DIVERSITY AND INCLUSION MASTER PLAN

2016-2020

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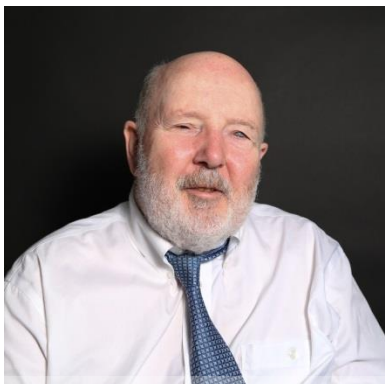
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Scope of the project

Institutional Data

This report has been developed using the following national and institutional data:

1. National demographic data of gender, race and ethnicity representation in healthcare professions and healthcare programs, and data of students, faculty and staff at optometry schools
2. Demographic data of students, faculty, and staff at SUNY College of Optometry (SUNY Optometry)
3. In addition, it includes pilot data from a campus-wide climate survey of students, faculty, staff, and administrators, and a diversity and inclusion focus group.

The purpose of this report is:

1. To compare demographic data from the Optometry profession and the College's with national and state demographic data to gain a deeper understanding of potential groups that may be underserved
2. To gain a deeper understanding and appreciation of the feelings and thoughts of the College's community including staff, faculty and students
3. To devise a workable plan to address potential issues related to diversity and inclusion

Definition of terms

The term "underrepresented minorities" (URMs) in this report refers to African American/Black and Hispanics/Latino. Although SUNY Excel standards also consider American Indian, Native Hawaiian, and Two or More Races as URMs, they were not included in this report because some of our sources combined them as "Other races" or did not have a significant sample size. In addition, SUNY Optometry applicants and students often identify themselves as 'Two or More Races' and describe them as White and Asian, neither of which are considered URMs in the Optometry profession and at SUNY Optometry.

Why is this work important?

We need to continue to work towards building a diverse community of students, faculty, and staff that accurately reflects and embraces the values and experiences of the pluralistic society in which we live and serve. This will allow us to better support the College's mission to advance eye care through education, research, and patient care.

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The means by which healthcare issues emerge changes constantly as demographics, preferences, and values shift. To effectively and innovatively devise solutions in a multicultural society, it is essential that healthcare problems be discussed following a multicultural approach and include a wide range of perspectives.

While diversity is a reflection of a balanced organization, we believe that fostering equitable representation and inclusion should characterize the active intentional engagement of our organization's diverse groups by constructing an open dialogue. Equity goes a step further and ensures that the diverse voices have equivalent weight on our organization matters regardless of historical racial/group predictability and disproportionality.

Building a diverse, inclusive, and equitable community of faculty, students, and staff is at the heart of the College's mission to advance eye care through education, research and patient care. As part of the College's Strategic Plan, *Creating a Legacy of Leadership*, SUNY Optometry clearly states its shared value of "service to diverse communities," with the explicit goal of "making its programs broadly accessible to all populations." Strategic Goal IX further specifies, "*To Enroll a highly qualified and diverse student body*," and is targeted specifically at shaping a student body that is reflective of the communities we serve.

SUNY Optometry is fortunate to belong to a forward thinking system of 63 colleges and universities campuses that have diversity, inclusion and equity at the forefront of its mission. The SUNY System has the bold goal of becoming "*the most diverse university system in the country.*" The initiative to develop this strategic plan was in part fueled by a system-wide approach to promote the issues of diversity and inclusion created to support the SUNY Board of Trustee's Diversity, Equity, and Inclusion Policy.

The Association of Schools and Colleges of Optometry (ASCO) and its members have also embraced the concept of diversity in optometric education and care. In June 2008, ASCO released its Guidelines for Culturally Competent Eye and Vision Care. These guidelines are available on the ASCO website and educators, care providers and students are encouraged to use these guidelines in their practices. The Cultural Competency Curriculum Guidelines Subcommittee of the ASCO Diversity and Cultural Competency Committee has worked to ensure that the guidelines are incorporated into the curriculum of the ASCO's member schools. As a result of this initiative, members of the Subcommittee launched the Cultural Competency Guidelines Implementation Workshops and visited campuses across the country, including SUNY Optometry, to educate faculty and staff on the proposed guidelines.

SUNY Optometry bases its efforts in increasing educational access to diverse groups following the same premises as those outlined in ASCO's guidelines: "(1) Greater diversity among health professionals is associated with improved access to care for our diverse society, greater patient choice and satisfaction, better patient-provider communication, and better educational experiences for all students, which will prepare them for the diverse communities they will serve in practice, (2) Diversity is good for optometric education and the profession, and (3) It is the right thing to do."

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Mission

One of the first tasks of this committee was to create a diversity and inclusion mission statement. We proudly present the mission statement:

"To instill and celebrate diversity, inclusion, and equity in every aspect of the College's operations."

This mission will be accomplished through the creation of a supportive learning and working environment built on understanding, acceptance, respect, and valuing the beliefs of other cultures, religions and identities.

This report is divided into four parts:

1) Education: In this section, an analysis of the educational pipeline is presented along with a diversity evaluation of the major health professions and the optometry profession student body. This section also includes an analysis of underrepresented minorities (URMs) access, success, and completion at the SUNY College of Optometry.

2) Workforce: In this section the national and College demographics of the faculty and staff are summarized by race, ethnicity, gender, and rank.

3) Climate: In this section the results of the first College-wide climate survey describing the thoughts and feelings of the SUNY community (faculty, staff, and students) are presented.

4) Critical Findings and Recommendations: In this section, the critical findings of this plan are presented accompanied by goals and strategies to address them.

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Part I. Education

Educational Pipeline and the Diversity of the Profession

The educational pipeline is an useful analogy that represents the flow of students from high school to college to graduate school and on to fulfilling careers. Students in the pipeline are seen as part of a continuous and integrated system of education rather than as part of separate, fragmented entities of schooling. Patterns of student performance in one point of the pipeline affect the entire continuum in an integrated chain. From this systemic view of the educational continuum, access, completion and makeup of the workforce must be analyzed as an integrated whole from high school to job placement.

In other words, to shape a diverse, inclusive, and equitable profession that reflects the population it serves, the educational pipeline must be analyzed and understood at its various stages. Specific action plans must be intentionally designed and implemented to mitigate the identified issues.

The pipeline leading to a career in optometry, like with most health professions, is long, arduous, and competitive. Students seeking a career in optometry must earn a Doctor of Optometry (OD) degree, a four-year doctoral level degree. Optometry students must have earned a bachelor's degree or have completed at least 90 credits of undergraduate work to enroll in optometry school. Students must also have completed pre-requisite courses in the natural and social sciences, English, and math. The majority of applicants will typically major in the biological sciences. The Optometry pipeline depends on the following demographic characteristics:

1) US Population >> 2) Population of the State of New York >> 3) College matriculation rates by race and ethnicity >> 4) Graduation rates by race and ethnicity >> 5) Students' educational paths/career choices >> 6) Diversity of the applicant pool >> 7) SUNY Optometry's student profile

Below (Figures 1a-c) is a graphic representation comparing the educational pipeline for three different racial/ethnic groups: underrepresented minorities (URMs), Whites, and Asians.
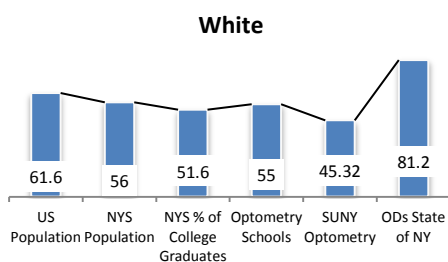
Figure 1.a. Educational Pipeline - White[1]
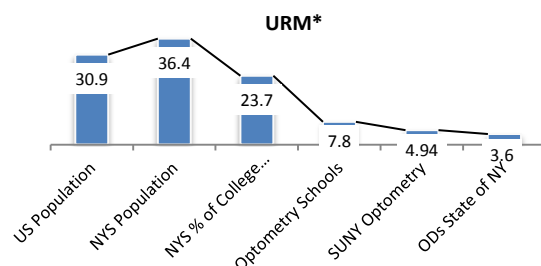
Figure 1.b. Educational Pipeline – URMs (African American & Hispanics)

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[1] U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. (2013). The U.S. Health Workforce Chartbook, retrieved from http://bhpr.hrsa.gov/healthworkforce/supplydemand/usworkforce/chartbook/index.html. ;
Soroka, M. (2012). The New York State Optometry workforce study, *Journal of Community Health, 37*(2), 448-57;
U.S. Census Bureau (2016). Retrieved from, http://www.census.gov/quickfacts/table/PST045215/36#headnote-js-a.

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Asian American

5.6	8.8	11.9	28.1	37.91	12.8
US Population	NYS Population	NYS % of College Graduates	Optometry Schools	SUNY Optometry	ODs State of NY

Figure 1.c. Educational Pipeline - Asian

While the overall US population is 61% White, 26% URM (Black and Hispanics) and 3.6% Asian, the New York state population is 56% White, 36.4% URM, and 8.8% Asian, racially and ethnically more diverse compared to the nation as a whole.

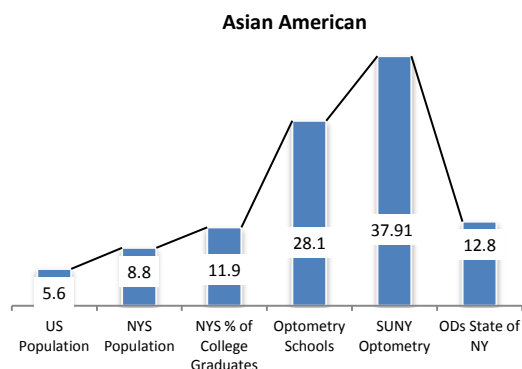The pipeline into optometry schools is highly dependent on college graduation rates and the course of study chosen by the students. IPEDS (Integrated Postsecondary Education Data System) data indicate that URMs represent 17% of the students in biological sciences nationwide, compared to 57% White and 18% Asian. College graduation rates in New York State also differ by race and ethnicity; of college graduates in the state of New York, 51% are White, 23.7% are URMs, and 11% Asian.

Clearly, the direction of the pipeline for Whites and Asians is in stark contrast with that of URMs. Asians are represented above the total size of the US population for that group in optometry schools nationwide, at SUNY Optometry, and in the profession of optometry. Whites are evenly represented at schools around the country and slightly underrepresented at SUNY Optometry, but White ODs are above the state average in the State of New York. URMs on the other hand are highly underrepresented.

Figure 2. Pipeline manifold

This disparity is an indication of an educational pipeline with a series of attenuations influenced by "leaks," "filters" and "manifolds." Leaks are instances when students leave the pipeline before reaching their final goal, often represented by dropout rates. Filters are points in the pipeline in which only students with certain profiles are allowed to continue (i.e., standardized tests results, GPA, etc.), and 'manifolds' are points in which students can choose from different options (competitive students can choose from multiple healthcare professions). Leaks, filters and manifolds are complex and multifaceted issues. For instance, beyond graduation rates and major choices, students' decisions to choose a profession are influenced by factors such role models, college advisors, and the media. Any strategies to address access issues must include a comprehensive solution that takes into consideration all elements of the pipeline. Since fixing leaks may require major
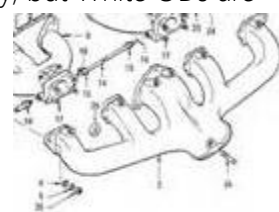
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systemic changes and may be beyond SUNY Optometry's reach, we are confident that effective strategies to increase the visibility of the profession (manifold) and empower applicants (filter) are within reach.

Based on the scenario presented in Figures 1a-c, a plausible question is if the pipeline is as leaky for URMs at other health profession schools as it is for URMs in optometry and at SUNY.

Figure 3 describes the pipeline of URMs into health professions and medical, pharmacy and dental schools. The numbers of URM is more equitable than those in optometry. Percentages of URM representation in each profession is directly associated with representation in the educational setting.

A couple of conclusions can be drawn from the data: URM have been highly underrepresented in optometry schools and consequently in the optometry profession compared to other health professions which perform relatively better in URM representation. Optometry school is, on average 5 percentage points below medicine, pharmacy and dental schools. This difference may be due to minority students being unaware of the benefits of a career in optometry, leading in turn to a smaller percentage of URMs applying to optometry programs, and those applying being not as competitive as other applicants. This conclusion will be further explored later in this report.
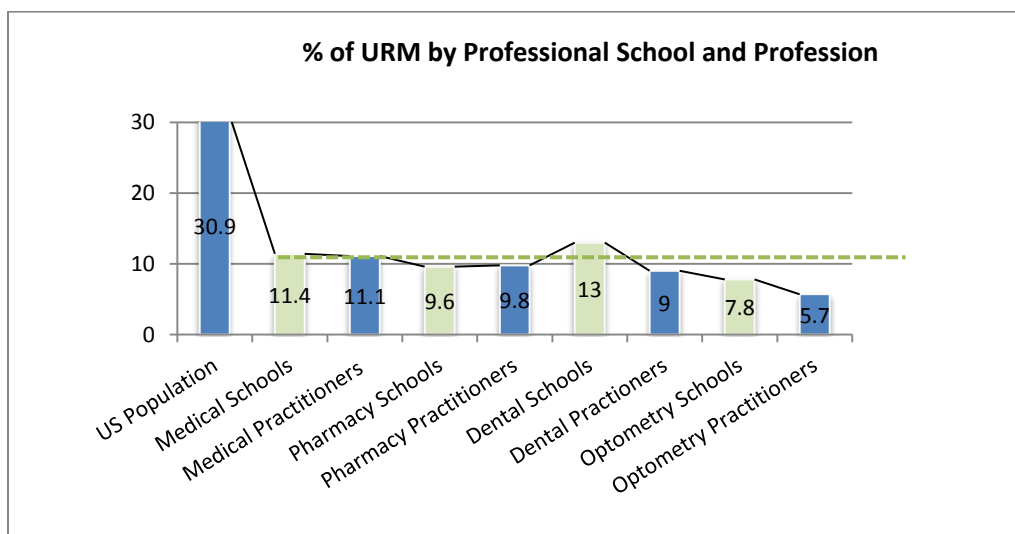

Figure 3. Percentage of URM by Professional School and Profession

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Profile of the Optometric Profession

Data from the National Center for Health Workforce Analysis (U.S. Department of Health and Human Services[2]), from 2014, shows that females comprised 47.2% of the U.S. working age population. Females represent a higher proportion of workers in 27 of the 37 (73%) health occupations tracked by the workforce analysis. In optometry, females comprise 38.4% (14,153) of the total number of optometrists in the workforce (36,858). The representation of females in optometry is higher than other major health professions, including physicians (33.5%) and dentists (24.1%). In regards to race and ethnicity, Whites comprise the majority of optometrists (79.7%), followed by Asians (12.8%), Hispanics (3.8%), Blacks (1.9%), Two or more races (0.1%), and Others (0.1%).

During 2010, SUNY Optometry and its Center for Vision Care Policy, led by Dr. Mort Soroka, conducted a comprehensive Workforce Study of eye care providers in New York State(NYS)[3]. This analysis examined the current supply of eye care providers (by age, gender, and ethnicity), the growing demand for eye care services, and the need for both optometrists and ophthalmologists in NYS over the next two decades. The study's findings indicate that 81.2% of NYS practicing ODs are White, and 12.8% are Asian, while only 1.7% and 1.9%, respectively, are African American/Black and Hispanic/Latino practitioners.
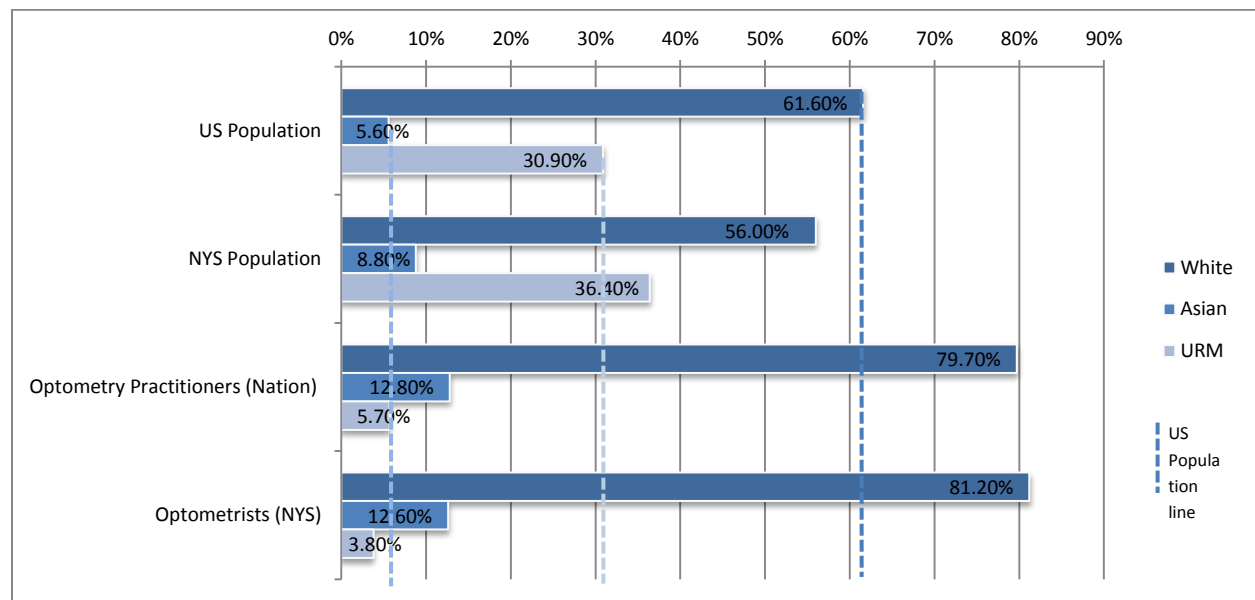
Figure 4. Total Number of Practicing Optometrists Nationwide and in NYC by Race

Clearly, neither the national nor the New York State numbers of optometrists reflect the ethnic diversity of NYS and that of overall nationwide population. This is an issue that SUNY Optometry considers of key importance. Despite the challenges, the College remains committed to its goal to

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[2] U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. (2013). The U.S. Health Workforce Chartbook, retrieved from http://bhpr.hrsa.gov/healthworkforce/supplydemand/usworkforce/chartbook/index.html.
[3] Soroka, M. (2012). The New York State Optometry workforce study, *Journal of Community Health, 37*(2), 448-57.

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attract and retain a multi-ethnic student body, one that reflects the diversity of NYS and the pool of students applying to optometry schools across the nation.

Student profile

ASCO issues a yearly report (Table 1) with enrollment data reported by the 21 schools of optometry in the United States and Puerto Rico (for the purposes of this report, Puerto Rico was excluded from the analysis)[4]. In the 2015-2016 academic year, there were 6,667 students enrolled in professional O.D. programs in the U.S. The enrollment percentage at SUNY represented 5.5% of the total national enrollment (364 students). The national overall percentage of female students was 67% compared to 73.6% at SUNY. The overall percentage of students identified as Black or African American was 2.6% (176), compared to 1.9% at SUNY; 5.2% were Hispanics compared to 3% at SUNY; 28.1% were Asian, compared to 37.9% at SUNY; 55% were White, compared to 45.3% at SUNY; 2.2% were Two or More races, compared to 4.7% at SUNY; and 0.6% and 0.2% were American Indian or Alaska Native and Native Hawaiian, respectively, compared to 0% and 0.3% at SUNY.

In summary, in 2015-16, the College's student body profile was 73.6% female, with 47.8% minority (race/ethnicity other than White) and 4.9% underrepresented minority students.

Table 1. Gender and Race/Ethnicity of Students Enrolled in Optometry School

Race/Ethnicity	Gender	All Schools	%	SUNY	%
Black or African American	Male	50	0.7%	2	0.5%
	Female	126	1.9%	5	1.4%
	Total	176	2.6%	7	1.9%
Hispanic or Latino	Male	123	1.8%	1	0.3%
	Female	221	3.3%	10	2.7%
	Total	344	5.2%	11	3.0%
American Indian or Alaska Native	Male	10	0.1%	0	0.0%
	Female	30	0.4%	0	0.0%
	Total	40	0.6%	0	0.0%
Asian	Male	451	6.8%	37	10.2%
	Female	1,423	21.3%	101	27.7%
	Total	1,874	28.1%	138	37.9%
Native Hawaiian or Other Pacific Islander	Male	3	0.0%	0	0.0%
	Female	9	0.1%	1	0.3%
	Total	12	0.2%	1	0.3%
White	Male	1,406	21.1%	45	12.4%
	Female	2,263	33.9%	120	33.0%
	Total	3,669	55.0%	165	45.3%
Two or More Races	Male	42	0.6%	5	1.4%
	Female	103	1.5%	12	3.3%
	Total	145	2.2%	17	4.7%
Unknown*	Male	113	1.7%	6	1.6%

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[4] ASCO (2016). Annual Student Data Report: Academic Year 2015-2016. Retrieved from http://www.opted.org/wp-content/uploads/2016/09/ASCO-Student-Data-Report-2015-2016-8-30-16.pdf; There are presently 23 schools of optometry recognized by ASCO. The Chicago College of Optometry and University of Pikeville just recently opened and were not included in this report.

