

The Challenges of Campus Diversity



OUR PROGRAMS AND INITIATIVES

- > Empire State Diversity Honors Scholarship Program (ESDHSP)
- > Faculty Diversity Program (FDP)
- > Graduate Diversity Fellowship Program (GDFFP)
- > Native American Initiative (NAI)
- > Explorations in Diversity and Academic Excellence (EDAE)
- > Doctoral Diversity Fellowships in STEM (DDF-STEM)
- > Replications (REPLIC)
- > Access to Success (A2S)

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Dear Friends and Colleagues,

We are pleased to share the second edition of our ODEI newsletter "Diversity Counts" with you. Our office has been working with campuses across the System to focus on outreach efforts to develop programs that support and increase in number diverse faculty and students. ODEI hosted a very successful STEM conference, which is covered in detail in this issue. Several articles reflect the work that is being done on campuses in support of students, and we hope to continue to help campuses draw attention to the strategies that increase faculty understanding of diverse students and to increase the opportunities for SUNY to raise its diversity quotient with regard to faculty and staff hiring. Additionally, it is exciting to mention that in November, we were honored to receive the 2013 Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education. This award is a testament to our commitment to the values of diversity and inclusion across the SUNY System.

Often times, in discussing issues related to diversity, the question of identity or identities will emerge. Today, we would not be surprised to find conversations on sexual identity and gender expression as important topics of concern on our campuses. Also, the concerns of veterans, including women, have become more visible as this population returns to take up their lives in pursuit of the educational opportunities that SUNY provides.

To build tolerance and social justice on campus, we must explore the ways in which race, gender, sexuality, class and many other facets of identity intersect both in the life of a single student and in the collective communities that comprise our campuses. Establishing a diversity plan that recognizes the importance of equity for all helps establish credibility and provides the opportunity to improve campus life. Just as students strive to cope with the multiple identities they recognize in themselves and in others, so must campuses assess their efforts to build the skills that their faculty and leaders need to navigate in an increasingly diverse and complex environment. Campus leaders recognize this responsibility, yet struggle with implementing viable solutions to transform the make-up of their institutions, even though the diversity in student enrollment is increasing throughout SUNY.

Accountability for diversity is indeed a challenge to measure, but must be intentional, just as the development of new standards for a curriculum or a metric designed to gauge the effectiveness of an operation. How can a viable diversity agenda measure its progress? Has it recognized the complexity of serving the many identities within the organization? Has it created high expectations of inclusion and support? How has the diversity plan allowed



students to grow, leaders to develop and faculty to better represent the growing diversity of students in their programs? Has the diversity plan assessed the community and how it can leverage community engagement for its diversity programs? A diversity plan requires collaboration and taking a more proactive view of the dimensions of diversity for all segments of the university community, including the institution's overall mission.

Being inclusive must stretch beyond the campus boundaries to the communities served by our institutions. What populations and community partners can help our campuses expand their appreciation of the many diverse publics in their midst, and what forms of outreach can build a more diverse and responsive culture of inclusion? We hope you will reflect on diversity initiatives in your environment to assess their strengths and consider enhancing the breadth and scope of your programs. We look forward to supporting you in all the important work you do.

Carlos Medina

Associate Provost and Associate Vice Chancellor for Diversity, Equity and Inclusion

Why STEM Matters...The SUNY STEM Conference Program



*SUNY STEM Conference
Administrator,
Carlos N. Medina, ODEI*



*Co-chair, Dr. Veronica Henry,
SUNY Farmingdale*



*SUNY STEM Co-chair,
Dr. Joseph Skrivanek,
Purchase College*

ODEI sponsored the third biennial SUNY STEM Conference “Broadening Participation in STEM” on October 10-11, 2013, which focused on topics of students, faculty, institutional transformation and the opportunity to use the experience of experts to explore solutions within SUNY and beyond to rectify the emerging crisis facing STEM education in the United States.

The opening keynote by Dr. Sylvester (Jim) Gates called for broad cultural change to support academic excellence in light of the changing make-up of our student-aged population.

He emphasized the national imperative for broad outreach to middle, high school and college-aged youth to stimulate an interest in STEM studies. Innovation is driving the country’s economic growth and the world forward at an escalating rate; yet college attainment has not kept pace with demands for a skilled workforce, particularly in STEM and emerging industries - cloud computing, nanoscale engineering, manufacturing and many allied health fields.

While college attainment throughout the world has increased, the U.S. rate of completion for 25-34 year old students has dropped; and the United States now ranks 9th or 10th in this category. There are other foreboding signals: a drop to 31st place in math skills and 25th place in science knowledge across the globe. This skills deficit impacts job opportunities for young adults entering the workforce and creates a marketplace of international candidates better trained in high-skill fields.

So not only does this situation make the United States less competitive in the knowledge economy, but the failures of educating youth with the skill sets needed in a knowledge economy create a pay-skills gap as these students enter the workforce. One study by Anthony Carnevale – “The Undereducated American” – cites that a college degree can help individuals earn 81% more over a lifetime than those having only a high school degree.

In conjunction with the demographic shifts that are increasing the numbers of minorities in the United States, it is clear that this fast growing segment of the population is not being trained to contribute to the knowledge economy. Those who drop out with only a high school degree are more vulnerable to the risks of recession, job loss and instability in economic downturns. Dr. Gates invoked the ethos of the military, saying that we must not leave our people behind but must engage our students to excel, particularly in STEM where new jobs may grow exponentially.

Making college completion more attainable for underrepresented populations remains a challenge both in STEM and non-STEM disciplines. As students move through the pipeline, there are progressive losses for students of color as they move through undergraduate, master’s and doctoral programs.

The remedies for STEM completion may also be applicable to liberal arts and social science fields because the core curricula generated by the Next Generation Science Standards cross over to challenging, but attainable competencies for all students, including:

- *Evidence-based data analysis*
- *The formulation of hypotheses*
- *The synthesis of information and ideas*
- *Writing for persuasion and process*
- *Using new technologies*
- *Speaking and listening.*

Infusing the curriculum with these challenges has been successful at small incubator start-ups which provide students with the opportunity to use both creative and skills-based knowledge. In the capital region, this model is employed by Rensselaer Polytechnic Institute in providing programming opportunities for virtual reality games, simulation models and robotic labs, as well as many other research-based explorations to solve real-world and societal needs.

In the report “Engaged to Excel” prepared by the President’s Council of Advisors on Science and Technology (PCAST), many recommendations hinge on revamping teaching methods in the belief that underrepresented (both female and minority students) could fill three-quarters of the projected jobs in STEM if they stayed the course and achieved a STEM degree.

A critical juncture for STEM retention occurs between the first and second years in college. Whether a student attends a two or four year college, the first-year experience may be a deciding factor for degree completion. Critical to success is the degree of social integration and community engagement a student feels is present to support learning and a sense of welcome. The climate issue cannot be underestimated as a component of acculturation in STEM or non-STEM degrees.

