SUNY Cortland's Gender Climate Issues:
Proposed Solutions, Action Plans and Recommendations for Implementation

August 2018

GENDER POLICIES AND INITIATIVES COUNCIL

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OVERVIEW

The Gender Policies and Initiatives Council (GPIC) was re-convened by President Bitterbaum in fall 2017 with the following charge:

a. To review and assess issues affecting the campus climate and to plan programs and activities to improve gender climate.
b. To oversee periodic review for compliance through the Title IX Athletics Self-Study and other reports.
c. To oversee administration, review and discussion of gender climate surveys.
d. To make recommendations to the president on policies that affect gender climate and to seek ways to achieve implementation.

The GPIC was tasked to meet part d. of this charge, thus the GPIC members had their first organizational meeting at the end of fall 2017 and began work by meeting bi-weekly throughout the spring 2018 semester.

The GPIC members began by reviewing the findings and recommendations of the 2006 and 2012 Gender Climate Survey reports and the Gender Climate Review: A Three Year Analysis (http://www2.cortland.edu/offices/presidents/campus-initiatives/gender-climate.dot) in addition to feedback from the 2017 President's Retreat and the Sandwich Seminar held in March 2018.

Upon reflection and extensive discussion, six themes emerged from the issues raised within the reports and feedback: (1) Administration and Leadership, (2) Workload, (3) Opportunities, (4) Respect, (5) Inclusive Environment, and (6) Harassment. These areas became the framework for the recommendations proposed in this report. The GPIC members collectively proposed solutions within each of these themes and created action plans to implement these solutions. We delineate each in what follows.

ADMINISTRATION / LEADERSHIP

Under the theme of *Administration/ Leadership*, GPIC members focused on two main issues that have been articulated in the past several campus climate surveys: (1) the campus administration has the optics of an "old boys club" and (2) campus administration lacks women in leadership positions. GPIC members discussed that visible and actual representation by diverse social identities on leadership bodies matters. The make-up of the current President's Cabinet is and has largely been comprised of a majority of male members. President's Cabinet makes many important decisions for campus and its directions. This group of six voting members is comprised of the college president, four vice presidents and the executive assistant to the president. Going back to the 1980s, the Executive Assistant to the President position has been held only by women (with PhDs). Since that time, the Cabinet has had only one woman vice president at a time, with several years having no women vice presidents on the Cabinet. At the time of the writing of this report, one member of the six is a woman, the executive assistant to the president. A female vice president for finance and management has recently been hired and just joined the campus community. Thus, in the fall, the cabinet will again be at the maximum female representation that it has ever had with membership only one-third female and two-thirds male.

 One solution to these issues is for Cabinet to formally acknowledge gender issues on campus thus showing an understanding of and a commitment to gender equity initiatives. In addition, we recommend that Cabinet seek ways to make itself more accessible to campus constituents and to change the optics that go along with the reputation that it has functioned as a "boys club." It would be beneficial to have Cabinet strategically select people on campus in relevant leadership roles to occasionally sit in and participate in Cabinet meetings, which could both offer mentoring and leadership development for those campus leaders, and could also bring different perspectives to decision-making.

Another suggestion is re-titling the executive assistant to the president role, which has a budget title of vice president, handles executive responsibilities and has voting rights equal to the other cabinet members. The position has been held by women with PhDs for at least the past three appointments, and it plays an important decision making role on Cabinet as a voting member.

The council members added that it is important to recognize the geographic "split" on campus with many referring to upper and lower campus, and how this impacts perceptions of access to, and contact with, upper administration. Administrators may want to consider how to be more accessible to all areas and associated disciplinary programs.

