Making Diversity Count: Ensuring Equity, Inclusion, Access and Impact

A co-sponsored conference by the SUNY Office of Diversity, Equity and Inclusion (ODEI) and the University Faculty Senate

Diversity is a critical and important component of the University’s Strategic Plan as developed in the Six Big Ideas exploring why and how Diversity Counts. As a University, the systemic commitment to an inclusive and equitable academy has never been more important. The partnerships and strategies that help SUNY build inclusive access and a transformative environment where diversity thrives make this an exciting time for New Yorkers and all those who recognize the steps SUNY has taken to embark and succeed in building a portfolio of diversity initiatives.

November 12-13, 2014
Albany Marriott
189 Wolf Rd, Albany, NY 12205
## WELCOME LETTERS

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November 12, 2014

Dear Conference Participants,

On behalf of the Board of Trustees, welcome to the first collaboration of the University Faculty Senate and the Office of Diversity, Equity and Inclusion for SUNY’s first system-wide conference “Making Diversity Count: Ensuring Equity, Inclusion, Access and Impact.” We are so glad that you could be here for our discussions and to provide inspiration to help advance diversity within the University – not only in your research and the work you do with students, but in shaping the diversity of our next generation of leaders and their access to the academy.

As you know, the stakes are high - the state’s growing diverse population tells us we must provide relevant leadership, instruction and curriculum, as well as policies that build inclusive cultures on our campuses. A key part of SUNY’s growth is dependent on becoming more responsive to these needs.

To ensure this develops, it is imperative that every college sector in SUNY participates in meaningful dialogue on access and inclusion. The goal for our campuses is to build a spirit of continuous improvement in the understanding of diversity as applied to the different layers within an organization. Your contributions are a perfect example of how we can come together around a common goal that will help SUNY students become culturally competent citizens in the global workforce. This work on behalf of diversity shows what is possible when all elements of the community – faculty, staff, governance and campus communities - work to create highly engaged environments promoting inclusion for those who choose to study and work on our many campuses.

We hope this conference will provide strategies for all of us that care so deeply about strengthening SUNY. Governor Cuomo has called SUNY the jewel in New York’s higher education landscape. The momentum that has already begun around making it the vibrant and diverse educational resource that our students and our greater society needs will only strengthen as our efforts move forward.

Thank you, and let us truly “Make Diversity Count.”

H. Carl McCall
Chairman, SUNY Board of Trustees
November 12, 2014

Dear Friends and Colleagues,

It is my pleasure to welcome you to SUNY’s first statewide diversity conference —Making Diversity Count: Ensuring Equity, Inclusion, Access and Impact.

This groundbreaking event is the result of the collaboration between SUNY’s Office of Diversity, Equity and Inclusion (ODEI) and the University Faculty Senate (UFS). I want to express my gratitude to everyone who worked so hard to make today’s event possible and, I am sure, a great success.

Those of us here today well know that SUNY’s rich diversity is the cornerstone of our system’s vibrancy and strength. Our mission is built on our commitment to serving all New Yorkers from all backgrounds and all walks of life, providing them with access to high-quality higher education and the kinds of experiences that make a true difference in their lives.

But for as diverse as our system is, we know we can do better: we know that we can—and must—expand access, degree completion and success both in the classroom and then for our graduates out in the world as they embark on their careers. This is our renewed commitment to our foundation mission, and today’s event is a critical part of meeting our diversity and success goals.

I am confident that these proceedings will prove important to SUNY, that the many new conversations and ideas sparked here and new connections made will enrich our working relationships as we move forward together. I look forward to seeing and hearing about the good that comes from this gathering and to fostering more events like this in the future.

With best wishes,

Nancy L. Zimpher
Chancellor
November 12, 2014

Dear Friends and Colleagues,

I am so pleased to welcome you to the first collaborative conference on diversity under the leadership of the University Faculty Senate and the Office of Diversity, Equity and Inclusion. As many of you know, I am fairly new to the position of System Provost and Executive Vice Chancellor; however, I am not new to the SUNY family.

Over the course of my 19 years at the University at Buffalo, I have seen many campus and System efforts to recruit diverse faculty and grow the diversity of the student body. This work is extremely important to not only meeting SUNY’s access mission but to ensuring that our campus communities are culturally rich and that our students are prepared to succeed in the global economy. Still, we know that there is much more work to do and that we must continue to work together to move the dial on increased diversity.

I commend both University Faculty Senate President Peter Knuepfer and Chief Diversity Officer Carlos Medina and their colleagues for their work in organizing such an informative program. I also want to extend a special note of thanks to all of the conference presenters for sharing their time and expertise.

This conference provides a terrific opportunity for us to learn from one another about programs and initiatives that are improving SUNY’s ability to attract, retain, and importantly, to graduate more students from diverse backgrounds and also to attract and support faculty from diverse backgrounds. To our conference attendees, I urge you to broadly share the information you learn over the course of the conference with colleagues at your home campus. So many of the efforts you will hear about are poised to be adapted and replicated for use at your institution.

I wish you all the best for a terrific conference.