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	Female	294	4.4%	19	5.2%
	Total	407	6.1%	25	6.9%
Grand Total	Male	2,198	33.0%	96	26.4%
	Female	4,469	67.0%	268	73.6%
	Total	6,667	100%	364	100%

The geographic location of the optometry schools and colleges appears to be a major factor influencing access by race/ethnicity (Table 2). The majority of Black and African American, 42.6%, are in institutions located in the South of the United States, whereas the second largest concentration of Black and African American students is in the Northeast (31.8%). Notably, Salus University (Pennsylvania) alone enrolls 66% of all Black students in the Northeast. Schools in the South also have a disproportionate number of Hispanic students (41.9%) when compared to other regions. The second highest region enrolling Hispanics is the West, with 28.2%. American Indians/Alaska Native are also highly concentrated in Southern schools (77%). This is largely due to Oklahoma State University and NOVA (Florida), which together enroll 50% of students in this category.

Table 2. Enrollment by Race and Geographic Location

	Southern Schools[5]		Western Schools		Midwestern Schools		Northeastern School		Grand Total
Black or African American	75	42.6%	20	11.4%	25	14.2%	56	31.8%	176
Hispanic or Latino	144	41.9%	97	28.2%	47	13.7%	56	16.3%	344
American Indian or Alaska Native	31	77.5%	6	15%	3	7.5%	0	0%	40
Asian	443	23.6%	632	33.7%	317	16.9%	482	25.7%	1874
Native Hawaiian or Other Pacific Islander	3	25.0%	6	50.0%	1	8.3%	2	16.7%	12
White	1145	31.2%	591	16.1%	1048	28.6%	885	24.1%	3669
Two or More Races	22	15.2%	76	52.4%	17	11.7%	30	20.7%	145
Unknown*	22	5.4%	124	30.5%	57	14.0%	204	50.1%	407
Grand Total	1885	28.3%	1552	23.3%	1515	22.7%	1715	25.7%	6667

Access to SUNY Optometry

The College seeks to provide optometric education to a student body that fully represents all segments of the population. Access speaks to the College's ability to achieve this goal.

In order to gain understanding on the URM percentages to SUNY Optometry access, an analysis was conducted using applicant data from seven admissions cycles, ranging from 2009-10 until 2016-17 (Table 3, 4, and Figure 4). During this period, 5030 applicants applied to SUNY Optometry and 72% of these applicants were female. Acceptance rate for females was 26.2% compared to 23.6% for males.

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[5] Southern Schools: Nova Southeastern University, Northeastern State University – Oklahoma College of Optometry, University of Houston, University of The Incarnate Word, University Of Alabama At Birmingham; Western Schools: University of California – Berkeley, Southern California College of Optometry At Marshall B. Ketchum University, Western University of Health Sciences, Pacific University, Midwestern University – Arizona College Of Optometry; Midwestern Schools: Illinois College of Optometry, Michigan College of Optometry at Ferris State University, University of Missouri at St. Louis, The Ohio State University, Indiana University, Southern College of Optometry; Northeastern Schools: Salus University Pennsylvania College of Optometry, SUNY, New England College of Optometry, MCPHS University

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Table 3. Percentage of Applicants and Acceptances by Gender

Gender	Percentage of Applicant Pool	Percentage of Applicant's Accepted
Female	72.8%	26.2%
Male	27.2%	23.6%

In terms of applicants' race and ethnicity, 35% were White, followed by Asian (29.6%), Non-resident Alien (14.4%), Two or more races (6.9%), Black (3.7%), Hispanic (2.7%), American Indian (0.3%), and Native Hawaiian (0.1%). Asian and White applicants had the highest acceptance rates of 30.1% and 27.8%, respectively. Acceptance rates for Black was 13.5%, Hispanic was 23.9%, Nonresident alien was 21.7%, Two or more races was 10.7%, and unknown was 11.9%.(Native Hawaiian was not included since there were only three applicants from that group in the past 7 years)

As a note, in the 2016-2017 admissions cycle (Figure 5), SUNY Optometry received 55 applications from URMs, accepted 9 of these students (acceptance rate of 16.4%), and enrolled 7 students. This was the second highest enrollment of minority students in the past 12 years.
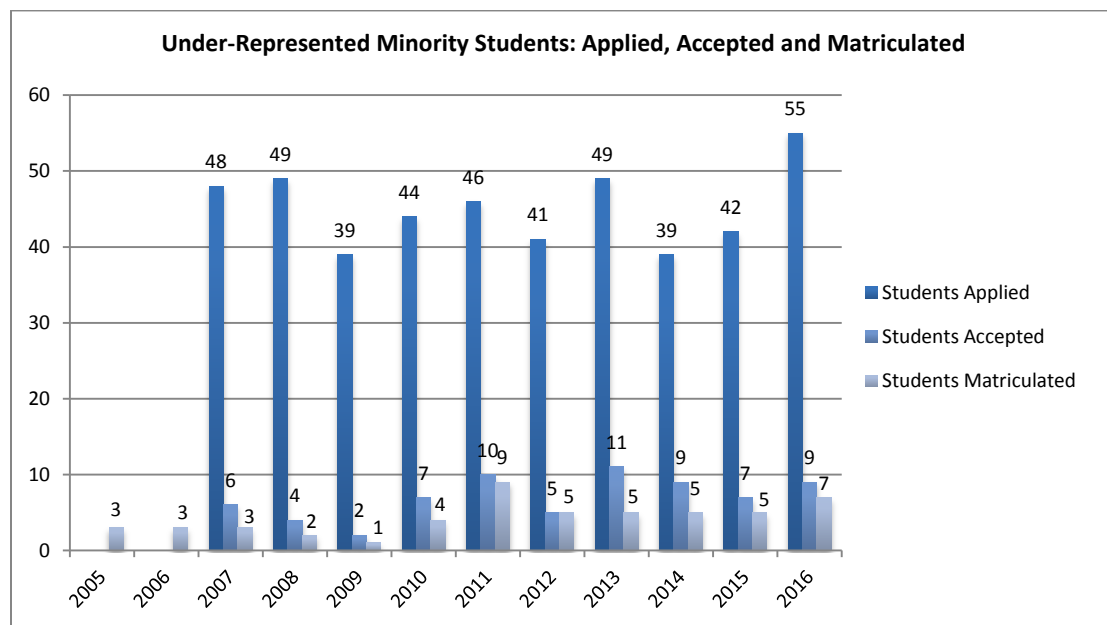
Figure 5. Number of URM Applicants, Acceptances, and Enrollment at SUNY Optometry

Figure 6 describes the percentage of applicants and acceptance rates by race. The bar graph shows how SUNY Optometry is lagging behind application rates and acceptances for URMs. This scenario begs two questions: What are the factors preventing URM students from applying and why are a disproportioned number them not being accepted into SUNY? In other words, what part of the pipeline is leaking for URMs?

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Figure 6. Percentage of Applicants and Acceptances by Race at SUNY Optometry

These questions are certainly complex since the number of unduplicated applications nationwide is increasing at a very slow pace. A study by Carnegie showed that from 2002-2009, optometry had the smallest percent increase in unduplicated applicants compared to dental, medical, osteopathic, physical assistant, and podiatry schools. Since then, the applicant pool for optometry schools has not significantly increased. Optometry is an overwhelmingly white profession, whi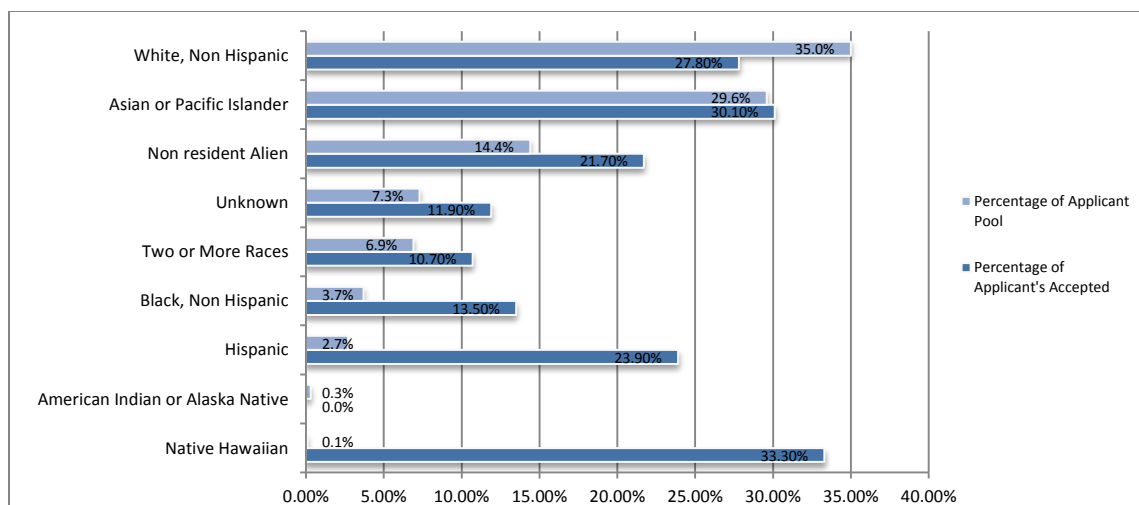ch may negatively impact URMs' perception of the profession, discouraging interest, while in reality optometry is very much within their reach. Finally, in general, optometry's visibility is sometimes lacking when compared to other health professions.

As far as why applicants are not converting into enrolled students, based on the data presented below, acceptance and enrollment seems to be an issue of readiness and preparedness for a highly competitive admissions process.

National OAT Data

Applicants to optometry schools in the United States are required to take the Optometry Admissions Test. Thus, the demographics of test takers are a reliable indicator of the profile of applicants. In 2014, of the 3,797 test takers, 3.6% were Black and 2.6% were Hispanics, compared to 49.2% White and 30.1% Asian[6]. Table 5 indicates a drop in numbers of Black and Hispanic test takers from 2010 to 2014; however, this needs to be interpreted with caution since it is difficult to establish the interaction between URMs and the multi-ethnic category (number of multiethnic students has increased greatly in the past 5 years).

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[6] Optometry Admissions Test Program. (2016). Optometry Admissions Test (OAT) Examinee General Information Report: 2010-2014 Data.

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Table 5. Nationwide OAT Examinees by Ethnic Identification- 2014

	2010	2011	2012	2013	2014
American Indian or Alaskan Native	0.5%	0.8%	0.6%	0.6%	0.4%
Asian	29.0%	28.0%	30.0%	29.9%	30.1%
Black or African American	4.3%	4.4%	3.9%	4.7%	3.6%
Hispanic	5.2%	6.2%	7.3%	5.2%	2.6%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	0.1%	0.4%
White	49.9%	52.5%	53.8%	51.2%	49.2%
Multi-Ethnic	0.8%	1.0%	1.1%	4.0%	8.5%
Missing	10.3%	7.2%	2.8%	4.2%	5.3%
Total	3,670	3,768	3,545	3,743	3,797

The OAT data also indicates that URMs are less academically prepared compared to non-URMs. Test takers with 3.6-4.0 GPAs were overwhelmingly White (32.2%), with only 13.3% of Blacks and 11.3% of Hispanics scoring at this level. Test takers with GPAs below 3.0 were predominantly Black and Hispanics, 36.3% and 36.1%, respectively. In comparison, 15.9% of Whites reported GPAs below 3.0.

Table 6. Nationwide OAT Examinees' College GPA by Ethnic Identification -2014

GPA	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian/ Other Pacific Islander	White	Multi-Ethnic	Missing Ethnicity	Total
3.6 - 4.0	46.7%	17.2%	13.3%	11.3%	17.7%	32.2%	19.6%	12.9%	926
3.1 - 3.5	20.0%	45.9%	40.7%	41.2%	47.1%	47.9%	49.2%	25.9%	1,735
2.6 - 3.0	26.7%	23.7%	32.6%	36.1%	17.7%	15.1%	23.7%	12.4%	740
2.0 - 2.5	0.0%	3.4%	3.7%	0.0%	5.9%	0.8%	2.2%	1.5%	69
1.0 - 1.9	0.0%	0.0%	0.0%	0.0%	5.9%	0.0%	0.0%	0.0%	1
Missing*	6.7%	9.8%	9.6%	11.3%	5.9%	4.1%	5.3%	47.3%	326
Total**	15	1,141	135	97	17	1,870	321	201	3,797
Below 3.0	26.7%	27.1%	36.3%	36.1%	29.5%	15.9%	25.9%		

As with most standardized tests for professional school, students aim to succeed in their first attempt taking the test. Repeating a test is typically an indication of unsatisfactory performance on the first try. The number of repeat takers for females was higher than males (Table 7) and URM also presented the highest number of repeat takers (Tables 8).

Table 7. Nationwide Number of OAT Test Takers by Gender (January 2016-June 2016)

Gender	Candidates		Repeaters	
	Number	%	Number	%
Female	1008	70.6%	408	40.5%
Male	420	29.4%	136	32.4%
Total	1428		544	38.1%
Unknown	11		2	
Grand Total	1439			

Table 8. Nationwide Number of OAT Test Takers by Race and Ethnicity (January 2016-June 2016)

Race	Candidates		Repeaters	
	Number	%	Number	%
Asian	417	30.2%	163	39.1%
White	821	59.5%	299	36.4%
URM	113	8.2%	53	46.9%
2 or More races	29	2.1%	11	37.9%
Total	1380		526	
Unknown	59		20	
Grand Total	1439		546	
Ethnicity				
Of Hispanic Origin	164	11.7%	72	43.9%
Not of Hispanic Origin	1235	88.3%	458	37.1%
Total	1399		530	
Unknown	40		16	
Grand Total	1439		546	

Data about OAT test takers also indicate that URMs are economically disadvantaged compared to non-URM students (Table 9), which could lead to less access to resources, such as quality education, tutors and study materials, which are all needed to successfully matriculate into optometry schools. For instance, 17.4% of White test takers reported a family income of $59,999 or less, compared to 39.3 for Blacks, and 38.1% for Hispanics (Table 9).

Academic success is also associated with test takers' parents' annual income (Table 10). For instance, 57% of test takers reporting combined annual parents' income of $70,000 or more had GPAs in the 3.6-4.0 range, compared to 33% of test takers with incomes below $70,000.

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Table 9. Combined Annual Income of Examinees' Parents by Ethnic Identification 2014

	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian/ Other Pacific Islander	White	Multi-Ethnic	Missing Ethnicity	Total
0-$19,999	0.0%	8.2%	10.4%	4.1%	5.9%	2.1%	5.0%	5.5%	178
$20,000 - $39,999	6.7%	15.3%	13.3%	15.5%	11.8%	5.8%	15.0%	2.5%	372
$40,000 - $59,999	6.7%	14.6%	15.6%	18.5%	5.9%	9.5%	13.1%	7.5%	441
$60,000 - $69,999	13.3%	8.8%	8.2%	12.4%	23.5%	7.9%	10.0%	3.5%	316
$70,000 - $100,000	20.00%	16.60%	20.00%	17.50%	11.80%	22.40%	16.50%	9.50%	729
Above $100,000	46.70%	16.90%	17.80%	18.60%	29.40%	40.50%	28.40%	9.00%	1,113
Missing*	6.70%	19.70%	14.80%	13.40%	11.80%	11.90%	12.20%	62.70%	648
Total**	15	1,141	135	97	17	1,870	321	201	3,797

Table 10. Combined Annual Income of Examinees' Parents by GPA 2014

Income	GPA						
	3.6 - 4.0	3.1 - 3.5	2.6 - 3.0	2.0 - 2.5	1.0 - 1.9	Missing	Total
Less than $10,000	2.9%	1.7%	1.8%	1.4%	0.0%	0.0%	67
$10,000 - $19,999	2.5%	2.9%	3.6%	4.9%	0.0%	1.5%	111
$20,000 - $29,999	3.4%	4.7%	5.4%	10.4%	33.3%	0.5%	167
$30,000 - $39,999	4.9%	5.6%	6.7%	6.3%	0.0%	2.2%	205
$40,000 - $49,999	4.0%	6.5%	6.0%	9.7%	33.3%	2.5%	211
$50,000 - $59,999	6.7%	5.5%	7.9%	9.7%	0.0%	1.2%	230
$60,000 - $69,999	8.6%	9.4%	9.3%	8.3%	0.0%	1.5%	316
$70,000 - $100,000	21.6%	21.2%	20.9%	16.7%	33.3%	4.2%	729
Above $100,000	35.4%	33.9%	27.6%	27.8%	0.0%	6.1%	1,113
Missing	10.1%	8.6%	10.9%	4.9%	0.0%	80.3%	648
Total	760	1,493	990	144	3	407	3,797

SUNY College of Optometry Entering Data

SUNY Optometry is one of the most competitive colleges in the country. The College's performance on the Total Science average score of the Optometry Admissions Test (200 – 400 scale) is 356, and has consistently been the second highest in the country (National average of accepted students = 316). The average entering GPA is among the top five programs.   Most students enrolling have completed a Pre-Med Bachelor's degree program from competitive, very competitive or highly competitive institutions according to the Barron's Profile of American Colleges guide.

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An analysis was conducted to determine if gender and race/ethnicity are barriers to access (Table 11). OAT and undergraduate GPA from 7 application cycles (2010-2016) were used. OAT scores were available for 3,903 applicants while undergraduate science GPA was available for 1,135 applicants.

The average Total Science (TS) OAT and the Academic Average (AA) OAT scores for all applicants was 320. The average Science Undergraduate GPA (SUGPA) for all applicants was 3.32 and the average Overall Undergraduate GPA (OUGPA) was 3.47.

Female students had lower TS and AA OAT scores compared to their male counterparts (TS= 317 vs 326, $F(1,3901)=45.1$, $p<.00$; AA= 318 vs. 325, $F(1, 3901)=42$, $p<.00$). Female applicants, on the other hand, had higher overall undergraduate GPAs (OUGPA) than males (OUGPA=3.5 vs. 3.4, $F[1,1133]=18.7$, $p<.00$).

TS and AA OAT scores for underrepresented minority applicants, 298 and 301, respectively, were lower compared to all other race/ethnicity groups (at $p<.00$ level). Although both Science Undergraduate GPA and Overall Undergraduate GPA were lower for URM when compared to other groups, posthoc tests confirmed that the only statistically significant difference was between URM and White applicants (SUGPA= 3.2 vs 3.4, $p<.00$; OUGPA=3.4 vs. 3.54, $p<.05$).

Note: In order to evaluate the competitiveness of the College, the average OAT scores and grades of matriculated students were added to Table 11 to allow comparison between the overall applicant pool and entering averages.

Table 11. SUNY Optometry's Applicant Pool Admissions Metrics by Race and Ethnicity (2010-2016)

		N	Mean	Std. Deviation	Std. Error
Total Science OAT	White*	1454	315	37.35	.98
	URM*	250	298	38.89	2.46
	Asian*	1156	324	40.48	1.19
	International*	549	336	36.46	1.56
	Unknown*	220	314	37.59	2.53
	2 or More*	284	320	40.63	2.41
	Total	3913	320	39.56	.63
	Entering Average (2016)		352	24.6	
Academic Average OAT	White*	1454	318	28.80	.76
	URM*	250	301	30.39	1.92
	Asian*	1156	324	31.59	.93
	International*	549	331	27.64	1.18
	Unknown*	220	318	28.46	1.92
	2 or More*	284	317	31.89	1.89
	Total	3913	320	30.59	.49
	Entering Average (2016)		346	18.2	
Science Undergrad GPA	White*	415	3.41	0.36	.02
	URM*	61	3.20	0.42	.05
	Asian	374	3.29	0.39	.02
	International	158	3.23	0.45	.04
	Unknown	53	3.34	0.41	.06
	2 or More	76	3.23	0.37	.04
	Total	1137	3.32	0.40	.01
	Entering Average (2016)		3.48	0.3	

	White*	414	3.54	0.27	.01
	URM*	61	3.42	0.28	.04
	Asian	374	3.45	0.27	.01
Overall Undergrad GPA	International	159	3.38	0.32	.03
	Unknown	53	3.49	0.28	.04
	2 or More	75	3.39	0.25	.03
	Total	1136	3.47	0.28	.01
	Entering Average (2016)		3.61	.21	

*Difference in means is statistically significant

National OAT[7] confirms that the SUNY Optometry applicant pool reflects national trends of OAT test takers. Asians were the highest scoring group on the TS OAT, with an average of 309, followed by whites (297), Multirace (290), Native Americans (285), Pacific Islanders (283), and Blacks (268).

Geographic Location.

From 2009-2016, the states with the highest number of URM applicants at SUNY Optometry were New York (75), California (40), New Jersey (34), Florida (20), Georgia (13), Maryland (9), Texas (9), Massachusetts (7), Connecticut (5), Illinois (4), Pennsylvania (4), Virginia (4), Delaware (3) and North Carolina (3) (Table 12).

The states with higher URM acceptance rates at the College were New York (34% acceptance rate), Virginia (50% acceptance rate), Maryland (22%), California (20%), and Connecticut (20%).

Enrolled students were primarily from New York (24 enrolled students with 92% yield), followed by California (2 enrolled students and 25% yield), Florida (2 enrolled students and 100% yield), Connecticut (1 enrolled student and 100% yield), Virginia (1 student and 50% yield).

States such as New Jersey and Georgia had a high number of URM applicants (47) but disappointing acceptance rates. An analysis of applicants from these states indicated that the average Science OAT of applicants was 277, SD=32, with only two students scoring 330 and the remaining students scoring below 300 (the College average has been consistently around 340-350).

