The Office of Diversity, Equity and Inclusion (ODEI) hopes to build upon our forward momentum by working with campuses to implement the 2016 strategic diversity initiatives from all of our campuses. We hope their plans will generate a system impact supporting the DEI Policy objectives. SUNY campuses have worked diligently to develop diversity goals and assessments in their strategic plans, recruit and appoint Chief Diversity Officers and pursue other priorities outlined in the DEI Policy. Here at System Administration, our office has worked to support the multiple goals inherent in the Policy and sustain the momentum of its implementation. Now we must energize and support campus commitments on a wide range of needs and concerns.

Universally, campuses are concerned with building a climate that supports inclusion and recognize their creativity and diligence in supporting students from around the world, regionally and/or within the local area. At Broome Community College, a strategic initiative to build the success for men of color began in the summer of 2016 with a pre-semester program followed by a full year of support to promote success for a new cohort of young African American and Latino men. At Onondaga Community College, an ODEI funded diversity program, “Dialogues about Race and Ethnicity” hopes to bridge cultural difference by working with 29 facilitators and 150 new students in its second year through peer training across the campus. At FIT, a series of performances and programs based on the contributions of widely diverse 19th century composers and artists is designed to bear witness to the historical question of gender. The program hopes to support the LGBTQ community illustrating the positive impact of historical figures in the arts.

This past year, a record number of people attended our fall Diversity Conference, which was held on November 9-10, 2016, on the heels of the presidential election. The conference gave us an opportunity to join together at a critical juncture to truly work toward building services and representation of diverse populations on our campuses. The conference hosted a presidential roundtable which clearly shared the inclusive vision that campuses have to invest in curriculum, retention and success. By partnering with each other...
2017 SUNY Diversity Conference
Announcement and Dates

ODEI will celebrate the milestone of ten years of work during this year’s conference with confidence that our work together has moved us forward.

Given the growing diversity of our state and the climate concerns on our campuses, we envision building all aspects of our institutional diversity by engaging our leaders, our faculty, our students and our campus communities as practitioners of inclusion. As committed educators and leaders, we want to ensure that making access and inclusion a priority is an active responsibility we all share. Equity in education would create a world that truly strives to overcome systemic injustice.

Building an equity mindset and developing wide-reaching campus initiatives to drive the equity imperative has helped SUNY stand for these ideals as an inclusive and welcoming institution throughout its 64 campuses. We hope you will join us in making access and success integral to the SUNY experience.

East Meets West: An “Inspiring and Learning” Event at Genesee Community College (GCC)

Building inclusion and welcome are priorities of SUNY’s Diversity Policy to improve campus climate. This single event, entitled, “East Meets West”, in the far western reaches of the state, may resonate with faculty and student affairs coordinators as an exemplary way to build awareness to recognize global diversity and empower students to adopt a “can do” attitude despite the challenges or barriers of language, heritage or physical ability.

Throughout an engaging program of entertainment and speaker presentations, a deeper achievement was clearly evident: Genesee Community College campus has created a sense of inclusion and welcome on its campus with committed faculty and staff that supports multicultural students and culture. Coordinated by Jackie DiBella, many international students have come together in a social setting through the Multicultural Communications Club, partnering with Toastmasters International to showcase their cultures and develop their communication skills. The Office of Diversity, Equity and Inclusion has supported the East Meets West program through its Explorations in Diversity and Academic Excellence initiative to expand opportunities for the many foreign students attending GCC to become more engaged in campus life and building awareness cultural identity. Highlighting cultural diversity at the college provides an opportunity for multicultural students to allow their cultural values and traditions to be shared with the larger campus population.

The event’s keynote speaker, hailing from Singapore was Darren Tay. This remarkable young lawyer has shaped a career around public speaking, competing at the Toastmasters Inter-
national, where he won the World Championship of Public Speaking in 2016. His talk for the evening helped the audience learn about confidence, humor, body language, gestures and facial expression as ways to become effective as a public speaker. He has honed his skills over 13 years to integrate all the best strategies into his presentations.

