



RUSSELL
SAGE
COLLEGE

ALBANY & TROY

Diversity, Equity & Inclusion Strategic Plan 2022-2025



From the President

What follows is the **Diversity, Equity and Inclusion Strategic Plan** for Russell Sage College. It is designed to develop “policies and programs to create a campus that supports an optimal learning and working environment for all students, alumnae/i, faculty, administrators and staff,” as articulated in the DEI Vision Statement.

Efforts to foster a welcoming and inclusive culture at Russell Sage have a long history, but this is the first DEI strategic plan. Building an inclusive culture requires an inclusive planning process, and the process used here is a model of broad engagement from multiple constituencies through surveys, focus groups, taskforces, presentations and discussions. The same kinds of engagement will continue as the plan is rolled out and put into action.

Addressing DEI issues is essential to our commitment to ensuring that Russell Sage College is a great place to study, live and work. And it is also central to our commitment to social justice and using education to make the world a better place.

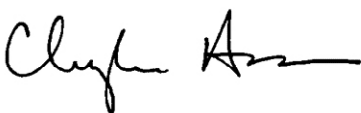
Culture change is difficult by nature, and Russell Sage is not encased in a bubble protecting it from the prejudices and shortcomings of the wider society. **In recent years, terms like “unconscious bias” and “systemic racism” have gained wider currency and helped us understand that racism, sexism, homophobia, transphobia, anti-Semitism, Islamophobia and other forms of hatred and discrimination are complexly interwoven with American and global history and our existing societal structures.** Addressing that reality has always required extraordinary effort and dedication, and that remains the case today.

Part of the appeal of this plan is that it is designed to give people at Russell Sage the practical tools and forums to have difficult conversations, to uncover and address inequities, to learn together, and to further a more just society.

As with any comprehensive set of strategies, this plan requires resources and considerable work from persons throughout the Sage community. Accountability is built into the plan, with multiple goals and measures over the next three years to ensure our community is kept aware of our progress. At the same time, we know that plans need to remain flexible. As we put elements into action, we may discover that some initiatives are more effectual than others, current events may demand different or additional responses, and so forth. So, as well as evaluating our progress annually, we will also make revisions where needed.

While a DEI plan was envisioned before the November 2020 arrival of Barbara Cockfield as Director of Diversity, Equity and Inclusion, she has shepherded this plan to its conclusion with the support of the DEI Taskforce and the DEI Strategic Planning Committee. While input came from many, many people, the work of the Director, the Taskforce and the Planning Committee successfully turned all that input into a coherent plan that will guide us for the next three years and form the basis of subsequent planning. The DEI vision statement and this plan to reach those aspirations have the full support of the leadership at Russell Sage College. I look forward to the progress we will make together.

Christopher Ames



President, Russell Sage College

From the Director

As I entered the role of Director of Diversity, Equity & Inclusion 18 months ago, I recognized the opportunities that could be achieved, but I was equally aware of the challenges that were present and that we would continue to encounter as a result of the growing societal shifts that have often been marked by acute pain and compounded by fatigue among many of our community members. Our lives and work do not occur in isolation; we are part of a global society.

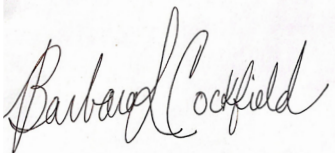
The **Office of Diversity, Equity & Inclusion (ODEI)** strives to foster the college's values by serving as a catalyst that integrates diversity, equity and inclusion into everything we do at Russell Sage College (RSC). This ensures that our students are equipped with the skills to thrive and succeed in a global society.

The DEI Task Force and the DEI Strategic Planning Committee, in partnership with the RSC constituents, have gone to great lengths in the past year and a half to ensure that we create a DEI plan that is strategic and unique to the RSC community. We have and continue to hear from countless voices during this process. The contributions of groups and individuals have been essential in helping guide this process. **While we are proud of the progress we have made, we also are aware that these efforts are just the beginning and this work belongs to every member of the Russell Sage College Community.**

This plan signifies our commitment to continuing to develop a diverse college community while creating an inclusive and equitable campus climate.

I invite the Russell Sage College Community to take into account how our DEI vision statement interconnects with the work that we all carry out. Additionally, consider how the DEI Strategic Plan intersects with your skills and expertise and look for opportunities to partner with students, staff, faculty, alumni and the community at large who are committed to fostering a more just, diverse, inclusive, equitable and accessible Russell Sage College.

Barbara Cockfield

A handwritten signature in black ink that reads "Barbara Cockfield". The signature is written in a cursive, flowing style.

Director, Diversity, Equity and Inclusion



Table of Contents

Introduction	1
Background	1
Milestones	3
DEI Strategic Planning Process	6
The Russell Sage College Plan	7
Introduction	7
Outline	7
Measurements and Accountability	8
CECE Baseline Indicators for DEI Strategic Plan	8
Priorities and Goals	10
Appendices	24

Russell Sage College Diversity, Equity & Inclusion Strategic Plan 2022-2025

Introduction

In fall 2020 a Diversity, Equity & Inclusion Task Force was created by Russell Sage College President Christopher Ames, Ph.D., with the assistance of the student government association, the alumni association and the provost. The task force was created as part of the search process for the new Director of Diversity, Equity & Inclusion; as a tool for outreach; and as a means of learning about diversity-related issues and pressure points at the college.

With the hiring of the new director of Diversity, Equity & Inclusion, one of the first two tasks was to complete a gap analysis and conduct DEI training for the task force. The training was conducted by Mary Bonderoff, Ed.D., then vice president for student affairs and chief diversity officer at SUNY Morrisville. The training — Building an Inclusive Equitable Practice for Russell Sage College — was designed to build a working knowledge of Diversity, Equity & Inclusion at RSC. The goals of the training were to: Understand the benefits of talking about race and other isms (identities); and to understand the challenges and opportunities for Russell Sage College. During the training, the task force conducted a Strength, Weakness, Opportunity and Threat — or SWOT — analysis. The training was also an effort to build a balanced cohesive working relationship within the task force in the area of Diversity, Equity & Inclusion.

Background

From the findings of the gap and SWOT analyses, the four committees of the task force were created.

The Task Force

Encompasses faculty, staff, administrators, undergraduate and graduate students and alumni. It is important that the task force be representative of the RSC community.

The Committees

In addition to task force members, additional members of the RSC community serve on subcommittees. The task force will operate through the following committees, each charged as outlined below:

Heritage Committee

The Heritage Committee will be responsible for collaborating across the college to plan cultural programs and initiatives that celebrate and educate, form community, unite and inspire, and enrich the overall campus experience for students, faculty, staff and alumni, and the community at large.

Heritage months are observed in the United States to recognize the profound and positive influence all Americans have had on our nation. The contributions of all cultural heritages have been woven into the fabric of our nation through perseverance and a commitment through family, faith, strong work ethic and service.

While there are designated heritage month celebrations, we hope to continue to acknowledge the contributions made by all groups of people in the United States throughout the year, not just during the heritage month celebrations.

Advocacy Committee

Advocacy is often thought of as “an act of publicly representing an individual, organization, or idea and used as an umbrella term for many intervention tools.

