Project Inclusion

Presented by

ESF Office of Inclusion, Diversity and Equity

Outline for Discussion

- Review of Project Inclusion survey from last fall
- High level summary of lessons learned from Project Inclusion survey
- Next steps in response to Project Inclusion
  - **29 Days of Equity**
  - **Weekly discussions – Diversity@ESF24/7/365**
  - **Resource Inventory**
- Current opportunities to serve

What is Project Inclusion?

- ESF's commitment to address inclusion, diversity and equity (IDE)

- Two-year initiative

- Designed to help us create change within the ESF community so our community:

  - Feels safe
  - Feels supported
  - Can successfully meet their responsibilities and potential
  - Feels a sense of belonging

Where We Are Today

- Launched the self-assessment in Fall 2020

- We surveyed the campus community on their awareness, understanding, support, and involvement of inclusion, diversity and equity

- Results will be used to build a framework and curate current success at the department and initiative level, develop goals and an actions that will be implemented over the next few years
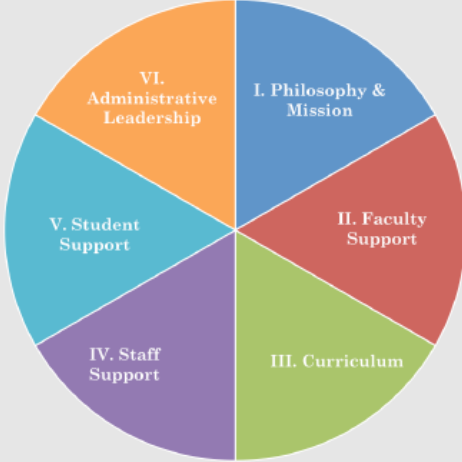
Assessing Inclusion, Diversity and Equity (IDE)

- Project Inclusion self-assessment used an established methodology from New England Resource Center for Higher Education

- "This rubric was designed to assist members of the higher education community in gauging the progress of their diversity, inclusion and equity efforts on their campus."

- https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf

Assessing Inclusion, Diversity and Equity (IDE)

- What are we assessing?
- What is inclusion, diversity and equity (IDE)

# Assessing Inclusion, Diversity and Equity (IDE)

- **Diversity**: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning (NERCHE 2016).

- **Inclusion**: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical). This engagement with diversity has the potential to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions (NERCHE 2016).

Assessing Inclusion, Diversity and Equity (IDE)

- **Equity**: Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low-income students, in three main areas:
  - **Representational equity**, the proportional participation at all levels of an institution;
  - **Resource equity**, the distribution of educational resources in order to close equity gaps; and
  - **Equity-mindedness**, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff (NERCHE 2016).

Self Assessment – Completed Fall 2020

- Each of six areas being assessed in two week widows of time:

- Philosophy & Mission

- Faculty Support

- Curriculum (Teaching Research and Service)

