

ODEI PROGRAMS AND INITIATIVES

- Diversity Abroad Honors Scholarship Program (DAHSP)
- Doctoral Diversity Fellowships in STEM (DDF-STEM)
- Empire State Diversity Honors Scholarship Program (ESDHSP)
- Explorations in Diversity and Academic Excellence (EDAE)
- Faculty Diversity Program (FDP)
- Graduate Diversity Fellowship Program (GDFFP)
- Native American Initiative (NAI)
- Model Senate Project
- Performance Investment Fund Initiatives (PIF)
- Replications (REPLIC)

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SUNY's Forward Momentum in Building Inclusion



Dear Friends and Colleagues,

Happy New Year and welcome to another edition of our newsletter! I am proud to say this past year was full of many exciting activities, accomplishments and innovation at the Office of Diversity, Equity and Inclusion (ODEI). In fact, ODEI received the Higher Education in Diversity Award (HEED) for the seventh consecutive year in a row, an accomplishment we should all be proud of because it would not have been possible without you. I would like to strongly encourage all of our campuses to apply for the 2019 HEED award and let the nation know the great work that SUNY is doing in the areas of diversity, equity and inclusion. Currently, only a handful of our campuses have applied and been recognized by the award sponsor, Insight into Diversity. For those of you who are interested in submitting a HEED

application, please do not hesitate to call our office for advice and guidance.

I am writing this article with mixed emotions as I look to the many innovative programs and activities ODEI will be supporting in 2019, because this is the last time I will be addressing all of you in my official capacity as your Vice Chancellor and Chief Diversity Officer. I have decided to retire from SUNY and take advantage of opportunities to reinvent myself. Every New Year, countless people commit to aspirational goals with the promise of improving one's life and making a difference. Evolving is what everyone wants to do, and pursuing new opportunities and directions that help us grow professionally and personally is important for all of us as we welcome another year.

I have had the privilege and honor to serve SUNY for the last twenty years and the State of New York for over 30 years! It is difficult to believe how fast the time has gone by, especially when one loves the work as I do. Since the inception of ODEI in 2007, my focus and overall energies have gone to growing the office, building SUNY's diversity and inclusion programs, and supporting a new cadre of professionals serving as Chief Diversity Officers. Through much of

this work, ODEI has gotten a good degree of national visibility. I can honestly say it has truly been a great journey moving an office forward as dynamic as ODEI has become for the past 11 years.

We have just completed our first year implementing campus innovations and engagement through the Performance Investment Fund (PIF) projects in diversity and inclusion. We have witnessed the success of this new endeavor in framing a variety of academic programs to help underserved populations and instill a sense of joint responsibility to practice inclusion in each campus endeavor. The many campuses participating in PIF are framing a variety of interventions that recognize how a truly diverse institution can serve an increasingly diverse student population. We have been thrilled at the level of participation and engagement from all our campus partners.

Campus climate assessments and diversity benchmarking have served as a great starting point in the PIF program to help evaluate barriers to inclusion. These campus appraisals use self-evaluation tools that shout out unexpected findings from campus voices that need to be heard. We hope that SUNY will use these findings

SUNY's Forward Momentum in Building Inclusion

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ODEI ACCOMPLISHMENTS IN 2018-2019

- CDO Network established
- First CDO Networking Meeting
- 25 Performance Innovation Projects
- 3 New FDP Assistant Professor Appointments
- 2 Diversity Doctoral Fellowships in STEM
- 26 Diversity Abroad Scholarship Honors Awards
- 14 Explorations Project Awards
- 416 GDFP Awards
- 854 ESDHSP Awards

at both the campus level and collectively to help SUNY System address emerging concerns and issues that are voiced on our many campuses, large and small.

As I prepare to embark on a new personal and professional journey, I draw inspiration from your commitment to the very principles that make SUNY unique as a diversity and inclusion champion. We are truly building a national reputation for our strong stance on diversity and inclusion through policy and action. This would not be possible without the support of our most senior leaders throughout SUNY.

We have put together a Chief Diversity Officers' Association to expand and strengthen networking opportunities, for the sharing of information, and building support both regionally and across the entire system. Many of our campuses have modeled best practices in diversity, such as revised course design for aspiring STEM students, ongoing campus dialogues, sustainable training in inclusion, peer mentoring, cohort-driven men of color programs, and a host of first-year enrollment and retention initiatives for underrepresented students.

There is so much more that can be mentioned, but time and space do not allow a full description of all of the good work that is occurring across our extensive system of 64 campuses.

