of operational units with a DEIA plan. • Person/team hired, ODI budget, staffing. • Syracuse University pulse survey administered on a regular basis, using the 2020 pulse survey as a baseline, using the same data disaggregation.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>Infrastructure: Document, devise, distribute and structure DEIA-related authority, accountability and resources across all University units to improve the experiences of students, faculty and staff with regards to scholarship, research, pedagogy/curriculum, programs and services.</p>	<p>a. Devise and administer yearly a high-level DEIA-specific functional table-top exercise/simulation. The simulation will:</p> <ul style="list-style-type: none"> i. Analyze already-determined unacceptable DEIA losses and DEIA hazards. Devise scenarios and worst-case conditions that produce the hazards and risks identified above. <p>b. Generate recommendations to improve the structural design, alignment of authority, accountability and responsibility, policies and procedures yearly through table-top exercises.</p>	<ul style="list-style-type: none"> • Existence and consensus on the DEIA mission of the University. • Existence and consensus on the functional model for achieving each DEIA objective and/or condition. • Existence and consensus on DEIA dashboard. • Existence and a practice of routine testing and evaluation of system design, policies and procedures through simulations and table-top exercises.
<p>1. Strengthen DEIA scholarship.</p>	<p>a. Establish a campuswide challenge grant program to spark DEIA innovation programming: a competition for students, faculty, staff and collaborating units to solve serious issues, including, but not limited to, each of the following:</p> <ul style="list-style-type: none"> i. Scholarly innovation. ii. Research collaboration. iii. Community building. iv. Removing (reframing) non-inclusive aspects of the curriculum. v. Building cultural humility. vi. Advocacy and social justice enactment. <p>b. Establish centralized access system to interdisciplinary conceptual and methodological supports for DEIA scholarship.</p> <p>c. Establish DEIA award categories for DEIA scholarship and programming in current faculty, staff and student scholarship recognition/award programs.</p>	<ul style="list-style-type: none"> • Amount of funding awarded through grant program. • Number of grant recipients. • Creation of DEIA scholarship support system. • DEIA awards established and awarded annually. • Number of academic products (papers, performances, conference presentations, etc.) produced by faculty, staff and students that have a DEIA component or focus.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
2. Strengthen DEIA research .	<ul style="list-style-type: none"> a. Establish a DEIA faculty and post-doc fellows' program. b. Add DEIA-integrated components into the University's 10 cluster hire areas (e.g., reporting). c. Integrate DEIA into the criteria within the current CUSE grant awards program rubrics and create a separate DEIA-intensive seed grant category. 	<ul style="list-style-type: none"> • DEIA faculty and post-doc fellows' program established and funded. • Amount of external funding raised for research projects with a DEIA focus or component. • Amount of internal grants awarded for DEIA research. • Number of course releases granted for DEIA research.
3. Strengthen DEIA pedagogy and curriculum .	<ul style="list-style-type: none"> a. Develop professional development for faculty and grad students to better understand how their own identity impacts the process of teaching and learning and how to infuse DEIA aspects into their curricula. b. Continue to require students to complete two existing DEIA-focused courses, one early in their journey (freshman year/FYS101) and one later (senior year). c. Integrate required DEIA participation in student program of study (Degree Works). d. Coordinate existing curricula that promote the history and culture of diverse communities. e. Expand the Native American and Indigenous Studies (NAIS) program to create a campuswide institute in Native American and Indigenous studies. Charge the institute to examine the feasibility of an undergraduate major program and an interdisciplinary master's program. f. Provide summer funding for faculty to redesign their courses, positioning it as a formal professional development opportunity intended to create a safe classroom space. g. Integration of DEIA content into professional development responsibilities, process and systems for faculty. i. Enhance capacity for the delivery and evaluation of both DEIA-intensive and DEIA-integrated professional development across the University. 	<ul style="list-style-type: none"> • Number of DEIA-certified courses. • Number of students successfully completing DEIA-certified courses. • Number of students successfully completing required DEIA-focused courses. • Number of faculty and staff delivering DEIA professional development. • Establishment of the Equity & Success Center. • Track enrollment in hybrid-type sections and courses.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>3. Strengthen DEIA pedagogy and curriculum. continued</p>	<p>h. Centralize coordination of and accountability for DEIA professional development with an overarching Equity & Success Center within Faculty Affairs or Office of Diversity that vets, inventories, evaluates the professional development delivered by Faculty Affairs, Center for Teaching and Learning, Center for Leadership and Professional Development, Office of Diversity and Inclusion, First Year Seminar, Office of Research, WiSE, Bird Library, the Graduate School, and schools and colleges, as well as other units.</p> <p>i. Encourage professors to reach out and support students who are struggling to succeed in and/or pass their class.</p> <p>j. Develop comprehensive means for evaluating outcomes (formative and summative) for DEIA programs and efforts that go beyond satisfaction assessments.</p> <p>k. Promote Universal Design to enhance access for all students, including international students.</p> <p>i. Expand accessible multi-modal digital technologies to enable the development and delivery of courses, including in-person and hybrid-type courses.</p> <p>ii. Increase course offerings in high-enrollment (gateway) courses to include online or hybrid sections.</p> <p>iii. Provide teaching assistance for courses offered in hybrid formats.</p>	
<p>4. Strengthen DEIA leadership and professional development training and certificate programs.</p>	<p>a. Scale up intergroup dialogue programming, a best practice.</p> <p>b. Systematically track, collate, communicate and certify both DEIA-intensive and DEIA-integrated programming for students, faculty and staff.</p> <p>c. Continue to develop comprehensive DEIA certificate programs for students, faculty and staff: guided by a shared set of DEIA learning goals and appropriately organized to allow for tracking of DEIA knowledge, awareness and skill development.</p> <p>d. Establish participation and growth goals for scaling DEIA programs across all faculty, staff and administrative leadership: set yearly participation goals and hold deans and other senior leaders responsible for their participation and the participation of their faculties and staff.</p>	<ul style="list-style-type: none"> • Number of DEIA-intensive programs offered in an academic year. • Number of DEIA-integrative programs offered in an academic year. • Number of students/faculty/staff/ participating in at least one DEIA-intensive program in an academic year. • Number of students/faculty/staff/ participating in at least one DEIA-integrative program in an academic year.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
5. Strengthen DEIA service.	a. Maintain accurate and precise accounting and reporting structures for effort and resources expended by faculty and staff in DEIA efforts. Count these efforts as part of official staff/faculty load (e.g., part of the staff's 40 hour per week load). b. Consider staff and faculty sabbaticals focused on advancing DEIA goals.	<ul style="list-style-type: none"> • Amount of funding provided for DEIA service projects. • Number of campus DEIA service projects. • Number of course releases provided for DEIA service projects.

Goal #5: Practice an inclusive understanding of accessibility

Accessibility involves making sure that physical and psychological obstacles do not prevent individual achievement or participation. Accessibility is and will remain a priority at Syracuse University. We have an increasing number of students who require disability services year-over-year. Already a group led by Pete Sala has comprehensively surveyed physical accessibility requirements on campus and produced a related plan that can begin to align us to this fifth DEIA goal.