- Staff Support

- Student Support

- Administrative Leadership
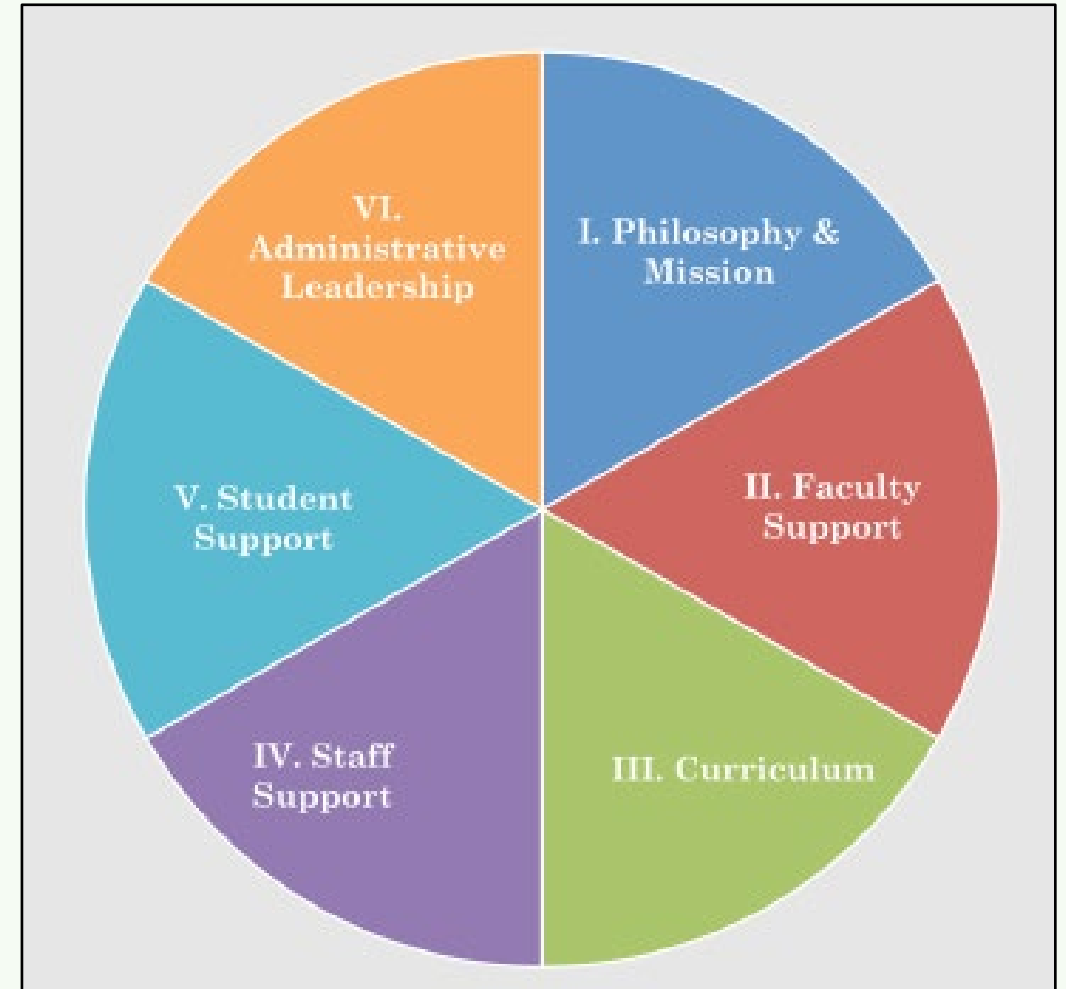
ESF Self-Assessment

We measured the 6 key dimensions on a three-stage scale:

- Stage 1, Emerging: Beginning to recognize IDE as a strategic priority; building a campus-wide constituency for the effort

- Stage 2, Developing: Focused on ensuring the development of its institutional and individual capacity to sustain IDE

- Stage 3, Transforming: IDE is fully institutionalized into the fabric of the institution; we continue to assess efforts to ensure progress and sustainability

Self Assessment – Completed Fall 2020

II: FACULTY SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, EQUITY, AND INCLUSION

An important element for diversity, inclusion and equity institutionalization is the degree to which the faculty take ownership of diversity, inclusion and equity as essential to the academic core of the campus.

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
FACULTY KNOWLEDGE AND AWARENESS	Very few members know what diversity, inclusion and equity are or understand why they are essential aspects of a student's education.	An adequate number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's education.	A substantial number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's education.
FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are instructors, supporters, or advocates of diversity, inclusion and equity. Few support the strong infusion of diversity, inclusion and equity into the academy or into their own professional work. A few faculty members on campus sustain diversity, inclusion, and equity activities.	While a satisfactory number of faculty members are supportive of diversity, inclusion and equity, few faculty members are advocates for infusing diversity in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of key faculty members are engaged in diversity, inclusion and equity.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of diversity, inclusion, and equity support the infusion of diversity, inclusion and equity both into the institution's overall mission and the faculty members' individual professional work.

What We Learned

Culture Perceptions

- Hire & Search Practices

- Inclusive Pedagogy (faculty expectations
for performance expectations/curriculum)

- IDE missing from P&T structure

- IDE values are communicated differently
(or not at all) to different audiences

- Administrative and executive investment in
IDE

Where ESF is Seeing Traction

- **OIDE bringing together IDE programmers across campus to engage in a streamlined and holistic approach**
- **We are improving how we talk about, understand, and measure IDE (i.e. Project Inclusion; required & elective education)**
- **Select employees activate IDE**
- **Select academically diverse curriculum with inclusive content, context, and instructional strategies**
- **Exit interview to evaluate, monitor reasons for separation from the College**

Where ESF is Holding Steady

- **Elective and Required education; consistent programming related to identity celebration/acknowledgement, power and privilege, anti-discrimination/harassment**

- **Shift in Global Understanding of IDE (more than race/gender)**

- **High rating in MWBE purchasing**

- **Reputation for annually provided acknowledgements and resources**

Where ESF Needs to Be on High Alert

- Programs with poor gender/race representation and provide training to chairs on strategies for inclusion or recruiting and retention of future faculty.
- Evaluate chair and dean appointments for their previous experience and impact into diversifying the composition of faculty
- Policies that support diverse faculty (i.e. dual-career)
- Access to funding through pursuing and supporting grant applications related to diversity
- Review the balance and merit given to research, service and teaching – and how these are assessed. Diversity, equity and inclusion do not appear in the ESF P&T guidelines for faculty
- Review, examine, and publicize ESF recruitment, selection, hiring (students and employees)

Putting Insights into Action

- Jumpstart actions with IDEC; OIDE; Executive Cabinet, and other committees creating IDE change.

