



**Fashion Institute  
of Technology**

# **Diversity, Equity, and Inclusion Strategic Plan**



# **FIT Diversity, Equity, and Inclusion Strategic Plan**

## **November 2016**

### **Table of Contents**

Message from the President	Page 1
Introduction	Page 2
Current State	Page 3
Goals, Strategies, Metrics/Current Benchmarks, and Projected Outcomes	Page 8
Implementation, Monitoring, Assessment, and Accountability	Page 11
Committee	Page 13



## **Message from the President**

For many years, FIT has been operating with the guidance of a strategic plan--a dynamic plan that was developed by a comprehensive cross-section of the entire FIT community: faculty, staff, students, trustees, and even industry representatives. From the outset, the plan called for a campus that is “purposefully diverse”---reflecting through its students, faculty and staff the pluralistic city, nation and world we live in. Diversity is also a critical element in fulfilling FIT’s mission to instill in students the global perspective they will need for professional success--and simply to become what I like to think of as “citizens of the world.” Over the years, FIT has made some progress in reaching these goals, but in fact, diversity here remains a work in progress. To that end, we have now developed a strategic plan for diversity, equity and inclusion, which you will find on the pages that follow. It is our first such effort--and one that underscores the seriousness with which we take our commitment to becoming “purposefully diverse.” Developed by a sub-committee from FIT’s Diversity Council, it is, I believe, a strong and ambitious plan---one that I expect will become as much a part of the College’s lifeblood as our on-going strategic plan.

Dr. Joyce F. Brown  
President



## Introduction

Throughout the history of higher education there have been key cultural shifts that have been influential in transforming the landscape of college campuses. The rise of the Internet in the 1990s, for example, required colleges to allocate additional resources, expand their infrastructure, build on their support services, train their faculty/staff, and completely reframe their ways of conducting business. It forced colleges to see that by investing in technology, they were investing in their students and their institutions' future. Not doing so, we know now, would have been a grave mistake.

Today we are on the brink of yet another cultural tipping point in higher education and one that, once again, requires institutions to move beyond “business as usual.” This time, however, the focus is not on technology but rather on the values that underlie the entire educational enterprise--values that are urgently needed if we wish to cultivate tomorrow's leaders: culturally competent, compassionate and sophisticated citizens of the world. If that is a goal of higher education, and FIT believes it is, then we must once again transform our college campuses--through the allocation of resources, expansion of infrastructure, building of support services, and training of faculty and staff--to meet the highest standards of diversity, equity and inclusion.

Prior to SUNY's 2016 charge to make the University “the most inclusive in the country,” FIT had already developed a framework for establishing a more diversified campus community with the restructuring of the President's Diversity Council in 2008. Our commitment to diversity was further reinforced in 2010 with the launch of a “Faculty of the Future” initiative aimed at diversifying the faculty, and again in 2012, with the implementation of a Climate Assessment. The findings of the Climate Assessment resulted in the creation of a strategic planning committee – a subcommittee of the President's Diversity Council – whose members have developed a series of goals and initiatives to promote FIT's commitment to diversity, equity and inclusion.

But achieving a sense of inclusion is only part of the work that needs to be done. In order to be a truly diversified, equitable and inclusive campus, we must ensure we are doing all that we can to recruit highly-qualified students, faculty, staff, and administrators, who--because of their individual and intersecting identities—so often experience barriers to access. We must constantly examine and re-evaluate our policies and procedures to ensure that they do not limit our ability to achieve our goals. And as New York State remains at the forefront of diversity and equity in our country, FIT must formalize a diversity management system that ensures we remain in lockstep with the State.

As a community college located in one of the most diverse cities in the world, preparing its students to work in some of the most diverse and global industries, FIT recognizes its unique position to be a leading force for what diversity, equity and inclusion looks like on a college campus. We take pride in what we've achieved so far, yet we recognize that there is still much to be done to ensure that all members of the community--regardless of race, national or ethnic origin, age, genetic disposition, ability, religion, socioeconomic status, gender identity, veteran status, or sexual orientation--are given the tools and the support needed to fulfill their potential. Simply aiming to be a diverse campus is not enough. We must now invest in a fuller and broader program that supports diversity. By aiming for an expansive expression of diversity, equity, and inclusion throughout our campus community, we are investing in FIT's future.