I truly appreciate the work that all of you have done in engaging and retaining diverse student populations on our campuses. However, we need to continue working diligently in helping SUNY do more to attract and retain an increasingly diverse student population. We need to create and sustain innovative ways to also increase our faculty and staff diversity. Additionally, I would be remiss if I failed to mention the dedicated, high-quality work of my ODEI team all these years, without which our office would not shine as brightly or be as dynamic as it has become. I wish to recognize and thank the hard work of Ms. Barbara Hardman, my Administrative Assistant; Ms. Elizabeth Carrature our Associate for Research and Program Development; Dr. Joseph Skrivanek, STEM Liaison; and all personnel who have supported the growth of ODEI programs or diversity and inclusion over the last eleven years.

Finally, when I think about how politically polarized our society has become and the many challenges we have before us as a result, I am reminded of Justice Thurgood Marshall's wisdom, when he said: "The legal system can open doors and sometimes even knock down walls, but it cannot build bridges. That job belongs to you and me." It is critical that everyone in the academy understand the importance of this work and join in on being more authentic in our decisions and actions as well as mindful of the intersectionality of our students, faculty and staff. We need to see our work through a social justice and equity lens. By doing so, it becomes possible for us to ensure we are building bridges as we develop a deeper understanding of difference and appreciate the richness that comes with true diversity.

Best of luck in all your endeavors in 2019! Moreover, let us do all we can to continue working towards making SUNY the most inclusive system of higher education in the country! I will miss all of you.

Carlos Medina

Chief Diversity Officers Networking Meeting, December 5, 2018

One of the key discussions at the networking meeting for CDO's revolved around the types of incidents and reports that campuses have experienced. Based on table talk discussions, creating a bias response network and a timely response are critical elements of a Bias Response Plan.

Campuses agreed that the type of incident would in turn generate an investigation and referral to the appropriate campus contact. Several different offices could be involved including cabinet level Officers, Affirmative Action Officers, Student Affairs leaders, Offices of General Counsel, Campus Safety and Police and in some instances, the Chief Diversity Officer. Almost all the table talk reports indicated that campus Presidents issued news announcements related to an incident, even if a team helped to create the public message. Creating a rapid response was viewed as critical for both internal and external audiences along with follow-up communications clarifying information as information is obtained.

Creating a "Next Steps Protocol" would be determined once the investigative offices at a campus assessed the incident. The required interventions or actions that would follow would then be outlined.

For instance, here are some scenarios that might be in play:



- How have counseling staff been employed to reduce anxiety in the general student population? Among faculty or staff?
- Or for bias acts on gender identity, LGBT or transgender status, how will the campus ensure the safety and well-being of these communities?
- What are the protocols for incidents of sexual harassment or victims of domestic violence?
- Acts of racism against any underrepresented or affinity group. Has the campus evaluated an incident as actionable as "hate speech?"
- Does the bias incident have free speech or academic freedom implications?
- To what extent could this bias incident create a rupture in the campus community?
- Is the incident part of a pattern of bias incidents targeting a particular identity or community?
- Is there any historical or present-day context that should be considered?

While determining next steps, it is important to consider:

- Reaching out to any directly impacted individuals to let them know that the bias incident report has been received, provide resources for support, and learn more as soon as possible. By creating designated response teams and a network of responders, various situations or incidents can be distributed to key

In many instances, varying campus constituents may be impacted by, or have a particular interest in this bias incident report and that may lead to further questions.

- Are there off-campus constituencies that may be impacted by this bias incident?

REPORTING A BIAS INCIDENT

Walk through the steps to reporting a bias incident, either experienced or witnessed.

IS IT A BIAS INCIDENT?

A bias incident is non-criminal activity committed against a person or property that is motivated, in whole or in part, by the offender's bias against a:

RACE • COLOR • ETHNICITY • NATIONAL ORIGIN • SEX • GENDER IDENTITY OR EXPRESSION • SEXUAL ORIENTATION • DISABILITY • AGE • RELIGION

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Intersections of Diversity and Innovation

Submitted by Elizabeth Carrature. Associate for Research and Program/Policy Development, ODEI



Pictured above (left to right): Cléo Kim, Sharang Biswas, Carlos Medina, and Chantal Yang

- IGNITE AN EXPLOSION OF IDEAS
- IDEATION
- INNOVATION
- RANDOMLY COMBINE CONCEPTS

"Originality evokes the "ah!" reaction and scientific discovery the "aha!" reaction"

(from *Creating the Medici Effect*, p. 69)

SUNY's Chief Diversity Officers convened on December 5, 2018 at SUNY System Administration, led by Carlos Medina.

