Looking Back to Look Forward

Once again, I am delighted to share our latest edition of the ODEI Newsletter, “Diversity Counts” with all of you. Since our last issue – much has happened, and more is being planned to bring a high level of thinking about diversity to our campuses. In this issue, we are highlighting activities and programs that help our campuses demonstrate their commitment to diversity. This of course includes the upcoming system-wide diversity conference: “Making Diversity Count: Ensuring Inclusion, Access and Impact,” The conference in November, is a collaboration between the University Faculty Senate and ODEI to explore key issues affecting students and faculty as the State and University become more diverse. We welcome your participation in this first system-wide diversity collaboration [see p.2], and hope you will join us and bring a colleague or two along to participate in the workshops and discussions.

When I think about the importance of diversity and equity in our society, I can’t help but think about the last fifty years of leadership and legislation that propelled our country forward. Our country endured years of upheaval as racial violence erupted in the 1960’s in protest against discrimination and limited employment and education opportunities. Freedom Riders seeking to integrate buses needed the protection of federal marshals, and schools like the University of Alabama called for militia to protect newly-admitted black students. By 1963, the country seemed ready to build on its democratic traditions as 200,000 Americans joined civil rights leaders in the March on Washington. Then, in a time of great tumult, following President Kennedy’s assassination, the Civil Rights Act of 1964 passed and became a benchmark in the timeline of civil rights protections to help the country become more tolerant of its own diversity. During this time, universities became the testing ground for the admission of African Americans throughout the South. At Vanderbilt University in May 1963, President Kennedy offered these thoughts: “Liberty and learning will be and must be the touchstones of any free university in this world,” adding: “Of the many special obligations incumbent upon an educated citizen, I would cite three as outstanding: your obligation to the pursuit of learning, your obligation to the pursuit of learning, and your obligation to serve the public, your obligation to uphold the law.”

Today, President Obama’s signature initiative on race, “My Brother’s Keeper,” revives the issue of educational equity to offset the troubling and endemic underachievement of black and Latino males. President Obama’s words echo President Kennedy’s belief in our social obligation. “We need to give every child—no matter what they look like, no matter where they live—the opportunity to meet their full potential.”

At SUNY, we are engaged in similar endeavors to champion the next generation of students and scholars. In many ways, celebrating diversity in SUNY supports positions of social responsibility forged by history. We sometimes speak of cultural competence in a world marked by cultural, economic, racial and gender differences. Our campuses support the freedoms and the responsibility that President Kennedy felt we should ensure. In recent years, we have strengthened our programs for those with disabilities, veterans and LGBTQ populations. Becoming attuned to groups that still need help to achieve equity in our society and in our institutions is a challenge we face.

I am proud to support the commitment to make diversity count by individuals throughout SUNY who sustain the goals of liberty and learning as democratic traditions within our University system.

Carlos N. Medina
Chief Diversity Officer and Senior Associate Vice Chancellor ODEI
University Faculty Senate and Office of Diversity Co-sponsored Conference:
“Making Diversity Count: Ensuring Inclusion, Access and Impact”

The Chancellor’s leadership has revitalized SUNY’s strategic growth, and one dimension of that growth is the breadth of SUNY’s diversity and emphasis on access, inclusion and success. The dimensions of student and faculty inclusion have always been a core part of the University’s vision and mission, but finding ways to build an understanding of diversity’s value in leadership, academic affairs and governance are critical too. Throughout the University, leadership must help carry this priority forward, particularly in a time of global connection, shifting demographics and far greater diversity. Recognizing SUNY’s diversity today and planning for the future are essential.

To work toward a bolder, larger, more systemic view of diversity, the Office of Diversity, Equity and Inclusion has partnered with the University Faculty Senate to work on issues of cultural competence and diversity in all sectors of the University. This collaboration has generated the themes for our Fall conference, “Making Diversity Count: Ensuring Equity, Inclusion, Access and Impact.” Both Chancellor Nancy Zimpher and Board of Trustee Chair, H. Carl McCall are scheduled to provide opening remarks to kick start SUNY’s first university-wide colloquium on diversity with an emphasis on faculty development, student inclusion and a broader vision for diversity and affirmative action programs throughout the University.

