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INTRODUCTION

Diversity initiatives that succeed or excel usually do so as a result of much coordinated effort between multiple constituencies. In the past somewhat limiting interpretations and definitions of diversity contributed to universities' marginalizing and/or ostracizing their diversity efforts as something not necessarily pertinent or germane to the overall university. Even under the auspices of a strategy that engaged diversity as more of an ethnic or multicultural operation, the integration of the realities of underrepresented or so-called minorities, their ideas, scholarship, and life experiences into a discourse available to everyone should have been recognized for its inherent value. The Supreme Court in its 2003 rulings on the University of Michigan's Affirmative Action policies reaffirmed the importance of exposure to underrepresented voices for the general population.

Diversity at SUNY Plattsburgh is not articulated from the margins, but featured prominently as one of the core values of the institution. The division of Academic Affairs has dedicated resources to supporting an administrative unit empowered specifically to develop and direct diversity initiatives that are available as resources to the entire university and surrounding community. Our faculty continues to demonstrate that they are passionate about providing their students with broad based educational experiences. Many of the faculty include within their curriculum the experiences of underrepresented voices, as well as structure some of their programming initiatives to enlighten their students about diversity. The division of Student Affairs supports and facilitates a multitude of Multicultural Clubs and Student Organizations. The Student Association provides structured support, both financially and programmatically, to the advancement of diverse student celebrations and organizations. Also, College Auxiliary Services and the College Foundation have been financially supportive of diversity initiatives that offer the opportunity to advance the college community.

This document includes a comprehensive strategy for diversity implementation across and within SUNY Plattsburgh that involves both our academic and non-academic communities. If the goal of an academic institution is to prepare a diverse group of individuals to graduate and thereafter assume leadership roles in the broader society, we can't begin to do that if we:

- 1) Don't recruit them,
- 2) Don't understand them,
- 3) Don't have mechanisms in place to learn to understand them,
- 4) Don't have the diverse group of students who can "assume leadership roles,"
- 5) Don't empower them with knowledge they need to "engage differences" and 'make a difference,'
- 6) Don't create venues and opportunities for them to learn and hone these skills.

Traditional strategies for diversity implementation often originate from top-down prioritization (administrative or faculty leadership), or bottom-up urgencies (student clamoring). The administrative prioritizations are often a result of an accreditation team recommending the implementation of diversity within the university to assist the university in better serving their mission. In other words, utilizing more diversity initiatives and strategies as a mechanism for professional development of their faculty and administrators, while at the same time exposing both majority and underrepresented students to one another's realities. When a university does some of the things we are doing at SUNY Plattsburgh, it becomes apparent that the efforts undertaken to advance an awareness of diversity are far beyond calculated responses to federal policies or national trends.

DECONSTRUCTING THE UNIVERSE WITHIN THE UNIVERSITY

Center for Diversity, Pluralism, and Inclusion (CDPI)

In 1998, Plattsburgh created an administrative unit, the Center for Diversity, Pluralism, and Inclusion (CDPI), to facilitate its diversity efforts and to centralize its diversity initiatives. Since that time, CDPI has operated within the division of Academic Affairs with its own mission that is exemplified below.

The mission of the Center for Diversity, Pluralism and Inclusion is:

To assist SUNY Plattsburgh State University in its efforts to create an academic environment that will attract, recruit, retain, and prepare a diverse group of students to assume leadership roles in the world wide community; to assist in developing an environment wherein the faculty, staff, administration, community and curriculum combine to enrich these students; to assist in ensuring that academic and administrative processes are constantly being evaluated for their implementation and adherence to diversity principles; and to expand the intellectual and social horizons of every individual that interacts with the Center and endeavors to embrace the universe and all of its inhabitants.

In essence, CDPI endeavors to lead all those interested in diversity to a more sophisticated understanding of diversity. In other words, CDPI challenges its constituents to really consider whether or not they fully understand the reality of the “universe” imbedded within the concept of “university.” When a perception of an academic institution’s responsibility to expose its constituents to the universe within the university isn’t conceived by the constituents, then CDPI initiates that thought and suggests a myriad of options to accomplish the task. When it is understood that a university’s primary purpose is to expose students to the universe, the question then posed by CDPI is why there is resistance to the exploration of the universe, which is nothing more than embracing diversity.