Table 12. URM Applications, Acceptances and Yield by State

State	Total Applications	Acceptances	Acceptance Rate	Enrollment	Yield (acceptance/Enrolled)
NY	75	26	34%	24	92%
CA	40	8	20%	2	25%
NJ	34	0			
FL	20	2	10%	2	100%
GA	13	0			
MD	9	2	22%		0%
TX	9	0			
MA	7	0			

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[7] American Dental Association. (2016). Optometry Admission Test (OAT) User's Guide: 2014 data. Retrieved from http://www.ada.org/~/media/OAT/Files/oat_user_guide.pdf?la=en

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CT	5	1	20%	1	100%
IL	4	0			
PA	4	0			
VA	4	2	50%	1	50%
DE	3	0			
NC	3	0			
AZ	2	0			
KS	2	0			
MI	2	0			
OH	2	0			
TN	2	0			

Applications and enrollment from URM students were further analyzed by graduating College/University (Table 13). The highest yielding schools were City College and SUNY Stony Brook, followed by Saint Johns, SUNY Binghamton, SUNY Albany, Marist, and Florida International.

Combined, the information on state of origin and graduating colleges/universities provide a clearer view of where students are coming from and where to focus future recruitment efforts. From these numbers, it appears that our future recruitment efforts should remain local, with special emphasis on SUNY and CUNY schools.

Table 13. Graduating Colleges/Universities (2010-2016) of SUNY Optometry Applicants

Name of College/University	Total Applicants	Enrolled
CUNY City College NY	4	3
SUNY Stony Brook	4	3
St Johns University Jamaica*	4	2
SUNY Binghamton	4	2
Marist College	2	2
SUNY Albany	3	2
Fordham University	2	2
Florida International University	3	1
University Calif Berkeley	2	1
University of Connecticut	1	1
Columbia University Columbia College	1	1
CUNY College Staten Island	1	1
CUNY Medgar Evers College	1	1
Fairfield University	1	1
Florida Atlantic University	1	1
Lafayette College	1	1
Pace University Plsntvlle/Briarcliff	1	1
Phil College Of Osteopathic Med	1	1
SUNY Buffalo	1	1
University Arkansas Little Rock	1	1
University of Rochester	1	1
University Southern California	1	1
Williams College	1	1
Yale University	1	1

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PhD Students at SUNY Optometry

SUNY Optometry has a small and highly selective graduate program for PhD and Master's students in vision science. Total enrollment for the PhD and Master's programs in the Fall of 2016 was 15, 53% (8) of which were females. Sixty four percent (9) were foreign students[8], 29% (4) were White, 7% (1) were Asian, and there was no representation from URM categories (Table 14, 15).

Table 14. Graduate Program Enrollment by Gender (As of Sept 2016)

Graduate Program (PhD+MS)	Total Headcount
Male	7
Female	8

Table 15. Graduate Program Enrollment by Race/Ethnicity (As of Sept 2016)

Race/Ethnicity	Total Headcount
Foreign	9
% of Class	64%
White	4
% of Class	29%
Black	0
% of Class	0%
Hispanic	0
% of Class	0%
2 or more races	0
% of Class	0%
Asian	1
% of Class	7%
Native Hawaiian or Pacific Islander	0
% of Class	0%
Grand Total	15

Pipeline Feeders – Recruitment of Underrepresented Minority Students

SUNY Optometry has taken concrete steps to reenergize its commitment to recruit and serve historically underrepresented minority and economically disadvantaged students. In 2012, the Director of Career Development was named Director of Minority Enrichment with the goal of streamlining the services, activities, and programs related to serving URM students at the College. The new programs that were put in place and available at the college that aim to recruit and serve URM and economically disadvantaged students are described below.

CSTEP

The primary objective of the Collegiate Science and Technology Entry Program (CSTEP) project at SUNY College of Optometry is to increase the number of historically underrepresented minority and economically disadvantaged students in the STEM profession, particularly in the growing and dynamic profession of optometry. The goal of the program is to:

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[8] Non-resident aliens are not categorized in terms of race and ethnicity

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- Expose, attract, and recruit qualified students to the profession of optometry;
- Assist students applying to SUNY and to other colleges of optometry;
- Assist students in the preparation to taking the Optometry Admission Test (OAT), the entrance exam required as part of the application and admission process;
- Provide career counseling;
- Provide students with scientific research opportunities to prepare them for graduate/professional school;
- Provide science, math, study and time management skills enrichment so that students are better prepared for the rigors of professional school;
- Provide social and cultural services to SUNY Optometry students (who completed CSTEP) to enhance their morale and camaraderie, while monitoring their academic progress and clinical skills;
- Assist SUNY Optometry students (who completed CSTEP) before and upon graduation with licensing exams and career placement.

These goals are primarily achieved through three flagship programs: the Internship Program, the Summer Academic Program, and the CSTEP Symposium.

Internship Program: This on-site Internship Program gives students a firsthand look at what optometry is all about. The program takes place two times each year, once during the winter and once during the spring/early summer. Each session runs 8 hours per day for 2 consecutive weeks. Participating CSTEP interns are assigned to work with fourth-year SUNY Optometry Doctor of Optometry students in their own clinical rotations.

Summer Academic Program (SAP): The SAP is an eight-week gateway course, "Introduction to Vision Science." Taught by SUNY faculty, 30 CSTEP students learn about a wide range of topics pertaining to optometry and eye health, including Ocular anatomy, Diabetes, Glaucoma, Visual Perception and more. Upon successful completion of this program, students earn two graduate level credits that can be transferred to their home institutions. According to a post-SAP survey, students' interest in optometry as a career has increased as a direct result of SAP; in 2016, 95.24% of SAP survey respondents indicated that the SAP increased their interest in the field.

CSTEP Symposium: This program is designed to have students explore the profession of optometry including the latest admissions information, OAT updates, and the latest trends, issues, and technological and research advances in the field. It's also an opportunity for students to reunite with past CSTEP participants, build relationships with SUNY Optometry faculty and staff, and participate in other educational workshops. According to a post-Symposium survey, students' interest in optometry as a career has increased as a direct result of Symposium; 90.48% of CSTEP Symposium attendees rated it as being above average or excellent.

CSTEP as a pipeline feeder

The CSTEP program has played an important and major role in feeding URM and economically disadvantaged students to the professional OD program. In the past three years, the College has taken important steps to improve the CSTEP program, expanding its offerings and improving programmatic quality with positive and encouraging results. As seen in Figure 7, 15 students who

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completed the CSTEP program in 2016 applied to SUNY Optometry's professional OD program, which represents a 25% increase from the year before, and 8 students enrolled, a 100% increase from the year before and the highest number of enrollees in the past 5 years.
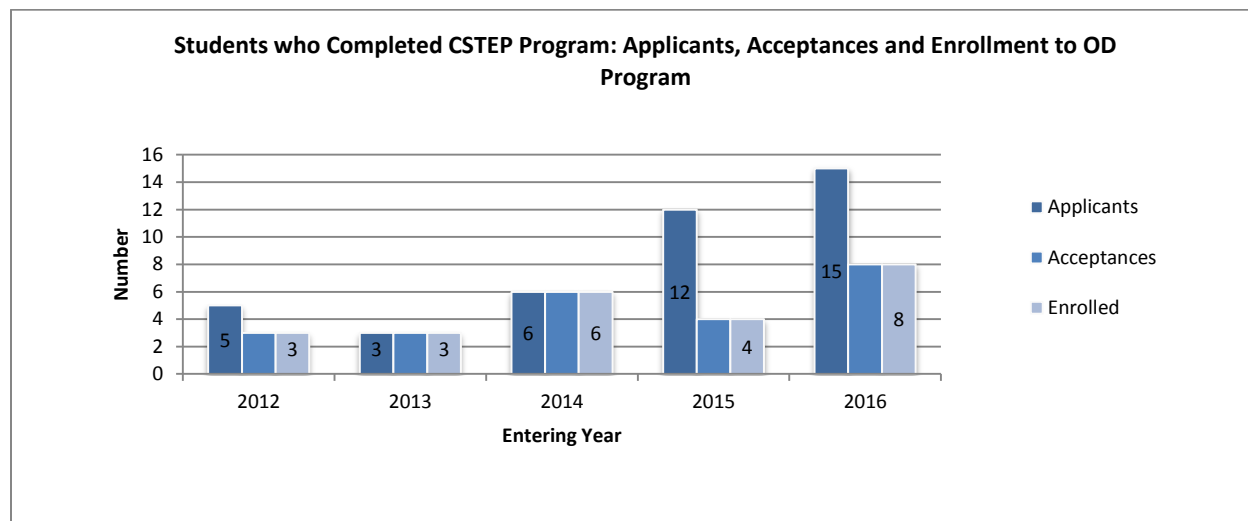
Students who Completed CSTEP Program: Applicants, Acceptances and Enrollment to OD Program

Figure 7. Students who Completed CSTEP Program: Applicants, Acceptances and Enrollment

The Director of the CSTEP program works hand in hand with the Admissions and Recruitment team to attract and better prepare students to the competitive admissions process into optometry school.

Admissions and Recruitment Team

The Admissions team at the College is comprised of the VP for Student Affairs, the Associate Director of Admissions, and the Admissions Assistant. This small but highly motivated team is responsible for implementing a comprehensive marketing and recruitment plan to meet the College's Strategic Goal IX : "enroll a highly qualified and diverse student body." To that end, the admissions team uses market intelligence (i.e, top feeder schools by state by applications and yield), to direct its recruitment efforts. The topic of diversity in the student body drives recruitment-related decisions, with the team purposefully targeting schools with high URM populations, such as City College, SUNY Albany, Old Westbury, and schools that host CSTEP programs.

The office of Admissions is also responsible for creating and deploying recruitment and marketing initiatives that foster diversity. Examples of such initiatives are presented below:

IDEA Initiative

The IDEA project (Increasing Diversity by Engaging All) was implemented in mid-January 2012 thanks to a mini-grant from ASCO together with contributions from the Optometric Center of New York (OCNY), the College's affiliated foundation. The purpose of IDEA is to enroll traditionally underrepresented minority students into SUNY College of Optometry's professional OD program by portraying the profession of optometry, through a social media

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strategy, as an exciting and viable career path, and to provide students with the skills and knowledge to become competitive applicants.

After 4 years of significant achievements, in 2015-16 funding ended from ASCO and OCNY. Major accomplishments of the IDEA Project for 15-16 are highlighted below:

- 13,740 total views on YouTube; this past year alone, the IDEA Initiative reached more than 3,500 views, an average of 290 views per month;
- 36,500 minutes watched on YouTube channel, with 9,000 minutes watched in 15-16, an average of 24 minutes per day.
- 1,939 total blog views , an 81% increase compared to last year;
- On-line Admissions Camp was created and produced; nine videos have been produced and broadcasted;
- Twitter followership has increased by 27%; the IDEA Initiative twitter page is averaging 31 impressions per day (number of time users see the Tweet)
- Presentation of workshops on self-control, will power, and academic preparedness to targeted groups in order to help prepare underrepresented minority students for optometry school;
- 7 underrepresented minority students enrolled at SUNY in the Fall of 2016 (compared to 5 the year before).

A database of minority serving organizations in College and University campuses across the United States was created to aid the delivery of content created through the IDEA Initiative. This database needs to be updated since it was created in 2013.

Explore Initiative

The Explore Initiative is a marketing campaign designed by the Office of Students Affairs to promote the profession of optometry to students from all backgrounds. The program encourages these students to explore the profession of optometry by shadowing doctors, attending college events such as open houses, and meeting with admissions counselors for one-on-one counseling. This initiative was created based on data collected by the ASCO which indicated that many students are unaware of the profession of optometry as a viable and lucrative career, and that exposure to the profession is the number one contributing factor in students' decision making process.

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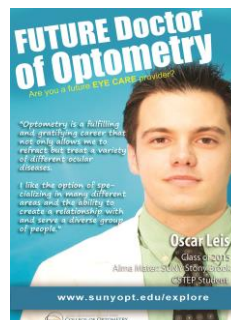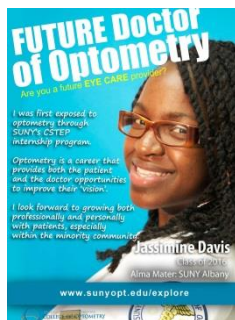
Graduate Diversity Fellowship Program

The College offers graduate fellowships to students who have been admitted to the OD program or to the graduate program and who will contribute to the diversity of the student body in these programs. This program assists students who demonstrate that they would contribute to the diversity of the student body, especially those who can establish that they have overcome a disadvantage or other impediment to success in higher education.

Performance at SUNY Optometry

SUNY Optometry offers a rigorous four-year lock-step curriculum, which includes didactic courses, laboratories, and clinic. Students must achieve passing grades in all courses before advancing to the next academic year.

Students' academic and clinical performance in the SUNY curriculum was analyzed to determine if there are differences in performance across race/ethnicity categories that need to be addressed (Table 16). Didactic, Clinical, Overall, and OTP data from the classes of 2013 until 2019 were used in this analysis; since the total number of students in certain categories is low, a larger sample was used to partially resolve sampling issues.

In the didactic portion of the program, the average didactic GPA was 3.1, with International, White, and Asian students scoring the highest, 3.27, 3.16, and 3.04 respectively. Two or more races and URM students had the lowest performance, with average GPAs of 2.95 and 2.92, respectively ($F[4,577]=4.6$, $p<.00$). Performance of URMs was statistically significantly lower only when compared to International and White students.

In regards to clinical performance, the overall GPA was 3.4, with International scoring 3.55, Whites 3.47, URM 3.43, and Asian 3.31. The differences between groups were statistically significant ($F[3,385]=5.8$, $p<.00$), with Asians scoring significantly lower than Whites and International.

The average Overall GPA was 3.09, with International students scoring 3.23, Whites 3.15, Asians 3.02, URMs 2.92, and Two or More Races 2.82. Differences between categories was statistically significant ($F[4, 577]=5.7$, $p<.00$), with URM students scoring significantly lower compared to International and White students.

Table 16. Descriptive Data of Didactic, Clinical, Overall and OTP GPA by Ethnicity at SUNY Optometry

		N	Mean	Std. Deviation	Std. Error
Didactic	White	278	3.16	0.50	0.03
	URM	34	2.92	0.48	0.08
	Asian	219	3.04	0.46	0.03
	International	37	3.27	0.48	0.08
	Two or More	14	2.95	0.50	0.13
	Total	582	3.10	0.49	0.02
Clinical	White	193	3.47	0.41	0.03
	URM	25	3.43	0.38	0.08
	Asian	148	3.31	0.39	0.03

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	International	23	3.55	0.34	0.07
	Two or More	0			
	Total	389	3.41	0.40	0.02
Overall	White	278	3.15	0.48	0.03
	URM	34	2.92	0.45	0.08
	Asian	219	3.02	0.43	0.03
	International	37	3.23	0.47	0.08
	Two or More	14	2.82	0.56	0.15
	Total	582	3.09	0.47	0.02
OTPALL	White	278	2.72	0.61	0.04
	URM	34	2.34	0.58	0.10
	Asian	219	2.54	0.56	0.04
	International	37	2.65	0.69	0.11
	Two or More	14	2.25	0.94	0.25
	Total	582	2.61	0.62	0.03

National Boards – Part I

All Optometry students take a three-part national board examination (NBEO) prior to graduation. Passage is required for licensure. SUNY Optometry students have been highly successful in passing all parts of the NBEO prior to graduation. In 2015, 97% of all SUNY Optometry graduating students passed all parts of the Boards, well above the national average of 85% (Figure 8). Two students who did not pass the boards were foreign students and did not plan to practice in the US, while 100% of those practicing in the US passed the Boards.
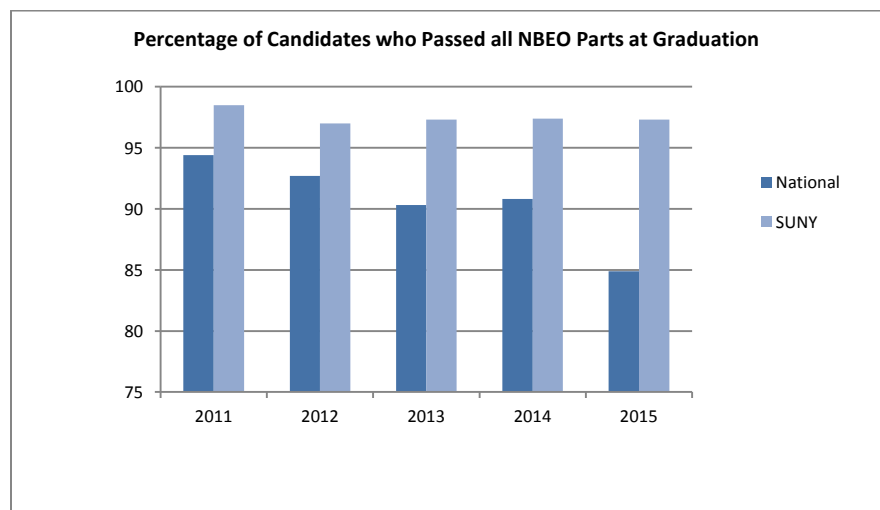

Figure 8. Percentage of Candidates who Passed all NBEO Parts at Graduation

An analysis of SUNY students' board performance from 2012-2016 indicated that females average score was 486 compared to 477 for males (Table 17). This difference, however, was not statistically significant indicating that success on the NBEO is not influenced by gender (ANOVA, $F_{(1, 378)}=.39$, $p=.53$).

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Table 17. SUNY NBEO Part I Mean Scores by Gender (tests taken from 2012-2016)

	N	Mean
Female	284	486.9
Male	96	477.6
Total	380	484.5

In regards to ethnicity, White students scored on the first part of the Boards an average of 503, International 494, Asian 466, and URMs 430 (Table 18). The difference between groups was statistically significant (ANOVA, $F_{(3,376)}=3.84$, $p<.01$).

Table 18. SUNY NBEO Part I Mean Scores by Race/Ethnicity (tests taken from 2012-2016)

	N	Mean	Std. Deviation	Std. Error
White*	192	503.2	127.1	9.2
URM*	22	430.1	150.8	32.1
Asian	146	466.9	118.4	9.8
International	20	494.4	118.3	26.5
Total	380	484.6	126.2	6.5

*Statistically significant differences (Post Hoc comparisons using the Tukey test indicated that the mean score for URMs [M=430, SD=150.8] was significantly different only when compared to White test takers [M=503, SD=127]).

Completion

SUNY Optometry offers a rigorous curriculum that challenges students intellectually and personally. Students are required to develop new study habits and coping skills to effectively manage the demands and pressures of a challenging curriculum. Students deemed incapable of fulfilling institutional or academic requirements in a timely manner are ineligible to advance in the Professional OD Program and they may be required to repeat the year or be considered for dismissal. Students may also fail to complete the program for personal reasons and voluntarily withdraw from the program.

Attrition rate at SUNY Optometry is relatively low. In an analysis of 4 graduating classes, of a total of 316 entering students, only 12 (3.8%) failed to graduate (3 or 0.9% were dismissed and 9 or 2.8% voluntarily withdrew) (Table 19). The percentage of students who were unable to graduate did not differ by race and ethnicity, $\chi^2(2)= 2.6$, $p=.27$).

Table 19. Number of Repeating, Dismiss, and Withdrawals by Race

	Entering	Repeated	Dismissed	Voluntary Withdrawal	Graduated	
Class 1	75	1-Asian 1-Black 1-Foreign		1-White		74
Class 2	75		1-White	3-Asian		72
Class 3	79	1-Asian	1-Asian	2-Asian		75

Class					
Class 4	87		1-White	1-White 1-Two or more races 1-White	**85 (this # includes students w/ pending degrees.
Class 5	88	1-Asian 1-White	1-Asian	1-Two or more races	Students have not graduated yet
Class 6	98	1-Asian 1-Black 2-White	1-Foreign 1-White	2-Asian	
Class 7	96	1-Two or more races	1-Asian	1-White	

Beyond graduation, newly graduated doctors may choose to pursue a one-year residency program. Residencies are becoming a requirement for those seeking employment in a number of practice settings, and are a requirement for clinical and academic positions, playing a critical role in the faculty pipeline. For a more detailed discussion about the demographics of residencies, see page 33.

Summary of Education

Based on the findings of this section, we can conclude that:

- Females are currently the new majority in optometry schools and soon will be the majority in the workforce[9]. Females are not at a disadvantage compared to males in access to and success in optometry school.
- URM students are underrepresented in optometry schools nationwide, including at SUNY Optometry. URM applicants are at a disadvantage during the application process with significantly lower GPAs and OATs. After enrolled, however, they persist and graduate at the same rate compared to other racial/ethnic groups.
- Dental, medical, and pharmacy schools have been able to attract and enroll URM students at higher rates compared to Optometry schools. This is a refreshing finding indicating that with a consistent and thorough strategy, optometry schools, SUNY included, may be able to increase the enrollment of URMs.
- The College's recent efforts to recruit and serve URMs and economically disadvantaged students (i.e., CSTEP program and the IDEA Initiative) have delivered successful results (e.g. enrollment of 8 students in 2016 compared to 4 in 2015).
- URM students at SUNY Optometry are primarily from the State of New York and from few selected schools. Future recruitment efforts should likely be local with special emphasis on SUNY and CUNY schools. Florida is a secondary market that deserves attention.

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[9] Jobsons, a leading source of industry intelligence, foresees that 2020 may be tipping-point when the number of women in the workforce is equivalent to the number of men.

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Part II. Workforce

This section presents national and SUNY Optometry workforce demographic data by gender, race and rank.

Faculty Diversity

ASCO issues an Annual Full-Time Faculty Data report with the total number of full-time faculty in all 21 schools of optometry in the country by gender and race/ethnicity[10]. Faculty data is presented by type of teaching assignment (Didactic, Clinical, Research), and clinical and didactic faculty data are also presented by rank (Professor, Associate Professor, Assistant Professors, Instructor)[11].