Proposed Solutions and Action Plans

Proposed Solution	Action Plan	Key Players
Make Cabinet more accessible	Coffee with the Cabinet—informal group setting with ALL Cabinet members	Cabinet, President's Office
	Intergroup Dialogue with Cabinet around Gender	GPIC, CDO
	Have Cabinet strategically select people around campus who could sit in on Cabinet meetings that could be mentored and represent the campus. Serve on both Cabinet and Council	President's Office
Succession Planning	Internal Succession planning within reorganization structure---reorganize the structure to mentor individuals to build skills for possible promotion	AAO, Anyone in a leadership position
All Cabinet members known campus VP title	Change Title to VP and the Executive Assistant to President. Suggestions could be Vice President for Staff; Vice-President for Administrative Operations; for Staff or others	President's Cabinet

WORKLOAD

A second theme that has emerged was that workload is reported as unfairly distributed on campus along gender lines. Additionally, the theme of workload reflects perceptions of subtle sexism as noted in:

- a lack of mentoring of women into certain leadership roles;
- additional workload taken on by women, particularly in the areas of committee service; and
- less value is placed on the work in which many more women than men are engaged.

An initial review of Faculty Senate committees shows a disproportionate number of women serving and chairing campus committees, in contrast to the public recognition of committee work – often given to male leaders that supervise the work.

This theme raises questions about the possibility of structural sexism, and begs more research on how other campuses are handling workload issues. How is service being valued in terms of promotion, tenure, and appropriate remuneration? Can we be more intentional to develop more

women in leadership positions? Is the "low glamor-recognition-respect / high necessity" workload of the campus keeping women from moving forward with their careers and perpetuating a gender imbalance in leadership development, promotion and tenure?

Proposed Solutions and Action Plans

Proposed Solution	Action Plan	Key Players
Mentoring	Self-advocacy training--Locus of control --Learning how to say no	GPIC to work with Deans to create strategy for implementation (FDC)
	Recommend to supervisors/leadership that they mentor employees about finding and assessing opportunities	
	Intentional Succession Planning---ensure that the mentoring and training is there so that we do not increase workload	
	Chairs need to mentor junior/all faculty	Faculty
Transparency	Committees need to create a "job description" and time commitment for the committee work (time frame (years), meetings in semester, workload outside of committee)	Faculty Senate, VP, President, Deans, Directors
	Create central web location for all service opportunities--list level and people on committee & time frame	Marketing, Webmaster
Structural Problems	Structural problems with faculty committees---(e.g. equal representation means women in education are asked to serve on many committees)	Deans
	How do we handle the supervisors that do not permit workers to serve due to workload?	VPs, Deans, Directors
Valuing service/work	Perception of Quantity vs Quality--counting number of committees vs workload per committee	Provost, Deans, Chairs, Directors
	Recognition of workload—intentionality in public forums, publications, etc. (e.g. names at Administrative Conference--males acknowledged by name for team accomplishments, women-led areas just area recognized)	Provost, Deans, Chairs, Directors
Further Research	Assessment of how departments/areas/units have handled workload issues	IRA, HR

	How do other campuses measure workload	IRA, HR (UUP, CSEA)
	Examine individual performance programs to determine what additional duties are added. Determine how workload grows or gets increased. Do these extra duties come with salary increases?	HR, Job Supervisors, self-reflection
	How is selection of extra workload (skill sets) being chosen? Intentionality	Deans, VPs
	Who are leaders? How are people getting appointed?	Supervisors, Chairs
	Women Chairships--also look at intersectionality	Deans

OPPORTUNITIES

Subtle sexism has been the strongest of qualitative themes for the past several campus climate surveys and is tightly coupled with the opportunities for women on campus. Understanding the implicit biases that occur in day-to-day work and organizational decision-making allows for women to be more actively considered and equally assessed for opportunities. Proposed solutions in this theme simultaneously help the campus improve with hiring/recruiting practices, training campus leaders and constituents to increase awareness of gender equity issues and needs, coaching and leadership development across campus, and intentional succession planning.

Proposed Solutions and Action Plans

Proposed Solution	Action Plan	Key Players
	Trainings on Implicit Bias	Affirmative Action Officer And CDO
	Create tips guide on what to ask and what not to ask in interviews	AAO –put responsibility on search chair (put on form and in email)
Hiring and Recruiting practices	Include reminders in open meeting emails	AAO, Search Chairs
	Guidelines for structured interviews at Presidents Council	AAO
	Equity Ambassadors---Best Practice Program People who can help with training with search committee process and open meetings with guidelines and suggestions	AAO, CDO
	Search reminders for the entire department on candidate treatment	Search Chairs