Syracuse University strives to be at the cutting edge of inclusivity by providing facilities that not only meet current standards but exceed them in all new construction and renovations projects on campus. Notably, National Veterans Resource Center (NVRC) at the D'Aniello Building is one of the most accessible buildings in the country, while the Schine Student Center and Barnes Center at The Arch offer a new level of accessibility on campus.

Rationale: Critical to our success in the practice of creating and maintaining an inclusive and accessible campus will be the commitment to invest, at all levels, in inclusion and access in a way that ensures that every student, staff and faculty member is well cared for.

Goal #5 Accountability Partners:

- Chief Diversity and Inclusion Officer
- Chief Human Resources Officer

Exhibit 4.5. Goal #5 objectives, strategies and metrics

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>1. Facilities that Exceed Standards: Strive to be at the cutting edge of inclusivity by providing facilities that not only meet the current standards but exceed them in all new construction and renovation projects on campus.</p>	<p>a. <i>Completed:</i> Develop multi-year Physical Access Plan based on data analytics with an accompanying funding plan for execution.</p> <p>b. Promote the continued development and implementation of <i>Syracuse University Accessible Design Standards</i>.</p> <p>c. Implement accessibility-related vetting and include accessibility contract language in all future construction and design projects.</p> <p>d. Develop guidelines and begin requiring evidence of accessibility training for staff, faculty, contractor project managers and design team project managers.</p> <p>e. Raise awareness of Syracuse University as a center of excellence for accessibility.</p>	<p><i>Currently in process:</i></p> <ul style="list-style-type: none"> Track the number of accessibility projects. Track the number of third-party reviews and inspections. Track funding expensed to accessibility projects.
<p>2. Accessibility Funding: Ensure disability-related costs are not a barrier regarding hiring, planning events, ensuring staff/faculty accommodations.</p>	<p>a. Provide centralized funding for disability-related accommodation requests such as outsourcing of CART and audio transcriptions.</p>	<ul style="list-style-type: none"> Track expenditures related to CART and transcription services requests for events/programming. Track employee accommodation requests and related costs.
<p>3. Student Housing: Further develop a more inclusive residential living environment for students, reducing the need for disclosure and individualized accommodations. Expand inclusive housing for students with a diversity of abilities and identities to live comfortably together.</p>	<p>a. Investigate the overlap of accessible housing with the allocation of living space on South Campus to be deemed “pet friendly” as appropriate for service and support animals to offer “pet friendly” residential options for on-campus living on South Campus.</p> <p>b. Conduct facilities evaluation and needs assessment to determine how much space is needed over a period of five years and a risk assessment regarding health safety of allocated spaces.</p> <p>c. Expand accessible transportation between South Campus and North Campus.</p> <p>d. Upgrade facilities to include community gathering spaces such as gated area for dogs and other service animals.</p> <p>e. Extend availability at the Barnes Center at The Arch of pet therapy for students who do not own their own animal.</p>	<ul style="list-style-type: none"> Annual reduction in the number of individualized requests for housing accommodations. Annual reduction in the number of requests for disability-related housing accommodations. 95% occupancy rate of South Campus facilities by 2024. Regularly survey students living on South Campus to monitor student satisfaction and aim for increasing levels of satisfaction. For availability of gender inclusive housing on North Campus and South Campus, ensure need is met over a period of four years, increasing needs met by 25% each year. Increase the inventory of North Campus housing to ensure all incoming and second year students have access.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>4. Neurodiversity Support: Initiate new programming for autistic and neurodiverse students, focusing on the transition to college, campus connections and socio-emotional supports.</p>	<p>a. Expand the OnTrack program to include targeted services for eligible students including social skills development, mentoring and coaching.</p> <p>b. Secure physical space on campus to accommodate expansion of the OnTrack program.</p>	<ul style="list-style-type: none"> • Pilot an expansion of services through OnTrack by fall 2023 with the goal of extending the services through fall 2024. • Track number of students served. • Survey students completing program about changes/benefits they experienced.
<p>5. ASL/CART Communications: Provide a comprehensive approach to coordinating and removing barriers to American Sign Language (ASL) interpretation, audio description and Communication Access Real-time Translation (CART) services.</p>	<p>a. Fund the hiring of: (a) one coordinator for interpreting/CRT services and (b) two full-time American Sign Language interpreters who report to the ADA Coordinator.</p> <p>b. Additionally, hire two FTASL Interpreters to be deployed for on-campus events.</p> <p>c. Develop policy and processes regarding requests for such services and publish to the campus community.</p>	<ul style="list-style-type: none"> • Establish a team designated to the coordination and fulfillment of campuswide requests for interpretation and CART services. • Establish and publish policy and processes regarding requests for such services.
<p>6. Services Access: Eliminate barriers for students needing to access academic services.</p>	<p>a. Create a student paid role who can serve as the liaison/advocate/tutor between faculty and student services by college/department.</p> <p>b. Provide centralized funding streams to support the following academic resource initiatives:</p> <p>i. Increase student agency to initiate request for academic services. And reduce a student's need to seek resources through contacting areas, offices, or departments.</p> <p>c. Assign tutors to lower-level courses to decrease courses without points of contact by to-be-determined percentage over 5 years.</p>	<ul style="list-style-type: none"> • Monitor GPA across semester/sections for these specific courses/sections with assigned liaison/advocate/tutor. • Track students accessing academic services to assess the number of students in need of academic assistance. • Funding initiated for increasing student agency to initiate request for academic services without seeking resources through contacting areas, offices, or departments. • Decrease courses without points of contact by a to-be-determined percentage over five years.

Objectives (What)	Strategies (How)	Metrics (Indicators of Change)
<p>7. Digital Accessibility: Secure a sustainable model for continued digital accessibility and ICT Policy compliance University wide and avoid an unfunded mandate.</p>	<p>a. Create an ITS Digital Accessibility Center that offers ongoing procurement training specific to accessibility needs associated with testing in alignment with the policy.</p> <p>b. Increase # of ITS accessibility staff to assist in building out and supporting the procurement asset analysis, including the testing/verification of a product's accessibility.</p> <p>c. Work with schools/colleges, departments, student organizations and vendors on the collection of credible evidence to be used to speed up the purchase approvals and to assure compliance, or the creation of alternative access plans.</p> <p>d. Provide ICT consulting to both the purchaser and vendor and include a vendor section in the Policy documenting expectations concerning the procurement process and products and services deliverables.</p> <p>e. Establish and manage the purchase process improvements that include vendor survey responses, evaluation techniques for the Voluntary Product Accessibility Template and the creation of an Accessibility Conformance Report.</p> <p>f. Provide trainings on the new processes and reporting materials.</p> <p>g. Secure funding and hire a Director of Digital Accessibility by 2022.</p> <p>h. Secure funding and hire three additional accessibility professionals by 2023.</p>	<ul style="list-style-type: none"> • Evaluate the Accessibility Assessment Committee (AAC)'s approval criteria and update as needed. • Evaluate the impact of the Accessibility Compliance Committee (ACC) exception process and update as needed. • Track and report ongoing accessibility and universal design training and consulting to University staff and faculty. • Track and report ongoing monitoring and reporting of University website and course content accessibility. • Track and report accessibility monitoring and reporting of ICT, both procured and legacy. • Track and report purchase process improvement that includes vendor survey responses and evaluation techniques for the Voluntary Product Accessibility Template, • Establish an Accessibility Conformance Report. • Director of Digital Accessibility hired by 2022. • Three additional accessibility professionals hired by 2023.