It can include active lobbying, including methods such as letter writing, meeting politicians, running public forums, questions in legislature and participating in various consultative processes.” (Source: Ruminating.org)

Advocacy can also include service to our community.

The committee can seek to find ways to disrupt patterns in societal behavior that keep underrepresented populations

oppressed and move them towards advocacy for themselves and their authentic lifework.

Critical Conversations Committee

Critical Conversations is a continuous, sustained dialogue that examines the current state of affairs and policies in our nation that directly impacts our community.

The conversation is a type of protocol to effectively engage, sustain and deepen dialogue surrounding social justice issues.

We believe it is necessary to have candid conversations that critically examine the systems that perpetuate injustice. These conversations can promote self-awareness and a better understanding of identity, privilege, oppression and power. Additionally, these conversations can explore root causes and intersecting injustices on the individual, organizational and institutional levels.

The Critical Conversation dialogues will be presented in multiple formats, including panel discussions, speakers, moderated conversations and round tables.

Climate Study Committee

The Climate Study Committee's purpose was to establish Russell Sage College as a welcoming, inclusive, equitable and safe community for all its members. **By gathering and analyzing data, we will be able to develop a deeper and more comprehensive understanding of our achievements and challenges to inclusive excellence.** Russell Sage College affirms that healthy societies are diverse and inclusive and welcome the creativity of all persons.

Diversity, Equity & Inclusion Task Force

Barbara Cockfield

Director, Diversity, Equity & Inclusion

Sam Blanco, Ph.D., LBA, BCBA

Assistant Professor,
Center for Applied Behavior Analysis

Jennifer Bryan '25

Nursing

Nassira Cisse '25

Sociology

Nicole Collazo '21

Criminal Justice, Law and Behavioral Science; Criminal Justice Pathway

Dishpaul Dhuga, J.D.

Director of Title IX & EEOC Opportunities

Grace Giancola, MA '20

Director, Residence Life

Kathleen Giarratano '17, '19

Alumna

Doug Gruse

Senior Director of Marketing & Communications

Veneilya Harden '15, Ed.D.

Alumna

Stacie Kutz, Ph.D.

Associate Professor of Biology and Health Sciences

Erica Li

Assistant Athletic Director
Head Softball Coach

Geoffrey Miller

Director of Corporate,
Government & Foundation Relations

Gayle Morse, Ph.D.

Professor, Psychology

Rebecca Palmer

Unit Manager, Student Success

Vincent Pruchnick '22

Childhood/Middle School Education, Concentration in History*

Leah Rico, MFA

Assistant Professor, Graphic & Media Design

Fabrice Toussaint '23

Art + Extended Media

Gabrielle Vaisey

Assistant Director of Student Activities

Milestones

DEI Strategic Climate Process

The Climate Study Committee was instrumental in creating a roadmap for the climate study process. It was important to have a thorough, robust and well-executed climate study. A Diversity, Equity & Inclusion Climate Assessment is crucial in helping to set data points and having metrics to see where we currently are as an institution, where we need to be, and to create a map for where we are headed. **The assessment must include all members of the institution and therefore should assess students, staff, faculty and administration. The assessment must include a DEI survey but should not be limited to only this tool.** The assessment should include effective communication through focus groups, the formulation of the survey, administering the survey and strategic planning and interventions.

The purpose of the DEI study was to assess the educational and workplace climate for students, faculty, staff and administration and to affirm Sage's commitment to a diverse and inclusive climate that welcomes the creativity of all persons.

The study measured perceptions of climate including inclusiveness, sense of belonging, student outcomes, institutional responsiveness, perceptions around diversity and opportunities for academic and career success.

The study has assisted us in developing a Diversity, Equity & Inclusion Strategic Plan to position ourselves for improvement in services, teaching, administration, community relationships and meeting the needs of all students as well as recruiting and retaining students, staff and faculty.

Climate Study Instrument

The Climate Study Committee reviewed the University of Southern California's Race and Equity Center's National Assessment of Collegiate Campus Climates; the Higher Education Data Sharing Consortium Diversity and Equity Climate Survey; the Higher Education Research Institute's Diverse Learning Environments survey for students, staff climate survey, and faculty survey; the Insight Into Diversity's Viewfinder campus climate surveys; and surveys from Rankin & Associates and the National Institute for Transformation and Equity. The last

three were forwarded to the task force's climate committee because they included surveys for the members of the entire college community, which was one of the goals of the study.

This list of survey instruments was identified by a search process that included: discussing and sharing group knowledge; recounting previous assessment experiences; consulting with higher education colleagues; reviewing literature; keeping in mind the expected administration timeline, projected survey budget, and ability to benchmark. The group also discussed creating and administering a campus-built survey, however, there were concerns about the confidentiality of responses and perceived trust.

The group decided that customizing a preexisting national survey hosted by a third-party vendor would allow greater opportunity to focus campus efforts on planning and implementing a survey outreach and reporting plan to advance RSC's goals around campus climate.

In the winter of 2020-2021, the DEI Climate Study Committee gave a recommendation report to President Ames who decided to move forward with the National Institute for Transformation and Equity's Culturally Engaging Campus Environment survey. NITE works with colleges and universities to cultivate culturally-engaging campus environments where diverse students thrive. It aims to create and utilize tools to assist postsecondary institutions in their efforts to examine, understand and improve their campus environments and maximize success among diverse student populations. The institute moves beyond typical climate assessments that tend to focus on challenges in the environment. Instead, the institute focuses on the types of environments that engage and support college students from all backgrounds. It was also decided at this time to utilize a NITE affiliate to conduct the focus groups, Stephen John Quaye, Ph.D., of The Ohio State University.

In spring 2021 and fall 2021, Russell Sage College conducted a Diversity, Equity, and Inclusion Campus Climate Study. In preparing the college community for the DEI campus climate study, the staff made announcements at meetings and via campus leaders. (see Appendix A)

The Survey

Appendix A details the locations and the presenters of each announcement. In the spring, the initial emphasis was on the survey, but the focus groups were also announced. Staff shared that the focus groups would be held in the fall and facilitated by Stephen John Quaye of The Ohio State University. **The DEI Task Force strategized to speak with targeted, organic groups to share the study and the process for choosing to partner with the National Institute for Transformation and Equity, utilizing its Culturally Engaging Campus Environments survey, and consulting with Stephen John Quaye for the DEI Focus Groups.**

The Focus Groups

Summer 2021

During the summer of 2021, the director of Diversity, Equity & Inclusion met with all incoming first-year and transfer students during the “Ready” sessions of “Ready. Set. Go!” orientations to assist in acclimating the students to the RSC environment. During these meetings, students learned that RSC would hold DEI focus groups the week of October 4-8, 2021, and although they would have only been in session six weeks, that we would still like to hear from them to ascertain what are we are doing well (classes, programs, co-curricular, extracurricular, etc.), what we should change or not do at all, and lastly, the things they would like to bring or start (aspirations they have for the time at Russell Sage College).