## **Current State**

In order to better understand the Diversity Equity and Inclusion Strategic Plan that follows, it is important to first be conversant with the current state of FIT's diversity and inclusion efforts. While we know that there is still much more to be done to create the campus culture we desire, the College has achieved much in this arena – all of which will serve as the basis on which our plan is built.

### **FIT MISSION, VISION, AND STRATEGIC PLAN**

In 2012, FIT embarked on a college-wide strategic planning process to refresh its then-current strategic plan, and revisit its mission and vision to ensure they reflected the strategic direction and core values of the College. This process resulted in a new mission and vision statement as well as a refreshed strategic plan (*Our Legacy, Our Future: FIT Beyond 2020*), in which values of diversity, equity and inclusion are embedded throughout--explicitly and implicitly. At all levels, these values are the underlying core principles upon which the FIT experience is built.

**Mission:** *FIT prepares students for professional excellence in design and business through rigorous and adaptable academic programs, experiential learning and innovative partnerships. A premier public institution in New York City, FIT fosters creativity, career focus and a global perspective and **educates its students to embrace inclusiveness, sustainability, and a sense of community.***

**Vision:** *FIT will be globally celebrated as the institution where students, scholars and teachers **cross traditional disciplinary boundaries** to stimulate innovation, partner with creative industries worldwide, and develop innovative design and business solutions.....**The College's achievements will draw their strength from FIT's strong ethos of humanity, inclusiveness, and emphasis on values.***

**Goals:** *By focusing on the three major goals below, FIT will become stronger by conscious design and be known as a strategic organization--one that applies available resources to achieve its vision.*

**Ensure Academic and Creative Excellence** – FIT will provide a rigorous learning experience built on the highest standards of academic and scholarly excellence, an environment that promotes creativity and experimentation, and diverse experiential learning with a variety of industry partners.

**Be an Innovation Center for the Creative Industries Worldwide** – The College will work with industries worldwide to help address key challenges, build an even stronger culture of innovation and entrepreneurship at FIT, and establish collaborations that translate creative ideas into action.

**Provide an Empowering Student Experience in a Cohesive Community** – FIT will build an inclusive community in which students engage with, learn from, and inspire each other – discovering how their differences and similarities promote creativity, intellectual and personal growth, and understanding.



**THE PRESIDENT’S DIVERSITY COUNCIL: A key agent in fostering diversity, equity, and inclusion on campus**

Formed in Spring 2008 by President Brown, the Diversity Council is an advisory group that includes 20+ members from across the College community, tasked with assisting the President and the Affirmative Action Officer in matters concerning diversity, equity, and inclusion. The Council’s mission further reinforces FIT’s commitment to diversity, equity, and inclusion.

**Mission:** *The mission of the Diversity Council is to help FIT students, faculty, administrators, and staff fulfill their personal and professional potential by creating a climate of inclusion and equity within the FIT community. The Council fosters diverse relationships and gives a voice to diversity by cultivating an inclusive learning environment.*

The Council is co-chaired by an administrator and a faculty member and meets monthly. It has established several sub-committees charged with developing initiatives to promote a culture of diversity, equity and inclusion, including programs and activities that support the goals and initiatives in the College’s strategic plan as well as the annual FIT affirmative action plan. The Council has an annual budget of approximately \$50,000, which includes \$15,000 to support grant proposals submitted by the College community that enhance the College’s commitment to diversity, equity, and inclusion.

Since its inception, the Council has initiated multiple initiatives and activities to create a culture of inclusion across the campus, many of which will create the framework for the Diversity, Equity, and Inclusion Strategic Plan that follows. Some past and current activities include:

