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November 29, 2017

Dear Conference Participants and Friends,

On behalf of the Board of Trustees, I am happy to welcome you all to “Engaging Diversity, Equity and Inclusivity in the Classroom, Campus and Community: Celebrating a Decade of Transformational Diversity Leadership” — SUNY’s third system-wide diversity conference!

Over the last ten years, our Office of Diversity, Equity and Inclusion has enabled us to become one of the most equitable systems of public higher education in the country. Over the next two days, I am confident that we will break new ground in our mission to become the deeply diverse, fully inclusive institution that we desire to be.

Every campus in our system has an equally important role to play in this endeavor. It is only through harnessing our system’s collective might that we can ensure that each of our students has the opportunity to build a life for themselves in an environment that nurtures their uniqueness.

I look forward to hearing from all of you during this conference as we plot our course forward. As always, thank you for your service and dedication to The State University of New York.

Best Regards,

H. Carl McCall
Chair, SUNY Board of Trustees
November 29, 2017

Dear SUNY Friends and Colleagues,

Celebrating SUNY’s diversity mission and its dedication to ensure that our campuses become fully engaged in ensuring equity and inclusion on our campuses represents one of the ideals that makes me proud to support this year’s Diversity Conference “Engaging Diversity and Inclusivity in the Classroom, Campus and Community.”

Now in its 10th year, the Office of Diversity, Equity and Inclusion has elevated the role of diversity across the University and the part we all play in sustaining and building equity for New York’s increasingly diverse populations. Through this conference, many of our campuses have the opportunity to highlight and share their contributions in working with students and engaging their institutions in the ongoing conversations that are now building a community of practice in diversity and inclusion throughout SUNY.

Each strategy to sustain and improve our campus programs on diversity initiatives helps SUNY evolve and be recognized for its leadership in creating and sustaining the ideals of access and equity that are so great a part of SUNY’s history and its future.

I would like to commend the collaboration between SUNY’s Office of Diversity, Equity and Inclusion, the University Faculty Senate and the Faculty Council of Community Colleges in planning this year’s program and thank all the campuses that have contributed to the robust program being offered.

Finding new ways to recognize invigorate student identity and success, faculty and staff development, campus culture and many other aspects campus life and community are critical investments in diversity and inclusion that SUNY must continue to recognize as priorities on all our campuses and within the University’s mission.

Best wishes for the most successful conference to date in honor of ODEI’s 10th Anniversary! I hope to meet many new faces there.

Warm Regards,

Kristina M. Johnson, PhD
Chancellor
The State University of New York
November 29, 2017

Dear Friends and Colleagues:

I am pleased to welcome you to the 2017 Diversity Conference, “Engaging Diversity, Equity and Inclusivity in the Classroom, Campus and Community.” This important gathering highlights SUNY’s ongoing commitments to access and inclusion, supports the goals made in our sweeping diversity, equity and inclusion policy; and importantly, provides an opportunity for us to learn from one another.

SUNY has committed itself to building a diverse, equitable and inclusive environment for all. As educators and leaders, we are actively engaged in building an equity mindset and developing wide-reaching campus initiatives that encourage inclusivity and diminish bias and discrimination. These initiatives must involve the classroom, the campus and our surrounding communities if they are to be successful.

This conference is designed to examine pedagogy and best practices to facilitate diversity, equity and inclusion in classrooms, on campuses, and within communities. The exchange of ideas by all participants on the recruitment and retention of faculty, staff and students, and the completion and success of students, particularly those from historically underrepresented groups, will be encouraged. Please join us as we continue to work towards change by sharing ideas and strategies, and as we celebrate a decade of work by the SUNY Office of Diversity, Equity and Inclusion.

I want to extend my thanks to Gwen Kay, SUNY Trustee and University Faculty Senate President, Nina Tamrowski, SUNY Trustee and Faculty Council of Community Colleges President, and Carlos Medina, Vice Chancellor and Chief Diversity Officer for their efforts in organizing this year’s conference. Special thanks to all presenters for sharing their time and expertise.

I wish you all the best for a productive conference.

Sincerely,

Grace Wang, PhD
Interim Provost and
Vice Chancellor for Research and Economic Development
November 29, 2017

Dear Colleagues,

Welcome to the 10th Anniversary celebration of the Office of Diversity, Equity and Inclusion and our 2017 Diversity Conference, “Engaging Diversity, Equity and Inclusivity in the Classroom, Campus and Community.” This year’s workshops and keynotes tap into a wide range of issues and ideas that campuses continue to encounter in their ongoing efforts to build access, inclusion and success for students, staff and faculty.

In our time together, we hope to add a measure of depth and wisdom to forge a deeper understanding of topics we grapple with daily including:

- Leadership for strategic diversity program planning;
- Supporting professional development, such as recruitment and retention initiatives;
- Resolving inequities within our communities on topics of wellness, health care and access for those with disabilities and those in detention programs; and
- Better serving the LGBTQ+ population.

Many of our campuses have been refining strategies to make change happen as a result of their Strategic Diversity and Performance Improvement Plans and projects. Each of you helps our campuses become more pro-active as your campus invests in new diversity and inclusion objectives. We hope the conference will help you leverage the ideas and ideals our presenters will share with you, and in turn, engage your campus community in new conversations. Building a community of practice for diversity and inclusion through our diversity officers has already elevated the importance of our collaborative efforts.

I hope you will celebrate the opportunity to network with one another and enjoy the many programs that our conference committee and presenters worked so hard to distill in preparation for this year’s event. Most of all, please join us in celebrating a decade of ODEI’s existence and moving the dial on such important work.

Sincerely,

Carlos N. Medina, EdD
Vice Chancellor and Chief Diversity Officer
November 29, 2017

Dear Colleagues,

As President of the University Faculty Senate, I am delighted to welcome you to Albany to celebrate diversity. This conference “Engaging Diversity, Equity and Inclusivity in the Classroom, Campus and Community: Celebrating a Decade of Transformational Diversity Leadership” recognizes the 10th anniversary of the Office of Diversity, Equity and Inclusion (ODEI). This offers us an opportunity to step back and appreciate all that ODEI has done, and continues to do, within SUNY as we focus on multiple platforms through which we can promote student, faculty and staff diversity leadership and engagement.

I am pleased that this conference continues the collaborative relationship between the University Faculty Senate and ODEI. The program looks rich and provocative, and I hope that the lessons we learn will be taken to heart, and home to campuses as we continue to diversify our faculty, staff and student bodies.

The University Faculty Senate has been a leader in promoting issues of diversity, equity and inclusion, and fully supports ODEI. Our members worked on the program committee, and our office staff, Carol Donato and Jennifer Redinger, served to coordinate logistics.

I appreciate their hard work and know that ours is just beginning as we translate ideas and thoughts into action.

Sincerely,

Gwen Kay
President, University Faculty Senate
Member, SUNY Board of Trustees
November 29, 2017

Dear Colleagues,

The Faculty Council of Community Colleges is privileged to join the SUNY Office of Diversity, Equity and Inclusion, along with the University Faculty Senate, in welcoming you to this important conference. We will hear from academic and administrative leaders from many of our 64 campuses who will share their information, skills and expertise with us over the next two days. You were wise to attend this respected convening, and you’re sure to learn a lot! Conferences like this are essential for scaling up the best practices in diversifying our curriculum, staff and faculty in order to meet the growing needs and interests of our increasingly diverse student body.

SUNY’s thirty community colleges enroll the highest percentage of under-represented minorities (28% in fall 2016) of all of SUNY’s sectors, but all of SUNY must improve our capacity to address the needs of differently abled, LGBTQ, URM, international, veteran and adult students. We do this because it’s right, but we have new impetus due to the SUNY Board of Trustees passage of its Diversity, Equity and Inclusion policy in 2015. As a SUNY Trustee, I was gratified to be part of that effort. This conference helps bring us closer to the goals set in SUNY’s Diversity, Equity and Inclusion policy.

As we witness prejudice and anger in our daily news feed and in national politics in particular, it is more critical than ever to model love, care and nurturing on our campuses. We must claim the moral high ground in the need to treat every global citizen and with decency and humanity. This bold effort begins on our campuses and in our classrooms. Thank you for being here and for taking this vital knowledge back to your campus.

Warmly,

Nina Tamrowski
President, Faculty Council of Community Colleges
Member, SUNY Board of Trustees
November 29, 2017

Esteemed Colleagues,

The SUNY Student Assembly is excited to once again support the amazing work of SUNY’s Office of Diversity, Equity and Inclusion and to be a part of SUNY’s 2017 Diversity Conference! We are thrilled to be joining you as we step up our support for the value of diversity, equity and inclusion in our system, state and nation.