Five major recommendations from the PCAST members

included:

- Replacing standard laboratory courses with discovery-based research courses or assignments
- Creating partnerships among stakeholders to diversify pathways in STEM careers
- Creating postsecondary mathematics education programs to address the math gap
- Increasing partnerships with business to create sustainable change in undergraduate STEM education
- Disseminating and adopting teaching methods that are validated models for increasing skills-based learning and inquiry in STEM fields.

Widespread training for teachers in STEM education practice has been supported through the NSF's WIDER program, where funding of \$20 million was authorized for 2012. Measuring the intersection of faculty growth and student success is part of the evidence based research the grant program hopes to uncover in an effort to better engage students in the successful completion of STEM programs.

Another strategy that has been the focus of considerable discussion in New York pivots on building opportunities for research by community college students. This recommendation is echoed in the "Engage to Excel" report, which recommends that cross-institutional research programs and communities could be funded through redefinition of the Department of Education's \$1 billion Carl D. Perkins Career and Technical Education program and by sharpening the focus of Federal investments in minority institutions.

Developing math skills as a gateway to STEM education and STEM careers is considered to be a fundamental challenge at all levels of education. Embracing computational and

conceptual mathematics as a useful skill is fundamental to the preparation of inquisitive and problem-solving mindsets. Overcoming the cultural fear of mathematics and providing a system for math achievement by all students can remedy skills and achievement gaps needed for STEM professions which is viewed as a deficiency in U.S. education. To change this mathematics "bottleneck" – PCAST has proposed creating:

- Summer and bridge programs focusing on math
- Continuing remediation focused on discipline-based problems, such as math skills specific to physics, computer science or engineering applications
- Developing a master teacher corps to help disseminate successful practices in teacher education programs.

By adapting the many STEM grant agencies and platforms to address these needs, PCAST recommends that funds could be diverted from the substantial enterprise of remediation to programs that build science inquiry, science collaboration, research opportunity, partnerships and math skills, allowing rising high school juniors and seniors to overcome these learning deficits prior to college.

Dr. Timothy Killeen, President of the Research Foundation and Vice Chancellor for Research of The State University of New York, also addressed the SUNY STEM Conference as a keynote speaker building on the theme of broadening and deepening participation in STEM.

Fusing study with experience, Dr. Killeen recommended scaling up STEM interventions substantially to increase the preparation and graduation of students with the skill-

sets needed to enter STEM enterprise.

One of the key ideas still in formulation is the concept of a Research Passport which will help students develop their expertise and experience in research-oriented facilities.

Dr. Killeen noted that there are abundant STEM pathways at the present time, but that the programs lack "coherence" in terms of what students perceive as a science or STEM identity. Strategies include:



- Creating a discovery phase of education involving early research, active learning and learning communities
- Helping sustain matriculation in STEM programs by allowing students to be involved creatively in entrepreneurship and start-up endeavors
- Using the SOARS model in atmospheric and related sciences to create student opportunities with mentorship, research and learning communities.

One of SUNY's strengths in addressing the tremendous shortage of STEM graduates lies with the "systemness" concept and the Power of SUNY.

His formula for scaling up the enterprise-driven model for STEM education was expressed as:

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Members of the STEM Conference Committee: L-R back row: Elizabeth Carrature, ODEI; Letitia Thomas, University at Buffalo; Veronica Henry, Farmingdale State College; Tamu Chambers, Hudson Valley Community College; Stacie Nunes, SUNY New Paltz; Bonnie Proctor, Enrollment Marketing; and Joseph Skrivanek, Purchase College. Front row, l-r: Barbara Hardman, ODEI; Barbara Streets, SUNY Oswego; Edelmira Reynoso, ODEI; Carlos Medina, ODEI and Nina Leonhardt, Suffolk Community College. (not pictured: Phillip Ortiz, Empire State College and David Ferguson, Stony Brook University).

Diversity at SUNY Cortland...

A Journey Focused on Institutional Commitment

by Noelle Paley, Director, Multicultural Life & Diversity

Borrowing from the theme and spirit of the position paper drafted in the University Faculty Senate Committee on Diversity and Cultural Competence entitled, "Making Diversity Count," we want to share with you the SUNY Cortland journey and commitment toward making diversity count. In 2010, SUNY Cortland committed to the appreciation and advocacy of diversity, equity, inclusion and social justice during its strategic planning process. Since that time,

SUNY Cortland has worked to fulfill that commitment at every level of the institution. SUNY Cortland is excited to share some of the highlights from our "Making Diversity Count" journey.

Dr. Daryl Smith, author of *Diversity's Promise for Higher Education*, was invited to the 2012 President's Retreat where President Eric Bitterbaum and

senior administrators reviewed the diversity imperative and its importance in sustaining the growth of our college. The critical question - "Does diversity matter at SUNY Cortland?" drew a resounding

YES, prompting a review of existing diversity efforts and assessment of our gaps and needs. In the intervening year 2013, President Bitterbaum spoke to our journey's progress in enhancing diversity at Cortland.

A good deal of momentum has been initiated by three college Deans: the Dean of Education, Andrea Lachance; Arts and Science Dean, Bruce Mattingly; and Professional Studies Dean, John Cotton. They are striving to implement strategies to diversify the candidate pools, ensure an equitable interview process and ultimately strive to increase faculty diversity. Internally, Cortland has hosted a Unity Celebration publicly acknowledging Cortland faculty, staff and students for their good work advocating for diversity, equity, inclusion and social justice. This annual event brings the campus community together to celebrate Unity champions who have been nominated for their commitment and tireless effort in making SUNY Cortland a welcoming, safe and desirable place to be.

The Associate Vice President of Human Resources, Joanne Barry, along with our then Affirmative Action Officer, Wendy Cranmer, tasked a small work group, who became the Coalition for an Equitable and Inclusive Campus (CEIC), to provide diversity and inclusion training. CEIC is now convened by the Director of Multicultural Life and Diversity, and the group has expanded to include the Dean of Arts and Sciences, the Vice President for Student Affairs, and the Vice President for Institutional Advancement. That group has continued to work with Dr. Daryl Smith in creating strategies for diversifying faculty. Work is also being done in collaboration with Public Relations to raise the diversity profile of the institution so that prospective faculty, staff, students and

SUNY
Cortland

families experience SUNY Cortland as a welcoming and inclusive community from day one. CEIC has worked as a group to identify best practices regarding diversity, equity, inclusion and social justice and make recommendations to the institution.

Alumni Affairs Executive Director Michael Sgro has fostered a culture where diversity, inclusion and social justice are core values in the alumni community. The Alumni Association Board of Directors has developed an ad hoc committee on diversity geared toward diversity training. Generational and multicultural diversity programs have helped alumni engage other multicultural alumni and students. Most recently, the board availed themselves of training on privilege and an examination of their board's cultural climate as a strategy to create a more inclusive and welcoming space for new and diverse board members.