Fall 2021

The DEI focus group updates were shared via social media, flyers, email and text messages. Emails went out to students, faculty and staff. The emails were a follow-up to the spring announcements. The Appendices contain examples of the communication that went out collegewide as well as targeted messages to HEOP, CSTEP, athletics, Innovation Coffee Hour, student government and general education classes. Below is a list of all Appendices for all communication.

Appendix B: Email (Save the Date)

Appendix C: Email (Faculty and Staff)

Appendix D: Save the Date Social Media Graphic

Diversity, Equity & Inclusion Climate Study Committee

Barbara Cockfield

Director, Diversity, Equity & Inclusion

Geoffrey Miller - Chair

Director of Corporate,
Government & Foundation Relations

Doug Gruse

Senior Director, Marketing & Communications

Stacie Kutz, Ph.D.

Associate Professor, Biology and Health Sciences

Erica Li

Assistant Athletic Director
Head Softball Coach

Emilly Obuya, Ph.D.

Associate Professor, Chemistry and Biochemistry
Carnegie African Diaspora Fellow 2017 & 2018

Jamal Sanders '20

Alumnus

Appendix E: Announcement Graphic

Appendix F: Campus Flyer

Results of the Study

On November 17, 2021, Stephen John Quaye presented the findings of the focus groups and submitted his final report. Quaye conducted a presentation for students in the early afternoon followed by a presentation for faculty, staff and trustees later in the afternoon. **We received very positive feedback from community members who participated in the focus group presentations, and Quaye's analysis and recommendations was very useful in our DEI strategic planning process. Over 121 students and 113 employees or trustees attended the presentations.**

The Culturally Engaging Campus Environments survey was administered by Russell Sage College via our Anthology platform. We leveraged the consultants at Anthology¹ to analyze the CECE survey. Jennifer Schiller, Ph.D., was the lead on the project. Schiller and her team presented their findings on December 3, 2021, at 11 a.m. for students and on December 8 at 11 a.m. for faculty, staff and board members.

The presentations and reports can be found on the employee and student shared drives.

The findings and recommendations from the DEI climate study are the driving force of the DEI strategic plan that has been designed in the spring 2022.

The DEI Strategic Planning Committee

The team had its initial meeting in January of 2022. The team is representative of RSC including administrators, faculty, staff, and students from various areas of the college community. Members of the team leverage their experiences, knowledge, and skills fully in this process. The planning team members were instrumental in obtaining campus buy-in, remaining objective, guiding discussions, being active participants, and seeking feedback throughout the process.

¹Administrative software tools that help college officials attract, support and engage with faculty and student communities.

DEI Strategic Planning Committee

Barbara Cockfield

Director of Diversity, Equity & Inclusion

Geoff Miller - Chair

Director of Corporate Government, and Foundation Relations

Mena Abdelmeged '23

Student

David Baecker

Professor of Theatre

Tawana Davis

Associate Vice President, Student Life for Student Wellness

Dishpaul Dhuga

Director of Title IX and EEOC

Stacy Gonzalez

Dean of Students, Troy Campus
Associate Vice President for Student Life

Doug Gruse

Senior Director, Marketing & Communications

Dr. Veneilya Harden

Alumna G'15

Bradley Heinke '23

Student

Thomas Nesbitt

Vice President for Enrollment Management

Pressage Predestin '22

Student

Kirk Robinson

Assistant Provost for Student Success and Institutional Effectiveness
Interim Dean of Academic Affairs

Sheri Spraker

Executive Assistant to the Vice President Institutional Advancement



The DEI Strategic Planning Process

The DEI Strategic Planning Committee held thirteen (13) DEI institutional assessment and goal setting sessions based on the findings and recommendations from the climate study with nearly 200+ people from our community to hear about their perspectives and experiences that will help ensure the plan created is meeting the needs of all RSC constituents.

The Institutional Assessment

Members of the Strategic Planning Committee met with departments across the RSC community. During these meetings we will reflect on the organization's current strengths, challenges, opportunities, and needs in relation to diversity, equity, and inclusion, issues, as well as the data collection tools. **We reviewed the findings and recommendations from the study and ascertain gaps that affect our ability to be most effective in these areas through a series of institutional and self-assessments.**

We used a DEI Phase model and reviewed the phases and identify where each session believed

we were as an institution within the evolution of DEI (see the model appendix G)

The self-assessment inquired about what things might I be able to advance in my personal sphere of responsibility and influence; what resources might I be able to commit to addressing long-standing challenges (e.g. recruitment, curriculum, accessibility)

The institutional inquiry (based on the evolution of DEI) was where on the continuum would you place Russell Sage College with the follow-up question being to make a list of the characteristics you would identify as consistent with where RSC might be based on where we placed ourselves on the continuum.

Using the data (relevant factors) we posed the following questions to create SMART goals.

What are actionable steps we can take to move to the next stage of DEI development within our organization? We reviewed the findings and recommendations from the DEI Climate Study and begin to chart realistic and achievable goals for Russell Sage College.

The Russell Sage College Plan

The Russell Sage College Diversity, Equity & Inclusion Strategic Plan is guided by our five DEI priorities. These overarching priorities emerged from our Diversity, Equity & Inclusion study in 2021 and aligned with our DEI vision statement and our institutional goals.

Vision Statement

Russell Sage College embraces diversity, equity and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society.

We realize that the work of diversity, equity and inclusion is an evolution that moves us toward our aspirations of a culturally inclusive community. The understanding we gain, as we continually assess our institution, will create informed and intentional transformation.

Russell Sage College is committed to developing policies and programs to create a campus that supports an optimal learning and working environment for all students, alumnae/i, faculty, administrators and staff.

Our DEI vision statement is our commitment and aspiration to a more just and equitable community for all RSC constituents. The Russell Sage College Diversity, Equity & Inclusion Strategic Plan will be our protocol to achieve this.

Priorities

1. Growing our leadership on inclusive teaching and scholarship in relation to Equity, Inclusion, and Diversity

2. Increasing access and success for underrepresented and marginalized populations

3. Continuously build upon a campus climate where everyone feels welcome, supported, included and valued

4. Attract, recruit, support and develop a diverse community inclusive of faculty, staff, undergraduate students and graduate students.

5. Develop an institutional infrastructure to drive change

The Russell Sage College DEI Strategic Plan Outline

Priority 1. Growing our leadership on inclusive teaching and scholarship in relation to Equity, Inclusion and Diversity:

- Implement Universal Design for Learning throughout campus.
- Promote inclusive teaching through professional development.
- Increase use of DEI best practices.
- In partnership with the Office of the Provost, create the position of a Diversity, Equity and Inclusion Faculty Fellow.

Priority 2. Increasing access and success for underrepresented and marginalized populations:

- Implement customized training for key staff and faculty populations.
- Educate all community members about the values and strengths of underrepresented and marginalized students.

Priority 3. Continuously build upon a campus climate where everyone feels welcome, supported, included and valued:

- Create an institution of belonging.
- Coordinate DEI reporting across RSC.
- Provide a wide range of DEI learning opportunities.

Priority 4. Attract, recruit, support and develop a diverse community:

- Increase retention of underrepresented students by 1-3% in three years.
- Create equitable hiring practices that increase staff and faculty diversity.

