...Promise for Equity and Inclusion

Diversity enriches our lives and the educational experience. It invigorates conversations, awakens curiosity and widens perspectives. Diversity also ensures that our campuses mirror the rapidly changing world, creating an environment that prepares our students to be culturally competent so they can succeed.

As a system, we can be empowered by the vision of the Diversity, Equity and Inclusion Policy; and as a collaborative network, we can collectively transform the campuses we call home to ensure they become part of the web and warp of an inclusive University and a national model for diversity in its fullest expression.

Carlos N. Medina, Ed.D. Vice Chancellor and Chief Diversity Officer

Our programs and initiatives
- Empire State Diversity Honors Scholarship Program (ESDHSP)
- Diversity Abroad Honors Program (DAOHP)
- Faculty Diversity Program (FDP)
- Graduate Diversity Fellowship Program (GDFP)
- Native American Initiative (NAI)
- Explorations in Diversity and Academic Excellence (EDAE)
- Doctoral Diversity Fellowship in STEM (DDF-STEM)
- Model Senate Project
- Replications (REPLIC)

The SUNY Office of Diversity, Equity and Inclusion works to transform the campuses we lead

Fulfilling the SUNY Promise for Equity and Inclusion

Through the implementation of the approved Chancellor’s Policy on Diversity, Equity and Inclusion, SUNY will capitalize on the momentum generated by months of thoughtful consideration to invest in a number of goals for faculty, staff and student recruitment and retention along with broad goals in cultural competence and diversity leadership. Through campus strategic diversity plans, SUNY will be able to collect information demonstrating campus efforts to implement a wide range of performance measures to support underrepresented populations throughout the University. Using input and data from the campuses, the policy is designed to address a variety of ongoing concerns. For students, access, retention and completion data will provide a continuum of focus. In the context of completion, framing campus programs that support students already in the pipeline will reflect parts of the policy guidance. Other guidance in the policy impacts faculty recruitment, related retention and diversity metrics. The appointment of Chief Diversity Officers on every campus underscores the importance of establishing diversity initiatives as a high priority in campus life and in sustaining the growth of the University. The comprehensive breadth of the SUNY Diversity, Equity and Inclusion Policy strives to address major aspects of student and faculty life, while also helping campuses to measure their performance and provide more metrics supporting policy implementation. As senior leaders on our campuses tackle the development of local strategic diversity plans to implement the policy, the Office of Diversity, Equity and Inclusion (ODEI) at SUNY System Administration will be engaged in supporting many aspects of the policy recommendations through consultation and guidance with campuses and newly appointed Chief Diversity Officers. Passed on September 10, 2015, the policy will define the trajectory of our work in diversity and the expectations for continuous improvement over the next several years. The shifting diversity that has occurred throughout the state has provided both an impetus and a challenge for SUNY. Providing access to higher education for the widest possible audience remains one of its historical mandates. In light of the new policy, becoming the most inclusive system of higher education in the nation sets a new plateau for achieving inclusive excellence. SUNY System Administration’s role in guiding this policy’s implementation will be critical, as modeling a plan of action is incumbent upon SUNY’s System leadership as a starting point for change in 2016. Working with campuses and newly appointed Chief Diversity Officers, ODEI will help campuses explore and develop a template for their proposed campus strategic diversity plan that embodies both the action plan and mission of campuses, while supporting and leveraging pathways for underserved populations throughout all SUNY institutions.
SAVE THE DATE

Announcing: The SUNY 2016 Diversity Conference

“Awareness to Action: Building a Culture of Inclusive Excellence”
Keynote speakers include Damon Williams, Eduardo Bonilla-Silva & Nancy “Rusty” Barceló

Proposals can be submitted through the conference website: www.suny.edu/2016diversityconference

The threads for this event include:
- Building an Accessible System for Students, Faculty, Staff & Administrators
- Strategies for Success for Students, Faculty, Staff, & Administrators
- Campus and Community Climate and Inclusion
- Strategic Diversity Leadership
- Inclusion is an Action Word
- Social Justice, Activism, and Critical Pedagogy
- Teaching and Learning through Film/Video & Social Media

NADOHE has developed NADOHE’s guidance reinforced SUNY’s commitment to help campuses implement the Board of Trustee mandated Diversity, Equity and Inclusion Policy adopted in 2015. Round table discussions on campus climate, recruitment, mentoring and mission provided participants with an opportunity to explore the challenges campuses face in crafting successful strategic diversity plans, placing diversity and inclusion at the forefront of campus growth.