SECTION 5. AN ALIGNED IMPLEMENTATION AND ACCOUNTABILITY APPROACH

As noted in Section 3 of this plan and discussed at length in the *Syracuse University State of DEI Executive Report*, one of our greatest opportunities lies in creating a campuswide, aligned DEIA strategy, infrastructure, implementation plan and approach to accountability. Looking to the future of our DEIA efforts, we know that our culture of creativity, independence and decentralization can be both our greatest strength and a significant challenge: a strength because independence empowers our units toward far-reaching ideals and action when we put our minds to the work; a challenge because too often our efforts would benefit from coordination and sharing, including replication of promising practices, a centrally coordinated/shared infrastructure and a combined strategy that amounts to more than its individual pieces.

To help create the right mix of coordination and innovation, we propose the following recommendations for an aligned DEIA strategy, infrastructure, implementation and accountability effort:

- *Develop aligned unit DEIA plans across campus.* While the process will be presided over by the Office of the CDIO, every school, college and major administrative unit should develop its own DEIA plan, aligned to this one, using a centrally defined planning template. Each unit should submit their plan to the Office of the Chancellor by January of 2022. These plans will outline that unit's approach to advancing a five-year vision for change. Plans that currently exist should be aligned with the Syracuse University strategic DEIA framework outlined in this plan.
- *Identify a strong DEIA activation leader in every unit that is developing a DEIA plan.* As part of this process, every responding unit should also identify a DEIA plan activation leader, who will serve as the dean's or divisional leader's designee to activate their DEIA plan, if they do not have a sufficient leader already in place. This person's job description should be formally defined, making campuswide DEIA leadership a formal aspect of their role. Any necessary adjustments should be made accordingly to allow for this expansion of responsibilities.
- *Produce an annual DEIA progress report.* While the process should be presided over by the Office of the CDIO, every unit developing an activation plan should also submit an annual progress report to the Office of the Chancellor, using a standardized reporting tool.
- *Implement an intensive accountability review process.* Submitted progress reports will go through an intensive review, presided over by the CDIO and the ODI. Written feedback will be provided to each plan, discussing its strengths, opportunities and recommendations for strengthening the plan's implementation. With the authority of the Office of the Chancellor, plans not illustrating a strong cadence of activation will require the leader of the submitting unit to illustrate an improvement plan to address challenges noted in the review.
- *Evaluate current DEIA infrastructures to ensure alignment and sufficient capacity.* Campus units should evaluate their current DEIA infrastructure looking specifically at the: (1) Design of any DEIA roles to ensure that they are appropriately positioned to lead as we look to accelerate our progress; (2) Staffing of any existing DEIA units; (3) Budget within the DEIA unit; (4) DEIA Committee charter and membership; and (5) DEIA programming and strategy, ensuring alignment to the campus plan. Results of these assessments and plans to enhance infrastructure should be provided as part of the unit's aligned DEIA plan.
- *Develop performance reviews aligned to the plan that take DEIA in full consideration.* All campus performance reviews should include goals for DEIA. Faculty activity reports should collect data regarding DEIA contributions.
- *All new hires at the director level and above must discuss their DEIA leadership and vision for alignment to the new strategic DEIA plan.* Moving forward, all new hires at the director level and above should illustrate their experience with DEIA efforts as well as their vision for supporting DEIA plans' implementation.
- *Establish an Annual Campuswide DEIA Learning and Accountability Forum.* A daylong campuswide forum should be hosted annually to report on DEIA implementation progress, successes, challenges and new initiatives. This event should feature update remarks from the chancellor, CDIO and provost, as well as panel discussions allowing deans and other senior leaders to discuss their implementation efforts. These campus presenters should be complemented by a featured keynote speaker to discuss key aspects of the DEIA change journey. Ideally, this date will be synchronized to the annual DEIA reporting cycle, creating a new tradition of coming together to discuss DEIA issues and their importance to the overall campus community.

- *External review of the campus climate and DEIA implementation progress.* In 2023, the University should implement an external assessment of the campus climate and DEIA implementation process. These data would support ongoing progress improvement and assessment of any changes in the reported experiences of students, faculty and staff participating in the campus climate pulse study. These data and findings should be used to inform the second half of the plan's implementation.

These recommendations are offered as a way of building an aligned and hopefully high-caliber implementation effort across campus. Inherent in these recommendations and indeed this entire plan, is the belief that our success can be enhanced by a more collaborative and disciplined DEIA process.

Going forward, Syracuse University will continually assess its DEIA progress, test new ideas and have crucial conversations about any pressing challenges that arise. Together, the campus community will listen, learn and move forward. Your dedication to making Syracuse University a campus that is welcoming to all people is greatly appreciated. We are in constant exploration to build upon our commonalities as we constructively work through challenges that may confront us. Likewise, our collaboration, cooperation and camaraderie will help us as effective advocates for social justice and academic excellence.

CITATIONS AND REFERENCES

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125. DOI: 10.1353/hpu.2010.0233

The following documents informed the work of the DEIA Strategic Planning Task Force as both strategic inputs and references.

1. [The Syracuse University State of Diversity, Equity and Inclusion Executive Overview Report](#), which includes the:
 - a. Syracuse University DEI Inventory Report, including submissions from 25+ schools and colleges and major campus divisions and units
 - b. Syracuse University DEI Peer Institution Benchmarking Findings
2. Syracuse University Campus Climate Survey Technical Data Reports:
 - a. Students
 - b. [Faculty](#)
 - c. [Staff](#)
3. [Loretta Lynch--Report on Syracuse University Department of Public Safety](#)
4. [Board of Trustees Special Committee Final Report](#)
5. Syracuse University Diversity, Equity, Inclusion & Accessibility (DEIA) Strategic Planning Toolkit and Activation Guide: Curated Best Practices, 10+ Sample Strategic Plans
6. 2007 Chancellor's Task Force on Disability Report
7. 2020 Higher Potential Report
8. June 2015 Academic Strategic Plan Draft
9. Notes and Recommendations from 30+ Discussion Sessions
10. Insights to Action Confidential Feedback Online Survey Tool
11. [2020 Campus Commitments to Diversity and Inclusion](#)
12. [Disability Intersectionality Summit - Access is Love](#)
13. [American Alliance of Museums - Definitions of Diversity, Equity, Accessibility and Inclusion](#)

APPENDIX A. UNIVERSITY DEIA HISTORY AND TIMELINE OF MILESTONES

Syracuse University has a long tradition of creating, promoting and enhancing a diverse and inclusive campus community. The timeline below offers an overview of key DEIA milestones that make up the University's legacy of striving to be an advocate, innovator and champion of diversity, equity, inclusion and accessibility in higher education. This timeline is and will remain, a work in progress. If you have an item that should be considered for inclusion, please email it to diversity@syr.edu.