- **The Diversity Blog** – The blog highlights the importance of diversity, equity, and inclusion in the classroom and workplace. Along with covering the work of the Council on campus, the blog also examines national diversity, equity, and inclusion news and introduces the Council’s 20+ members who represent all segments of the FIT community: students, alumni, faculty, staff, and administrators.
- **Diversity Expo** – In 2010 and 2011, the Council hosted a week-long series of events open to the FIT community to promote diversity, equity, and inclusion across the campus.
- **Diversity Data Audit/Inventory** – Launched in 2014, the goal of this project is to capture all diversity and inclusion-related activities on campus (including the incorporation of diversity and inclusion in the curriculum).
- Overseeing the 2012 **Climate Assessment** (see page 5) and developing a plan to address diversity and inclusion.
- Recommending to the President the creation of a **Transgender Task Force** in Fall 2013 (see page 5) to identify and make recommendations to support this population.
- Creating a program for **Safe Zone Ally Training**.
- Funding and promoting activities across campus to support Disability Awareness Month, Hispanic Heritage Month, Black History Month, Asian Heritage Month, Women’s History Month, Holocaust Commemoration, International Week, LGBTQ/Gay Pride and Diversity Week (this includes the Annual FIT Veterans Day March of Colors).
- Reviewing **Diversity Grant Proposals** and recommending funding to the President. Since 2008, 19 grants have been awarded for up to \$5,000 for projects that foster a climate of inclusion at FIT. Examples of grant proposals that have been funded include: Diverse Learning Relationships: Creating Inclusive Environments at FIT (2009); FIT Diversity Oral History Project (2010), A New DAWN – Disability Week Network (2011), and A Queer History of Fashion Symposium (2013).



- Encouraging and supporting submission for **SUNY Diversity Grants** – SUNY’s Office of Diversity, Equity, and Inclusion has awarded FIT two diversity grants: *WOW: Women on Women Symposium* (2012) and *Fashionable Muses: Reimagining Parisian Salons of the Belle Epoque at FIT* (2016).

The Council also supports academic and administrative departments across the College, promoting their diversity-related activities by providing those activities a **Stamp of Support**.<sup>1</sup> To date more than 100 activities have received the Council’s “stamp of support.” Some examples are:

- The Mexican Fashion Revolution Lecture (2009)
- FIT Haiti Relief Effort Supporting K.I.D.S – Kids in Distressed Situations (2009)
- Learning in Two Worlds: Meeting the Needs of Students for Whom English Is a Second Language (2010)
- A New Day: Readings by Afghan and Iranian-American Women (2010)
- FIT Haiti and Japan Relief Volunteer Activity (2011)
- Gay in America – Lecture (2011)
- Women in Design-related Technologies: Learning From Real Life Stories (2012)
- Beauty Expressed as Culture (2012-2013)
- Careers Without Borders (2013)
- Classical Nudes and the Making of Queer History (2014)
- Corporate Social Responsibility in the Global Garment Industry (2014)
- Beat of Africa: The Ethical Fashion Initiative (2015)
- Women Behind the Lens Screening Series: Exposed (2015)

<sup>1</sup> *The Diversity Council’s “Stamp of Support” encourages and helps promote diversity-related events. This process serves as a “one-stop shop” to promote these events via e-mail blasts, social media, etc. No monetary support is provided.*

### **CLIMATE ASSESSMENT (2012)**

As one initiative of the Diversity Council, the Diversity Climate Assessment Survey was administered in Fall 2012, to the entire FIT community. The majority of the responses obtained through the 2012 survey were positive. Surveyed students, faculty, staff, and administrators stated that they are comfortable or very comfortable with the climate of inclusion at FIT:

- Overall – 81%
- At the department/work unit – 77%
- In the classroom – 82% of surveyed students
- In the classroom – 78% of surveyed faculty

However, the survey results also indicated two key areas for improvement:

- Inequities based on position (particularly bargaining unit staff)
- Inequities based on LBGQTQ identity

Additionally, concerns regarding race/ethnicity emerged as an opportunity for enhancement.

Based on the results of this assessment, an initial version of a diversity strategic plan was developed. It has now been fully integrated into the Diversity, Equity, and Inclusion Strategic Plan that follows.

### **TRANSGENDER TASK FORCE**

In 2012, at the recommendation of the Diversity Council, the President created a Transgender Task Force to ensure that the College was providing support for this population. The Task Force researched best practices and developed a series of recommendations related to campus facilities, support services,



transgender awareness, college policies, and communications. Recommendations are currently being implemented.

### **CULTURAL AWARENESS**

Increasing cultural awareness is a theme throughout the College's strategic plan and is part of the FIT fabric. Ongoing efforts have been made to increase international opportunities for our faculty and students, create a welcoming and inclusive environment for our international student population (approximately 10%) and find ways to integrate cultural awareness into college activities, events, and curricula.