- With Project Inclusion data in hand (and by use of the Project Inclusion Resources Inventory), ESF Executives are asked to do regular engagement tours to meet with faculty, staff, students, and alumni from Indigenous, Latinx, Black, Asian Pacific Islander, LGBTQ+ and other minoritized communities; and to inform your portfolio's IDE planning, measurement, and assessment.

What's Next for our Campus

- Phase I
  - **Launch "28 Days of Equity" awareness campaign**
  - **Activate "Diversity 24/7/365" working sessions**

- Phase II
  - Build out the Project Inclusion Resources Inventory

- Immediate Opportunities to Engage and Serve as faculty representative on:
  - **LSAMP advisory board**
  - **Board of Trustees IDE committee**

Activating Project Inclusion: 28 Days of Equity

- Sign Up to receive the [28 days of Equity notifications](#) beginning November 16, 2021
  - The concept for the 28 Days of Equity grew out of the work of diversity expert [Eddie Moore, Jr.](#) to help participants gain a deeper understanding of the intersections of race, power, privilege, and oppression. His suggestions for an equity curriculum include readings, videos, podcasts, reflection prompts and actions.
  - Each day has a brief introduction to an IDE related topic or issue and is linked with resources (videos, TED talk, articles, books) that you can engage with to explore a topic further
  - Sign up at https://www.esf.edu/ide/project-inclusion/

Example: 28 Days of Equity Message

Welcome to Day 2 of SUNY ESF's 28 Days of Equity!

Today's message will give you the opportunity to watch (or watch again) the [performance of Amanda Gorman](#), the nation's first National Youth Poet Laureate and at 22, the youngest ever inaugural poet. She recited her work shortly after the swearing in of the new United States president and vice president. A [transcript](#) of her performance is available for better accessibility or if you prefer to read her words.

After you watch, reflect on your responsibility to recognize and amplify marginalized voices including people of color, LGBTQ+, those with disabilities and many more whose voices have either been silenced or talked over. What does this look like in your office or classroom? In the community?

Act: Invite other ESF colleagues, students, alumni, friends, family and others to take part in the ESF 28-Day Challenge with you!

*If you have been forwarded this email and would like to be included on future 28 Days of Equity messages, (Beginning November, 2021) sign up here: [**click here**](#)*

The concept for the 28 Days of Equity grew out of the work of diversity expert [Eddie Moore, Jr.](#) to help participants gain a deeper understanding of the intersections of race, power, privilege, and oppression.

Today's message was adapted from SUNY Morrisville's 28 Days of Equity!

Activating Project Inclusion: Diversity@ESF24/7/365

- There will be a weekly discussion as part of the Diversity@ESF24/7/365: Activating Project Inclusion initiative
  - Fridays from 3:00 – 4:00 PM in Bray 217
  - Submit a session proposal on behalf of your department or ESF affiliation for discussion at the Activating Project Inclusion session (e.g. activism, accreditation, inclusive pedagogy, engagement techniques, P&T, etc.)

Activating Project Inclusion: Resources Inventory

- Ongoing, college-wide diversity, equity, and inclusion (IDE) [resources inventory](#) with the following objectives
  - Improve the coordination, planning, and visibility of the College's IDE resources amongst the ESF community.
  - Detail and curate community-wide antiracist resources in efforts to advance racial equity and justice
  - Create an interactive, searchable IDE resource database and mapping tool to facilitate a vibrant and strategic, college-wide exchange of information, opportunities, and best practices.
  - Establish an institutional baseline for IDE efforts across all levels and divisions at the College and for all campus constituencies
  - Activate intentional actions that positively alter climate and increase quantities of historically underrepresented people at ESF.
  - Develop a comprehensive report of the college's progress towards its strategic goal of advancing diversity and inclusion. Please review and complete the inventory below to detail the DEI resources in your division.

Activating Project Inclusion: Resources Inventory

- Opportunities to engage and serve to advance IDE at ESF

- Faculty representatives needed for the following committees:
  - LSAMP – meets once a month to devise strategies and approaches to implement and improve this program over time
  - Board of Trustees IDE Committee

- Contact Dr. Malika Carter if you are interested or want further information:
  Office of Inclusion, Diversity and Equity (OIDE)
  445 Baker Laboratory
  Office: 315-565-3016
  Email: mcarte06@esf.edu

Activating Project Inclusion: Resources Inventory