Helping leaders to create a framework for diversity in their colleges and programs is one aspect of the conference. Dr. Daryl G. Smith, Senior Research Fellow and Professor Emerita of Education and Psychology at The Claremont Graduate University is renowned for her writing on achieving faculty diversity and will be one of the keynote speakers and workshop leaders at the conference. Dr. Smith will guide the discussion on strategic governance and discuss how students benefit from a more systemic approach to diversity. She is also a co-author of To Form a More Perfect Union: Campus Diversity Initiatives, A Diversity Research Agenda, and Assessing Campus Diversity Initiatives.

ODEI hopes to have copies of Dr. Smith’s book, Diversity’s Promise for Higher Education: Making it Work, available at the conference.

Dr. Kerry Ann Rockquemore, President and CEO of the National Center for Faculty Development and Diversity, will also be presenting a keynote address at the conference. Her presentations often center on issues of work-life balance, mentorship and tenure for underrepresented faculty. Her weekly advice column in Inside Higher Education provides tips for faculty and has become a highly-valued resource for faculty in achieving career goals and coping with career stress. ODEI and the University Faculty Senate hope you will explore this opportunity and attend this year’s conference. For more information, visit our conference website: (http://www.suny.edu/making-diversitycount/) or contact the Office of Diversity, Equity and Inclusion at 518-320-1189. Please join us @SUNYDiversity on Twitter to add to the conversation on diversity and issues of inclusion in higher education.
**Diversity in Student Life, High Impact Engagement and Campus Leadership**

by Elizabeth Carrature, ODEI

The synergy of student engagement activities and institutional diversity can be an intentional part of campus life and student learning. The question of intentionality surfaces more and more when attempting to measure the success of diversity programs that meld with campus events, cultural or identity programs or even curricular programs that have a focus on diversity.

Many campuses are striving to create more inclusive environments so that students who appreciate their learning environments build a positive momentum for satisfaction, persistence, learning, and ultimately, student success.

Metrics that recognize a pluralistic view of campus life can help frame the success of a diverse democracy in campus life. Advancing a framework that ties the many threads of student life to the single goal of student success shows that there are many pathways to curricular and social engagement. Their diversity coupled with the diversity of the students and their experiences must be shaped by a collaborative effort among administrators, faculty, and staff that strives to intentionally reproduce arenas for engaged learning in each sphere.

Some of the principles for engaged learning include:

1. Creating environments that promote contact between students and faculty.
2. Promoting cooperation, collaboration and reciprocity through peer exchange among students.
3. Participation in small group learning environments (learning communities, discussion sessions, labs, in-class learning circles, supplemental instruction).
4. Participation in applied learning that recognizes the research and discovery foundations of active learning.
5. High expectations for students with support through first-year programs including developmental models. Many SUNY colleges demonstrate success with their EOP programs, orientations, first-year seminars and additional supports throughout the year.
6. An environment that continually strives to communicate respect for the diverse talents of learners and adapts to new learning strategies.

The frequency with which students repeatedly experience environments that apply an engaged learning model can help to promote educational success.

Together, positive learning outcomes and self-development outcomes are entwined as critical elements of the student experience.

Implementing multiple high-impact practices should reach and involve all students in some way. While all campuses utilize some high impact engagement activities, it is important to find ways to evaluate who participates.

Are diverse students, including LGBT and others, apt to participate?

Are heightened engagement patterns among diverse populations showing evidence of success?

An important question college leaders might ask is: How can the college community integrate clear, coherent, structured academic and career pathways for students that are highly engaging and cognizant of increasingly diverse learners? The challenges of being intentional in college and diversity leadership can reap rich rewards for student achievement and institutional success.

Here are some ideas to pursue:

- Define or characterize student engagement in college experiences and activities;
- Define desired outcomes for students as a result of their engagement;
- Produce an inventory of current student engagement activities;
- Determine how current activities link to desired outcomes and inclusion goals—and at what stage(s).