Training	Find an immersive experience that the Cabinet could go through that would bring recognition/skills to the Cabinet to understand/gain sensitivity to gender issues.	HR, AAO, CDO
Coaching	Executive Coaching not for remediation but for everyone including high functioning employees	HR
Intentionality	Intentional Succession Planning--Internal Leadership Development Program. Project based opportunities for campus members who would work with Cabinet members on a strategic initiative	Cabinet
	Have Cabinet strategically select people around campus who could sit in on Cabinet meetings that could be mentored and represent the campus. Serve on both Cabinet and Council	President's Office
	Intentional committee structure--ensure that all parts of campus are represented	All committee conveners
Leadership Development	Women's Leadership Program—examine Ithaca model (https://www.ithaca.edu/bold/) (Michele Lenhart)	IPAC
	Self-advocacy training--Locus of control	
	Outsource/contract programming for specific women's issues (paying attention to delivery systems)	

RESPECT

Under the broad theme of *Respect*, as it relates to gender as a social identity, GPIC members discussed the following issues that contribute to gender inequity:

- language used to address or refer to people or groups;
- gender stereotypes and how those impact campus constituents;
- implicit bias among employees and students;

- the need to address bias with our students (addressing what they have learned and what we as a campus community regard as respectful); and
- involving students in the discussions and initiatives around seeking gender parity on campus.

The issue of language includes how women are addressed compared to men on campus (Dr. or Professor v. Mrs.) and also includes the fact that some constituents still refer to college women as girls (particularly with regard to sports) when the same people are likely to refer to college men as men.

Expectations, stereotypes, and norms around gender continue to influence how women are perceived and how others interact with women on campus. Some women are perceived as confrontational when asserting or standing up for something, while under the same circumstances their male counterparts are seen as leading. Additionally, there are stereotypes regarding gender performance, that is, gender as a social construct rather than biological construct and there is a continuum of how women express their gender. The ways in which some women perform their gender are viewed as more acceptable than others. GPIC members proposed action plans that have the campus leadership consciously work to reduce the harmful effects of gender stereotyping on campus.

Proposed Solutions and Action Plans

Proposed Solution	Action Plan	Key Players
Be conscious of how women are addressed on campus (Dr. or Professor)--Professional respect	Discuss the language/values in multiple venues. (Orientation, COR101, Intro major courses, Advisors, Academic Convocation, Departments, Classroom, Teams). GPIC to create campaign	GPIC
	Departments should address how their faculty should be addressed--what is appropriate	Department Chairs
Educate regarding language used when people address each other (e.g. Men vs girls language)	Create a resource for employees/students on how to address others in written and oral form	WGS, Style Matters, Health & Wellness
	Educate college community on how to address college students as men and women	Faculty
Be willing to identify language with the person immediately---	Intergroup dialogue ---create more activities throughout the year to assist with these discussions/comments	CDO
	Promote how to provide constructive feedback without insulting	HR

being open to feedback		
Training around gender performance and gender style	Communications and discussion with simulations and case studies be presented and discussed	AAO
Create programming to generate self-awareness and open discussion	Stanford, AAUW and Harvard have implicit bias trainings regarding gender assessments available on gender issues	AAO
	Bring in someone from the outside to discuss implicit gender bias	AAO
Conduct Research	What is going on with the male population? From where are the biases/acting out generated? Look at Cortland as well as college students nationally	GPIC
Activities / organizations	Screening the Mask you Live In…male is a gender	CGIS
	Creating safe spaces where men can talk about masculinity	CDO
	GLOW (Growth and Leadership of Women) and EMBER (Experienced Men Begin to Examine Reality)	CDO
Create consistent /ongoing, programming to generate ongoing discussion around gender	Tunnel of oppression type of event around gender, ALSO immersive experience such as Theater of the Oppressed	MCL, MLDO
	Programming during welcome week regarding community building and gender role	Student Activities, MLDO
	Create Residence Hall Programming	Res Life
	Train RAs on gender communication and how to facilitate discussions around gender	Res Life

INCLUSIVE ENVIRONMENT

An inclusive environment is one in which all campus constituents feel welcome in their roles and have equitable opportunities in campus participation, fair workload, and can seek career advancement. SUNY Cortland seeks to be a place where all can learn and work together without bias or discrimination.