Students have the opportunity to plan and host a fall student diversity retreat to foster inclusion and equity on campus. The retreat has been endorsed and attended by the student government association executive board for the last three years. Students attending this retreat often become more engaged in campus leadership positions as orientation guides, admissions ambassadors, peer diversity trainers, alumni affairs interns, student club leaders, or even as residence hall advisors and staff. Students who understand the value of difference have great influence on the cultural climate at SUNY Cortland.





Spring programming includes the Student Conference on Diversity, Equity, Inclusion and Social Justice which is now in its fifth year. The 2013 conference attracted participation with 15 schools about 150 attendees. The conference was designed to give students exposure to academic conference behaviors:

- planning
- committee membership
- proposal preparation
- presentation skills
- participation.

These skills will better prepare students to meet graduate school research and conference expectations. Students are required to work with a faculty member throughout the proposal, writing and presentation process. Students are asked to share academic work across disciplines that looks at issues of diversity, equity, inclusion, social justice, advocacy, activism, human rights, civility, STEM, racism, Islamophobia, etc. This year's conference will be held on April 12th and the theme is Speak Up/Speak Out.

Our faculty are particularly active in making diversity count at SUNY Cortland as well. The Center for Gender and Intercultural Studies hosts committees like the LGBT faculty committee, international conferences, and programs such as Reimagining Girlhood and Race, Resistance and Reason. The center also co-hosts a Diversity Institute for faculty

and staff. The LGBT faculty committee has been invaluable in stimulating greater awareness of the LGBTQAI community and issues of overall cultural climate and equity. The committee launched a "Don't Tolerate Hate" campaign which included sandwich seminars, Wellness Wednesday programming, and a promotional sticker that has been widely distributed to faculty, staff, students, community and alumni. The stickers address hate, educate the community on terms like "tolerate," and set an expectation for all behaviors on campus.

Finally, tying all of these efforts together is a strong Multicultural Life and Diversity Office (MLDO). The MLDO at SUNY Cortland works with the faculty, staff, students and alumni mentioned in this article to create a maximum force of effort and intention toward a shift in cultural climate. Through a monthly newsletter, the MLDO works to keep the community engaged and informed. While working with institutional stakeholders, the MLDO also provides programming such as Peer Diversity Train the Trainer Certification, Kente Celebration, and Safe-Zone.



Cortland has worked to ensure that diversity goals and programs are moving forward by having representation at the college faculty senate meetings and by participating in the University Faculty Senate Committee on Diversity and Cultural Competence. "Diversity Counts" at SUNY Cortland, and we know that it is an institutional effort that requires multilevel buy-in, action, strategic vision and commitment.

REPLICATION SUCCESS

"This research program was life-changing – an opportunity to achieve more, and obtain and retain knowledge."

Joshua Charles-Pierre, Received A.S. from RCC, Received B.S. in Biochemistry at Purchase College

Initially
a partnership with regional community colleges

Expanded project
increased transfer rates upon 2-year graduation to 4-year bachelor's programs

Currently...SUNY-led
Replication project improved student & faculty STEM programs, streamlined pipeline and enrollment on 32 SUNY campuses

Why STEM Matters...

continued from page 3

I=E xS* Impact = Excellence x Scale where x = Systemness

Highlighted Workshops and Panels:

Working as a STEM educator within SUNY has provided many faculty with opportunities to join forces to achieve systematic change and growth in the numbers of students enrolling in STEM disciplines.

Research and Summer Bridge opportunities enable students to learn leadership, communication and research skills. Such programs are spread throughout Long Island and upstate New York.

This year, participants from the University Center for Academic and Workforce Development discussed the opportunities their students might have as continuing students in EOP programs. The collaboration of EOP centers with ATTAIN Labs and EOC programs may become a source of potential STEM students supporting SUNY's pipeline initiatives. The conference highlighted the work being done by EOP multicultural advisors and the shared purpose of recruiting and developing underrepresented and minority students for STEM programs.

The Brookhaven National Laboratory and *Newsday* representatives provided in-depth information on research and STEM education opportunities on Long Island. The *Newsday* two-part publication, "STEM, STEAM and the 4C's and the STEM Resource Guide," was distributed throughout the two-day conference and could be the basis of a statewide publication enabling students and parents to prepare for higher education opportunities in STEM programs.

Deepening participation through community engagement was discussed in many workshops throughout the conference. Several highlighted this facet of faculty involvement in faculty participation in community events. TECH WARS, an annual robotic competition that draws between 700 and 1000 students and families, has expanded in western New York State. Now in its 18th year, it provides great visibility for school teams that are successful and encourages STEM participation. Expanding this concept for middle and high school level teams throughout the state would enable partnerships and sponsorship of a skills-based, problem solving research question that all participants could enjoy. Students testified that their college program choice was tied to the excitement and challenge that this type of STEM activity provided.

The undergraduate research publication and e-portfolio workshops demonstrated the value of developing a published record of a student's research. Having a record of scholarly achievement provides students with visible accomplishments to highlight their record of achievement. It can be used to foster scientific inquiry or to apply scientific method to any research problem in both STEM and interdisciplinary studies.

The plenary panel of faculty educators explored the idea of working with each student's unique potential and addressing specific barriers to degree completion. Individual barriers covered the lack of role models and overcoming stereotype threats that raise the question: "Do I fit here or in STEM?" Helping students answer these questions without disengaging from college or STEM studies is critical. The panelists each sought to build success through first year engagement, better financial support and

helping students accept the idea that faculty do want students to succeed.

Some of the strategies faculty recommended included close mentoring relationships, providing role models for graduates to connect current undergrads and their parents with those who have succeeded to create a reflection of the identity they have chosen.

Engaging parents was a recurring theme of the conference. The work of community agencies, libraries, churches and businesses provide opportunities for mentors to help students recognize that the challenges of a STEM education can be overcome. Broadening participation begins with greater outreach. For SUNY, that means opportunity!

Dr. Skrivanek's statewide Replication initiative utilizes many of these strategies working with 32 two and four-year SUNY colleges.

Joe Skrivanek and Carlos Medina also spoke on Replication in a presentation titled: "Building Bridges in STEM" at the American Association of Colleges and Universities which took place in San Diego October 31-November 2, 2013 at the "Transforming STEM Conference." The project leverages the "Power of SUNY" and shows that success in STEM studies can be engineered. The program impacts 24,000 students as part of SUNY's transformation initiative to build student success and diversity in STEM. At Purchase College, where the program first originated, 71% of 400 participating students, achieved their baccalaureate degree and 83% earned a two-year degree, surpassing many benchmarks for graduation both nationally and within SUNY for degree success.

SUNY Pride at Oneonta: Acknowledging Sexual Identity and Difference

After a year of preparation, determination and an abundance of fortitude, SUNY Oneonta hosted the First Annual SUNY Pride Conference on the weekend of National Coming Out Day (October 11-13, 2013). The SUNY Pride Conference united SUNY colleges and universities in their common efforts to create a more inclusive environment for people of diverse gender and sexual expressions throughout the SUNY system. Through education, collaboration, networking and sharing, SUNY Pride encouraged students and faculty from various colleges to become conversant with each other's policies, facilities, accessible services, programs and training opportunities to recognize ways to strengthen diversity programs to incorporate issues of sexual identity on campus.