The Medici Group worked with ODEI staff to develop a program based on the Medici Effect, to explore how innovation can take place, even in a complex enterprise or organization. The Medici staff included Sharang Biswas, Cléo Kim and Chantal Yang. One of the key premises advanced by example revealed that unlikely associations can lead to amazing innovations.

Investing in your professional life by bringing your whole self to bear on creativity is a critical ingredient. The reorganization of separate ideas that might collide can build a new path to help build inclusion and commitment. Melding different and seemingly unassociated ideas can be very productive. One example was explored using

the personal love of kiwi-mango ice cream associated with Afro-Haitian dance. Your imagination is needed to suggest how this pairing can enter a new space, a new idea. As the separate frames of reference, new images and ideas emerged.

Key aspects of innovation in many organizations start with ideas that meet one or more of several criteria: They should be scalable, sustainable, inclusive, feasible and meet the operational needs for inclusion. Yet, in our uncertain world, any innovation outcome is not always a sure thing. Often, businesses err in the direction they are taking and external factors force the organization to pivot. At a Starbucks store during the World Trade Towers attack, providing water was withheld by a store manager near the site. The dire need of the victims quickly changed and today, Starbucks is heavily

involved in community service projects. Changing times and crisis dictated a need to alter the discretion a manager could have in helping people, and envision a new and more collaborative business plan.

Both bias and incomplete information impact decisions. Inaccurate assessments can occur in the whirlwind of information exchange in our fast-paced centers of operation. The Medici Group described some key elements for pro-active response and decision-making. Following your intuition and emotional response is a factor that can help build an innovation. The fact that an idea seems exciting, despite some level of risk or discomfort is a second takeaway. But most organizations cannot risk huge changes in direction without testing. How can this be done? Testing an idea on a small scale helps organizations implement validate buy-in, or in some terms, the value proposition.

The perspective gained from the Medici Group can prompt your innovation. The author of the text that supported this program is called: "The Medici Effect" first published in 2004 and republished in 2017 with a user guide by Frans Johansson, Harvard Business Review Press.

Creating a Culturally Engaged Community: Days of Dialogue at SUNY Morrisville *Submitted by Mary Bonderoff, CDO*

SUNY Morrisville hosted Dr. Samuel Museums and the National Institute for Transformation and Equity for two days of workshops this fall. The SUNY Morrisville community gathered on Thursday, October 18th, to understand and engage in dialogue about campus climate survey data that was collected last spring. The CDO Advisory Team will further evaluate the data and make recommendations to campus leadership to develop initiatives for change.

The second day of the visit, SUNY Morrisville hosted the Day of Dialogue: Creating a Culturally Engaged Community with more than 20 SUNY and private institutions and more than 200 faculty, staff, community members and students participating in a wide range of events with the objective of creating a space for dialogue leading to greater understanding.

Dr. Museums began the day with a keynote address, titled "Finding Hope in Struggle: Navigating Turbulent Times to Advance Social Justice". Dr. Museums also spent time in dialogue with more than 40 students engaged in addressing issues students experienced on their campuses. Dr. Museums challenged us all to develop meaningful initiatives that are truly

culturally significant and make students feel valued and seen.

We were thrilled to have Art Force 5 join us in creating a mural that tied in the history of Peterboro, N.Y., and the National Abolition Cabinet and Museum.



The partnership with The National Abolition Cabinet and Museum offers students a greater sense of the history surrounding SUNY Morrisville, understanding of the abolitionist movement and a real sense of who came before them to change the course of history. The mosaic is proudly displayed in our Student Activities Center. Additionally, 11 workshops connected participants in dialogues around race, gender, socioeconomic status,

veterans and mental health, disabilities and careers, and more. Students, faculty, staff and community members were encouraged to engage in dialogue over lunch and throughout the day's events.

The evaluations speak to people wanting more of these types' opportunities. Engaging people across campuses and identities is a powerful way to enact change and build alliances. Many of us deeply engaged in the work spoke to the rejuvenation a day like this provides. Students speak to seeing themselves as significant to the mission of the campus and feel valued and included when opportunities like this are available.

SUNY Morrisville plans to continue building on this wonderful day and invites you to join in planning for next year. Please contact Mary Bonderoff at bondermh@morrisville.edu if interested. We are grateful to SUNY's Office of Diversity, Equity and Inclusion, Dr. Carlos Medina, Elizabeth Carrature and Barbara Hardman for the financial support through the Exploration Grant process. In addition, thanks goes to the SUNY Morrisville Foundation-Sheila Johnson Institute and Colgate University for their support of the efforts of this day.