Year	Milestone
1870	<ul style="list-style-type: none"> Syracuse University promotes equal education for men and women.
1872	<ul style="list-style-type: none"> Mary L. Huntley, the only student identifying as a woman in the c/o 1872, graduates. The First Women's Fraternity at Syracuse University is founded.
1874	<ul style="list-style-type: none"> Syracuse University offers the nation's first bachelor of fine arts (BFA) degree.
1876	<ul style="list-style-type: none"> Sarah M. Loguen, class of 1876, would go on to become the fourth African American woman physician in the United States, and the first woman licensed to practice medicine in the Dominican Republic, graduates from Syracuse University.
1889	<ul style="list-style-type: none"> Cornelia Maria Clapp, the first woman to earn a doctorate in Biology in the United States, graduated from Syracuse University. Syracuse University was one of the few universities that admitted women to graduate programs in the sciences.
1893	<ul style="list-style-type: none"> William Lewis Buckley becomes the first African American graduate to earn a Syracuse University Ph.D.
1898	<ul style="list-style-type: none"> Women's basketball team established.
1902	<ul style="list-style-type: none"> Syracuse University holds its first summer sessions creating more educational opportunities to nontraditional students.
1910	<ul style="list-style-type: none"> Alpha Phi Alpha, Inc., a historically black fraternity, is chartered on Syracuse University's campus.
1903	<ul style="list-style-type: none"> William H. Johnson becomes the College of Law's first African American alumnus and Bessie Seely becomes the first alumna.
1918	<ul style="list-style-type: none"> Syracuse University becomes one of the first schools in the nation to open its doors to non-traditional students, offering evening classes to adults seeking lifelong learning.
1923	<ul style="list-style-type: none"> The Kappa Lambda Chapter of Delta Sigma Theta, Inc., a historically black sorority, is chartered on Syracuse University's campus.
1924	<ul style="list-style-type: none"> The Maxwell School of Citizenship and Public Affairs, one of the few schools in the nation to combine social sciences and public administration education, opens its doors.
1930	<ul style="list-style-type: none"> Hendricks Chapel is dedicated and opened.
1931	<ul style="list-style-type: none"> The Student Dean Program for Women is established.
1939	<ul style="list-style-type: none"> Wilmeth Sidat-Singh graduates as the first Black student-athlete to play on the Men's Basketball team and Quarterback on the Football team.
1943	<ul style="list-style-type: none"> 100 Japanese American students admitted to Syracuse University directly from internment camps. Marguerite J. Fisher G'42 (Ph.D.) becomes first female professor at the Maxwell School.
1946	<ul style="list-style-type: none"> To better serve adult, working, veterans, and part-time students, the School of Extension is reorganized to form University College (UC) placing adult education on an equal status with the other Syracuse University colleges and schools. Syracuse University admits 9,464 veterans after Congress passed the Servicemen's Readjustment Act of 1944 (better known as the G.I. Bill of Rights) which provided WW II veterans with benefits including education grants.
1948	<ul style="list-style-type: none"> Syracuse University enrolls another nearly 10,000 veterans through the Servicemen's Readjustment Act of 1944 (better known as the G.I. Bill of Rights)—more than any other university in the state of New York.

Year	Milestone
1953-1952	<ul style="list-style-type: none"> • The Women's Building opens and establishes a building for women's activities and physical education with the impetus coming from the Women's League, Women's Athletic Association, alumnae clubs and other women organizations. • Established Hoople Center for Special Education. • Established the Army Comptrollership Program.
1956	<ul style="list-style-type: none"> • The International Student Office (later to be named the Office of International Services and then the Center for International Services) is founded.
1957	<ul style="list-style-type: none"> • The Joint Student Government Association was formed.
1961	<ul style="list-style-type: none"> • Dr. Martin Luther King, Jr. addresses an audience of more than 700 people at Sadler Dining Hall. • Syracuse University celebrates Ernie Davis '62, as the first Syracuse University football player and first African American to win the Heisman Trophy.
1969-1962	<ul style="list-style-type: none"> • Project Opportunity begins at University College as an anti-poverty program, providing Syracuse University scholarship support for adults who are academically unprepared and financially disadvantaged. It later becomes Higher Education Opportunity Program (HEOP). • After arriving in 1966, John L. Johnson quickly becomes a prominent figure at Syracuse University, laying the foundation for what would become the African American Studies department, acting as assistant provost for minority group affairs, and sitting on the commission overseeing the "Syracuse Eight" football boycott investigation. While teaching at the School of Education, he founded the Croton-on-Campus (later, the King-on-Campus) which brought local inner-city students to Syracuse University classrooms to provide otherwise unavailable learning opportunities. • From 1962 to 1967, University College manages Syracuse University's role as the country's third largest trainer of Peace Corps volunteers. • Dr. Martin Luther King, Jr. addresses an audience of 1,000 at Sims Dining Hall during his second visit. • Thursday Morning Roundtable begins as a public service forum for a cross-section of civic leaders in Syracuse; it has since earned numerous national awards, spanning more than 50 years. • Sidney Ogelsby becomes the first Black gymnast to earn All-American honors and be a National Collegiate Athletic Association (NCAA) champion. • Senior Joyce Green becomes the first Black Homecoming Queen. • The PRO (Puerto Rican Organization) is founded.

Year	Milestone
1978-1970	<ul style="list-style-type: none"> • Eileen Collins ('78), one of the first 13 women to attend pilot training in the U.S. Air Force, graduates from Syracuse University. • Native American student organization protests for the removal of saltine warrior mascot. • The Black Celestial Choral Ensemble established. • The Office of Minority Affairs established. • The Cultural Center is established by the Student Afro-American Society. • The Gebbie Speech, Language and Hearing Clinic founded. • Center on Human Policy founded. • Establishment of the MLK Jr. Memorial Library. • The Syracuse 8 helps pave the way toward greater diversity in the University's sports recruiting practices and its coaching staff by leading peaceful campus demonstrations. • Syracuse University establishes an intercollegiate athletics program for women. • Report of Trustee, Faculty, and Student Committee on Allegations of Racial Discrimination in the Football Program is released. • The Black American Law Student Association is established. • Charles V. Willie and David D. Jones are the first two Black men appointed as Vice Presidents for Student Affairs and Affirmative Action, respectively. • The International Living Center is opened at 401 Euclid Avenue. • The Department of Women's Athletics is established. • Black Faculty and Professional Staff file a class action suit against the university in U.S. District Court in Utica, claiming that affirmative action was a "paper program." • Investments in South Africa: A Summary of The Question of Withdrawal and Other Alternatives report issued by the Office of the Vice President for Public Affairs.
1979	<ul style="list-style-type: none"> • TRiO Student Support Services (SSS) established. • The Annual International Thanksgiving Celebration--held for international students--is launched. • After existing eight years as an independent academic program, the Department of African American Studies becomes an official academic department housed under the College of Arts and Sciences. • University College houses the English Language Institute, where international students receive instruction to improve their English language proficiency for academic and professional advancement. • Chancellor Eggers' Report on Syracuse University Investment Policy for Business in South Africa is released. • ASIS (Asian Students In America) is established.
1982	<ul style="list-style-type: none"> • Merger of Syracuse Men's and Women's Athletics departments to the NCAA. • Robert Hill establishes the Office of Program Development (later renamed the Office of Multicultural Advancement) to actively engage Black alumni.
1983	<ul style="list-style-type: none"> • The Office of Program Development hosts its first Coming Back Together (CBT) reunion for Black alumni (the office and future CBTs were expanded to include Latinx alumni). • Vanessa Williams ('85) becomes the first black woman to be crowned Miss America.
1985	<ul style="list-style-type: none"> • New Policy Recommendations of the Board of Trustees' Subcommittee on South Africa are issued.
1986	<ul style="list-style-type: none"> • The annual Martin Luther King, Jr. Celebration Dinner is founded by Hendricks Chapel • The Collegiate Science and Technology Entry Program (CSTEP) is founded.