In addition to its mission statement, CDPI has also created a mantra that serves to articulate its overarching philosophy:

"Diversity without Pluralism and Inclusion becomes Adversity"

While somewhat obvious, it nevertheless needs to be stated because notions of diversity have often not been inclusive or reflective of pluralistic ideals. The fact that SUNY Plattsburgh named its primary diversity operation as the Center for Diversity, Pluralism, and Inclusion emphatically states how important it is to the institution that pluralism and inclusion not be left out of the diversity equation. When they are left out, an environment of adversity develops because of those who were denied or inhibited access to the opportunities that truly diverse institutions provide.

The role of the director of CDPI is to direct the central operations of diversity, pluralism, and inclusion. That role includes being an in-house consultant on diversity practices; a diversity educator; and a diversity resource – which encompasses making the Center available as much as possible to as many as possible.

Diversity Task Force (DTF)

The Diversity Task Force was created to provide CDPI with as broad a base of perspectives as possible in support of the diversity initiative on campus. The primary actions it is designed to address are:

- Evaluation and investigation of SUNY Plattsburgh's diversity efforts
- Recommendations to Provost/President/College Council

The Diversity Task Force is comprised of approximately 26 individuals who provide a broad perspective on SUNY Plattsburgh. The appointments of the diversity task force membership are strategically conceived to provide a broad based representation of SUNY Plattsburgh's primary diversity practitioners. Therefore, the membership on the DTF represents various perspectives (i.e. Student Affairs, Business Affairs, Library & Information Services, the Student Association's Vice President of Central Affairs, SUNY Plattsburgh teaching and administrative faculty; various students from the SUNY Plattsburgh student body; and the general SUNY Plattsburgh community with representation from a City Councilor, Rabbi, a high school teacher, and manager of one of the largest businesses). These students, staff, faculty, and community members take an active role in:

- Providing input to CDPI from their relative perspectives
- Contribution to CDPI programming initiatives as well as other SUNY Plattsburgh diversity initiatives
- Annual assessments of diversity efforts at SUNY Plattsburgh
- Structural development and input into the Diversity Newsletter
- Participation in the Subcommittees on Curriculum Inclusion and Disability
- Development of recommendations to the Provost and President regarding diversity initiatives that require more support than CDPI can provide

CDPI Advisory Committee was created to enhance CDPI's ability to become an essential component within SUNY Plattsburgh through the insight and association of its various senior members. The primary actions it is designed to implement are:

- Evaluation and investigation of Plattsburgh's diversity efforts
- Recommendations to Provost/President/College Council

The CDPI Advisory Committee is comprised of 5 - 7 individuals with significant years of experience, leadership, and accomplishment within the academy. The professional experiences of the individuals who serve as advisors to CDPI enhance their ability to provide a broad perspective on academia and SUNY Plattsburgh. These staff and faculty members will take an active role in

- Providing direction to CDPI from their relative perspectives
- General observations of diversity efforts at Plattsburgh
- Assessment of CDPI's efforts towards fulfillment of its mission
- Recommendations for programming initiatives
- The development of recommendations to the Provost and President regarding diversity initiatives that require more support than CDPI can provide.

PRIMARY DIVERSITY PRACTITIONERS:

At SUNY Plattsburgh, there are many organizations that contribute significantly to the successful creation of a diverse environment. Below is a partial list of positions and organizations that are significant contributors to the advancement of diversity on campus:

- The Office of Affirmative Action
- Women's Studies
- Africana Studies
- Office of Violence Prevention (OVP)
- Educational Studies and Services
- Educational Opportunity Program (EOP)
- Student Support Services (SSS)
- Multicultural Student Organizations
- International Student Services (ISS)
- STAR
- Center for Fraternity/Sorority Life
- Housing and Residence Life
- Library & Information Services

The Office of Affirmative Action is charged with assuring the campus' adherence to state and federal regulations governing recruitment and personnel decisions. This involves monitoring the activities of search committees and appointing authorities. The Affirmative Action Officer also prepares the Affirmative Action Plan each year, analyzing population and employment data, to assess the success of recruitment practices. The Office is also charged with investigating and resolving charges of discrimination on campus for students and employees. Such discrimination may be based on race or ethnicity, religion, gender, disability, veteran status, and other underrepresented statuses. Because affirmative action has not been a campus priority for some years—though it is now—much work will be done in the coming academic year to inform the college community about the processes of complaints and complaint resolution, as well as about discrimination itself (including sexual harassment) and how to avoid it. Reducing discrimination and violence assists in recruiting, retaining, and promoting the welfare of diverse faculty, staff, and students on campus.