Several current students and graduates of GCC who have since finished their undergraduate degree returned to the college to speak at this event. The Master of Ceremonies, Caleb Nicodemus, introduced the speakers and guest performers for the evening. Using his professional skills as an auctioneer, he also surprised the audience with his expertise by engaging the audience in a bidding competition for two items donated to the club to support their activities. Other students conveyed the importance of the club in their lives (including Yuki Sasao, Patrick Reichard, Govher Hemrayeva, Fuka Fujii, Nanami Mayakama, Jihoon Lee, and Joanna Reiko Sato) providing an overview of their heritage and their ability to navigate their campus and work environments through the confidence and friendships that they developed at GCC.

Several musical interludes helped complete a seamless evening of entertainment. A popular Rochester-based a capella quintet, UpScale, sang several songs in keeping with the evening’s aspirational tone, including, “You Have to Be Carefully Taught and Children will Listen” (from the Broadway show, Into the Woods), as well as “Somewhere Over The Rainbow”, “Ragdoll” and “Let There Be Peace on Earth and Let It Begin With Me.” An eleven-year old, Brianna Collichio, from nearby Spencerport, New York also demonstrated her vocal power and the ability to overcome a personal challenge, singing “The Star Spangled Banner”, “God Bless America” and her own composition, “On My Hands.” Her singing not only captured the audience but showed how her commitment to communicating her passion in life through singing was able to lift and inspire an audience.

Though the evening and event drew to a close, the importance of all the voices will long resonate in our memory as examples of how a campus has impacted student success.

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**The Diversity of Applied Learning Experience**

Submitted by The Applied Learning Team, SUNY System Administration

At SUNY, we believe in the power of learning by doing. Today’s high-tech, global economy is fast-paced and moving forward every day, and we have to ensure that, above all else, we are preparing our students to be a part of it. Beginning in the current academic year, the Applied Learning Office at SUNY System...
The Diversity of Applied Learning Experience (cont. from pg 3)

Administration is working to ensure that every SUNY student will have equal access to an applied learning opportunity, even those students attending online. These experiences might include opportunities from clinical placements and cooperative education to service learning, volunteerism, student research, international opportunities and field study. Many times these occur outside of the traditional classroom experience but can be embedded in a course. The experiences must meet criteria based on national standards in experiential education to be accepted as an applied learning opportunity.

Every single SUNY campus has an Applied Learning Team that works across disciplines to develop a campus-wide applied learning plan. These plans are almost finished, and campuses are determining whether to require applied learning opportunities for their students. And since so much of the benefit of applied learning comes from students being able to apply theories learned in a real-world context, our work depends on supportive and engaged partners from the community, be they for-profit businesses, nonprofits or government agencies. In addition to benefiting from these experiences, our students also have the opportunity and responsibility to influence others and the community in positive ways. There exists, therefore, a natural connection between the work of the Office of Diversity, Equity and Inclusion and the Office of Applied Learning. Campus chief diversity officers and campus applied learning liaisons, working together with common goals, stand to increase the impact of these experiences on student success and build a better understanding of the community at large.

High-Impact Practices (HiPs), including those experiences such as internships, co-ops, undergraduate research, clinical placement, study abroad, and other types of applied learning at SUNY have proven to be beneficial for student engagement and successful learning among students from many backgrounds. Through intentional program design and advanced pedagogy, these types of practices can enhance student learning and work to narrow gaps in achievement across student populations. Applied learning experiences strengthen the academic performance of students, increase student retention and improve employment outcomes post-graduation. At our 2016 Applied Learning Conference, Provost and Executive Vice Chancellor, Alexander Cartwright, was able to address some participation trends of underrepresented minority (URM) students in applied learning experiences as well as some of George Kuh’s findings in relation to URM students.

“From George Kuh’s work, we know that and I quote ‘historically underserved students’ tend to benefit even more from engaging in educationally purposeful activities than majority students. His 2008 report, High-Impact Educational Practices, was an evaluation of AAC&Us’ LEAP initiative. When looking at ACT (achievement) scores, NSSE survey elements (engagement), first-year grades and first-year retention, Kuh found that this gain was particularly true for African American students, Hispanic students and economically disadvantaged students.”

We appreciate the opportunity to share a little about what applied learning is and how it benefits students and can support the community. This is an exciting time for SUNY. Working together, there is no limit to what we can accomplish.