Regards,

Alexander N. Cartwright
Provost and Executive Vice Chancellor
SUNY System Administration
November 12, 2014

Colleagues,

As President of the University Faculty Senate, I am delighted that we are gathered here in Albany to celebrate diversity and inclusion in all of its manifestations. This conference, Making Diversity Count, was the joint brainchild of the University Faculty Senate Committee on Diversity and Cultural Competence under the leadership of Dr. Phillip Ortiz and Dr. Noelle Chaddock Paley, along with Carlos Medina, Chief Diversity Officer at SUNY System Administration. I would like all of us to extend our thanks to the members of the UFS Committee, Carol Donato (UFS Executive Assistant) and the Office of Diversity, Equity and Inclusion for organizing and facilitating this conference.

We have a program that is as diverse and inclusive as the title itself implies, thanks to their efforts and that of the organizing committee. I know that all of us will walk away with new insights and a renewed sense of purpose.

I also want to bring to your attention the white paper on Making Diversity Count that was prepared by the UFS Committee on Diversity and Cultural Competence and endorsed by the University Faculty Senate. The report includes a set of recommendations that the committee, the Senate, and I hope all campuses will carefully consider. I urge you to share the report widely, and my hope is that you will leave this conference with a deeper understanding of why the report’s recommendations should be adopted.

Enjoy the conference, learn a lot (as I know I will), and consider how what you learn here can translate back to your home campus and your broader personal life.

Sincerely,

Peter L. K. Knuepfer
President, University Faculty Senate
November 12, 2014

Dear Friends and Colleagues,

Welcome to our very first co-sponsored statewide diversity conference. The collaboration of Office of Diversity, Equity and Inclusion (ODEI) and the University Faculty Senate (UFS) highlights the critical importance of exploring new ways to build academic excellence and inclusion in all of our programs, focused initiatives and campus life. I want to commend you for attending this inaugural event, because by doing so you have already made a commitment to strengthen diversity and inclusive excellence on your respective campus. The conference theme is "Making Diversity Count: Ensuring Equity, Inclusion, Access and Impact," and we hope the program we’ve put together will prove compelling. By networking with your colleagues across SUNY and from other institutions of higher education, we hope this opportunity will re-energize your work on behalf of diversity.

SUNY is already diverse on many levels. As a result, our diversity is a strength we can use to help transform and shape our system of 64 campuses and impact the futures of citizens throughout our great state. Providing access and educational equity are but the first steps toward building success for a competent, competitive and diverse workforce to serve New York. Through its programs, ODEI not only celebrates diversity as a reflection of the University’s strategic mission but leverages the diversity of all its communities to expand the horizons of academic excellence in research and scholarship, affirmative action and all aspects of inclusion throughout the University system.

As we strengthen our diversity initiatives, we will witness how our efforts impact the diversity of our faculty and students and expand SUNY’s unparalleled commitment to providing access and opportunity in higher education as a foundation of all we do. We need to uncover and celebrate diversity for the strategic benefits that it may have in serving the state’s changing demographics. And, as we identify emerging populations, we also hope to sustain SUNY’s growth and our relevance among our new and differing learning communities as they strive to gain a better quality of life through the educational opportunities we provide.

We hope you will fully immerse yourself in all the ideas and discussions the conference has to offer and return to your campus with a new-found level of enthusiasm, commitment and genuine interest in diversity. Let us make a difference and raise the level of inclusive leadership throughout SUNY.

Sincerely,

Carlos N. Medina
Chief Diversity Officer and Senior Associate Vice Chancellor for Diversity, Equity & Inclusion
November 12, 2014

Dear Conference Participants,

I have always been a person who will go the extra mile to reach out to people who are willing to expand their minds to improve their educational experience. These experiences can be enhanced through the increased awareness of those people we come into contact with each and every day. The key for each of us is to open our minds to the realm of learning possibilities that come from having interactions with people who have various backgrounds.

“Making Diversity Count: Ensuring Equity, Inclusion, Access and Impact” brings forth a powerful statement that helps to define how diverse the human experience truly is on all levels. It also helps to show us that all aspects (how the world views us, age, disability, race, ethnicity, gender, sexual expression/orientation, heritage, origin, religion and socio-economic status) should be considered when dealing with how different we are.

No one was born to hate, discriminate or judge. The negative issues surrounding equity, diversity and inclusion are learned behaviors which can be corrected through increased awareness brought to light in settings such as this conference. I am truly hopeful for our future as we, as a nation and a system, face these tough issues, concerns and problems head-on. I believe that during these discussions there should be a wide range of people at the table for the best results. If we all reach across the table and join hands, we will have the privilege to be part of positive changes for the future and have the dream of living in a world where our children and grandchildren will understand the meaning of hope, peace and goodwill towards all people!

Sincerely,

Lori Mould
President, Student Assembly of the State University of New York
November 12, 2014

Dear Conference Participants:

SUNY’s Diversity Conference is an excellent opportunity for policymakers, faculty, staff and students to come together and discover the ways that the community can improve the diversity in our University.