In AY2015-2016, FIT faculty taught in several countries abroad--34 in China at Zhejiang Sci-Tech University, four at SUNY Korea and three at graduate program international affiliates. An additional 11 faculty taught at other partner institutions, accompanied students to international competitions or delivered papers at conferences abroad. Moreover, 15 professors taught students in faculty-led programs overseas.

In addition, well over 500 students studied abroad in Australia, Canada, China, England, Denmark, France, Hong Kong, Germany, Italy, Japan, Mexico, Netherlands, and Spain. In so doing, they broadened their knowledge of other cultural practices while studying international approaches to trade, fashion business management, fashion design, advertising, photography, art history, and other subjects.

Also in AY2015- 2016, FIT's Office of International Programs, in collaboration with the College's Center for Excellence in Teaching, developed a year-long series of faculty dialogues and conversations--"Our Global Promise"--focused on enhancing cultural awareness. Topics included:

- Intercultural Competence: Skill Building
- Teaching Abroad
- International Careers for Students
- Visiting Scholar Opportunities
- On-line International Learning

Furthermore, in AY2015-2016, FIT's International Student Services Office, in collaboration with other departments on campus, offered a series of events and activities for international students. Activities included:

- A series of social events such as a welcome back pizza party, ice cream social, Valentine's Day Party, and Bollywood Dance Night
- An international student dialogue --"Can You Understand Where I'm Coming From"
- Thanksgiving Dinner
- Life after F-1
- Lunar New Year Celebration: First Sunrise
- Diwali Celebration (celebration of the Hindu New Year)

FIT student clubs include the Diversity Club, the Black Student Union, African Student Association, Armenian Club, Asian Student Network, Chabad—Jewish Life at FIT, Christian Fellowship, LGBT Students United, Latin American Student Organization, the Korean Student Organization, Half the Sky and the Taiwanese Student Association.





And, in AY2016-2017, an exhibition entitled “Black Fashion Designers” will be featured at the Museum at FIT and will be the subject of a scholarly international symposium.

### **FIT’S EDUCATIONAL OPPORTUNITY PROGRAM (EOP)**

The **Educational Opportunity Program**, a State University of New York (SUNY) admissions initiative, offers individuals with socioeconomic disadvantaged circumstances the opportunity to pursue a college education and post-secondary degrees. EOP at FIT, in cooperation with the College’s Office of Admissions, identifies high-potential and goal-oriented individuals who, despite prior academic challenges and financial needs, are committed to achieving academic success and educational advancement. EOP provides supplemental academic, financial, and personal student support services that are intended to encourage persistence and completion of studies. FIT has offered EOP services since 1973. FIT has been recognized for the quality of its program and was recently awarded \$90,000 through the SUNY Performance and Investment Fund to double EOP enrollment to 400 in the next four years.

### **FACULTY OF THE FUTURE INITIATIVE**

In 2010, FIT launched a “Faculty of the Future” project to re-examine the criteria it used to hire new faculty. Looking ahead to 2020 and beyond, the College recognized that in order to best guide its newest students, it needs the kind of future-focused faculty whose members reflect a diversity of experience, culture, beliefs, and values as well as demonstrate a sensitivity to all racial, ethnic, religious, and social groups. After a year-long community-wide discussion, FIT developed a set of competencies that were immediately put in place and have been used in every department since that time to evaluate faculty candidates.

### **WORKFORCE AND STUDENT ANALYSES**

In order to better inform the goals and initiatives in FIT’s Diversity, Equity, and Inclusion Strategic Plan, the College conducted a workforce analysis as well as an analysis of student enrollment, retention, and graduation in order to identify diversity–related trends and gaps.

**Workforce:** The following areas were included in the analysis:

- Diversity related representation (gender, race/ethnicity, minority status, veteran status and disability status)
- Projected retirement (gender and race/ethnicity)
- Workforce projections (gender and race/ethnicity)
- Recruitment, retention, and voluntary and involuntary terminations (gender and race/ethnicity)

The following trends and gaps were identified:

- The most significant change in representation occurred in 2014-2015, when the percentage of white male staff increased by 12% from the previous year.
- Currently (as of March 2016) there is a significant gap between the number of white faculty and minority faculty—an average of 17.88% minority faculty versus 82.13% white faculty. Representation is the same for full-and part-time faculty.
- As of March 2016, disability data is still being collected.
- Minority employment terminations (voluntary and involuntary) occur at a higher rate than minority hires.
- White employment terminations (voluntary and involuntary) occur at a lower rate than minority hires.