In a one-day session hosted by the Provost and SUNY System Office of Diversity, Equity and Inclusion, NADOHE officers Dr. Archie Ervin, Dr. Ben Reese Jr. and Ms. Paulette Granberry-Russell spoke on behalf of SUNY’s initiative to engage campuses in the process of creating campus-based strategic diversity plans.

In honor of Women’s History Month, Hudson Valley Community College EDU-Dramas

In honor of Women’s History Month, Hudson Valley Community College produced a program depicting the life stories and accomplishments of several women including faculty and administrators at the college. Using a technique called Edu-Drama, the life stories of these diverse women were accompanied by a musical backdrop accenting the individuality of the women and their ability to overcome serious obstacles in becoming who they are today. Edu-Drama uses visual images, representations and expressions to tell a story. It is a unique teaching and learning methodology that enhances and inspires understanding of the complexity of societal issues and educates audiences by promoting critical thought combining 21st century resources. The Edu-Dramas were presented in conjunction with a panel discussion by women from various walks of life. Sharing their unique stories helped bring the lives of woman into focus through visual imagery, such as photo histories, storytelling and music. Each of the moving stories highlighted each woman’s ability to navigate life’s challenges, providing a positive message for the attendees and the campus community. During the presentation, the participants passed a torch to the next generation as a symbolic representation of their tribulations, trials and triumphs.

Dr. Tamu Chambers produced the program with the support of a dedicated student club “Sisters In Synch” who provided the musical backdrop and coordinated the imagery that illustrated a number of different life stages for each panelist. Two women, Dr. Carolyn Curtis and Jane Golub of the Price Chopper family, received recognition for their outstanding service to the community. Awards were presented by President Drew Matonak to honor the recipients’ contributions to the campus and community at large.

...Adirondack Community College Counts

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Timothy W. Gerken
Professor
SUNY Morrisville

One of the privileges of expression as a cisgendered, male is the ability to feel comfortable in most spaces I inhabit. As an athlete in high school and in college, I learned to negotiate the locker room, the wrestling room, and the general physical and aggressive play that often comes with sports and a certain type of maleness.

I have recognized the need for accommodations as a result of my identity, and this reality makes the work of helping to create safe and healthy spaces for others much easier. The work described below is about eliminating demeaning and dismissive environments and the cultivation of inclusivity these environments encourage in LGBT people. These experiences formed my notions of masculinity well before I identified as a gay male, and they have also informed the way I inhabit my gay body, which makes moving through the world less troubling for me than it might for others.

The University Faculty Senate (UFS) Committee on Equity, Inclusion and Diversity, along with the Student Life Committee and the Adhoc Committee on LGBTQ Matters, has worked this year to pass three resolutions that would create safer environments and spaces for LGBTQ students, staff, faculty, and administrators, if enacted.

The first of these was the Resolution Requesting All State University of New York Campuses Offering Athletics Create Programs to Support Lesbian, Gay, Bisexual, Transgender Athletes, Coaches, and Staff and to Prevent Anti-LGBT Bias and Discrimination in Athletics. This resolution builds on the work of the LGBT Sports Coalition: “Established in 2013, the LGBT Sports Coalition is made up of over 30 organizations and individuals committed to promoting diversity and inclusion in sports. Our vision is to create a sports world where LGBT people can participate openly and fully without discrimination based on their sexual orientation or gender identity or expression.” Our goal in passing this was to push campuses to develop a systematic program which would end LGBTQ bias in athletics. A recent story on CBS’s 60 Minutes did a good job presenting the issues faced by “Trans” athletes.

This past January at the Winter Olympic Games, the SUNY Wide Implementation of Gender Inclusive Spaces was passed with the goal of removing barriers to safe spaces by creating gender inclusive housing, changing rooms and restrooms. Title IX allows individuals to use facilities which match their gender identity. Our goal should be to remove gender designations from spaces and focus on the facilities the spaces provide. As Courtney D’Allaird from SUNY Albany suggests, “Say what’s in a room not who can use it.” This doesn’t mean the end of gendered restrooms but instead encourages the creation of more spaces available to all individuals to use.