A University with a global presence like SUNY must make the diversity found in its administration, faculty, staff and students a priority. We in UUP look forward to taking part in this conference and in the ongoing dialogue that must result in a University that reflects the changing face of our nation and world.

In solidarity,

Frederick E. Kowal, Ph.D.

President
Drew Kahn is Professor of Theater at SUNY Buffalo State where he has taught acting and devised theater (President’s Award for Excellence in Teaching/SUNY) and directed productions (Kennedy Center Award) since 1993. In addition to his work in higher education, he has taught K-12 populations throughout the U.S. for over three decades.

He is the Founding Director of the Anne Frank Project, a multi-layered social justice initiative at SUNY Buffalo State that utilizes the wisdom of Anne Frank as a springboard for the examination of genocide and intolerance through the lens of storytelling and performance. He presents and teaches internationally on the use of theater as a tool for conflict resolution, community building and identity exploration – most recently in Rwanda, the Democratic Republic of the Congo, Burma, Vietnam, New Zealand, Greece, Croatia and Turkey (Toby Ticktin Back Award for Holocaust Education and the National Federation for Just Communities-Community Leader Award).

Drew has extensive acting experience in regional theatre and off-Broadway, feature film and multiple television credits. In Buffalo, New York, Drew was the host of WKBW-TV’s (ABC) AM Buffalo for six years, hosted the WNED (PBS) documentary Saving a Landmark: The Darwin Martin House (Telly Award), is a regular narrator with the Buffalo Philharmonic Orchestra and has numerous local commercial and stage credits (ArtVoice Artie Award).

He received his MFA from Southern Methodist University and his BA from San Diego State University. His favorite roles are husband to his wife Maria and dad to his children Sam and Nate.

Kerry Ann Rockquemore, PhD is President and CEO of the National Center for Faculty Development & Diversity. The NCFDD is an independent professional development, mentoring and training community that serves over 40,000 graduate students, post-docs, and faculty members in the United States.

Her scholarship has focused on interracial families, biracial identity, and the politics of racial categorization. She is author of Beyond Black and Raising Biracial Children, as well as over two dozen articles and book chapters on multiracial youth. After Dr. Rockquemore became a tenured professor at the University of Illinois at Chicago, her focus shifted to improving conditions for pre-tenure faculty by creating supportive communities for professional development, writing productivity and work/life balance. Her award-winning work with under-represented faculty led to the publication of her most recent book The Black Academic’s Guide to Winning Tenure without Losing Your Soul.

Through the NCFDD, she provides workshops for new faculty at colleges across the United States, writes a weekly advice column for Inside Higher Education, and works with a select group of faculty each semester in the Faculty Success Program.
Daryl G. Smith is Senior Research Fellow and Professor Emerita of Education and Psychology at Claremont Graduate University. Prior to assuming her current faculty position at CGU, Smith served as a college administrator in planning and evaluation, institutional research and student affairs. Her research, teaching, and publications have been in the areas of organizational implications of diversity, assessment and evaluation, leadership and change, governance, diversity in STEM fields, and faculty diversity. In addition to numerous articles and papers, she is an author or co-author of Diversity's Promise for Higher Education: Making it Work, The Challenge of Diversity: Alienation or Involvement in the Academy, Achieving Faculty Diversity: Debunking The Myths, Interrupting The Usual: Successful Strategies for Hiring Diverse Faculty, Organizational Learning a Tool for Diversity and Institutional Effectiveness, Strategic Evaluation: An Imperative for the Future of Campus Diversity, Diversity Works: The Emerging Picture of How Students Benefit, Strategic Governance: Making Big Decisions Better, Taking Women Seriously: Lessons and Legacies for Educating the Majority, Studying Diversity in Higher Education: Lessons From the Field, and Diversity in Higher Education: A Work in Progress.

In partnership with five other evaluators of national diversity projects, she is a co-author of To Form a More Perfect Union: Campus Diversity Initiatives, A Diversity Research Agenda, and Assessing Campus Diversity Initiatives. She has served as an evaluator and consultant to numerous projects and campuses across the country and to foundations such as the James Irvine Foundation, the Haas Jr. Foundation, the Ford Foundation, the Pew Charitable Trusts, and The Hewlett Foundation. She served on the advisory committee of several NSF Advance grants. Smith also served as one of three Principals responsible for the evaluation of the Campus Diversity Initiative for the James Irvine Foundation in collaboration with the Association of American Colleges and Universities in Washington, D.C. This five-year project involved working with 28 private colleges and universities in California to develop their capacity to sustain and monitor progress on institutional diversity. That project resulted in a final report, 3 research briefs (on unknown students, faculty hiring, and the intersection of race and class), and a resource kit for campuses and a monograph, Making a Real Difference with Diversity: A Guide to Institutional Change. She was a participant in a Kellogg Foundation Research Advisory Board, Harvard Medical School, Building an Agenda for Research on Affirmative Action and Diversity in the health professions. She served as part of two U.S. delegations to Ford Foundation sponsored trinational conferences (India, South Africa, U.S.) on campus diversity in higher education that took place in South Africa and the United States for which she wrote a paper on issues of evaluation.