Guest Speaker: Dr. Samuel Museums, Professor of Education Studies, University of California, San Diego

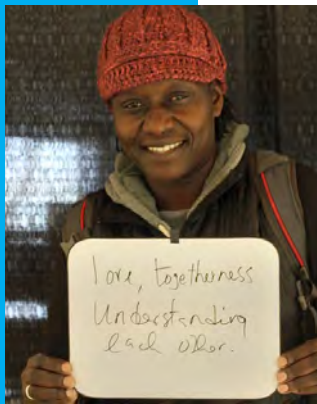


Art Force 5 - Mosaic Abolitionist



Art Force 5 - Superhero Team

Onondaga Community College Celebrates Unity Day (#OneOCC) Submitted by Glenda Gross, Ph.D.



Student First, Learning, Excellence, Diversity, Community, and Responsibility: these are the core values and principles that guide the daily operations at Onondaga Community College (OCC). On April 11, 2018, OCC held its first-ever Unity Day—a campus-wide celebration of its core values organized and led by six of the College’s student representatives of their Council on Diversity & Inclusion: Leah Walsh (Chair), Adnon Aljuboori, Moise Laub, Suaad Obaid, Stephanie Rosado and Samantha Stetson.

The idea for Unity Day emerged in response to a charge in OCC’s 2017-2022 Diversity and Inclusion Master Plan to spearhead a program that emphasized inclusivity. With the support of the SUNY Impact Foundation and the SUNY Office of Diversity, Equity & Inclusion, OCC’s student leaders developed and implemented a project that advanced diversity and inclusion, engaged the entire campus community, and foregrounded the multifaceted identities and

experiences of OCC’s students.

Student organizers were strategic in aligning Unity Day with the College’s “No Space for Hate” campaign. Under the leadership of OCC President Dr. Casey Crabill, the campaign was launched in March 2017 to demonstrate the College’s collective commitment to cultivating a welcoming and supportive campus environment and to communicate the value and respect it holds for all people.

Unity Day consisted of several activities and events interspersed throughout the campus that provided multiple ways for participants to learn about and take part in meaningful dialogue around identity and experience. Activities included henna tattoo and bracelet-making stations, salsa dancing, cultural name writing, a table to create LGBTQ buttons, and photo booths for participants to write, capture and share messages of unity with their friends and peers. Members of the campus community were also given opportunities to try various ethnic foods and partake in events that highlighted the different backgrounds, struggles, and similarities among OCC’s diverse citizenry.

The response to Unity Day from the campus community was overwhelmingly positive. Together, in solidarity, faculty, students, and staff showed up to make the program a roaring success. Participants remarked that the campus was alive with an energy that was palpable, contagious, and invigorating. All throughout campus, people were engaged in conversation, enjoying food, sharing experiences, and coming together to express their support and appreciation for one another.

Ready, Set, Go! Spotlight on Genesee Community College Investment Fund Projects!

Submitted by Sara Vacin, Diversity and Inclusion Coordinator, SUNY Genesee Community College

The SUNY Diversity, Equity, and Inclusion Performance Investment Funds helped our college accomplish a key project to overcome bias and build inclusion efforts across the campus. In fact, we are working on three projects inspired by our Provost, Dr. Kate Schiefen. The first project that has just been launched includes a training video to combat implicit bias in the hiring process. As the newly hired Diversity and Inclusion Coordinator, I worked closely with our Human Resources Department to create, write and direct a video which could be viewed annually by any faculty or staff member who might serve on a hiring committee. This provided quite the opportunity to reach employees who may not choose to voluntarily attend professional development on such a topic. I knew the video had to be both real and engaging to make an impact.

I was thrilled to put my theatre training and connections to good use and quickly got to work meeting with key members of our HR department. I shadowed the committee training process and asked a multitude of questions about the challenges faced trying to increase the diversity representation of our workforce. This collaboration led to three concepts and storyboards being created and proposed to the HR team. With some deliberation, we all agreed to proceed with the Dragnet-inspired story. This investigative framework

helped move the story forward as each member of the hiring committee was questioned as well as the position candidate. What becomes apparent are several major bias-related faux pas committed by members of the search team and the search team Chairperson.

Colleagues and theatre students joined the cast; and fortunately, I had a plethora of talent to help create our video. By early July, with the script and storyboard in hand, we held our first read-through with the cast and HR team. With their important feedback, I was able to finalize the script, scout filming locations, start rehearsals, and schedule the filming of the video just before students arrived in August.