As we are all aware, our country has suffered a series of devastating and polarizing incidents, which have challenged our fundamental values and forced us to confront some societal demons which unfortunately persist. The horrifying images of white supremacists congregating in the heart of Charlottesville, the desecration of houses of worship across our country, and the recent increase in anti-Semitic and Islamophobic hate crimes, compel us to action as leaders in the communities where we live, work and serve. These horrific events show that our country may not have progressed as far and as rapidly as we may have hoped, and that we need to double-down on efforts to promote our shared values.

As we continue to navigate through the uncharted waters in which we find ourselves, let us not stray away from open, thoughtful discussion and actively engage with others. We can all do our part to help make SUNY a more equitable and inclusive system for all it serves. We look forward to seeing a robust demonstration of our collective vision of the future of SUNY at the 2017 Diversity Conference.

Yours truly,

Marc J. Cohen
President, Student Assembly
Member, SUNY Board of Trustees
CONCURRENT SESSION I   10:00am – 11:30am
#1 Using Campus Climate Surveys to Create a More Diverse and Inclusive Campus (EMPIRE)
#2-1 Student Conversation Circles about Race, Gender, Religion, Economic Status and Sexual Orientation (SALON F)
#2-2 Teaching for Growth Mindset: Empower Underrepresented and Help Everyone! (TROY/SCHENECTADY)
#4 Implementing an Integrated Engagement Model to Achieve Equity and Inclusivity in an Instructional Division at Houston Community College (ALBANY/COLONIE)
#5-1 Deliberative Democracy and Race: Naming, Framing & Moderating Effective Racial Justice Conversations (SALON G)
#5-2 Methods to Promote Inclusive Dialogue in the Classroom (SALON G)
#6-1 Summer Camps Investigating Ecology in Neighborhood and City Environments as a Model for Engaging Communities and STEM Pipe-Lining (SALON H)
#6-2 P-TECH: A Collaboration Between High School and College (SALON H)

CONCURRENT SESSION II   1:45pm – 3:15pm
#7 Transformative Tools for Educators and Institutions: The Diversity Power Leveraging Model (DPLM), the Diversity Power Survey (DPS), and the Online Equity Leadership Institute (OELI) (ALBANY/COLONIE)
#8-1 Going Beyond Third Party Providers: Diversity in Service Learning (TROY/SCHENECTADY)
#8-2 Serving Two Masters: Critical Narrative of Black Women Engaged in Service Learning & Civic Engagement (TROY/SCHENECTADY)
#9 Economic Inclusion Strategies and Legal Fundamentals for MWBE Programs (SALON F)
#10-1 A Framework for Excellence and Collaboration: Strategic Leadership for Inclusive Excellence at Community Colleges (SALON G)
#10-2 Inclusive Community Professional Development Series at OCC (SALON G)
#11-1 A Federal Detention Facility: Engaging Inmates in a College Class by Respecting the Diversity of Each Student (SALON H)
#11-2 Students of Color Speak to Their Classroom Experience: What Faculty Need to Know to Build Inclusive Pedagogy & Strategies (SALON H)
#12-1 Diversity and Inclusion in the Era of Trump: How do We Educate Our Students? (EMPIRE)
#12-2 Indigenizing SUNY as a System (EMPIRE)

CONCURRENT SESSION III   3:30pm – 5:00pm
#13-1 Diversity is Your Superpower: Creative Strategies to Support Diversity Initiatives on Your Campus (SALON F)
#13-2 Fostering Success for Black Males in Community College Through an Educational Opportunity Program (SALON F)
#14 The Mental Health Awareness Video Competition Program; Key Components of Winning Videos: Engaging the Campus in the Awareness and Inclusion of Students with Mental Health Issues (2017 SUNY Student Affairs Program Award Winner) (TROY/SCHENECTADY)
#15 Engaging Race, Diversity and the Politics of Difference: Rethinking Heteropatriarchy, Hegemony and Dealing with Difficult Dialogues on College Campuses (ALBANY/COLONIE)
#16 ADELANTE: Educational Equity and Inclusion for Undocumented SUNY Students (SALON G)
#17 Creating and Assessing Diversity, Equity and Inclusion Course and Program Outcomes (SALON H)
#18 Updates to Changes to Title IX and Related Obligations (EMPIRE)

CONCURRENT SESSION IV   10:45am – 12:15pm
#19-1 The Unite by Night Model: Young Professionals, Community Engagement and Collaboration with the Nonprofit Sector (EMPIRE)
#19-2 Diversity in Education: Supporting Tomorrow’s Teachers of Color Today Through Mentorship and Professional Development (EMPIRE)
#20 Recruiting and Retaining Underrepresented Minority Faculty: A Priority for Faculty (ALBANY/COLONIE)
#21-1 Teaching for Social Justice in the Community College Classroom (SALON F)
#21-2 Students Teaching the Teachers: Lessons Learned from Students about the Big Impact Small Changes Can Make on Diversity and Inclusion in the Classroom (SALON F)
#22 Office of Federal Contract and Compliance Program (OFCCP) Updates and Requirements (SALON G)
#23 “I am...Check the Box”: A Creative Method for Exploring Identity and Celebrating Campus Diversity (TROY/SCHENECTADY ROOM)
#24-1 If You Build It, Will They Come?: Engaging, Supporting and Serving Student Veterans on Campus (SALON H)
#24-2 Through the "Lens" of Accessibility: Using Video for Social Justice and Inclusion on a College Campus (SALON H)
WEDNESDAY, NOVEMBER 29, 2017

PRE-CONFERENCE INSTITUTE
10:30 AM – 11:30 AM
Registration (outside Empire Room)

11:30 AM – 12:30 PM
Buffet Lunch/Welcome Remarks (Empire Room)
Carlos N. Medina

12:30 PM – 2:30 PM
Pre-Conference Institute (Empire Room)
Strategic Diversity Planning and the Role of Inclusive Excellence in Higher Education
Dr. Damon A. Williams (Center for Strategic Diversity Leadership & Social Innovation at University of Wisconsin-Madison)

2:30 PM – 3:00 PM
Break

3:00 PM – 5:00 PM
Pre-Conference Institute (Empire Room)
Inclusive Excellence Model and the Impact on Student Success
Dr. Samuel D. Museus (National Institute for Transformation & Equity, Indiana University – Bloomington)

5:00 PM – 5:30 PM
Break

5:30 PM – 7:00 PM
Reception (Salon A-B)

THURSDAY, NOVEMBER 30, 2017

DIVERSITY CONFERENCE OPENS
8:30 AM – 9:45 AM
Networking Breakfast for CDOs only (Salon B&C)

9:00 AM – 5:00 PM
Registration (Main Foyer)

10:00 – 11:30 AM
Concurrent Presentations (Session I): see complete workshop descriptions on pages 18-20

Workshop #1 (Empire Room)
Using Campus Climate Surveys to Create a More Diverse and Inclusive Campus
Ken Coopwood, Sr. (Viewfinder Campus Climate Surveys, LLC)

Workshop #2 (Salon F)
(1) Student Conversation Circles about Race, Gender, Religion, Economic Status and Sexual Orientation
Darien Gregory, Stephanie Rosado and Glenda Gross (Onondaga Community College)
(2) Engaging Your Campus Community in Courageous Conversation
Nikkie Hockenberry (Alfred State) and Mark Montgomery (Mohawk Valley Community College)

Workshop #3 (Troy-Schenectady Room)
Teaching for Growth Mindset: Empower Underrepresented Students and Help Everyone!
Kimberly Van Orman, Billie Franchini and Aviva Bower (University at Albany)

Workshop #4 (Albany/Colonie Room)
Implementing an Integrated Engagement Model to Achieve Equity and Inclusivity in an Instructional Division at Houston Community College
Jimmy Adams and Destry Dokes (Houston Community College)

Workshop #5 (Salon G)
(1) Deliberative Democracy and Race: Naming, Framing and Moderating Effective Racial Justice Conversations
Scott Corley (SUNY Broome Community College)
(2) Methods to Promote Inclusive Dialogue in the Classroom
Kathleen McLean and Markeia Robinson (The McLean Group)

Workshop #6 (Salon H)
(1) Summer Camps Investigating Ecology in Neighborhood and City Environments as a Model for Engaging Communities & STEM Pipe-Lining
Jacob O’Connell and Richard Beal (SUNY ESF) and Leslie Talbot (Talbot Consulting)
Workshop #6 (Salon H)
(2) P-TECH: A Collaboration between High School and College
Laura McMullin and Francine Federman (Farmingdale State College)