Smith has been a Fulbright Senior Specialist in South Africa in 2010 and 2012. Smith is the recipient of the 2012 Howard R Bowen Career Achievement Award from the Association for the Study of Higher Education (2012), the 2013 award for Research Achievement from the American Educational Association (Division J) and the 2013 Distinguished Alumni Award from Claremont Graduate University. Smith received her PhD from Claremont Graduate University in Social Psychology and Higher Education, an MA from Stanford University in Student Affairs, and her BA from Cornell University in Mathematics.
The SUNY Cortland Gospel Choir was founded in 1985 by a small group of students under the leadership of Dr. Samuel L. Kelley. In April 1992, the group made its New York City debut in the SUNY Performing Arts Series where it performed at numerous NYC high schools. The SUNY Cortland African American Gospel Music Festival, which the choir hosts each November, has become an established Cortland tradition. Colleges and universities throughout central and western New York participate in the annual festival.

The Gospel Choir provides an opportunity for talented students to fulfill their artistic, academic and spiritual potential. It is a diverse group of talented students from throughout New York State. The Northeast, Asia, Africa, Caribbean, Europe and local citizens are often represented. As part of the Africana Studies Department, students receive one credit hour for participating. The choir’s energy and spirit are a moving experience to those who witness their performances. While sharing a great cultural tradition, choir members and audiences increase their appreciation of music as an artistic and cultural force in communicating across cultural boundaries. The Gospel Choir is under the direction of Dr. Baruch Whitehead, Associate Professor of Music at the Ithaca College School of Music, where he teaches music education and world music.
### CONFERENCE FLOOR PLAN

**Grand Ballroom**

- **Workshops 6, 13, 20**
- **Workshops 5, 12, 19**
- **Workshops 4, 11, 18**

**Main Meeting, Meals, Keynote Speakers**

**Workshops 1, 8, 15**

**Workshops 2, 9, 16**

**Workshops 3, 10, 17**

**Ballroom Foyer – Vendors and Posters**

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WEDNESDAY, NOVEMBER 12, 2014:

10:00 AM – 5:00 PM
Registration and Display of HEED Awards
(Foyer near Board Room)

12:00 - 1:45 PM
Lunch (Salons D&E)
Welcome Remarks
SUNY Board of Trustees Chairman H. Carl McCall
SUNY Chancellor Nancy L. Zimpher
Cortland Choir

1:45 – 2:00 PM
Break

2:00 - 3:30 PM
Concurrent Presentations (Session I): see complete workshop descriptions on pages 14-16:

Workshop #1 (Salon A)
Using Theatre to Access and Activate Diversity
- Drew Kahn

Workshop #2 (Salon B)
Diversity in Shared Governance – Beth Hinderliter and Noelle Chaddock Paley

Workshop #3 (Salon C)
Cultural Competence for Equity & Inclusion
- Diane Goodman

Workshop #4 (Salon F)
Expanding Awareness, Developing Tools
- Anjana Mbane-Cruz, Maria Nikolaidou, Theresa Dember-Neal and Sarbjit Singh

Workshop #5 (Salon G)
Integrating Intersectionality into Student Affairs Practice: Promises, Challenges and Strategies - Charmaine Wijeyesinghe

Workshop #6 (Salon H)
Disability Studies & Accessibility Resources: Collaborations in Creating Inclusive Curricula
- Michael Rembis and Susan Mann Dolce

3:30-3:45 PM
Break

3:45-5:15 PM
Concurrent Presentations (Session II): see complete workshop descriptions on pages 16-17:

Workshop #7 (Board Room)
Leveraging Talent Diversity for Excellence – Part I - Khaki Wunderlich

Workshop #8 (Salon A)
Academic Engagement of Underrepresented Minorities in STEM Fields: Bridging Research and Practice - Bonita London, Nina Maung and Sheri Clark

Workshop #9 (Salon B)
The PhD Project: Developing and Attracting a Diverse Faculty – Marie Zara

Workshop #10 (Salon C)
The What, How & Why of Queering the Curriculum - Dot Brauer

Workshop #11 (Salon F)
How to Cultivate Cross Cultural Awareness among Adult Learners: Practical Examples from the Buffalo Project - Aimee Woznick and Rhianna Rogers

Workshop #12 (Salon G)
Title IX and Related Legislative & Policy Update – Andrea Stagg

Workshop #13 (Salon H)
Leveraging Talent Diversity for Excellence – Part II - Khaki Wunderlich
6:00-6:45 PM
Poster Presentations & Reception (Grand Ballroom Foyer outside Salons D&E)

6:45-8:45 PM
Dinner (Salons D&E)
Welcome Remarks
“Thriving In the Academy”
Keynote Address by Dr. Kerry Ann Rockquemore, President and CEO, National Center for Faculty Development and Diversity

THURSDAY, NOVEMBER 13, 2014:

8:00 – 9:00 AM
Registration and Networking Breakfast (Salons D&E)

9-10:30 AM
Welcome Remarks (Salons D&E)
“Diversity Really Does Count!: The Diversity Imperative for Excellence in a Pluralistic Society and State”
Keynote Address by Dr. Daryl G. Smith, Senior Research Fellow and Professor Emerita of Education and Psychology at Claremont Graduate University