**Students:** Key observations are as follows:

- Enrollment and retention gaps exist across racial and ethnic groups for FIT's first-time college students; however they are not substantial.
- Increasing the AAS graduation rate tracking period from three years to four years increased the College-wide graduation rate by approximately four percent for both the Fall 2010 and 2011 cohorts. Adding the fourth year to the tracking period increased graduation rates for all race/ethnicity groups in both cohorts, with black and multiracial students showing the largest gains. FIT will conduct a further analysis to determine why minority students are taking longer to complete their degrees.
- Comparisons of three-year graduation rates for the 2010, 2011, and 2012 cohorts suggest that gaps in graduation rates across racial and ethnic group may be decreasing. For the Fall 2010 cohort, Asians had the highest graduation rate (81%) and black students had the lowest (62%), for a 19% gap. For the Fall 2011 and Fall 2012 cohorts, the gaps between the groups with the highest and lowest rates were considerably lower. For the Fall 2011 cohort, international students had the highest graduation rates (77%) and multiracial students had the lowest (65%) for a 12% gap. For the fall 2012 cohort, the gap between the groups with the highest (international, 79%) and lowest (Hispanic, 65%) rates was 14%.

Findings from the workforce and student analyses have been integrated into the formulation of the Diversity, Equity, and Inclusion Strategic Plan for FIT. This is an on-going effort and additional demographic variables will be determined as the new plan is implemented.

## **Goals, Strategies, and Initiatives**

To achieve its vision for diversity, equity, and inclusion, FIT will seek to realize the following three key interrelated goals. This section elaborates on these goals and the major strategies and initiatives to support them.

### **GOALS**

1. Ensure effective and appropriate representation of New York's diverse populations.
2. Optimize the personal, academic and professional potential of all members of the FIT community, and their sense of inclusion at FIT.
3. Create a diversity, equity and inclusion management system within FIT.

#### **Goal 1: Ensure effective and appropriate representation of New York's diverse populations**

*Develop a system to achieve a diverse and inclusive community that is reflective of New York State and New York City and supports the College's mission and vision.*

**Strategy A:** Develop enrollment, retention, and degree completion strategies that will ensure that current and incoming students are increasingly representative of the diverse populations of New York State and New York City.

- Identify representation gaps in FIT student groups.



- Strengthen successful programs and create projects that close identified representation gaps such as outreach and networking.
- Evaluate policies and practices that may preclude the College from closing representation gaps and cease if deemed appropriate.
- Establish success measures for initiatives and activities designed to close representation gaps.
- Develop a monitoring system to address issues regarding student representation.
- Integrate recruitment strategies to reach under-represented populations into the overall FIT Strategic Enrollment Management Plan.

**Strategy B:** Steadily recruit and retain full-and part-time faculty, staff, and administrators who are reflective of the diverse populations of New York State and New York City.

- Identify representation gaps in FIT faculty, staff, and administrators.
- Strengthen successful programs and create projects that close identified representation gaps such as outreach and networking.
- Evaluate policies and practices that hinder closing representation gaps and cease if deemed appropriate.
- Establish success measures for initiatives and activities designed to close representation gaps.
- Develop a monitoring system to ensure that employee diversity issues are addressed.

**Goal 2: Optimize the personal, academic, and professional potential of all members of the FIT community, and their sense of inclusion at FIT**

*Help FIT students, full-and part-time faculty, staff, and administrators fulfill their personal and professional potential by creating a climate of inclusion and equity within the FIT community. Foster diverse relationships and give a voice to diversity by cultivating an inclusive learning environment--one that supports diversity of thought, experience and values.*

**Strategy A:** Promote equity, respect, and civility at FIT.

- Develop a civility initiative that addresses the results in the 2012 FIT Climate Assessment.
- Break down institutional silos by increasing collaborations across functions, staff, full-and part-time faculty and students, in response to the 2012 Campus Climate Survey.
- Improve FIT's "LGBTQ friendliness" rating by instituting key campus policies recommended by Campus Pride Index and the recommendations made by the FIT Transgender Task Force.
- Expand the communication of diversity initiatives beyond blogs/emails through a formal and comprehensive diversity communications plan, inclusive of a stronger social media presence, videos, recruitment collateral, course descriptions, etc.
- Incorporate diversity, equity, inclusion, and civility into all curricula where appropriate.
- Consider the College's commitment to diversity in the development of partnerships and collaborations with industries and participation in national organizations.
- Formally involve FIT administration, full-and part-time faculty, and particularly staff in the formulation, development, and implementation of policies and decisions related to diversity and inclusion, in response to the 2012 Campus Climate Survey.
- Consider FIT's commitment to diversity in procurement efforts.