In the discussion of the *Inclusive Environment* theme, GPIC members articulated the need for continuous reinforcement of programming and professional development programs that look at gender equity, leadership, and understanding of LGBTQIA issues. An inclusive environment cannot be sustained by individuals who attend a program one time and do not put knowledge into action. We need to continual education and application of inclusive practices to make meaningful change on campus. The campus does provide many opportunities for professional development, however some programs are not well-attended.

The following proposed solutions and action plans are integral to the campus moving forward to create and maintain an inclusive environment, not just around gender, gender identity and sexual orientation, but regarding all other social identities that are currently marginalized or minoritized.

Proposed Solutions and Action Plans

Proposed Solution	Action Plan	Key Players
Professional Development Opportunities	Create discussion (1/2 hour) to speak with departments, coaches, chairs, supervisors, CSEA employees	CDO
	Can we tweak our existing trainings to address gender issues-- (e.g. Leading with Impact)	HR
	Need follow-up after training, -- flipped class room model.	HR
	Create training/micro credentialing for areas--Implicit Bias, Safe Zone, Leading with Impact	AAO, PCIE
	Think about WHEN we offer trainings--ensure that we can offer when people can attend.	All trainers
Safe Zone Training	Work with Safe Zone trainers to try to expand population who attend trainings. Possibly create 30 minute program to push into areas	MLDO
Intentionality when locating the programming	Travel the programming---create programming by school? Up the hill down the hill issue	GPIC and President's Council

Create Online Trainings	Create online modules	GPIC and President's Council
Provide more explanation to market the training and attract more attendance	Include link for more information	GPIC and President's Council
	Expand faculty and staff understanding of programs and relevance to their position	GPIC and President's Council
Support and promote attendance for all	Supervisors need to support attendance at trainings	GPIC and President's Council
Professional Development on providing effective programming	Develop programming that discusses on marketing, facilitation, assessment etc.	GPIC and President's Council
SOGIE committee	More opportunities to discuss their journey--Intergroup Dialogue, VOICE office, PRIDE (formerly Spectrum) club,	SOGIE
	Publicize the Pride Index Score from the report that they conducted---what items are identified that we can address	
Marketing Inclusivity	Web is designed for recruitment purposes, how can we reach out to students ---myRedDragon	Marketing
	Have InclusionYou stories that are streamed on the College site	CDO, Marketing, Communications
Climate Surveys	Examine methodology on collection of qualitative information.	GPIC, Campus Climate Steering Committee
	Include, if possible, *Qualitative* component to the SUNY Gender Climate survey.	Title IX
Gender Forums	Conduct faculty and staff forums regarding gender in the fall	GPIC, Campus Climate Steering Committee

HARASSMENT

When considering the identified *Harassment* theme, the GPIC members discussed respondents' comments within the Gender Climate Surveys that described harassment, particularly sexual harassment that commenters personally experienced or witnessed at SUNY Cortland as well as comments that included examples of inappropriate and aggressive behavior, offensive comments, and/or stalking.

The GPIC members noted that several initiatives were currently in place regarding harassment based on climate assessments and recommendations, as well as compliance with federal and state legislation. SUNY Cortland offers programs to multiple audiences including students, faculty/staff, and the community at large in a variety of formats on topics including sex discrimination, sexual violence and harassment. The following programs and initiatives have already been implemented:

For students:
- Sexual violence prevention and response protocols are presented to all new students and their parents through summer orientation; orientation skits include the topics related to gender-based violence and discuss resources, reporting options, and grievance procedures.
- All first-year (undergraduate and graduate) students, transfer students, and international students are asked to complete a web-based sexual assault prevention program which focuses on alcohol/drug use and sexual assault prevention and response. This program assists with complying with the Campus SaVE Act and covers multiple education areas. 2018-19 marks the sixth year of this program on campus. Refresher modules are now offered each year to follow up with the initial training modules.
- Student onboarding / sexual violence prevention and response programming is required of all NCAA athletes, Student Government Association club leaders, Greek leaders, and Sport Club leaders. These programs are delivered in person by the Title IX Coordinator and in some cases through a Camtasia video presentation developed by the Title IX Coordinator. Training covers Title IX, VAWA, and NYS Education Law 129B requirements and It's On Us Bystander Intervention.
- RAs and RHDs go through extensive summer and ongoing training on sexual harassment and responding to sexual assault victims/survivors and offering prevention programs. Also included in training are topics of gender inclusivity and diversity programming.
- The first-year experience course, COR 101, incorporates several articles and web resources on sexual assault prevention, affirmative consent, bystander intervention and more in the COR 101 reader, and the Title IX Coordinator and others on campus present as guest speakers in COR 101 classes.
- Sexual violence prevention and response information is delivered to international students and departing study abroad students as well as to employee trip leaders.
- University Police offers R.A.D. (Rape Aggression Defense Program).
- Students' Bill of Rights posters are posted in each residence hall, dining hall, and student center.