10:30-11:00 AM
Check-Out/Break

11 AM-12:30 PM
Concurrent Presentations (Session III): see complete workshop descriptions on pages 17-18:

Workshop #15 (Salon A)
Diversity Counts, Counting Diversity: Building Institutional Capacity – Daryl Smith

Workshop #16 (Salon B)
Diversity Peer Educators: Empowering Students to Become Social Justice Ambassadors – Natalie Geist, Erika Heffernan, and Meera Ramsoondar-Cuevas

Workshop #17 (Salon C)
International Students’ Perspective: Teaching & Learning in the U.S. – Cynthia Carlson, Cynthia Underwood and Jean Michielli-Pendi

Workshop #18 (Salon F)
Higher Education Needs for Native American (and other) Students in NYS – Susan Stebbins and Sheila Marshall

Workshop #19 (Salon G)
The Social Model Shift of Disability – Catherine Carlson and Paula Perez

Workshop #20 (Salon H)
OFCCP – VEVRAA/§503 – Nancy Cordle, Tracey Grous, Nedra Abruzzese-Werling and Gloria Lopez

12:30-2:30 PM
Lunch (Salons D&E)
“Improving the World One Story at a Time: How Surfacing, Defining and Sharing our Stories is Essential” presentation by Professor Drew Kahn, Buffalo State College

2:30-3:00 PM
Panel Discussion & Closing Remarks
Workshop #1 (Salon A)
Using Theater to Access and Activate Diversity
Drew Kahn, Buffalo State College

Professor Drew Kahn, Director of SUNY Buffalo State’s Anne Frank Project, will share the story of how AFP has evolved from a university theater production to a campus-wide social justice initiative with local, national and international programming. Professor Khan will lead attendees through an active story-building workshop where lessons of conflict resolution, community building and identity exploration take center stage. This process will be experiential, where the focus is on moving knowledge from the “head” to the “heart and body.”

Workshop #2 (Salon B)
Diversity in Shared Governance
Beth Hinderliter and Noelle Chaddock Paley, Buffalo State College and SUNY Cortland

Approaches to diversifying higher education often focus on how best to include underrepresented voices on campus. The well-intended efforts to attract and retain faculty who bring diversity, in particular gender, race, ethnicity, and nationality, often produce little movement. This roundtable seeks to create a discourse that will look at the inverse possibility: what practices are we engaged in that restrict and block diversity? Promoting diversity within shared governance is essential for many reasons; first being that shared governance is meant to be a representative body through which our leaders are called upon to voice the diversities of opinions, experiences, and positions within our larger population. The notion of sharing within shared governance suggests an implicit openness, yet junior faculty, women, racial and ethnic minorities, the LGBT community, differently abled people, international faculty/staff and other groups are often underrepresented. The reasons behind that reality are complex and the challenges to change are numerous. What might be accessible, however, is an understanding of the climates and practices that function as barriers regardless of other attributes of shared governance.

Workshop #3 (Salon C)
Cultural Competence for Equity and Inclusion
Diane Goodman, SUNY New Paltz

This interactive workshop will explore the Cultural Competence for Equity and Inclusion model which focuses on developing awareness, knowledge, and skills to live and work effectively in culturally diverse environments and enact a commitment to fairness and full participation. Going beyond just understanding cultural differences, this framework addresses the larger dynamics of power, privilege, and inequality to meet the needs of students/staff/faculty from marginalized groups and create campus environments where all people feel valued and included. This model integrates social justice issues and an intersectional perspective into an accessible and useable framework that can be applied in a range of contexts. We will discuss how CCEI model can be used as an assessment and planning tool for faculty/ staff/ student development trainings, curriculum.

Workshop #4 (Salon F)
Expanding Awareness, Developing Tools
Anjana Mebane-Cruz, Maria Nikolaidou, Theresa Dember-Neal and Sarbjit Singh, Farmingdale State College

Utilizing a SUNY ODEI grant, the Farmingdale State College Multicultural Committee assessed campus needs and tailored programs promoting awareness of issues around diversity and provides tools to assist members of the campus in dealing with problems in the classroom and other campus related activities. These programs were instituted during the fall and spring semesters of 2012-2013 and fall of 2013. First targeting student advisors, our overall mission was to create a body of professionals and instructors who could recognize, assess,
and address problems among faculty, staff, and students. We will address the most effective methods to support the diverse student body and help them succeed (e.g. DREAMers, first-generation students, LGBT+, students with disability, veteran).

Workshop #5 (Salon G)
*Integrating Intersectionality into Student Affairs Practice: Promises, Challenges, and Strategies*
Charmaine Wijeyesinghe, Independent Scholar

Foundational models of identity development are familiar resources in student affairs. Intersectionality describes how multiple social groups interact in identity development and in the individual experience of oppression and privilege. This session provides an overview of intersectionality, its relationship to existing models of social identity development, and the framework’s relevance to student affairs practitioners and their efforts to promote social justice. Models of identity development that integrate aspects of intersectionality are reviewed, and strategies, benefits, challenges, and questions that emerge when adopting a more intersectional approach to student affairs will be discussed. Using situations and issues raised in the session, participants engage in a structured conversation about using an intersectional perspective in programming, counseling, and advising students in various student affairs arenas.