Through the skillful filming and editing of Rachel Doktor, a GCC graduate who has become an adjunct instructor on our faculty, I had my first 'cut' to work with as a rough draft. After some polishing, I shared it with our HR team who loved it. We then brainstormed how best to roll this out and decided to use SafeColleges to deliver the video, a quiz, and to collect participation data. Next, onto the fun part – a screening premier to share the video with the campus community and to celebrate the work of all involved. I was elated that the event was well attended and that so many students and colleagues valued the work and our message!

We're very excited that the

Office of Diversity, Equity and Inclusion is sharing the video and hope that other institutions use it or let it be inspiration for their own work. Having learned so much through the process and hoping to take our work to the next level, I am already planning part two, which investigates implicit bias displayed in a committee meeting. Certainly, there is much to be explored in this scenario!

With one project complete, we are quickly moving forward with our Open Door Internship Program. Inspired by and through the collaboration with Monroe Community College's Alice Holloway Young Internship Program, we are welcoming up-and-coming employees from historically underrepresented communities to explore if a future in higher education is the path for them. Once accepted into the program, individuals will receive professional development training and an experienced mentor to help guide their first semester teaching or working as a Student Affairs staff member.

We are very excited to have four candidates for our inaugural cohort this spring. The Urban Exchange Program is also launching in the spring of 2019, with ten employees who seek to better understand urban students participating. Each group will travel to a



Access or view the video at:

<https://drive.google.com/file/d/1a18SeW3gygLHpBD2p8Yfd5GQWwagWfAX/view?usp=sharing>

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Ready, Set, Go! *(continued from p. 7)*



L to R: Kristen Mruk, Dr. Tom Priester, Jodi Harvey

different SUNY institution, shadow an employee in a similar position, and take part in cultural enrichment opportunities while in each city. We are looking forward to a local trip to Monroe Community College in Rochester and then to the Fashion Institute of Technology and Kingsborough Community College, while in New York City.

In addition to our projects, the PIF afforded GCC to hire a part-time student diversity specialist, Kia Brooks, who I have teamed up with to create a new student club called WOKE. The group celebrates, educates and advocates for a different underrepresented group each month. We are thrilled by the positive student response and participation. Together, we are working hard to fill the need for consistent student-centered diversity events and cultural competency building opportunities.

As you can see, GCC is busy exploring creative new ways to celebrate and increase diversity, equity, and inclusion on our campus! We are very grateful for the opportunities this funding has created, as well as the ability to work with you – our SUNY partnering institutions! Stronger together, we are looking forward to getting this show on the road with you in 2019!

Chief Diversity Officers Networking Meeting *(continued from p. 2)*

personnel to support those impacted by the situation.

- Students groups or other members of the community who identify with those directly impacted by an incident should also be supported. Examples might include Resident Assistants and Faculty Club advisors, who can be a conduit for information flow in a Bias Response Network.
- Reinforcing stance and policy on equity and inclusion, as well as its policies on student conduct, freedom of expression and intellectual debate.
- Assisting the leadership team in creating educational opportunities for creating dialogue and education to engage opposing viewpoints related to incident – (focus groups, special community update meetings, panels and listening sessions)
- While resolution may involve established protocols, such as a Student Judicial

Review or mediation, it must also be determined whether an act of bias qualifies as unlawful.

- Arson, assault, vandalism, threats, stalking, harassment, and physical acts of violence directed at an individual or group in which the victim is intentionally selected because of the victim’s actual or perceived race, color, religion, gender, sexual orientation, age, disability, or national origin can be viewed as “hate crimes.”
- Bias incidents which may constitute prohibited discrimination or harassment under university policy and/or anti-discrimination laws. Expression that is sufficiently severe or pervasive to constitute discriminatory harassment against an individual or a group exceeds the freedom of speech protection.



25 projects at 21 campuses! Diversity and Inclusion Performance Investment Funding (PIF)

Submitted by Elizabeth Carrature, Associate for Research and Progress Development, ODEI



SUNY Optometry PIF Team

Keeping with SUNY’s Diversity Policy, SUNY campuses have undertaken transformative projects to help increase the sense of equity in access and opportunity for a variety of campuses through the Performance Investment Funds (PIF) initiative, which supports two year grants to promote education and training, implement a host of best practices and advance STEM engagement. ***It should be noted that the PIF Diversity and Inclusion funding has enabled campuses to act on Diversity and Inclusion Policy directives and the action steps developed in 2016–2017 Strategic Diversity Plans.***

The Office of Diversity, Equity and Inclusion (ODEI) has enjoyed the opportunity to work with 21 campuses on 25 projects to build a Community of Practice (CoP). We have worked to advance project innovations on an array of recruitment, enrollment, mentoring, retention and training and education initiatives for students, faculty and staff. Professional development initiatives have elevated cultural competencies using

nationally recognized training and the development of course modules on bias to be used for recruitment, retention and more generally, cultural awareness.