Please feel free to contact appliedlearning@suny.edu if you have questions. For more information, check out our website: http://www.suny.edu/applied-learning/about/
Supporting Our Forward Momentum (continued from pg 1)

and with organizations throughout the country, including other land-grant universities, professional organizations and national leaders in diversity, our SUNY campuses are becoming more sensitive to issues of inclusion.

One core issue, building staff and faculty diversity, is being addressed in many ways. Most campuses have broached this issue in their strategic diversity plans, hoping to widen their searches through better outreach. To help resolve this significant challenge, SUNY System has negotiated a partnership offering free system-wide access to the online jobs portal at the diversity publication, Insight Into Diversity, as of January 2017 for a one-year trial to reach a wide and more diverse candidate pool. All campus human resource administrators have been encouraged to create an account with the publisher to begin using this invaluable resource as a recruitment tool. The magazine and website reach approximately 175,000 readers monthly. Through the online portal, campuses will have unlimited access to the site to post employment listings for a period of sixty to ninety days. The opportunity to have a national distribution platform will alleviate the costs of advertising in select venues to engage a wider and potentially more diverse audience.

Historically, many campuses have struggled with the cost of posting searches through distribution channels that would reach a wider and more diverse audience. This collaborative venture can help SUNY attract more diverse candidates through its outreach in partnership with a leading national diversity publication. This represents one step forward in responding to the challenge of increasing the numbers of underrepresented faculty and staff throughout SUNY.

Creating a national perspective on issues of diversity and inclusion in higher education has elevated SUNY’s participation in the ongoing dialogue our colleges are having with each other as well. In recent days, many, if not all, SUNY college presidents have reaffirmed their commitments to diversity and inclusion. SUNY’s Board of Trustees reiterated its tradition of “providing unwavering support” for all students on our campuses and “prohibiting discriminatory actions on the basis of protected class, including national origin.” While recent immigration policy changes may impact educational opportunities for students, faculty and researchers in the near term, SUNY is moving ahead to provide information and guidance to all affected parties through the creation of help centers and student-led legal clinics. A rekindled activism on the part of students and academic communities that further demonstrates SUNY’s commitment to safe zones on campus and sustaining a welcoming climate for the diverse communities we serve. We are also supported by the Governor’s strong commitment to diversity. In speaking to the public, he underscores how valuable our state’s diversity is: “We cherish our diversity. We find strength in our differences. Whether you are gay or straight, Muslim or Christian or Jewish or Buddhist, rich or poor, black or white or Latino or Asian, man or woman, cisgender or transgender, we respect all people in the State of New York. The Statue of Liberty is a proud symbol of American values, and she stands in our harbor. We feel a special responsibility to make her offer of refuge and hope a reality every day. As long as you are here, you are New Yorkers. You are members of our community, and we will stand up for you. Our responsibility is to protect all who are here, whether native-born or immigrant, whether documented or not...You are welcome here.”

For our upcoming November 29-December 1, 2017 diversity conference, we will be working to build workshops that complement the title, “Engaging Diversity Equity and Inclusivity in the Classroom, Campus, and Community.” Please “Save the Date” and look for further information on our web pages in the near future.

-Carlos N. Medina Ed. D
Vice Chancellor and
Chief Diversity Officer
SUNY System Administration
A growing number of SUNY initiatives focus on improving access to college for low-income students, and our institutions must find ways to support their persistence, completion and post-graduate success. Unfortunately, despite the literature tying completion to both academic and social supports, college personnel fail to consider the obstacles and challenges that students from low-income backgrounds face while attending college. This article focuses on a few concrete steps that faculty, staff and administrators can take to support the low-income students they serve. My topics stem from the many conversations I’ve had with the students I teach and advise here at Morrisville, where about sixty percent of our student body receives tuition assistance through PELL grants.

I’ll start with a topic that comes up in conversation each and every semester: the high cost of textbooks. While the rising price of course materials can seem inevitable, there are several ways faculty can help. As you know, one of the easiest ways to help students access textbooks is through course reserve. I encourage faculty members to “plug” course reserve during the first week of class and to be proactive about ensuring that up-to-date editions of textbooks are available. In a similar vein, I encourage instructors to avoid using brand new editions of textbooks when possible. New editions can cost several times as much as their slightly older counterparts, often with few substantial changes in the text.