11:30 – 12:00 PM
Break

12:00 – 1:30 PM
Lunch/Welcome Remarks (Salon A-E)
Chairman H. Carl McCall and Chancellor Kristina M. Johnson
Keynote Address (Salon A-E)
Dr. Benjamin D. Reese (Duke University)

1:30 – 1:45 PM
Break

1:45 – 3:15 PM
Concurrent Presentations (Session II): see complete workshop descriptions on pages 20-22

Workshop #7 (Albany/Colonie Room)
Transformative Tools for Educators and Institutions: The Diversity Power Leveraging Model (DPLM), the Diversity Power Survey (DPS), and the Online Equity Leadership Institute (OELI)
Elliott Cisneros (The SUM)

Workshop #8 (Troy/Schenectady Room)
(1) Going Beyond Third Party Providers: Diversity in Service Learning
Shereen Bourne, Daisy Torres-Baez and Brittney McFadden (Purchase College)
(2) Serving Two Masters: Critical Narrative of Black Women Engaged in Service Learning and Civic Engagement
Nakeia Chamber and Simone Seward (Upstate Medical University) and Juhanna Rogers (Syracuse Community Connections)

Workshop #9 (Salon F)
Economic Inclusion Strategies and Legal Fundamentals for MWBE Programs
Rodney Strong (Griffin & Strong, P.C.)

Workshop #10 (Salon G)
(1) A Framework for Excellence and Collaboration: Strategic Leadership for Inclusive Excellence at Community Colleges
James Felton III (SUNY Cortland), Clyde Pickett (Minnesota State) and Michele Smith (William Rainey Harper College)
(2) Inclusive Community Professional Development Series at OCC
Melanie Woodward and Enid Reiley (Onondaga Community College)

Workshop #11 (Salon H)
(1) A Federal Detention Facility: Engaging Inmates in a College Class by Respecting the Diversity of Each Student
Else-Sofia Morote, Yair Cohen and Michelle Gantt (Farmingdale State College)
(2) Students of Color Speak to Their Classroom Experience: What Faculty Need to Know to Build Inclusive Pedagogy and Strategies
Mary Bonderoff and Marquis Bennett (Morrisville State College)

Workshop #12 (Empire Room)
(1) Diversity and Inclusion in the Era of Trump: How Do We Educate Our Students
Ronald Milon (Fashion Institute of Technology)
(2) Indigenizing SUNY as a System
Kevin White (SUNY Oswego) and Gloria Lopez (SUNY System Administration)

3:15 – 3:30 PM
Break
Visit Photo Booth and Art Force 5 Community Mosaic Project

3:30 – 4:45 PM
Concurrent Presentations (Session III): see complete workshop descriptions on pages 22-24

Workshop #13 (Salon F)
(1) Diversity is Your Superpower: Creative Strategies to Support Diversity Initiatives on Your Campus
Alexis Del Sol (Westchester Community College)
(2) Fostering Success for Black Males in Community College Through an Educational Opportunity Program
Lavon Williams (Bronx Community College)

Workshop #14 (Troy/Schenectady Room)
The Mental Health Awareness Video Competition Program, Key Components and Winning Videos: Engaging the Campus in the Awareness and Inclusion of Students with Mental Health Issues (2017 SUNY Student Affairs Program Award Winner)
Susan Mann Dolce and Elizabeth Rodriguez (University at Buffalo)

Workshop #15 (Albany/Colonie Room)
Engaging Race, Diversity and the Politics of Difference: Rethinking Heteropatriarchy, Hegemony and Dealing with Difficult Dialogues on College Campuses
Seth N. Asumah (SUNY Cortland)

Workshop #16 (Salon G)
ADELANTE: Educational Equity and Inclusion for Undocumented SUNY Students
Daisy Torres-Baez (Purchase College) and Gabriella Quintanilla and Katia Chapman (ADELANTE, Hudson Valley)

Workshop #17 (Salon H)
Creating and Assessing Diversity, Equity and Inclusion Course and Program Outcomes
Carlos Jones (Buffalo State College); Tim Gerken, Laura Pierie, Marquis Bennett, Mary Bonderoff and Rachell Copland (SUNY Morrisville); Ekow King (University at Albany), Jie Zhang (The College at Brockport), Sherri Darrow and Tim Chevral (University at Buffalo) and Tamu Chambers (Hudson Valley Community College)

Workshop #18 (Empire Room)
Update on Changes to Title IX and Related Obligations
Joseph Storch (SUNY Office of General Counsel)

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

6:45 – 8:45 PM
Dinner/Remarks
Carlos Medina, Gwen Kay, Nina Tamrowski and Marc Cohen
Diversity Awards Ceremony (Salon A-E)

FRIDAY, DECEMBER 1, 2017

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

9:00 – 10:30 AM
Keynote Address (Salon A-E)
Dr. Estela M. Bensimon (University of Southern California)

10:30 – 10:45 AM
Break

10:45 AM – 12:15 PM
Concurrent Presentations (Session IV): see complete workshop descriptions on pages 24-27

Workshop #19 (Empire Room)
(1) The Unite By Night Model: Young Professionals, Community Engagement and Collaboration with the Nonprofit Sector
Emily Perryman and Samantha Sowah (Unite By Night, Buffalo, NY) and Rene Petties-Jones (National Federation for Just Communities Western New York (NFJCNWNY), Buffalo, NY)

(2) Diversity in Education: Supporting Tomorrow’s Teachers of Color Today through Mentorship and Professional Development
Tiphanie Gonzales, Nichole Brown, Ritu Radhakrishnan and Pat Russo (SUNY Oswego)

Workshop #20 (Albany/Colonie Room)
Recruiting and Retaining Underrepresented Minority Faculty: A Priority for Faculty Governance
Thomas Sinclair (Binghamton University),
Heather Maldonado (Buffalo State College) and Timothy Gerken (Morrisville State College)

Workshop #21 (Salon F)
(1) Teaching for Social Justice in the Community College Classroom
Stephanie Malmburg (SUNY Broome Community College)

(2) Students Teaching the Teachers: Lessons Learned from Students about the Big Impact Small Changes Can Make on Diversity and Inclusion in the Classroom
Jenny Rosenberg, Jessica Reeher and Daniela Rosario (SUNY Oswego)

Workshop #22 (Salon G)
Office of Federal Contract and Compliance Program (OFCCP) Updates and Requirements
Tracey Grous, OFCCP Northeast Region

Workshop #23 (Troy/Schenectady Room)
“I Am…Check the Box:” A Creative Method for Exploring Identity and Celebrating Campus Diversity
Lisa Tessier and Carrie Fishner (SUNY College of Technology at Delhi)

Workshop #24 (Salon H)
(1) If You Build It, Will They Come?: Engaging, Supporting and Serving Student Veterans on Campus
Laura Pierie (Morrisville State College)

(2) Through the “Lens” of Accessibility: Using Video for Social Justice and Inclusion on a College Campus
April Coughlin (SUNY New Paltz) and Yue Riesbeck (Morrisville State College)

12:15 – 2:15 PM
Lunch/Remarks (Salon A-E)
Carlos N. Medina

Presidents Panel Discussion – President Casey Crabill (Onondaga Community College); President Anne Kress (Monroe Community College); President Havidán Rodriguez (University at Albany); President David Rogers (Morrisville State College)
Moderator – William Jones (SUNY Canton)

The Dynamics of Activism and Free Speech on College Campuses

Colleges have traditionally defended civil liberties and the opportunity to freely assemble and voice dissenting opinions on sensitive issues, such as politics, morals, religious freedoms and civil liberties. Our panel of presidents will share their experiences regarding protest and displays of offensive speech or protest, both on-site and online, and the sensitive fine-line involved in defending free speech within a campus community.

The panelists will explore issues of First Amendment rights and precedents outside the protection of the First Amendment that stem from obscenity and hate speech. A key question for campuses rests in the traditions that allow opportunities for parties with opposing and potentially offensive views while still providing a safe learning environment. The panel may also explore the backdrop for campus climate issues, consideration of diverse student identities impacted by hate speech or harassment, as well as campus response to increasing campus violence.