Delegations from 11 SUNY campuses attended the SUNY Pride Conference to raise the issues relevant to creating more inclusive campus policies to improve campus climate regarding issues of orientation and sexual preference. SUNY Oneonta senior and SUNY Pride creator, Mitch Hymowitz, designed the Pride Conference Head Committee to be student-led and advised by faculty and staff. The students involved in conference planning and leadership roles on SUNY Oneonta's campus each maintain a full academic schedule, while orchestrating the conference program. Evaluations from the conference recognized the value of organization and dedicated work of committee members, including Mitch Hymowitz, Co-Coordinator; Amanda Palmer, Activities Chair; Madison Waldron, Workshop Chair; Savannah Wiggins, Volunteer Chair; Alyssa Lupinski, Public Relations Chair; and Benjamin Dalecki,

Budget Chair. The faculty and staff advisors are Elliot Ruggles (Director of Gender and Sexuality Resource Center Director at SUNY Oneonta), Leah Bridgers, Bill Harclerod, Rebecca Harrington, Melissa Fallon and Mary Bonderoff. For the duration of the SUNY Pride Conference, thirty student volunteers also worked tirelessly to support these student leaders and faculty/staff members.

SUNY Pride drew over one hundred attendees to numerous workshops, featuring twenty-seven guest presenters from many different SUNY schools. The workshops included topics such as Best Practices for Safe Space Training, Gender Inclusive Housing, Trans* History, Intersectional Identities, Campus Climate Survey Issues, Establishing an LGBTQ Mentoring Network, Healthy Group Dynamics for Student Organizations, and panels on Coming Out in Athletics, Gays and Greeks, Religion and Sexuality, and many more.

Workshops concluded with a documentary screening and guided discussion of trans, that depicted the lives of six people from the trans* community. Addressing concerns of transgender populations has been a growing concern of diversity programs in SUNY. With funding support from the Office of Diversity, Equity and Inclusion at SUNY, this program fostered much-needed discussion of efforts to provide more inclusion for the trans population on SUNY campuses. Dr. Nancy Kleniewski, President of SUNY Oneonta, addressed the audience at the evening dinner along with conference organizer, Mitch Hymowitz. Part of the unique success of the SUNY Pride Conference was the excitement generated by workshop programming as

SUNY ONEONTA

well as the anticipation of the Saturday night SUNY Oneonta Drag Ball. Some three hundred people filled the ballroom for dancing and performances by Mimi Imfurst from RuPaul's Drag Race and Albany's very own, Eva Destruction.



The SUNY Pride Conference concluded on Sunday with faculty/staff networking and two sessions of caucus groups. The first set of caucus groups focused on campus climate and outreach, gender and sexuality meeting and event ideas, and transgender individuals inclusion on college campuses. The last caucus group session was based on participants' gender and/or sexual identities. This gave everyone the opportunity to meet people who identify the same way that they do and to have an open discussion about their identities. Positive feedback from the SUNY Pride Conference evaluations suggests that the program met a need within the SUNY university community. Oneonta and the SUNY Pride Head Committee are undeniably proud of this success.

**trans = transgender*

Creating Graduate Student Success

by Betty P. Shadrick, Ph.D., Assistant Dean and Director of Graduate Student Diversity
University at Albany, Office of Graduate Education

At the University at Albany, we foster a welcoming environment to build student success in graduate studies throughout the year. Our program helps students build confidence in their ability to be part of our world and the diversity they will encounter.

One of our longstanding and ODEI-funded programs for underrepresented graduate students is known as the Carson Carr Graduate Diversity Scholar Program. The application states the award is named after Dr. Carson Carr, "for his stellar accomplishments in supporting the recruitment, retention and graduation of underrepresented students." By selecting students for the Carr award who want to make a difference in the world, we strive to create a community of leaders. Once candidates have been selected, our office reaches out to these students and encourages them to attend as many of the activities planned each semester for their enrichment, academic success and social integration in the UAlbany community of scholars. We host community-building events in the fall and spring semesters, including a welcoming reception, a holiday gala, "The Spring Bling" and end-of-year celebrations. For academic enrichment in both the fall and spring semesters, we sponsor a host of workshops to address various topics:

- Time and Stress Management
- Succeeding in Graduate School

- Writing the Master's Thesis
- Negotiating the Dissertation Process
- Preparing for the Comprehensive Exam: A Multidisciplinary Panel of Professors Share Tips and Suggestions
- How to Find Mentors
- Grant Writing
- Securing a Post Doc
- Financial Literacy
- Writing Publishable Papers
- The Job Search Series
 - Writing a Resume or Curriculum Vitae and Interviewing Strategies
- The Impact of Social Media
- The Power of Positive Thought.

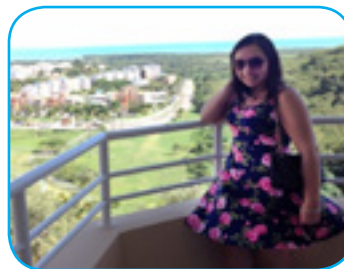
All of these events are funded by the Office of Graduate Education and the Graduate Student Association to help students grow throughout their degree programs.

Our office also adheres to an open-door policy and is a safe place for students to unwind. Students are encouraged to drop by, phone or email their concerns to us. We have constructed a space reflecting diverse cultures through art and sculpture and strive to create a peaceful and home-like atmosphere. Some students have called our office couch the "healing couch" - a place where they can share their fears and concerns and later

leave the office recharged and ready to persevere.

When it is all said and done, I count myself blessed to be part of the process. It's been a journey filled with witnessing and celebrating the promising accomplishments of our students. It's been a journey replete with messages of hope, victory over adversity, and is a testament to the human spirit of believing, claiming, and achieving goals and dreams.

Tiffany Valentin, a candidate for a Master's degree in Public Health in May 2014, gave her view of the program's impact, saying:



"The Carson Carr Diversity Scholarship provided me with the opportunity to gain professional skills while not having the burden of financial restraints. I was able to assist faculty in their research AND participate in field work. I was also able to network more easily and landed an internship at the New York State Department of Health AIDS Institute. The skills I have gained have given me more confidence in pursuing health education opportunities."



Photo taken by Mark Schmidt

"We want students of color to know that they can join the ranks of future teaching faculty and be at the vanguard of the production of knowledge and discovery in science, technology, engineering and mathematics."