My next suggestion is the selection and implementation of open educational resources (OER). Open educational resources are available to students and instructors at little to no cost and may be freely used and edited. Lowering or eliminating the cost of course materials (when possible) ensures that all students have access to these fundamental educational resources. This in turn improves student outcomes. Implementing OER in the classroom is a big change with an even bigger positive impact. For a good place to start learning more, check out the Open SUNY Textbook Project at textbooks.opensuny.org.

While my conversations with students usually start with topics like textbooks, they often turn to more fundamental matters, such as housing, transportation and nutrition. You may recall Maslow’s Hierarchy of Needs, which states that meeting basic physiological and security needs is the foundation for personal growth. Economic insecurity can make it challenging for students to meet these needs. The student asleep in the first row, for example, may have pulled a double shift at work the night before. The student who is five minutes late to class may have spent the better part of the morning repairing an aging vehicle so they could get to campus. Working to avoid assumptions and “tune in” to our students is enormously valuable in this regard. It’s also important to become familiar with the policies and resources of your institution and community. A few examples: Do you know where students experiencing food insecurity can go for assistance? Does your institution have a student emergency fund? Where can students go for information regarding scholarships? What public transportation sources do students have access to? What access and opportunity programs serve students on your campus?

It’s clear that any change that increases access for low-income students will also increase access for many other students, including first-generation students of all income levels, international students, adult learners and English language learners (to name just a few). This last strategy, which I call “decoding the academy,” is no excep-
Inclusive Excellence:
Building a Learning and Supportive Home Environment for the First-Generation College Student with Gravely Unsupportive Home Environment Challenges
Submitted by Lynn B. Elfe, Director TRiO Program, SUNY Farmingdale

As a mother, a foster mother and a “godmother”, I have a strong belief for what my role is in the life of children and young adults. Whether they are mine by blood, by time or by my heart, I know the role I want to be in their lives. My belief is that mothers bring unity, structure and love to a child’s life. They nurture, give guidance and provide love and positive affirmations to grow strong self-esteem and well-being. A mother cherishes the children and teaches them to be assets to the family, community and beyond.

According to the University of North Carolina School of Education, “A mother is chiefly responsible for nurturing and rearing her children. A mother has an obligation to help her children develop strong moral principles early in life. The mother’s presence and daily guidance in the life of her children helps them to develop positive character traits with love and compassion for others.” (Family Parenting, 2017) Unfor-
Inclusive Excellence (continued from pg 7)

ADVICE AND SUPPORT FOR ESCAPING “THE CRAB BUCKET”
– ELIZABETH GILBERT

“Some families encourage their members not just to climb, but to soar, and sometimes even to fly away. That is true grace — to want somebody to grow, even if it means that they might outgrow you. But others will try with all their might to hold you back, to pull you down into the crab bucket again and again.”

Fortunately, for the past five years, my experience with some mothers has been very different.

As Director of a TRiO Student Support Services Program, I work with first generation, low-income students and students with disabilities. First generation, in its simplest terms, means, “An undergraduate whose parents have no college experience” (McConnell, 2000). Horn & Nunez, 2000; Pascarella, et al., 2004, state that first-generation college students face unique challenges because their parents have no understanding of the higher education process. In too many cases, this is the least of these students’ concerns.

The literature highlights many of these challenges, such as lower educational expectations, not only from family but college staff and administration. They also begin college with insufficient academic preparation (Choy, 2001); and then they have a need to work while in college, which impacts both academic and social integration (Saenz et al., 2007). I have also found research that talks about the “lack of support system” (Bergh 2008). Bergh states, “By virtue of attending college, they often find their relationships with family members and old friends changing or ending.” Darling and Smith also discuss how “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.” One researcher, Elizabeth Gilbert, refers to this situation as “The Crab Bucket”. She explains, “Whenever one of the crabs tries to climb out and escape, the other crabs will grab hold of him and pull him back down.” The families seem to feel threatened by the student moving on and changing the family’s way of living and thinking. These are only some of the issues we know first generation students encounter.

