Through expanded campus investments in diversity and the implementation of the Board-approved Diversity, Equity and Inclusion Policy, SUNY is poised to become the most inclusive system of public higher education in the country. By weaving diversity into the fabric of University life, both System Administration and individual campuses recognize the need to build strategic diversity plans. These plans will help SUNY move forward: from an awareness of what inclusive excellence signifies to action plans that will transform their diversity goals into measurable actions. Please join our collective effort to help bring about this transformation by sharing your expertise, best practices and individual experiences at our diversity conference. Leading the way to inclusion through this forum will sustain the momentum created by our system-wide Diversity Task Force and the resulting Diversity, Equity and Inclusion Policy. We hope you will be an active participant in this conversation.

A co-sponsored conference by the SUNY Office of Diversity, Equity and Inclusion (ODEI) and the University Faculty Senate.
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November 9, 2016

Dear Conference Participants and Friends,

On behalf of the Board of Trustees, I am happy to welcome you all to Awareness to Action: Building a Culture of Inclusive Excellence—SUNY’s second systemwide diversity conference.

Together, our Office of Diversity, Equity and Inclusion and the University Faculty Senate have planned this important event; and over these two days, I am confident we will break new ground in meeting our mission to be the deeply diverse, fully inclusive, stronger-than-ever institution we are striving to become.

Every campus in our system has an equally important role to play in this endeavor. Every campus, together as a system, has the responsibility to challenge itself to do better in the spirit of continuous improvement so that every single one of our students has the opportunity, when they come to a SUNY school, to build their best life and to do it in an environment that is truly steeped in a culture of inclusive excellence.

I look forward to hearing from participants about their experiences here during these two days and to see how we continue to move forward.

Thank you, as always, for your service and dedication to The State University of New York.

H. Carl McCall
Chairman, SUNY Board of Trustees
November 9, 2016

Dear Friends and Colleagues,

It is my pleasure to welcome you to The State University of New York’s 2016 conference—Awareness to Action: Building a Culture of Inclusive Excellence.

Cultivating diversity in our system is a cornerstone of SUNY’s mission. Upon our founding in 1948, we committed to “providing the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population.”

To better meet society’s needs—in fact to strive to best meet our state’s higher education needs—in the past few years, we have doubled down our efforts to meet our mission in a most concerted, conscientious way. We do this because we know that more diverse institutions are more successful institutions, infused with and shaped by different perspectives and views that push us in the direction of achieving equity. We do this because as New York’s and the nation’s diversity deepens and minority communities grow, so too grows our responsibility to meet the education needs that will prepare and empower everyone, our coming generations of citizens, employees and leaders.

We are living in a challenging time. And as ever, perhaps more than ever, we are called upon as New Yorkers, as the SUNY family, to serve our state. This means expanding education access like never before, enhancing education quality like never before, ensuring affordability, engaging our communities, building partnerships, finding common ground and striving to repair any broken ground. This is some of the hardest work humanity is called upon to do—and SUNY is up for the challenge.

We want every SUNY student, faculty and staff member, and alum to know that our State University system is fully committed to making policies and practices that go further than ever before to create a culture of inclusiveness and excellence wherever there is a SUNY presence, which is to say, everywhere in the state. We enthusiastically embrace our responsibility as an institution of higher learning to include diversity training as a thread that runs throughout all our programming because that is how a healthy, strong society advances.

This conference is the result of collaboration between SUNY’s Office of Diversity, Equity and Inclusion and the University Faculty Senate, and I want to thank everyone who has worked so hard to make this two-day event possible.

I am confident that these proceedings will advance our mission and that the conversations and ideas sparked here will enrich this most serious work as we move forward together.

With best wishes,

Nancy L. Zimpher
Chancellor
November 9, 2016

Dear Friends and Colleagues,

I am pleased to welcome you to the 2016 SUNY Diversity Conference, “Awareness to Action: Building a Culture of Inclusive Excellence.” This important gathering highlights SUNY’s ongoing commitments to access and inclusion; supports the goals made in our sweeping diversity, equity, and inclusion policy; and importantly, provides an opportunity for us to learn from one another.

This year’s conference strands were intentionally selected to give attendees an opportunity to learn about best practices in areas relevant to every institution. Whether it’s strengthening campus and community climate or strategies for success at the student, faculty, staff and administrator levels, there are many existing practices to learn about and much benefit to be had through the dialogue among all attendees. I urge you to actively participate, engage and bring back what you learn at the conference to others on your campus.

I want to extend my thanks to SUNY Trustee and University Faculty Senate President Dr. Peter Knuepfer and Vice Chancellor and Chief Diversity Officer Dr. Carlos Medina for their work in organizing this year’s conference. Special thanks to all presenters for sharing their time and expertise.

I wish you all the best for a terrific conference.

Sincerely,

Alexander N. Cartwright, Ph.D.
Provost and Executive Vice Chancellor
November 9, 2016

Colleagues,

As President of the University Faculty Senate, I am delighted to welcome you here to Albany to celebrate diversity and inclusion in all of its manifestations. This conference, “Awareness to Action: Building a Culture of Inclusive Excellence,” continues the momentum of broad SUNY-wide conferences on issues of diversity, equity and inclusion begun in 2014 (and which complement the longer tradition of conferences on diversity in the STEM disciplines). The conference also continues collaboration between the University Faculty Senate and the Office of Diversity, Equity and Inclusion in organizing and facilitating this important gathering. We have a program that is as diverse and inclusive as the title itself implies, thanks to the efforts of the organizing committee and the logistical magic of Bobbi Hardman (ODEI) and Carol Donato (UFS). I know that all of us will walk away with new insights and a renewed sense of purpose.

The SUNY Board of Trustees, of which I am a member, approved a System-wide policy on Diversity, Equity and Inclusion in 2015 that focuses efforts at both the System and campus level on improving and enhancing SUNY’s commitment to diversity within our student bodies, faculty and staff. Central to this policy is the need to develop and implement campus- and System-specific diversity policies, which are due in November. The conference focus on taking action to build and/or improve campus cultures of inclusivity thus is particularly timely, as we examine challenges and opportunities that face our campuses as we seek to make SUNY “the most inclusive state university system in the country,” as stated in the policy.

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 9, 2016

Dear Friends and Colleagues,

Welcome to our second biennial system-wide diversity conference “Awareness to Action: Building a Culture of Inclusive Excellence.” They say that timing is everything and this year, given the implementation of our SUNY policy on Diversity, Equity and Inclusion, there couldn’t be a better time to host this major convening in support of this critically important work.

I am inspired by the commitment all of our campuses have shown in working diligently on their strategic diversity plans and highlighting how diversity, equity and inclusion will be actualized across the system. We are truly moving from “Awareness to Action” as we build a culture of inclusivity throughout all of our institutions and at System. Judging from early response, this opportunity to come together as a community has generated excitement and a high degree of campus collaboration both in the planning and development of our program. We are deeply grateful for the contributions made and hope that you will continue to use this opportunity to help SUNY truly become the most inclusive system of higher education in the nation.

This year’s conference will host experts of national and international stature on cultural competency, race and ethnicity. Moreover, this event will focus on critical issues of social justice and critical pedagogy. We hope that the work of developing and diversifying our professional workforce and the success of our students will help SUNY continue to thrive and grow. As we capitalize on diversity and inclusive excellence initiatives, we also hope to transform the climate of our campus communities, the partnerships we share with each other and with the localities in which our SUNY institutions reside.