- Title IX brochures and resource cards are available in numerous offices around campus and in the hallway outside of Student Health Services. Brochures are mailed to each new graduate student along with web site information linked to the Graduate Student advisement web page.
- Bystander intervention programs from Green Dot and the One Love Foundation are offered throughout each semester.
- Community partner Aid to Victims of Violence participates with the "It's On Us Action Team" and provides an "Enough is Enough" community prevention educator who provides education and training for clubs, teams, and in the residence halls.
- Campus programming includes alcohol-free weekends and programs that encourage wellness, safety, and prevention of substance abuse.
- The Title IX Coordinator and "It's On Us Action Team" regularly use social media accounts to provide awareness information to students and promote the *It's On Us* education campaign.

For employees:
- The Title IX Coordinator offers training to department and offices on campus upon request. More and continuous training is needed for faculty and staff. With the planned addition of a Deputy Title IX Coordinator for Investigations and Training, it is hoped that additional ongoing training can be offered to employees on campus.
- Human Resources offers educational training (including online) on sexual harassment and sexual violence prevention.

Campus-wide (students and faculty/staff)
- Regular audits ensure that the informational stickers with resource information on sexual assault, sexual harassment, stalking, and relationship violence remain permanently affixed to the inside of every bathroom stall door on campus. Any needed replacements are made.
- The Title IX web site is maintained as current.
- The Sexual Orientation, Gender Identity and Expression (SOGIE) Committee and Pride (Formerly SPECTRUM), the student LGBTQIA group, organize and offer annual activities to raise awareness, including National Coming Out Day, National Transgender Remembrance Day, and National Day of Silence.
- The campus promotes an "It's On Us" umbrella campaign for awareness of affirmative consent, victim/survivor support, and bystander intervention as a means of preventing sexual violence. Other student awareness activities are planned and promoted by student groups like Students Active For Ending Rape (SAFER) and other Student Government Association and Greek groups.
- Take Back the Night marches take place (by SAFER) in fall and spring.
- Students' Bill of Rights information is annually distributed to the campus community in poster form and via the Title IX web site. This information and other information on the non-discrimination policies of the campus is sent via email from the President's Office. The Bill of Rights also extends to employees and visitors.

Due to the existing efforts in this area, the GPIC members choose to focus on the other five identified themes. They do note that much of the programming is targeted towards students and

indicated that additional programming for faculty and staff should be implemented. The addition of a Deputy Title IX Coordinator should assist in increasing programming.

SOLUTION RANKING, IMPACT AND EFFORT

When the GPIC members finalized the proposed solutions and action plans, the discussion turned to where to begin. Committee members were asked to prioritize their top ten proposed solutions. Additionally, all members were asked to rate both the impact and the effort entailed with each solution on five point scales.

The rankings from the GPIC members were compiled and the top solutions are delineated in the following table in order of the percent of members that indicated that solution in their Top 10 (For a listing of rankings and ratings for all proposed solutions see Appendix 1.). All of the themes for which action plans were generated are represented within the top ranked solutions. Thus this listing will make a good starting point begin implementation.