After passing the Resolution Recommending the SUNY Wide Implementation of Preferred Name and Gender Identity Applications on the Registration, Email, ID cards, and other Identification Systems, we became aware that it was already dated. We should have written “chosen name” rather than “preferred name.” Individuals should be able to change school records to match their chosen names and gender identities whether or not this change has been made through legal means. Each campus should have a clear policy that is easily accessible and navigable by members of the campus community. No one should be forced to use a name that does not represent one’s lived experience and intimate realities.

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submitted by Elizabeth G. Carruth, ODE
Engaging a college audience on an early Saturday in April might seem to be a daunting task, but the conversations framing this conference inspired an entire room of participants to stay past closing remarks. A variety of speakers, each framing a unique perspective on a variety of social justice and diversity topics were drawn together by Dr. Miriam K. Rogatz, the Distinguished Teaching Professor of Sociology and Anthropology and Director of Farmingdale’s Social Science Research Center with the assistance of the research program coordinator, Eva Pearson. One of the first presenters, Bernice Sims, framed her presentation around her memoir: Deour: Before Midnight Her friendship and interactions with Mississippi civil rights freedom fighters and activists just prior to their abduction and murder galvanized the author’s recognition of a deep-seated resolve to fight injustice. She made several memorable remarks during a moving multimedia presentation to inspire others to follow their passion for justice saying, “I got beyond my own pain was not as important as the legacy of my friends.” And in this realization, she addressed the audience saying: “If you find out where your dignity lies, you will find your passion.” True to this commitment, she has lived a life committed to the civil rights movement, having fought for the Civil Rights Act of 1964 and as an advocate for equality in all her work. Her presentation encompassed key moments in the civil rights movement through music and photographs embracing the struggle for freedom throughout the country. The program honored Marge Rogatz, a key figure in Long Island’s affordable housing and human services initiatives, for her lifetime commitment to erasing racism which has spanned some 60 years. Her words resonated with students and teachers alike. In speaking directly to the students, she said: “Keep looking for opportunities to learn from others and seek out diverse ground. Set short and long goals and treasure each accomplishment.” Still seeking housing equity on Long Island, Marge Rogatz was further honored by the dedication of a new social science research internship in her name. This award was given to Kinza Kasher, a communications major at Farmingdale State College. Throughout the program, the audience was riveted by the past struggles of speakers through their personal stories. Many courageous young adults are deeply involved in today’s ongoing efforts for equitable inclusion on a wide range of concerns on Long Island, such as serving the homeless and refugee populations or working with the LGBTQ community and the disabled. The first-hand personal narratives of several students attending Farmingdale provided a stirring record of the struggle many newly-arrived students expressed gratitude for their new lives and situations. Their past struggles of speakers provided a stirring record of the struggle many newly-arrived students expressed gratitude for their new lives and situations. Their past struggles of speakers provided a stirring record of the struggle many newly-arrived students expressed gratitude for their new lives and situations. The program concluded with a wrap up of roundtable discussions on thirteen social justice topics by table leaders, who expressed their strong passion for equity and inclusion for all peoples. As an attendee, I left the program thinking that the courage I had witnessed throughout the day was a lesson to do more to be an advocate in my community on behalf of social justice.

Dr. Alfonso Wyatt

Personal Narratives
Sri Lankan native and student Kirshan (Gunarathna) Sri Lankan native and student Kirshan (Gunarathna)

Robbie Kinkade, Clinical Assistant, Professor of Stony Brook

Marcy Suarez, Make the Road New York Coordinator

submitting by Lisa A. Austin, PFR, Director, Office of Human Resources, SUNY Sys- tem Administration

One of the challenges many search committees face is how to attract a diverse candidate pool. In order to build a diverse pool of candidates, it is necessary to consciously make this a top priority as it may not happen by simply advertising an open position. It requires search committee members to be strategic and proactive in their recruitment efforts to assure that the pool of applicants includes qualified candidates from diverse backgrounds. To that end, search committee members should consider developing a specific recruitment strategy to attract diverse candidates.