CONFERENCE AGENDA

HOUSEKEEPING ITEMS:
There is a designated gender neutral bathroom near Salon F.
There is designated lactation space located in the Sales Office on the first floor of the hotel, which is to the right of the front desk as you enter the hotel.
There is an ATM located between the front desk and the Sales Office.
Engaging Diversity, Equity & Inclusion in the Classroom, Campus & Community

Dr. Samuel D. Museus is Associate Professor of Higher Education and Student Affairs at Indiana University, Bloomington. He is also Founding Director of the National Institute for Transformation and Equity. Prior to joining Indiana University, he taught Asian American Studies and Higher Education at the University of Massachusetts Boston and was a faculty member in Higher Education at the University of Hawaii at Manoa and the University of Denver.

Museus has produced over 200 publications and conference presentations focused on diversity and equity, campus environments, and college student outcomes. He has published in a wide range of journals, such as the Harvard Educational Review, Journal of College Student Development, Journal of Higher Education, Research in Higher Education, Teachers College Record, and the Review of Higher Education. He has produced 10 books, including *Creating Campus Cultures: Fostering Success among Racially Diverse Student Populations, Asian American Students in Higher Education, and Racism and Racial Equity in Higher Education*. He is also the creator of the Culturally Engaging Campus Environments (CECE) Model of College Success among diverse student populations. Museus has previously received several national awards in recognition of the impact of his scholarship, including the Association for the Study of Higher Education (ASHE) Early Career Award in 2011 and the NASPA George D. Kuh Outstanding Contribution to Research and Literature Award in 2014, and he has been featured in various media outlets such as NPR, InsideHigherEd, and the Boston Globe.

Museus is actively involved in several national associations, including the American Education Research Association, the Association for the Study of Higher Education, and NASPA Student Affairs Professionals. He serves on the editorial board of multiple journals, including the Journal of College Student Development and the Journal of Higher Education. He also consults with college campuses that seek to transform their institutions and cultivate more inclusive campus environments.

Dr. Damon A. Williams is a visionary and inspiration leader, and one of the nation’s recognized experts in strategic diversity leadership, youth development, corporate responsibility and organizational change. For four years, he led a $250M social impact portfolio for the world’s largest youth development company, the Boys & Girls Clubs of America, representing the interests of nearly 4M diverse youth and teens as Senior Vice President for Programs and Chief Education Officer.

One of the original architects of the Inclusive Excellence concept in American higher education, he is author of the best-selling *Strategic Diversity Leadership and the Chief Diversity Officer*. He is a global thought leader having worked with more than 1,000 colleges and universities, Fortune 100 companies, foundations and government agencies, as keynote speaker, strategist, educator and social impact leader.

As the University of Michigan celebrates her 200-year anniversary, he was recently awarded the Bicentennial Leadership Award, a one-time honor given to 20 trailblazing alumni who exemplify the best of the academic and leadership values of the University’s 200,000 living alumni.

He is currently chief catalyst for the Center for Strategic Diversity Leadership & Social Innovation and a Senior Scholar and Innovation Fellow at the Wisconsin Equity, and Inclusion (Wei) Laboratory of the University of Wisconsin-Madison, where he previously served as Associate Vice Chancellor and inaugural Chief Diversity, Equity and Educational Achievement Officer.

Dr. Williams received his PhD from the University of Michigan Center for the Study of Higher and Post-Secondary Education (CSHPE) in Organizational Behavior and Management, and his MS and BS degrees from Miami University in Educational Leadership and Sociology and Black World Studies, respectively.
Dr. Estela M. Bensimon, EdD is a Professor of Higher Education and Director of the Center for Urban Education at the University of Southern California. Her current research is on issues of racial equality in higher education from the perspective of organizational learning and socio-cultural practice theories. She is particularly interested in place-based, practitioner-driven inquiry as a means of organizational change in higher education. She has received grants from the National Science Foundation to study Latina/o students in higher education and the Bill and Melinda Gates and Ford Foundations to complete system-level work on college completion in Colorado. The Teagle Foundation also supported work on transfer pathways and the role of private institutions.


Dr. Bensimon’s publications have appeared in the Change Review of Higher Education, the Journal of Higher Education, Liberal Education and the Harvard Education Review. She is the co-author of *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education* (with Anna Neumann) and *Working with Junior Faculty: The Role of Department Chairs* (with K. Ward and K. Sanders).

Dr. Bensimon has held the highest leadership positions in the Association for the Study of Higher Education (2005-2006) and in the American Education Research Association-Division on Postsecondary Education (Vice President, 1992-1994). She has served on the boards of the American Association for Higher Education and the Association of American Colleges and Universities. Dr. Bensimon was Associate Dean of the USC Rossier School of Education from 1996-2000 and was a Fulbright Scholar to Mexico in 2001. She earned her doctorate in higher education from Teachers College at Columbia University.

Dr. Benjamin D. Reese is the Vice President for Institutional Equity at Duke University and Duke University Health System. The office oversees diversity, affirmative action/equal opportunity and harassment/discrimination prevention. He is also adjunct faculty in the departments of Psychology and Community & Family Medicine.

Before assuming this role, he was the Assistant Vice President for Cross-Cultural Relations within the same office. For the last 40 years, Dr. Reese has served as a consultant to educational institutions, profit and not-for-profit corporations, and healthcare organizations in the areas of organizational change, conflict resolution, race relations, cross-cultural education and diversity. He is highly regarded as a senior diversity practitioner with a national reputation and has served as the past President of the National Association of Diversity Officers in Higher Education (NADOHE).

Before moving to North Carolina, he was the Associate Executive Director of the Fifth Avenue Center for Counseling and Psychotherapy in New York City, the Ombudsperson for the Rockefeller Foundation, and founder and director of The Institute for the Study of Culture and Ethnicity in Manhattan.

He has represented both the International Council of Psychologists and the World Federation for Mental Health (non-governmental organizations) at the United Nations. He is the co-founder of the North Carolina Diversity and Inclusion Partners in Higher Education and a trustee of the Wake Technical Community College in North Carolina.
SUNY College at Brockport
Presenters: Algernon Kelley and Anthony Manning
Title: Designing Culturally Relevant Demonstrations to Engage Youth from Underserved Urban Communities

SUNY College at Brockport
Presenters: Megan Kienzle and Denise Alexandra Torres
Title: What are Judges Really Seeing When They Sentence Someone?

SUNY College at Brockport
Presenters: Lucky Summer Light and Milo Obourn
Title: Trans and Non-Binary Students Navigating Relationships

SUNY College of Ceramics at Alfred University
Presenter: Daniel Napolitano
Title: Creativity over Conflict: Using Community-Based Art to Strengthen Campus Climate (Especially if You’re Not an Art School)

SUNY Cortland
Presenter: Ibipo Johnston-Anumonwo
Title: Engaging Diversity in General Education Courses: Pedagogic Resources and Approaches

Farmingdale State College
Presenters: Elsa-Sofia Morote, Yair Cohen and Michelle Gantt
Title: A Federal Detention Facility: Engaging Inmates in a College Class by Respecting the Diversity of Each Student

Fashion Institute of Technology
Presenter: Susan Breton
Title: Fashionable Muses: An Interdisciplinary, Collaborative Project that United Students, Faculty and the Community and Demonstrated that the Arts Serve Cultural and International Progress by Blending Academic, Artistic and Culture Diversities

Fashion Institute of Technology
Presenter: Wendy Yothers
Title: The Empathy Project

SUNY Fredonia
Presenters: Reneta Barneva and Kevin Kearns
Title: STEM Enrichment for Underserved High School Students – The Fredonia STEM Exploration Program
**Herkimer County Community College**  
Presenter: Hannah Stubley  
Title: *Everyday Inclusion: An Intersectional Approach for Diversity Practitioners*

**Morrisville State College**  
Presenter: Mary Bonderoff  
Title: *Students of Color Make Sense of Their Experience at a Historically White College*

**Onondaga Community College**  
Presenter: Karen Harrison  
Title: *Case Study: Redesigning Our Academic Program to Reflect the 21st Century Community College Classroom*

**SUNY Oswego**  
Presenters: Jenny Rosenberg and Jessica Reeher  
Title: *Students Teaching the Teachers: Lessons Learned from Students about the Big Impact Small Changes Can Make on Diversity and Inclusion in the Classroom*

**SUNY College at Potsdam**  
Presenters: Hadley Kruczek-Aaron, Alan Hersker, Becky Smoke and Tim Messner  
Title: *The Akwesasne 2+2 Program: Collaborating Across Borders to Educate the Next Generation of Indigenous Archaeologists*

**Purchase College**  
Presenter: Daisy Torres-Baez  
Title: *Advancing Equity and Inclusion through a Multicultural Center: Strategies for Supporting Student Success through Student-Academic Affairs Partnerships*