In the National Survey of Student Engagement, five essential areas of educational performance are stressed: 1) the level of academic challenge, 2) active and collaborative learning, 3) student-faculty interaction, 4) enriching educational experiences, and 5) supportive environments.*


Hampel, R. and Pleines, C. (2013). Fostering student interaction and engagement in a virtual learning environment. An investigation into activity...
I couldn’t be more afraid of presenting than I was when I first came here. My presentations always resulted in stuttering rants that made me feel inadequate. I am pleased to say that on Friday I will be presenting first and am expecting to give the greatest presentation this faculty has ever seen.

-Bershley Jean-Charles
Baccalaureate and Beyond Student

Care and Community in Diversity and Diverse Learning Experiences

by Beverly Moore, SUNY Sullivan and Tara George, SUNY Purchase/Montclair State University, NJ, with notes from Joseph Skrivanek, Program Director

The Baccalaureate & Beyond Community College Mentoring Program at SUNY Purchase is entering its 15th year this fall, with a remarkable history of success in supporting minority and first-generation college students on their academic journeys. In reality, it is really three closely aligned programs under one umbrella. The three programs include: The NIH sponsored Bridges to the Baccalaureate Program, the NSF and privately sponsored Research and Science Visions Preparation Program (RSVP), and the PepsiCo Foundation sponsored Baccalaureate and Beyond Program for students in the humanities and social sciences. The vast majority of students in this program are from underrepresented minorities; others are first-generation college students. More than 70% of participants have gone on to complete a Bachelor’s degree and over a third of them have gone on to do graduate work. It is a joy to share a classroom with these young people. They are highly motivated and, in many cases, they are discovering over the course of the program that they are capable of academic achievements that have not been imagined for them as a matter of course.

As educators, our inclination may be to focus on academic preparedness, but our experience is that belief in one’s own abilities, along with the care and reliable support of others make up the real ‘magic ingredients’ of our students’ success. As noted in Education Week, “teachers must be ‘warm demanders,’ meaning that they need to communicate clear, high expectations and hold students accountable for their performance, but also show care and concern” (Heiten, 2012).

The true value of the program is that it convinces the students that a four-year college is for them; that they can do it—that they should do it. By bringing these promising young people onto a four-year campus with a cohort of peers who share similar academic profiles, the program helps put to rest any doubts they might have had about their academic futures. The value of this belief in our students was personally acknowledged by President Obama, when he presented Purchase College with the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

Dr. Joe Skrivanek, founder and Director of the program, met with the President in the White House to accept the President’s recognition and award.

How it Begins

It all begins with recruitment, early in the academic year, at six participating community colleges. Coordinators at the separate colleges disseminate information and hold recruitment meetings for interested students where they learn more about the opportunity, and can meet and question Dr. Skrivanek, Director of the program, and with the SUNY Purchase program coordinator. Near the end of the fall semester, a Reunion meeting is held at SUNY Purchase, though potential recruits, as well as alumni of the program, are strongly encouraged to attend. During the spring, an Orientation Day brings new recruits, their friends and families, program mentors, instructors, and coordinators together again for a hearty lunch and detailed information about what to expect during the program. Emails to and from students impart further information and responses. A sense of belonging begins to grow.

This incubation period is critical to our students’ success, as it underlies a growing sense of support and efficacy for the intense academic and personal demands that lie ahead. Students are not abruptly introduced to their new surroundings, roommates and peers, or mentors, but instead are finding connections and pathways that develop naturally throughout the program experience.

Everything begins officially on move-in day: Whatever is happening that day, there are always good foods and laughter-filled games of friendly competition to ease the process and provide a hearty welcome. Students settle into the large campus apartments with help from family members and new roommates, mentors, and

Prepping for final project.
experienced campus residents. Faces filled with questions are everywhere among flying Frisbees or games of Bocce ball on the huge lawns of Alumni Village. Before our first class begins, big smiles and a genuine sense of care and community multiply among us all. This sense of community is one of the most powerful supports our students have in the program, but that doesn’t mean it’s all fun and games!