All of this can and must be done to help SUNY remain dynamic and respond to the changing demographics in our state and nation. Supporting future learners and leaders must be an intentional part of the strategic vision SUNY realizes to truly become the most inclusive system of public higher education. We hope our workshop presenters capture the most relevant issues and the challenges we’re facing in this area throughout SUNY and in higher education. Enjoy!

Sincerely,

Carlos N. Medina
Vice Chancellor and Chief Diversity Officer
Office of Diversity, Equity and Inclusion
Salon F
#1 Visualizing Diverse Worlds (1) and Media Rules (2)
#7 Strengthening a Culture of Inclusion One Small Group at a Time
#13 Campus-Wide Committee on Disability and Access at the College at Brockport
#19 Institutionalizing Accessibility & Inclusion-Disability as Diversity

Salon G
#2 Community Conversations: Expanding the Inclusion Conversation
#8 Public Deliberation: Creating Space for Racial Justice
#14 Art Force 5 Social Justice Activism and Heroic Art
#20 Seeing Eye to Eye: Building a Culture of ASL & Deaf Perspectives Inclusive Excellence

Salon H
#3 Diversity Leadership, Inclusive Excellence & Emerging Roles of CDO’s and Faculty Engagement
#9 From the Original People: Social Justice Initiatives of Inclusion, Multiculturalism and Equality (1) and Constructing Native American History on Long Island (2)
#15 Building Anti-Racist Campus Climate with Common Language Culture
#21 “I Taught Whiteness in a Race/Ethnicity Section” (1) and That Old #blackgirlmagic (2)

Albany-Colonie
#4 Ally is an Action Word: Creating Capacity for LGBTQ Allyship in SUNY System Institutions
#11 Women in Computing: Building & Sustaining an Environment for Success in IT (1) and Building Diversity Vision and Mission: A Panel Presentation (2)
#16 Success Stories in Building the Next Generation of Doctoral Students & Faculty from Underrepresented Backgrounds
#22 Spaces and Lines of Action

Schenectady/Troy
#5 Recognizing Veterans on Campus (1) and MIA: Veteran Specific Content in SUNY and Professional Graduate Degree Programs (2)
#12 Affirmative Action: OFCCP Scheduling Letter, Compliance Audit, Documents – Oh My!
#17 We’re All In: Stony Brook University’s Plan for Equity, Inclusion and Diversity (1) and Cultural Competency: A Discourse on Best Practices in SUNY (2)
#24 A Conversation on Strategic Diversity Leadership (Pre-registration required)

Empire Room
#6 Affirmative Action: Title IX and Related Legislative and Policy Updates
#10 Moving the Dial: The Black Male Initiative at SUNY Empire State College
#18 Fostering Inclusive Campuses for LGBT People of Color
#23 Strategies for Supporting Students from Low-Income Backgrounds (1) and Building a Learning & Supportive Environment for 1st Generation College Students (2)
TUESDAY, NOVEMBER 8, 2016

SENIOR LEADERSHIP INSTITUTE
11:00 AM – 1:00 PM
Registration

12:00 PM – 1:00 PM
Buffet Lunch (Empire Room)

1:00 – 5:00 PM
Training (Empire Room)
Cultural Competency and Inclusive Excellence Institute for Senior SUNY Leadership
Mr. Howard J. Ross, Cook Ross Inc.

5:00 PM – 6:30 PM
Reception (Salon A-B)

WEDNESDAY, NOVEMBER 9, 2016

DIVERSITY CONFERENCE OPENS
9:00 AM – 5:00 PM
Registration

10:00 AM – 11:30 AM
Concurrent Presentations (Session I): see complete workshop descriptions on pages 15-17

Workshop #1 (Salon F)
(1) Visualizing Diverse Worlds: Film and Social Media in the Social Science Classroom
Ibipo Johnston-Anumonwo, SUNY College at Cortland
(2) Media Rules
Gayle Sheridan, Suffolk County Community College

Workshop #2 (Salon G)
Community Conversations: Expanding the Inclusion Conversation
Megan Obourn and Faith Prather, SUNY Brockport

Workshop #3 (Salon H)
Diversity Leadership, Inclusive Excellence and the Emerging Roles of Chief Diversity Officers (CDO's) and Faculty Engagement
Seth Asumah and Mecke Nagel, SUNY College at Cortland

Workshop #4 (Albany/Colonie Room)
Ally is an Action Word: Creating Capacity for LGBTQ Allyship in SUNY System Institutions
Courtney D’Allaird, University at Albany and Marita Gilbert, SUNY Oneonta

Workshop #5 (Schenectady/Troy Room)
(1) Recognizing Veterans on Campus: Exploring the Design, Scope and Sustainability of Programming that Engages Veterans and the Community
Wyatt Galusky, Jeri O’Bryan-Losee and Laura Pierie, Morrisville State College
(2) MIA: Veteran Specific Content in SUNY Professional Graduate Degree Programs
Penny Coleman, Empire State College, Cathleen Morreale, University at Buffalo, and Karen Wolford, SUNY Oswego

Workshop #6 (Empire Room)
Affirmative Action: Title IX and Related Legislative and Policy Updates
Joseph Storch, SUNY System Administration

11:30 AM – 12:00 PM
Break

12:00 PM – 1:30 PM
Lunch/Welcome Remarks/Keynote Address (Salon A-E)
Dr. Eduardo Bonilla-Silva, Duke University

1:30 PM – 1:45 PM
Break
1:45 PM – 3:15 PM
Concurrent Presentations (Session II): see complete workshop descriptions on pages 17-19

Workshop #7 (Salon F)
Strengthening a Culture of Inclusion One Small Group at A Time: SUNY Upstate Medical University’s Corps of Diversity Allies and the Engagement Priority
Suzanne Badman, Maxine Thompson, Paula Trief, and Grace Van Nortwick, SUNY Upstate Medical University

Workshop #8 (Salon G)
Public Deliberation: Creating Space for Racial Justice
Scott Corley, Broome Community College and Beth Riley and Lea Webb, Binghamton University

Workshop #9 (Salon H)
(1) From the Original People: Social Justice Initiatives of Inclusion, Multiculturalism and Equality as Acts of On-going Colonialism, Forced Assimilation and Dominance
Hugh Burnam and William Jones, SUNY Canton
(2) Constructing Native American History on Long Island, Historical Processes, Consequences and Contemporary Issues
Allison McGovern and Anjana Mebane-Cruz, Farmingdale State College

Workshop #10 (Empire Room)
Moving the Dial: The Black Male Initiative at SUNY Empire State College
David Fullard, Joseph King and Mitchell Nesler, Empire State College

Workshop #11 (Albany/Colonie Room)
(1) Women in Computing: Building and Sustaining an Environment for Success in Information Technology
Richard Marcoux and Roberta Sloan, Morrisville State College
(2) Building Diversity Vision and Mission in Professional Societies
James Lowenthal, Smith College and Phillip Ortiz, Empire State STEM Learning Network

Workshop #12 (Schenectady/Troy Room)
Tracey Grous, OFCCP Northeast Region

3:15 PM – 3:30 PM
Break

3:30 PM – 4:45 PM
Concurrent Presentations (Session III): see complete workshop descriptions on pages 19-20

Workshop #13 (Salon F)
Campus-Wide Committee on Disability and Access: A New Initiative at the College at Brockport
Jennifer Ashton, Megan Obourn and Jessica Sniatecki, SUNY Brockport

Workshop #14 (Salon G)
Art Force 5 Social Justice Activism and Heroic Art
Dan Napolitano and Hakiere Parker, Alfred University

Workshop #15 (Salon H)
Building Anti-Racist Campus Climate with Common Language Culture
David Shih, University of Wisconsin/Eau Claire and Susan Turell, SUNY Oneonta

Workshop #16 (Albany/Colonie Room)
Success Stories in Building the Next Generation of Doctoral Students and Faculty from Underrepresented Backgrounds
Peter Knuepfer, University Faculty Senate

Workshop #17 (Schenectady/Troy Room)
(1) We’re All In: Stony Brook University’s Plan for Equity, Inclusion and Diversity
Judith Greiman, Stony Brook University
(2) Cultural Competency: A Discourse on Best Practices in SUNY
Joel Aure, SUNY Purchase, William Boerner, SUNY Fredonia and Christina Vargas, Suffolk County Community College
Workshop #18 (Empire Room)
*Fostering Inclusive Campuses for LGBT People of Color*
Phil Burse and Gabby Santos, In Our Own Voices, Inc.