-Betty P. Shadrick,
Director of Graduate
Student Diversity

The Compelling Case for Faculty Diversity!

by Elizabeth Carrature, ODEI, SUNY System, Associate for Research & Development

The case for faculty diversity is every bit as compelling as the one for student diversity. It is about recruiting, retaining and developing new partnerships to extend collaborative relationships with graduate schools, businesses and other diversity proponents to build the momentum for faculty diversity. In the United States, the recruitment of minority students has been augmented by a number of successful programs, and the value of student diversity has been extolled as a societal interest; a benefit in strengthening persistence; stimulating problem-solving from multiple perspectives; or simply, building an acceptance of cultural difference. Indeed, court decisions have affirmed diversity and race or ethnicity in admission criteria, affording diverse students more opportunities in higher education.

Similarly, faculty diversity has a great impact on diverse students, by creating role models and campus figures that may share a cultural idiom or expression. However, even when campuses buy in to the need for greater faculty diversity, the real costs of extending a recruitment initiative in the hope of increasing diversity may not be successful. The interests of incumbent faculty on a search committee, the hope of perhaps recruiting a female candidate, or the need for someone who complements the existing faculty exemplify the complexity surrounding faculty appointments generally;

and these factors are exacerbated when the question of minority status is broached.

Overcoming the sluggish growth of diversity among

Dimensions of Diversity*



* Adapted from "Diverse Teams at Work: Capitalizing on the Power of Diversity" by Lee Gardenswartz and Anita Rowe

faculty has been approached through strategies including growing your own; hiring newly-minted Ph.D's from your own institutions; targeted outreach in advertising to reach agencies, journals and online portals read by minority applicants; the recruitment of visiting faculty from private corporations; advancement programs targeted to the needs of women – such as faculty mentoring, networking among spheres of influence in the community, minority-serving fellowships, and many other campus-based initiatives. Yet achieving greater balance in the representation of diverse

faculty within departments remains low.

What strategies would propel faculty diversity to be viewed as every bit as important as student diversity? As the professoriate of the 20th century approaches retirement, universities are facing the need to replace teachers and have an unprecedented opportunity to make a commitment to provide aspiring candidates from diverse backgrounds with opportunities to compete as viable candidates. Diverse young graduates may help inspire a new paradigm of cooperative alliances with the business community to inspire new cross-over pathways leading to faculty recruitment. Could new academic career recruitment programs create a support system necessary to inspire a commitment to faculty diversity, cognizant of the challenges for underrepresented minorities? Huge questions remain on how they would be shaped and funded. The pipeline for underrepresented minorities seeking entry to the world of academia may take its lessons from the programs and investments made on behalf of student diversity in the belief that diversity strengthens the fabric of the university and its ability to serve its mission of inclusion. The increasing numbers of diverse students and graduates on our campuses may provide an opportunity and a challenge for SUNY – how to use a natural pipeline of talent to achieve greater faculty diversity.

"The mix" of factors in our diversity make-up

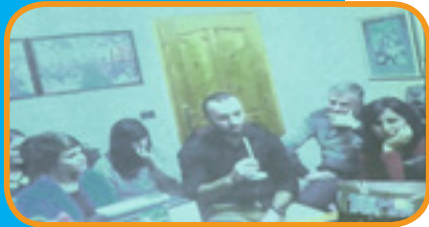
The illustration at left illustrates several dimensions of diversity that exert an impact on each of us at home, at work and in society. Each dimension adds a layer of complexity to our individual identities. The dynamic interaction among all the dimensions influences self-image, values, opportunities and expectations. Together, the core dimension helps define our individuality, and the layer of "internal dimensions" are powerful in shaping our attitudes and behaviors. These factors contribute to a synergy forming a wholly diverse person. External factors further shape our cultural, social and physical environments. The outer "organizational dimension" constitutes our work and worklife. It too is a factor in the diversity framework.

Empire State College and Global Education – “What’s It All About?”

STATE UNIVERSITY OF NEW YORK


**EMPIRE STATE
COLLEGE**


President Merodie Hancock welcoming guests at International Week Celebration, pictured with Francesca Cichello and Professor Bidhan Chandra



Impressions of ESC from students abroad, connected by a “live” video feed to the International Education teleconference



As diverse as the program options are for domestic students at Empire State College, opportunities for international students are another aspect of the growing, technology-enabled global learning spaces that ESC has developed. In a recent teleconference at its flagship campus in

Saratoga Springs, the college celebrated International Week with participation by students and program leaders around the world. The celebration of international education was the product of much planning

by steering committee members Pauline Chooi, Francesca Cichello and Professor Bidhan Chandra, President Merodie Hancock, Provost Deborah Amory, Vice Provost Marjorie Lavin,

Dean Tom Mackey, Interim International Program Director Gavin Louder, and Dr. Joyce E. McKnight each spoke about the ways that a cross-border global education is reshaping higher education. Dr. Hancock noted that some 600 international students are enrolled from countries including Lebanon, Greece, Austria, Australia, Japan, Dominican Republic, Albania, Canada, Israel, Egypt, Saudi Arabia, Bahrain, Kuwait, Russia, Switzerland, Iran, China, the Czech Republic and the Netherlands.

Students in finance, marketing, business and communications contributed to the discussion, saying the program gave them a competitive edge. A student from Prague, Petr Rieger, credited the program for providing much more than an international connection, saying that his access to faculty was far more personal, “something not at all possible in a Czech university.”

He added that having relationships with students from some 60 countries has provided him with access to emerging scholars to prepare them for the cultural diversity he will face in the world. Another student from Kosovo was able to spend a semester in Prague, benefiting from access to courses and professors otherwise not available at his home institution. The opportunity to have a residency in another country through an Empire State College partnership or affiliation was highlighted by Dr. Karolyn Andrews who heads the international program in Lebanon. Using social media, students were able to participate on Facebook in a course page, by Skype for real-time synchronous meetings and through the Moodle platform for distance learning. For those who could not travel to the actual residency, one enrolled student felt “she did not miss much by not being there” and could still be very personally involved because there were face-to-face virtual meetings scheduled during the residency. Using a low bandwidth video and screen-sharing application called ZOOM, students can connect with others simultaneously, through WiFi and wired Internet or through 3G and 4G cellular networks with good video quality. Next summer, using the option of synchronous learning, a course in Digital Storytelling will be shared using technology enabling simultaneous viewing and participation.

Offering a different perspective, SUNY Buffalo described their partnership with the Immaculate Heart Sisters in Tanzania, Africa to create a program with considerable community impact. To date, the program has helped build a water supply and well, develop an early childhood school, and provide educational opportunities for girls. As part

of President Clinton’s Global Initiative, greater funding has been received to help educate children and build schools and services in other areas in Africa, with support from its New York base in Buffalo, which is becoming known as the “City of Good Global Neighbors.”

Each experience described offered a permutation in the landscape of learning opportunities facilitated by distance learning. The diversity of America – internationalization from within – as a topic reminded all the participants that we all bring different backgrounds, minds, hearts and perceptions to the teaching and learning enterprise. Dr. Menoukha Case from the Center for Distance Learning discussed the incorporation of indigenous knowledge in the curriculum to foster participation of tribal nations and discussed the possibility of two-year program certificates with content relevant to indigenous cultures. In each presentation, the benefits of collaborative online learning forums helped underscore the model of what we can share with others about new and future distance learning environments. John Hughes’ technical expertise during the teleconference enabled feeds from points east and west, all over the globe. We truly participated in a virtual education experience.