Year	Milestone
1987	<ul style="list-style-type: none"> Syracuse University launched the “Our Time Has Come” Scholarship fund to support African American and Latino students.
1989	<ul style="list-style-type: none"> Chancellor’s Task Force on Rape Final Report is published.
1992-1990	<ul style="list-style-type: none"> <i>Frontline</i> series of Independent Study Courses offered to deployed Marines. The Phi Beta Delta International Honors Society Alpha Sigma Chapter established/chartered on Syracuse University’s campus. Liberty Partnerships Program (LLP) established. Student protest of South African apartheid. First observation of Martin Luther King, Jr. Day at Syracuse University. The University R.A.P.E. (Rape, Advocacy, Prevention and Education) Center is established (later renamed The Advocacy Center). The Equity Group is formed. Syracuse University sponsors the first national conference on gender and disability and becomes the first research university to create an inclusive teacher training program. 1992 - The Facilitated Communication Institute opened in the School of Education (and was later renamed the Inclusion and Communication Initiative).
1998-1993	<ul style="list-style-type: none"> Rainbow Task Force Proposal Submitted by Jordan Potash which formed the University Senate Ad Hoc Committee on LGBTQ Issues. Students honored who attended Syracuse University under the GI Bill with the exhibition “Remembering the G.I. Bulge.” The initial proposal for the Multicultural Living Learning Community (MLLC) is written by Michelle Walker, a staff member in the Public Affairs program. Disability Studies Program established. First distance learning class hosted. Chancellor developed a Commission on Pluralism and a Student Survey. The School of Education begins offering degrees in inclusive special education. Honors Program starts the first Dialogue Circle on race in collaboration with the Community-Wide Dialogue Program. The Department of Public Affairs creates a community service program for their undergraduates to provide mentoring and tutoring for historically underserved students at Wilson Park. Jesse A. Mejia becomes the first Latino elected president of the Student Government Association. For the first time, no classes are held in recognition of the Islamic holy day Eid Ul-Fitr. The Board of Trustees and Chancellor Kenneth A. Shaw lifted the ban on investing in South African government and corporate securities, South Africa-related holdings, and companies that do business with South Africa. Syracuse receives the Urban League of Onondaga County’s Harriet Tubman Corporate Award in recognition of efforts to promote racial equality. Seana LaPlace becomes the first Black woman elected president of the Student Government Association. Chancellor’s Task Force on Student Rights and Responsibilities Findings and Recommendations on Nonconsensual Sexual Activity is published.

Year	Milestone
2000-1999	<ul style="list-style-type: none"> • Former Chancellor Kenneth A. Shaw publishes a multi-part series on diversity, discrimination, institutional barriers, tolerance, and appreciation. • Syracuse University's Ronald E. McNair Post Baccalaureate Achievement Program is founded. • Deborah A. Freund is the first woman to be appointed Vice Chancellor and Provost. • The Office of Disability Services is founded (and later renamed the Center for Disability Resources). • The Women in Science and Engineering (WISE) program is founded. • The Office of Undergraduate Studies and the Division of Student Affairs Adopt the Minnowbrook Declaration on Diversity. • Jamal J. James becomes the first openly Gay person elected president of the Student Association.
2001	<ul style="list-style-type: none"> • Dean of Students Anastasia L. Urtz's office begins compiling bias crime data, one of many steps the university takes to create a more welcoming environment for students. • Maxwell Unveiled: a permanent wall display honoring the women of Syracuse University of 1870-2000, located in the Marguerite J. Fisher Seminar Room, 012 Eggers Hall. • LGBT Resource Center opens to support the LGBTQ campus community members and build a safer campus for all. • The South Side Innovation Center (SSIC) opens as a small-business resource center located in south Syracuse. Operated by the Whitman School of Management, the SSIC hosts training programs, provides advice on individual business plans, and offers access to mentors and professional projects. The SSIC is part of a larger initiative, the South Side Entrepreneurial Connect Project, which seeks to establish a vibrant entrepreneurial culture in the south side and surrounding communities. • The Native American Studies (NAS) program is established in the College of Arts and Sciences. • The Beyond Compliance Coordinating Committee (BCCC) is founded. • The University Senate establishes a standing committee to address LGBT issues on campus (later to be named the Committee for Lesbian, Gay, Bisexual, Transgender, Queer and Asexual (LGBTQA) Justice and Advocacy).

Year	Milestone
2004-2002	<ul style="list-style-type: none"> • Wellslink Leadership Program established. • Winnick Hillel Center dedicated. • Formal statement from Chancellor Kenneth A. Shaw on racial insensitivity. • A group of 11 African American Syracuse University students and Chancellor Kenneth A. Shaw met for several hours Wednesday, May 8, in the Chancellor's office to discuss the students' concerns following an incident the night before in which a white student appeared in black body paint at a local tavern with several of his fraternity brothers. African American students, representing a larger group of concerned students, expressed concern that this situation was but the latest of several bias-related incidents at the University over the course of the 2001-02 academic year. • The Office of Multicultural Affairs launched The Dimensions Mentoring Program. • The Intergroup Dialogue Program (IDP) is established by the Division of Undergraduate Studies. • WISE introduces the Norma Slepecky Prize and Lecture. • Nancy Cantor is the first woman to be appointed Chancellor and President. • The LGBT Resource Center creates the Annual Rainbow Banquet and Office of Multicultural Affairs launched The Dimensions Mentoring Program. • The Itanwa Orinwa Celebration (aka "Black Graduation"), organized by the Student African American Society, is founded as an annual observation to honor all degree candidates who identify as being part of the African diaspora. • The Division of Student Affairs establishes the Protocol for Responding to Bias-Related Incidents (which later developed into the STOP Bias and Hate initiative).
2005	<ul style="list-style-type: none"> • Haudenosaunee Promise Scholarship Program announced. • The Burton Blatt Institute established. • Syracuse University began work on the Connective Corridor, a civic engagement initiative led by the university, working with the City of Syracuse and Onondaga County. • The University Archives mounts an exhibition "Co-ed from the Start: Women Students at Syracuse University in the 19th Century." • Syracuse University reports a drop in bias-related incidents, from 81 in 2003 to 61 in 2004. • The Office of Human Resources, in conjunction with the University Senate on LGBT Concerns and the LGBT Resource Center, announces that gender identity and gender expression have been added to Syracuse University's Non-Discrimination Statement. • The Office of Multicultural Affairs (OMA) launches Conversations About Race and Ethnicity (C.A.R.E.), a six-week dialogue space enabling campus community members to engage in meaningful, challenging, and vital conversations about race and ethnicity.