Our multi-pronged diversity and inclusion initiative supports building pro-active inclusion communities across the System. Our CoP is also driving collaboration among campuses regionally, by building campus networks internally and externally and spurs the system-wide adoption of programs and practices to ensure that campuses expand inclusion efforts on many different levels. Campuses reported 41 partnerships, 4 grant opportunities, innumerable meetings, 6 national leadership opportunities, 147 collaborations, 91 presentations and 33 publications in 2018. Several have indicated that their outreach will become more prolific in 2019. All the projects are committed to their action agendas and most have made considerable progress despite setbacks due to receipt of funds, personnel transitions, failed searches, or delays in resolving contract negotiations. Under the PIF umbrella for Diversity and Inclusion, there are three CoP threads which constitute the larger goals of our initiative: Education and Training, Seeding Best Practices and STEM Pathways. Commonalities among our projects have led to focused discussions in four subgroups: professional development, mentoring, STEM pipeline and pathways and recruitment, enrollment and retention for both students and faculty/staff. As the communities of practice evolve, their shared knowledge can lead adoption of successful innovations across the System.

Sustaining and scaling models that show positive outcomes, such as curriculum reform in STEM, community dialogues, professional development or improved recruitment practices are designed to improve campus climate, retention



Tiffany Hamilton, Westchester Community College, CDO

SUNY CAMPUS PARTICIPATION IN DIVERSITY AND INCLUSION PIF PROJECTS

Art Force 5	Alfred Ceramics
Diversity Postdoctoral Fellowship Program	Binghamton
Increase URM Student Engagement in Research	Binghamton
Mind The Gap: Diverse Employee Recruitment and Retention 5-year Initiative	Brockport
SUNY Online Training Modules in Equity, Diversity and Inclusion (EDI)	Brockport
Men of Color Leadership and Academic Excellence Initiative	Delhi
Increase Support for Underrepresented Minority Faculty and Staff Diversity Initiative	Delhi
Enhancing Inclusion	ESF
Building Capacities for Inclusive Excellence	Finger Lakes CC
Campus Programming in Diversity and Inclusion	Fredonia
Cultural Competency Training	Genesee
STEM Inclusion Program	Genesee
Orientation: Disruption and Diversity	Genesee
Cultivating Community at Genesee in Partnership with Brockport	Genesee
JumpStart Program	Mohawk Valley CC
Creating Connections in Support for Diverse Student Populations through Co-Location	New Paltz
Diversity and Inclusion Initiative	Niagara CC
Recruitment Of Diverse Faculty	Oneonta
Success: Support Services for enrolled URM students	Optometry
How to Catch and Keep Him: Ways to Improve Minority Male Enrollment, Retention, and Graduation Rates	Orange CC
Multi-institutional Collaborative Diversity and Inclusion Course	Orange CC
Diversity Ambassadors and Mentors	Potsdam
Minority Student Mentoring Program	Schenectady CC
Translational Research and Training in Diversity and Inclusion	University at Buffalo
Diversity, Equity and Inclusion Research Team	Westchester CC



SUNY Potsdam Mentoring Team

(Continued on page 10)

25 projects at 21 campuses! *(continued from p. 9)*

and completion agendas. Diversity and Inclusion PIF initiatives have also strengthened the role that CDOs have on campuses, particularly at the community colleges by enabling diversity plan goals to be implemented as priorities of senior leadership.

Successes include the PIF initiative known as ART FORCE 5 at Alfred University. This project has elevated SUNY's profile both regionally and nationally in the field of inclusion through an adaptation of art therapy for community participation in social justice issues and workshops. Engaging and educating hundreds if not thousands of participants state-wide in dialogues on cultural difference, bias and racial inequities supports SUNY's holistic approach to individualized education, while building the equity mindset of our campus populations. A value-added benefit of the PIF program is the engagement of the project facilitators in supporting each other across the system and within System Administration through the Communities of Practice and knowledge-sharing.