The typical route of placing an ad and waiting for applications is no longer sufficient. In this competitive hiring market, some of the best candidates may not see your ad or may not see themselves in your advertised position without some encouragement. One approach or strategy would be to use proactive language in the summary statement at the end of the job announcements. Examples of proactive language include the following:

- XYZ is committed to building a culturally diverse and strongly encourages applications from female and minority candidates;
- Women, minorities, veterans and individuals with disabilities and veterans are encouraged to apply;
- XYZ is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women;
- Candidates should describe how multicultural issues have been or will be brought into courses;
- Candidates should describe previous activities mentoring minorities, women, or members of other underrepresented groups.

Another strategy would be professional networking. Networking (word of mouth) is viewed as one of the best methods of advertising. Every committee member should develop his or her own personal advertising campaign, which should include personal contact with friends and colleagues outside of the University who may be of assistance in advertising our positions.

A few other approaches that may be considered might include:
- Target newspaper in areas with large urban populations for release of the job advertisement;
- Identify 15-25 colleagues (3-5 per committee member) from diverse backgrounds, to contact personally for the purpose of encouraging applications or soliciting nominations;
- and research those departments at other institutions.

Things to avoid doing include:
- Making assumptions about candidates. For instance, concluding that a particular racial group would not feel welcome in the community or that a woman who pursued her degree part-time is not a serious scholar.
- Other assumptions include:
- a military background would make one less acceptable in the classroom or as a colleague;
- an individual with a long work history might be “out of touch” with current research or methodology;
- that an individual who looks like a particular candidate will be heavily recruited and so no efforts to recruit him/her are made;
- that a person’s willingness to move is contingent on a spouse/partner’s willingness to move, etc.; or
- prejudging a candidate’s willingness to accept a lower salary than he/she is currently earning.

It is important to let the candidates decide these issues for themselves. Incorporating some of these strategies and sustaining a proactive approach and commitment to attracting candidates from diverse backgrounds only demonstrates to future employees that the institution values diversity, it also provides staff engaged in the hiring process with a forum to become involved in strategic diversity and inclusion initiatives of your organization.

For faculty searches, send letters to department chairpersons/center leaders and deans of the top 5-10 universities preparing doctoral candidates in your discipline of the search.

• Contact faculty at the institutions from which search committee members graduated to see names of potential candidates.

For faculty searches, consider women and minorities who have performed successfully as lecturers, instructors or assistants in the department.

Diversity counts
DIVERSITY COUNTS
A Place to Grow

Submitted by Claire Geaghan, a student from Columbia-Greene Community College

Claire Geaghan with Professor Barb Schaffer

I began my journey at Columbia-Greene Community College two years ago. After a fifteen year break, and coming from a different country, I was unsure of what career path to take. I was completely overwhelmed and somewhat scared. But, it was one of the best decisions I could have made! I have grown so much in my time at Columbia-Greene, from the scared, nervous, unsure person that I was to a confident, secure, driven person I am today. I have achieved so much beyond what I ever thought myself capable of, and I believe it is due to one person’s encouragement to become involved, my psychology and sociology professor, Barb Schaffer. Her words of inspiration and reassurance have been instrumental in my success. I have developed a passion for helping others which has helped guide me along my chosen career path. My confidence has never been higher. I have been asked to be a member of a student panel directed at informing potential students with disabilities about the college’s services. Giving these students the chance to ask any question they may have about the school, the services, and how we enjoy being there. It is a tremendously rewarding experience. My time at Columbia-Greene has been extremely rewarding and positive. I have been made to feel part of a big family, and this is especially important to me as all of my family is back home in England. When I first spent here has given me the foundation from which I will continue to grow. My future is bright, and I am ready to face the challenges of tomorrow.

Claire Geaghan

Columbia-Greene Community College

The SUNY Promise for Equity and Inclusion...