One of the truly special elements of the program is the fact that students are paid to attend the course. It is an acknowledgement of the reality that many students of the socioeconomic backgrounds this program seeks to help simply cannot afford not to work in the summer. Some students will tell you at the start that it is one reason why they participate. But with very few exceptions, that paycheck they receive disappears as a motivating factor as the students are drawn into the work of the program and the social and academic opportunity begins to reveal itself.

**Academic Expectations**

Students may feel hey…five weeks…it can’t be too hard, can it? But—with all the fun comes a lot of serious study at a rather quick pace. Expectations are high and upheld. The amount of required work meets, if not exceeds that of a typical 15-week semester. Students read several novels, two scholarly monographs, and quite a few articles from primary sources. They also watch and analyze documentaries, study topic connections with current events, and complete several writing assignments, including a research essay and presentation on identity.

Following the first week of class, students typically reflect a more confident and comfortable range of expectations:

> "I enjoyed the way my professors taught the class because they were not only teaching, but the aura of the room appeared to be very open and their teaching styles were very personal, which was wonderfully refreshing to me because it made the teachers a lot more approachable, as well as relatable. I am very excited for what Purchase has in store for me!" – Atiyyaa Surita

By the end of the second week, the students share a happy sense of discovery:

> "This week we read Making Stories by Jerome Bruner. It was difficult to read, but I did enjoy it. The author talked about how narrative is used in life, literature, and law to create stories and identity. He made several references to books, authors, and psychologists that I did not know much about. So if he mentioned something I did not recognize, I researched it on google. I learned quite a bit from reading that book... It was interesting to hear what the other students got out of it. They came up with a lot of insights that I did not even think about." – Brianna Bertholf

**Scaffolding, Mentoring, and Peer-to-Peer Learning**

Each student meets with one of us at least once per week outside class for advising and discussion, though we frequently also share conversations, texts, and emails. A graduate teaching assistant is a part of our class, and meets individually with students, as well. Two program mentors and the Department Chair have scheduled and unscheduled meetings with each student, and a Program Coordinator confers regularly with them. There is an unquestioned, open-door policy among all participants in the program. Discussions may occur under a camping tent in the surrounding woods, during work-outs in the gym, or over a shared meal prepared by one or another of the students.

**Buffet of Integrated Learning Experiences**

Personal expression, room for individual growth, and learning through experience are critical components of the program. The theme of the course is identity, which opens the door to myriad perceptions and interpretations of who we are, how and why we might be otherwise, and why these things matter. Identities of immigration, race, gender, incarceration, ability, and possibility... these topics, among others, hallmark the avenues of inquiry that students choose to explore. As they conduct their research and share ideas, they embrace new experiences of self-understanding along the way. As individuals, their identities encompass learning as a holistic and community experience.

A plethora of recreational activities are built-in to the summer program. The scheduled activities included canoeing in the Great Swamp in Dutchess County, hiking in the Ward Pound Ridge Reservation and...
Cultural excursions to Broadway. But the informal recreation also was a valuable part of the community building that students and faculty so enjoyed.

“I have been enjoying my stay here at Purchase. Last week was quite eventful; I saw a Bald Eagle and a pig for the first time. I loved canoeing! I will attempt to join a rowing team at my next college. We dabbled in a bit of Biology, as well. It was fun seeing the different kinds of critters that live in the lake. On Thursday, a bunch of people got together and had dinner. The meals were very diverse because everyone cooked food from their own culture. I managed to pick up a few recipes that I’m looking forward to trying soon. I have also begun working out with some of the guys. It’s challenging, but I intend to grow both physically and mentally while I’m here at Purchase.”

– Bershley Jean-Charles

“The number one highlight of my week was definitely seeing Holler If You Hear Me on Broadway. This was not the first Broadway show I’ve seen, but it was undoubtedly the best. I say this not only because the music and choreography were impeccable, but because the storyline was very heartfelt, full of life, radical, and oh-so relatable. It also greatly connected to the focus of my final project, so that was wonderful in its own way because I got a lot of new insight, which is always a good thing for research. I’m so glad I got the opportunity to attend this show because in all honesty, if it weren’t for this program, I probably wouldn’t have even known about it. So for that, thank you faculty!”