I concur with Darling’s and Smith’s findings when they state that these students deal with matters of “family values, race and ethnicity, socioeconomic status, learning skills, navigating the culture, and finding connections within that culture.” Then, oftentimes, once they have migrated through all of those complexities, they go home to a household that is intimidating, confounding, mean-spirited and just plain rude. This is not the experience of all first generation students. However, I have spoken to a few students who live this experience. I wonder if you know any of these students too.

In my years as the Director of TRiO, I have not found research to support some of the troubling family relationship experiences some of my students endure, especially many of my young women who are abused by their mothers. They have lived in extremely dysfunctional homes, with mental and emotional...
Food insecurity is a persistent public health concern, impacting approximately 14% of the US population. For younger students, federal programs such as K-12 federal breakfast and lunch programs provide some measure of relief for students in recognition of the nutritional need for students.

However, in our college-age populations, there are no equivalent programs; and food insecurity is often overlooked. But regionally and nationally, this issue has become a disconcerting reality. Although our campuses are attempting to address the issue of food insecurity through campus food banks, this has become an alarming problem on campus.

Diversity Counts

**Food Insecurity: The Impact on College Students**

Submitted by Elizabeth Carrature, ODEI

Food insecurity is a persistent public health concern, impacting approximately 14% of the US population. For younger students, federal programs such as K-12 federal breakfast and lunch programs provide some measure of relief for students in recognition of the nutritional need for students.

However, in our college-age populations, there are no equivalent programs; and food insecurity is often overlooked. But regionally and nationally, this issue has become a disconcerting reality. Although our campuses are attempting to address the issue of food insecurity through campus food banks, this has become an alarming problem on campus.

I have not heard discussions, nor have I seen any research substantiating the severity of unsupportive familial treatment. I want to know if any other administrators who work with first-generation students have heard these types of stories. I want to know more about how we can support these young men and women so they can graduate from our institutions with a productive, fulfilling life experience.

I believe one of the reasons students have felt comfortable to share their experiences in my TRiO program is because I followed the research and created a comfortable, supportive environment. Like Nicolas A. Ferroni said, “they come to college to be loved.” I will admit that I have a wonderful staff who have much love in their hearts, but how can we create models to assist these students as we recognize their needs? It’s imperative that they have a “family” at the forefront as a source of strength and purpose. As the Director of TRiO, I am charged with addressing the academic and financial challenges of this talented population. However, it is my belief that student success is predicated also on the strategies they obtain to survive life with their families.

FINDINGS INCLUDE:

- Consistent with prior studies, 48 percent of respondents reported food insecurity in the previous 30 days, including 22 percent with very low levels of food security that qualify them as hungry.
- Food insecurity occurs at both two-year and four-year institutions. Twenty-five percent of community college students qualified as having very low food security, compared to 20 percent at four-year schools.
- Food insecurity was more prevalent among students of color. Fully 57 percent of Black or African American students reported food insecurity, compared to 40 percent of non-Hispanic white students.
- More than half of all first-generation students (56 percent) were food insecure, compared to 45 percent of students who had at least one parent who attended college.

Source: Hunger on Campus: The Challenge of Food Insecurity on Campus.


(Continued on page 10)
Diversity Counts

Food Insecurity (continued from pg 9)

Recent research evidence shows that there is a significant relationship between food security status and socioeconomic variables such as race, grade point average, loan use and living situation. A 2013 study by Loran Mary Morris and Associates provided a useful historical look at the research on the issue of food insecurity on campuses and who is affected:

- In 2006, a study from the University of Alberta reported that overall risk of food insecurity was directly related to a lack of student loan money to pay for adequate amounts of food.
- In 2009, the University of Hawaii at Manoa found 21% of the student body was food insecure, and people more likely to be food insecure included those living on campus, those living off-campus with roommates, and those identifying themselves as Hawaiian, Pacific Islander, or Filipino.
- In 2011, the Queensland University of Australia found food insecurity to be 46.5% among undergraduate students. Those renting, boarding or sharing accommodations and those with low incomes or receiving government assistance were at higher risk for food insecurity.
- A 2013 study examined female African American college students and observed food insecurity as a significant predictor of low self-esteem and poorer conflict resolution.
- A recent study in Oregon found that 59% of students were food insecure at some point during the school year. Being employed, having an income < $15,000/year, and having poor to fair health were associated with food insecurity whereas higher grade point averages (GPAs) were inversely related to food insecurity.