As noted earlier, many of the issues associated with the Diversity, Equity and Inclusion Policy reflect the mission of SUNY in creating and sustaining the broadest access possible to a public higher education system for the widest population. While changing demographics are re-shaping and revitalizing many of the regions served by SUNY campuses. Nowhere is this more evident than in the Hudson Valley corridor, which has become increasingly Hispanic. Within SUNY New Paltz and the University at Albany reflect increasing percentages of Hispanic students (18.5%, 12.4%, & 12.9% respectively). On further inspection, these campuses and many others demonstrate even greater diversity averaging some 23% throughout the University when other underrepresented populations are included. As the career and student population change and as campuses are viewed as more supportive of individual differences, greater diversity in the composition of student success can be anticipated. To thinking globally, SUNY has also attracted large numbers of students of varying backgrounds, and campuses may consider how these groups can be engaged in their college experiences. Sorted into different programs, campuses can share strategies on how students who arrive on SUNY campuses with the hope and the dream of attaining a higher education credit also need to be greeted by a SUNY that helps them create a successful college experience. This event is hosted by the Student Senate has given me the ability to be the voice for students if they have any concerns. I have also helped the campus with recruiting myself and on campus. One such event I attended was Hudson Winter Walk. I promoted Columbia-Greene by talking to people about the school and the great programs and professors we have. I have also attended Open Houses the school has hosted, representing the Psychology Club, PTK and Student Senate. One of the most worthwhile and enjoyable events I have been a part of is an event called “It’s All in the Planning.” This event is hosted by the Director of Accessibility Services, Catherine Carlson. For the past two years I have been asked to be a member of a student panel directed at informing potential students with disabilities about the college’s services. Giving these students the chance to ask any question they may have about the school, the services, and how we enjoy being there. It is a tremendously rewarding experience. My time at Columbia-Greene has been extremely rewarding and positive. I have been made to feel part of a big family, and this is especially important to me as all of my family is back home in England. When I first spent here has given me the foundation from which I will continue to grow. My future is bright, and I am ready to face the challenges of tomorrow.

Responding to SUNY’s Changing Campus Diversity:

Diversity Task Force members have been expanded or refined their focus on the largest population, which has become increasingly Hispanic. Nowhere is this more evident than in the Hudson Valley corridor, which has become increasingly Hispanic. Within SUNY New Paltz and the University at Albany reflect increasing percentages of Hispanic students (18.5%, 12.4%, & 12.9% respectively). On further inspection, these campuses and many others demonstrate even greater diversity averaging some 23% throughout the University when other underrepresented populations are included. As the career and student population change and as campuses are viewed as more supportive of individual differences, greater diversity in the composition of student success can be anticipated. To thinking globally, SUNY has also attracted large numbers of students of varying backgrounds, and campuses may consider how these groups can be engaged in their college experiences. Sorted into different programs, campuses can share strategies on how students who arrive on SUNY campuses with the hope and the dream of attaining a higher education credit also need to be greeted by a SUNY that helps them create a successful college experience. This event is hosted by the Student Senate has given me the ability to be the voice for students if they have any concerns. I have also helped the campus with recruiting myself and on campus. One such event I attended was Hudson Winter Walk. I promoted Columbia-Greene by talking to people about the school and the great programs and professors we have. I have also attended Open Houses the school has hosted, representing the Psychology Club, PTK and Student Senate. One of the most worthwhile and enjoyable events I have been a part of is an event called “It’s All in the Planning.” This event is hosted by the Director of Accessibility Services, Catherine Carlson. For the past two years I have been asked to be a member of a student panel directed at informing potential students with disabilities about the college’s services. Giving these students the chance to ask any question they may have about the school, the services, and how we enjoy being there. It is a tremendously rewarding experience. My time at Columbia-Greene has been extremely rewarding and positive. I have been made to feel part of a big family, and this is especially important to me as all of my family is back home in England. When I first spent here has given me the foundation from which I will continue to grow. My future is bright, and I am ready to face the challenges of tomorrow.

The policy is designed to address recruitment and retention deficits through greater outreach to diverse populations. Through the diverse strategy of the Diversity Task Force members during spring and summer 2015, many initial thoughts and ideas were refined or re-defined to support improved recruitment, retention and promotion of candidates from diverse backgrounds. Examples of action strategies are illustrated in the campus guide shown on the cover page. System Administration plans to help campuses utilize a wide variety of resources/practices to attract a greater number of diverse candidates for employment opportunities. In staffing for instance, implementation strategies could include enhancing the employee pool, improving search committee training, opportunities for dual couple relocation, and the analysis of institutional data to better understand what the campus diversity profile actually reveals. It is hoped that creating a 2016 benchmark using the most recent available...
Aligning Mission and Programs at Adirondack Community College