According to the 2014-2015 report (Table 20), out of the total of 708 full-time faculty members, 53% were female and 47% were male. At SUNY Optometry, the total number of faculty, including full time and part time was 142 as of September 1, 2016. The ratio of female to male is very similar to the national trend, with 56% of faculty members being female and 44% male.

As per table 20, full-time faculty nationwide are disproportionally White (73.7%) and Asian (15.7%), while URMs are represented in substantially lower numbers. At SUNY Optometry, Whites (72.5%) and Asians (21.8%) are the majority, followed by Hispanics (4.2%) and Blacks (2.1%). Compared to the national average, SUNY Optometry has significantly higher percentage of Asian faculty members (21.8% vs. 15.7%) and lower averages for Blacks (2.1% vs. 2.8%) and Hispanics/Latinos (4.2% vs. 5.2%).

Table 20. Total Full-Time Faculty in Optometry Schools, SUNY Total, and US. Population by Race/Ethnicity

		White	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaskan Native	Other or Unknown	Total Count
National Data, Total Full-Time Faculty by Ethnicity	Overall	522	20	37	111	0	2	16	708
	% of total	73.7%	2.8%	5.2%	15.7%	0.0%	0.3%	2.3%	
SUNY, Total Faculty by Ethnicity (Full- & Part-Time)	Overall	103	3	6	31		0	1	143
	% of total	72.5%	2.1%	4.2%	21.8%			0.7%	
US Population		61.6%	13.3%	17.6%	5.6%		1.2%		

Faculty Rank

In regards to faculty ranking, national data shows that males have significantly higher ranks when compared to females. Males represent 70% of faculty with Professor ranking (the highest rank), and 32% of Instructor rank (the lowest rank). A plausible explanation is that Full Professors have been in

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[10] ASCO (2015). Annual Faculty Data Report: Academic Year 2014-2015. Retrieved from http://www.opted.org/wp-content/uploads/2015/03/2014-15-Annual-Faculty-Data-Report.pdf

[11] Faculty with 'no rank' or 'other rank' were excluded from this analysis.

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the profession for a longer period of time and in the past, optometry was a male dominated profession. This scenario is changing as women are becoming the majority in optometry schools around the country.

White faculty also tended to have higher ranking positions when compared to other races (Table 21). Full Professors were 89% White, compared to 7.4% Asian, 2% Hispanic, and 0.7% Black and Other or Unknown. The rank of Assistant Professor presented the most diversity, with 20.4% Asian, 4.2% Black, 8.3% Hispanic, 2.3% Other, and 0.4% American Indian/Alaska Native.

Table 21. Gender and Ethnicity of Didactic and Clinical Faculty at Optometry Programs Nationwide

		White	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaskan Native	Other or Unknown	Total 1.0 FTE Count	% of Full-time Faculty by Gender
Professor	Male	92	0	3	7	0	0	1	103	70%
	Female	39	1	0	4	0	0	0	44	30%
	Total	131(89%)	1 (0.7%)	3 (2%)	11 (7.4%)	0	0	1 (0.7%)	147	
Associate Professor	Male	87	3	3	15	0	1	4	113	51%
	Female	85	5	3	14	0	0	2	109	49%
	Total	172 (77.4%)	8 (3.6%)	6(2.7%)	29 (13%)	0	1 (0.4%)	6 (2.7%)	222	
Assistant Professor	Male	63	3	8	18	0	1	2	95	36%
	Female	107	8	14	36	0	0	4	169	64%
	Total	170 (64.4%)	11 (4.2%)	22(8.3%)	54 (20.4%)	0	1 (0.4%)	6 (2.3%)	264	
Instructor	Male	10	0	6	4	0	0	1	21	32%
	Female	33	0	0	10	0	0	1	44	68%
	Total	43 (66%)	0	6 (9.2%)	14 (21.5%)	0	0	2 (3.1%)	65	
Total	Male	252	6	20	44	0	2	8	332	48%
	Female	264	14	17	64	0	0	7	366	52%
	Total	516 (73.9%)	20 (2.8%)	37 (5.3%)	108 (15.5%)	0	2 (0.3%)	15 (2.1%)	698	

Our College presents a similar scenario when compared to national data with a high representation of White male faculty in higher ranked positions (Table 22). For instance, faculty members with rank of Distinguished Professor or Professor are 88% male, and in terms of race/ethnicity, 87.5% are White, 6% Asian, and 6% Hispanic. Assistant Clinical Professor is the largest and most diverse faculty rank, with 69.7% White, 22.7% Asian, 6.1% Hispanic, and 1.5% Black.

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Table 22. Gender and Ethnicity of Faculty by Rank at SUNY Optometry

		Black	Hispanic	Asian	White	American Indian	Other	Total	%of Total
Adjunct (Associate Professor/ Instructor/ Lecturer)	total	1	1	2	7	1		12	
	men							8	67%
	women							4	33%
	% of Category	8.3%	8.3%	16.7%	58.3%	8.3%	0.0%		
Assistant Clinical Professor/Assistant Professor	total	1	4	15	46			66	
	men							22	33%
	women							43	65%
	% of Category	1.5%	6.1%	22.7%	69.7%	0.0%	0.0%		
Associate Professor (12 & 10 months)/ Associate Clinical Professor	total	1		3	30			34	
	men							17	50%
	women							17	50%
	% of Category	2.9%	0.0%	8.8%	88.2%	0.0%	0.0%		
Professor (Distinguished Professor/Teaching Professor/Professor/Clinical Professor)			1	1	14			16	
	men							14	88%
	women							2	13%
	% of Category	0.0%	6.3%	6.3%	87.5%	0.0%	0.0%		
Total (Without Residents)	total	3	6	21	97	1	0	128	
	men							62	49%
	women							80	6 3%
	% of Category	2.3%	4.7%	16.4%	75.8%	0.8%	0.0%		

Residency Education

Optometry school graduates seeking to advance their competencies in primary care or specialty areas may choose to pursue admission into a one-year residency program. Residency training is quickly becoming a universal requirement for those looking to obtain employment in a number of practice settings including private and military hospitals, healthcare facilities and often even as an associate in a private practice setting. Schools and Colleges of Optometry require residency training as a prerequisite for those applying for clinical and academic positions. As such, residency programs play a major role in the faculty pipeline; the diversity of residency graduates is a direct predictor of the diversity of the faculty pool from which Schools of Optometry can recruit.

Presently at SUNY Optometry, there are 17 residents (16 in-house and 1 combined residency/graduate program), and 94% are females; fifty two percent are White and 43% Asian (Table 23).

Historic and comparative race and ethnicity data of applicants and enrollees is hard to gather since it is not collected by the centralized residency-match system, ORMatch, or by the Office of Residency Education at SUNY Optometry. Anecdotally, the number of URMs in residency programs is low. Potential explanations range from URMs being eager to join the workforce right after graduation in order to earn a decent living and pay debt (the annual salary for a resident at SUNY Optometry, Including location pay, is approximately $38,000) to the perceived lower income potential of institutional faculty compared to optometrists in other modes of practice (i.e., private practice, corporate, retail). Intentional strategies to increase diversity in residency programs are critical.

Table 23. SUNY Optometry Residents by Race/Ethnicity and Gender

		Black	Hispanic	Asian	White	American Indian	Other	Total	%of Total
Clinical Assistant Instructor (Resident)	total			8	9			17	
	men							1	5.8%
	women							16	94.1%
	% of Category	0.0%	0.0%	43.0%	52.9%	0.0%	0.0%		

Gender data is collected by both ORMatch and the Office of Residency Education. As seen in table 24, residents at SUNY Optometry and nationwide, 93.7% and 76.1%, respectively, are female.

Table 24. Data on Gender for Residency Match

Residency Year/ Gender	SUNY Optometry In-house Residents	SUNY Optometry All Residents	ORMatch Successfully Matched Applicants	ORMatch All Applicants
2016				
Male	6.25% (1/16)	15.8% (6/38)	22.0% (76/346)	23.9% (127/531)
Female	93.75% (15/16)	84.2% (32/38)	78.0% (270/346)	76.1% (404/531)
2015				
Male	0 (0/15)	5.6% (2/36)	23.1% (81/350)	28.2% (149/529)
Female	100% (15/15)	94.4% (34/36)	76.9% (269/350)	71.8% (380/529)
2014				
Male	31.25% (5/16)	27.0% (10/37)	24.2% (83/343)	24.6% (126/513)
Female	68.75% (11/16)	73.0% (27/37)	75.8% (260/343)	75.4% (387/513)

Staff and Administration Diversity

The College's staff is comprised of 210 employees, 52.4% female and 47.6% male, divided into the following job categories: Executive/Administrative/Managerial, Professional, Secretarial/Clerical, Technical/Para Professional, Skilled Craft, Service/Maintenance (excluding faculty). The College staff is very diverse with most races being proportionally represented. Whites comprise 32.4% of the

workforce, followed by Blacks (29.5%), Hispanics (13.3%), Asian (10%), American Indian (0.5%), and Other (1%). As seen in the graph below, Black and Hispanic representation at the College surpasses these race/ethnic groups' representation in the overall population of the USA and that of the State of New York.
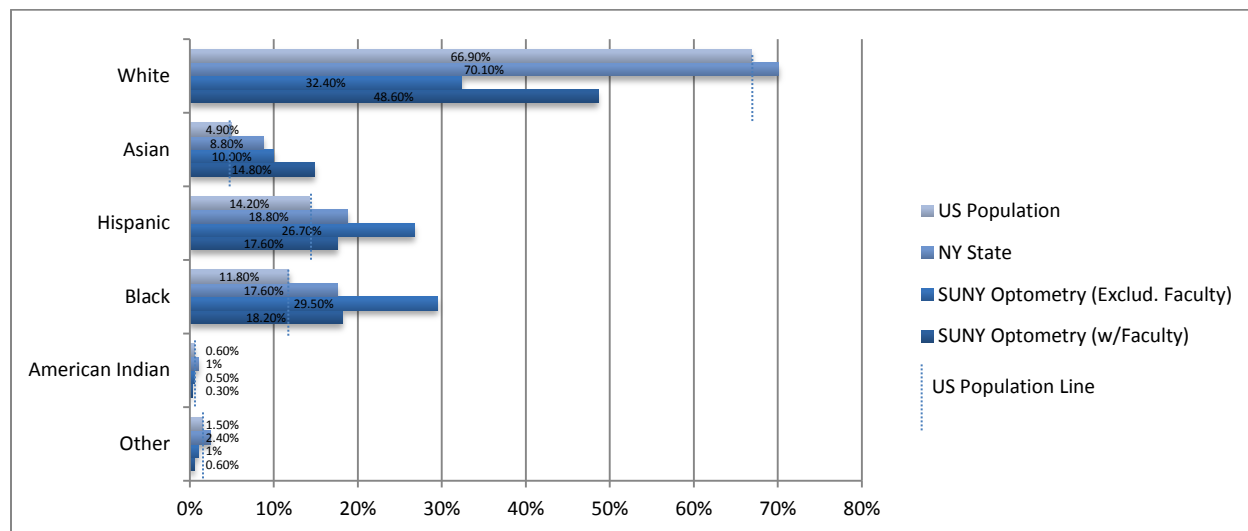

Figure 9. Diversity of SUNY Optometry Workforce

Staff and Administration Rank

Diversity is also represented across professional ranks. For instance, in the highest rank, Executive/Admin/Managerial, 63.3% are White, 16.7% are Black, 13.3% Hispanic, and 6.7% Asian. In the rank with most employees (45% of the workforce), Professional, 37.2% are White, 17% are Asian, 34% are Hispanic, and 10 are Black (Table 25).

Table 25. Gender and Ethnicity of Staff at SUNY Optometry

		Black	Hispanic	Asian	White	American Indian	Other	Total	% of Category
Executive/Administrative/Managerial	total	5	4	2	19	0	0	30	
	men	1	2	2	15			20	67%
	women	4	2		4			10	33%
	% of Category	16.7%	13.3%	6.7%	63.3%	0.0%	0.0%		
Professional/Non faculty	total	10	32	16	35	0	1	94	
	men	5	10	8	10			33	35%
	women	5	22	8	25		1	61	65%
	% of Category	10.6%	34.0%	17.0%	37.2%	0.0%	1.1%		
Secretarial/Clerical	total	18	8	1	6	0	0	33	
	men	3	2	1	3			9	27%
	women	15	6		3			24	73%
	% of Category	54.5%	24.2%	3.0%	18.2%	0.0%	0.0%		
Technical/Para Professional	total	8	4	0	2	0	1	15	
	men	1	1		1		1	4	27%
	women	7	3		1			11	73%
	% of	53.3%	26.7%	0.0%	13.3%	0.0%	6.7%		

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	Category								
	total	3	0	0	2	0	0	5	
Skilled Craft	men	3			2			5	100%
	women							0	0%
	% of Category	60.0%	0.0%	0.0%	40.0%	0.0%	0.0%		
	total	18	8	2	4	1	0	33	
Service/Maintenance	men	15	8	1	1	1		26	79%
	women	3		1				4	12%
	% of Category	54.5%	24.2%	6.1%	12.1%	3.0%	0.0%		
	total	62	56	21	68	1	2	210	
Total (Exclud. Faculty)	men	28	23	12	32	1	1	97	46%
	women	34	33	9	33	0	1	110	52%
	% of WorkForce	29.5%	26.7%	10.0%	32.4%	0.5%	1.0%		
US Population		13.3%	17.6%	5.6%	61.6%	1.2%	n/a		
NY State		17.6%	18.8%	8.8%	56%	1%	n/a		
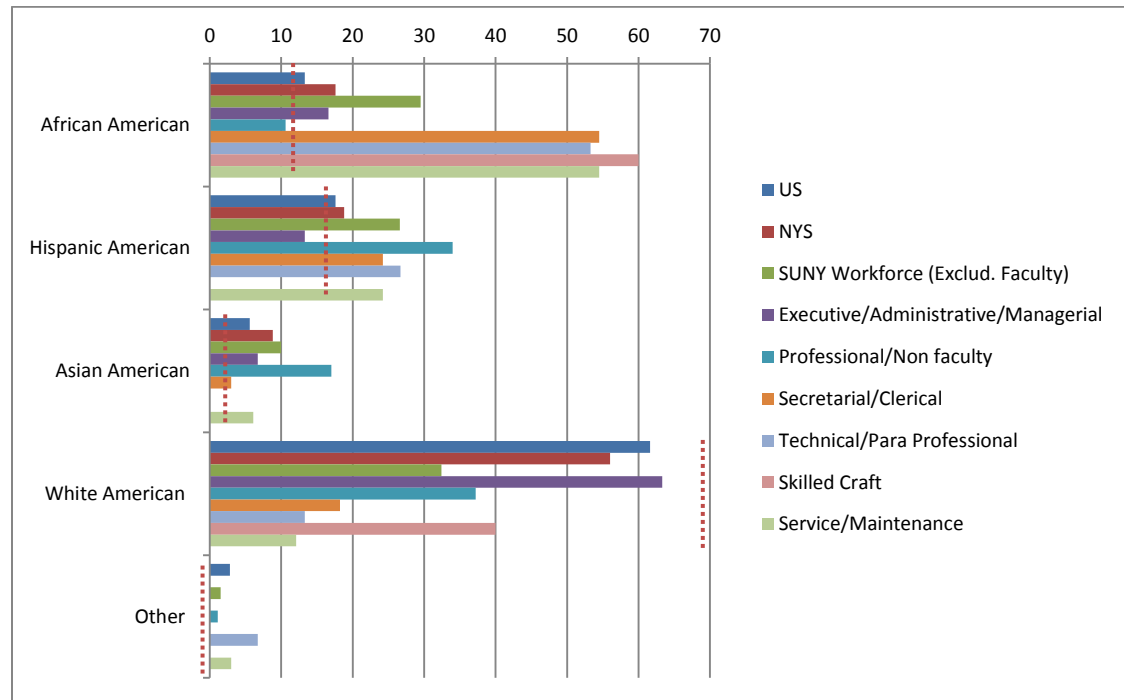
Figure 10. Ethnicity of Staff by Job Category at SUNY Optometry

Initiatives to Increase Diversity of College Faculty and Staff

Affirmative Action Compliance Program Manual

The College of Optometry fully subscribes to the principles contained in the Statement of Policy for Equal Employment Opportunity/Affirmative Action to the State of New York and, as a unit of the State University, subscribes to the policies and guidelines set forth by the Board of Trustees of the State University of New York (June 1971).

Consistent with the policy of the State University of New York, the College endeavors to provide equal employment opportunities for all qualified persons, to prohibit discrimination in employment and to promote the full realization of equal employment opportunity through a continuous program of recruitment and outreach. The 2016-17 Affirmative Action Compliance Program Manual details a comprehensive body of policies and procedures implemented by the College to achieve the central aims of equal employment opportunity and affirmative action. The contents contained in the manual apply to all employee categories designated by the College. In addition, the materials cover all essential aspects of employment activity including but not limited to recruitment, selection and appointment, evaluation and promotion, training, compensation, fringe benefits, and grievance procedures for discrimination allegations.

Summary of Workforce

- Faculty nationwide and at SUNY Optometry are predominately White and Asian.
- Residency programs play a major role in the faculty pipeline. As such, intentional strategies to increase diversity in residency programs are critical.
- Diversity of staff at the College is satisfactory in terms of total numbers and by rank.

Part III – Climate

A campus-wide climate survey for faculty, staff, administrators, and students was designed by the Diversity and Inclusion Master Plan Committee to evaluate, for the first time, the thoughts and feelings of the SUNY community. The survey focused specifically on the perceptions of bias, exclusionary behavior, fairness, respect, concerns about welfare, belonging, supervisory/faculty relations, and overall job/school satisfaction. In the context of the development of this Diversity and Inclusion plan, the goal of the Committee was to analyze the overall results and to identify potential differences between the constituent groups at the College. The survey responses were analyzed as a whole, and were also broken down by race, age, position, sexual orientation, and religion. The results that exhibited statistical significance are presented in this section. For a comprehensive analysis of the survey, refer to Appendix A.

> Note: This survey was developed in-house and is the first one to be developed at the College, therefore there are no internal or external benchmarks or baselines to compare the results presented. The Climate Survey will be further refined in the near future and the results of this survey will be used as a baseline. We will also continue to explore different instruments that will allow for benchmarking and fruitful comparisons.

Instrument. The Diversity and Inclusion Master Plan Committee created two surveys, one for faculty/staff/administrators, and one for students.

Both surveys had two types of questions:

a) Demographic and job/class characteristic questions, such as, Gender, Sexual Orientation, Religion, Age, "*What is your Class/Position?*"
b) Perception of exclusionary behavior, bias, fairness, respect, concern about welfare, belonging, relations with faculty and administration (supervisor for the workforce survey), and overall work/study satisfaction.

Survey items were adapted from Stecker[12] and the College and University Professional Association for Human Resources (CUPAHR)[13].

Exclusionary behavior was measured using items such as "*Within the past two years, have you personally experienced any exclusionary behavior at the College?*"

Perceived bias included the following types of biases:

- o   Gender identity
- o   Age
- o   Race/ethnicity

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[12] Stecker, T. (2004). Well-being in an academic environment. Medical Education, 38, 465-478.

[13] CUPAHR (2016). Climate Survey areas to survey. Retrieved from, https://www.cupahr.org/knowledgecenter/hehr_db/articles/hr_mgmt/Climate%20Survey%20Questions%20to%20Ask%20Employees.pdf

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- o Sexual orientation
- o Against veterans
- o Religion
- o Physical and learning disabilities

**An Overall Bias Score was created by averaging all bias scores.

Welfare, respect, and fairness towards employees and students were measured using questions such as "*Administrators/faculty at this College respect what I think,*" "*Administrators/faculty at this College treat me fairly.*"

Welfare, respect, and fairness by peers were measured using questions such as "*My peers at this College respect what I think,*" "*My peers at this College treat me fairly.*"

Feelings of belonging were measured using the question "*I feel like I am a part of this College.*"

School Satisfaction was broken down by:

a) general attitudes towards studies
b) attitude towards school

School satisfaction was measured using the items:

- o General Attitudes Towards Studies: "*I enjoy my studies,*" "*I like and trust faculty members*"
- o Attitude Towards School: "*Faculty at SUNY take time to help me when I need it,*" "*I know that administrators in this institution are here to support me*"

Knowledge of and responsiveness to issues by the Offices of Student Affairs, Academic Affairs, and Clinical Education were measured using questions such as:

- o "*Staff members are accessible to students,*" and "*staff member are responsive to student problems/issue*"

Work Satisfaction was broken down into:

a) General attitudes towards work
b) Relationship with supervisor
c) Support from higher administration

Work satisfaction was measured using questions such as:

- o General Attitudes Towards Work: "*I enjoy my work,*" "*I use my talents and abilities at work*"
- o Relationship with supervisor: "*I like and trust my supervisor,*" "*My immediate supervisor is supportive*"

- Support from higher administration: "*SUNY Optometry higher administration is supportive*"

**A "Total Work Satisfaction Score" was created by averaging the means of all items under "*General Attitudes Towards Work*" and "*Support from Higher Administration*;" A "*Total Supervisory Satisfaction*" overall score was created by averaging the means of all items under "*Supervisory Satisfaction*."

Procedure. Questionnaires were distributed online using the online survey tool SurveyMonkey (www.surveymonkey.com). The link to the survey was sent using FirstClass to participants' sunyopt.edu email accounts provided to the CDO by the IT department. Participation was voluntary. To ensure confidentiality, participants did not identify themselves in the survey.