Priority 5. Develop an institutional infrastructure to drive change:

- Identify and distribute new and existing funding.
- Develop a Center for Diversity on both campuses (i.e., staff both campuses).
- Enhance accessibility and inclusive spaces.

Measurements and Accountability

We will hold ourselves accountable for progress through the following kinds of measurements:

- Completion of given initiatives in particular plan years 1, 2, and 3 with targets as necessary. Some strategies involve creating a program or workshop or conducting training. Metrics will identify the target years for implementation.
- Workshops and training aimed at large populations (all students, all faculty, all staff, etc.) will be ongoing because of the regular arrival of new students and faculty and staff turnover. Diversity, equity and inclusion is ever-evolving and fluid training at planned intervals will allow for the RSC community to remain apprised and relevant within our interactions, classrooms and programming. Monitoring reasonable targets on an annual basis is built into the plan metrics.
- Initiatives that involve participatory programs allow for the collection of programmatic evaluations and surveys. These will be used for improving the quality of offerings but also aggregated on an annual basis with a target of 70% representing high

satisfaction (scores of 4 or 5).

- We will also use the following tools that have been developed and used in the past year: the Baseline Student Satisfaction Survey for students; Beacon Belongingness and Inclusion Index Survey; the University of California, Berkeley’s Strategic Planning for Equity, Inclusion and Diversity toolkit for faculty; and the Phases of DEI for faculty and staff.
- The broader goals of increasing the sense of belonging, culturally relevant and responsive pedagogy, institutional diversity, engagement with diversity, cultural community service, and achieving the aspirations of the DEI Vision Statement are much harder to quantify. Administering the CECE survey again in the second semester of the 2024-2025 academic year provides an opportunity to see if these wide-ranging initiatives are reflected in better levels of satisfaction, especially among underrepresented and marginalized groups.
- The DEI annual report will allow us to track the status and assessment of the strategies using the measurements indicated in the strategic plan.

CECE Baseline Indicators for DEI Strategic Plan

Culturally Relevant and Responsive Pedagogy²

Indicator questions

Instructors at this institution are effective at ... creating classrooms where all perspectives are valued.		
2021 Baseline	2024 Goal	
4.03 (avg)	4.28 (avg)	(+.25)

Instructors at this institution are effective at ... offered assignments that allowed me to relate the task to my communities.		
2021 Baseline	2024 Goal	
2.98 (ug)	3.38 (ug)	(+.40)

Sense of Belonging

Indicator questions

I feel like I am part of the community at this institution.		
2021 Baseline	2024 Goal	
3.65 (avg)	3.90 (avg)	(+.25)

I feel like I belong at this institution.

2021 Baseline	2024 Goal	
3.52 (ug)	3.92 (ug)	(+.40)

Institutional Diversity

Indicator questions

This institution is proactive at offering programs that increase diversity/inclusion.

2021 Baseline	2024 Goal	
3.80 (avg)	4.10 (avg)	(+.30)

This institution invests a sufficient amount of resources in diversity/inclusion efforts.

2021 Baseline	2024 Goal	
3.67 (avg)	4.17 (avg)	(+.50)

Cultural Community Service

Indicator questions

At this institution, there are enough opportunities (e.g., research, community service projects, etc.) to positively impact my cultural communities.

2021 Baseline	2024 Goal	
3.47 (avg)	3.93 (avg)	(+.45)

How frequently does your institution reward staff in your unit for the following? Engaging in service to advocate for the well-being of diverse communities.

2021 Baseline	2024 Goal	
2.44 (avg)	3.04 (avg)	(+.60)

Engagement with Diversity

Indicator questions

In the last year, how often have you participated in activities (in and out of class) at this institution that did the following: Included discussion about inequality (e.g., poverty, racial inequality, gender inequality, etc.)

2021 Baseline	2024 Goal	
2.79 (avg)	3.19 (avg)	(+.40)

In the last year, how often have you participated in activities (in and out of class) at this institution that did the following: Included discussion about the benefits of interacting with people who are different from you.

2021 Baseline	2024 Goal	
2.70 (ug)	3.10 (ug)	(+.40)

²The Culturally Relevant & Culturally Responsive Pedagogy module is a student only module

Priority 1. Growing our leadership on inclusive teaching and scholarship in relation to Equity, Inclusion and Diversity.

Goal 1

Prioritize equitable and inclusive teaching practices by implementing Universal Design for Learning³ throughout the physical campus, in documents and online, particularly as it affects coursework, syllabi design and teaching modalities whenever appropriate to improve accessibility for all learners.

Strategy 1

In cooperation with the Center for Teaching and Learning, library staff, provost's office and other relevant faculty committees, develop and identify appropriate UDL resources for faculty development. Offer introductory UDL training and encourage all instructors to attend by the end of year two.

Measure

Year 1: In cooperation with CTL, library staff, provost's office and other relevant faculty committees, develop and identify appropriate UDL resources for faculty development.

Year 2: 45% of full-time faculty attend professional development by the end of Year 2 (May College, J-College and/or Opening Day).

Year 3: 65% of full-time faculty will attend professional development by the end of Year 3.* Department chairs will encourage faculty to review and update syllabi in alignment with UDL. Measured by an increase of .25% on the Culturally Relevant & Responsive Pedagogy module of the CECE survey

Goal 2

Promote and support inclusive teaching, scholarship and professional faculty development.

Strategy 1: Provide faculty with best practice examples of DEI goals, workshops and resources to encourage DEI goals in the professional develop-

ment plan and, in cooperation with the provost's office and relevant committees, consider adding DEI goals around scholarship, teaching and service to annual professional development plan.

Measure

Year 1: In cooperation with CTL, the deans, and relevant committees, communicate best practices and resources via newsletters, training, meetings, etc.

Year 2: Faculty are encouraged to create professional development plan DEI goals.

Year 3: Faculty are encouraged to create professional development plan DEI goals. Measured by an increase of .25% on the Culturally Relevant & Responsive Pedagogy module of the CECE survey

Goal 3

Increase access to and use of DEI best practices to foster an environment that recognizes the value of diversity and prioritizes equitable outcomes for all students, eventually enabling all Russell Sage College students (present and prospective) to see their lives (culture) reflected in program-specific websites (disciplines), social media, texts and a continually revitalized curriculum.

Strategy 1

Through individual processes created in each department or program, incorporating a diverse range of representative texts and other relevant teaching materials within each discipline will create a process to review the current curriculum and determine where there is a need to include a diverse range of representative texts and other relevant teaching materials.

Measure

³Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.

Year 1: Process created by each discipline. Each academic discipline will create a process to review the current curriculum and determine where there is a need to include a diverse range of representative texts and other relevant teaching materials.

Year 2: Process begins by discipline.

Year 3: Review the process with each program and chair. We will measure by an increase of .40% on the Culturally Relevant & Responsive Pedagogy module of the CECE survey.

Strategy 2

Develop and/or share program-appropriate and public-facing commitments to diversity, equity and inclusion in each discipline. These commitments can also be included in the faculty syllabus and the student handbook to set the stage for a welcoming and inclusive environment in the classroom. (These commitments can be how departments presently incorporate DEI in their specific programs)

Measure

Year 1: Programs/departments will consult with the Office of Communication to share their DEI commitments that can be shared on their department websites.