4:45 – 6:00 PM
Break

6:00 – 6:45 PM
Poster Presentations & Reception (Foyer)

6:45 – 8:45 PM
Dinner/Keynote Address (Salon A-E)
Dr. Nancy “Rusty” Barceló, Northern New Mexico College

THURSDAY, NOVEMBER 10, 2016

8:00 – 9:00 AM
Registration and Networking Breakfast (Salon A-E)

9:00 – 10:30 AM
Keynote Address (Salon A-E)
Dr. Damon A. Williams, Boys and Girls Clubs of America

10:30 – 10:45 AM
Break

10:45 AM – 12:15 PM
Concurrent Presentations (Session IV): see complete workshop descriptions on pages 21-22

Workshop #19 (Salon F)
*Institutionalizing Accessibility & Inclusion – Disability as Diversity*
Kristin Harte, University at Buffalo, Kelly Hermann, Empire State College, Nazely Kurkjian, SUNY System Administration, Craig Levins, SUNY Oneonta, and DeAnne Martocci, Hudson Valley Community College

Workshop #20 (Salon G)
*Seeing Eye to Eye: Building a Culture of ASL and Deaf Perspectives Inclusive Excellence*
Rebecca Dadey, Onondaga Community College

Workshop #21 (Salon H)
1) *“I Taught Whiteness in a Race/Ethnicity Section to Introductory Sociology Students in Spring 2016 and Here’s What Happened”*
Pattricia Carson, Suffolk County Community College - East Campus

2) *That Old #blackgirlmagic: Inclusive Excellence as an American Standard Redux*
Marita Gilbert, SUNY Oneonta

Workshop #22 (Albany/Colonie Room)
*Spaces and Lines of Action*
Lori Brown, Syracuse University and Timothy Gerken, Morrisville State College

Workshop #23 (Empire Room)
1) *Strategies for Supporting Students from Low-Income Backgrounds*
Julia Rizzo, Morrisville State College

2) *Building a Learning and Supportive Environment for the First-Generation College Student with the Gravely Unsupportive Home Environment Challenge*
Lynn Elfe, Farmingdale State College

Workshop #24 (Schenectady/Troy Room)
*A Conversation on Strategic Diversity Leadership*
Damon Williams, Boys and Girls Clubs of America

12:15 – 12:30 PM
Break

12:30 – 2:00 PM
Lunch (Salon A-E)
Remarks/Address by Chairman H. Carl McCall
President’s Panel Discussion
Dr. Nancy “Rusty” Barceló received her Bachelor of Arts degree in Social Work from Chico State College, her Master of Arts degree in Recreational Education from the University of Iowa, and her Doctor of Philosophy degree in Higher Education Administration. Dr. Barceló formally took office on July 1, 2010 as President of Northern New Mexico College (NNMC). Prior to her appointment as President of NNMC, she served as Vice President and Vice Provost for Equity and Diversity at the University of Minnesota.

From 2001 to 2006 Dr. Barceló served as Vice President and Vice Provost for Minority Affairs and Diversity at the University of Washington and from 1996 to 2001 she served as Associate Vice President for Multicultural and Academic Affairs at the University of Minnesota. Dr. Barceló held various positions at the University of Iowa from 1975 to 1996 including Assistant Provost and Assistant Dean with the Office of the Provost.

Dr. Barceló brings a national reputation and a 30-year career in higher education at the university level to Northern, as the College continues a transition to a high-quality four-year institution offering baccalaureate degrees in 14 disciplines, and a graduate-level program in the advanced planning stage. Dr. Barceló’s teaching experience is extensive; she has served as an affiliate faculty, affiliate assistant professor, adjunct faculty, and adjunct assistant professor.

While at the University of Minnesota Dr. Barceló developed the infrastructure of a newly-formed Vice President and Vice Provost Office; developed and implemented a strategic diversity statement; enhanced the perception of the University’s commitment to diversity via development initiatives; and developed and implemented the Faculty Diversity Research Institute. When Dr. Barceló was at the University of Washington she established alumni development efforts and provided leadership in a capital campaign which raised $22 million (goal was $10 million) and in secured Federal and State grants for K-12 pipeline efforts. These are just a few of her accomplishments and contributions while at the University of Minnesota and the University of Washington.

Dr. Barceló has served on numerous campus committees and boards; national and regional committees and boards; and community committees and boards.

Dr. Barceló has written numerous publications, including Chicana/Latina Studies: The Journal of Mujeres Activas and one that is forthcoming, a chapter in a book by Sylvia Hurtado on diversity and institutional transformation in universities. She is recognized nationally for her excellent professional presentations. Dr. Barceló has received many awards. The most recent award is the NACCS (National Association for Chicana and Chicano Studies) 2012 Scholar, a prestigious academic award bestowed by NACCS.

Dr. Eduardo Bonilla-Silva is Professor and Chair of the Sociology Department at Duke University. He received his B.A. in Sociology with a minor in Economics from the University of Puerto Rico-Río Piedras in 1984 and his MA (1987) and PhD in Sociology (1993) from The University of Wisconsin-Madison.

Professor Bonilla-Silva gained visibility in the social sciences with his 1997 article in the American Sociological Review, “Rethinking Racism: Toward a Structural Interpretation,” where he challenged social analysts to study racial matters structurally rather than from the sterile prejudice perspective.

and Political Power and Social Theory among others. To date, he has published five books, namely, White Supremacy and Racism in the Post-Civil Rights Era (co-winner of the 2002 Oliver Cox Award given by the American Sociological Association), Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States (2004 Choice Award) (this book is now in its 4th edition), White Out: The Continuing Significance of Racism (with Ashley Doane), in 2008 White Logic, White Methods: Racism and Methodology (with Tukufu Zuberi and also the co-winner of the 2009 Oliver Cox Award), and in 2011 State of White Supremacy: Racism, Governance, and the United States (with Moon Kie Jung and João H. Costa Vargas).

Dr. Bonilla-Silva has received many awards, most notably, the 2007 Lewis Coser Award given by the Theory Section of the American Sociological Association for Theoretical-Agenda Setting and, in 2011, the Cox-Johnson-Frazier Award given by the American Sociological Association “to an individual or individuals for their work in the intellectual traditions of the work of these three African American scholars.”

Howard J. Ross is a builder of innovations in the field of diversity and inclusion and a unifier of people, organizations, and causes. He is founder & Chief Learning Officer of Cook Ross Inc. and an advisor to major global educational, corporate, philanthropic, and governmental organizations. Through his unique combination of a personal and system-focused approach, Howard is an advocate for high-performing organizational cultures that advance people, performance, and profits.