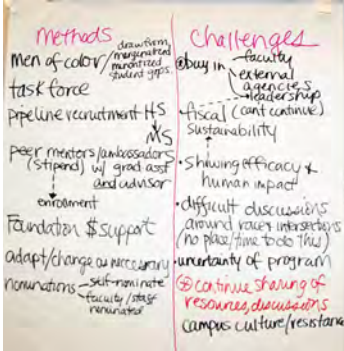
The intersection of campus goals and innovative programming has spurred the first-year interaction among campuses through further collaboration, inter-campus meetings and outreach to community partners. Delhi, Broome and SUNY Orange - are each working and collaborating on minority male initiatives. Another collaboration is taking place between SUNY Optometry, Binghamton and Geneseo to develop a video study skills program. Geneseo and Geneseo are expanding orientation programs that build campus awareness of difference through student engagement platforms. Facebook Workplace has provided a web-based platform for the entire Diversity and Inclusion effort as well as more focused efforts in the threads of Education and Training and STEM Pathways.

The extensive engagement that has been propelled through and by the Community of Practice include many of the efforts noted below:

In the area of **Diversity Education and Training**, several faculty and staff

professional development and student driven initiatives are taking place. Some campuses are using mentoring and peer mentoring to engage students on cultural difference. Other projects support teaching based on the learning needs of students. Geneseo's STEM Inclusion program has a faculty component to support learning modalities that work for nontraditional and underrepresented populations. Intentional redesign of courses in STEM are being piloted to build retention and a pipeline of new STEM students.

Genesee Community College has made inroads at the student and faculty levels through training, creation of new cultural competency club with monthly presentations, an orientation video, diversity and class presentations at the invitation of faculty. An Open Door Internship program has been created to offer higher education exploration opportunities for underrepresented populations at Genesee. Also an Urban Exchange Program, allowing Genesee's rural employee population to experience a similar position in an urban community at a partnering SUNY campus is an innovative approach to recruitment of more diverse personnel. Additionally the campus is collaborating with Monroe to expand the Alice Young mentor program in prisoner education. At Niagara Community College, interactive presentations and programs to support diverse candidates throughout the search and recruitment process have been adopted in support of the following goal: "We expect this to increase a more transparent and open culture accepting of others views as well as improving our diversity pool of candidates who apply for positions at the college and reach out to the Native American culture nearby." Three Geneseo projects include intentional and creative training and education components, high degrees of collaboration with Brockport and invitations to all the other PIF participants to utilize their project models. At the University at Buffalo, the Center for Diversity Innovation (CDI) has made many external connections to foster dynamic relationships with business partners while developing a research focus and certificate curriculum.



TRAINING AND EDUCATION

- Search Process Tools
- Eliminating Bias in Search Committees
- Cultural Competency Programs and
- Online Training Video Modules
- Faculty Certificates in Teaching Pedagogy

A General Education online course on the history of diversity in America has been developed and approved at SUNY Orange.

Seeding Best Practices comprises a large subset of the diversity and inclusion projects, and many reflect research-based strategies for student-based cohorts (summer programs, STEM research immersion, Jump Start or bridge programs) and Men of Color initiatives. Schenectady Community College and Potsdam have developed mentoring protocols and are working to expand the body of mentors and mentees through peer mentorship. These efforts are sustainable as a source of engagement fostering student leadership, retention and a more welcoming campus environments. In the three Men of Color projects, campuses are coordinating curricular and co-curricular programs to improve inclusion and respond to the climate issues determined by climate studies. Climate assessment efforts will provide critical feedback to give voice to the student concerns and subsequently respond to the challenges of building an inclusive environment for students.

In the STEM Pathways area, URM opportunity, access and success is paramount. Project strategies include curricular re-design, summer research immersion program, peer tutoring, peer mentoring, a video study strategies program, and an Advancing Cultural Competency Certificate (ACCC) for campus employees. All projects have had good uptake over the course of the last year.

At Geneseo, the Biology faculty are engaged in re-designing the first-year sequence in biology with a laboratory course called Skills for Introductory Biology. This course is part of a re-design of the biology sequence in which students who are at risk take this new course before taking the General Biology I and II sequence. This new Laboratory course is broken into three small projects (involving topics of known difficulty for Biology students) as well as a small research project. Thirty-five students are enrolled and on-track to complete this

course. Geneseo also has instituted a Freshman Experience Course designed to help students build skills such as time management, note-taking, as well as important concepts in Biology. Four sections of this course have already been completed and some further modifications will be introduced in Spring 2019.

Binghamton has implemented a Summer Research Immersion (SRI) program on a small scale due to a funding reduction, using a sequence of two Course Based Undergraduate Research Experiences (CUREs). This project is a collaboration with four community colleges (Broome, Monroe, Nassau, Queensborough). Six diversity students from these community colleges were enrolled in Summer 2018. Binghamton also expanded their K-12 STEM Outreach events for high school teachers and students from 14 school districts in the Southern Tier. Twenty-three teachers and 43 students participated.