**Purchase College and ADELANTE**  
Presenters: Daisy Torres-Baez (Purchase), Gabriella Quintanilla and Katia Chapman (ADELANTE)  
Title: *ADELANTE: Educational Equity and Inclusion for Undocumented SUNY Students*

**Schenectady County Community College**  
Presenter: Babette Faehmel  
Title: *Promote Excellence and Increase Cultural Competence through Minority Student Mentoring*

**Schenectady County Community College**  
Presenters: Alicia Richardson and Eileen Abrahams  
Title: *Promoting Appreciation of Diversity within Criminal Justice Curricula: An Applied Humanities Project*

**Viewfinder Campus Climate Surveys, LLC**  
Presenter: Ken Coopwood, Sr.  
Title: *Using Campus Climate Surveys to Create a More Diverse and Inclusive Campus*
**Session 1 - Workshop #1 (Empire Room)**

*Using Campus Climate Surveys to Create a More Diverse and Inclusive Campus*

**Presenter:** Ken Coopwood, Sr. (Viewfinder Campus Climate Surveys, LLC)

This presentation begins with a discussion about the need for climate surveys and how change in US demographics demand a relevant approach to campus inquiry, infrastructural alignment with climate circumstances, effects toward more diversity and inclusivity. Attendees will see how infrastructural inquiry impacts campus climate by observing an instrument which illustrates the chain of impact from organizational mission and policies to climate responses common on American university soil. A pitch for bolder and direct inquiry about causation of campus climates will round out this high energy and insightful presentation.

**Session 1 - Workshop #2 (Salon F)**

1. **Student Conversation Circles about Race, Gender, Religion, Economic Status and Sexual Orientation**

   **Presenters:** Darien Gregory, Stephanie Rosado and Glenda Gross (Onondaga Community College)

   To enrich students’ educational experience and build a greater acceptance and understanding of diversity, Onondaga Community College launched a collaborative initiative with InterFaith Works of Central New York entitled Student Conversation Circles. The program entails a series of semi-structured conversations with students and trained facilitators from different campus constituencies who are provided with curricula designed to foster dialogue on topics related to identity, including stereotypes, privilege, discrimination, and social justice. As participants, students are given the opportunity to share their viewpoints and experiences in a safe space with their peers. In our presentation, we will discuss material and activities used to guide student conversations, share how the program has helped enhance students’ awareness and appreciation of diversity, and explain an applied learning opportunity we offer to students following their participation in the program. Through our presentation, we hope to generate meaningful discussion about strategies to advance inclusion and equity in higher education.

2. **Engaging Your Campus Community in Courageous Conversation**

   **Presenters:** Nikkie Hockenberry (Alfred State) and Mark Montgomery (Mohawk Valley Community College)

   Engaging your campus and community in conversations around diversity and inclusion looks different every time that you do it. The conversation changes based on the audience, the topic, the venue; so there is no one true recipe on how to have them. What we do know is these conversations have to occur and that they take courage. Engaging your campus and community with these topics is essential to the success of your institution, and we believe that it is critical to retention and recruitment, helps foster stronger community-based learning experience and promotes diversity, equity and inclusion. Come engage with two former colleagues as we discuss ways to lead and listen with courage on our campus and in our community. This is a highly interactive session, so come prepared to participate!

**Session 1 - Workshop #3 (Troy/Schenectady Room)**

*Teaching for Growth Mindset: Empower Underrepresented Students and Help Everyone!*

**Presenters:** Kimberly Van Orman, Billie Franchini and Aviva Bower (University at Albany)

We will engage in activities that can be used to help underrepresented (and all) students develop a growth mindset and perform better in your course. Many of us teach in disciplines in which there is the racial, gender or other disparities among our students. Research has suggested that in STEM fields and also in Philosophy, part
of the reason for these disparities come from stereotype threat—some students do not feel that they are the sort of person who does physics or math or philosophy. Helping students develop a growth mindset provides resistance to stereotype threat. In this interactive session, we will learn how developing a growth mindset can improve motivation and success and discuss some fairly easy interventions to help more of our students succeed.

Session 1 - Workshop #4 (Albany/Colonie Room)
Implementing an Integrated Engagement Model to Achieve Equity and Inclusivity in an Instructional Division at Houston Community College
Presenters: Jimmy Adams and Destry Dokes (Houston Community College)

In this session, you will experience how Houston Community College’s Media Arts & Technology Center of Excellence collaborated with College Operations to advance equity and inclusivity through the development of a student engagement model centered on integrated outreach efforts, strategic inquiry, intentional advising, and career services. However, participants will understand how diversity and inclusion are important to program success. Additionally, working across units is vital to developing a collaborative and inclusive environment necessary to support diversity from a comprehensive perspective throughout the educational framework.

Session 1 - Workshop #5 (Salon G)
(1) Deliberative Democracy and Race: Naming, Framing, & Moderating Effective Racial Justice Conversations
Presenter: Scott Corley (SUNY Broome Community College)

The workshop will be principally led during the first 20-30 minutes by Prof. Corley, who will describe and explain the essential features of public deliberation and the Deliberative Democracy movement, especially as they are associated with the model established by the National Issues Forums Institute and Kettering Foundation. No less than two brief videos will be shown to highlight the how deliberative efforts have been pursued across the nation. The presentation will include an exploration, analysis, and description of the “naming and framing” process that is typically employed to create deliberative discussion material and move to describe the basics of deliberation moderation specifically highlighting the key principles involved in facilitating deliberative discussions.

(2) Methods to Promote Inclusive Dialogue in the Classroom
Presenters: Kathleen McLean and Markeia Robinson (The McLean Group)

The facilitator will use peer teaching as an activity to facilitate learning by doing, to build rapport and trust to support learning. The facilitator will use the social identity wheel, five faces of oppression and Johari’s window to bring awareness on how building rapport with students promoting equity and inclusivity in the classroom. The five faces of oppression include exploitation, marginalization, powerlessness, culture of silence, cultural imperialism and violence. Participants will have an opportunity to team up to define each term then teach their peers using newsprint, role-playing, or another mode of transferring the information in a fun, interactive manner.

Session 1 - Workshop #6 (Salon H)
(1) Summer Camps Investigating Ecology in Neighborhood and City Environments as a Model for Engaging Communities & STEM Pipe-Lining
Presenters: Jacob O’Connell and Richard Beal (SUNY ESF) and Leslie Talbot (Talbot Consulting, NY)

For 14 years, the ESF SCIENCE (Summer Camps Investigating Ecology in Neighborhood and City Environments) program has worked to engage ESF students, staff and faculty in partnerships with Syracuse City schools and community
programs. These partnerships have taken the form of week-long summer day programs aimed at teaching inner-city youth about urban ecology, environmental justice and all facets of STEM education. In 2015, we expanded our local offerings and hosted a group of first-generation college-bound students from New York City, shifting the curriculum to focus on community justice. This workshop will explore the structure and curriculum of the program, the partnerships that we have built and expanded through this program and the pipelining of students from Syracuse Schools and community organizations into STEM fields at ESF and a variety of IHEs.

(2) P-TECH: A Collaboration between High School & College
Presenters: Laura McMullin and Francine Federman (Farmingdale State College)

The proposed workshop will provide an overview of a dual-enrollment early college experience, discuss the implementation of special academic summer programs, and describe how to develop collaboration between high school instructors and college faculty. These strategies may be modified and implemented in non-P-TECH schools to help support the transition from high school to college. Farmingdale’s partnership with the Uniondale Schools has created a pathway to provide students in The P-Tech program (“the program”) an opportunity to earn an Associate’s degree in Mechanical Engineering Technology from FSC (at no cost to the students).

Session 2 - Workshop #7 (Abany/Colonie Room)
Transformative Tools for Educators and Institutions: The Diversity Power Leveraging Model (DPLM), the Diversity Power Survey (DPS), and the Online Equity Leadership Institute (OELI)
Presenter: Elliott Cisneros (The Sum, Charlottesville, VA)

How do you conceptualize, measure, and impact equity? Come create a model, a measurement tool, and intervention. Learn about the Diversity Power Leveraging Model (DPLM), the Diversity Power Survey (DPS), and the Online Equity Leadership Institute (OELI) and how these innovative tools can be used interdependently or separately to conceptualize, measure, and address equity issues at every level. This presentation will describe a ground-breaking, asset-based approach to supporting individuals (and the institutions they make up) to match impact in alignment with intention across race, sexual orientation, religion, gender, socio-economic class, ethnicity, and disability; to unleash their unique genius; and to stand powerfully in solidarity with others.