**Strategy B:** Remove barriers and provide support to FIT's underserved<sup>1</sup> students in order to help them thrive and succeed at FIT.

- Enhance the college experience through increased support for international and socio-economically disadvantaged students, in response to the 2012 Campus Climate Assessment.
- Create living and learning communities that celebrate diversity and inclusion such as a Gender-Inclusive LGBTQ and Ally Floor in FIT residence halls, and the Cultural Fellows program for international students.
- Recognize and reward students who further diversity and inclusion initiatives at FIT, in response to the 2012 Campus Climate Assessment.
- Improve data collection of sexual orientation, gender identity, and socioeconomic status where possible to better track satisfaction and achievement.

**Strategy C:** Remove barriers and support underserved<sup>1</sup> full-and part-time faculty, staff, and administrators so that they can thrive at FIT.

- Create mechanisms by which staff can more fully participate in institutional decision making in response to the 2012 Campus Climate Assessment.
- Create a structured professional development program for staff, in response to the 2012 Climate Assessment.
- Develop a recognition system aimed at fostering a deeper sense of belonging, in response to the 2012 Climate Assessment.
- Require completion of training (such as Safe Zone Ally and Preventing Discrimination and Harassment) that focuses on diversity and inclusion.
- Develop and administer "exit" surveys to better understand the reasons for attrition among different populations.

<sup>1</sup> *Underserved represents all populations who identify as not feeling included in the FIT community at large.*

### **Goal 3: Institute a Diversity, Equity, and Inclusion Management System within FIT**

*Provide FIT with an infrastructure that will include a diversity and inclusion team to plan, manage, assess, and communicate diversity initiatives. Enable FIT to be transparent and accountable in its commitment to diversity, equity, and inclusion.*

**Strategy A:** Ensure that FIT's commitment to diversity, equity, and inclusion is clear, transparent, and evident at all levels of the College.

- Review and update all FIT official communications and collateral to ensure that they reflect FIT's commitment to diversity, equity, and inclusion.
- Establish diversity and inclusion competencies for staff administrators, faculty, and staff.
- Ensure that all decision-makers have taken diversity training and have the competencies required to enable them to appropriately consider diversity, equity, and inclusion as part of policy development and planning.
- Develop mechanisms to provide cultural competency to all members of the community.
- Encourage and support department chairs in incorporating diversity and inclusion into their department's curricula where appropriate.
- Incorporate the demonstration of the commitment to diversity as part of the goal setting and performance review system.



**Strategy B:** Institutionalize a diversity governance structure that is informed by best practices.

- Create an Office of Diversity, Equity, and Inclusion, led by the College’s Chief Diversity Officer (CDO), who will have the support of and be accountable to the governance of FIT. The Office will be responsible for the implementation of the Diversity, Equity, and Inclusion Strategic Plan.
- Revise the role, structure, and organization of the President’s Diversity Council to ensure that it fully supports this strategic plan.
- Require senior administration and the offices of Admissions and Human Resources to have representation on the Diversity Council.
- Review the Diversity, Equity, and Inclusion Strategic Plan every two years to ensure relevancy, alignment with the College’s Strategic Plan, and impact on the FIT community.

**Strategy C:** Develop an accountable and transparent evaluation system that will ensure that the entire FIT community achieves its commitments and outcomes.

- Develop and implement an all-encompassing evaluation system across the College that includes key performance rubrics for diversity and inclusion strategies, initiatives and actions.
- Develop a rubric for evaluating the strategic enrollment management plan to ensure that diversity, equity, and inclusion is prioritized as a strategy, and that retention and graduation rates for underrepresented populations are addressed.
- Develop a rubric for evaluating human resources recruitment and retention strategies to address underserved populations.
- Codify assessment tools for diversity, equity, and inclusion strategies, initiatives and actions to ensure accountability at all levels of the institution.
- Create a diversity, equity, and inclusion database to capture diversity initiatives, and assess the College’s progress in infusing diversity, equity, and inclusion into the FIT culture.
- Develop a diversity website reflective of FIT’s commitment to diversity, equity, and inclusion.

