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Patricia Gonzalez; Access Opportunity Programs  
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Scott Hemer; Coach, Department of Athletics and Recreation  
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The following report represents the Commission's hard work and dedication throughout the 2008-2009 academic year. The Commission continued its commitment to outreach, building community, and "continuing the conversations" regarding important diversity and community issues. Whereas the predominant focus of the Commission during the 2007 – 2008 was in identifying the most effective ways to provide outreach and build community, the focus of the Commission during this academic year was on the development of proposals and programs designed to achieve these goals.

Several changes were made to the structure and function of the various subcommittees to reflect this movement toward continued integration and outreach. Specifically, six subcommittees were created to accomplish the overarching goals of the Commission: Student and Campus Engagement, Deliberative Dialogues, Assessment, Diversity Plan, Faculty Development, and PATH Awards. Approximately 34 Commission members and 11 non-Commission members served on the various subcommittees, with several members serving on multiple committees. Furthermore, countless other departments and individuals from the SUNY Geneseo college community contributed significantly to the Commission's functioning by providing invaluable support and resources.

Below is a summary of the activities of each subcommittee as well as a list of recommendations for the next academic year. The complete 2008 – 2009 subcommittee reports can be found in the appendices.

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***The Student and Campus Engagement Subcommittee:*** The Student and Campus Engagement Subcommittee (SACES) made significant strides in developing a pilot program designed to provide students with a "transformative diversity experience." This program (known as Real World at Geneseo) emerged in response to an identified need for students to have a greater opportunity to incorporate academic and service learning

coming year. The pilot program developed by the SACES would serve as one potential model for achieving these goals. Not only would students have the opportunity to address issues of diversity and community in personal and meaningful ways, they would be encouraged to integrate what they are learning personally and academically in their service or outreach to the larger community. In addition, this pilot program would help support the Commission's goal of outreach and community building within and outside of SUNY Geneseo. Specifically, this program will require the coordinated efforts of students, faculty, and staff throughout various divisions within the College. Moreover, students may potentially be working in conjunction with individuals from various programs and institutions outside the College for the service learning component of the program.

***The Deliberative Dialogues Subcommittee:*** The Deliberative Dialogues Subcommittee continued to seek innovative ways to increase its outreach and “continue the conversations.” In response to feedback received last year from the campus community, the DD Subcommittee ran smaller, more frequent Deliberative Dialogue sessions rather than two or three larger forums across the two semesters. Specifically, the DD Subcommittee facilitated a dialogue titled “Democracy’s Challenge: Reclaiming the Public’s Role” four times in the fall semester and a dialogue titled “God and Commons: Does Religion Matter?” three times in the spring semester. The DD Subcommittee also increased its outreach to the college community by conducting a workshop through the Teaching and Learning Center on how to incorporate DD in the classroom. Moreover, several DD Subcommittee members helped facilitate Deliberative Dialogues in conjunction with faculty in the classroom. Lastly, the DD Subcommittee established a group page through MyCourses designed to encourage past participants of DD sessions to continue the conversations regarding relevant community issues.

***The Assessment Subcommittee:*** The Assessment Subcommittee continued to examine dashboard indicators of students’ perceptions of diversity and community with an emphasis on diversity as it is related to race and ethnicity. Specifically, the Assessment Subcommittee updated the diversity indicators that they used to examine the retention rates of students of color and the current proportion of students, faculty, and staff of color at SUNY Geneseo. In addition, they developed additional diversity-related items that they included in the Student Opinion Survey (SOS) administered in spring 2009, with plans to examine potential differences in some of the survey indicators by ethnicity. The results of the SOS will be available over the summer.

***The Diversity Plan Subcommittee:*** At the end of the 2007-2008 academic year, the Assessment Subcommittee met with the Strategic Planning Group (SPG) to advocate for the development of a campus-wide diversity plan that could be added to the College’s strategic plan. The SPG accepted the proposal and added the development and implementation of a campus diversity plan as an objective under the larger goal of “recruiting, supporting, and fostering the development of a diverse community of

outstanding students, faculty, and staff.” A new subcommittee was formed to develop a campus-wide diversity plan to be submitted to the SPG for consideration. The Diversity Plan Subcommittee examined diversity plans used by comparable college institutions, created an overarching structure for the plan, and began developing content for the major sections.