Submitted by Tressie LaFay, Adirondack Community College

In the first months of 2016, SUNY Adirondack revised its mission statement to include the following: “SUNY Adirondack is a teaching- and learning-centered community college which fosters a diverse, equitable, and inclusive learning environment and campus community.” Adding the value of diversity to the mission statement was an objective of our first Diversity, Equity and Inclusion plan (2016), and since then, our diversity initiatives have had the dividends of supporting access, completion and engagement. Just weeks ago, SUNY Adirondack learned that it became one of only 44 schools in the nation accepted into the Department of Education’s Pell Grant Dual Enrollment Experiment. This will allow us to provide low-income students from twelve districts in our service area with the opportunity to earn tuition-free college credits while in high school, unlocking access for students who have previously faced the barrier of economic disadvantage. This program will also help to ensure student success at the postsecondary level, as our data shows that SUNY Adirondack students who took at least one college course in high school are consistently more likely to persist and over twice as likely to graduate. We are also a new partner in the Health Professions Opportunity Grant, led by Schenectady County Community College. This grant will expand our enrollment picture by providing career pathways to high-demand healthcare professions in our region including Certified Nurse Aide, Home Health Aide and Personal Care Aide for individuals living at or below 200% poverty. With the mission of preparing students for high-wage careers, our new Career Pathways program brings together industry partners, department faculty, and community organizations to provide educational and career development opportunities for students entering the healthcare employment over the next five years.

Since the opening of our Residence Hall, the percentage of our residential students from New York City’s five boroughs has increased 8%, and the percentage of students of color has increased 3%. To support this trend and continue to bring ethnic, geographic and cultural diversity to our campus, we’ve expanded our recruitment reach by participating in the Discover SUNY bus tour. In Fall 2014, 30 selected students from the New York City area spent the day on campus, resulting in a 50% yield. That spring, our Marketing & Communications team created a “Queens to Queensbury” advertising campaign aimed at painting a full picture of life at SUNY Adirondack and students who grew up in the metropolitan area. The piece is modeled directly on the popular five-hour debate including CUNY student participation, Bill 3004A passed the Model Hours of Debate including CUNY student speeches on the Senate floor. After three hours of debate including CUNY student speeches on the Senate floor. After three days of debate, the Senate, just as it did a few weeks later as part of the SUNY’s Expanded Investment and Performance Fund, our EOP will be improved.

Submitted by Allen Kovler, Columbia-Greene Community College

Mascot ‘Rip’ Awakens the Spirit at Columbia-Greene Community College (C-GCC)

Rip Van Winkle, the Washington Irving character, has been given new life as the mascot of Columbia-Greene Community College, and he has become a rallying point for students at the Hudson campus. As such, the bearded old man has taken on a new persona. With a determined gaze, Rip, as he is now known, is responsible for leading the school’s teams — all nicknamed the Twins — to standouts. In a move to help build outreach to the many locales in the area for enrollment and high school visits, a new mascot Madness competition, sponsored by the State University of New York, that catapulted Rip to local stardom. C-GCC was about to prove their small college has a big heart. A total of 39 colleges, of SUNY’s 64 campuses, signed up for Mascot Madness. The tournament, a tradition for the past three years, parallels the March Madness college basketball championship. Like March Madness, the SUNY contest sports a 64-team bracket. The competition, which ran from March 8 to March 31, included 31 games. On game one, Rip was the underdog. Game two was won by Rip, who was seeded No. 9, to make it to the Final Four. Entering the fourth round of the tournament, Rip was unofficially crowned the Cinderella of Mascot Madness, a designation commonly awarded to underdogs by their fans and the media. Newspaper headlines, such as “Rip Roaring into Round 2” and “Cinderella Rip...” fueled the spirit not only of the competition, but of a newly-minted character that had taken on a life of its own. Going into the Final Four, 9-seeded Rip had already beaten No. 1 Blaze of Cortland, No. 9 Jan and J.J. of Jamestown Community College, and No. 2 Red of Oneonta. The mountain legend would now take on Geneseo, knowing he would have to more than double his previous vote count to compete.

Remarkably, Rip outscored Geneseo’s Victor E. Knight mascot, with 51 percent of the vote as they headed to the finish line, only to come up short at the close. In the end, he came within 0.09 percent of Geneseo when the polls closed at noon on March 25. Yet much had been won, not...