– Atiyyaa Surita

Recreational activities were part of the summer program. Activities included canoeing in the Great Swamp in Dutchess County (above), and sampling algae collected in the field at Ward Pound Ridge Reservation (below).

Achievements, Inspiration, and Vision

This past summer, 22 students participated in program. Students in the Humanities and Social Science areas pursued topics that focused on identity and mounted research presentations: “Are You Who You Think You Are? Memory and Identity Formation,” “Self-Identity Economically Molded” and “Betrayal: It’s Impact on Identity Formation.” Research presentations for the STEM disciplines ranged from chemistry to environmental science and psychology, with topics including: “Antimicrobial Peptides”, “Controls of the Intertidal Population of the Asian Shore Crab (Hemigrapsus sanguineus)”, and “How Belonging Needs Affect Social Perception.”

From a teacher’s perspective it is thrilling to see the look of pride and wonder on the faces of parents and family members who come to the student symposiums that mark the climax of the program, and watch our students deliver scholarly presentations on serious, thoughtful topics. It is even more satisfying to hear from our students afterwards how proud they are of themselves to have been pushed through an academic process they were not sure they could survive. Our students show us, again and again, that care and community make a profound and positive difference in learning experiences.

References

Modeling Government Process

The Model New York State Senate Session Project is an annual leadership development program that takes place on several SUNY campuses and culminates with presentations by students in the New York State Senate Chamber. Colleges sponsor students in collaboration with the Puerto Rican/Hispanic Task Force of the New York State Legislature, SUNY and CUNY. This year, more than 60 SUNY and CUNY students participated in the "mock" senate meeting following seminars and training and coaching by their campus coordinators. Participation helps students understand the process of legislative decision-making and the different viewpoints supported by community groups and their legislators. While becoming active in community politics or statewide governance may be a future aspiration, all participants furthered their organizational, research and public speaking skills as they prepared a position statement or speech on a current legislative issue. Each student followed the protocols of the Senate to present a persuasive appeal for voting support within the chamber.

New York State Senator Gustavo Rivera of the Bronx, Professor Raul Huerta (Morrisville State College), Yaser Robles (SUNY Oneonta), Carlos Medina (ODEI), Noelle Paley (SUNY Cortland) and Francisco Colon (Stony Brook University) prepared students on issues and bills pending in the Senate earlier this year in a pre-session at SUNY System Administration this past Spring. Students were prepared to discuss campaign finance reform but also explored financial aid and tuition policies for undocumented students as well as the impact of minimum wage legislation that was recently reviewed.

The program emulates the service and commitment of our elected senators and provides an invaluable "hands-on" opportunity to learn about the legislative process in New York State government.

Senator Rivera, an alumnus of a Model Senate Program, reflected on the issues that senators must face saying: "You have to balance your position with that of your constituency." Students learn to appreciate the disparate points of view presented by the model session senators and followed the Senate’s formal rules of etiquette and parliamentary procedure—recognizing only one speaker at a time. Whether or not students pursue a political career, these student emissaries and campus leaders begin to recognize core issues of equity and inclusion as important functions in government representation.

Below: Model Senators preparing and delivering their "positions" on Campaign Finance Reform. At right is Francisco Colon, Coordinator of the Model Senate program at Stony Brook University.

Above, left to right: Carlos Medina (ODEI), Raul Huerta (Morrisville State College—Program Coordinator), Yaser Robles (College at Oneonta—Faculty Coordinator), Gustavo Rivera (NYS Senator from the Bronx—Student Model Senate alumnus).

SUNY students presenting at the senate chamber.
In the United States, one in every four women will experience domestic violence at some point within her lifetime; and every two minutes, someone is sexually assaulted. Nearly everyone will be impacted by this violence in some capacity. The high occurrence of violence throughout the country reinforces the need for prevention programming at The College at Brockport and campuses everywhere.