***The Faculty Development Subcommittee:*** The Faculty Development Subcommittee was formed in response to an identified need for continued faculty development regarding issues of diversity. This subcommittee identified important diversity issues and developed a model that could potentially be used in faculty development workshops. The subcommittee met with David Gordon, the Interim Provost, to discuss the possibility of conducting two back-to-back workshops with new faculty, with the understanding that the decision would ultimately be made by the incoming Provost. If these workshops are received favorably by incoming faculty, the subcommittee hopes to work in conjunction with the Teaching and Learning Center to find a mechanism for addressing this important faculty development issue with returning faculty. These workshops have the potential to initiate and sustain dialogue regarding diversity in meaningful and important ways among faculty and can serve as a mechanism for building community.

***The PATH Awards Subcommittee:*** The PATH Awards Subcommittee selected three PATH Award winners from among the 7

3. The Commission should continue to strive to become even more integrated in its functioning by:
  - including non-Commission members in the membership of the subcommittees
  - working in conjunction with already established committees, programs, and divisions at the College
  - co-sponsoring and supporting programs designed to address diversity and community related issues
  - examining ways in which the Commission could help integrate and coordinate the diversity-related efforts of the various areas of the College
  - serving as a resource and source of support to divisions, departments, and the larger community as a whole
4. The Commission should continue gaining more visibility so that the college community will come to see the Commission as a resource and touchstone for diversity and community related issues. To accomplish this goal, the Commission needs to clearly define its role and effectively communicate that role to the larger college community. This may include: creating a web link on the diversity webpage for the Commission, marketing the Commission by communicating to



will provide a space for an increased role for DD. In addition, the Curriculum Task Force is in the process of making recommendations to the College regarding curriculum reform. Again, DD could serve as an invaluable tool for these discussions.

Each initiative has the chance to significantly affect what Geneseo is, and thereby to affect the role played by every member of the college community. The DD format would allow for a deeper, more pervasive level of understanding of what is being considered, what might be done, and what trade-offs would be involved. It would be a significant undertaking for the DD subcommittee to work with some (let alone all) of the new Task Forces, and so the subcommittee should give it a careful consideration. Still, this would seem to be a chance for the DD process to help the College adapt to the demands of the new educational and economic realities.

Given the importance of these initiatives to the college community, we recommend that the DD Subcommittee begin to find ways in which the DD process could be used to identify the relevant issues and concerns that emerge from the dialogues being conducted. In addition, the DD Subcommittee needs to find a mechanism by which to foster continued communication among community members regarding these issues with an emphasis on action outcomes.

In the coming year, the Assessment Subcommittee should analyze the existing data addressing the important questions raised by this subcommittee last year. This includes data from the Student Opinion Survey (SOS) administered in spring 09 and the NSSE results separated by race and ethnicity. In addition, we recommend that this subcommittee develop an integrative assessment plan that will allow the College to systematically keep track of campus climate and diversity-related issues over time.

This subcommittee should continue creating a campus diversity plan. It should focus on such tasks as developing a discussion of the benefits of diversity, refining goals, developing specific objectives, developing an assessment plan, and developing a process for implementing the campus diversity plan. This subcommittee will need to present the proposed campus diversity plan to the Strategic Planning Group who will be responsible for the implementation of the plan. In order for the college community to fully accept the diversity plan, we believe that it is important to provide members of the community with the opportunity to provide feedback regarding the proposed recommendations at some point in the process.

This subcommittee should continue developing a mechanism for providing faculty with professional development opportunities related to diversity. This subcommittee should work in conjunction with the Provost's Office and the TLC to identify the most effective way to provide these opportunities. The President's Commission through the Faculty Development Subcommittee should:

- continue to pursue faculty development
- meet with the new Provost with a model for faculty development
- make firm plans to initiate new faculty development as soon as the hiring freeze is lifted
- coordinate plans to offer the training to returning faculty via the Teaching and Learning Center

This subcommittee continues to be impressed by the quality of those nominated in 2008-2009 school year. It recommends, as it did last year, that nominations for the PATH Awards process be put back into the hands of our students in cooperation with the Commission members. This is based on the belief that the students who live and learn on our campus have a better feel for those who are deserving of the PATH Award.