Loran et al state that “food insecurity is associated with a multitude of health disparities such as undernourishment, chronic diseases, inflammation, obesity and mental health conditions such as anxiety, depression and aggression,” adding that poor self-image is a documented occurrence of food insecurity in university students.

Food insecurity has been tied to student loan debt, and as more first-generation students from disadvantaged groups are attending our campuses, the prevalence of the issue begins to come into focus. Today, nearly one-third of college students are first generation and within that number, 24% are from under-represented populations. The Loran study determined the prevalence of low food security measured across four public university campuses in Illinois as 16.6% and very low food security at 18.4%. While housing arrangements such as off-campus apartments contributed to food insecurity, there were significant associations between GPA and food security, confirming an earlier study by Patton-Lopez in a mid-sized Oregon rural university.

Additionally, though the sample of some 1882 students included a low number of African American students, there was also a positive correlation between food security and racial background suggesting that low food security was correlated to race as well.

While more research could clarify the food security for SUNY students, it is important to recognize the factors contributing to food insecurity as impediments to student completion and student success, aside from the health impact for those who cannot avail themselves of adequate and quality food resources on campus.
SUNY turns to Alfred University superheroes to empower students through ART FORCE 5

Look for SUNY superheroes on your home campus this Spring! Students from Alfred State College are designing and leading programs to combine social justice with art therapy practices. Drawn2Diversity Director Dan Napolitano has been heard to say: “Creativity is the ultimate super power!”

This spring and summer the project will host a tour throughout SUNY to introduce the ideas embodied in the ART FORCE 5 conflict resolution model through training, student workshops and a hands-on collaborative art project to be displayed over the summer.

The Art Force 5 program was first developed in 2006 in partnership with campuses such as the University of Notre Dame and the University of Oklahoma. As it has become more established, the Art Force 5 team won a Unite Rochester challenge in 2016 to address issues of racism and poverty and create a series of projects to engage the community in New York City, preceding the NYC Silent Parade Tribute. Using community-based art as a tool for creating awareness and dialogue, the ART FORCE 5 team will bear witness to civil rights protests of the past and present in the hope of improving the adverse environmental and civil rights issue of the day. Led by Dan Napolitano, Director of Alfred University’s Drawn to Diversity Program, the program has just completed a Spring tour with stops at SUNY Purchase, SUNY Canton, the College of Environmental Science and Forestry, as well as SUNY Delhi and SUNY Potsdam. Alfred University’s Art Force Five team has shared this message with over one hundred audiences at preschools, elementary schools, middle schools, high schools, community centers, museums, schools for incarcerated youth, colleges and professional conferences. When facing conflict, people instinctively “fight or take flight.” Creativity is the third option, often producing the most remarkable outcomes. By developing a propensity for creativity, we strive to reduce the fight instinct (violence, bullying and anger-induced behavior) and the flight instinct (social withdrawal, drugs/alcohol, suicide, truancy/drop out). Additionally, we enforce creativity’s ability to promote equality and strengthen communities.

FOR MORE INFORMATION, VISIT:
https://www.alfred.edu/students/living_at_au/docs/D2DWebpageLayout.pdf
or Twitter #Drawn2Diversity
WHERE IS HOME is what’s on view all over JCC’s Jamestown campus.

The Black Student Union (BSU) created a JCC community project to promote sharing about “home”—something we all care about and relate to regardless of our backgrounds or culture. WHERE IS HOME presented an exhibition of 100 posters shown in hallways across campus featuring individual students holding hand-written signs naming the town, city or country they call home.

BSU president Kalimah Jefferson, from New York City says “WHERE IS HOME was created to celebrate and reflect the diversity that exists within JCC. Hopefully, it can spark conversation, and encourage an interest in that kid that sits next to you every day in a class but whose name you can’t quite pronounce. BSU hopes that WHERE IS HOME bridges cultural gaps.” WHERE IS HOME “shows students at JCC who have never left America that there is a much bigger world out there,” says Obehi Ejele, an international student from London, who designed the posters.