Session 2 - Workshop #8 (Troy/Schenectady Room)
(1) Going Beyond Third Party Providers: Diversity in Service Learning
Presenters: Shereen Bourne, Daisy Torres-Baez and Brittney McFadden (Purchase College)

If you are interested in taking service-learning globally for your campus, bring your ideas! This session is ideal for participants who are interested in implementing organically curated trips for students. Oppression, privilege, and power will be explored by audience members through an interactive step-by-step planning overview for future service learning abroad. There will be time to design or revise an alternative break trip for your campus. Trips have typically been a domestic service learning opportunity within the community for students wanting to volunteer their time locally.

(2) Serving Two Masters: Critical Narrative of Black Women Engaged in Service Learning & Civic Engagement
Presenters: Nakeia Chambers and Simone Seward (Upstate Medical University) and Juhanna Rogers (Syracuse Community Connections)

Three professional Black women engaged in higher education and community public health work share Black feminist narratives about
leading, organizing and designing intentional experience for undergraduate and graduate students in a healthcare profession. The panel will discuss the personal and professional challenges with creating experiences that explore communities but also the systematic injustices that exist and how we engage students in service learning or civic engagement to bring awareness of these issues.

Session 2 - Workshop #9 (Salon F)
Economic Inclusion Strategies and Legal Fundamentals for MWBE Programs
Presenter: Rodney Strong (Griffin & Strong P.C.)

The University-wide Minority and Women Owned Business Enterprise Program of the State University of New York strives to provide MWBE firms around New York State with equal opportunities to work with all SUNY campuses. With over thirty Campus Purchasing Offices, SUNY has an impressive MWBE Program that has spent over $100 million with MWBEs for three consecutive fiscal years. The legal basis for which SUNY’s MWBE Program, and all MWBE programs nationwide, exists is crucial to defending its sustainability. Through this workshop, participants will learn about the legal fundamentals that set a precedent for the constitutionality of MWBE programs as well as strategies for economic inclusion for existing programs.

Session 2 - Workshop #10 (Salon G)
(1) A Framework for Excellence and Collaboration: Strategic Leadership for Inclusive Excellence at Community Colleges
Presenters: James Felton III (SUNY Cortland), Clyde Pickett (Minnesota State), and Michele Smith (William Rainey Harper College)

This workshop will examine strategic leadership support for diversity, equity and inclusion at community colleges. Facilitated by three prominent CDOs with community college experience, this session will examine the contemporary landscape for diversity leadership and advancing inclusive excellence at community colleges. Particular areas of focus will include community college leadership models, collaboration with four-year institutional partners and the advocacy for the promotion of a broad equity agenda. This session should particularly benefit campus leaders and CDOs of all institution types committed to promoting inclusive excellence at their institution.

(2) Inclusive Community Professional Development Series at OCC
Presenter: Melanie Woodward and Enid Reiley (Onondaga Community College)

Interactive presentation of an Onondaga Community College professional development initiative that began in the fall of 2016 to: 1) increase knowledge & awareness of self and others; 2) build skills related to intentional creation and fostering of an inclusive campus community and; 3) provide opportunity to engage, support and apply the talents of our diverse employee population.

Session 2 - Workshop #11 (Salon H)
(1) A Federal Detention Facility: Engaging Inmates in a College Class by Respecting the Diversity of Each Student
Presenters: Elsa-Sofia Morote, Yair Cohen and Michelle Gantt (Farmingdale State College)

A college prep class of 13 male students in a federal detention facility has successful results. The authors believe that successful implementation of this program was based on the ability of implement important components of diversity in the classrooms: Respect, Dependability, Integrity, Validity, and Enthusiasm. In addition, the role of support from the leadership is presented as a key component of the success of the pilot. Authors present a short document analysis of student’s testimonies.

(2) Students of Color Speak to Their Classroom Experience: What Faculty Need to Know to Build
Inclusive Pedagogy and Strategies  
Presenter: Mary Bonderoff and Marquis Bennett (Morrisville State College)

Classrooms can be difficult spaces for historically underrepresented students on a college campus. Creating inclusive pedagogy and strategies are critical to support historically underrepresented students. The presenter will share research that speaks to how students are experiencing college classrooms; the strategies students use to survive the spaces, and how the students make sense of these experiences. The presenters will share strategies for instructors to build inclusive strategies and pedagogy to create an environment where students will thrive.

Session 2 - Workshop #12 (Empire Room)
(1) Diversity and Inclusion in the Era of Trump: How Do We Educate Our Students  
Presenter: Ronald Milon (Fashion Institute of Technology)

Diversity is inescapable in our world and is an intrinsic part of the human experience. However, currently, messages from the Trump administration are contrary to that fundamental idea. Diversity is under siege in Donald Trump’s America. The nation’s first black president was replaced by a white nationalist. We find more and more, given the power of social media, and 24-hour news coverage, that these ideas and messages are being brought into the classroom. Most students are confused and do not have a contextual base from which to understand these ideas. Further, many faculty members have expressed uneasiness in having crucial conversations about politics in the classroom. With the election of Donald Trump in November 2016 faculty members are concerned about the tone set during the presidential campaign and are worried that images and messages will make it okay for students to be disrespectful, uncivil, and have a disregard for the ideas of diversity, civility, equity, and inclusion. This presentation will provide a framework for faculty to use when facilitating lessons on diversity, civility, equality and inclusion in the classroom.

(2) Indigenizing SUNY as a System  
Presenters: Kevin White (SUNY Oswego) and Gloria Lopez (SUNY System Administration)

How can we as a SUNY system begin to look at ways to raise awareness of Indigenous peoples, culture, diets, traditional knowledge of the ecosystems and environments—that becomes an avenue for pedagogical discussions at institutional levels? Our goal for this presentation is beginning to strategize how we “Indigenize SUNY as a system”—so that Indigenous peoples, communities, and students feel included and thrive in SUNY. We, of course, feel that SUNY Faculty and Staff, students, and campuses will welcome such a conversation—as these discussions, this knowledge, and pedagogy excite a long-needed conversation. So, let’s start this important conversation on how we start Indigenizing SUNY. SUNY and New York State are leading the way with Free Tuition programs for students—let New York and SUNY lead the way on Indigenizing the Academy.

Session 3 - Workshop #13 (Salon F)
(1) Diversity is Your Superpower: Creative Strategies to Support Diversity Initiatives on Your Campus  
Presenter: Alexis Del Sol (Westchester Community College)

Westchester Community College has applied numerous unique and effective strategies that address DEI initiatives. This workshop discusses and demonstrates wide-reaching campus programs by inviting attendees to experience the strategy for themselves. Several programs will be discussed, two programs will be demonstrated. Attendees will be invited to participate in a conference version of our Ice Cream Social that addresses issues of privilege. Attendees will also participate in an ice breaker that demonstrates how courageous conversations
about implicit biases and preconceived notions regarding members of the campus community can lead to uncovering how we can best serve our students.

(2) Fostering Success for Black Males in Community College Through an Educational Opportunity Program
Presenter: Lavon Williams (Bronx Community College)
A research phenomenon that continues to grow in higher education is the plight of Black men. This presentation will discuss the experience of Black men enrolled at a community college and participating in a support program. It provides information to student affairs professionals to evaluate how well their services are in alignment with fostering academic success. This presentation will discuss the experience of Black men in a support program through Pope’s (2009) conceptual work on retention strategies relative to EOP. Participants will learn how the effects of double consciousness, family influence, and resilience impact graduation rates.

Session 3 - Workshop #14 (Troy/Schenectady Room)
The Mental Health Awareness Video Competition Program, Key Components and Winning Videos: Engaging the Campus in the Awareness and Inclusion of Students with Mental Health Issues (2017 SUNY Student Affairs Program Award Winner)
Presenters: Susan Mann Dolce and Elizabeth Rodriguez (University at Buffalo)
The Mental Health Awareness Video Competition (MHAVC) program is a collaborative program between the University at Buffalo Counseling Center and Accessibility Resources. Mental health issues that affect students have increased in severity over the past ten years as demonstrated by the National College Health Association Survey (last completed spring 2016), as well as increased number of student utilizing Accessibility Resources due to mental health issues for themselves or people they are close to on or off campus. Stigma and lack of information often contribute to negative attitudes towards individuals with mental health issues. Negative attitudes may affect student engagement on campus, and may discourage them from seeking out appropriate support. This collaborative program, over 4 semesters, provided multiple ways to engage the campus community. The presentation will focus first on a review of and discussion of the semester to semester steps in the development of the Mental Health Awareness Video Competition.