Year 2-3: Yearly updates to the department website.

Strategy 3

Promote experiential learning that exposes students to multiple cultures with an emphasis on meaningful engagement within communities that reflect a vast array of unique cultural identities held by students.

Measure

Year 1: Partner with the Office of Service Learning and DEI to create opportunities for students to have co-curricular and/or service learning exposure that reflects their cultural community.

Year 2-3: Student survey to assure the efficacy of the collaboration, engagement and experience and review with the program and department. Measured by an increase of .525% on the Cultural Community Service indicator of the CECE survey

Goal 4

In partnership with the Office of the Provost, create the position of a Diversity, Equity & Inclusion Faculty Fellow. The faculty fellow will serve as a faculty leader who will promote and prioritize inclusive culturally relevant and responsive education of all the students as well as support faculty in the implementation of Priority 1 of the Diversity, Equity & Inclusion Plan.

Measure

Create, develop, recruit, hire and implement the position.



Priority 2. Increasing access and success for underrepresented and marginalized populations.

Goal 1

Implement strategic, customized training for campus members who work with students from underrepresented and marginalized populations (resident assistants, public safety officers, administrators and faculty).

Strategy 1

Research and establish a comprehensive training and professional development program that balances foundational learning and personal exploration of DEI principles.

Measure

Measured by delivering six programs annually (two for faculty and staff, two for student leaders, and two for public safety) and evaluating programs via programmatic evaluations.

Strategy 2

Create and implement an annual DEI workshop required for all college employees in order to reinforce the college's commitment to cultural competency, set organizational expectations, and grow a shared understanding of cultural competency.

Measure

Measured by participant evaluation and feedback form.

Goal 2

Educate all community members about the values and strengths of students from underrepresented and marginalized populations.

Strategy 1

Partner with the communications office to create a campaign that lifts community members up by telling their stories through digital and/or print mediums.

Measure

Year 1: Create campaigns based on underrepresented populations.

Year 2: Run the campaigns and establish a baseline of online impressions in Year 2 to benchmark in Year 3.

Year 3: Increase the baseline of online impressions by 25% in Year 3 and measure by an increase of .40% on the undergraduate sense of belonging section of the CECE survey.

Strategy 2

Host events on campus that center DEI as a way to connect with peers and learn.

Measure

Year 1: Survey students in the fall to inquire about programming that is meaningful to them. Implement programming established from the interest survey of the students.

Year 2: Implement programming established from the interest survey of the students.

Year 3: Measured by program evaluations and by an increase of .40% on the undergraduate sense of belonging section of the CECE survey.

Priority 3. Continuously build upon a campus climate where everyone feels welcome, supported, included and valued.

Goal 1

Create an Institution of Belonging.⁴

Strategy 1

Create a highly visible webpage that includes the college's DEI mission and vision, DEI definitions, bias reporting procedures, the DEI strategic plan and other relevant resources.

Measure

Year 1: Create and promote the webpage on social media.

Year 2: Measure effectiveness by the impressions of the webpage and social media and establish a baseline (of online impressions) in Year 2 to benchmark in Year 3.

Year 3: Increase the baseline (of online impressions) by 25% in Year 3 and measure by an increase of .40% on the undergraduate sense of belonging section of the CECE survey.

Strategy 2

Disseminate information about DEI training and resources in various media including "The Chomp", "What's Happening" newsletter, social media, website and other relevant channels.

Measure

Year 3: Measured by an increase of .325% on the sense of belonging section of the CECE survey.

Strategy 3

Engage commuter students or students that take classes remotely.

Measure

Year 1: The addition of a commuter and remote student on the DEI task force to add voice for those communities in programming related to DEI.

Year 2-3: Evaluating the increase of commuter and remote students in virtual and on-campus DEI programming (event sign-in).

Year 3: Measured by an increase of .40% on the undergraduate sense of belonging section of the CECE survey.

Goal 2

Coordinate DEI reporting across all RSC to keep progress prominent.

Strategy 1

Develop a written and visual annual DEI report that addresses progress within each priority of the plan.

Measure

Measured by completion of the annual report.

Strategy 2

President will update the entire college community on DEI progress annually.

Measure

Measured by the delivered report.

Strategy 3

Assemble the climate study group to conduct the next climate study academic year 2024-2025.

Measure

Measured by the assembling of the climate study group at the end of Year 2.

Goal 3

Provide a wide range of DEI learning opportunities in various formats that accommodate all community members.

⁴See the work of John A. Powell, Other & Belonging Institute, UC Berkeley) <https://belonging.berkeley.edu>

Strategy 1

Provide and assess multiple informal and formal opportunities for information sharing, learning and processing (Critical Conversations, advocacy, Social Justice Scholars, Heritage celebrations, speaker series, etc.)

Measure

Year 1-2: Measured by program evaluations.

Year 3: Measured by an increase of .325% on the sense of belonging section of the CECE survey.

Strategy 2

Develop greater awareness and understanding of religious and cultural holidays and traditions that are germane to the RSC community and how people prefer to celebrate (or not), and how this impacts the learning and working community at RSC. The information gathered will be used to create a calendar that will also include best practices that acknowledge the multiple religious and cultural

holidays that are recognized by RSC constituents.

Measure

Year 1: Measured by completing and incorporating calendar across the college community (i.e. college calendar, global email, DEI webpage).

Year 2: Update and send out the calendar before the beginning of each academic year so that professors can incorporate it into their syllabus and administrators can utilize it when setting an office schedule (i.e. meetings, vacation time).

Strategy 3

Identify and build a robust network of external community partners and stakeholders that can support the college with diversity, equity, inclusion and social justice initiatives. Students will have the opportunity to connect with our partners through service learning, clinicals and internships with strong DEI components.



Priority 4. Attract, recruit, support and develop a diverse community inclusive of faculty, staff, undergraduate students and graduate students.

Goal 1

Increase the retention rate of underrepresented students by 1% to 3% percent within three years using targeted programming for groups that have lower retention rates than the institution average.

Strategy 1

Create a Men of Color program that will aid men of color to persist by promoting academic success, creating community and a sense of belonging and removing barriers that have historically impeded completion.

Measure

Year 1: Create, develop and secure funding for programs.

Year 2: Implement program.

Year 3: Measure success by programmatic evaluation of participating students for impact and success and by an increase of .325% on the undergraduate sense of belonging section of the CECE survey.

Strategy 2

In partnership with Critical Conversations create a Dialogue on Diversity which is a platform that allows for meaningful conversations between students, faculty and staff on equity, diversity, inclusion, social justice and other relevant issues on a monthly basis.

Measure

Year 1: Create a plan to secure funding for programs.

Year 2: Implement the program and create a baseline of attendees.

Year 3: Measure success by the number of RSC members that attend the dialogues and survey par-

ticipants for impact and success with an increase of .40% of the CECE Engagement with Diversity module.

Goal 2

In partnership with the Office of Human Resources, we will create equitable recruitment and hiring practices to increase and retain diverse hires at Russell Sage College to reflect the student population.