Patricia Briggs commented on the inspiration and importance of this project saying, “this campus-wide art show of posters representing students says a lot even though the materials are very basic and written with white chalk and black construction paper.” Even though the media are very inexpensive, she indicates that “lots of meaningful information communicated in the images, adding artwork like this shows that the person pictured can be given a voice. Usually we see pictures of people and we—the viewer—assigns the meaning to the person shown based on our own assumptions. When you give the person in the picture an opportunity to write a message, the viewer listens to what the person in the picture has to say. It’s pretty revolutionary actually.”

- PATRICIA BRIGGS, DIRECTOR, WEEKS ART GALLERY

http://www.wingyoung-huie.com/p929219206
Diversity Outreach: A 4-Pronged Approach to Successful Pipelines
Submitted by Rick Friedman, President, Scholarly Hires.com

Do you want the secret to a diverse applicant pool? It does not exist.

Colleges and universities want diversity, particularly when developing a balanced job applicant pool that reflects your student body (either as it is currently comprised or for the future).

So how can a Caucasian male’s company headquartered in the Midwest generate diverse applicant pools at the rate of 50.8% of all applicants, while still maintaining broad outreach for all applicants? The applicants tell us that you have to look in the correct places, and hopefully you can also learn from our findings. One caveat however is that you have to expect to find diverse applicants in many of the same places that you find “majority” applicants, whether it be via Google or social media. Sites that claim to be diversity-only sites have the same applicants as general sites, at a significantly higher cost per eyeball. In tight economic times, you only need two websites to get the broadest reach, one for Google-based and one for social media-based applicants. From my experience, sites specifically targeting diverse candidates are not especially fruitful except for military and occasionally Hispanic applicants.

Our website has been successful. How do we do it?

Here is our 4-pronged approach to diversify outreach:

- Diverse applicants, excluding Asians, like to participate in virtual career fairs, and a lot of them search in the middle of the night. We have found through trial-and-error that 6 - 7 career fairs annually, lasting 5 days each, works well.
- Belong to NADOHE, the National Association of Diversity Officers of Higher Education. They are committed advocates, and your institution should be also. It is a great and highly-regarded organization.
- We have found that a website can enhance diversity outreach, through statements and symbols and especially, keywords. You should brand your institutions automatically with strong diversity phraseology.
- Targeted social media works, but it must be a continual commitment once or twice per week. Successful targeting changes dramatically over time, so the resources must be monitored and constantly updated.

Diversity branding is also about pipelines and recognizing limited universes of applicant pools; work together to identify strong faculty candidates as early as junior year of high school, and then cultivate them. It takes time - and lots of it (as much as 9 - 13 years), open-mindedness, commitment and a willingness to fail occasionally.

Excluding gender definition, Scholarly Hires has been able to generate a consistent 45-58% outreach and our website is #2 ranked for hits / job. Every job is different - when you target the overall commitment rather than the individual job, you will begin to show positive results.
Teaching for Inclusion at SUNY Farmingdale

Inclusive teaching is a broad and sometimes, it is a confounding topic. To help overcome many teaching pitfalls, the SUNY Farmingdale Center for Teaching and Learning held a Spring conference with professional development workshops to help participants leverage important educational strategies that engage today’s more diverse and global student.

The keynote address was given by Dr. Frank Tuitt from the University at Denver, who stressed the importance of creating open communication and making your personal context a part of the sharing that sets the stage for learning. In working with a diverse audience, transforming the classroom into an experiential learning platform helps students engage. Co-presenters Dr. Chayla Haynes and Dr. Saran Stewart hosted two breakouts to demonstrate the techniques they have successfully implemented to address the systemic barriers that have contributed to inequitable outcomes for racially and ethnically diverse students.

Building a Future Workforce

Compiled by Eunice Williams, Onondaga Community College and Elizabeth Carrature, SUNY System Administration, ODEI

As part of campus programs for the 2017 Spring academic term, Onondaga Community College hosted the National Diversity Council/Tri-State Diversity Council’s 2017 Upstate New York College Diversity Summit. This collaborative event gathered a wide range of management and business experts and featured Roland Martin, host and managing editor of the news show “News One Now” and former longtime CNN contributor. Mr. Martin served as the keynote speaker, connecting with an audience personally on many issues of diversity and inclusion.