Session 3 - Workshop #15 (Albany/Colonie Room) Engaging Race, Diversity and the Politics of Difference: Rethinking Heteropatriarchy, Hegemony and Dealing with Difficult Dialogues on College Campuses
Presenter: Seth N. Asumah (SUNY Cortland)
The American polity has changed in form, structure, and dynamics since the Civil Rights Movement. The United States’ census projections of population shifts by the year 2050 make this change an urgency to prepare institutions of higher learning for a new generation of diverse students and professionals. This change will be concomitant with new interactional movements, from cultural sensitivity and awareness to cultural competence and inclusive excellence. Issues involving race, identity politics, rights, and freedoms will continue to generate difficult dialogues on our campuses. In this presentation, Professor Asumah will argue that discussions over diversity will require a more complex blend of contents, processes, affective and liberatory pedagogical and communication techniques. This presentation will focus on strategies for dealing with difficult dialogues, including recent controversies over identity politics, race, the politics of asphyxiation and the challenges to heteropatriarchy. This session would particularly benefit diversity interlocutors, students, administrators and educators.
Session 3 - Workshop #16 (Salon G)
ADELANTE: Educational Equity and Inclusion for Undocumented SUNY Students
Presenters: Daisy Torres-Baez (Purchase College) and Gabriella Quintanilla and Katia Chapman (ADELANTE, Hudson Valley)

Our presentation will be in the format of a panel made up of undocumented SUNY students, the ADELANTE team, a SUNY staff member and group work to focus on a campus plan of action to be more supportive of undocumented students. ADELANTE is a safe space for undocumented students in New York State to explore their legal status and routes to college with their peers and professional staff. Members (students) join our network by attending a summer session and continue to develop their educational roadmap through mentorship and quarterly reunions. ADELANTE also works with students to research new policy directions and offer consulting to colleges and universities that wish to welcome more undocumented students.

Session 3 - Workshop #17 (Salon H)
Creating and Assessing Diversity, Equity, and Inclusion Course and Program Outcomes
Presenters: Carlos Jones (Buffalo State College); Tim Gerken, Laura Pierie, Marquis Bennett, Mary Bonderoff and Rachelann Copland (SUNY Morrisville); Ekow King (University at Albany), Jie Zhang (The College at Brockport), Sherri Darrow and Tim Chevral (University at Buffalo) and Tamu Chambers (Hudson Valley Community College)

This roundtable will develop ideas and further a discussion regarding the creation and assessment of Diversity, Equity and Inclusion outcomes. It follows a “Conversations in the Disciplines” (CID) that took place in October. The roundtable will present information developed at the CID and seek new ideas from attendees. The presenters include members of the University Faculty Senate Committee on Equity, Inclusion, and Diversity and faculty, staff, and administrators from throughout SUNY. The ultimate goal is to generate a report that will detail best practices that can be used by campuses across SUNY to develop Course and Program Learning Outcomes (CPLO), which address diversity, equity and inclusion (DEI) and to develop plans to assess these outcomes.

Session 3 - Workshop #18 (Empire Room)
Update on Changes to Title IX and Related Obligations
Presenter: Joseph Storch (SUNY Office of General Counsel)

This session will provide a Title IX update, concentrating on weaving together various statutory and regulatory requirements with a discussion of best practices in going beyond compliance to best serve students. We will discuss intentional shifts from compliance to response to prevention, and engaging campus stakeholders in meeting and exceeding legal requirements. We will also discuss major changes on the federal level with an eye towards the impact on New York State colleges. There will be time for questions and discussion.

Session 4 - Workshop #19 (Empire Room)
(1) The Unite By Night Model: Young Professionals, Community Engagement and Collaboration with the Nonprofit Sector
Presenters: Emily Perryman and Samantha Sowah (Unite By Night, Buffalo, NY) and Rene Petties-Jones (National Federation for Just Communities Western New York (NFJCWNY), Buffalo, NY)

In 2017, a nonprofit startup called Unite By Night (www.unitebynigh.com) was created by four young professionals in Buffalo, NY. The small advocacy group formed in response to current events across the country, and a shared interest to promote the benefits of diversity, inclusivity, and the important struggle against racism, bias and discrimination to make communities stronger. Unite By Night’s unique model of grassroots
advocacy focuses on a one-year commitment to an established local nonprofit organization that aligns with their values, and their mission to help promote, shape and redefine diversity within the community. The group focuses on increasing awareness and visibility, marketing and fundraising support, by engaging professionals and students with the work and mission of the selected organization. Unite By Night’s goal is to help organizations gain new recognition, supporters, donors, volunteers, and future Board members. This presentation examines the inaugural year of this unique model: its strategy, tactics and the results and relationships built.

(2) Diversity in Education: Supporting Tomorrow’s Teachers of Color Today Through Mentorship and Professional Development

Presenters: Tiphanie Gonzalez, Nichole Brown, Ritu Radhakrishnan and Pat Russo (SUNY Oswego)

This presentation will discuss the initiatives and programming of the School of Education (SOE) at SUNY Oswego. The SOE provides academic, social, economic, professional, and experiential programming, professional development, and mentorship opportunities to students of color training to be teachers or administrators, and those entering higher education. Through programs such as the Teacher Opportunity Corps, Project SMART, The Center for Urban Schools, the AACTE Holmes Masters Program and clinically rich teacher residencies, teacher candidates are provided with opportunities on and off campus to build their teaching, leadership, and scholarship skills. We strive to offer teacher candidates from underrepresented groups a safe place to have frequent discussions on diversity where the experiences of being students of color are valued. In addition to their own experiential training and mentorship, these teacher candidates have the opportunity to touch the lives of young children of color. Many candidates in our programs are placed in P-12 schools in communities where K-12 students of color may not often have the experience of seeing teachers who represent their own identities. Currently, there are over 70 students who actively participate in at least one of these programs. Through faculty collaboration and the support of both the SOE Diversity Committee and SOE, students are provided hands-on opportunities to practice their skills in P-12 school environments, meet scholars of color at all levels of education and build support networks nationally.

Session 4 - Workshop #20 (Albany/Colonie Room)

Recruiting and Retaining Underrepresented Minority Faculty: A Priority for Faculty Governance

Presenters: Thomas Sinclair (Binghamton University), Heather Maldonado (Buffalo State College) and Timothy Gerken (Morrisville State College)

A recent study documenting the composition of SUNY faculty concluded: “Despite strong efforts by the SUNY system, the number and percentage of tenured and tenure-track faculty from under-represented groups, especially Blacks, and Hispanics remain stubbornly, frustratingly, and unconscionably low. At the level of individual campuses or for the SUNY system, there is no evidence to suggest that twenty years of affirmative action policies have made much of an impact.” (Report on the Gender and Ethnic Composition of State University of New York Faculty, SUNY University Faculty Senate Operations Committee, April 2017). After summarizing the study’s findings, we will present best practices from institutions that have successfully addressed this problem, and discuss with participants strategies that can be employed by SUNY-system and individual campuses to achieve The SUNY BOT’s 2015 goal to make “SUNY the most inclusive higher education system in the country.”
Session 4 - Workshop #21 (Salon F)
(1) Teaching for Social Justice in the Community College Classroom
Presenter: Stephanie Malmberg (SUNY Broome Community College)
Teaching for social justice is a critical approach to designing and disseminating curricula in a manner that is culturally affirming, challenging of dominant structures and discourses and one that enriches the learning of all students. This workshop is designed to shift the perception of culture in the classroom from a deficit perspective to one that is asset-based (Bensimon, 2005; Clarke & Gabert, 2004). The workshop provides faculty members with the theoretical and experiential knowledge to facilitate critical self-reflection into their teaching practice and identify areas of opportunity to engage a transgressive pedagogical approach to teaching instruction methods and curricular development.

(2) Students Teaching the Teachers: Lessons Learned from Students about the Big Impact Small Changes Can Make on Diversity and Inclusion in the Classroom
Presenters: Jenny Rosenberg, Jessica Reeher and Daniela Rosario (SUNY Oswego)
This session offers a glimpse into diverse student populations’ perceptions by drawing on their first-hand experiences on a college campus. Participants will be introduced to some common challenges that are the results of seemingly mundane classroom interactions that greatly impact students’ perceptions of inclusivity and belonging. By highlighting students’ voices specifically, this workshop provides opportunities to (re)consider classroom management and course planning practices. Participants will be invited to implement small pedagogical changes that can make meaningful impacts on student experiences. Finally, participants will be encouraged to draw on others’ expertise to supplement their own methodologies and to continue to grow as teachers.