Howard has served more than 25 years as an influential business consultant to hundreds of organizations across the globe, specializing in leadership, diversity, and organizational transformation. He is the architect of award-winning diversity and leadership education programs including ReInventing Diversity, the Diversity Toolkit, CultureVision, and Inner Journey Seminars DC.

A former teacher, school administrator, rock and roll musician, and college professor, and a father of four sons and grandfather of four granddaughters, Howard is a thought leader in building cultural competency and a vigorous advocate for personal and public renewal.

Howard engineers successful large-scale organizational culture change efforts in the area of diversity management and cultural integration in professional services corporations, Fortune 500 companies, and retail, health care, media, and government institutions. Cook Ross clients include: Sodexo, The Washington Post, National Geographic, Bon Secours Health System, National Public Radio, Coca-Cola Company, AT&T, KPMG, PricewaterhouseCoopers, Fannie Mae, Freddie Mac, INOVA Health System, Gannett, GEICO, American Red Cross, the Johns Hopkins University Applied Physics Laboratory, Georgetown University, Howard University, the Ojibwa Indian Reservation, and DC Public Schools.

Through the power of his ideas and convictions, Howard has emerged as one of the most influential voices on diversity topics including: the impacts of structures and systems, unconscious bias, performance assessment, smart downsizing, and managing a “diversity crisis.” He has fostered breakthroughs in mutual understanding between different races, religions, and lifestyles. As a passionately committed executive coach, Howard is regarded by numerous senior executives as a trusted advisor and confidante. In addition, he is an internationally recognized speaker on diversity, leadership, and organizational change.

Howard is past chairman of Leadership Greater Washington and a former director of the Greater Washington Board of Trade. He has served on boards of directors of several including Operation. Understanding DC, Lydia’s House, Greater DC Cares, the National Council for Community and Justice, and INROADS of Greater Washington. Howard was appointed the 2007-2008 Professor of Diversity in Residence at the Johnnetta B. Cole Global Diversity and Inclusion Institute at Bennett College for Women, serving as the first white male diversity professor for a historically Black women’s
college. He also serves on the Diversity Advisory Board for the Human Rights Campaign. Howard received his undergraduate degree in history and education from the University of Maryland and pursued postgraduate studies in administration, management, and organizational development at Wheelock College. He can be heard on NPR the first Monday of every month at 1 pm EST, as a regular guest on The Kojo Nnamdi Show.

Dr. Damon A. Williams is a scholar, leader, and educator passionate about making organization’s inclusive and excellent for all, creating equitable educational outcomes, and activating learning, youth development, and leadership in ways that are transformative and inspire new possibilities.

Driven by a relentless curiosity and drive to achieve meaningful change efforts, Dr. Williams has authored and co-authored dozens of books, monographs, and articles that have influenced thousands worldwide. He is widely considered one of the nation’s most dynamic and innovative leaders winning the 2013 National Association of Diversity Officers in Higher Education (NADOHE) Inclusive Excellence Award for Leadership, and serving as invited keynote speaker and thought leader to more than 300 institutions globally.

In September of 2013, he assumed a new role of global responsibility as the Senior Vice President for Programs, Training, and Youth Development for the Boys and Girls Clubs of America. There are more than 4,000 Club affiliates in the United States, and on U.S. military bases in Europe and Asia, with a combined staff of 50,000 full- and part-time employees and annual revenues of $1.5 billion. In this role, he is the chief youth development and educational officer for the BGCA movement, as he leads the program strategy for BGCA’s strategic outcome areas—Academic Success, Good Character and Citizenship, and Healthy Lifestyles—with a focus on strengthening the club experience and creating a new generation of leaders that expand the pipeline into higher education.

His most recent books offering strategic guidance to leaders interested in the most cutting edge insights into leading diversity, equity, inclusion, and educational achievement efforts. Designed to be read alone or as companion books, Strategic Diversity Leadership: Activating Change and Transformation In Higher Education and The Chief Diversity Officer: Strategy, Structure, and Change Management (co-authored with Dr. Katrina Wade-Golden) provide a sophisticated and nuanced approach to assist leaders with the overall process of leading diversity themed change and developing sound diversity infrastructures and strategies. As part of an ongoing effort to build diversity capacity in higher education, he also authored A Matter of Excellence: Strategic Diversity Leadership and Accountability in Higher Education, a featured publication of the American Council of Education (ACE).

Prior to joining the BGCA, he served for five years as associate vice chancellor, vice provost, chief diversity officer, and member of the educational leadership and policy analysis faculty at the University of Wisconsin-Madison, where he founded the Division of Diversity, Equity, and Educational Achievement (DDEEA) a vertically integrated portfolio divisional infrastructure that includes one of the nation’s largest pre-college to college k-16 scholarship based pipeline development program (n=1300 students), the world’s only hip-hop urban arts scholarship program learning community (Office of Multicultural Arts Initiatives/First Wave), innovative campus-wide partnerships to enhance STEM achievement, leadership development of intercollegiate athletes (Beyond the Game), faculty diversification, research centers (Wei Lab), and a four-city partnership with the National Posse Foundation.

He also served as assistant vice provost for multicultural and international affairs at the University of Connecticut, where he provided key leadership in the development of game changing STEM educational initiatives that resulted in a more than 92% program graduation rate and nearly tripled the numbers of historically underrepresented students completing degrees in these most difficult to diversify areas of study.
He is a member of the editorial board of the Journal of Negro Education and is a four-time scholar in residence for the Association of American Colleges and Universities (AACU) leading sessions at the Greater Expectations and High Impact Practices (HIP) Institutes, and serving as an authoring contributor in their Inclusive Excellence Project. He has served as a two-time scholar in residence for prestigious American Council of Education (ACE) Fellowship Mid-Year Institute, lecturing on issues of strategic diversity leadership, retention, youth development, pre-college to college pipeline programs, faculty diversity, inclusion, and change management. In addition, he currently serves on the ACE Equity and Inclusion Advisory Board, the UC Berkeley Equity and Inclusion Advisory Board, the Gallaudet University Diversity Advisory, and the National Diversity Council Executive Board.

He received his PhD from the University of Michigan Center for the Study of Higher and Post-Secondary Education (CSHPE), where his focus was in the area of organizational behavior and management. He received his master’s degree in educational leadership and his bachelor’s degree in sociology both from Miami University.

2016 DIVERSITY CONFERENCE EVALUATION

Thank you for attending the 2016 Diversity Conference.

We value your opinion and would like to know what you thought about the speakers, workshop and poster presentations, and networking opportunities and best practices that were presented at this event.

Please take a few moments to complete the survey by going to http://www.suny.edu/2016diversityconference.

Your responses will be key to our future events.
Alfred University
Presenter: Dan Napolitano
Title: Alfred University’s Art Force 5: Poverty Mosaic (part of series of community-based art created in Rochester, NY)

Alfred University
Presenter: Dan Napolitano
Title: Alfred University’s Shared Space: Students & Police Advocating for Community Engagement

SUNY Brockport
Presenter: Jie Zhang,
Title: Building Community Through a Service Learning Project

SUNY Brockport
Presenter: Ann Marie Duprey
Title: Is Your Zipcode a Death Sentence?