## **Implementation, Monitoring, Assessment and Accountability**

The specific goals, strategies, initiatives, and actions presented in this plan evolved from the work of the Strategic Planning Subcommittee of the President’s Diversity Council and were informed by SUNY-led diversity and inclusion efforts. As the goals and strategies for the FIT Diversity, Equity, and Inclusion Strategic Plan take shape, the successful and meaningful integration of diversity, equity, and inclusion into the FIT culture will be achieved.

Following the adoption of this plan, the real work begins: re-envisioning programs, developing policies and processes, and creating the infrastructure that will allow the College to successfully create a culture of diversity, equity, and inclusion on the FIT campus.

To that end, FIT dedicates itself to executing this plan to build on the culture of diversity, equity, and inclusion that has already been established at the College.

Critical to the success of this plan, the College will take the following actions to ensure efficient implementation, accountability, monitoring, and assessment:



### **Implementation**

**Activity I** – A report and action plan will be developed that identifies FIT’s strengths and gaps as it relates to students and employees - **Spring 2017**

- Gaps in student enrollment, retention rates and graduation rates will be further identified and methods to close the gaps will be incorporated into the College’s Strategic Enrollment Management Plan.
- Gaps in employee hiring, retention, and termination (voluntary or involuntary) will be further defined and addressed in the College’s search plans and retention initiatives.

**Activity II** – An operational plan will be developed that will convert the strategies and initiatives into more granular activities and tasks - **Spring and Summer 2017**

- The plan will be developed as a joint effort among the division of Strategic Planning and Institutional Effectiveness, the Chief Diversity Officer, and the President’s Diversity Council and will be vetted with the campus community and approved by campus leadership. The plan will include:
  - Timelines and responsibilities for implementation;
  - Financial resources required for implementation;
  - Commitment of College resources (including financial) for successful implementation; and
  - Fundraising strategies to secure additional resources to support the plan.

**Activity III** – A plan will be developed to raise awareness of the Diversity, Equity, and Inclusion Strategic Plan - **Fall 2017**. The plan will include:

- Methods for encouraging divisions and schools to assess their own practices and activities, to ensure that there are no barriers to achieving the goals of the plan as well as to introduce activities that will support the plan;
- Opportunities for on-going dialogue with campus governance and UCE leadership to ensure that any barriers to implementing the plan are addressed; and
- Methods for communicating diversity, equity, and inclusion milestones and activities to the campus community.

### **Monitoring and Assessment**

**Activity I** – An evaluation system will be developed for ensuring the goals of the plan are being achieved - **Fall 2017**. The plan will include:

- Key performance indicators (KPI);
- Success benchmarks where appropriate;
- Assessment activities and timelines which include the development of action plans when benchmarks are not being achieved; and
- Formalization of a requirement for administrators to include diversity and inclusion initiatives as part the goal setting and performance review each year.

**Activity II** – A tool for capturing and tracking diversity related activities and efforts will be identified - **Summer 2017 and Fall 2017**

### **Accountability**

**Activity I** – Strategies, initiatives, and tasks will be assigned to the appropriate Vice Presidents with timelines for completion - **Summer 2017**





**Activity II** – A formal mechanism will be developed for administrators to include diversity, equity, and inclusion into the goal setting and performance appraisal process - **Fall 2017**

## **Committee**

### **Co-Chairs**

Tanya Melendez-Escalante  
Senior Curator of Education and Public Programs  
The Museum at FIT

Jean Marc Rejaud  
Associate Professor  
Advertising Marketing and Communications

### **Advisor to the Committee**

Ron Milon – Advisor to the Committee  
Associate Vice President for Academic Affairs  
Co-Chair – President’s Diversity Council

### **Committee Members**

Susan Breton  
Director and Associate Professor  
Counseling Center

Patrice Goumba  
Associate Professor / Counselor  
Financial Aid

Elvin Kince  
Associate Professor  
Communications Design

Cody Kirkpatrick  
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Christina Solomon  
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Academic Affairs