The global environment as the learning playfield, along with technologies helping us to bridge continents, time zones and cultures, truly opens a world of opportunity for students and scholars. The example of Empire State College’s International Education program provides this vision as it is shaped by the dedication of its global program directors and the multicultural students it attracts.

The Confucius Institute Center at SUNY Albany



SUNY has established several partnerships through the Chinese Ministry of Education to locate Confucius Institutes on seven SUNY campuses. A Confucius Center on the University at Albany campus opened in December 2013 to enhance its student and scholar exchange with the Southwest University of Finance and Economics (SWUFE) at Chendu, Sichuan province. Other institutes are located at Stony Brook, the Levin Institute, the University at Buffalo, the College of Optometry, Binghamton University, and the College of Ceramics.

University at Albany President Robert J. Jones and Elizabeth L. Bringsjord, Interim Provost for SUNY, presided over the center's inauguration with a cultural celebration, the unveiling of an institute plaque and the signing of a UA-SWUFE accord to build an even more robust cultural exchange between these institutions and to enhance cultural relationships with the Chinese community in the capital region.

The Institute will also help facilitate student study abroad scholarships and funding for faculty-exchange activities:

- Chinese language classes for UAlbany and local high school students
- Seminars and workshops on China's business environment for Capital District business professionals
- Academic presentations and classes regarding China's economy and history for the campus community.

The celebration was marked by performances of the Binghamton University Confucius Institute Cultural Organization to the great delight of the audience. The UAlbany Confucius Institute Director, Anthony Di Blasio, has worked steadily over many years to develop community and college programs on Chinese culture.

Provost Susan Phillips underscored DiBlasio's effort and commitment as well as that of the university, noting the tremendous growth of the Chinese community in the capital district.

Currently the University hosts more than 650 students and scholars from China on the UAlbany campus.



Chinese opera soloist Zhang Hong from Binghamton University's Confucius Institute



Partnership Signing (left to right): Ding Renzhong, Vice President of Southwestern University of Finance and Economics and Robert J. Jones, UAlbany President

From left: Ding Renzhong, Vice President of Southwestern University of Finance and Economics; Robert J. Jones, President of UAlbany; Chang Quansheng, Consulate General of the People's Republic of China; and Elizabeth L. Bringsjord, Interim Provost and Vice Chancellor, SUNY System Administration

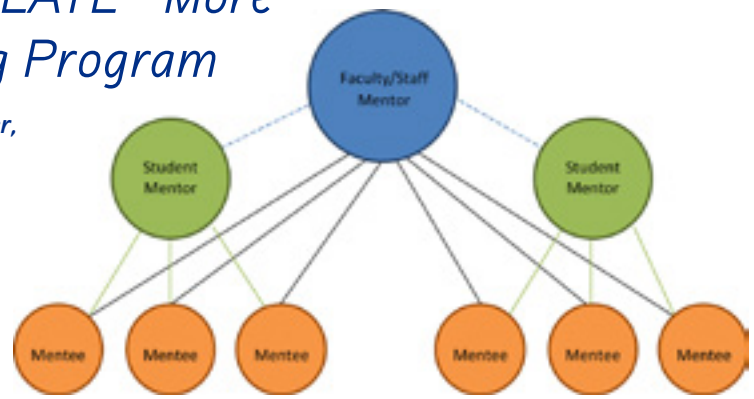


“Through intrusive advising, intentional interactions, interpersonal connections, and thoughtful support, first-year students would be introduced to the resources available to them by mentors and empowered not only to persist to graduation, but also to develop self-authorship and to participate fully in their college experience.”

Alfred State's CREATE—More Than a Mentoring Program

by Liz Raterman, Diversity Officer,
Alfred State College

Years ago, I heard a quote from the author of “The Voice of the American Teacher,” Robert John Meehan—“You can't fix education until you fix the community; education is not a building but a lifestyle and an environment.” I thought I understood what Meehan meant, but over the past year, I've gained a much fuller understanding of his words. It's all because of CREATE—a mentor program for minority students we have begun at Alfred State College.



students is the retention of these individuals. Across the U.S., college enrollment for African Americans has reached 14%, but only about 43% of them actually graduate (according to *The Journal of Blacks in Higher Education*,

Using available research tools, I interviewed students, analyzed MAP-Works (our web-based retention platform), and reviewed additional research. I found out the following: (1) Our minority students have difficulty connecting with the faculty in their major/program, as well as academic planning. (2) Alfred is rural, which is a culture shock for our students. The combination of the college being in a remote location and lacking a good public transportation system and the students not having their own mode of transport makes it difficult to connect students to entertainment that isn't provided by the school. (3) Our students of color are homesick. Even seniors remark on missing home, and this one factor just scratched the surface of retention issues impacting diverse students.



from L-R: Ron Rhoades (Faculty Mentor), Rolanna Browne (Mentee), Guadalupe Cortez (Mentee), Camille Hill (Mentee), Pernell Celestine (Student Mentor), Aaliyah Seelall (Student Mentor)

Too Big to Ignore

Like most colleges and universities across the nation, Alfred State has made the recruitment of minority students an important goal, which benefits both the students and the college. We know that minority students add diverse viewpoints, differing life experiences and cultural richness to Alfred State. However, the biggest challenge that comes with recruiting minority

2007). Nationally, Hispanics/Latinos have become 16.5% of college first-year students, with 21.7% receiving Associate degrees and 11.7% graduating with a Bachelor's (according to the *Pew Hispanic Center, 2011*). Here at Alfred State, we also contend with student departure and the broad responsibility of student success.

In the summer of 2012, I started examining why our students of color were leaving.

A solution to some of these concerns was inspired by the University of Louisville's African American Male Retention Initiative which helped us frame a new program Alfred State entitled CREATE (Cohort Reaching Educational Achievement through Engagement).

What is the CREATE Program?

After a lot of brainstorming and planning, Alfred submitted a proposal for CREATE through the ODEI “Explorations in Diversity & Academic Excellence” program which was funded

this year. Through intrusive advising, intentional interactions, interpersonal connections, and thoughtful support, 1st-year students would be introduced to the resources available to them by mentors and empowered not only to persist to graduation, but also to develop self-authorship and to participate fully in their college experience. By providing structured guidance that meets the unique needs of minority students, we hope to increase their “sense of belonging” and foster the success of the community as a whole.

The three essential components of the CREATE program are Mentorship, Academic Support, and an emerging Pioneers Leadership Program. These components serve to increase the students’ connectedness to the campus and faculty/staff. The guidance and mentorship pieces are the backbone of CREATE because positive role models who can connect students with their environment are crucial to student development. Each first-year student, or mentee, is assigned to a student mentor and a faculty/staff mentor, and these mentors are the figureheads of their “families.” So in addition to having two mentors, the mentees also get the benefit of interacting closely with the other mentees to build peer connection. “With CREATE, you get that family atmosphere, so you have people motivating you, checking up on you, and a family away from home,” says Devin Tillman, first-year building trades major.