Workshop #6 (Salon H)
*Disability Studies and Accessibility Resources: Collaborations in Creating Inclusive Curricula*
Michael Rembis and Susan Mann Dolce, University at Buffalo

In this interactive workshop, we will provide an introduction to a collaborative model for creating inclusive curricula developed at the University at Buffalo. The workshop will focus on using the lens of Disability Studies to create a more interdisciplinary and inclusive curricula. In this workshop, we will introduce the guiding concepts for creating inclusive curricula and provide examples of two courses currently offered at UB: History of Eugenics, offered through the History Department and Center for Disability Studies (CDS), and Universal Design Programming and Yoga offered through Accessibility Resources (AR) and Wellness Education Services (WES). We will then open the session for questions and discussion. Attendees will conclude the workshop by creating their own “next steps” for utilizing this information on their campuses.

Workshop #7 (Board Room)
*Leveraging Talent Diversity for Excellence – Part I*
Khaki Wunderlich, Tompkins Cortland Community College

What happens when we understand that all students and staff arrive on campus with talents – innate patterns of thought, feelings, and behavior – that can be developed and productively applied to achieve success? How does respecting and valuing the diversity of those talents improve student and staff engagement and, therefore, student, staff and organizational excellence, irrespective of individual membership in traditionally recognized diversity groups? Gaining insights into the value of talent diversity - creating new and meaningful approaches to work and innovative solutions to problems - can then also provide a base for discussion and recognition of the value of other elements of diversity. Using Gallup’s research and the StrengthsFinder inventory, campuses are engaging students and staff in discovering, developing, and applying their talents and strengths to better understand themselves and each other. Join us to discover how you can do the same.

Workshop #8 (Salon A)
*Academic Engagement of Underrepresented Minorities in STEM Fields: Bridging Research and Practice*
Bonita London, Nina Maung and Sheri Clark, Stony Brook University
Making Diversity Count

This workshop will provide unique insight into the work being done at Stony Brook University between the Center for Inclusive Education and the Department of Psychology in bridging research and practice as it pertains to STEM and college level success among underrepresented students. The goal of this workshop is to give the audience concrete examples of embedding research questions within programmatic initiatives as well as to share preliminary findings of a current study funded by the NSF on identify and self efficacy in STEM among graduate students. The research and theories are drawn from the psychology and education literature on concepts related to academic engagement (including self-efficacy, identity, stereotype threat, theories of intelligence, sense of belonging, among other constructs), and methodological approaches to studying academic engagement at the individual and institutional levels. Attending faculty and administrators will leave with concrete ideas for supporting and promoting student achievement in STEM, including methods for generating meaningful data to assess the impact of developed activities.

Workshop #9 (Salon B)

New Trends in Diversity Management and Reaching Inclusive Excellence
Seth Asumah, Metchthild Nagel and Lewis Rosengarten, SUNY Cortland

The process of reaching inclusive excellence, cultural competence and social justice in the academy has generated new questions for interlocutors of multicultural studies and diversity management. Recently, more attention has been focused on one area in the academy that implements “diversity management”—Admissions offices. Diversity management, which is ideally ubiquitous in the admissions process and curriculum development, needs further reexamination on how diverse cultures have renegotiated change in the American polity.

Workshop #10 (Salon C)

The PhD Project - Developing and Attracting a Diverse Faculty
Marie Zara, The PhD Project

The PhD Project is a non-profit organization based in Montvale, NJ. It is a catalyst for African Americans, Hispanic Americans and Native Americans to return to academia to earn their doctorates and become business professors. Given the severe shortage of academically qualified PhD’s, we believe that our model and this topic would be of great interest to your conference attendees. Our president, Bernie Milano, along with our professors/doctoral students in the area of your conference, can conduct a session on our program, including the professors/students’ journey through the doctoral process, mentoring, etc.

Workshop #11 (Salon F)

The What, How, and Why of Queering the Curriculum
Dot Brauer, University of Vermont

What does mathematics have to do with sexual orientation? Where does gender identity awareness fit in the study of American government, the psychology of romance, or the biology of reproduction? This workshop will present a compelling argument for the need to address the diversity of sexuality and gender identity throughout the curriculum. The presentation will focus on supporting faculty success. The presenter will share examples of syllabi, lessons, and readings in use in college classrooms across a range of disciplines, and will provide ample time for discussion about real challenges and best practices.
Workshop #12 (Salon G)
How to Cultivate Cross-Cultural Awareness among Adult Learners: Practical Examples from the Buffalo Project
Aimee Woznick and Rhianna Rogers, SUNY Empire State College
This workshop will detail the results of a multi-year study at SUNY Empire State College, dubbed the Buffalo Project that investigated student perceptions of culture and their impact on learning experiences. While the majority of existing literature focuses on traditionally-aged students, this project sought to determine whether (and how) college can have the same kind of transformative impact and pluralistic influence on a nontraditional population. It explored how students evaluate their college experiences with cultures (e.g., backgrounds, values, and life experiences) different from their own. In addition to examining levels of cultural awareness among the student body, this project resulted in successful efforts to foster cross-cultural learning activities and community-building experiences, which session facilitators will also discuss.