SUNY Brockport
Presenter: Charles Alford
Title: Management Perceptions on Social and Human Capital

SUNY Brockport
Presenter: Jianna Howard
Title: Sociological Factors and Their Effects on Health: An Analysis of Race and Socioeconomic Status

University at Buffalo
Presenters: Jackie Lou Baum, Barbara Burke, Margarita Dubocovich and Elizabeth Marshall
Title: Culturally Responsive Health Care: Dialogues on Cultural Diversity

SUNY Morrisville
Presenters: Laura Pierie and Gregory Sydoriw
Title: Superheroes, Misfits and Mutants: Using Graphic Storytelling to Teach Issues of Diversity, Identity and Social Justice

Suffolk County Community College
Presenters: Candice Foley and Nina Leonhardt
Title: Partnerships and Collaborations that Impact Student Outcomes in STEM Research Programs
Session 1 - Workshop #1 (Salon F)
Visualizing Diverse Worlds: Film and Social Media in the Social Science Classroom
Presenter: Ibipo Johnston-Anumonwo, SUNY College at Cortland

Although student perceptions are often shaped by social media and visual sources that misrepresent the complex reality of the diverse world they live in, students benefit from the judicious use of film/video and social media that intellectually challenges them, inspires a sense of global citizenship, and presents ways for improving human wellbeing. With a focus on visualizing and active learning, and a premise that the teaching of diversity in college classrooms is improved by explicitly countering ethnocentrism and misconceptions, this workshop reviews films and media resources that have proven successful in engaging students to critique superficial analyses about diversity. Emphasis is placed on visual materials that enable students to think critically about the complex processes that maintain and are needed to change oppressive power structures. A general audience is invited to the interactive session.

(2) Media Rules
Presenter: Gayle Sheridan, Suffolk County Community College

As you may have guessed, the title is specifically intended to speak to the “power” of media and its uses in educating our students concerning social justice issues. We are inundated with media every day. In this workshop, we will examine positive methods to infuse media into the teaching and learning process within our campus communities. Both large and small-scale print media campaigns, video production services, classroom instructional tools and assignments will be explored. Through the use of media, we are not only able to raise awareness concerning issues of oppression, but encourage students to find their voice. Further, developing our media literacy skills is essential in a society where we are overwhelmed with media. Specific examples will include the use of media in addressing issues like domestic violence, prejudice and discrimination, stories of addiction, LGBTQ+, celebrating diversity, as well as other social justice topics.

Session 1 - Workshop #2 (Salon G)
Community Conversations: Expanding the Inclusion Conversation
Presenters: Megan Obourn and Faith Prather, SUNY Brockport

This workshop will discuss the implementation at The College at Brockport, SUNY of “Community Conversations,” a town hall meeting approach to engage faculty, staff and students in dialogues on racial tensions and diversity issues occurring nationally, in Brockport’s surrounding communities, and on our campus. In collaboration with several divisions across campus and student organizations, the campus community explored numerous topics related to the negative impacts of the intersectionality of race, poverty and violence. Such topics included micro-aggressions, hate speech, racial justice, and the #BlackLivesMatter Movement. The workshop will cover the structure of past Community Conversations, structural revisions for the AY 2016-17, with approaches to creating safe spaces for dialogue and approaches to bring administration and student activists together.

Session 1 - Workshop #3 (Salon H)
Diversity Leadership, Inclusive Excellence and the Emerging Roles of Chief Diversity Officers (CDO’s) and Faculty Engagement
Presenters: Seth Asumah and Mecke Nagel, SUNY Cortland

Effective diversity leadership is indispensable in higher education across the United States. Yet the apparent misunderstanding over diversity management vis-à-vis diversity leadership, the critical roles of Chief Diversity Officers (CDO’s), and faculty engagement in diversity management has contributed upheavals on many college campuses. In this workshop, the presenters will provide a framework for analyzing:

a) diversity leadership vis-à-vis diversity management;
b) the critical role of the newly created position of Chief Diversity Officer (CDO);

c) faculty role and responsibility in providing leadership in strategic diversity planning and 
d) the utilization of the inclusive excellence model for effective diversity leadership.

Presenters of this workshop will provide concrete examples of best practices of faculty-led diversity institutes at SUNY Cortland for over 10 years; explore the tightrope experiences of Chief Diversity Officers (CDO’s); and examine innovative assessment models for sustaining culturally competent campuses. This workshop would be beneficial to faculty and administrators.

Session 1 - Workshop #4 (Albany/Colonie Room)
Ally is an Action Word: Creating Capacity for LGBTQ Allyship in SUNY System Institutions
Presenters: Courtney D’Allaird, University at Albany and Marita Gilbert, SUNY Oneonta

Creating an inclusive learning environment has become increasingly significant for educational institutions. The establishment of a culture of inclusion persists as initiatives to establish and sustain pipelines to success for underserved populations increase. This panel considers best practices for LGBTQ student success as well as the educational needs and institutional support addressed by such services. Presentations will provide national and local context while framing practical application for New York State and the SUNY System. Through interactive dialogue, we will identify and reflect critically on available resources within the SUNY system to support diverse LGBTQ student populations. Finally, we will offer some promising practices and available SUNY-wide resources for attendees to take back to their respective campuses.

Session 1 - Workshop #5 (Schenectady/Troy Room)
(1) Recognizing Veterans on Campus: Exploring the Design, Scope and Sustainability of Programming that Engages Veterans and the Community
Presenters: Wyatt Galusky, Jeri O’Bryan-Losee and Laura Pierie, Morrisville State College

For this workshop, we plan to offer preliminary results from an ongoing program involving veterans in a reading discussion group, as well as solicit discussion and dialogue regarding how to improve these types of programs. In addition, we plan to engage workshop participants in discussion about methods for sustaining this type of programming for veterans in the college and surrounding community. Several questions will inform this discussion:

- What kinds of programming hold the most value for veterans in order to facilitate inclusion into the wider community (e.g., large-scale public events, classroom-based activities, smaller focused group engagements)?

- How can we encourage interaction and sharing between veterans and, for lack of a better term, civilians, without making those who have seen active duty feel like a curiosity (i.e., how might efforts that promote inclusion highlight members from the veterans community without segregating them)?

- What means might be undertaken to sustain activities and engagements, once funding runs out or institutional priorities shift?

(2) MIA: Veteran Specific Content in SUNY Professional Graduate Degree Programs
Presenters: Penny Coleman, Empire State College, Cathleen Morreale, University at Buffalo, and Karen Wolford, SUNY Oswego

This panel represents a broader interdisciplinary group of graduate faculty from three SUNY institutions, Buffalo, Oswego and Empire State College, who share the concern that the absence of veteran-specific content in our professional degree program offerings is an impediment to the success of our efforts to educate a generation of competent service providers for veterans, service members and their families. The presentation highlights our group effort, facilitated by a grant
AWARENESS TO ACTION

from SUNY’s ODEI, to document the current dearth of such content in our curricula, to explore the need for such content, the barriers to its inclusion, the implications of failure to include, and recommendations for improvement. VSMF are a population with special needs that must be actively acknowledged and addressed. They need providers who speak their language, understand and respect their culture, are familiar with the illnesses and injuries with which they are likely to present, and have been trained in best-practice interventions.

Session 1 - Workshop #6 (Empire Room)
Affirmative Action: Title IX and Related Legislative and Policy Updates
Presenter: Joseph Storch, SUNY System Administration
This session will provide a Title IX update, concentrating on weaving together various statutory and regulatory requirements with a discussion of best practices in going beyond compliance to best serve students. We will discuss intentional shifts from compliance to response to prevention, and engaging campus stakeholders in meeting and exceeding legal requirements.