The event’s theme, “Empowering Tomorrow’s Leaders,” encouraged workforce development, fostering job skills and making connections. Dr. Carlos Medina, Vice Chancellor and Chief Diversity Officer in the Office of Diversity, Equity and Inclusion at SUNY served as the emcee.
students from Onondaga Community College, SUNY Oswego, SUNY Albany, Syracuse University and Rochester’s Institute for Technology attended the program. Some 30 faculty, staff and community leaders from various institutions also attended this event.

Martin discussed racial equality, saying notions of institutions being truly diverse and multi-multiculturalism in American society are “a lie,” as he said he believed more inclusiveness comes from people of different races and backgrounds actually spending time together, such as having each other over for dinner. He placed great emphasis on the importance of knowing and working side-by-side with everyone in an organization or whatever social/business context that was in your network. Throughout the meeting, Martin encouraged the audience to talk to one another and make connections saying that personal networks were often the source of new opportunities and jobs. He stressed that “you literally have the ability to change the direction of your entire life based on who you meet today.” He added that “chatting up” people in every aspect of your workplace is a good way to get a “360 degree view” of your workplace. And in turn, through this exposure, a company can become aware of the diversity in the rank and file. In building a better workforce, Martin indicated that recognizing diversity is critical for the next generation and could foster a better appreciation and understanding of the contributions individuals from diverse backgrounds make within an organization.

This advice coupled with panelists discussing the importance of inclusion in the workplace gave students an opportunity to recognize their role within a multicultural society. A wide range of panels took place, led by facilitators from regional industries and organizations in health care, engineering, energy, insurance, (including Lockheed Martin, National Grid, UPS and Centro), as well as a wide range of community and MWBE organizations.

In addition to the wide variety of workshops, vendors were on hand to provide opportunities for the type of networking that the event hope to generate as part of students’ development and their transition to the work world. Vendors showcased diversity and inclusion in their companies, providing guidance on students’ preparation for future career opportunities.

Concurrent sessions taking place include:

- Civic Engagement – Self-Advocacy/ Self-Determination
- Entrepreneurship
- Financial Literacy
- Working in STEM Fields
- Working in Politics
- Securing Employment in a Diverse Health-related Workforce
- Making a Career in Social Work
“Diversity enriches our lives and the educational experience: It invigorates conversations, awakens curiosity and widens perspectives. Diversity also ensures that our campuses mirror the rapidly changing world, creating an environment that prepares our students to be culturally competent so they can succeed.”

In 2014, ODEI invited Dr. Daryl Smith to work with SUNY diversity leaders to provide a framework for their campus leadership in diversity. In this new edition of her earlier book, she has added relevant examples and realistic practices to work on difficult campus issues and to position diversity leadership throughout the institution. She notes that the aspirational goals of diversity leadership may help build a campus culture that accepts the relevance of inclusion. Making diversity a core value of an institution and measuring progress toward planned goals can help the institution thrive in terms of educational excellence and effectiveness.

Dr. Smith’s contribution to the field has broadened our understanding of continuing to build inclusion as part of an institutional capacity. Many valuable ideas on the roles of dialogue, communication and networking provide ways to move forward in creating effective diversity leadership.

Meeting Announcements

NADOHE will be hosting a Standards of Professional Practice Institute at the SUNY Global Center June 14-17, 2017. ODEI is co-hosting this event to develop the skills and training of Chief Diversity Officers throughout the country.

NADOHE president Archie W. Ervin notes, “This Institute will be the gold standard in the training and certification for all senior level diversity professionals across higher education. The faculty for the Institute will include nationally renowned researchers and practitioners who will engage and challenge Institute participants to refine their professional competencies as leaders in higher education diversity and inclusion. We are excited we have reached this point in our maturation as a national association so as to conceptualize, design and deliver a program of this caliber and impact.”

Cornell University

Cornell University will be hosting an important conference impacting teaching and learning from June 13-16, 2017 on difficult dialogues. Please inquire about the conference by writing idpconference@cornell.edu or visit their site for more information. Help your campus engage in difficult conversations about identity, solidarity and social power.

- Learn from the experience of faculty, staff and students working in intergroup dialogue settings.
- Practice techniques for communication across differences.
- Reflect on the role of critical dialogue in the current social and political climate.