Strategy 1

Adopt the Search Advocate Model⁵ for hiring employees at the college. Within one year we will have 15 staff and faculty trained as search advocates and by Year 3, every search committee will have a trained search advocate.

Measure

Year 1: 15 staff and faculty will be trained.

Year 2: 15 additional staff and faculty will be trained.

Year 3: We will have an active list of 35 to 50 trained advocates that can each serve on a search committee.

Strategy 2

Review the position/job descriptions to ensure descriptions are standardized and unbiased and that we are avoiding gendered language, age-related bias or any other biased language that may signal to a candidate that they do not belong at RSC.

Measure

Year 1: Create a committee to review job descriptions or train an employee in HR.

Year 2: Begin the process of reviewing and updating job descriptions starting with current postings.

⁵The Search Advocate Foundations workshop series establishes a theoretical foundation of current research about implicit bias and diversity, information about the changing legal landscape in hiring, and an overview of inclusive employment principles.

Year 3: Committee will check in with departments across the college to ensure all positions have been updated.

Strategy 3

Assess the college's hiring practices to determine if they are consistent with the available labor pool or if there are any other systemic barriers to the success of such candidates. If barriers are identified, devise strategies to remove them.

Measure

Year 1: Hire a consultant to complete the assessment.

Year 2: Use the recommendations to update and/or create new hiring practices.

Year 3: Implement new hiring practices and incorporate them into the new RSC hiring handbook.

Strategy 4

Advertise in diversity publications, on diverse job boards and educational/professional conferences or organizations, etc. to ensure a diverse applicant pool. Allocate and budget fiscal resources to accomplish this for all searches at RSC.

Measure

Year 1: Review all advertisements for placements.

Year 2: Assess the effectiveness of all advertisements and collect feedback on where candidates find the job posting.

Year 3: Develop a strategy for when and where to advertise and collect feedback on where candidates find the job posting.

Strategy 5

Support the Office of Human Resources to conduct exit interviews to ensure we discover what the employee's duties actually were and why they are leaving.

Measure

Year 1: Ensure we are conducting exit interviews of existing employees.

Year 2: HR will assess data from the exit interviews.

Year 3: Share the themes from exit interviews with the Office of Diversity, Equity & Inclusion, cabinet, and hiring managers to fine-tune job descriptions and expectations.

Strategy 6

The Office of Diversity, Equity & Inclusion will support the Office of Human Resources' ability to conduct stay interviews to ensure supervisors are checking in with employees to ensure they feel included and have a sense of belonging in their position and department.

Measure

Year 1: Research and create stay interviews.

Year 2: Implement stay interviews.



Priority 5. Develop an institutional infrastructure to drive change

Goal 1

Identify and distribute new and existing funding sources to support DEI programming and capacity.

Strategy 1

Collaborate with Institutional Advancement to identify grant and donor opportunities supportive of diversity initiatives.

Measure

Track dollars raised in support of diversity initiatives.

Strategy 2

Allocate consistent funding to support cultural competence in research and teaching activities after the expiration of the current grant.

Measure

Measured by ensuring budget allocation.

Goal 2

Develop a Center for Diversity on both campuses.

Strategy 1

Hire an additional DEI employee. The DEI office should be staffed with a professional who can support the director and ensure that a representative is available at each campus to support the work of the office.

Measure

Measured by the person being hired, onboarded and performing at an excellent/outstanding level at year-end reviews.

Strategy 2

Survey and evaluate the DEI task force's composition and function to increase effectiveness, formalize leadership roles and create a growth plan.

Measure

Year 1-2: Create and Implement the DEI task force's

growth plan, recruit new members and reward existing members.

Year 3: Evaluate the growth plan measured by task force feedback, completion of the written growth plan and leadership roles within the task force.

Strategy 3

Evaluate existing programs in student life and ascertain DEI components that are already present in organizations, clubs, programming, etc., and design and implement where there is an opportunity for additional initiatives. This strategy is contingent on the hiring of additional personnel for the Office of Diversity, Equity & Inclusion.

Measure

Measured by determining how many programs will be needed and then executing those programs.

Goal 3

Enhance accessibility and inclusive spaces.

Strategy 1

Incorporate the principles of Universal Design Learning when evaluating and improving spaces and include accessibility analysis in the 2022 Space Utilization study.

Measure

Measured using Universal Design Learning standards.

Strategy 2

Identify spaces on each campus and remedy spaces and/or services to increase access for all RSC constituents. Set priorities based on the Space Utilization study report.

Measure

Set multi-year goals based on the report.

Strategy 3

A representative from the office of DEI will participate as a stakeholder and meet regularly with the



Space Utilization committee to contribute and ensure that DEI objectives are considered on behalf of the entire RSC population.

Measure

Measurements based on recommendations from the 2022 Space Utilization study.

Strategy 4

Provide a series of two to three programs or workshops for faculty and staff that deepen their understanding of working with people with disabilities.

Measure

Measured by program evaluations and improved feedback from the next climate study.

Strategy 5

Extend the availability of Accessibility services to meet the needs of students with accessibility needs and support faculty who teach outside of the current hours of the Office of Accessibility.

Measure

Assure that, during all times when classes meet,

students with accessibility needs have access to appropriate accommodations and faculty have access to appropriate resources.

Strategy 6

Research and develop ways students can benefit from the government program Access-VR (Vocational Rehabilitation)⁶ and provide resources needed to access the program.

Measure

Measured by return on investment of the improvement and financial outcomes of the program.

Goal 4

Assure that college systems, policies and procedures promote equity, facilitate diversity goals, improve clarity, provide transparency and enhance accountability. This goal and its strategies are contingent on the hiring of additional personnel for the Office of Diversity, Equity & Inclusion.

Strategy 1

Convene a working group dedicated to the audit of institutional policies and practices for alignment with diversity strategic priorities.

⁶ACCES-VR assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development.

Measure

Year 3: Measured by the report from the group.

Strategy 2

Conduct unit-level DEI assessment with each department of the college

Measure

Year 1-3: Measured by completing and determining the placement of each unit on the Inclusive Excellence tool.

Strategy 3

Using the data and feedback from unit assessment, create a series of offerings that will provide educational programming for faculty, staff and students that will create substantive change.

Measure

Year 3: Measured by programming survey and feedback; next climate study.

Year 3: Review progress of Priority 4, Goal 3, Strategies 1-5.

Goal 5

Create a Bias Response Team to support the college's strategy for achieving an inclusive campus climate by providing a system that can respond to bias incidents, as well as reporting, reviewing and creating transparency throughout the process and in reporting. This goal and its strategies are contingent on the hiring of additional personnel for the Office of Diversity, Equity & Inclusion.

Strategy 1

Create the policy and procedures of the Bias Response Team.

Measure

Completion of policy and procedures.

Strategy 2

Convene team to meet to review reports and make findings and recommendations in tandem with the director of EEOC and Title IX.

Measure

Developed framework, and reporting system, and findings based on a survey of the RSC community on the new Bias Response Team, policy, process, website and reporting.