Year	Milestone
2006	<ul style="list-style-type: none"> • The inaugural class of 31 Native students arrived as recipients of the Haudenosaunee Promise Scholarship Program. • Syracuse University is recognized as one of the 100 Best Campuses for LGBT students in The Advocate College Guide for LGBT Students. • The College of Law's Outlaw moot court team wins the Second Annual National Sexual Orientation Law Moot Court Competition. • The Office of Learning Communities adds a Lesbian, Gay, Bisexual, Transgender, & Allies learning community (later to be named the LGBTQ+ Learning Community). • The following DEI and cultural centers and programs are established on campus: <ul style="list-style-type: none"> » Intergroup Dialogue Program. » Native Student Program. » LGBT degree program and minor. » The WiSE Women's Business Center, funded by a grant through the U.S. Small Business Administration and hosted by the Whitman School of Management, opens as a location that provides information, resources, and support for women entrepreneurs. This center is one of 100 women's business centers across the nation that offers counseling, coaching, consulting, and training. » South Side Innovation Center (also operated by and located in the Whitman School of Management).
2009-2007	<ul style="list-style-type: none"> • Lawrence B. Taishoff Center for Inclusive Higher Education established on campus, committed to individualized and inclusive higher educational opportunities for students with intellectual and developmental disabilities. • Democratizing Knowledge (DK) Project: Developing Literacies, Building Communities, Seeding Change launches during the 2009-2010 academic year. • University College establishes the Veterans' Resource Center (later to become the Office of Veteran and Military Affairs) to provide support services for student veterans using the benefits of the post-9/11 Veterans Educational Assistance Act of 2008. • 2007: The Entrepreneurship Bootcamp for Veterans with Disabilities (EBV) is founded in the Whitman school to offer cutting-edge experiential training in entrepreneurship and small business management to post-9/11 veterans with service-related disabilities. With nearly 500 veteran graduates, the EBV expands to a consortium of universities across the U.S. with Syracuse University serving as national host. • Report of the Chancellor's Task Force on Disability. • Established the Louis Stokes Alliance for Minority Participation (LSAMP). • A new state-of-the-art residence hall is dedicated at 619 Comstock Avenue and is named in honor of Black alumnus and Heisman Trophy winner Ernie Davis. • The International Living Center is renamed Oren Lyons Hall and dedicated in honor of Professor, Faithkeeper, and alumnus Oren Lyons. • Syracuse University is one of only eight institutions nationally to earn a perfect, five-star rating in Campus Pride's LGBT-Friendly Campus Climate Index.

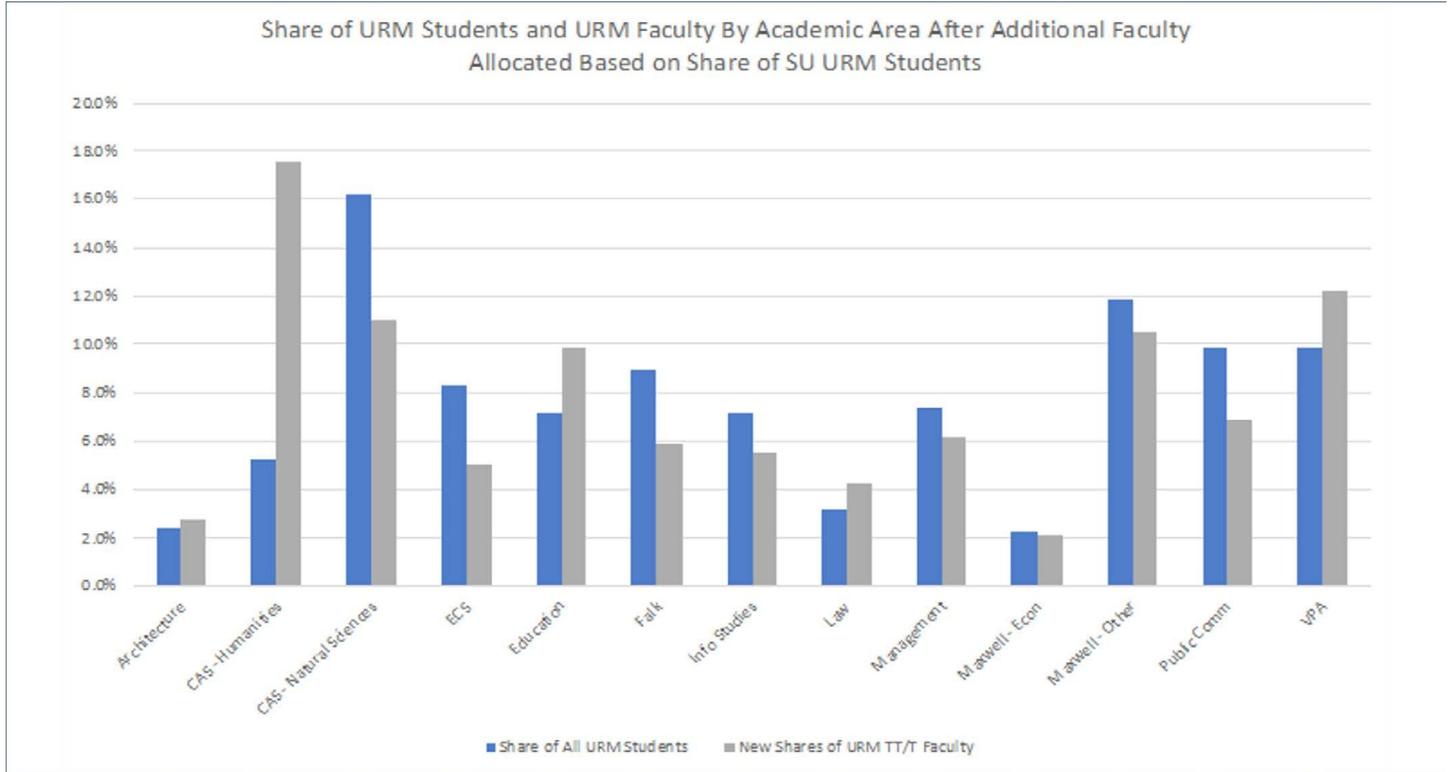
Year	Milestone
2011-2010	<ul style="list-style-type: none"> • Melvin T. Stith, Ph.D., Dean of the Whitman School of Management is inducted into the PhD Project Hall of Fame. The PhD Project established the Hall of Fame to recognize role models and mentors attracting minority students to the study of business. • Institute for Veterans and Military Families (IVMF) opens. • The La Casita Cultural Center opens on campus. • University College holds its inaugural Annual Veterans' Day Celebration to pay tribute to veterans on and off campus for their sacrifice. • Syracuse University Student Experience Survey, Overview of Results by Race/Ethnicity. • The Disability Cultural Center (DCC) founded to serve and engage with faculty, staff, students and families, alumni, community members, and others with and without disabilities. The DCC is the first of its kind in the U.S. to be housed within a student affairs organization, rather than a disability services office. It is also the first to be run by a full-time professional staff member.
2014-2012	<ul style="list-style-type: none"> • Retrospective of Nancy Cantor's tenure as chancellor highlights diversity achievements that include promoting access and opportunity for traditionally underrepresented groups. • Sharon Haines Jacquet Education Commons grand opening in Huntington Hall. • 2014: THE General Body, a coalition of students organize a sit-in and protest at Crouse-Hinds Hall to bring awareness to climate issues and the importance of DEI programs on campus, and to advocate for more transparency around decisions involving the reduction of DEI resources. • 2012: Nick Donofrio G'71, H'11 established the Donofrio Scholars Program at the College of Engineering and Computer Science. The year-long program provides underrepresented students with scholarships, paid membership to a professional engineering society, free tutoring, specialized career mentoring with alumni, and a paid, six-week summer internship performing research or working at a local engineering or computer science company. • Workgroup on Sexual Violence, Prevention, Education and Advocacy issues Final Report. • The POSSE Scholars Program begins with students from Atlanta, Los Angeles, and Miami. • The College of Arts and Sciences launches a Certificate in Iroquois Linguistics for Language Learners.
2015	<ul style="list-style-type: none"> • The chancellor charters a Workgroup on Diversity and Inclusion. • Jazz pianist Randy Weston headlines the inaugural John L. Johnson Lecture in the College of Arts and Sciences. • The university signs the Justice and Dignity Resolution, supporting social justice and human dignity, authored by the National Association of Schools and Colleges of the United Methodist Church (NASCUMC). • Office of Veteran and Military Affairs established. • Leveling the Playing Field: The Story of the Syracuse 8. • The WellsLink Leadership Program, in the Office of Multicultural Affairs, is honored by University Business Magazine as a "Model of Excellence." • Dino Babers is named 30th Head Football Coach and the first Black Head Coach at Syracuse University. • Chancellor Kent Syverud appoints standing Task Force on Sexual and Relationship Violence.