SUNY Optometry is increasing support services (tutoring, peer advising, board prep support, and opportunities to attend professional conferences) for minority medical students in order to promote growth development and career success. A group of female minority students (SUNY Irises), not previously supported, have been identified and formed as a cohort. All of the STEM projects are off to a great start and will have an impact on URM STEM students and are primed for an even more productive Year 2.

The projects have shown a high level of participation in the CoP, and willingness to work regionally and collectively on building relationships to advance inclusion and further meaningful communication through Workplace. This is a value-added benefit of the PIF program. As the engagement of the project facilitators supporting each other across the system and within System Administration grows, the many COP's should be able to interconnect both on campuses and at System to create a mindset for transformation on very serious issues impacting the University as a whole.

SEEDING BEST PRACTICES

- Mentoring
- Men of Color Cohort Programs
- Accessibility
- Faculty and Staff Development

STEM PATHWAYS

- Expanded outreach
- Student support
- Course redesign
- Faculty certification in teaching pedagogy
- Summer research
- STEM immersion
- Cohort based programs

Through the Eyes of Students:

Celebrating Hispanic Heritage at System Administration, Fall 2018

**HISPANIC
HERITAGE MONTH**
SEPTEMBER 15 - OCTOBER 15

SUNY Potsdam students and their International Education Director, Krista LaVack, helped ODEI create a memorable day in the midst of their fall term. Each of the students traveled to Puerto Rico as part of the SUNY recovery effort in Puerto Rico. The students elaborated on how meaningful this experience was and how it impacted their understanding both of the suffering and resilience of the citizens of Puerto Rico. A recording of this event helped us disseminate information on the impact of SUNY's efforts to all

international education officers. (Available at <https://www.youtube.com/watch?v=o8QYuiWDJJk>). An accompanying slide show gave the audience a better idea of the work the students performed. Each of the students related the appreciation they developed for their hosts, despite continuing issues with water, power and infrastructure.

ODEI truly appreciated the initiative students demonstrated by coming to System Administration for a lunch hour presentation on the Puerto Rico recovery efforts, a once-in-a-lifetime experience for those who helped islanders regain access to their homes, amidst the devastation caused by Hurricane Maria. As the student's stories unfolded, the audience came to realize that the experience drew each of them closer to their family roots in Puerto Rico or understanding of aspects of Puerto Rican culture that was known only from afar.

The students were joined by Peter Velz, Assistant Vice Chancellor for External Affairs, who provided us with an overview of SUNY's efforts throughout the island. We would like to thank ODEI/MWBE staff and student affairs personnel for contributing an assortment of refreshments, homemade empanadas, fried plantains, fruit and hot cocoa.



National Recognition for STEM Students

Promoting success for diverse students in STEM fields is what many SUNY faculty are devoted to as teachers and advisors, and SUNY has many pathways to attract and support underrepresented students as they embark on career-focused studies in a STEM discipline. What is even more exciting is seeing their hard work recognized. This year, eleven SUNY students attended the Annual Biomedical Research Conference (ABRCMS) for Minority Students in Indianapolis, Indiana through the NIH Bridges to the Baccalaureate funding and MARC U*Star grants. They were accompanied by their mentors including Professors Linda Bastone, Karen Singer-Freeman, Joe Skrivanek, Mark Jonas, and two School of Natural and

Social Science staff members, Shaina Dymond and Julianna Campos Lopes.

Eight of the students presented their research and two students were selected from some 2,000 poster presentations to receive coveted awards for their outstanding presentations. Both students, Lilibeth Mendoza and Tara Clark, developed their research interests while working toward STEM degrees upon graduating from Orange and Nassau County Community Colleges and completing summer research at Purchase.

Dr. Joe Skrivanek, a longstanding member of the ODEI team, has supported generations of diverse STEM students through its ongoing BRIDGES undergraduate research program at Purchase College with support from a dedicated team of faculty, advisors and support staff (pictured).



Dr. Mark Jonas, Dr. Karen Singer-Freeman, Lilibeth Mendoza, Tara Clark, Dr. Joseph Skrivanek and Shaina Dymond, from the Bridges to the Baccalaureate Program.



Lilibeth Mendoza (left) of Orange County Community College and Tara Clark (right), former Nassau Community College student and current junior Biology student at Purchase, are Bridges 2018 participants.



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