Limitations. There are several limitations to the generalizability of the data. Despite the fact that the majority of the questions were borrowed from established instruments, the questionnaire has not been validated. The second limitation relates to respondents being self-selected, which may lead to a self-selection bias by which individuals with certain traits may be more inclined or not to participate. For instance, more positive individuals may choose to respond because that is part of who they are or, conversely, those with more strongly unfavorable opinions may be more inclined to engage, and the disillusioned may decline to participate because "What difference does it make?" The third limitation relates to the questionnaire being created in-house, which limits access to benchmarks to compare the results to.
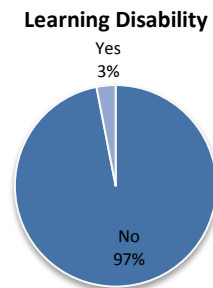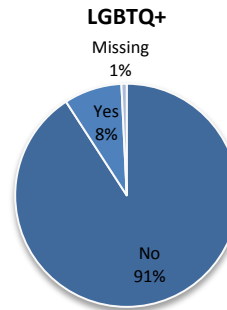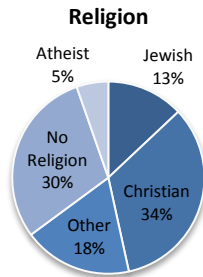
Student Climate Survey

A total of 131 students participated in the Climate Survey (44.2% of total student population, excluding the Class of 2020) (Table 26). The Class of 2019 had the largest percentage of respondents (44.3% of the total, 58% of the Class), followed by the Class of 2018 (27.5% of the total, 38.2% of the Class), the Class of 2017 (27.5% of the total, 41% of the Class), and graduate students (0.8% of the total, 7% of total graduate students). Seventy four percent were females, 24.4% males, and .8% transgender female. In terms of age, 66.4% were between 22-25, 22.9% between 26-29, and 10.7% were above 30. In terms of race and ethnicity, 42% were White, 43% were Asian, 7% were URMs, and 8% were other or non-identified. In terms of religion, 33.6% were Christians, 29.8% reported having no religion, 13% were Jewish, 18.3% were other religions (Muslim, Hindu, Buddhist) and 5.3% were Atheists. In terms of sexual orientation, 8.4% self-identified as LGBTQ+, 90.8% were not self-identified as LGBTQ+, and .8% did not respond. Two percent reported having a physical disability and 3% as having a learning disability.

Table 26. Students Respondents

	# of Respondents	Percent of Respondents	Total SUNY Enrollment (Classes of 2017, 18,19 & PhD)[14]	% of Total Class Enrollment
Class of 2017	36	27.5%	88	41%
Class of 2018	36	27.5%	94	38.2%
Class of 2019	58	44.3%	100	58%
PhD Student	1	.8%	14	7%
Total	131		296	44.2%

Class

Gender

Age Group

Race/Ethnicity

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[14] Members of the Class of 2020 were not included since they started their program a couple of weeks before this survey was conducted.

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Religion

LGBTQ+

Learning Disability

Physical Disability

Student Climate Survey Summary of Findings

The results of the Student Climate Survey indicate that the overall climate at the College is overwhelmingly positive. The summary of the findings are presented below:

1. Perception of exclusionary behavior

Perceived exclusionary behavior amongst students at the College is very low. The majority of students at the College (94%) deny having personally experienced exclusionary behavior, while 90% percent of students also deny having observed exclusionary behavior.

- Students who identified as Jewish and Atheists reported higher percentages of perceived exclusionary behavior, 14.3% and 33% respectively. The sample size of these groups, however, is too small to draw any definitive conclusions.
- In terms of race/ethnicity, 5.6% of White students compared to 22% URM, 14.3% Two or More races, and 0% Asian reported having experienced exclusionary behavior. However, the sample sizes for URMs and Two or More races are too small to draw any definitive conclusions.

- Students comments on reasons for perceived exclusionary behavior revolved around 1) classes being "cliquey", and 2) comments made by fellow students about Jewish students having special accommodations for holidays.
- Reports of perceived and observed exclusionary behaviors did not appear to be influenced by gender, age, or LGBTQ+.

2. Bias

Reported levels of perceived biases amongst students are very low. The majority of students disagree that the College is biased based on gender identity (95%), age (92%), race and ethnicity (91%), sexual orientation (99%), veteran status (100%), religion (89%), physical disability (98%) or learning disability (96%).

- Students self-identified as URMs reported more perceived race and ethnicity bias compared to White students. However, the sample size for URMs low and any final inferences should be made with caution. This is an important finding and deserves further investigation to determine the root cause of the perceived bias (e.g. if URMs feel treated differently by faculty/staff or by fellow students; if there is a perception that the student body is not diverse enough, etc.)
- The perceived bias was not influenced by age, LGBTQ+, and Class.

3. Belonging, Concern about Welfare, Respect, and Fairness.

Students responded positively to experiencing a sense of belonging and camaraderie at the College. Ninety three percent reported feeling that they are "part of the College" community, 92% feel that their peers are genuinely concerned with their well-being, 97% believe they are respected, and 98% report that their peers treat them fairly.

In regards to faculty and higher administration, results were equally encouraging. Eighty eight percent of student respondents agreed that the administration and faculty at the College are genuinely concerned about their welfare, 83% feel that their thoughts are respected, and 91% feel that they are treated fairly.

- Members of the Class of 2017, compared to other classes, had lower averages on their perception of higher administration's concern for their welfare, respect, and fairness
- Perceptions of belonging, welfare, respect, and fairness were not impacted by gender, age, race, religion, or LGBTQ+.

4. School Work Satisfaction

School satisfaction measures students' 1) overall attitudes towards their studies and 2) attitudes towards the College. An overall school satisfaction score was determined with by averaging all items on the school satisfaction portion of the climate survey.

- Overall school satisfaction varied based on class year. Members of the Class of 2017 reported significantly lower ratings compared to members of the Class of 2019.
- Overall school satisfaction was not impacted by gender, age, race, religion, or LGBTQ+.

4a. Attitudes towards study

Overall, the students' satisfaction rates with regards to their studies was very high: 92% of respondents reported enjoying their studies, 97% believed in what optometry stands for, 81% felt that faculty respected them for their academic work, 86% believed that they use their talents and skills at school, and 71% felt that they receive timely feedback about their performance.

- Class year was a factor in the overall attitude towards study score, with members of the Class of 2017 having a lower satisfaction rate compared to the Class of 2019.
- Members of the Class of 2017 also scored significantly lower on the following individual survey items: "*I believe in what optometry stands for*," and "*I receive timely feedback about my performance.*"

4b. Attitudes towards school

Students' reports regarding attitudes toward school were also encouragingly high. Ninety eight percent of respondents feel safe at the College, 89% feel that faculty members are here to support them, 90% feel accepted and report that their peers take time to help them, 83% feel respected by faculty for their academic work, and 73% feel that administrators are here to support them.

- Age of the respondent affected responses to the survey prompts "*Administrators are here to help me*" and "*Faculty are here to support me.*" On average, respondents over 30 reported higher scores than those 26-29.
- Class year was a factor in the overall attitudes towards school score, with the Class of 2017 scoring significantly lower compared to other classes. Members of the Class of 2017 also scored significantly lower on the following individual survey items: "*I like and trust faculty members and administration*," "*Faculty members take time to help me*," "*Faculty members are here to support me*," and "*Administrators are here to support me.*" In general, the

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class of 2019 scored higher than or equal to the class of 2018, both of which scored higher than the class of 2017.

5. Student, Academic, and Clinical Education Accessibility, Awareness of Issues, and Responsiveness

In terms of accessibility, 97% agree or strongly agree that the staff in the office of Student Affairs is accessible, followed by 93% for both Academic Affairs and Clinical Education. Respondents found the awareness of student issues to be 82% for Student Affairs, 83% for Academic Affairs, and 89% for Clinical Education. Responsiveness to student issues was found to be 85% for Student Affairs, 82% for Academic Affairs, and 88% for Clinical Education.

- The perception of responsiveness of these offices was affected by the respondents' class year. Members of the Class of 2017 reported lower averages for both Student Affairs and Academic Affairs when compared to the class of 2019.

Summary

The results from the Climate Survey indicate that the majority of all respondents deny experiencing exclusionary behavior, have low levels of perceived bias, feel a sense of belonging and camaraderie, feel satisfied by their studies at the College, and believe offices are both aware and responsive to student issues.

The outcomes provided by the Climate Survey can be assessed following the five common essential elements of a "life well-lived" across ages, races, and religions, developed by Gallup, a global performance-management consulting firm:

1) Purpose (liking what one does)
2) Social (positive relationships in one's life)
3) Community (engagement and involvement)
4) Physical Well-being (good health and energy to get things done)
5) Financial (managing economic life to reduce stress).

The Climate survey suggests that the SUNY Optometry student community to a large degree is fulfilled in three out of the five elements, namely *Purpose*, *Social*, and *Community*.

An area that deserves further investigation is differences between class years. In general, the class of 2019 responded most positively, followed by the Class of 2018, and the Class of 2017. It is important to explore whether this is a result of simply encountering more obstacles throughout a students'

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academic trajectory, or instead, a result of implemented changes that have left newer students with a more positive attitude of the climate at SUNY.

Initiatives to Measure Climate and Address Potential Issues

Town Hall Meetings

Town hall meetings have become part of the College's culture and are held with the 1st, 2nd, and 3rd year classes of the OD program every semester in a collaborative effort between the offices of Academic Affairs and Student Affairs. These meetings provided an opportunity for students to meet with senior-level administration and voice ideas and concerns about topics ranging from student life to academics and clinical issues. The College administration attempts to act upon serious suggestions and alleviate class concerns to the extent possible. Questions previously explored in Town hall meetings include: "What is it like to be a first-year student at SUNY College of Optometry?" "How have you spent your time during the past academic year?" "How can students, faculty, and administration work collaboratively to enhance the overall student experience?"

Student governance and student organizations

The VP for Student Affairs meets weekly with the President of Student Council to discuss issues and concerns expressed by students and proactively resolve them. Issues and concerns that cannot be directly solved by the VP of Student Affairs are added to President's Council agenda for further discussion with SUNY Optometry's leadership.

LGBT+ Focus Group

On August 22, 2016, a focus group was held to identify the perceived college climate as it pertains to the LGBTQ+ community. The focus group consisted of five optometry students, one PhD student, three staff members, and three administrators. All twelve identified as part of the LGBTQ+ community.

During the round table conversation, two questions were asked. The first question was if the College was welcoming to all sexual orientations and gender identities. All attendees agreed that it was and referenced positive coming out conversations with peers and bosses, and efforts by the student body and administration to promote a positive climate (e.g. creating an LGBTQ+ club, marching together in Pride Parade).

The second question was if anyone had ever heard of an experience at the College that was not welcoming to all sexual orientations and gender identities. Two of the staff members spoke up and said they were upset by conversations they had with a co-worker. The co-worker disagreed with "alternative" lifestyles and said he did not like how people who identified as LGBTQ+ always felt the need to be "so vocal and expressive with their sexuality." The two staff members said they had had these conversations with the co-worker were before they had come out to him two to three years ago and that, since then, conversations have become more accepting and positive.

One student said the housing survey for first-year optometry students was upsetting to another student. One of the questions on the survey asked "would you feel comfortable living with someone

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who identified as LGBTQ+?" All first-years answer this question, and their responses are publically available. The student who was upset said a sizeable proportion of her classmates said answered "no, they would not feel comfortable living with someone who was LGBT+." Not only this, but because the responses are publically available, she knew exactly who these individuals were. The upset student said the problem was not that the survey asked about being LGBT+, but that it only asked about this. As it turns out, the question was included in the survey to help the LGBT+ community. It was meant to help members identify and find others. As a direct result of the focus group and subsequent discussions, this question, in its current form, will not be included in future surveys.

Another student said there was an incident on the clinic floors between one of his classmates and a patient. The patient, who was described as having an intellectual deficiency, yelled homophobic slurs at the classmate. One of the professors immediately escorted the patient out of the clinic.

Overall, according to Nolan Wilson, this Committee's student representative, "attendees hummed positive vibes about the College's inclusivity and appreciated its active efforts to promote diversity."

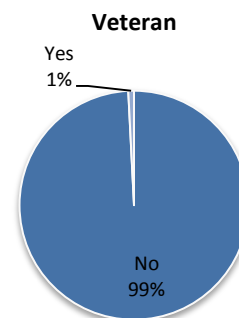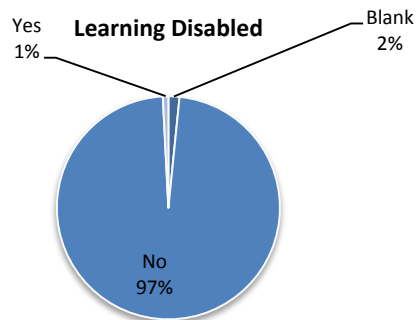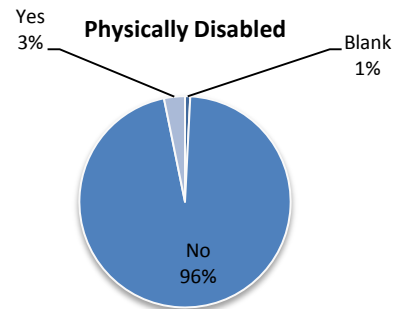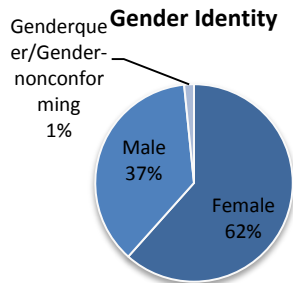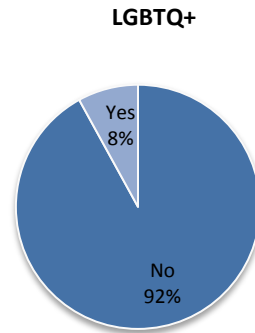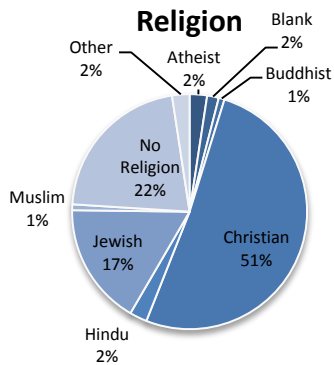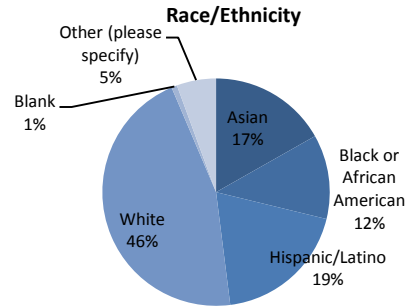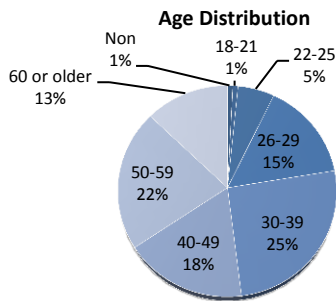## Faculty, Staff and Administrator Survey

In total, 125 faculty, staff, and administrators participated on the Climate Survey, which is equivalent to 35.5% of the overall SUNY population (Table 27). Sixty two percent of the respondents were females, 37% males, and 1% non-conforming. Fourteen percent were administrators (60% of the population in that category), 37.6% were faculty (33% of the population), 47.2% were staff (33% of the population), and 0.8% did not provide a classification. In terms of age, 1% self-identified as between the ages of 18-21, 5% between ages 22 to 25, 15% between ages 26 to 29, 25% between ages 30 to 39, 18% between ages 40 to 49, 22% between ages 50 to 58, 13% between ages 60 or older.

As far as ethnicity is concerned, 46% were White, 19% were Hispanic or Latino, 17% were Asian, 12% Black or African American, 5% were Other races, and 1% did not respond. In terms of sexual orientation, 8% self-identified as LGBTQ+, and 92% as non-LGBTQ+. In terms of religion, 51% self-identified as Christian, 22% as no religion, 17% as Jewish, 2% as Hindu, Atheist, Other, and blank, and 1% as Muslim and Buddhist. Three percent reported being physically disabled, and 1% as having a learning disability. One percent identified as being veterans.

Table 27. Survey respondents by position

	Frequency	Percent of Respondents	Total SUNY Population	Respondents % of Total SUNY Population
Administrator	18	14.4%	30	60%
Faculty	47	37.6%	143	33%
Staff	59	47.2%	179	33%
Blank	1	0.8%		
Total	125		352	35.5%

Demographics of Respondents:

Age Distribution

- Non 1%
- 18-21 1%
- 22-25 5%
- 26-29 15%
- 30-39 25%
- 40-49 18%
- 50-59 22%
- 60 or older 13%

Race/Ethnicity

- Other (please specify) 5%
- Blank 1%
- Asian 17%
- Black or African American 12%
- Hispanic/Latino 19%
- White 46%

Religion

- Blank 2%
- Other 2%
- Atheist 2%
- Buddhist 1%
- No Religion 22%
- Muslim 1%
- Jewish 17%
- Hindu 2%
- Christian 51%

LGBTQ+

- Yes 8%
- No 92%

Gender Identity

- Genderqueer/Gender-nonconforming 1%
- Male 37%
- Female 62%

Physically Disabled

- Yes 3%
- Blank 1%
- No 96%

Learning Disabled

- Yes 1%
- Blank 2%
- No 97%

Veteran

- Yes 1%
- No 99%

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Overall Satisfaction

The Climate survey was divided into four main areas: 1) Perception of Exclusionary Behavior, 2) Bias, 3) Belonging, Concern about Welfare, Respect, Fairness; 4) Stressors, 5) Work Satisfaction.

Summary of findings

The results of the Faculty, Staff, and Administrative Climate Survey indicate that the overall climate at the College is quite positive. The summary of the findings are presented below (see Appendix A for full results):

Exclusionary behavior:

- 90.8% of respondents denied having personally experienced exclusionary behavior at the College.
  - Race was related to experiencing exclusionary behavior. URMs reported more exclusionary behavior than non-minorities (0% White, 17.5% URM, and 10% Asian, $\chi^2(2)= 9.99, p <.00$). Unfortunately, due to the design of the survey, it is difficult to establish if this type of behavior was experienced across departments or in specific units.
    - On the written comments, employees reported the following exclusionary behaviors: employees overlooked by promotions, issues with co-workers, lack of consideration for personal dress-choice. (It is important to keep in mind that this type of experience was reported by less than 10% of survey respondents)
  - Gender was also related to experiencing exclusionary behavior. Females (13%) reported more exclusionary behavior than males (2.3%) ($\chi^2(1)= 3.9, p <.00$).
- 82.9% denied having observed exclusionary behavior at the College.

Bias:

Biases were broken down into the following categories: overall bias (average of all bias scores), gender identity, age, race and ethnicity, sexual orientation, veterans, learning disabilities and physical disabilities.

- Seventy nine percent of respondents disagreed that the College is biased based on gender identity, 77% based on age, 78% based on race/ethnicity, 85% based on sexual orientation, 77% against veterans, 79% based on religion, 86% against those with physical disabilities, and 80% against those with learning disabilities.
  - Although results were positive for perception of bias, with all groups scoring on average above a 3 on a 4 point scale, females, URMs, and religions (excluding Christian and Jewish) reported more perceived bias.

- Comments by respondents in regards to bias: pay disparities between males and females, certain religions being given preferential treatment over others, Hispanics being given preference in the hiring process, and preference given to younger doctors.

Belonging, Concern about Welfare, Respect, Fairness:

- Belonging and camaraderie are apparent based on the results of the survey. Eighty one percent reported that they feel being "part of the College" community; As far as relationships with peers is concerned, 89% reported that their peers are concerned about their welfare; 95% reported that they feel respected; and 95% feel that they are treated fairly. Faculty and staff feelings about higher administration concerns for welfare (66%), respect (67%) and fairness (77%) are also above average.
  - Overall perception of respect, fairness, concern for welfare and belonging were associated with race/ethnicity. URMS responded less favorably regarding perception of relations with peers and higher administration.
  - Overall perception of respect, fairness, concern for welfare and belonging were higher for those self-identified as LGTBQ+ than for those not self-identified as LGTBQ+ .

Work Satisfaction

Work Satisfaction measures 1) employees' general attitudes towards work, 2) quality of relationship with supervisors, and 3) quality of relationship with Higher Administration. An overall work satisfaction score was created by computing the average of all items on the work satisfaction portion of the climate survey.

- *General attitude towards work.* The Climate Survey shows that faculty, staff, and administrators as a whole enjoy their work (89%), use their talents and abilities at work (87%), feel that they are kept up to date on what is happening at the College (72%), and a high percentage believe in the work we do at the College (94%). There are some specific questions that are less positive that stand out, such as feeling free to express thoughts and feeling without fear of retaliation (53%), the ability to develop their career within the College (53%), and encourage someone else to work at the College (57%).
  - Respondents that self-identified as LGBTQ+ had higher total work satisfaction averages compared to those not self-identified as LGBTQ+
  - Females and URMs felt they had lower chances of developing their careers at the College compared to other groups.
  - Asians and URMs were less likely to encourage others to work at the College.
- *Relationship with supervisor.* Overall, faculty, staff and administrators relationship with supervisors is quite positive. Supervisors are accessible (86%), respectful (85%), supportive

(84%), liked and trusted (77%), receptive to feedback (74%), and provide timely feedback (65%).