Table of Top Ranked Solutions

Rank	Solution	Percent	Impact	Effort
		% of committee members selecting solution	Scale of 1 to 5 with 5 being highest impact	Scale of 1 to 5 with 5 being highest effort
1	13. Leadership Development	100	3.88	3.44
2	9. Hiring and Recruiting practices	89	4.29	2.75
3	1. Make Cabinet more accessible	67	3.67	2.17
4	3. All Cabinet members known campus VP title	67	4.40	1.00
5	8. Valuing service/work	67	4.40	2.50
6	18. Create programming to generate self-awareness and open discussion	67	3.33	3.00
7	17. Training around gender performance and gender style	56	3.50	3.00
8	22. Professional Development Opportunities	56	4.60	3.60
9	5. Mentoring	44	4.00	3.75

Given that some of the solutions may be harder to implement than others, the table also indicates the average impact and effort rankings for each solution. To better visualize the impact of the solution and the effort it will take to implement it, the scores for each of these nine solutions are graphed in the Figure 1 below. The solutions in the top left quadrant (2, 3, 4, and 5 from Table 1) are considered *quick wins*. That is, these solutions are perceived to have a high impact on the

gender climate and require lower effort to implement. All other top solutions (1, 6, 7, 8, and 9) are also considered high impact but will require a higher degree of effort and planning to implement.

Impact vs Effort Graph
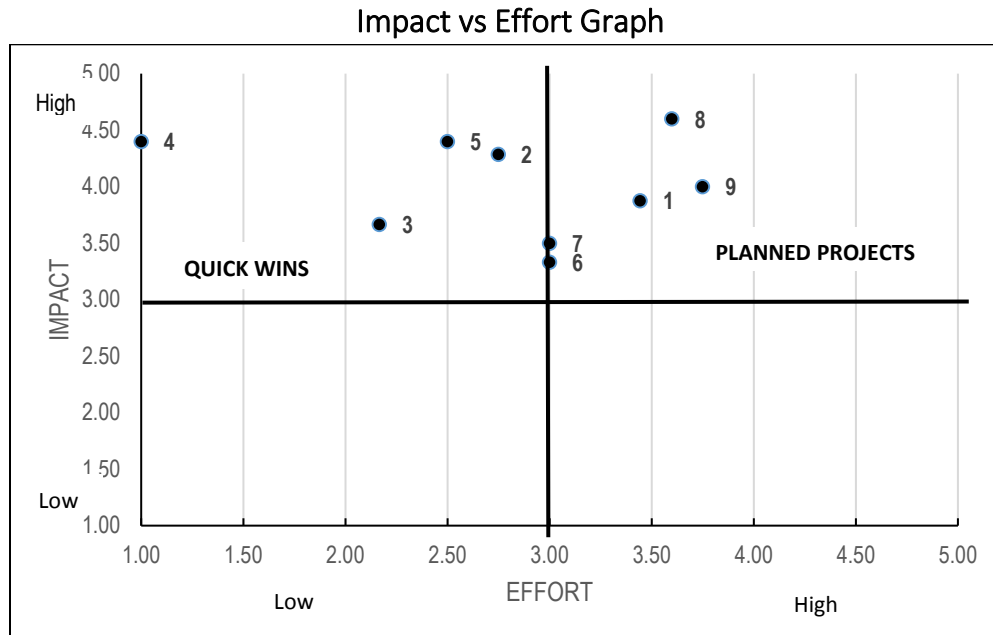
Incorporating all of this information, the following table delineates the ranking, the impact/effort involved in the solution along with the solutions action plans and key players. This table should be viewed as the initial starting point to begin to implement all of the proposed solutions generated by the GPIC members.

Starting Point: Action Plans to be implemented

Rank	Impact/ Effort	Proposed Solution	Action Plan	Key Players
ADMINISTRATION/LEADERSHIP
3	Quick Win	1. Make Cabinet more accessible	Coffee with the Cabinet—informal group setting with ALL cabinet members	Cabinet, President's Office
			Intergroup Dialogue with Cabinet around Gender	GPIC, CDO
			Have Cabinet strategically select people around campus who could sit in on Cabinet meetings that could be mentored and represent the campus. Serve on both Cabinet and Council	President's Office
4	Quick Win	3. All Cabinet members known campus VP title	Change Title to VP for the Executive Assistant to President	President's Cabinet
WORKLOAD