Unfortunately, as of now, an informal request of students has not brought forth any volunteers willing to take ownership of the PATH Awards. The subcommittee maintains the importance of recognizing those who are doing such exemplary work at the college, however, a push should continue for this to again become a student-led award. The possibility of a cash award or some other incentive should possibly be pursued. The Commission should explore the possibility of involving an existing student group (through the office of Multicultural Programs Center for Community) in taking an active role in PATH awards.

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Overall, the Commission has taken significant steps toward addressing important community issues and involving members of the larger college community in the process. Moreover, the Commission has played a major role in facilitating and fostering community through Deliberative Dialogues, in spite of the difficulties the DD Subcommittee faced during the past school year. As the Commission continues to make its transition toward outreach, the subcommittees will need to continue to involve the larger community as they try to implement the various programs and initiatives proposed in this report. Furthermore, the Commission will need to continue to reach out to the community and find ways to support the College as it begins working on the Six Initiatives designed to address issues that are central to the effective functioning of the College.



We would like to take this opportunity to thank all of the members of the Commission for their hard work and dedication, especially the chairs of the various subcommittees who have provided such effective leadership in the process. This past year, the Commission had the greatest number of members since its inception, reflecting the commitment of the SUNY Geneseo students, faculty, and staff toward issues of diversity and community. The amount of work accomplished and the quality of the programs and proposals developed by the subcommittees are remarkable, especially considering the fact that the

- I. Student and Campus Engagement
- II. Deliberative Dialogues
- III. Assessment
- IV. Diversity Plan
- V. Faculty Development Regarding Diversity
- VI. PATH Awards



The committee with the help of Becky Glass turned much of its efforts to funding the project during later part of the semester. Helen Thomas and Gloria Lopez recommended grants and/or funders with a focus on diversity. The co-chairs reviewed the list and after receiving the RFP from Gloria Lopez, chose to pursue the Diversity and Academic Excellence Grant from SUNY.

The grant was completed on June 4<sup>th</sup> with strong guidance and support from Helen Thomas, Grant Writer from the Office Sponsored Research.

### RECOMMENDATIONS

- The SACES needs to develop a marketing campaign for the RWG as a kick-off for the Fall Semester.
- The Dean of the College Office should be provided with the completed grant proposal, which includes the courses with the RWG distinction. Dean McKeever agreed to assist with the registration process for RWG participants. This Registration process needs to become formalized.
- A formal meeting should be organized with Dr. Thomas Matthews, Leadership Development and Ms. Kay Fly, Volunteer and Serving Learning to establish a collaborative partnership for phase three of the project.
- Finally, consultant Robert T. Jones will need to come back to campus to meet with the committee and involved faculty to present the curriculum for the 3.5-day residential experience.

### CHALLENGES

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**SCES GRANT PROPOSAL**  
Submitted by the Student and College Engagement Subcommittee

5/30/09

Real World Geneseo (RWG)

Explorations in Diversity and Academic Excellence

SUNY Geneseo proposes “Real World Geneseo” (RWG), a new initiative to improve cultural competence in our predominantly white institution (PWI) by enhancing the traditional learning environment. This three-phase project consists of a transformative retreat involving forty diverse students, academic coursework impacted by the presence of teams of these students and a credit-bearing reflective lab course to help them integrate their experiences into campus life. Using Tinto’s 1993 Student Integration Model, RWG aims to improve the formal academic integration of non-majority perspectives in the classroom as well as improve the informal, peer group, social integration and interactions.

Geneseo’s mission ~~Gene0:244 25s mission~~ community works together to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world.” Actively pursuing this mission requires that we set a strong foundation for cross-cultural communication and interaction on campus. As the campus continues to increase its critical mass of students from different backgrounds, it also needs to work to retain themTj pW67aims to improve the0 iTf (-) Tj ET Q q 0.2400000 0 0 0.2400000

the Social Sciences core, or the Non-Western Traditions requirement) or in some new requirement (such as a new Non-Western Humanities course). Second, a culturally insensitive and inflammatory incident occurred on campus at Halloween. This event highlighted the issues about which the student group FARI (Fighting Against Racial Injustice) had been speaking for nearly a year. For minority students, the lack of cultural competency on campus can lead to feelings of alienation and related stresses. In the end, some of these valuable students may choose to drop out or go elsewhere. In 2006, Geneseo boasted an overall retention rate of 92%; the retention rate for minority students was 81.77%. The overall six-year graduation rate for the 1999 and 2000 cohorts was approximately 80%; for minority students it was approximately 60%. According to Richardson and Skinner 1990, although many PWIs address campus climate issues...institutions that successfully support minority access and achievement focus on learning environments rather than race or ethnicity. We believe creating a transformative learning environment should also have a positive impact on retention efforts at SUNY Geneseo.