The College at Brockport hosted its second annual Purple Run for domestic violence awareness. Students from Prevention and Outreach Services, the Women’s Center, the Center for Select Respect and Brockport Late Night conceived, developed and implemented the Purple Run in May 2013 with the objective of raising awareness and support for victims and survivors of domestic violence and sexual violence. This thoughtful collaboration has resulted in a new campus tradition: the Purple Run! The 4K route that winds through campus is lined with green and gold (to show Brockport pride), and purple (the color of domestic violence awareness).

Participants and those who want to support survivors but who did not want to complete the 2.5 miles of color madness spent the hours 5pm-8pm in the Campus Mall participating in a community art splatter project, “Paint a Pot” art projects courtesy of Residential Life/Learning Communities, taking photos, visiting color stations, interacting with community and campus advocacy organizations and purchasing raffle tickets for a chance to win prizes from local vendors! All proceeds will go to RESTORE Sexual Assault Services, which provides direct services to our Brockport students on concerns related to sexual violence.

The Purple Run is a fun and safe way for students to celebrate the end of classes, while fostering awareness on the important issue of relationship violence. Both this year and last, the Purple Run provided an opportunity for nearly 300 students, faculty, staff and community members to participate in collaborative activities that inspire hope while building foundations for a healthy campus community.

**Student Voices on The Purple Run Planning Committee**

“The Purple Run is important to me because it is a positive way to bring together our campus community when talking about these tough topics. Relationship violence and domestic violence are not fun things to talk about; no one likes to talk about them. But if we find time to talk about what we can do as friends, family, and neighbors and celebrate those positive actions, we can learn how to better support each other.”

– Paige, Class of 2016, Student Chair, Purple Run

“The Purple Run is a great way to bring the Brockport campus together to support a rising issue in our society. Seeing so many people from our community gather together shows how strong of a family we have here at Brockport, and I am very proud to be a part of it.”

– April, Class of 2014, Student Chair, Purple Run

“I am passionate about the Purple Run because it embraces two of my favorite things: raising awareness about domestic violence and running. I find it empowering to run for a cause, and I think other people do too.”

– Anna, Class of 2011 and 2015, Graduate Assistant for Violence and Sexual Assault Prevention

Contributed by: Caitlin Powalski, MPH Coordinator, Prevention and Outreach Services Center for Select Respect

**Bridging and Bonding at Brockport at The Purple Run**

Photos from The Purple Run.
Credit: Richard Black, Design & Production, The College at Brockport.
Engage in outreach and contact a local Veterans organization. Consider aligning with veteran groups on campus to measure compliance and reduce your recruitment costs. Campuses must document all outreach and review efforts for a period of three years. Conduct periodic review of all physical and mental job qualification standards. Provide an email or phone number as an alternative to online application systems. Set up a process to ensure that the phone or email is monitored at least once a quarter.

Utilize specific language that must be included when incorporating the equal opportunity clause into a subcontract by reference. The “new” language that must be incorporated in boldface type within documents is noted here: “This contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals on the basis of protected veteran status or disability, and require affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans and individuals with disabilities.”

Best Practices in Recruiting
- Ask current veteran employees to help in recruitment efforts. Seek their input on how to attract veteran applicants and referrals.
- Reduce your recruitment costs by posting your job openings on several free websites that veterans review often such as: a state job bank, Hero2Hired, Vetsuccess.gov, Veterans Job Bank, and the Career Center for Wounded Warriors and Disabled Veterans.
- Conduct periodic review of campus recruitment efforts. Set up a process to ensure the phone or email is monitored at least once a quarter.
- Utilize specific language that must be included when incorporating the equal opportunity clause into a subcontract by reference. The “new” language that must be incorporated in boldface type within documents is noted here: “This contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals on the basis of protected veteran status or disability, and require affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans and individuals with disabilities.”