The “mentorship” component works hand-in-hand with the “academic support” component—mentors go through training before the semester starts to learn about the resources available for our students to better assist their mentees in feeling capable in the classroom and feeling personal success. A current

freshman, Rolanna Browne, recognized the importance of this support, saying: “CREATE has given me a family that I can turn to when things get rough in my transition from high school to college.”

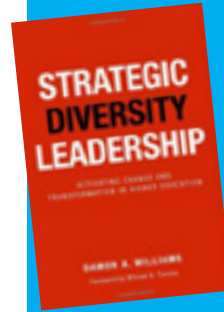
Finally, CREATE includes leadership training through the “Emerging Pioneers Leadership” initiative which helps structure experiences for students in the Alfred State community, to discover their passions and foster peer and professional connections.

More than a Mentoring Program

CREATE kicked off on August 18, 2013 with 27 mentees, 16 student mentors, and 6 faculty staff mentors. So far, we have hosted CREATE fun and academic events every month, and yet, the mentees want more! They love having opportunities to see each other, but even the Mentors are enjoying themselves. Magan Straight, a mental health counselor for the college and CREATE mentor says, “As a CREATE mentor, I feel honored to provide support, encouragement, and understanding as I witness each of my mentees work toward being true to their aspirations and achieve their goals. As a mentor, I have had the opportunity to grow in my own understanding of other cultures and have developed a greater appreciation for diversity. The experience of taking the time to get to know my mentees and learn about the experiences that bring meaning to their own lives has inspired me to continue to learn about myself with regard to my personal and professional life. My mentees have taught me to live each day with patience, compassion, and above all an open heart.”

CREATE is more than a mentoring program...so much more.

GOOD READS!



Why diversity matters is the heart of this volume. In a global society, diversity has become vital to industries as an economic driver. In higher education, as universities pursue a more global footprint, the concepts of diversity at work also become a bottom line for improving learning and enhancing research, innovation and organizational culture. This new text discusses leadership within the context of creating change and transformation in institutions of higher learning.

Due to the changing demographics in the United States, the book asserts that more American students need to complete a degree by 2020 in the critical age bracket (25-34) for the United States to compete globally. At present, only 46.4% of Americans in this age bracket are expected to complete a degree. The skills race for the 21st century demands that colleges help overcome the barriers preventing an increasingly diverse population from achieving this goal and becoming productive members of the innovations and knowledge-based global economy. This realization provides the basis for exploring an institution’s role in helping a far greater percentage of students in overcoming the constraints of time, work, family responsibilities, cost, and location to promote educational attainment.

SUNY PRESS



This SUNY Press publication offers the perspective of many compelling stories and contributors. The introduction notes that the U.S. is on the verge of having the third-largest Spanish-speaking population in the world, many of whom have fled from or immigrated here from Latin America. Hispanics represent some 14% of the nation’s populace and the largest minority population according to the U.S. Census. A question one can ask on reading the stories rings out: “Are immigrants of color permanently foreign? Do they assimilate or remain clustered in marginal ethnic communities?” The scenarios from Portland, Maine help illustrate a community’s response and the assimilation process. This volume offers many stories of those transported to the United States. One mother’s daughter has returned to Peru to study and practice law. The mother, while comfortable in her house and life, does not feel she can return to Peru but admits she never wanted to come to the United States. She remains open to the possibility of change though she is now in her late sixties. Interestingly, her biggest challenge has been “achieving my own status,” and finding activities, people and a culture in which she could fit. The multiple challenges of life including discrimination, language and cultural barriers characterize the lives of many whose profiles are included in this volume.

SUNY Press and ODEI have partnered to showcase publications each month which are available from sunypress.edu at a substantial discount.

Access, Diversity and Rising Tides:

The Educational Opportunity Program at the Fashion Institute of Technology

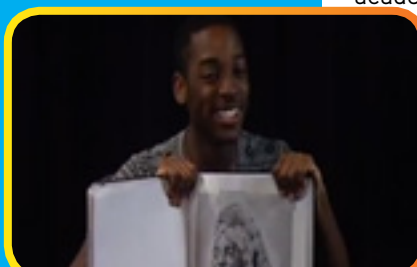
By Taur D. Orange, Director, SUNYIT Educational Opportunities Program



Annelies (Production Management: Fashion and Related Industries, BS/S6): Student speaks of the pride and responsibility of being the first in her immediate family to attend college.



Carlos (Fine Arts, AAS/S3): Student humbly offers gratitude at having been initially denied admission to FIT but having been given a second chance upon EOP's decision to admit him.



Alejandro: Student is delighted by the caliber of work he generated during his summer 2012 pre-freshmen summer program.

Providing broader educational opportunities to New York State's populace represents a philosophy and practice that warrants vigilant protection because a diverse environment has the potential to enrich and to empower both the individual and the collective. When positioned as an investment, diversity "lifts all boats."

Thankfully, the current focus on diversity with regard to education and the workplace has come a long way from the exclusionary social philosophy and founding practices of American higher education from its early days. Diversity programs have become a conduit for many social outcomes: educational access, globalized economic opportunities, and experiential enrichment. Yet diversity challenges are still preventing educational attainment. According to a NYSUT report, 1 in 4 New York State children still live in poverty, which is linked inextricably to academic performance.

The Educational Opportunity Program (EOP) has helped thousands of students overcome the financial burden of college, providing a comprehensive recruitment, access, and student support program with an important presence on many SUNY campuses. At Fashion Institute of Technology (FIT), an EOP Program has operated for nearly 40 years. Its staff of 3 full-time counselors and

a director provide services annually for more than 200 FIT students. Fashion Institute of Technology is unique in many ways because it has the support of industry professionals and educators who want to ensure the continued vitality of the garment industry and encourage the professional aspirations of students seeking to contribute to it. EOP ensures that the professional aspirations of capable students with socioeconomic need are also nurtured. Their ability to access an affordable and quality education in pursuit of career goals is critical to their success.

FIT's EOP core mission serves to position students for admission and to equip them with tools necessary to overcome obstacles that threaten to upend their education or prevent their successful pursuit of industry aspirations. A demanding 4-week pre-freshman summer program sets the tone for what is expected of EOP students who are offered admission to FIT. From 7:55 a.m.-6 p.m., program days are filled with classes in art history, developmental writing, Excel, instructional computing, 3-hour major-based courses, workshops in social skills and etiquette, and college success strategies. Fridays are spent at the N.Y. Historical Society Museum & Library where students learn college level research skills, view artifacts from 17th-19th century NYC, learn how to interpret history through paintings, or explore civic engagement themes such as the impact of the Occupy Wall Street movement.