Priorities 3, 4 and 5 have additional goals that could not be included in the existing plan. It was important to honor the study, strategic planning process and the voices of our community therefore we wanted to acknowledge that we are cognizant of them and they will be included in the subsequent strategic plan.

Priority 3: Continuously build upon a campus climate where everyone feels welcome, supported, included and valued.

Goal 1

Create an Institution of Belonging.

Strategy 1

Develop training and informal opportunities to discuss DEI issues and learn about best practices based on preferred modes of delivery and interests in training topics.

Measure

Year 1: Create a formal delineation of DEI training requirements for all students, faculty and staff.

Year 3: Measured by program consistency and feedback.

Strategy 2

Incorporate DEI content into new student and new employee orientation by contributing DEI information, outlining clear expectations, standards for behavior and resources. Ensure that students are aware of their rights and options for addressing incidents of bias and grievances.

Measure

Year 1: Create RSC-specific DEI terminology, mission statement and core values.

Year 2: Communicate terms, statements and core values to the RSC community via Innovation Coffee Hour, President's forums, faculty meetings, global emails, etc.

Year 3: Measured by achieving dissemination of information and measured by an increase of .40 on the engagement with diversity module and the sense of belonging section of the CECE Survey.

Strategy 3

Create an Intergroup Dialogue student program that provides personal, professional and community development opportunities as students meaningfully engage one another to increase mutual understanding around current events, salient identities and complex issues.

Measure:

Year 1: Create the Intergroup Dialogue program for students with a faculty advisor and begin training.

Year 2: Intergroup Dialogue program begins and measurable outcomes are designed.

Year 3: Measured by programmatic evaluation of dialogues.

Priority 4. Attract, recruit, support and develop a diverse community inclusive of faculty, staff, undergraduate students and graduate students.

Goal 1

Increase the retention rate of underrepresented students by 1% to 3% percent within three years using targeted programming for groups that have lower retention rates than the institution average.

Strategy 1

In partnership with the Office of Admission, create a mentorship/bridge program for diverse students in local high schools. The pilot program could develop a pipeline of high school students to Russell Sage College.

Measure

Year 1: Create, develop and secure funding for programs.

Year 2: Implement a pilot program in one high school.

Year 3: Measure success by the number of students that come to campus for events. Survey students for impact and success and if possible, build on this program for the next strategic plan.

Goal 2

In partnership with the Office of Human Resources, we will create equitable recruitment hiring practices to increase and retain diverse hires at Russell Sage College to reflect the student population.

Strategy 1

Review the current hiring practices and policies to ensure it is a professional, equitable process and create an equitable hiring policy and handbook for Russell Sage College. Secure funding for the hiring of an additional HR staff member to lead and coordinate this process and the review and standardization of job descriptions in Strategy 3.

Measure

Year 1: Create a committee to review the practices and policies.

Year 2: Begin the process of reviewing, updating and developing policies and a new handbook for hiring, searches and committees.

Year 3: Implement new policies and roll out a new handbook.

Strategy 2

Create a mentorship/career path program for new and existing faculty and staff to ensure a welcoming environment that supports individuals to develop salient skills around inclusive practice and impart departmental and institutional knowledge.

Measure

Year 1: Develop the mentorship program with pathways for faculty and staff.

Year 2: Implement the mentorship program.

Year 3: Continue to implement the program and administer a survey for mentees to ascertain the effectiveness of the program.

Priority 5. Develop an institutional infrastructure to drive change.

Goal 1

Assure that college systems, policies and procedures promote equity, facilitate diversity goals, improve clarity, provide transparency and enhance accountability.

Strategy 1

Create and expand conflict mediation and resolution pathways for staff, faculty and students.

Measure

Measured by adopting process and procedure.





Timeline

November 2020 – Director of Diversity, Equity & Inclusion begins.

November 2020 – DEI task force has its first meeting.

December 2020 – DEI task force committees are created by means of feedback from meetings with cabinet members, administrators and members of segments of RSC.

January 2021 – Task force has initial training with Mary Bonderoff, Ed.D. During the training, the task force completes a SWOT analysis.

December 2020-February 2021 – The DEI Climate Study Committee reviews a number of instruments for the study and forwards three to President Ames because they included surveys for the members of the entire college community, which was one of the goals of the study.

This list of survey instruments was identified by a search process that included: discussing and sharing group knowledge; recounting previous assessment experiences; consulting with higher education colleagues; reviewing the literature; and keeping in mind the expected administration

timeline, projected survey budget, and ability to benchmark.

The group also discussed creating and administering a campus-built survey, however, there were concerns about the confidentiality of responses and perceived trust. The group came to the decision that customizing a preexisting national survey, hosted by a third-party vendor, would allow greater opportunity to focus campus efforts on planning and implementing a survey outreach and reporting plan to advance RSC's goals around campus climate.

February 2021 – President Ames chooses the National Institute on Transformation and Equity's Culturally Engaging Campus Environment Survey from the recommendations submitted by the DEI Climate Study Committee.

March 2021 – Finalized contract for Culturally Engaging Campus Environment Survey. Retained the National Institute on Transformation and Equity's affiliate Stephen John Quaye, Ph.D., of The Ohio State University as the facilitator of our focus groups.

April 2021 – Culturally Engaging Campus Environ-

ment Surveys are administered to undergraduate and graduate students, staff and faculty.

May 2021 – Survey closes.

August 2021 – We contract with Anthology to analyze the survey data and complete a report.

October 2021 – Stephen John Quaye conducts focus groups for undergraduate and graduate students, staff and faculty in person on both campuses of Russell Sage College. In the last week of October Quaye conducts virtual focus groups for those who cannot attend in person.

November 2021 – Stephen John Quaye submits the focus group report with findings and recommendations. Quaye also facilitates a presentation of the findings for students, and another for all employees and board of trustee members. The report and recording of the presentations are uploaded to the employee shared drive, the student shared drive, and the trustees Moodle page.

December 2021 – Jennifer Schiller, Ph.D., of Anthology, presents her team's findings and recommendations after their analysis of the survey data. They hold one presentation for students and another for all employees. The recordings of the presentations are uploaded to the employee shared drive, the student shared drive and the trustees Moodle page.

January 2022 – Jennifer Schiller delivers the final report of the findings and recommendations from

the CECE survey. The reports are uploaded to the employee shared drive, the student shared drive, and the trustees Moodle page.

January 2022 – The DEI Strategic Plan Committee is formalized and the process for the plan begins. The chair of the planning committee and the Director of Diversity, Equity & Inclusion give an overview of the process at J-College.

February-March 2022 – The Strategic Plan committee meets to strategize on the process for conducting the institutional assessment as well as the goal creation sessions.

March-April 2022 – The Strategic Plan committee conducts 13 sessions with over 200 participants, including students, staff, and faculty, to create specific, measurable, achievable, relevant and time-bound – or SMART – goals for the DEI strategic plan.

April-May 2022 – The draft of the DEI strategic plan is created.

May 2022 – The draft of the DEI strategic plan is shared at May College.

May 2022 – The draft of the DEI strategic plan is shared to the Student Success and Community Wellbeing (S2CWB)

June 2022 – The final DEI strategic plan is shared with the Russell Sage College Board of Trustees.