|				
9	Planned Project	5. Mentoring	Self-advocacy training--Locus of control -- Learning how to say no	GPIC to work with Deans to create strategy for implementation (FDC)
			Recommend to Supervisors/leadership that they should remind employees about opportunities	
			Intentional Succession Planning---ensure that the mentoring and training is there so that we do not increase workload	
			Chairs need to mentor junior/all faculty	Faculty
5	Quick Win	8. Valuing service/work	Perception of Quantity vs Quality--counting number of committees vs workload per committee	Provost, Deans, Chairs, Directors
			Recognition of workload—intentionality (e.g. names at Administrative Conference--males acknowledged for team, women led areas just area recognized)	Provost, Deans, Chairs, Directors
OPPORTUNITIES				
2	Quick Win	9. Hiring and Recruiting practices	Trainings on Implicit Bias	AAO And CDO
			Create tips guide on what to ask and what not to ask in interviews- put responsibility on search chair (put on form and in email)	AAO
			Include reminders in open meeting emails	AAO, Search Chairs
			Guidelines for structured interviews at Presidents Council	AAO
			Equity Ambassadors---Best Practice Program People who can help with training with search committee process and open meetings with guidelines and suggestions	AAO, CDO
			Search reminders for the entire department on candidate treatment	Search Chairs
1	Planned Project	13. Leadership Development	Women's Leadership Program—examine Ithaca model (https://www.ithaca.edu/bold/)	IPAC
			Create Self-advocacy training—focus on Locus of control	
			Outsource/Contract programming for specific women's issues (paying attention to delivery systems)	
RESPECT				
7	Planned Project	17. Training around gender performance and gender style	Communications and discussion with simulations and case studies be presented and discussed	AAO
6	Planned Project	18. Create programming to generate self-awareness and open discussion	Stanford, AAUW and Harvard have implicit bias trainings regarding gender assessments available on gender issues	AAO
			Bring in someone from the outside to discuss implicit gender bias	AAO

			INCLUSIVE ENVIRONMENT	
8	Planned Project	22. Professional Development Opportunities	Create discussion (1/2 hour) to speak with departments, coaches, chairs, supervisors, CSEA employees	CDO
			Can we tweak our existing trainings to address gender issues--(e.g. Leading with Impact)	HR
			Need follow-up after training, -- possibly use a flipped classroom model.	HR
			Create training/micro credentialing for areas-- Implicit Bias, Safe Zone, Leading with Impact	AAO, PCIE
			Think about WHEN we offer trainings--ensure that we can offer when people can attend.	All trainers

RECOMMENDATIONS

After completing our work this semester the GPIC members recommend the President continue the service of this group. The GPIC members are willing to continue to meet to work on implementing the proposed initiatives by collaborating with key players.

Additionally, the GPIC members recommend that appropriate benchmarks be developed to measure positive change in gender climate generally and specifically related to the solutions that are implemented. These may include improved outcomes on student and other campus surveys that have questions that deal with gender climate (SUNY Gender Climate Survey administered every other year to comply with 129B; inquire if we can add campus specific, qualitative/open-ended questions to the standardized survey instrument). Other surveys that may have data to measure improved gender climate include the NSSE and SOS. However, due to previous low response rates on these surveys the GPIC members also recommend that other benchmarks be developed in addition to survey results.

APPENDIX 1: IMPACT/EFFORT FOR ALL PROPOSED SOLUTIONS
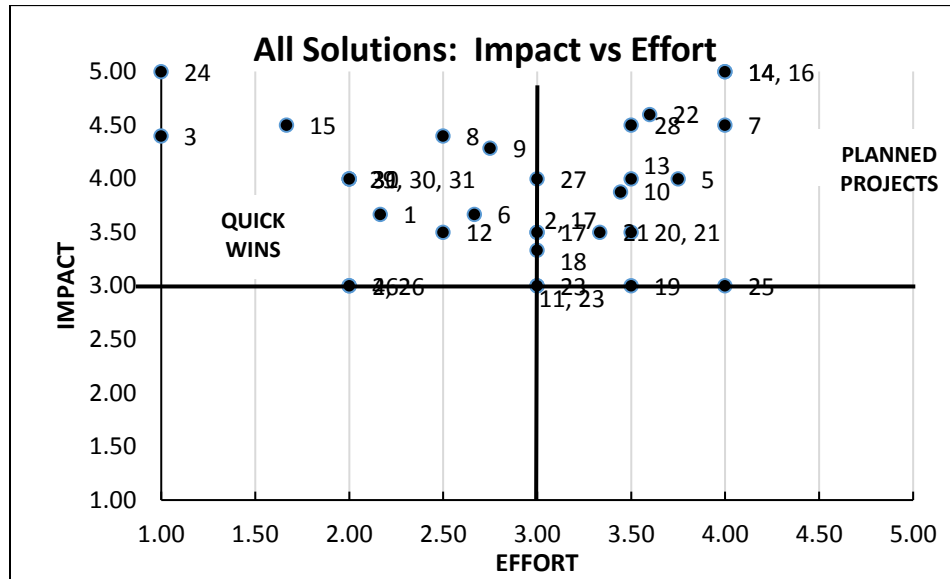
Appendix Table 1: All Proposed Solutions by Theme