A culminating summer program activity, attendance at a

Broadway theater production, allows students to observe and critique the production elements of lighting, set, and costume design, dramatic elocution, as well as marketing and promotion approaches. An all-day outdoor experiential education field day, where students confront their self-limiting beliefs and push through to replace them with self-empowering beliefs, adds to the diversity of the summer curriculum. Daily breakfast sessions are spent reading and summarizing articles from the NY Times, following introductory presentations about its history, layout and content. Lunchtime is devoted to "Music and Menu," a daily opportunity to experiment with different ethnic menus and to listen to and learn about the music of the respective cultures. Broadening the exposure of students to cultures beyond their own is a rewarding practice. Students discover similarities and differences that excite them and enhance their understanding of the larger world around them.

Year-round, EOP offers student support services that range from study skills workshops to advocacy when students run into academic trouble. A great feature of the program is the assignment of a program counselor-advisor to each student. The counselor remains assigned to his/her program student until the student graduates. Even then, graduates reach back to stay connected with their former counselors. Not surprisingly, it is a moment of EOP pride when students experience opportunities such as internships with Oscar de

continued on page 15

la Renta Atelier or employment with Sesame Street as puppet makers.

EOP services lend support to the retention of FIT students. During 2012-13, 98% of program students were retained, 94% in good academic standing. 33% of the students achieved overall grade point averages 3.0 or higher. Applicants to FIT are targeted for admission through EOP if they are NYS residents and their family income falls within a NYS income range indicating economic disadvantage. Additionally, the student's culminating high school grade point average cannot exceed the grade point average established for non-EOP admission consideration.

Before the close of EOP's 2012 pre-freshman summer program, a student summed up its importance, saying: "I want to say thank you for this opportunity in EOP. I learned a lot in this summer program especially in my major. EOP has been very beneficial to me because of the way I wasn't taught to study. I'm really ecstatic and ready for the fall semester...I know that I'm going to make it. I want to make it, I need to make it, I have to make it. Soon, you probably will be wearing my designs from a real store! Thank you."

The phrase "Rising tides lift all boats" aptly describes the benefits of EOP for the individual student and the success of the institution. EOP resources and policies help mitigate substantial barriers and challenges allowing students to attain precious commodities: a career, a degree and self-empowering ability to study and succeed.

SUNY's Center for Student Recruitment Buys Confidence in NYC Students!

*By Beryl S. Jeffers, Ed.M.,
Director, SUNY Center for
Student Recruitment*

Much has been written about the hurdles facing first-generation college students. First-generation students are those college students whose parents' highest level of education is a high school diploma or less. It is estimated that this population makes up 30% of all college freshmen, with the rate being highest among underrepresented minority groups. Before these students begin college, they often face significant challenges. First-generation students may lack important "college knowledge" about the process of preparing, applying, and paying for college due to the absence of familial experience.

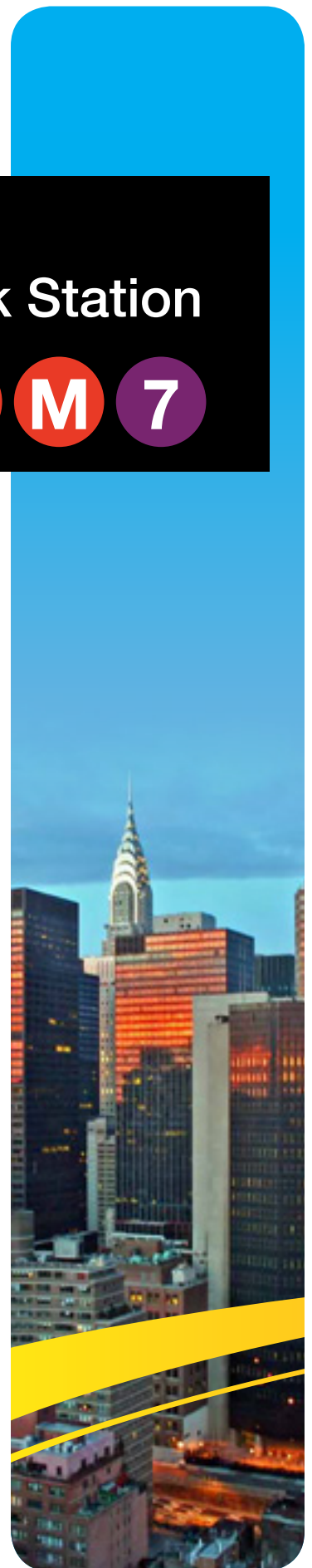
SUNY acted on the need to assist prospective college students, especially first-generation students, in New York City with the development of the SUNY Center for Student Recruitment (CSR). The CSR is located directly across from Bryant Park, at the SUNY College of Optometry and is the "SUNY gateway" for local students, family members, and high school and agency counselors.

5 Avenue- Bryant Park Station



The Center provides practical strategies for navigating the college search and application process. Students can attend information sessions that provide an introduction to the wide range of opportunities and programs available at SUNY. Students can also sit down with a counselor to use the "ApplySUNY" application or to learn about financial aid, college costs, and student support services. The CSR conducts additional outreach through its high school visitation program, as well as coordinating student visits to SUNY campuses and providing a venue for SUNY campuses to host student receptions.

The Center puts the Power of SUNY into practice every day in its work with first-generation students. When a New York City student walks out of the CSR offices, that student can feel confident that a SUNY education is possible.



Vision

ODEI aspires to situate diversity as an integral component of academic excellence in SUNY and to establish the university as a national leader in preparing its students for success in a culturally and racially diverse society.

Mission

ODEI is responsible for devising and implementing a range of programs to promote the diversity of SUNY's academic resources. The office promotes the integration of diversity-related instruction and research into ongoing SUNY initiatives to enhance academic excellence and partners with baccalaureate, doctoral degree granting institutions and community colleges to achieve the holistic integration of New York's underrepresented and economically disadvantaged populations into the academic culture of higher education. The office strengthens SUNY's ability to create knowledge of benefit for society and to educate students for leadership positions in a culturally diverse and globalized society.

Six Impacts Achieved by Turning Outward on behalf of Diversity:*

1. **Engagement** – Shift the focus of who you see and include it in your work and how you engage with them to create change.
2. **Partners** – Gain clarity about the partners you need to move forward – and those that are holding you back.
3. **Priorities** – Reflect on the status of diversity and your work within the community, to focus on what you can and should impact.
4. **Strategies** – Develop and implement shared strategies that reflect the context of your community and the aspirations of all your communities. Do not let events and programs dissipate the impact of diversity.
5. **Communications** – Reframe how you talk about your work and impact, so that it is relevant to people and their concerns – and how you can contribute to a more productive diversity narrative.
6. **Organizational Culture** – By “Turning Outward” you can align and drive internal efforts around shared aspirations and shared language, which makes it easier to work across departments and get things done.

*Adapted from Harwood Institute practices: <http://www.theharwoodinstitute.org/how-to-turn-outward/resources/>

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**The Office of Diversity,
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