Workshop #13 (Salon H)
Title IX and Related Legislative & Policy Update
Andrea Stagg, SUNY System Administration
This session will provide an update on campus obligations regarding the prevention of and appropriate response to complaints of sexual violence and other crimes. We will discuss the role and responsibilities of the Title IX Coordinator, review recent guidance from the Office for Civil Rights, including the April Q&A, and discuss how recent changes to the Clery Act through the Violence Against Women Act relate to Title IX. We will also discuss legislative efforts (both state and nationwide) aimed at preventing sexual violence on college campuses, including the Campus Accountability and Safety Act and efforts by the White House Task Force to Protect Students from Sexual Assault.

Workshop #14 (Board Room)
Leveraging Talent Diversity for Excellence – Part II
Khaki Wunderlich, Tompkins Cortland Community College
What happens when we understand that all students and staff arrive on campus with talents – innate patterns of thought, feelings, and behavior – that can be developed and productively applied to achieve success? How does respecting and valuing the diversity of those talents improve student and staff engagement and, therefore, student, staff and organizational excellence, irrespective of individual membership in traditionally recognized diversity groups? Gaining insights into the value of talent diversity - creating new and meaningful approaches to work and innovative solutions to problems - can then also provide a base for discussion and recognition of the value of other elements of diversity. Using Gallup’s research and the StrengthsFinder inventory, campuses are engaging students and staff in discovering, developing, and applying their talents and strengths to better understand themselves and each other. Join us to discover how you can do the same.

Workshop #15 (Salon A)
Diversity Counts, Counting Diversity: Building Institutional Capacity
Daryl G. Smith, Claremont Graduate University
This workshop will follow the keynote address (which outlines the next generation of work on diversity and inclusion and will suggest some of the key issues that are emerging from research and practice for higher education) and provide opportunities for further discussion and implications for institutional change.

Workshop #16 (Salon B)
Diversity Peer Educators: Empowering Students to Become Social Justice Ambassadors
Natalie Geist, Erika Heffernan and Meera Ramsoondar-Cuevas, Stony Brook University
At Stony Brook University, Diversity Peer Educators, or (DPE), is a team-taught course for juniors and seniors that educates students on issues of social justice, diversity and equity. By tapping into the potential for peer-to-peer education, DPE is helping to create and educate agents of change who live, work and study in the heart of the community they most want to impact. This unique course allows its students to truly impact the trajectory of the class, with free-flowing discussion at its heart. And while one goal of the course is to educate the 20 or so students, a larger goal is to help those students feel comfortable making change happen in the real world. They are asked to have conversations, speak out and create programming on an entirely peer-based model. This transformative experience is designed to help students understand that they are—we all are—responsible for changing our world.

Workshop #17 (Salon C)
*International Students’ Perspectives: Teaching & Learning in the U.S.*
Cynthia Carlson, Cynthia Underwood and Jean Michielli-Pendl, SUNY Fredonia

International students describe their first reactions to the campus in a short Prezi presentation. Next, participants will explore student perspectives on professors, grading, assignments, learning focus, and classroom discourse as International students compare our teaching and learning styles with those of their country of origin. Then, we will continue actively engaging participants by exploring some myths and quick dos and don’ts, and end by practicing 4 practical research-based strategies for faculty and staff to keep in mind when working with international students.

Workshop #18 (Salon F)
*Higher Education Needs for Native American (and other) Students in New York State*
Susan Stebbins and Sheila Marshall, SUNY Potsdam

This workshop will present information about Native American students in New York, their higher educational needs and provide recommendations and resources to better educate them and all students in New York colleges and universities.

Workshop #19 (Salon G)
*The Social Model Shift of Disability*
Catherine Carlson and Paula Perez, Columbia-Greene Community College

The presentation will focus on the shift in the concept of disability away from a medical model, wherein disability is viewed as a personal barrier, to a social model, wherein the design of the environment is studied to allow for effective inclusion of people with disabilities into the campus culture. We will look at campus collaborations that will allow for the inclusion of people with disabilities within the social scaffolding of our culture, built into the environmental design of all of our processes, from the Admissions Application to on-line course work, to Commencement Ceremonies.