Proposed Solution	Percent	Impact	Effort
	% of committee members selecting solution	Scale of 1 to 5 with 5 being highest impact	Scale of 1 to 5 with 5 being highest effort
ADMINISTRATION/LEADERSHIP: Proposed Solutions			
1. Make Cabinet more accessible	67	3.67	2.17
2. Succession Planning	33	3.50	3.00
3. All Cabinet members known campus VP title	67	4.40	1.00
WORKLOAD: Proposed Solutions			
4. Further Research	11	3.00	2.00
5. Mentoring	44	4.00	3.75
6. Transparency	33	3.67	2.67
7. Structural Problems	22	4.50	4.00
8. Valuing service/work	67	4.40	2.50
OPPORTUNITIES: Proposed Solutions			
9. Hiring and Recruiting practices	89	4.29	2.75
10. Training	22	4.00	3.50
11. Coaching	11	3.00	3.00
12. Intentionality	22	3.50	2.50
13. Leadership Development	100	3.88	3.44

RESPECT: Proposed Solutions			
14. How women are addressed on campus (Dr. or Professor)-- Professional respect	11	5.00	4.00
15. Educate regarding language used when people address each other (e.g. Men vs girls language)	33	4.50	1.67
16. Be willing to identify language with the person immediately--- being open to feedback	22	5.00	4.00
17. Training around gender performance and gender style	56	3.50	3.00
18. Create programming to generate self-awareness and open discussion	67	3.33	3.00
19. Conduct Research	22	3.00	3.50
20. Activities / organizations	22	3.50	3.50
21. Create consistent /ongoing, programming to generate ongoing discussion around gender	33	3.50	3.33
INCLUSIVE ENVIRONMENT: Proposed Solutions			
22. Professional Development Opportunities	56	4.60	3.60
23. Safe Zone Training	11	3.00	3.00
24. Intentionality when locating the programming	22	5.00	1.00
25. Create Online Trainings	0	3.00	4.00
26. Provide more explanation to market the training and attract more attendance	11	3.00	2.00
27. Support and promote attendance for all	0	4.00	3.00
28. Professional Development on providing effective programming	22	4.50	3.50
29. Support efforts of the SOGIE committee	0	4.00	2.00
30. Marketing Inclusivity	0	4.00	2.00
31. Leverage the Climate Surveys	11	4.00	2.00

Appendix Table 2: Top 10 Proposed Solutions by Theme

Proposed Solution	Percent	Impact	Effort
	% of committee members selecting solution	Scale of 1 to 5 with 5 being highest impact	Scale of 1 to 5 with 5 being highest effort
ADMINISTRATION/LEADERSHIP: Proposed Solutions			
1. Make Cabinet more accessible	67	3.67	2.17
3. All Cabinet members known campus VP title	67	4.40	1.00
WORKLOAD: Proposed Solutions			
5. Mentoring	44	4.00	3.75
8. Valuing service/work	67	4.40	2.50
OPPORTUNITIES: Proposed Solutions			
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RESPECT: Proposed Solutions			
17. Training around gender performance and gender style	56	3.50	3.00
18. Create programming to generate self-awareness and open discussion	67	3.33	3.00
INCLUSIVE ENVIRONMENT: Proposed Solutions			
22. Professional Development Opportunities	56	4.60	3.60