Session 2 - Workshop #7 (Salon F)
Strengthening a Culture of Inclusion One Small Group at A Time: SUNY Upstate Medical University’s Corps of Diversity Allies and the Engagement Priority
Presenters: Suzanne Badman, Maxine Thompson, Paula Trief, and Grace Van Nortwick, SUNY Upstate Medical University
Unconscious biases and automatic ways of perceiving people affect our interactions and relationships. We must be aware of our biases to ensure respect for diversity and equity. We describe a Faculty Affairs and Diversity & Inclusion program to promote awareness of unconscious bias and how to speak up for respect. A campus survey led to four interactive workshops and then to the creation of a Corps of Diversity Allies. Allies developed and delivered workshops at existing meetings to reach those who might not attend a workshop on this topic, to increase self-awareness, promote discussion and foster culture change. Post-workshop surveys report positive responses to the workshops. Themes that emerged related to diversity of race, age, gender, language, religion, economic status, patient-provider relationships, and power disparities. We conclude that a core, committed group of peer facilitators can be trained to deliver a workshop to promote awareness of unconscious bias and respect for diversity.

Session 2 - Workshop #8 (Salon G)
Public Deliberation: Creating Space for Racial Justice
Presenters: Scott Corley, Broome Community College and Beth Riley and Lea Webb, Binghamton University
This presentation will introduce participants to how public deliberation, a civic engagement approach associated with the Kettering Foundation and practices drawn from the community-based dialogue model developed by the National Issues Forums (NIF), can help higher education institutions address and engage issues of racial justice; specifically by creating individualized campus deliberation material including discussion guides. This session will examine best practices for developing dialogue around racial justice between universities, community colleges and the surrounding community. In addition, we will identify methods for institutional efforts at transformation, organizing and building capacity for alliances/ coalitions across cultural differences.

Session 2 - Workshop #9 (Salon H)
(1) From the Original People: Social Justice Initiatives of Inclusion, Multiculturalism and Equality as Acts of On-going Colonialism, Forced Assimilation and Dominance
Presenters: Hugh Burnam and William Jones, SUNY Canton
The notion of “social justice” in North America used as a government-wide political platform in K-higher education and legal arguments which
include People of Color, LGBTQ2S, and historically marginalized communities over the past several decades, is probably the most prominent form of “progressiveness” in today’s society. However, these social justice initiatives from these sets of governing institutions aimed towards Native/Indigenous territories, and especially Native youth, looks much more nuanced than simply “to be included” into the larger fabric of United States and Canadian life. This workshop outlines tenants of historic domination: residential boarding schools, land allotment, and other “progressive” movements used to acquire Indigenous lands and intentionally compares them with today’s “progressive” movements: Canada’s Truth and Reconciliation Act and United States’ White House Initiative on American Indian and Alaska Native Education. This workshop provokes questions about initiatives of “inclusion” and posits them as actually, more accurately, on-going acts of colonization.

(2) Constructing Native American History on Long Island, Historical Processes, Consequences and Contemporary Issues
Presenters: Allison McGovern and Anjana Mebane-Cruz, Farmingdale State College

The presenters will discuss the historical background and some of the foundational themes of our current research project, focusing on the Montaukett Indians of eastern Long Island. This presentation will highlight how the historical processes of colonialism and capitalism have impacted the lives of Native American people. Central to this discussion is an understanding of the historical narrative of “vanished Indians,” which has led to a contemporary misunderstanding among students and the general public about the Native American experience in the past and in the present.

Session 2 - Workshop #10 (Empire Room)
Moving the Dial: The Black Male Initiative at SUNY Empire State College
Presenters: David Fullard, Joseph King and Mitchell Nesler, Empire State College

The Black Male Initiative (BMI) was introduced at SUNY Empire State College to support African-American male students in their quest to complete their degrees. Persistence and graduation rates for this demographic group lag behind Caucasian and Asian-American Pacific Islanders both nationally and at our college. BMI Support Programs consist of at-risk outreach, coaching by peers and faculty, support group meetings, career counseling, networking with students and alumni, and panel discussions and events; a scholarship was also established. A collaborative effort between BMI and the Decision Support division of Empire State College was established to assess program effectiveness. An initial comparison of one-year retention rates between participants and non-participants is promising, and course completion rates for BMI students was 85.8%, while the course completion rates for black male students who were not regular participants in the BMI was 69.5%; a difference of 16.3 percentage points.

Session 2 - Workshop #11 (Albany/Colonie Room)
(1) Women in Computing: Building and Sustaining an Environment for Success in Information Technology
Presenters: Richard Marcoux and Roberta Sloan, Morrisville State College

Only 10% of the students in the Computer and Information Technologies Department at Morrisville State College are female; so it was suggested that an organization be formed to support this small group. In this panel discussion, we will explore the issues surrounding the launch during the 2015-16 academic year of a sustainable student-centered organization to support female students in computing and other technology-oriented programs. Areas of specific discussion will include determining the focus of the organization, determining organization membership, encouraging participation in and leadership of the organization, creating a sustainable model for ongoing student participation, selecting and funding appropriate and interesting activities and events, and discussion of some preliminary results.

(2) Building Diversity Vision and Mission in Professional Societies
Presenters: James Lowenthal, Smith College and Phillip Ortiz, Empire State STEM Learning Network

As professional societies work to be truly inclusive, many have opportunities for students at the
undergraduate, graduate and post-doctoral levels. These opportunities include mentoring, professional networking, presentations, publications, funding to support travel and scholarship, leadership and service, etc. In this session, we will discuss some of these opportunities and how they may be of use to your students. Most importantly we will suggest means by which you can promote the engagement of your students in their appropriate professional societies.

Session 2 - Workshop #12 (Schenectady/Troy Room)
Presenter: Tracey Grous, OFCCP Northeast Region
This working session will involve analyzing a case study of a college receiving an OFCCP scheduling letter. What to expect and do during an audit? The steps to be taken to increase the likelihood of receiving a letter of compliance from OFCCP. This is the first time that OFCCP will be doing a workshop of this guide.

Session 3 - Workshop #13 (Salon F)
Campus-Wide Committee on Disability and Access: A New Initiative at the College at Brockport
Presenters: Jennifer Ashton, Megan Obourn and Jessica Sniatecki, SUNY Brockport
Presenters will discuss the new campus-wide Committee on Disability and Access at the College at Brockport, SUNY. The committee’s mission is to: 1) to ensure accessibility (physical & emotional) for all students, 2) to increase awareness related to the needs of individuals with disabilities on campus, and 3) to develop coursework for students to study disability. This session will provide an in-depth look at committee accomplishments over the 2015-2016 academic year, as well as barriers faced and lessons learned. We will also discuss the strategic steps that were taken to garner administrative support for the committee and our plans to make its future sustainable.

Session 3 - Workshop #14 (Salon G)
Art Force 5 Social Justice Activism and Heroic Art
Presenters: Dan Napolitano and Hakiere Parker, Alfred University
Alfred University’s “Drawn to Diversity” program has provided consulting and on-site support to address social justice conflict using an extremely non-traditional art therapy approach. The program’s colorful outreach team, known as the Art Force 5, has created reactive projects for the University of Oklahoma and proactive projects for the University of Notre Dame. Most recently, the program won the Unite Rochester grant and spent Summer 2016 in Rochester, NY working on projects with both the police department and Black Lives Matter organizers. This is not a presentation to hire the Art Force 5 but rather how to build a creative response culture within your own campus community regardless of any artistic talent. Actual take-home examples of response projects will be an invaluable resource.