of this project involves forty sophomores in a four day transformative retreat modeled after successful programs conducted at Arizona State University, Johnson and Wales, and at high schools across the country in "Anytown" programs. This experiential program immerses students in a diverse community to examine their attitudes toward one another and to engage in meaningful "change" opportunities guided by expert facilitators.

During the Fall 2009 semester, a diverse pool of students will be recruited through an application and interview process (see Appendix A). The same students will pre-register into one of ten courses (see Appendix B). The retreat is scheduled winter break in January, 2010, just before the start of spring-semester classes. All necessary arrangements for the retreat and following Spring 2010 semester-long activities will be made during this time.

During the retreat, a high level of trust is established among participants and instructors to allow for personal growth and understanding. This is enforced by having all

Each team will have been enrolled in one of ten carefully selected courses and an RWG lab course. The courses have been identified by members of the President's Commission of Diversity and Community to allow students the maximum opportunity to explore issues related to social identity within the structure of rigorous academic course work. The issues include but are not limited to: social and cultural diversity; societal manifestations of oppression; examination of dominant ideologies; dynamics of power

\_\_\_\_\_ of this project are expected to be multiple and self sustaining. Three major impacts are envisioned. All PWIs are seeking ways to diversify traditional curriculum that no longer fit the needs of today's 21<sup>st</sup> century demographics or required skill sets. If the assessment of the course enhancements shows a positive impact, the three phase enrichment process could become a model to reinvent and reinvigorate traditional courses. Second, if the enhanced coursework causes our students, faculty and staff to perceive more multicultural viewpoints, then a gradual shift of the learning environments should lead to a changing campus climate. A better learning environment in turn may help diverse students have better undergraduate experiences at PWIs and stay until graduation. A third long term impact occurs on an individual level. We hope to provide life-altering experiences to the cohort of forty participants in the retreat experience. They then will provide a more broad based impact through their multi-layered communications and interactions both on and off campus. These students will provide a new perspective to exchanges within the credible setting of academic coursework, and they will also pollinate their affinity groups and their social milieu with awareness. An appreciation of the importance of diverse perspectives in all settings will foster a more welcoming environment for new students of color, and other diverse groups.

\_\_\_\_\_ will be conducted by a team of faculty from the Ella Cline Shear School of Education, the Sociology Department and the Psychology Department. The bulk of the assessments will be incorporated into advanced education classes in which students participating in carrying out the measurements will also be exposed to the ideals of the program. Assessment methods will include pre-enrollment interviews. Student participants will be identified in early fall of 2009 based on these interviews. Post retreat interviews will also be conducted. Interviews will be transcribed and analyzed, and findings will be summarized and reported to the Chief Diversity Officer, and to the Divisions of Academic Affairs and Student Affairs. During the spring semester coursework and lab sessions, students will create video-diaries, self-reflective journals and other artifacts that can be assessed to determine the success of the program. Surveys will be given to faculty participating in the ten enhanced courses to measure what impact was made by incorporating more diverse student discussions and viewpoints into their courses. Retention rates of diverse students will be tracked on an ongoing basis to try to determine any significant change from prior years.

### Budget Justification

The budget for this project includes expenses for the retreat facilities, the consultant, the supplies for the retreat, the transportation costs, the supplies needed by the assessment team, and books needed for the reflective lab. All food costs will be incurred by the SUNY Geneseo budget.