Appendices

Appendix A: Campus Announcements

DEI Campus Climate Announcements		
Announcements	Presenter	Date
Board of Trustees	Barbara Cockfield	3/5/2021
President's Forum	President Ames	3/24/2021
President's Cabinet	Barbara Cockfield	4/21/2021
Graduate Students	Dan Hulseapple	4/21/2021
Facilities	John Zajaceskowski	4/23/2021
Graduate Faculty	Kathleen Kelly	5/3/2021
Veteran Groups	Shawn Heller	via email

Appendix B: Email (Save the Date)

Good Morning Russell Sage Community!

The DEI task force began a climate study earlier this year. We were able to collect valuable data from students, faculty, and staff that will help inform who we are as an institution and lay the groundwork for us to ensure inclusivity is front and center in all areas of the college and felt by every member of our community.

Continuing the work of the climate study, Dr. Stephen Quaye will hold focus groups and conversations with students, faculty, and staff members the week of October 4. He will speak with us and provide an opportunity to share our feelings, experiences, and sentiments in a nonjudgmental, safe space to better understand the climate of Russell Sage College.

The information gathered will help RSC create a plan that strives to meet our DEI vision statement to embrace diversity, equity, and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society.

Next week you will receive an email with details to sign up for upcoming focus groups.

Thanks so much!

The Climate Study Subcommittee

Allison Coleman, Barbara Cockfield, Doug Gruse, Dan Hulseapple, Stacie Kutz, Erica Li, Geoff Miller, Emily Obuya, and Jamal Sanders

Appendix C: Email (Faculty & Staff)

Greetings RSC Faculty and Staff,

We would like to invite you to take part in our Diversity, Equity & Inclusion (DEI) focus group the week of October 4-8, 2021 regarding the climate of Russell Sage College (RSC). Climate is the current attitudes, behaviors, standards, and practices of employees and students of an institution. The focus groups will be a continuation of our climate study of RSC that began last spring.

A DEI Climate Assessment is crucial in helping to set data points and having metrics to see where we currently are as an institution, where we need to be and to create a road map for where we are going.

The purpose of this study is to assess the educational and workplace climate for students, faculty, staff, and administration and to affirm Sage's commitment to a diverse and inclusive climate that welcomes the creativity of all persons. The study will measure perceptions of climate including inclusiveness, sense of belonging, student outcomes, institutional responsiveness, perceptions around diversity, and opportunities for academic and career success.

The focus group should last no longer than 40-50 minutes. The focus groups will provide an opportunity for you to confidentially and safely share your sense of belonging and other DEI perceptions. The sign-up sheets will not be shared with anyone. There will also be snacks! Once the reports have been completed, we will have community presentations to share the findings. If you would like to take part in the focus group, please let us know by clicking on the: Faculty link or Staff link and choosing a focus group block. Please choose up to 3 times on the form, and we will let you know which one you are scheduled for. You will receive your confirmed focus group time on Friday, Oct. 1.

Best Regards,
Climate Study Committee

Appendix D: Save the Date Social Media Graphic

The Diversity, Equity & Inclusion Task Force invites you to

Save the Date
October 4–8, 2021
DEI Focus Groups
with Dr. Stephen Quaye

We are seeking volunteer students, faculty and staff to participate.
Dr. Quaye will be here all week to speak with you all and provide you an opportunity to share your feelings, experiences and sentiments in a non-judgmental, safe space to better understand how Inclusive we are as a college. If you are interested, an email will be sent out next week with registration times.

INCLUSION
IS EVERYONE'S
RESPONSIBILITY

DIVERSITY MATTERS
EQUITY MATTERS

RS

RS **RUSSELL SAGE COLLEGE**
OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

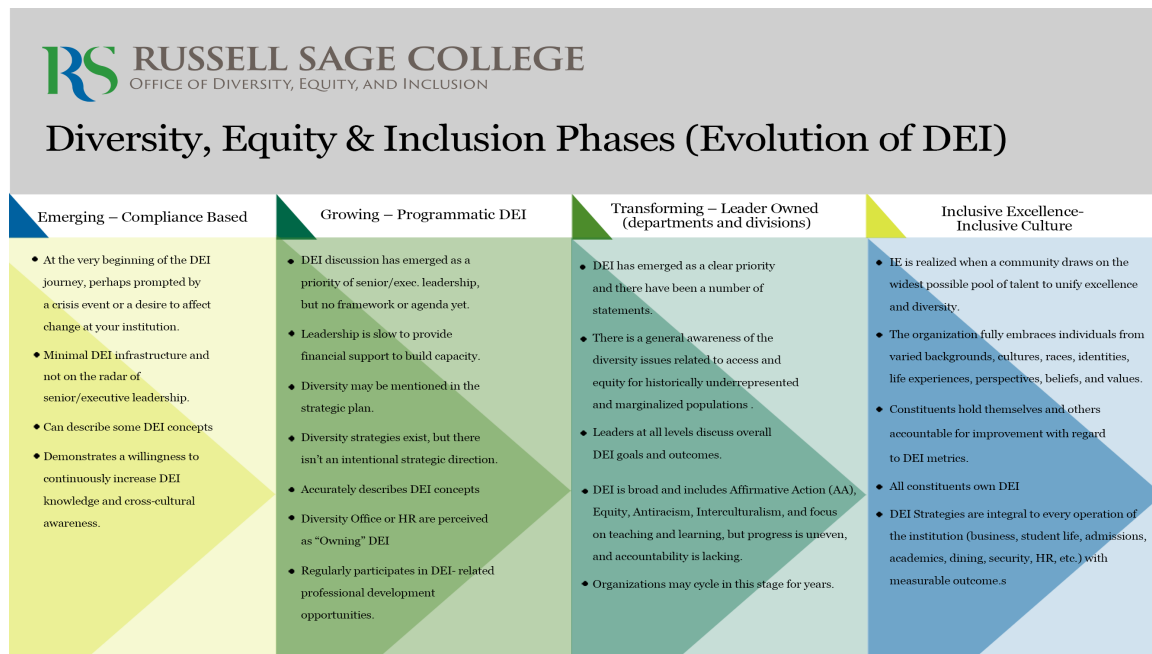
Appendix E: Announcement Graphic



Appendix F: Campus Flyer



Appendix G: Evolution of Diversity, Equity & Inclusion



Appendix H

Terms used throughout the strategic planning process and during training.

Diversity – the emergence of multiple social identities within an institution.

Inclusion – is a state of being valued, respected and supported to ensure success for all members of the institution. Creating environments that allow everyone to feel welcome.

Equity – Everyone is provided access, opportunity and the resources they need to be successful and meet their full potential.

Sense of Belonging – the degree to which students feel they belong to the campus community.

Museus, S. D., Yi, V., & Saelua, N. (2017). The Impact of Culturally Engaging Campus Environments on Sense of Belonging. The Review of Higher Education, 40(2), 187-21



RS **RUSSELL SAGE COLLEGE**
OFFICE OF DIVERSITY, EQUITY, AND INCLUSION