Session 3 - Workshop #15 (Salon H)
Building Anti-Racist Campus Climate with Common Language Culture
Presenters: David Shih, University of Wisconsin/Eau Claire and Susan Turell, SUNY Oneonta
Our presentation argues that any meaningful transformation of campus climate for racial equity begins with establishing a common culture of language usage. We advocate for professional development that institutionalizes a standard, research-based terminology and usage for all professional interactions, but especially for faculty and supervisors. We show how inconsistent and idiosyncratic usage related to racial identity often ignores the imbalance of power between racial groups, giving rise to micro-aggressions and limiting any progress toward an inclusive campus climate. A basic, shared learning experience of language usage among all employees can be efficiently delivered and assessed. While it is no substitute for advanced racial equity learning, this competency is the logical starting point for a broadly-implemented professional development and one that can immediately improve relationships and develop critical self-awareness.

Session 3 - Workshop #16 (Albany/Colonie Room)
Success Stories in Building the Next Generation of Doctoral Students and Faculty from Underrepresented Backgrounds
Presenters: Peter Knuepfer, University Faculty Senate

Enrollments of African-American and Hispanic doctoral students continue to hover at no greater than 10% of the total—and considerably lower in the STEM fields (despite successful programs like the McNair Scholars)—and that’s just at the entry level, according to data from the Council of Graduate Schools. Some 36% of these enrollees drop out of their doctoral programs, while an additional 20% have not completed the doctorate after 7 years. Meanwhile, the demand grows for greater diversity in the professoriate. How can we increase the enrollment and completion of students of color in doctoral programs? A wide range of efforts have been undertaken by individual universities, consortia of institutions, and foundations and other non-profits. This panel discussion will focus on successful efforts to diversify the Ph.D. pool in a range of disciplines and from a range of campus and foundation perspectives.

Session 3 - Workshop #17 (Schenectady/Troy Room)

(1) We’re All In: Stony Brook University’s Plan for Equity, Inclusion and Diversity
Presenter: Judith Greiman, Stony Brook University

Stony Brook University is a diverse campus with a strong vision. Our mission is to enhance our efforts to ensure that diversity and inclusiveness is an integral element of all aspects of the campus community. To accomplish this goal, in early 2016, the university’s President initiated a campus-wide systemic diversity plan development process that included all invested constituents and stakeholders. A university steering committee was brought together to work with a number of working committees to guide and track the implementation initiatives. An advisory council was also formed to ensure that all aspects of the plan are in sync with the overall campus climate of inclusiveness. The diversity plan is an across the board measurable dynamic document, resulting in an implementation where the exploration and recognition of differences in a safe, welcoming and nurturing academic environment is paramount to our educational mission.

(2) Cultural Competency: A Discourse on Best Practices in SUNY
Presenters: Joel Aure, SUNY Purchase, William Boerner, SUNY Fredonia and Christina Vargas, Suffolk County Community College

Presenters will provide an initial conceptual framework and definition of cultural competency, drawing from Georgetown University’s National Center for Cultural Competence. This will include the process of clarifying values and philosophies for this training and how this could be tailored to specific campuses while also considering community demographics. The presentation will also consider in depth “cultural intelligence” in the context of the training many SUNY campuses are developing. This concept will be considered from a historical perspective in how “cultural intelligence” had previously been perceived and limited. After the initial presentation, the CDO’s will share their current practices on their respective campuses and the status of their efforts, with respect to their community needs and demographics.

Session 3 - Workshop #18 (Empire Room)

Fostering Inclusive Campuses for LGBT People of Color
Presenters: Phil Burse and Gabby Santos, In Our Own Voices, Inc.

LGBT communities of color can be one of the most vulnerable groups on any university or college campus. Students of color struggle with being invisible within mainstream college/university communities. Identifying as LGBT can increase marginalization, creating social isolation and lack of equitable scholastic resources. The 2014 Campus Pride report cites that a third of LGBT students, faculty and staff considered leaving their campus as a result of harassment. For LGBT students of color, the likelihood of relocating or dropping out altogether due to harassment is even greater. LGBT students of color also experience barriers when reporting bullying, sexual assault and other forms of violence. Accessing counseling or other services, and even finding support among their peers, can be a challenge. This workshop will address unique issues that exist for LGBT students of color while providing promising practices for safer, more inclusive campus climates.
Session 4 - Workshop #19 (Salon F)
Institutionalizing Accessibility & Inclusion – Disability as Diversity
Presenters: Kristin Harte, University at Buffalo, Kelly Hermann, Empire State College, Nazely Kurkjian, SUNY System Administration, Craig Levins, SUNY Oneonta, and DeAnne Martocci, Hudson Valley Community College
This workshop will provide a brief overview of the landscape of students with disabilities in higher education, the role of disability service professionals, common roadblocks to access, and the importance of shared responsibility. Panelists will provide specific campus-wide solutions to foster a culture of universal access. This workshop will encourage ideas and discussions to advocate and collaborate with key stakeholders on your own campus.

Session 4 - Workshop #20 (Salon G)
Seeing Eye to Eye: Building a Culture of ASL and Deaf Perspectives Inclusive Excellence
Presenter: Rebecca Dadey, Onondaga Community College
A nation-wide paradigm shift with American Sign Language (ASL) and Deaf perspectives has many campuses facing a call for critical dialogue and action to foster a culture of inclusive excellence. Deaf individuals who are culturally Deaf and use ASL do not see themselves as disabled, which clashes with the long-standing mainstream society view that they are in fact disabled. Much of the miscommunication and lack of understanding between the Deaf community and the non-Deaf community is attributed to the two clashing views. However, with the recent paradigm shift in mainstream society, this clash is slowly lessening, as more non-Deaf individuals, businesses, and institutions are becoming “Deaf-friendly,” in that they are embracing the culturo-linguistic perspectives of the Deaf community. In recent months and years, ASL and Deaf individuals have risen to mainstream society acceptance status, with thanks in part to the following: Switched at Birth TV series on ABC Family, Nyle DiMarco winning America’s Next Top Model and Dancing with the Stars reality TV series, Leah Katz-Hernandez serving as the receptionist for the West Wing at the White House, Spring Awakening’s highly successful run on Broadway, Amber Galloway Gallego, best recognized for her skilled ASL interpreting at concerts, the inclusion of both Deaf and non-Deaf interpreters on TV for government press conferences in emergency and extreme weather situations, the prevalence of videos made by Deaf individuals on social media, and many more.

Session 4 - Workshop #21 (Salon H)
(1) “I Taught Whiteness in a Race/Ethnicity Section to Introductory Sociology Students in Spring 2016 and Here’s What Happened”
Presenter: Patricia Carson, Suffolk County Community College - East Campus
The goal of this presentation is to share my recent, and thus far, only experience with teaching about whiteness to students in three sections of introductory sociology at the geographically distant campus of Suffolk County Community College in Riverhead, NY. I hope to be added to a group focused on discussing teaching experiences as they relate to questions of diversity. I am not a “whiteness” scholar; however, race/ethnicity, socioeconomic status, and gender/sexuality are the foundation of my graduate studies in sociology, and the centerpiece of my teaching. I will offer some strategies to assist with students processing whiteness, including using various forms of media: documentary film, podcasts, current books, and news/magazine articles. As a discussion point, I will share the concept of “aspiring allies” (K. Edwards, 2006), and its college campus/classroom applicability.