The success of the retreat is dependent on the quality and experience of the facilitators. For this reason, we have contacted the same group of individuals who successfully conducted the retreats for “Anytown” as well as the Arizona State Invision and the Johnson and Wales Diversity in Action retreats. T. Lee & Associates can be contracted to provide four consultant/trainers for the four days at a cost of \$4500. The requirements for the retreat include a secluded, private setting, and accommodations and board of a group of up to 50 individuals. Camp Weona, is nestled amongst 1,000 acres of woodlands near Warsaw, New York. Located about one hour from Rochester, has been in operation for 110 years. For overnight stays, patrons will sleep in the Hyde Lodge, which is fully winterized and accommodates up to 50 people. Separate accommodations exist



days and at different times; this was done in an effort to maximize the opportunity for people across campus to participate.

Overall, total participation in the Dialogues was down. Approximately 55 people registered for the 4 Fall Dialogues; of these, approximately 30 people actually participated. During the Spring, approximately 45 people registered for the 3 Dialogues; of these, approximately 32 people actually participated.

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This year's subcommittee operated almost entirely independently of the overall Commission. One significant reason for this was the delay in the starting up of the Commission itself this year. Were we to have waited for direction from the Commission, or for the President's charge, we would have remained idle for the vast majority of the fall semester, and would have been in no position to run any Dialogues during the fall.

With that in mind, we selected our topics without input from the Commission or its leadership. Our fall topic was chosen with an eye on the national election cycle; our spring topic was chosen after reflecting on common elements in each of the fall group's discussions (i.e., several groups spent some time discussing the connection between civic participation, personal values, and religious traditions). Although these topics offered little intersection with the overall work of the Commission, we believe that they allowed participants to continue to consider what it means to be a part of a community.

The leadership of the subcommittee—despite its efforts to keep the group active and to keep Deliberative Dialogue vibrant at Geneseo—

able to pull together such a discussion guide. It was frustrating to walk away from an opportunity to allow the entire campus to engage with this singularly important issue.

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The DD subcommittee will have a new chair during the 2009-2010 academic year. With the ongoing economic downturn and attendant budget crisis, we anticipate that there will be reduced support for DD. At the same time, President Dahl's Six Initiatives (or "Big Ideas")—each with its own Task Force—would seem to provide a "space" for an increased role for DD.

Each initiative, it seems, has the chance to significantly affect what Geneseo is, and thereby to affect the role played by every member of the College community. The DD format would allow for a deeper, more pervasive level of understanding of what is being considered, what might be done, and what trade offs would be involved. It would be a significant undertaking for the DD subcommittee to seek to work with some (let alone all) of the new Task Forces, and so the subcommittee ought not to agree to do so lightly. Still, this would seem to be a chance for the DD process to help the College adapt to the demands of the new educational and economic realities.

Report of the Assessment Subcommittee  
President's Commission on Diversity & Community

The Committee is also speculating on the differences between minority and majority students' experiences. One area proposed for investigation is to examine some of the survey indicators by ethnicity to explore potential differences.

The Committee will continue to investigate the questions raised in last



5. Foster, promote and encourage a safe, scholarly environment where issues of diversity, class, culture and race are discussed.

Remaining tasks include developing a discussion of the benefits of diversity, refining goals, developing specific objectives, developing an assessment plan, and developing a process for implementing the campus diversity plan.

*Submitted by David Gordon*



Robert Owens (Chair)

Wendi Kinney, Julie Rao, Ulyses Colon, Joe Van Remmen (Chair)

During the spring of 2009 the PATH Awards subcommittee convened to look at nominations for this year's award.

The following individuals and groups were nominations for the award:

Assistant Professor David Levy was nominated by Associate Professor Ted Everett.

The Geneseo Anthropological Association was nominated by Assistant Professor Barb Welker.

Associate Professor Rose McEwen was nominated by Dr. Kate Conway-Turner.

Student Brian Hartle was nominated by Professor Beth McCoy and Associate Professor Emilye Crosby.

Student Kai Davies was nominated by Lecturer Irene Belyakov.

Student Elizabeth Squairs was nominated by Associate Professor Linda Ware.

Assistant Professor Elizabeth Hall was nominated by Assistant Professor Ann Marie Lauricella and Field Placement Coordinator Therese Riordan.

The 2009 PATH Awards were presented to:

Associate Professor Rose McEwen, and students Brian Hartle and Kai Davies.

Last year I made a recommendation that the nominations for the PATH Awards process