- o Respondents self-identified as LGBTQ+ had higher supervisory satisfaction averages compared to those not self-identified as LGBTQ+
- o Faculty reported lower total supervisory satisfaction averages compared to administrators
  - ▪ Areas in which faculty scored lower than other staff and administrators included: trusting supervisors, receiving timely feedback, supervisors' accessibility, and supervisor being receptive to feedback.
- *Higher Administration.* Higher administration is perceived as supportive by 56% of the respondents.
  - o Respondents self-identified as LGBTQ+ had higher averages on perception of support received by higher administration compared to those who did not self-identified as LGBTQ+

Summary

The results from the Climate Survey indicate that the majority of all respondents have not experienced exclusionary behavior, report feeling like they are part of the college community, have a positive attitude towards their work, and have a constructive relationship with supervisors and higher administration. The findings also support the conclusion that SUNY Optometry faculty, staff, and administrators are to a large degree fulfilling the *Purpose*, *Social* and *Community* elements of the Gallup framework presented earlier. An area where improvement is indicated is in faculty relationships with supervisors; initiating programs to boost faculty morale may increase overall satisfaction with supervisors.

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College Initiatives that Promote Diversity, Inclusion, Equity

Chief Diversity Officer Position

The position of Chief Diversity Officer (CDO) was created and filled in the fall of 2016. The chief responsibility of the CDO is to assess and nurture diversity and inclusion in the College's operations. This will be largely accomplished through the implementation of the suggestions outlined in this master plan and by working in coordination with the Assistant VP for Human Resources to implement strategies currently in place at the College.

Affirmative Action and Diversity Committee

The College's Affirmative Action and Diversity Committee exists to

- Recommend Equal Opportunity/Affirmative Action policies and procedures;
- Serve in an advisory capacity on matters of affirmative action, including the interpretation of policy;
- Aid in the resolution of grievances related to affirmative action;
- Provide support and advice to the Office of Student Affairs with regard to recruitment and retention of under-represented students; and,
- Raise Awareness of cultural issues involving students, employees, and patients.

Specific Functions

- Assist with the development, dissemination and implementation of EEO/AA policies and procedures
- Sensitize students and employees to the institution's EEO/AA policies and our commitment to equal treatment of all individuals
- Review and update of the Affirmative Action Plan
- Work closely with the Office of Student Affairs in their endeavor to recruit qualified minority students
- Develop and implement activities to promote ASCO's Diversity Action Plan to make multiculturalism/diversity a Core Value in the schools and colleges of optometry

Cultural Competency and Diversity Training

SUNY Optometry is committed to serving all individuals with compassion, respect and appreciation for their unique cultural insights and needs. The College's curriculum includes aspects of cultural competence threaded though out various courses, including but not limited to, integrative seminar, courses and laboratories in optometric procedures, epidemiology, public health and practice management.

In 2011-12, the Tool for Assessing Cultural Competence Training (TACCT) was used to survey instructors of record and determine which cultural competence topics were covered by the

curriculum. A total of 29 instructors were surveyed with over a 90% response rate. A review of the TACCT survey revealed the following:

Areas most covered in our curriculum

Domain II   -Epidemiology of population health

                    -History of the patient

Domain V   -Dealing with hostility/discomfort

                    -Eliciting a social and medical history

                    -Communication skills

                    -Negotiating and problem-solving skills

                    -Diagnosis and patient adherence skills

Areas not covered in the curriculum

Domain I   -Clinicians' self-assessment and reflection

Domain II   -Institutional cultural issues

Domain III   -History of stereotyping

Domain IV   -History of health care discrimination

                    -Collaborating with communities

As a result of the TACCT survey, many instructors of record incorporated to varying degrees some of the areas not already covered in the curriculum. In addition, a Cultural Competency and Diversity Training workshop was conducted to demonstrate how to use the ASCO (Association of Schools and Colleges of Optometry) Guidelines for Culturally Competent Eye and Vision Care to incorporate topics and experiences in cultural competency into the optometric curriculum. The workshop focused on the integration of the domain areas in the curriculum listed as not covered from the previous TACCT Survey, providing more current examples of real life patient-optometrist interactions with various cultural backgrounds and facilitating increased self-awareness.

Annual Security Report

Every year, the College issues the Annual Security Report. The report contains information related to college security policies and campus crime statistics, including reports of hate/bias crime, criminal offenses, and sexual assault. The report also clearly outlines procedures on how to initiate a formal complaint in case students are victims of any of these crimes.

Campus Activities

The College has taken concrete steps to embrace diversity in its campus activities.

Pride Parade

This summer, SUNY Optometry had a strong showing of students, faculty, staff, and senior administrators as they marched in the annual NYC Pride Parade on Sunday, June 26, 2016. SUNY Optometry's participation in the Pride Parade further demonstrated the College's support of diversity and equality within the College and in New York.

Clubs and Organizations

National Optometric Students Association (NOSA)

NOSA's mission is to recruit minority students to schools and colleges of optometry, and to enhance the delivery, effectiveness and efficiency of eye and vision care services in communities with little or no eye care presence. In addition, NOSA markets the field of optometry in an effort to increase recruitment and retention of the underrepresented minorities into the profession. Current activities include the Taste of NOSA Fundraiser. To give members of the College community a taste of NOSA and its diverse culture, NOSA hosted a food fundraiser featuring cuisine from across the globe. Our multi-ethnic members brought dishes ranging from Vietnamese to Mexican and Chinese (Proceeds raised from the fundraiser went to funding travel grants to the NOA Convention this summer). Other activities include vision screenings & shadowing opportunities, Meet & Greets with current NOA members, final assessment mentors, volunteering, social events, high school and college outreach programs, and attending national conferences.

Chinese Culture Optometric Students Association (CCOSA)

CCOSA aims to spread and celebrate Chinese culture. Today, Chinese is the most common language spoken worldwide, and China contains the largest population of any country. CCOSA works with the Confucius Institute and the Cultural Diversity Committee at SUNY to bring awareness of Eastern ways

of thinking to the Western world through speakers, events on and off campus, and of course, Chinese food. CCOSA also facilitates cultural exchange with students from Wenzhou Medical University, at which SUNY has an externship site. Current Activities include Mid-Autumn Festival, Chinese New Year Celebration, 1 to 2 social events per semester, 2-3 guest speakers and Welcoming students from Wenzhou Medical University (Summer).

Fellowship of Christian Optometrist

FCO is a fellowship of Christians and non-Christians that aims to maintain community, growth, and outreach both in students' personal life (bible studies, prayer) and also in the optometric field (Bowery mission, mission trips). Activities organized by FCO include: Bi-weekly lunch meetings with a time of sharing, Bible study, and prayer; monthly community service at the Bowery Mission where students provide eye exams to the homeless; yearly mission trip to Oaxaca, Mexico to serve the indigenous people there; and planned events such as game night, dinners, and various casual activities to fellowship.

SPECtrum

In August 2016, a group of students and administrators worked in collaboration to create SPECtrum, a student club serving the LGBTQ+ community at the College. The club was officially registered and recognized by the Office of Student Affairs in October 2016. SPECtrum's main goal and purpose is to provide a welcoming and safe space where members and allies of the LGBTQ+ community can come together to discuss and study diversity to achieve a greater understanding of the spectrum of sexuality and related social issues.

Programming includes:
    1) Monthly lunch roundtable meeting for all identifying LGBTQ+ members of the SUNY Optometry community (students, faculty, staff, and administrators). These roundtables will create a safe space for those who identify with the LGBTQ+ community to openly expresses any concerns, discuss potential future programming, and talk about anything that comes to mind.
    2) One or two lunch meetings per semester (open to all students, faculty, and staff); and
    3) One Lunch & Learn per year open to the entire College community. Topics to be presented would be clinical in nature, such as Caring for Transgender Patients.

College Services

Office of Diversity and Inclusion

The Office of Diversity and Inclusion seeks to attract, support and celebrate students from all backgrounds for the continued enrichment of the student learning experience and ultimate improvement of patient care and patient care outcomes in all communities.

Goals

a) Assist in the recruitment of a diverse student body
b) Provide programs, services and activities to support students from diverse backgrounds at the College
c) Help foster a culture of respect for individual differences amongst all College community members

Interfaith Prayer and Meditation Room

The Prayer and Mediation room is meant to serve and accommodate students of all beliefs and to support the holistic wellness of the College community. The room is accessible to the community Monday through Friday throughout the day. The room is open to all members of the community. Prayer rugs, chairs, and a few other resources are made available.

Social Justice

The College's diversity, inclusion, and equity footprint includes students, faculty, staff, members of the optometric community, as well as our patient population. The College conducts outreach services for all communities throughout New York City through the University Eye Center. The mission is to improve the health and provide sensitive and culturally diverse assistance/guidance to patients, family members and caregivers of all the communities we serve through education, screenings and healthcare. The University Eye Center's outreach services include external vision care programs, community education, patient advocacy, community screenings, health fairs and Homebound services in Manhattan, Brooklyn and most recently the Bronx.

Part IV. Critical Findings & Recommendations

Critical Findings

- The percentage of URM students in optometry is lower than that of other health professions (i.e., medical, dental, pharmacy). Our goal within the next five years is to have an enrollment of URMs equal to comparable health professions.
- SUNY Optometry is one of the most competitive colleges in the country, exacerbating access and enrollment challenges.
- SUNY Optometry's percentage of URM faculty is low and deserves attention. URM faculty recruitment strategies must be devised and deployed, recognizing that the pool of potential URM faculty is currently limited nationwide.
- The Student Climate Survey indicates that there is a high degree of inclusion and satisfaction amongst the student body. Maintaining and building upon the vitality of current programs that boost engagement and morale is critical.
- Although the faculty/staff/administration Climate Survey indicates that there are many positives, there are faculty and staff morale concerns that need to be examined further.

Based on the critical findings of this master plan, the Diversity and Inclusion Master Plan Committee proposes the following 4-year strategic goals.

Recommendations (2016-2020)

Goal 1. Increase the recruitment of minority students to the professional OD and graduate programs

Strategy 1. Devise a recruitment strategy that is increasingly targeted at attracting and enrolling underrepresented minority and economically disadvantaged students

- Assess the profiles of our current URM and economically disadvantaged students and alumni and identify what characterizes their experience; use findings to devise recruitment strategies and refine message
  - o Measure: Profiles analyzed, focus groups with students conducted, and findings translated into actionable items; responsible: CDO, Admissions
- Reinvigorate the IDEA and Explore campaign by targeting URM serving schools, particularly those with a history of success in providing the College with minority applicants.

- o Measure: Recruitment strategies reviewed and recruitment materials developed and sent to targeted schools; responsible: Office of Student Affairs, Admissions [OSA]
- Update database of minority serving organizations
  - o Measure: Database created and periodically updated; responsible: OSA, Admissions
- Continue to recruit URMs from minority serving colleges nationwide
  - o Measure: Number of visits to URM serving schools; responsible: OSA

Strategy 2. Organize a "Diversity in Optometry" hackathon-like event with pre-health advisors, career counselors, other health professions, and CSTEP coordinators from selected Colleges and Universities in the tri-state area to answer the following question: "*How can SUNY Optometry attract talented URM students to the profession of optometry?*" The results of this discussion will be used to redefine goals and strategies presented in this master plan.

- o Measure: Send survey to target audience inquiring about interest in attending such an event and preferred time of year (by March 2017); Proposal drafted and presented to potential funding sources (i.e., OCNY; proposal sent by April 2017); Hackathon successfully executed by fall 2017 or spring 2018; responsible: OSA, Admissions, Director of Career Development and Minority Enrichment.

Strategy 3. Tap into URM alumni network to assist the College with recruitment. Have our minority graduates who are currently practicing to advocate for Optometry by giving talks about their personal experiences in Optometry at undergraduate schools.

- o Measure: Create campaign to reach out to alumni; responsible: OSA, Admissions, Alumni Affairs

Strategy 4. Explore the potential benefit of reaching out to secondary school level as a means to recruit URM students.

- o Measure: Feasibility study with recommendations presented to Dr. Heath; responsible: Director of Career Development and Minority Enrichment, OSA

Strategy 5. Study the possibility of offering internships as Career Exploration Opportunities to students who are making career choices

- o Measure: Feasibility study with recommendations presented to Dr. Heath; responsible: Director of Career Development and Minority Enrichment, OSA

Strategy 6. Modify the CSTEP program to include a welcoming panel session with faculty from URM to help URM students feel part of the optometry community
- o Measure: Panel successfully implemented by next CSTEP program; responsible: Director of Career Development and Minority Enrichment, OSA

Goal 2. Increase the recruitment of minority faculty

Strategy 1. Develop, through the National Optometric Student Association (NOSA), a mentorship program for enrolled minority students to discuss career paths and benefits of a career in academia; organize residency information sessions.

- o Measure: Mentorship program successfully created; responsible: Director of Career Development and Minority Enrichment, CDO

Strategy 2. Examine recruitment and interview strategies that could increase the likelihood of increasing recruitment of URM faculty.

- o Measure: Recruitment and interview strategies identified and adopted by recruiting committees; responsible: Academic Affairs, CDO, Chief Medical Officer

Strategy 3. Work in collaboration with faculty search committee to develop more effective faculty recruitment strategies.

- o Measure: Recruitment guidelines created; responsible: Academic Affairs, Human Resources, Director of Residency Program

Goal 3. Continue to provide support services for minority students that promote growth, development, and expand career choices

Strategy 1. Explore ways to expand meaningful support to URM as well as economically disadvantaged students.

Strategy 2. Continue to build a positive environment and sense of belonging through existing mechanisms and programming (i.e., orientation, clubs and organizations).

- o Measure: Periodic review of climate survey and other survey instruments that measure student engagement (i.e., Exit Survey); responsible: OSA

Strategy 3. Create an experiential learning event where optometry students are offered the possibility to engage in solving problems relevant to their communities.

- o Measure: Create and execute successful event; responsible: OSA

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Goal 4. Develop and implement solutions to increase student, faculty, staff, and patients' experience of diversity, inclusion, and equity that are data driven and evidence based

Strategy 1. Increase awareness of issues of diversity, inclusion, cross-cultural communications, and unconscious bias by providing yearly training to faculty, staff, and students, particularly to managers.
   o   Measure: Workshop(s) successfully delivered; responsible: CDO, Human Resources

Strategy 2. Create a task force to address issues related to staff and faculty morale
   o   Measure: Task force created and concrete steps taken to address morale issues; responsible: CDO, Human Resources, Academic Affairs

Strategy 3. Revitalize NOSA as a vital student-led platform for diversity and inclusion programming
   o   Measure: Periodic meetings between VP for Student Affairs and NOSA leadership; attend NOSA national conferences; responsible: CDO

Strategy 4. To study ways in which diversity and inclusion can be integrated into employees' annual review process.
   o   Measure: Academic Affairs, Human Resources, and CDO agree on a potential strategy and present it to the College's president for approval; responsible: Academic Affairs, Human Resources, and CDO

Strategy 5. Examine the College website to include multicultural and inclusive activities
   o   Measure: Audit of the website conducted, ; responsible: Director of Communication, Diversity and Inclusion Planning Committee

Strategy 6. Develop promotional and educational material for LGBTQ+ community
   o   Measure: Promotional and educational materials successfully created and made available to patients/doctors/students; responsible: Clinical Administration, Diversity and Inclusion Committee, Academic Affairs

Strategy 7. Update UEC check-in materials to be more inclusive of the LGBTQ+ community
   o   Measure: Check-in materials successfully adapted and made available to patients; responsible: Clinical Administration

Strategy 8.   Capitalize on SUNY System sponsored initiatives including grants, workshops that promote diversity and inclusion.
   o   Measure: Keep abreast of opportunity offered by SUNY system and capitalize on those; responsible: CDO

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Strategy 9.   Re-implement the Tool for Assessing Cultural Competence Training (TACCT) to reassess potential curricular adjustments and to address components identified in the previous TACCT.

  o   Measure: TACCT survey successfully conducted, changes proposed; responsible: Academic Affairs, CDO

Appendix A
Climate Survey Results

A campus-wide climate survey for faculty, staff, administrators, and students was designed by the Diversity and inclusion Master Plan Committee to evaluate, for the first time, the thoughts and feelings of the SUNY community. The survey focused specifically on the perceptions of bias, exclusionary behavior, fairness, respect, concerns about welfare, belonging, supervisory/faculty relations, and overall job/school satisfaction. In the context of the development of this diversity and inclusion plan, the goal of the Committee was to analyze the overall results and to identify potential differences between the constituent groups at the College. The survey responses were analyzed as a whole, and were also broken down by race, age, position, sexual orientation, and religion.

> Note: this survey was developed in-house and is the first one to be developed at the College, therefore there are no internal or external benchmarks or baselines to compare the results presented. The Climate Survey will be further refined in the near future and the results of this survey will be used as a baseline. We will also continue to explore different instruments that will allow for benchmarking and fruitful comparisons.

The Diversity and Inclusion Master Plan Committee created two surveys, one for faculty/staff/administrators and one for students.

Both surveys had two types of questions:

a) Demographic and job/class characteristic questions, such as, Gender, Sexual Orientation, Religion, Age, "What is your Class/position?"
b) Perception of exclusionary behavior, bias, fairness, respect, concern about welfare, belonging, relations with faculty and administration (supervisor for the workforce survey), and overall work/study satisfaction.

Survey items were adapted from Stecker[15] and the College and University Professional Association for Human Resources (CUPAHR)[16].

Exclusionary behavior. Exclusionary behavior was measured using the items:

Within the past two years, have you personally experienced any exclusionary behavior at the College?
Within the past two years, have you observed any exclusionary behavior at the College?
Answers: Yes/No

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[15] Stecker, T. (2004). Well-being in an academic environment. Medical Education, 38, 465-478.

[16] CUPAHR (2016). Climate Survey areas to survey. Retrieved from,
https://www.cupahr.org/knowledgecenter/hehr_db/articles/hr_mgmt/Climate%20Survey%20Questions%20to%20Ask%20Employees.pdf

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Perceived bias. Perceived bias was measured using the items:

I believe that the College is:

biased based on gender identity.
biased based on age.
biased based on race/ethnicity.
biased based on sexual orientation.
biased against veterans.
biased based on religion.
biased against those with physical disabilities.
biased against those with learning disabilities.
**An *Overall Bias Score* was created by averaging all bias scores.

Scale: Strongly Agree (1) Strong Disagree (5)

Concern for Welfare, Respect, fairness, and belonging.

Welfare, respect, and fairness towards employees and students were measured using the items:

Administrators/faculty at this College are genuinely concerned about my welfare.
Administrators/faculty at this College respect what I think.
Administrators/faculty at this College treat me fairly.
Scale: Strongly Agree (4) Strong Disagree (1)

Welfare, respect, and fairness by peers were measured using the items:

My peers at this College are genuinely concerned about my welfare.
My peers at this College respect what I think.
My peers at this College treat me fairly.
Scale: Strongly Agree (4) Strong Disagree (1)

Feelings of belonging were measured using the item:

I feel like I am a part of this College.
Scale: Strongly Agree (4) Strong Disagree (1)

School Satisfaction. School Satisfaction was broken down by a) general attitudes towards studies, b) attitude towards school. School satisfaction was measured using the items:

General Attitudes Towards Studies:
I enjoy my studies
I believe in what optometry stands for
I use my talents and abilities at school
I receive timely feedback about my performance
I am respected by faculty for my academic and/or clinical work

Attitude Towards School:

I like and trust faculty members/administration
My peers at SUNY take time to help me when I need it
Faculty at SUNY take time to help me when I need it
I feel accepted by those around me at school
I know that faculty in this institution are here to support me

I know that administrators in this institution are here to support me
I feel safe at school
I can express my thoughts and feelings without the fear of retaliation

Scale: Very True (4), Not True at all (1)

**A "*Total School Satisfaction Score*" was created by averaging the means of all items under "*General Attitudes Towards Studies*" and "*Attitudes Towards School.*"

Knowledge of and responsiveness to issues by Student Affairs, Academic Affairs, and Clinical Education:
Staff members are accessible to students
Staff members are aware of student problems/issues
Staff members are responsive to student problems/issues

Scale: Strongly Agree (4) Strong Disagree (1)

Work Satisfaction. Work Satisfaction was broken down by a) general attitudes towards work, b) relationship with supervisor, and c) Support from higher administration; work satisfaction was measured using the items[17]:

a) General Attitudes Towards Work:

I enjoy my work
I believe in the work we do at the College
I use my talents and abilities at work
I can express my thoughts and feelings openly without fear of retaliation
I can develop my career within this organization.
I am kept up to date on what is happening within the College
I would encourage someone else to work here at the College

b) Relationship with Supervisor:

I like and trust my supervisor
I receive timely feedback about my performance
I am respected by my supervisor for my work
My immediate supervisor is supportive
My supervisor is receptive to feedback
My immediate supervisor is accessible
SUNY Optometry higher administration is supportive

c) Support from Higher Administration:
SUNY Optometry higher administration is supportive

Scale: Strongly Agree (4) Strong Disagree (1)

**A "*Total Work Satisfaction Score*" was created by averaging the means of all items under "General Attitudes

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[17] Work and school satisfaction was measured using questions adapted from Stecker[17] and a survey developed by the College and University Professional Association for Human Resources (CUPAHR)[17]. Stecker, T. (2004). Well-being in an academic environment. Medical Education, 38, 465-478. CUPAHR (2016). Climate Survey areas to survey. Retrieved from, https://www.cupahr.org/knowledgecenter/hehr_db/articles/hr_mgmt/Climate%20Survey%20Questions%20to%20Ask%20Employees.pdf

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Towards Work" and "Support from Higher Administration;" A "*Total Supervisory Satisfaction*" overall score was created by averaging the means of all items under "Supervisory Satisfaction."

Procedure. Questionnaires were distributed on-line using the on-line survey tool SurveyMonkey (www.surveymonkey.com). The link to the survey was sent using FirstClass to participants' sunyopt.edu email accounts provided to the CDO by the IT department. Participation was voluntary. To ensure confidentiality, participants did not identify themselves in the survey.