Required Changes to Affirmative Action Plans
- Use/design of a self-audit, internal reporting system to measure the effectiveness of the recruitment efforts.
- If a campus determines that the totality of its effort was not effective, it must implement alternative or additional outreach efforts.
- Determine the degree to which the campus objectives have been reached.
- Determine whether IWDs have had the opportunity to participate in campus-sponsored educational, training, recreational and social activities.
- Measure campus compliance with the Affirmative Action Plan’s specific obligations.
- Campuses must document all actions taken to comply with audit and reporting requirements and retain such documentation as employment records.

On March 24, 2014, the new Section 503 of the Rehabilitation Act and the Vietnam Era Veterans’ Readjustment Assistance Act (VEVRAA) went into effect, the first revision to these regulations in about 30 years. As a result, SUNY became responsible for monitoring the campus progress to the suggested benchmark of 7% for Individuals with Disabilities (IWD) or a suggested benchmark for veterans of 7.8%.

*These benchmarks have been set by the Office of Federal Contract Compliance Programs (OFCCP).
Upcoming Events of Interest in Diversity and Higher Education

**Transforming STEM Higher Education: Network for Academic Renewal Conference**

**November 6-8, 2014**

Atlanta, Georgia

The conference will strategically address several dimensions of STEM higher education reform, including innovative and effective approaches to undergraduate STEM teaching and learning; strategies for measurement and evaluation; inclusive excellence; faculty professional development; and advancement of effective institutional change strategies.

https://aacu.org/meetings/stem/14/index.cfm

**From Assessing Learning to Effecting Change**

The 18th Annual Fall Forum

November 7, 2014

College of the Holy Cross, Worcester, Massachusetts

Lead speaker: Dr. David Dirlam with Sessions on assessment tools: Learning Outcomes Network rating forms, Course Design Survey, and a Student Learning Assessment Report Template.

http://www.neean.org/

**NADOHE 2015 Annual Conference**

National Associations of Diversity Officers in Higher Education

March 16-18, 2015

Washington, DC

http://www.nadohe.org/

2015-conference

**Diversity Abroad Conference**

Moving Beyond Barriers: Transforming International Education through Inclusive Excellence

March 22-24, 2015

New Orleans, LA

http://www.diversitynetwork.org/conference

**Affirming Diversity in Social and Educational Justice**

15th Annual Conference on Diversity in Organizations, Communities and Nations

July 15-17, 2015

University of Hong Kong

http://ondiversity.com/the-conference

Life in the World of Affirmative Action Officers

Continued from page 9

- Locate a career fair or participate in a virtual career fair. See: http://www.uschamberfoundation.org/hiring-our-heroes.

**FAQ**

**How do I translate Veteran skills and competencies to civilian occupations?**

When considering a veteran, sometimes we may want to translate military service to civilian occupations. Below are a few sites that may help in such translation so that we can use the skills and competencies veterans have achieved to enhance their success at SUNY.

- Consult internal veteran employees to understand distinctions and describe the military roles that align with your job openings.
- O*Net Online offers the Military to Civilian Crosswalk that can be used to search for military classification codes that best correspond to a particular civilian job title.

**Do I need to modify my request for reasonable accommodation forms?**

Yes. You should include the name and contact information of the person responsible for processing the requests for accommodations. You should also include this statement on your employment opportunity page of your website.

At the pre-offer stage, an individual states that he/she is not disabled. At the post-offer stage, the same individual states that he/she is disabled.

Can I modify the original self-identification to show that the individual is disabled?

If the individual confirms that he/she was disabled at the time of the pre-offer, yes. If not, no.

With thousands of veterans returning home and the influx of more IWDS into the workforce, we are charged with these responsibilities to ensure that we are taking affirmative action to recruit, hire, promote, and retain these veterans and IWDS. With this in mind, we will have a workshop on VEVRAA and §503 at the Making Diversity Count conference to be held on November 12th and 13th in Albany, NY.

So...click your red shoes together and engage.

See you in November!
SUNY’s university-wide Office of Minority and Women’s Business Enterprise joined with Stony Brook University and the New Millennium Development Services Inc. in sponsoring a regional economic development conference in June 2014, which attracted approximately 700 small and minority and women-owned Long Island businesses to network and learn about contract opportunities in New York State.