(2) That Old #blackgirlmagic: Inclusive Excellence as an American Standard Redux
Presenter: Marita Gilbert, SUNY Oneonta
Campuses nationally are grappling with their ability to create and sustain environments that are accessible and welcoming to diverse populations. Diversity, equity and inclusion have gained in expressed significance—like an American standard on institutional playlists. The result: building a culture of inclusivity is frequently reduced to a race to integrate trending buzzwords and underserved populations—often marginalizing black women in academia. #blackgirlmagic has simultaneously permeated the American cultural landscape as an act of resistance—affirming our
presence and efforts of excellence. Can black women and girls sing this familiar tune in their own voices? What happens when black women lead in the academy? Do institutional “courageous conversations” make room for #blackgirlmagic or merely perpetuate existing controlling images that diminish the contributions of black women and girls? Personal experience and student narratives provide a critical lens through which practical strategies are presented to frame an effective transformation from awareness of the need for inclusive communities to actionable praxis for SUNY campuses.

Session 4 - Workshop #22 (Albany/Colonie Room)
Spaces and Lines of Action
Presenters: Lori Brown, Syracuse University and Timothy Gerken, Morrisville State College

This interdisciplinary collaboration builds on the perspectives of two feminists—one in Education and one in Architecture—and uses feminist methodologies and auto-ethnography to illustrate how aspects of society have diligently worked sometimes with great success to alienate, arrest, exclude, and oftentimes eliminate women and those outside of white male heteronormative identities. The texts argue for and create space for women in male-dominated disciplines and for feminine identified men, the fem, in both straight and gay culture. The authors build on their experiences inside their disciplines and outside of the academy. The foundation of our work supports practices that question stagnant and conventional views of masculinity and femininity. It is a practice that encourages a multiplicity of ideas and eschews the binary, especially when used to protect established norms or to prevent the inclusion of those who live on the edges of society.

Session 4 - Workshop #23 (Empire Room)
(1) Strategies for Supporting Students from Low-Income Backgrounds
Presenter: Julia Rizzo, Morrisville State College

This workshop is focused on giving faculty, staff and administrators the tools they need to support students who come from low-income backgrounds, beginning with a literature review of the evolving—and often controversial—research in the field. This overview will leave participants better equipped to critically engage with past and current research findings. We will examine concrete strategies for identifying and addressing common obstacles faced by low-income students, at both the institutional and the individual level. Throughout, the presenter will encourage participants to challenge implicit biases and to take a critical look at what their campuses do to support this important student population.

(2) Building a Learning and Supportive Environment for the First-Generation College Student with the Gravely Unsupportive Home Environment Challenge
Presenter: Lynn Elfe, Farmingdale State College

Horn & Nunez, (2000) and Pascarella, et al. (2004) claim that first-generation college students face unique challenges because their parents have no understanding of the higher education process. The literature highlights many challenges: lower educational expectations, beginning college with insufficient academic preparation (Choy, 2001), and working while in college, which impacts both academic and social integration (Saenz et al., 2007). Bergh states, “By virtue of attending college, they often find their relationships with family members and old friends changing or ending.” Darling and Smith say, “Students have issues with challenging the role assignments that have been a part of their family values, which leads to guilt, shame and confusion when they begin to change because of their college experiences.” To support the success of this population, it’s necessary to examine the impact that family has, and the role it should play, in shaping the transformative learning experience in college and future endeavors.

Session 4 - Workshop #24 (Schenectady/Troy Room)
A Conversation on Strategic Diversity Leadership
Presenter: Damon Williams, Boys & Girls Clubs of America

From the community, to the academy, to the board room and beyond, he has inspired thousands and worked with hundreds of organizations to create diverse, inclusive and excellent environments for all. This interactive session is designed to create a dialogue around the burning questions of strategic diversity leadership that must be answered if we are going to truly create a culture of change of our campuses.
In 2005, New York’s Legislature created an Amistad Commission to review state curriculum regarding how American slavery is taught. All people should know of and remember the human carnage and dehumanizing atrocities committed during this period of American history and consider the vestiges of slavery in this country.

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News Release

SUNY System, Buffalo State College Receive National Award For Excellence In Diversity & Inclusion

Data Brief Summarizing Diversity, Equity, and Inclusion at SUNY Available Online

For Immediate Release: Monday Sept. 12, 2016
Contact: Holly Liapis; Holly.Liapis@suny.edu; 518-320-1311

Albany – State University of New York Chairman H. Carl McCall and Chancellor Nancy L. Zimpher today announced that SUNY System Administration has – for the fifth year in a row – received the Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education.

The 2016 award recognizes 83 U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion, including SUNY Buffalo State College.

More information about Diversity, Equity, and Inclusion at SUNY is available online, in the form of a Data Brief recently presented to the SUNY Board of Trustees, one year after its implementation of a new system-wide policy for SUNY and its campuses. Read the full Data Brief here.

“SUNY is working tirelessly to ensure that at every SUNY campus, and at our central office in Albany, all who come to learn, work and visit know that they are welcome and that their viewpoints will be respected,” said Alexander N. Cartwright, Provost and Executive Vice Chancellor. “Our Diversity, Equity and Inclusion policy is guiding our work and rightly sets the highest standards.”

“The current context for diversity and inclusive excellence in higher education has become a central focus,” said SUNY Vice Chancellor and Chief Diversity Officer Carlos N. Medina. “For SUNY System Administration to be recognized each year since the inception of the HEED award is both incredible and humbling. It speaks to our commitment to our students, faculty, and staff across the University in this critically important area. We continue to strive to become the most inclusive system of higher education in the nation.”

SUNY Buffalo State College also received the award.

“This is an institutional commitment. Our efforts to address diversity at Buffalo State are thoughtful and supported by campus constituents across our academic departments and the division of student affairs as well as community partners,” said Karen A. Clinton Jones, Buffalo State’s chief diversity officer and director of the Equity and Campus Diversity Office. “We work in conjunction with many entities to ensure that our campus is welcoming, diverse, and inclusive. Buffalo State not only recruits students representative of diverse backgrounds, we continue to work toward increasing the diversity among our employees. We have a campus community—faculty, staff, and students alike—who view our diversity as a strength.”

About INSIGHT Into Diversity
INSIGHT Into Diversity, celebrating its 40th year in 2014, is the largest and oldest diversity publication in higher education today. Known for its annual Higher Education Excellence in Diversity (HEED) Award, this is the only award recognizing colleges and universities for outstanding diversity and inclusion efforts across campuses. Current, archived, and digital issues of INSIGHT Into Diversity magazine are available online at www.insightintodiversity.com.

About the State University of New York
The State University of New York is the largest comprehensive system of higher education in the United States, with 64 college and university campuses located within 30 miles of every home, school and business in the state. In 2014-15, SUNY served nearly 1.3 million students, including nearly 600,000 in credit bearing courses and programs and nearly 700,000 through continuing education and community outreach programs. SUNY students and faculty across the state make significant contributions to research and discovery, resulting in nearly $1 billion of externally-sponsored activity each year. There are 3 million SUNY alumni worldwide and one in three New Yorkers with a college degree are SUNY alumni. To learn more about how SUNY creates opportunity, visit www.suny.edu.
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 and faculty.

Thanks to the many SUNY champions who make diversity count in the SUNY educational experience.
AWARENESS TO ACTION:
BUILDING A CULTURE OF INCLUSIVE EXCELLENCE

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