Limitations. There are several limitations to the generalizability of the data. Despite the fact that the majority of the questions were borrowed from established instruments, the questionnaire has not been validated. The second limitation relates to respondents being self-selected, which may lead to a self-selection bias by which individuals with certain traits may be more inclined or not to participate. For instance, more positive individuals may choose to respond because that is part of who they are or, conversely, those who tend to complain may be more inclined to share negative thoughts, and the disillusioned may decline to participate because "What difference does it make?" The third limitation relates to the questionnaire being created in-house, which limits access to benchmarks to compare the results to.
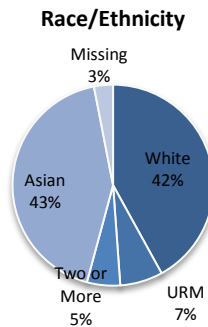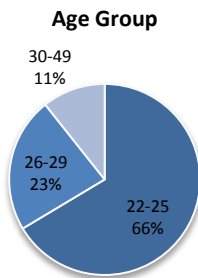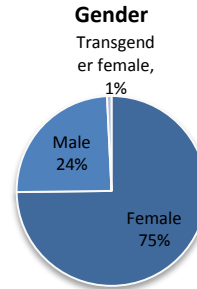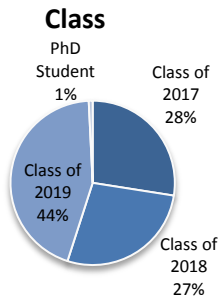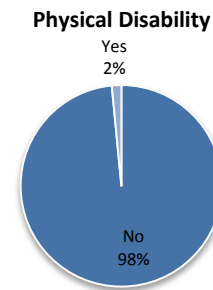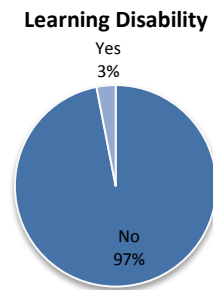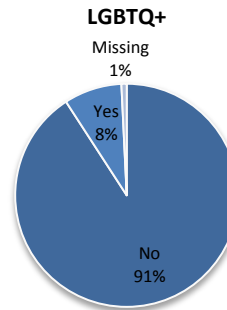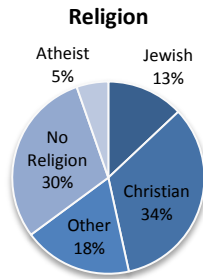
Results

Student Climate Survey

A total of 131 students participated in the Climate Survey (44.2% of total student population, excluding the Class of 2020) (Table 1). The Class of 2019 had the largest percentage of respondents (44.3% of the total, 58% of the Class), followed by the Class of 2018 (27.5% of the total, 38.2% of the Class), the Class of s 2017 (27.5% of the total, 41% of the Class), and graduate students (0.8% of the total, 7% of total graduate students). Seventy four percent were females, 24.4% males, and .8% transgender female. In terms of age, 66.4% were between 22-25, 22.9% between 26-29, and 10.7% were above 30. In terms of race and ethnicity, 42% were White, 43% were Asian, 7% were URMs, and 8% were other or non-identified. In terms of religion, 33.6% were Christians, 29.8% reported having no religion, 13% were Jewish, 18.3% were Other religions (Muslim, Hindu, Buddhist) and 5.3% were Atheists. In terms of sexual orientation, 8.4% self-identified as LGBTQ+, 90.8% were not self-identified as LGBTQ+, and .8% did not respond. Two percent reported having a physical disability and 3% as having a learning disability.

Table 1. Students Respondents

	# of Respondents	Percent of Respondents	Total SUNY Enrollment (Classes of 2017, 18,19 & PhD)[18]	% of Total Class Enrollment
Class of 2017	36	27.5%	88	41%
Class of 2018	36	27.5%	94	38.2%
Class of 2019	58	44.3%	100	58%
PhD Student	1	.8%	14	7%
Total	131		296	44.2%

Class

Gender

Age Group

Race/Ethnicity

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[18] Members of the Class of 2020 were not included since they started their program a couple of weeks before this survey was conducted.

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Religion

Atheist 5%
Jewish 13%
No Religion 30%
Christian 34%
Other 18%

LGBTQ+

Missing 1%
Yes 8%
No 91%

Learning Disability

Yes 3%
No 97%

Physical Disability

Yes 2%
No 98%

Overall Student Satisfaction

1. Perception of exclusionary behavior

Perceived exclusionary behavior amongst students at the College is low, with 94.6% of respondents denying having personally experienced exclusionary behavior at the College.

Table 2. Percentage of Students who Have Experienced Exclusionary Behavior

	Frequency	Percent
No	123	94.6
Yes	7	5.4

The percentage of observed exclusionary behavior is also encouraging, with 91% of respondents not having observed this type of behavior at the College.

Table 3. Percentage of Students who Have Observed Exclusionary Behavior

	Frequency	Percent
No	118	90.8
Yes	12	9.2

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Perceived and observed exclusionary behaviors were further analyzed by gender, age, race, religion, LGBTQ+:

Religion: Although students who identified as Jewish (14.3%) and Atheists (33%) had higher percentages of perceived exclusionary behavior (p<.00), the sample size for these groups is too small to make a definite statement.

Race: In terms of race/ethnicity, 5.6% of White students compared to 22% URM, 14.3% Two or More races, and 0% Asian reported having experienced exclusionary behavior. However, the sample sizes for URMs and Two or More races are too small to draw any definitive conclusions.

Students comments on reasons for perceived exclusionary behavior revolved around 1) classes being "cliquey", and 2) comments made by fellow students about Jewish students having special accommodations for holidays.

Perceived and observed exclusionary behaviors were not associated with gender, age, and LGBTQ+.

2. Bias

Reported levels of perceived biases amongst students are very low. Ninety five percent of the respondents either disagree or are neutral about the College being biased based on gender identity, 92% based on age, 91% based on race and ethnicity, 99% based on sexual orientation, 100% based on being a veteran, 89% based on religion, 98 based on having a physical disability, and 96% based on having learning disabilities.

Table 4. Perceived Bias by Student Body

	Strongly Agree	–	Agree	–	Neutral/No Opinion	–	Disagree	–	Strongly Disagree	–	TOTAL DISAGREE/No Opinion	Mean
biased based on gender identity.	0.0%	0	5.3%	7	11.5%	15	35.9%	47	47.3%	62	95%	3.48
biased based on age.	0.0%	0	8.5%	11	10.0%	13	36.2%	47	45.4%	59	92%	3.41
biased based on race/ethnicity.	3.1%	4	6.2%	8	11.6%	15	35.7%	46	43.4%	56	91%	3.35
biased based on sexual orientation.	0.0%	0	0.8%	1	10.8%	14	36.9%	48	51.5%	67	99%	3.57
biased against veterans.	0.0%	0	0.0%	0	11.6%	15	36.4%	47	51.9%	67	100%	3.59
biased based on religion.	3.1%	4	7.6%	10	9.2%	12	38.2%	50	42.0%	55	89%	3.31
biased against those with physical disabilities.	0.0%	0	2.3%	3	9.9%	13	35.9%	47	51.9%	68	98%	3.56
biased against those with learning disabilities.	0.0%	0	3.9%	5	12.4%	16	39.5%	51	44.2%	57	96%	3.4
Total Bias Score												3.42

Perceived biases were further analyzed by gender, age, race, religion, LGBTQ+, and Class:

Gender: Males reported higher averages then females in the following categories:

Type of Bias	M_{Male} vs. M_{Female}	P-value
Total Bias Score	3.7 vs. 3.4	<.00
Bias based on Age	3.7 vs. 3.3	<.00
Bias based on Race/Ethnicity	3.7 vs 3.2	<.05
Bias based on Sexual Orientation	3.8 vs. 3.5	<.00
Learning Disability	3.7 vs. 3.3	<.00

Mean scores for both groups are above 3.0 on a 4.0 scale, indicating that although the two groups perceive bias differently, there are no areas for concern that warrant further investigation.

Race. Students self-identified as URMs had lower average scores in Bias based on race and ethnicity than White students (M_{URM}=2.57, M_{White}= 2.49, $F(3,106)$= 3.5, $p<.05$). It is important to point out that the number of URM in the sample is very low for inferences to be made with certainty. However, this is a finding that deserves further investigation in an attempt to determine, for instance, if URMs feel treated differently or if they perceive that the student community is not diverse enough.

Perceived biases were not associated with age, LGBTQ+, and Class.

3. Belonging, Concern about Welfare, Respect, and Fairness.

Students' feeling of belonging and camaraderie are apparent, with 93% reporting that they feel that they are "part of the College" community. In addition, 92% feel as if their peers are genuinely concerned about their wellbeing, 97% think they are respected, and 98% think their peers treat them fairly.

As far as faculty and higher administration is concerned, results were equally encouraging. Eighty eight percent (88%) of student respondents agreed that the Administration/faculty at the College are genuinely concerned about their welfare, 83% feel that their thoughts are respected, and 91% feel that they are treated fairly.

Table 5. Perception of Welfare, Respect, and Fairness by Student Body

	Answer Options	Strongly Agree		Agree		Disagree		Strongly Disagree		Total Agree	Mean
Adm/Faculty	Administration/faculty at this College are genuinely	27	21%	87	67%	13	10%	2	2%	88%	3.08

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Welfare, Respect, Fairness	concerned about my welfare.										
	Administrators/faculty at this College respect what I think.	21	16%	86	67%	17	13%	5	4%	83%	2.95
	Administrators/faculty at this College treat me fairly.	29	23%	87	68%	11	9%	1	1%	91%	3.13
Peers Welfare, Respect, Fairness	My peers at this College are genuinely concerned about my welfare.	43	33%	76	58%	10	8%	1	1%	92%	3.24
	My peers at this College respect what I think.	37	29%	88	68%	3	2%	1	1%	97%	3.25
	My peers at this College treat me fairly.	39	30%	87	67%	2	2%	1	1%	98%	3.27
Belonging	I feel like I am a part of this College.	42	33%	78	60%	7	5%	2	2%	93%	3.24
Adm/Faculty Welfare, Respect, Fairness Total										3.05
Peer Welfare, Respect, Fairness Total										3.25
Overall										3.17

Belonging and concern for welfare, respect, and fairness were further analyzed by class, gender, age, race, religion, LGBTQ+:

Class: Members of the Class of 2017, compared to other classes, had lower averages on their overall perception of higher administration's concern for their welfare, respect, and fairness (combined score), $M_{2019}=3.2$, $M_{2018}=3$; M_{2017}, 2.8, $p<.05$).

Gender, age, race, religion, LGBTQ+ were not associated with perceptions of belonging, welfare, respect and fairness.

4. School Satisfaction

School satisfaction measures students' overall 1) attitudes towards their studies and 2) attitudes towards the College. An "*Overall School Satisfaction*" score was created with the average of all items on the school satisfaction portion of the climate survey. Individual items can be found on Table 6.

Class: *Overall School Satisfaction* differed based on Class year, with members of the Class of 2017 with significantly lower ratings compared to members of the Class of 2019 ($M_{2019}=3.3$, $M_{2018}=3.2$; M_{2017}, 2.9, $p=.04$).

Gender, age, race, religion, LGBTQ+ were not associated with overall school satisfaction.

4a. Attitudes towards study

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Overall, attitudes towards studies was very high with 92% of respondents reporting enjoying their studies with only 2 students reporting that they do not enjoy their studies, while 97% stated that they believe in what optometry stands for, and 81% felt that faculty respect them for their academic work, 86% believed that they use their talents and skills at school, and 71% felt that they receive timely feedback about their performance.

Class: Class year was a factor in the *Overall Attitudes Towards Study* score, with members of the Class of 2017 scoring lower than members of the Class of 2019, $M_{2019}=3.3$, $M_{2017}=2.9$, $p<.01$. Class year was a factor in following individual survey items:

"*I believe on what optometry stands for*", $M_{2019}=3.7$, $M_{2018}=3.5$, $M_{2017}=3.2$, $p<.01$.
"*I receive timely feedback on my performance*", $M_{2019}=3$, $M_{2018}=2.8$, $M_{2017}=2.5$, $p<.01$.

4b. Attitudes towards school

Students' reports regarding attitudes toward school were also encouragingly high. Ninety eight percent (98%) of respondents feel safe at the College, 89% feel that faculty members are here to support them, 90% feel accepted and that their peers take time to help them, and 73% feel that administrators are here to support them.

Age: Age was a factor in the following survey items: *Administrators are here to help me*, $M_{Above30}=3.45$, $M_{26-29}=2.81$, $p<.05$; *Faculty are here to support me*, $M_{Above30}=3.45$, $M_{26-29}=2.9$, $p<.05$).

Class: Class year was a factor in the *Overall Attitudes Towards School* score, with members of the Class of 2017 scoring significantly lower than other years ($M_{2019}=3.3$, $M_{2018}=3.2$. $M_{2017}=2.9$, $p<.00$).

Class year was also a factor in the following survey items:

I like and trust faculty members and administration, $M_{2019}=3.2$, $M_{2018}=3.1$, $M_{2017}=2.8$, $p<.05$;
Faculty members take time to help me, $M_{2019}=3.3$, $M_{2018}=3.2$, $M_{2017}=2.9$, $p<.05$;
Faculty members are here to support me, $M_{2019}=3.3$, $M_{2018}=3.2$, $M_{2017}=2.7$, $p<.05$;
Administrators are here to support me, $M_{2019}=3.2$, $M_{2018}=2.9$, $M_{2017}=2.3$, $p<.00$;

Table 6. School Satisfaction

Answer Options	Very true	True	A little true	Not true at all	TOTAL TRUE	Mean

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Attitude Towards Studies	I enjoy my studies	46	35%	75	57%	8	6%	2	2%	92%	3.26
	I believe in what optometry stands for	75	57%	52	40%	4	3%	0	0%	97%	3.55
	I am respected by faculty for my academic and/or clinical work	35	27%	70	54%	19	15%	6	5%	81%	3.05
	I receive timely feedback about my performance	23	18%	69	53%	34	26%	4	3%	71%	2.87
	I use my talents and abilities at school	37	28%	75	58%	14	11%	4	3%	86%	3.13
	Faculty at SUNY take time to help me when I need it	38	29%	78	60%	14	11%	0	0%	89%	3.20
Attitude Towards School	I feel accepted by those around me at school	48	37%	68	52%	13	10%	1	1%	89%	3.27
	I know that faculty in this institution are here to support me	35	27%	78	60%	13	10%	4	3%	87%	3.20
	I know that administrators in this institution are here to support me	28	22%	66	51%	26	20%	9	7%	73%	2.88
	I feel safe at school	72	55%	56	43%	2	2%	0	0%	98%	3.55
	I like and trust faculty members/administration	35	27%	74	56%	22	17%	0	0%	83%	3.12
	My peers at SUNY take time to help me when I need it	49	38%	70	54%	11	8%	0	0%	92%	3.30
	I can express my thoughts and feelings openly without fear of retaliation	26	20%	66	51%	30	23%	8	6%	71%	2.87
Total Satisfaction											3.17

Student, Academic, and Clinical Affairs Accessibility, Awareness of Issues, and Responsiveness

In terms of accessibility, 97% agree or strongly agree that the staff in the office of Student Affairs is accessible, followed by 93% for both Academic Affairs and Clinical Education. Respondents found the awareness of student issues to be 82% for Student Affairs, 83% for Academic Affairs, and 89% for Clinical Education. Responsiveness to student issues was found to be 85% for Student Affairs, 82% for Academic Affairs, and 88% for Clinical Education.

Table 7. Level of Agreeableness

	Student Affairs	Academic Affairs	Clinical Education
Staff members are accessible to students	97%	93%	93%
Staff members are aware of student problems/issues	82%	83%	89%
Staff members are responsive to student problems/issues	85%	82%	88%

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Student, Academic, and Clinical Affairs accessibility, awareness of issues, and responsiveness to issues were further analyzed by class, gender, age, race, religion, LGBTQ+:

Class Year: Members of the Class of 2017 reported lower averages on Student Affairs' responsiveness to students problems compared to the Class of 2019 (M_{2017}=2.7, M_{2019}=3.3, $F_{(2, 107)}$=7.7, $p<.00$). The Class of 2017 also reported lower averages on Academic Affairs responsiveness to students problems compared to the Class of 2019 (M_{2017}=2.7, M_{2019}=3.2, $F_{(2, 107)}$=4.0, $p<.05$).

Factors Predicting Overall Satisfaction and Belonging

An important question pertaining to inclusion was 'Please indicate your level of agreement to the following statement "I feel like I am part of this College."

A Multiple Regression Analysis was used to determine the most highly predictive factors of inclusiveness and satisfaction. A regression determines the significant predictors of a given variable. This information is helpful as it pinpoints specific target areas for improvement by importance. Results of the regression are presented below:

Table 8. Results of Multiple Regression Analysis Predicting "I feel like I am part of this College."*

	Factor	Beta	Sig
1.	My peers at SUNY take time to help me when I need it	2.3	<.05
2.	I feel accepted by those around me at school	2	<.05
3.	Administration/faculty at this College are genuinely concerned about my welfare.	3.1	<.05
4.	Administrators/Faculty treat me fairly	.15	<.05

*$F_{(4, 120)}$=47, $P<.00$, R^2=.61

Results suggest that a combination of these four factors provides a strong and meaningful prediction of feeling of belonging. These 4 factors represent 61% of the variance of overall feelings of belonging. The first most predictive factor was Peers Respect What I Think, representing 45% of the variance.

Another important measure of this survey was "I like my studies." A Multiple Regression was used to determine the factors that were most predictive of linking one's studies.

 Results of the regression are presented below:

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Table 9. Results of Multiple Regression Predicting "I Like my Studies"

Factor	Beta	Sig
1. I believe in what optometry stands for	.27	<.05
2. I like and trust faculty members/administration	.25	<.05

*$F_{(13, 112)}=4.7$, $P<.00$, $R^2=.35$

Results indicate that a combination of the 2 factors presented above is a strong determinant of how much students like their studies, representing 35% of the variance in their responses.

Overall school satisfaction was further investigated using a Stepwise Multiple Regression to determine the most predictive factors.

Table 10. Results of Stepwise Multiple Regression Analysis Predicting Total School Satisfaction Score.*

Step	Factor	Beta	R^2	R^2 Increase
1.	I like and trust faculty members/administration	.26	.63	.63
2.	My peers at SUNY take time to help me when I need it	.23	.77	.14
3.	I know that faculty in this institution are here to support me	.31	.85	.08
4.	I use my talents and abilities at school	.17	.90	.05
5.	I can express my thoughts and feelings openly without fear of retaliation	.19	.92	.02
6.	I believe in what optometry stands for	.16	.93	.01

*$F_{(6, 112)}=286$, $P<.00$, $R^2=.94$

Results indicate that a weighted combination of the 6 factors presented above is a very strong prediction of satisfaction, representing 94% of the variance in feeling of satisfaction. The most important predictor was liking and trusting faculty members/administration, accounting for 63% of the variance. The second most predictive factor was 'My peers take time to help me when I need it," accounting for 14% of the variance in satisfaction. The third most predictive factor was 'I know that faculty in this institution are here to support me," representing 8% of the variance. Using one's talents and skills represented 5% of the variance in satisfaction, followed by expressing one's thoughts and feeling, 2%, and believing in what optometry stands for, 1%. Results for the six most predictive factors are presented. Other predictive factors, but to a lesser degree, include, in order of importance: I receive timely feedback about my performance, I feel accepted by those around me at school, I know that administrators in this institution are here to support me, I enjoy my studies, I am respected by faculty for my academic and/or clinical work.

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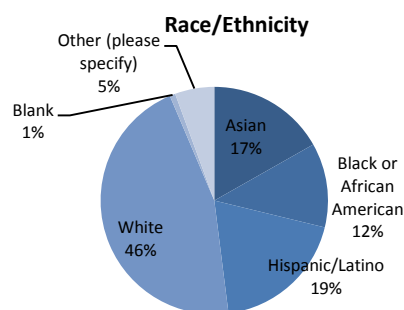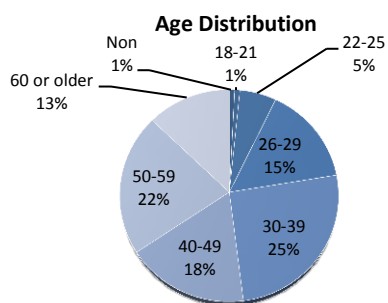## Faculty, Staff and Administrator Survey

In total, 125 faculty, staff, and administrators participated on the Climate Survey, which is equivalent to 35.5% of the overall SUNY population. 62% of the respondents were females, 37% males, and 1% non-conforming. 14% percent were administrators (60% of the population in that category), 37.6% were faculty (33% of the population), 47.2% were staff (33% of the population), and 0.8% did not provide a classification. In terms of age, 1% self-identified as between the ages of 18-21, 5% between ages 22 to 25, 15% between ages 26 to 29, 25% between ages 30 to 39, 18% between ages 40 to 49, 22% between ages 50 to 58, 13% between ages 60 or older.
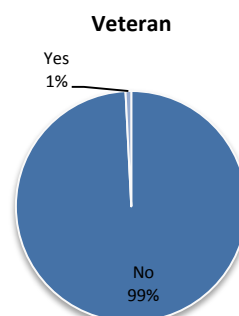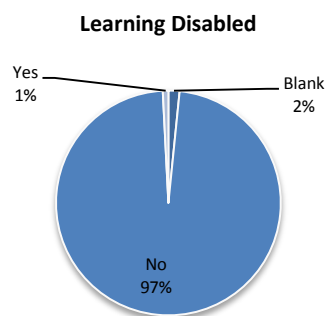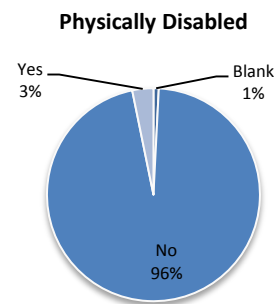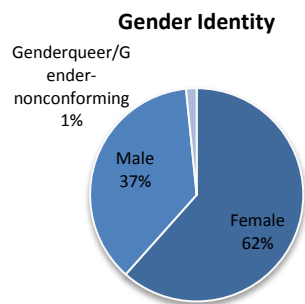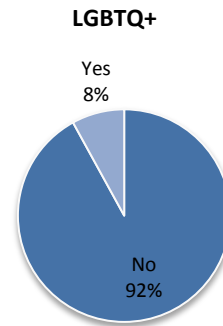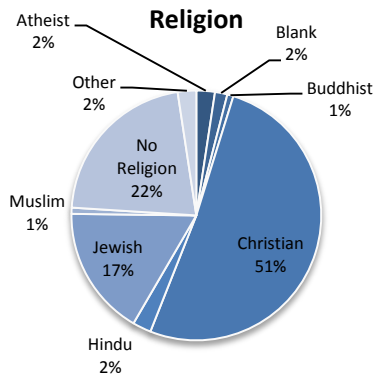
As far as ethnicity is concerned, 46% were White, 19% were Hispanic or Latino, 17% were Asian, 12% Black or African American, 5% were other races, and 1% did not respond. In terms of sexual orientation, 8% self-identified as LGBTQ+, and 92% as non-LGBTQ+. In terms of religion, 51% self-identified as Christian, 22% as no religion, 17% as Jewish, 2% as Hindu, Atheist, Other, and blank, and 1% as Muslim and Buddhist. 3% reported being physically disabled, and 1% as having a learning disability. 1% was identified as being veterans.