Session 4 - Workshop #22 (Salon G)
Office of Federal Contract and Compliance Program (OFCCP) Updates and Requirements
Presenter: Tracey Grous (Office of Federal Contract and Compliance Program)
During this conference workshop, Mr. Tracey Grous and his colleague, members of the Office of Federal Contract and Compliance Program will discuss the new requirements for the Veterans and Individuals with Disabilities (IWDs) in preparing Affirmative Action Plans. They will also discuss outreach goals, benchmarks and self-audits. They will share with attendees methods to collect data and to analyze it.

Session 4 - Workshop #23 (Troy/Schenectady Room)
(1) “I Am…Check the Box:” A Creative Method for Exploring Identity and Celebrating Campus Diversity
Presenters: Lisa Tessier and Carrie Fishner (SUNY College of Technology at Delhi)
In 2017, the Library Director and an Associate Professor at SUNY Delhi created the “I am... check the box” initiative to promote conversations about diversity across our campus. In this engaging session, the methodology used at SUNY Delhi will be modeled using collaborative dialogue and guided, hands-on, art activities. The program received a SUNY Delhi Diversity and Inclusion mini-grant, and the President’s Award for Diversity and Inclusive Excellence. The presenters will discuss how workshops were designed to bring faculty, staff, and students together using a dynamic art-making process to spark dialogue about identity, diversity, and inclusion. At each workshop, participants discussed how applications ask us to identify by checking boxes and created origami boxes to reflect their personal identity. Finally, a collective mosaic was exhibited to celebrate the diversity of each individual (each unique box), and the larger campus (the total mosaic).
Session 4 - Workshop #24 (Salon H)

(1) If You Build It, Will They Come?: Engaging, Supporting and Serving Student Veterans on Campus
Presenter: Laura Pierie (Morrisville State College)

Morrisville State College has been designated as a “Military-Friendly Campus” by the website militarfriendly.com, which is a designation we took pride in. While the designation is something the college should pursue and embody, we have found that, based on our growing awareness of best practices related to veteran services on college campuses, Morrisville has work to do to ensure veterans feel welcome on campus. MSC created a position for a Veterans Advocate on our campus after realizing we were not living up to our “Veteran Friendly” status. The goal of this position is to support student veterans in their quest to achieve a university degree. There have been small successes and roadblocks in this pursuit. With assessment looming at the end of the fall semester, how do we measure success?

(2) Through the “Lens” of Accessibility: Using Video for Social Justice and Inclusion on a College Campus
Presenters: April Coughlin (SUNY New Paltz) and Yue Riesbeck (Morrisville State College)

This workshop will demonstrate how video can be utilized as a powerful tool to promote social justice and inclusion of students with physical disabilities in higher education settings. The presentation will include a documentary video that explores a variety of accessibility issues on a major university campus. This will be followed by an in-depth discussion focusing on motivations behind the creation of the film, identifying barriers to accessibility, suggestions for universally designed campus spaces as well as resulting outcomes of using film media to promote social justice issues. Through group work and guided discussions, participants will brainstorm ways to integrate universal design principles into their own SUNY campuses, further embracing diversity and inclusion.
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The SUNY Impact Foundation was created with the intention of promoting access, completion and success for SUNY students throughout New York State. By partnering with members of the private sector who recognize the power of SUNY, the Impact Foundation is taking what works to drive student success to scale. The Foundation’s receipt of a Communities Against Hate grant has allowed for funding diversity, equity and inclusion training, as well as compensation to SUNY students in the wake of hate crimes and/or acts of discrimination. More information can be found at www.suny.edu/impactfoundation.

In celebration of ODEI’s 10th Anniversary, please join the ART FORCE 5 team in creating a community-based mosaic on diversity, equity and inclusion Thursday afternoon.

AND


Create a memorable conference photo with your colleagues!
ODEI would like to thank our 2017 SUNY Diversity exhibitors and vendors

**INSIGHT Into Diversity** is the oldest and largest diversity magazine and website in higher education today. **INSIGHT Into Diversity** has connected potential employees with institutions and businesses choosing to embrace a workforce more reflective of our local and national communities for 40+ years.

**The SUM…Transformative Tools for Educators**
Diversity Consultation, Analysis and Training
Charlottesville, Virginia
Contact: Elliott Cisneros
Email: jelliotcisneros@thesum.org
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**State University of New York Press**
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ph. 518-944-2800; fax 518-320-1592
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**The PhD Project**
3 Chestnut Ridge Rd, Montvale, NJ 07645
Contact: Marie Zara, Development Manager
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**Viewfinder: Campus Climate Surveys, LLC**
“Take Stock of Your Success as well as Your Struggles”
50 Crestwood Executive Center, Suite 526
St. Louis, MO 63126
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Phone: 314.200.9955 Fax: 314.200.9956

**Syracuse Cultural Workers**
*Speaking for Justice – Giving Voice to Resistance*
www.facebook.com/SyracuseCulturalWorkers/
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Contacts: Marie Summerwood, Andy Mager
The State University of New York Nurtures Communities, Respects Individuality and Embraces Inclusion.

Through our Office of Diversity, Equity and Inclusion and on 64 college campuses across New York, SUNY is proud to support the unique talents and varied perspectives of our students and faculty.

Thanks to the many SUNY champions who make diversity count in the SUNY educational experience.
SUNY Receives National Recognition for its Longstanding Commitment to Diversity and Inclusion

SUNY System, SUNY Buffalo State, and SUNY Oneonta Honored

For Immediate Release: Friday, September 8, 2017
Contact: Holly Liapis; Holly.Liapis@suny.edu; 518-320-1311

Albany – State University of New York Chancellor Kristina M. Johnson today announced that SUNY System Administration has – for the sixth consecutive year – received the 2017 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education.

SUNY Buffalo State and SUNY Oneonta were also among the U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

"We have a responsibility to our students, but also to ourselves – the leaders, faculty, and staff of SUNY – to build on our diversity within our walls and provide a safe and welcoming environment where we can all thrive," said Chancellor Johnson. "Everyone deserves a chance to pursue their goals, and I am honored to continue to lead and build on our founding principles and Diversity, Equity, and Inclusion policy."

"Receiving the HEED award for the sixth year in a row – the first for a higher education system office – is an outstanding accomplishment," said Carlos N. Medina, Vice Chancellor and Chief Diversity Officer. "It recognizes our early work and implementation of our sweeping Diversity, Equity, and Inclusion policy, as well as our ongoing efforts to strengthen our support of all our students, faculty, and staff."

"As a campus, we have a long-standing history demonstrating our commitment toward supporting an inclusive environment where employees and students alike can be authentic," said Karen A. Clinton Jones, SUNY Buffalo State’s chief diversity officer and director of the Equity and Campus Diversity Office. "Buffalo State not only recruits students who are representative of diverse backgrounds, we continue to work toward increasing the diversity among our employees, particularly our tenure track faculty. We have a campus community – faculty, staff, and students alike – who view our diversity as a strength."

"One of SUNY Oneonta’s enduring values is inclusive excellence, the belief that all students, faculty, and staff bring assets to the campus because of, not despite, our differences," said SUNY Oneonta President Dr. Nancy Kleniewski. "Many individuals and groups are working together to help increase the level of diversity on our campus and to ensure that the interactions we have with each other are constructive."

"The HEED Award process consists of a comprehensive and rigorous application that includes questions relating to the recruitment and retention of students and employees – and best practices for both – continued leadership support for diversity, and other aspects of campus diversity and inclusion," said Lenore Pearlstein, publisher of INSIGHT Into Diversity magazine. "We take a holistic approach to reviewing each application in deciding who will be named a HEED Award recipient. Our standards are high, and we look for institutions where diversity and inclusion are woven into the work being accomplished every day across their campus."

About INSIGHT Into Diversity

INSIGHT Into Diversity magazine is the oldest and largest diversity publication in higher education today and is known for its annual Higher Education Excellence in Diversity (HEED) Award, the only award recognizing colleges and universities for outstanding diversity and inclusion efforts across their campuses. In addition to its online job board, INSIGHT Into Diversity presents timely, thought-provoking news and feature stories on matters of diversity and inclusion across higher education and beyond. Articles include interviews with innovators and experts, as well as profiles of best practices and exemplary programs. Readers will also discover career opportunities that connect job seekers with institutions and businesses that embrace a diverse and inclusive workforce. Current, archived, and digital issues of INSIGHT Into Diversity magazine are available online at insightintodiversity.com.
CELEBRATING A DECADE OF TRANSFORMATIONAL DIVERSITY LEADERSHIP