Year	Milestone
2016	<ul style="list-style-type: none"> • Chancellor’s Workgroup on Diversity and Inclusion report completed, including a statement and acknowledgement of Native land to be read at all major campus events. Chancellor Syverud provides updates to University Senate and campus community on free speech and diversity reports. • The Office of Multicultural Affairs’ WellsLink Leadership Program (WLP), receives national recognition and award for its work increasing student retention efforts. The WLP help first-year BIPOC students to successfully transition into college—socially and academically. • The Council on Diversity and Inclusion (CDI) is established to serve as the primary advisory committee to the CDIO on matters of diversity, equity, inclusion, and accessibility and also serves as a resource to academic and administrative units. • Syracuse University celebrates its first Indigenous Peoples’ Day to recognize and honor the history, cultures and contributions of Indigenous peoples and to raise awareness and generate dialogue across the campus community. • Internationalization Council is established. • Syracuse hosts inaugural Fall Symposium on Race and Our Communities: Race, Justice, Violence and Police in 21st Century America.
2017	<ul style="list-style-type: none"> • Strategic campus framework of <i>Vision for Excellence</i> endorsed by Board of Trustees. • <i>Designing an Exemplary International Student Experience</i> report submitted to the Internationalization Council. • Syracuse University opens the Center for Online and Digital Learning. • Long-term recommendations finalized by chancellor’s workgroup on Diversity and Inclusion. • Syracuse University Libraries appoints its first Inclusion and Accessibility Librarian.
2018	<ul style="list-style-type: none"> • Syracuse University creates an interim chief diversity and inclusion officer (CDIO) role to help address the institution’s immediate need for stronger DEI senior leadership. Dr. Keith Alford is appointed to serve in this role. • Dr. Martin Luther King Jr. commemorative plaque unveiled on campus. • Construction begins on the National Veterans Resource Center (NVRC) at the D’Aniello Building, a state-of-the-art facility, made possible by a transformational gift from Dan ’68 and Gayle D’Aniello. The NVRC will create a center dedicated to outreach and to addressing social, financial, and public health issues specific to the experiences of veterans and their loved ones. • The Inclusive Leadership Assembly (ILA), composed of diversity leads from all schools and colleges, is formed by Interim Chief Diversity Officer Keith Alford and holds its inaugural meeting. • The Disability Audit Steering Committee (later to become the Disability External Review Committee) is established. • Disability External Review Committee issued Phase 1 Recommendations. • Kathleen Walters becomes first woman to be named chair-elect of the Board of Trustees.

Year	Milestone
2019	<ul style="list-style-type: none"> • STOPBias, a university-wide initiative that educates the campus community about bias and provides resources to report and receive support for bias-related incidents, launches at Syracuse University. • After a lengthy, comprehensive search that included vetting over 200 applicants, in May 2019, Syracuse University officially appointed Dr. Keith A. Alford to serve as its inaugural CDIO. • At the end of the fall semester, the Chancellor made 35 DEIA campus commitments to enhance resources and support for its diverse, BIPOC students. • The Board of Trustees formed a Special Committee on University Climate, Diversity and Inclusion to develop recommendations on programs, policies, and initiatives to foster and strengthen diversity, equity, inclusion, and accessibility (DEIA) at Syracuse University. In December 2019, the Special Committee and the Chancellor commissioned several year-long external reviews, assessments, and evaluations, including a comprehensive DEI research study that included: conducting a campus climate pulse survey of students, faculty, and staff in fall of 2020; completing an inventory of DEI programs, policies, and initiatives in all schools and colleges along with other major divisions and units on campus; and participating in a national peer benchmarking study. • William H. Johnson (c/o 1903), the College of Law's first African American graduate, is posthumously admitted to the New York State bar. • The College of Law enters into a 3+3 agreement with three Atlanta-based HBCU institutions: Clark Atlanta University, Morehouse College, and Spelman College.
2020	<ul style="list-style-type: none"> • The new National Veterans Resource Center (NVRC) at the D'Aniello Building opens on campus. • To create a more centralized diversity, equity, inclusion, and accessibility (DEIA) institutional strategy and infrastructure, the Office of Diversity and Inclusion (ODI) is established on Syracuse University's campus. Under the leadership of a Chief Diversity and Inclusion Officer (CDIO), the ODI is comprised of both full-time and part-time employees and officially opens. • The Chancellor appoints an Independent Advisory Panel comprised of four DEI and higher education leaders, researchers, and experts unaffiliated with the university to engage with campus community and provide advice to the Special Committee in developing recommendations to build a stronger institutional DEIA framework. • Members of the Board of Trustees Special Committee on University Climate, Diversity, and Inclusion visits campus and participates in a series of dialogue and listening sessions. • #NotAgainSU, an activist organization predominantly comprised of Black and Latinx students organize a series of social justice demonstrations and protests on campus, including a 23-day sit-in at Crouse-Hinds Hall to bring awareness to issues including incidents of bias, discrimination, and/or racism and to push for the improvement of relations, interactions with, and perceptions of law enforcement officers on campus. • First offering of SEM100, <i>A History of Protesting Racial Injustice at Syracuse University</i>, which is a Senate Ad Hoc Committee on the Social Justice/Social Difference course requirement. • Syracuse University joins the Kessler Scholars Collaborative, a consortium of colleges and universities that are transforming the first-generation student experience and welcomes its inaugural cohort of Kessler Scholars in fall 2020. Through the Kessler Presidential Scholars Program, an exceptional group of Syracuse University students who are the first in their family to attend college receive four years of support to help them succeed at Syracuse University and beyond. • The Disability External Review Committee submits Phase 1 recommendations for institutional plans to go "beyond compliance" with respect to accessibility on campus. • Official flags are raised at the National Veterans Resource Center (NVRC) at the Daniel & Gayle D'Aniello Building. • The Center on Disability and Inclusion is established by the School of Education.