The conference was designed to recognize the diversity of vendors and contractors on Long Island and help these small-scale businesses become aware of business opportunities with Stony Brook and SUNY, the Dormitory Authority and a myriad of other companies. Long Island officials underscored the importance of maximizing M/WBE outreach through development initiatives like this conference. Representatives from the county and state supported the conference and welcomed participants—some even provided video greetings, including Senators Charles Schumer and Kirsten Gillibrand as well as Alfonso David, Esq., representing the Governor’s office. County Executive Steven Bellone and Nassau County Deputy Executive for Health and Human Services Phillip Elliott added their support, recognizing the ways that this marketing and outreach event could impact the economy on Long Island.

Speed networking sessions were a novel feature of this conference and afforded 624 sessions to take place, resulting in a form of “matchmaking” where 52 buyers were matched with 80 vendors.

Pamela Swanigan, Director of SUNY’s University-wide Minority and Women-Owned Business Enterprise joined with Stony Brook University and the New Millennium Development Services Inc. in sponsoring a regional economic development conference in June 2014, which attracted approximately 700 small and minority and women-owned Long Island businesses to network and learn about contract opportunities in New York State.

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Pamela Swanigan, Director of SUNY’s University-wide Minority and Women-Owned Business Enterprise also created an awards program to recognize SUNY colleges that are working hard to improve their M/WBE participation. In this first year of awards, Stony Brook was recognized as the most improved campus, and Purchase College received an award for both Minority Business Enterprise and Women’s Business Enterprise. Two key officers at Stony Brook, Assistant Director of Contracts Mary LaCorte and John Mastromarino, in the Office of Procurement, both received individual awards for the use of innovative and strategic tools to maximize M/WBE outreach.

Under Pamela’s leadership, extensive workshop training and information sharing with the business community is helping SUNY reach new plateaus in M/WBE participation.

**Great Conference Metrics!**

- **703** Conference Attendees
- **92** Conference Exhibitors
- **12** Workshops
- **38** Conference Speakers

Pamela Swanigan, Director of SUNY’s University-wide Minority and Women-Owned Business Enterprise.
Books of Interest

ODEI has partnered with SUNYPress to display titles on various aspects of diversity. These and other titles are available at SUNYPress.edu.

African Americans and Community Engagement in Higher Education: Community Service, Service-Learning, and Community-Based Research

ISBN: 978-1-4384-2873-4 hardcover
ISBN: 978-1-4384-2874-1 paperback
SUNY Press, 2009

Edited by Stephanie Y. Evans, Collette M. Taylor, Michelle R. Dunlap and DeMond S. Miller

The contributors encourage campus administrators faculty/staff and the community to reflect on the beneficial relationships that can thrive in terms of engagement beyond the campus to help build cultural competence.

Diversity, Social Justice, and Inclusive Excellence: Transdisciplinary and Global Perspectives

ISBN: 978-1-4384-5163-3 Hardcover
ISBN: 978-1-4384-5164-0 ebook
SUNY Press, 2014

Edited by Seth N. Azumah and Mechthild Nagel

The essays in this volume focus on many aspects of diversity and oppression in various cultures and how systems of oppression may be challenged.

Other New and Interesting Titles

Engaging Imagination

by Alison James, and Stephen D. Brookfield

Jossey-Bass Publisher

Nurturing creativity and innovation for success beyond the classroom. Alison James, an expert in creative arts education, and Stephen D. Brookfield, bestselling author, outline how creative exploration can extend students’ reflective capabilities in a purposeful way, help them understand their own potential and learning more clearly, and imbue students with the freedom to generate and explore new questions.

Black Male Collegians: Increasing Access, Retention, and Persistence in Higher Education, AEHE

Jossey Bass, 2014


Improving college access and success among Black males has garnered tremendous attention. The lack of progress among Black men in higher education has caused researchers, practitioners, and policymakers to become increasingly focused on ways to increase their access and success. It delineates institutional policies, programs, practices, and other factors that encourage the success of this population in our society.