Workshop #20 (Salon H)
*OFCCP Vietnam Era Veterans’ Readjustment Assistance Act (VEVRAA) and §503 of the Rehabilitation Act (§503)*
Nedra Abbruzzese-Werling and Gloria Lopez, SUNY System Administration
Nancy Cordle and Tracey Grous, Office of Federal Contract and Compliance Program

This session will be an overview of the amended Vietnam Era Veterans’ Readjustment Assistance Act (VEVRAA) and §503 of the Rehabilitation Act (§503), which went into effect on March 24, 2014. We will also provide an update on the streamlining reporting requirement of VEVRAA that was released on September 26, 2014. We will discuss a few best practices, classification of employees, and how the new regulations affect affirmative action plans, recruiting efforts and the hiring process.
SUNY Brockport
Presenter: Joel Frater
Title: Nurturing Diversity for Student Success: From Counting Heads to Making Heads Count

Buffalo State College
Presenter: Sarbani Banerjee
Title: Attracting Underrepresented Students to Engineering and Computer Science

Farmingdale State College
Presenters: Laura McMullin and Frank Rampello
Title: Diversity Counts: Working Together for Change

SUNY Fredonia
Presenters: Jessica Gugino, Laura Geraci, and Mira Berkley
Title: Shifting Pedagogy: The Myth and Reality of Teaching Saudi Arabian Students at a Rural University Campus

SUNY Oneonta
Presenter: Yun-Jung Choi
Title: Diversity and Student Cultural Organization

SUNY Oswego
Presenter: R. Deborah Davis
Title: TRUST Initiative: Teacher Recruitment for Urban Schools Today

SUNY Oswego
Presenter: Grace Maxon-Clarke
Title: Barriers and Challenges to First Generation College Student Success

Upstate Medical University
Presenters: Maxine Thompson, Suzanne Badman, and Grace Van Nortwick
Title: Strengthening a Culture of Diversity and Inclusion One Small Group at a Time: The Upstate Medical University Corps of Diversity Allies
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SUNY’s Carlos N. Medina Earns National “Diversity Visionary Award”

SUNY System & Campuses at Downstate, Oneonta, Buffalo State Honored for Leadership

For Immediate Release: Tuesday, September 16, 2014
Contact: David Doyle; David.Doyle@suny.edu; 518-320-1311

Albany – State University of New York Chancellor Nancy L. Zimpher today announced that Carlos N. Medina, the system’s chief diversity officer and senior associate vice chancellor for diversity, equity, and inclusion, has earned the 2014 Diversity Visionary Award from INSIGHT Into Diversity Magazine. Kevin Antoine, diversity officer at SUNY Downstate Medical Center, also received the award, which is the only individual honor of its kind, nationally.

Additionally, the magazine honored SUNY System Administration and three campuses—SUNY Downstate, SUNY Oneonta, and SUNY Buffalo State—with the prestigious 2014 HEED Award, which recognizes an outstanding commitment to diversity and inclusion. SUNY System also received the award in 2012 and 2013.

“It is essential that SUNY reflect the diversity of the great state and nation we serve, and Carlos Medina is an exemplary leader who has consistently ensured our success toward this important goal,” said SUNY Board of Trustees Chairman H. Carl McCall. “Congratulations to Carlos as well as the leadership and staff at Downstate, Oneonta, and SUNY Buffalo State on this much-deserved national recognition.”

“Enhancing our diversity—among students, faculty, courses, and programs—is at the core of all we do at SUNY, and behind each of our successes is Carlos Medina’s leadership,” said Chancellor Zimpher. “We are proud to see him honored for the third consecutive year by INSIGHT Into Diversity, and to see three of our campuses recognized for their commitment and leadership as well.”

Medina is the first chief diversity officer at SUNY and one of only a handful to hold the position within higher education systems, nationally. In April, he was named as chair of a new SUNY Task Force on Diversity charged with identifying new ways in which the system’s diversity can be increased to better reflect and be aligned with that New York State.

“I’m so proud to be the recipient of such recognition, but it’s important to mention that I share this honor with my highly dedicated staff across SUNY,” said Medina. “We work as a collective to do the highest quality work on behalf of The State University of New York, and our campuses at Downstate, Oneonta, and Buffalo State are among the best of the best. Congratulations to the diversity and inclusion faculty and staff across SUNY who have made these honors possible.”

“SUNY Downstate Medical Center is proud of its standing as one of the most diverse academic health centers in the nation,” said John F. Williams, Jr., president of SUNY Downstate. “We are delighted that our campus has received the 2014 HEED Award, and that our assistant vice president for diversity and inclusion, Kevin Antoine, has been recognized with the 2014 Diversity Visionary Award.”

“We are honored that INSIGHT Into Diversity has selected SUNY Oneonta to receive this recognition,” said SUNY Oneonta President Nancy Kleniewski. “The HEED Award acknowledges our sustained efforts toward achieving inclusive excellence.”

“We are pleased but not surprised to learn that Buffalo State again was named a recipient of the Diversity Award,” said Karen A. Clinton Jones, Buffalo State’s chief diversity officer. “We make it a priority to recruit a diverse group of students—socioeconomically, racially, and culturally. And once they are here, we offer numerous programs to help students from a variety of backgrounds thrive academically and socially on our campus.”
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The State University of New York Nurtures Communities, Respects Individuality and Embraces Inclusion.

Through our Office of Diversity, Equity and Inclusion and on 64 college campuses across New York, SUNY is proud to support the unique talents and varied perspectives of our students, faculty and staff.

Thanks to the many SUNY champions who make ‘diversity count’ in the SUNY educational experience.