Year	Milestone
2021	<ul style="list-style-type: none"> • Syracuse University has fulfilled or completed 41 of the 50 DEIA campus commitments and have made significant progress towards 8 of these commitments. • The Disability External Review Committee submits Phase 2 recommendations for institutional plans to go “beyond compliance” with respect to accessibility on campus. • The 2020 <i>State of Diversity, Equity, and Inclusion Reports</i>—which offer findings from the external review and DEI research study commissioned by the Board of Trustees Special Committee on University Climate, Diversity and Inclusion and the Chancellor in December 2019—are published. This set of studies included a campus climate pulse survey of students, faculty, and staff in the fall of 2020; an inventory of current DEI programs and policies on campus; and a national peer DEI benchmarking study. • In February 2021, the renovated Schine Student Center opened, offering 8,600 square feet of gathering and reservable space for students, faculty, and staff. • The first cohort of students undergo the redesigned SEM 100 course—now referred to as FYS 101. This project included allocating a \$1 million budget for the 2021 fiscal year along with a \$2 million annual budget for 2022 and beyond. These resources will directly support the ongoing development and expansion of required DEIA courses at Syracuse University. • Board of Trustees announces formation of an Advisory Committee on University Climate, Diversity, Equity, Inclusion and Accessibility. • The College of Law announces the creation of the Hon. Sandra L. Townes Diversity, Equity, and Inclusion Student Resource Center named for the late Black jurist, educator, and alumna. • Syracuse University holds the first Racial Equity Academic Symposium during Black History Month. • Syracuse University establishes a task force made up of a cross-section of the university to develop the first University wide DEIA strategic plan.

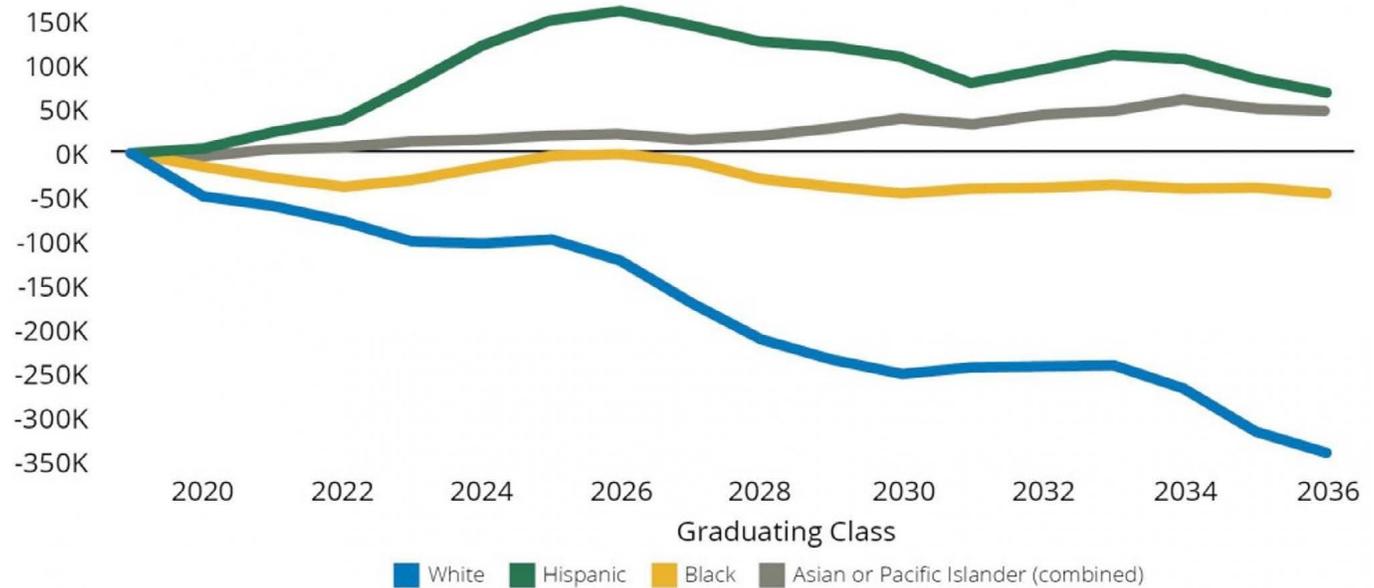
APPENDIX B. STATISTICAL DATA SUPPORTING GOAL #2 RATIONALE



Share of URM Students and URM Faculty by Academic Area After Additional Faculty Allocated Based on Share of SU URM Students: Vertical bar graph showing the share of URM students and URM faculty by academic area after additional faculty allocated based on share of SU URM students. Y-axis represents the share, ranging from 0.0% to 20.0%. X-axis represents the faculty.

- Architecture: Share of All URM Students = above 2.0%; New Shares of URM TT/T Faculty = above 2.0%.
- CAS-Humanities: Share of All URM Students = below 6.0%; New Shares of URM TT/T Faculty = below 18.0%.
- CAS-Natural Sciences: Share of All URM Students = approximately 16.0%; New Shares of URM TT/T Faculty = above 10.0%.
- ECS: Share of All URM Students = above 8.0%; New Shares of URM TT/T Faculty = below 6.0%.
- Education: Share of All URM Students = below 8.0%; New Shares of URM TT/T Faculty = below 10.0%.
- Falk: Share of All URM Students = above 8.0%; New Shares of URM TT/T Faculty = below 6.0%.
- Information Studies: Share of All URM Students = below 8.0%; New Shares of URM TT/T Faculty = below 6.0%.
- Law: Share of All URM Students = below 4.0%; New Shares of URM TT/T Faculty = above 4.0%.
- Management: Share of All URM Students = below 8.0%; New Shares of URM TT/T Faculty = approximately 2.0%.
- Maxwell-Econ: Share of All URM Students = above 2.0%; New Shares of URM TT/T Faculty = approximately 2.0%.
- Maxwell-Other: Share of All URM Students = below 12.0%; New Shares of URM TT/T Faculty = above 10.0%.
- Public communications: Share of All URM Students = below 10.0%; New Shares of URM TT/T Faculty = above 6.0%.
- VPA: Share of All URM Students = below 10.0%; New Shares of URM TT/T Faculty = above 12.0%.

Figure 4a. Projected Change in Number Among U.S. Public High School Graduates Compared to 2019, by Race/Ethnicity



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. WICHE projections and analysis. Notes: Showing White non-Hispanic, Hispanic, Hispanic of any race, Black non-Hispanic and Asian/Pacific Islander (combined) non-Hispanic. Figure 5a shows additional race categories.

Projected Change in Number Among U.S. Public High School Graduates Compared to 2019, by Race/Ethnicity: Line graph showing the projected change in number among US public high school graduates compared to 2019 by race slash ethnicity. Y-axis represents the change in number, ranging from negative 350K to 150K. X-axis represents the graduating class, ranging from 2020 to 2036.

- The White data line is shown starting at 0K in 2019, decreasing to negative 100K by 2025, decreasing to negative 250K by 2030, and decreasing to finish at a level above negative 350K in 2036.
- The Hispanic data line is shown starting at 0K in 2019, increasing to a level above 150K by 2026, decreasing to a level above 50K by 2031, increasing to a level of approximately 100K by 2034, and decreasing to finish at a level of approximately 50K in 2036.
- The Black data line is shown starting at 0K in 2019, decreased level above negative 50k by 2022, increasing to a level of approximately 0K by 2026, and decreasing to finish at a level of approximately negative 50K in 2036.
- The Asian or Pacific Islander (combined) data line is shown starting at 0K in 2019 and steadily increasing to finish at approximately 50K in 2036.