Table 11. Survey respondents by position

	Frequency	Percent of Respondents	Total SUNY Population	Respondents % of Total SUNY Population
Administrator	18	14.4%	30	60%
Faculty	47	37.6%	143	33%
Staff	59	47.2%	179	33%
Blank	1	0.8%		
Total	125		352	35.5%

Demographics of Respondents:

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Religion

- Atheist 2%
- Blank 2%
- Other 2%
- Buddhist 1%
- No Religion 22%
- Muslim 1%
- Jewish 17%
- Christian 51%
- Hindu 2%

LGBTQ+

- Yes 8%
- No 92%

Gender Identity

- Genderqueer/Gender-nonconforming 1%
- Male 37%
- Female 62%

Physically Disabled

- Yes 3%
- Blank 1%
- No 96%

Learning Disabled

- Yes 1%
- Blank 2%
- No 97%

Veteran

- Yes 1%
- No 99%

Overall Satisfaction

The Climate survey was divided into four main areas: 1) Perception of exclusionary behavior, 2) Bias, 3) Belonging, Concern about Welfare, Respect, Fairness; 4) Stressors, 5) Work satisfaction.

1. Perception of exclusionary behavior

Experienced exclusionary behavior amongst faculty, staff and administrators at the College is low (Table 23), with 90.8% of respondents denying having personally experienced exclusionary behavior.

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Table 12. Personally Experienced Exclusionary Behavior at the College in past 2 years

	Frequency	Percent
No	109	90.8%
Yes	11	9.2%
Total	120	

The percentage of observed exclusionary behavior is also encouraging, with 82.9% not having observed this type of behavior at the College (Table 24). However, observing exclusionary behavior at the College (17.1%) was considerably higher than experienced exclusionary behavior (9.2%). This could be because those who reported observing exclusionary behavior were more sensitive to the behavior than the target of the behavior, or those who were targeted against did not participate on this survey.

Table 13. Personally Observed Exclusionary Behavior at the College in past 2 years

	Frequency	Percent
No	102	82.9%
Yes	21	17.1%
Total	123	

Exclusionary behavior was further analyzed by Gender, Age, Race, LGBTQ+, Religion, and position.

Gender: Females reported experiencing more exclusionary behavior than males (13.3% vs. 2.3 %, p<.05)

Race[19]: Race was related to experiencing exclusionary behavior. URMs reported more exclusionary behavior than non-minorities (0% White, 17.5% URM, and 10% Asian, $\chi 2(2)= 9.99,p <.00$). Unfortunately, due to the design of the survey, it is difficult to establish if this type of behavior was experienced across departments or in specific units.

On the written comments, employees reported the following exclusionary behaviors: employees overlooked by promotions, issues with co-workers, lack of consideration for personal dress-choice. (It is important to keep in mind that this type of experience was reported by less than 10% of survey respondents)

Perceptions of experiencing exclusionary behavior were not associated with age, religion, LGBTQ+, and position.

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[19] Race "Others" were excluded from analysis due to low sample size

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2. Bias

Biases[20] were broken down into the following categories: overall bias (average of all bias scores), gender identity, age, race and ethnicity, sexual orientation, veterans, learning disabilities and physical disabilities.

The results of the Climate Survey indicated that overall level of perceived bias amongst faculty, staff and administrators is rather low (Table 25). Ninety one percent of respondents disagreed or did not have an opinion about the College being biased based on gender identity, 84% based on age, 87% based on race/ethnicity, 98% based on sexual orientation, 98% against veterans, 93% based on religion, 99% against those with physical disabilities, and 96% against those with learning disabilities.

Table 14. Faculty, Staff, and Administrators Observed Bias

Biases Is the College ...	Strongly Agree		Agree		Disagree		Strongly Disagree		Neutral/No Opinion		Disagree/Neutral Total		Mean
biased based on gender identity.	3	2%	7	6%	40	32%	58	47%	16	12.8%	114	92%	3.42
biased based on age.	4	3%	16	13%	44	35%	52	42%	8	6.4%	104	84%	3.27
biased based on race/ethnicity.	5	4%	11	9%	47	38%	51	41%	11	8.7%	109	87%	3.3
biased based on sexual orientation.	0	0%	3	2%	44	36%	59	49%	15	12.3%	118	98%	3.55
biased against veterans.	0	0%	2	2%	32	26%	63	51%	27	21.6%	122	98%	3.65
biased based on religion.	0	0%	9	7%	36	29%	62	50%	17	13.6%	115	93%	3.54
biased against those with physical disabilities.	0	0%	1	1%	40	32%	67	54%	16	12.8%	123	99%	3.63
biased against those with learning disabilities.	2	2%	3	2%	39	31%	60	48%	20	16%	119	96%	3.51
Overall Bias Score													3.39

Bias was further analyzed by gender, age, race, LGBTQ+, religion, and position:

Gender: Average scores for bias against Race/Ethnicity amongst females survey participants was higher than for males (M_{Female}=3.15, M_{Male}=3.5, $F(1,110)$=4.9, $p<.05$). That is, females perceive the College slightly being more biased against different racial/ethnic groups than males. There was no statistically significant difference in all other biases between males, females, and non-conforming.

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[20] Respondents answered questions on a 5 point scale – Strongly agree, agree, disagree, strongly disagree, and no opinion. Strongly disagree was rated the highest score, 4 points. An overall bias score was created by averaging all biases scores.

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Age: The overall bias score was not significantly different amongst different age groups.

Age was a factor in perceived bias against sexual orientation, with those between the ages of 20-29 with lower averages compared to those 50 and above (M_{20-29}=3.3, $M_{50\ and\ above}$=3.7, $F(2,100)$=4.3, $p<.05$). This does not necessarily mean that younger employees feel the College is biased, but rather that older employees feel that there is no perceived bias against sexual orientation.

Age was a factor in perceived bias based on religion, with those between the ages of 20-29 with lower averages compared to those 50 and above (M_{20-29}=3.23, $M_{50\ and\ above}$=3.81, $F(2,100)$=6.8, $p<.00$).

Age was also a factor in perceived bias based on physical disability, with those between the ages of 20-29 and 30-49 rating the college as more biased compared to those 50 and above (M_{20-29}=3.32, M_{30-49}=3.57, $M_{50\ and\ above}$=3.85, $F(2,102)$=8.7, $p<.00$).

Race[21]: The overall bias score for URMs respondents was significantly lower compared to Whites (M_{URM}= 3.2, M_{White} =3.6, $F(2,113)$=4.9, $p<.00$). URMs respondents had lower scores compared to Whites on the following biases:

> Gender Identity Bias: M_{URM}= 3.2, M_{White} =3.6, $F(2,101)$=3.2, $p<.05$

> Race Bias: M_{URM}= 3.0, M_{White} =3.5, $F(2,106)$=4.4, $p<.05$

> Note: no difference was found between URM and Asians and Whites and Asians. Mean scores for both groups are above 3.0 on a 4.0 scale, indicating that although the two groups perceive bias differently, there are no areas for concern that warrant further investigation.

Religion: The differences in the overall bias score between religions was statistically significant ($p<.05$), with Other Religions (Buddhism, Muslim, Hinduism and Other) feeling that the College is slightly more biased compared to the two most represented religions, Christian and Jewish (M_{other}=2.7, $M_{Christian}$=3.4, M_{Jewish}=3.5, $F(3,115)$=3.5). Religion was a factor in Race/Ethnicity bias, with Other Religions scoring lower averages compared to Christians and Jewish (M_{other}=2.5, $M_{Christian}$=3.3, M_{Jewish}=3.5, $F(3,108)$=3.2, $p<.05$).

The overall bias score and individual bias measures were not significantly different amongst positions and LGBTQ+.

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[21] Race "Others" were excluded from analysis due to low sample size

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3. Belonging, Concern about Welfare, Respect, Fairness.

Belonging and camaraderie are apparent based on the results of the survey, with 81% reporting that they feel that they are "part of the College" community and with high percentages of employees reporting that their peers are concerned about their welfare (89%), that they feel respected (95%), and that they are treated fairly (95%). Faculty and staff feelings about higher administration concerns for welfare (66%), respect (67%) and fairness (77%) are also above average.

Table 15. Faculty, Staff, and Administrators Perception of Belonging, Concern about Welfare, Respect, Fairness

	Answer Options	Strongly Agree		Agree		Disagree		Strongly Disagree		TOTAL Agree	Mean
Admin Welfare, Respect, Fairness	Administration at this College is genuinely concerned about my welfare.	19	15%	63	51%	25	20%	17	14%	66%	2.68
	Administrators at this College respect what I think.	16	13%	68	54%	29	23%	12	10%	67%	2.7
	Administrators at this College treat me fairly.	23	19%	72	58%	19	15%	10	8%	77%	2.87
Peers Welfare, Respect, Fairness	My peers at this College are genuinely concerned about my welfare.	29	23%	82	66%	12	10%	2	2%	89%	3.1
	My peers at this College respect what I think.	28	22%	91	73%	5	4%	1	1%	95%	3.17
	My peers at this College treat me fairly.	36	29%	83	66%	6	5%	0	0%	95%	3.24
Belonging	I feel like I am a part of this College.	33	27%	67	54%	14	11%	9	7%	81%	3.01
Peers Overall Score											3.17
Administration Overall Score											2.74
Overall Score											2.96

Belonging, concern about welfare, respect, and fairness were further analyzed by gender, age, race, LGBTQ+, religion, and position:

> Race[22]: Overall perception of belonging, respect, fairness, and concern for welfare were associated with race/ethnicity (White=3.1; URM=2.8, Asian=3, $F(2, 117)=5$, $p<.00$). Difference in perception of peers' concern for welfare, respect, fairness was also associated with race ($M_{White}=3.3$, $M_{URM}=2.9$, $M_{Asian}=3.2$, $F(2,117)=7$, $p<.00$). Difference in perception of higher administrations' concern for welfare, respect, fairness was not significant (White=2.9, URM=2.6, Asian=2.7). Feeling of belonging was also associated with race with URM feeling less part of the community than Whites ($M_{Whites}=3.29$; $M_{URM}=2.71$, $F(2,115)=6.97$, $p<.00$).

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[22] Race "Others" were excluded from analysis due to low sample size

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LGBTQ+: Overall perception of respect, fairness, concern for welfare and belonging were higher for those self-identified as LGTBQ+ than for those not self-identified as LGTQ+ ($M_{LGBTQ+}=3.3$ vs. $M_{Non-LGBTQ+}=2.9$, $F(1, 123)=4$, $p<.05$).

Perception of higher administration's and peers' concern for welfare, respect, and fairness was not associated with gender, age, religion and position.

4. Work Satisfaction

Work Satisfaction measures 1) employees' general attitudes towards work, 2) quality of relationship with supervisors, and 3) quality of relationship with Higher Administration. An *Overall Work Satisfaction* score was created by computing the average of all items on the work satisfaction portion of the climate survey. Individual items can be found on Table 16.

Table 16. Faculty, Staff, and Administrators Work Satisfaction

Category	Answer Options	Very true		True		A little true		Not true at all		TOTAL TRUE	Mean
General Attitudes Towards Work	I enjoy my work	62	50%	48	39%	13	10%	1	1%	89%	3.38
	I believe in the work we do at the College	64	51%	53	42%	8	6%	0	0%	94%	3.45
	I use my talents and abilities at work	59	47%	50	40%	14	11%	2	2%	87%	3.33
	I can express my thoughts and feelings openly without fear of retaliation	23	19%	43	35%	28	23%	30	24%	53%	2.48
	I can develop my career within this organization.	31	25%	34	28%	34	28%	24	20%	53%	2.59
	I am kept up to date on what is happening within the College	31	25%	57	47%	29	24%	5	4%	72%	2.93
	I would encourage someone else to work here at the College	37	30%	34	27%	39	31%	15	12%	57%	2.74
Relationship w/ Supervisor	I like and trust my supervisor	50	40%	46	37%	21	17%	7	6%	77%	3.12
	I receive timely feedback about my performance	35	28%	46	37%	35	28%	9	7%	65%	2.86
	I am respected by my supervisor for my work	53	43%	52	42%	13	10%	6	5%	85%	3.23
	My immediate supervisor is supportive	60	48%	45	36%	16	13%	4	3%	84%	3.29
	My supervisor is receptive to feedback	45	36%	48	38%	23	18%	9	7%	74%	3.03
	My immediate supervisor is accessible	58	46%	50	40%	12	10%	5	4%	86%	3.29
Higher Admin	SUNY Optometry higher administration is supportive	25	20%	45	36%	32	26%	22	18%	56%	2.59
Work Satisfaction											3.08
Supervisory Satisfaction											3.1

4a. General attitude towards work. The Climate Survey shows that faculty, staff, and Administrators as a whole enjoy their work (89%), use their talents and abilities at work (87%), feel that they are kept up to date on what is happening at the College (72%), and a high percentage believe in the work we do at the College (94%). A lower percentage, yet still above average, feel that they are free to express thoughts and feeling without fear of retaliation (53%), can develop their career within the College (53%), and that they would encourage someone else to work at the College (57%).

General attitude towards work was further analyzed by gender, age, race, LGBTQ+, religion, and position:

LGBTQ+: Respondents self-identified as LGBTQ+ had higher total work satisfaction averages compared to those not self-identified as LGBTQ+ (M_{LGBTQ+}=3.5 , $M_{non-LGBTQ+}$=3 , $F(1, 123)$= 5.6, $p<.05$).

Individual survey items influenced by sexual orientation were:

I can develop my career within this organization, M_{LGBTQ+}=3.3 , $M_{non-LGBTQ+}$=2.5, $p<.05$

I would encourage someone else to work here at the College, M_{LGBTQ+}=3.7 , $M_{non-LGBTQ+}$=2.6, $p<.00$

Position: Faculty reported lower total work satisfaction averages compared to administrators (M_{Adm}= 3.4, $M_{Faculty}$=2.8, M_{Staff}=3, $p<.00$).

Individual survey items influenced by position were:

- *I use my talents and abilities at work*, M_{Adm}= 3.6, $M_{Faculty}$=3.1, M_{Staff}=3.3, $p<.05$
- *I can express my thoughts and feelings openly*, M_{Adm}= 3.0, $M_{Faculty}$=2.0, M_{Staff}=2.6, $p<.05$
- *I can develop my career within this organization*, M_{Adm}= 3.2, $M_{Faculty}$=2.6, M_{Staff}=2.3, $p<.05$.
- *I am kept up to date on what is happening within the College*, M_{Adm}= 3.3, $M_{Faculty}$=2.7, M_{Staff}=2.9, $p<.05$
- *I would encourage someone else to work here at the College*, M_{Adm}= 3.4, $M_{Faculty}$=2.5, M_{Staff}=2.7, $p<.05$

Gender: Although there were no differences between males and females on the overall work satisfaction average, females scored lower on the item *I can develop my career within this organization,* M_{Female}= 2.3, M_{Male}=2.8, $p<.01$.

Race: Although there were no differences between racial/ethnic groups on the overall work satisfaction average, differences were found on the following individual survey items:

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I enjoy my work, M_{White}= 3.5, M_{URM}=3.3, M_{Asian}=3, p<.05

I believe in the work we do at the College, M_{White}= 3.6, M_{URM}=3.4, M_{Asian}=3, p<00.

I can develop my career within this organization. M_{White}= 2.8, M_{URM}=2.3, M_{Asian}=2.5, p<.05

I would encourage someone else to work here at the College, M_{White}= 3.0, M_{URM}=2.6, M_{Asian}=2.4, p<.05

4b. Relationship with supervisor. Overall, faculty, staff and administrators relationship with supervisors is quite positive. Supervisors are accessible (86%), respectful (85%), supportive (84%), liked and trusted (77%), receptive to feedback (74%), and provide timely feedback (77%).

Relationship with supervisor was further analyzed by gender, age, race, LGBTQ+, religion, and position:

LGBTQ+: Respondents self-identified as LGBTQ+ had higher supervisory satisfaction averages compared to those not self-identified as LGBTQ+ (M_{LGBTQ+}=3.6 , $M_{non-LGBTQ+}$=3.1, $F_{(1, 123)}$= 3.8, p<.05).

Position: Faculty reported lower total supervisory satisfaction averages compared to administrators (M_{Adm}= 3.4, $M_{Faculty}$=2.9, M_{Staff}=3.2, p<.05).

Individual survey items influenced by position were:

- *I like and trust my supervisor*, M_{Adm}=3.5, $M_{Faculty}$=2.8, M_{Staff}=3.2, p<.05
- *I receive timely feedback about my performance*, M_{Adm}=3.1, $M_{Faculty}$=2.5, M_{Staff}=3, p<.05
- *My supervisor is receptive to feedback*, M_{Adm}=3.5, $M_{Faculty}$=2.7, M_{Staff}=3.1, p<.00
- *My immediate supervisor is accessible*, M_{Adm}=3.6, $M_{Faculty}$=3.0, M_{Staff}=3.3, p<.05

Relationship with supervisor was not associated with gender, age, race, and religion.

4c. Higher Administration. Higher administration is perceived as supportive by 56% of the respondents.

Supportiveness of higher administration was further analyzed by gender, age, race, LGBTQ+, religion, and position:

LGBTQ+: Respondents self-identified as LGBTQ+ had higher averages on perception of support received by higher administration compared to those who did not self-identified as LGBTQ+ (M_{LGBTQ+}=3.1, $M_{non-LGBTQ+}$=2.5, $F_{(1, 123)}$= 4.2, p<.05).

Perception of higher administration was not associated with gender, age, race, religion, and position (higher administration was excluded in position comparison).

Factors Predicting Job Satisfaction:

An important question posted in the survey was "*I would encourage someone else to work at the College*". To further establish the factors predicting this statement, a Multiple Regression Analysis was conducted. The results of the regression are presented below*:

Table 17. Results of Multiple Regression Predicting I would encourage someone else to work at the College"

Factor	Beta	T	Sig.
Administrators are here to support me	.26	2.5	<.05
I enjoy my work	.25	3.1	<.00
I can develop my career within this organization	.2	2.4	<.05

* $F_{(3, 115)} = 76$, $R^2 = .66$, $p < .00$

The results show that these 3 factors represent 66% of employees' willingness to encourage others to work at the College. Since "*I enjoy my work*" was one of the strongest factors in the regression model, an analysis was conducted to determine the factor most predictive of employees' satisfaction with their work.

"*I enjoy my work*" was analyzed by three independent regressions: 1) peer relationship, 2) supervisory relationship, 3) other work factors.

Peer relationship: the results of the regression indicated that peer relationships, when analyzed independently, accounted for 33% of the variance to the response "*I like my work*" ($F_{[5,113]} = 11.2$, $p < .00$, $R^2 = .33$). The two significant predictive factors were "*peers treat me fairly*" ($\beta = .49$, $p < .00$), and "*I feel accepted by those around me*" ($\beta = .42$, $p < .00$).

Supervisory relationship: the results of the regression indicated that supervisory relationships, when analyzed independently, accounted for 32% of the variance to the response "*I like my work*" ($F_{[8,109]} = 6.5$, $p < .00$, $R^2 = .32$). The significant factors were "*I like and trust my supervisor*" ($\beta = .32$, $p < .05$), "*I receive timely feedback about my performance*" ($\beta = .26$, $p < .05$), "*I am respected by my supervisor for my work*" ($\beta = .44$, $p < .00$).

Other work factors: the regression indicated that Other work factors, when analyzed independently, represented 51% of the variance to the response "*I like my work*" ($F_{[10,104]} = 10.8$, $p < .00$, $R^2 = .51$). The two significant factors were "*I use my talents and abilities at work*" ($\beta = .36$, $p < .00$), and "*I believe in the work we do at the College*"($\beta = .26$, $p < .00$).

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