The Affirmative Action Advisory Committee is charged with overseeing affirmative action policy on campus, and reports directly to the College President. The Committee engages the campus community in discussions of and training about the need for positive, affirmative action in recruitment and retention.

Women's Studies explores gender across disciplines, and asks the question: "How does gender, as it intersects with race, class, ethnicity, age, sexual orientation, and nationality, affect people's lives?" Women's Studies has been asking and answering this question for thirty years, critiquing traditional disciplines for their lack of attention to gender and supplying needed research to fill in the gaps. Women's Studies not only brings new perspectives to anthropology, history, sociology, literary analysis and other fields, but it also puts theory into practice. Women's Studies students and faculty continue learning about the gendered worlds we live in and acting on issues of social justice. We help actively rethink women's pasts, enact our ongoing struggles, and envision possible futures.

Africana Studies offers an academic minor. Courses cover a broad range of topics including race in the US and the African Diaspora. This course of study is popular with students at Plattsburgh, and provides needed analysis of race in the world.

Office of Violence Prevention (OVP) with a grant from the US Department of Justice, Office of Violence Against Women, works with University Police to reduce violent crimes against women on campus, and to reduce other violence, including that against gay people and people of color. OVP has spearheaded a review and revision of campus policies against violence (particularly dating violence and stalking) and is beginning a review of hate-crime policies on campus. OVP also provides programming on these issues and helps ensure that victims receive the services they need. OVP hosts a number of speakers, rallies, films and programs to draw attention to violence against women (sexual assault, dating violence, and stalking) and issues of hate crimes. OVP routinely meets with new incoming students during the summer months to raise awareness of these issues.

Educational Studies and Services (ESS) is committed to ensuring that its candidates will understand the role of diversity and equity in the teaching and learning process. Diversity, as interpreted by the unit, addresses issues related to culture, race, ethnicity, gender, sexual orientation, age, language, national origin, physical or mental ability, religion, and socioeconomic background (protected classes). This interpretation is a much broader view of diversity than most institutional perspectives. Diversity refers to the all-inclusive mixture of differences and similarities along a given dimension, resulting in a mixture of people of all culture and all differences working together in the same space and time. Our challenge is to create an environment in which diversity can flourish within the context of a universal set of values and principles of interaction.

To create a diverse environment the ESS has outlined five goals:

- Recruiting/retaining faculty who have historically been excluded;
- Recruiting/retaining candidates who have historically been excluded;
- Providing professional development activities addressing diversity for faculty;
- Designing, implementing, and evaluating curriculum that is inclusive; and
- Providing opportunities for candidates to work with diverse students in P-12.

In response to these goals, the ESS has:

- Created a Search Manual for use in all recruitment, including that of faculty, to facilitate the generation of a diverse applicant pool.
- Provided new faculty an opportunity to work with a mentor within their department during their first year.
- Supported cultural organizations' and Admissions Office efforts at recruiting students from diverse backgrounds.

Educational Opportunity Program (EOP) provides comprehensive support services to New York State residents who meet specific admission criteria and have demonstrated financial need. Students are admitted to the program as freshmen or as EOP/HEOP transfers from other colleges.

EOP support services include:

- Pre-Freshman Summer Program
- Freshman/Transfer peer mentoring programs
- Academic and personal individual/group counseling
- Peer individual/group tutoring
- Local chapter of Chi Alpha Epsilon – National honor society for students in special admissions programs

- Administration of special financial aid funds
- Academic and personal college success workshops and programs
- Ongoing contact with various campus and community offices to enhance understanding of EOP objectives and services provided

Student Support Services (SSS) is an academic support program funded by the United States Department of Education. SSS is staffed by caring and committed professionals whose mission is to provide services, free of charge, designed to help eligible students succeed in college. Students are eligible for services if at least one of the following is true:

- Neither parent has a four-year college degree
- The applicant's family meets Federal financial aid guidelines for taxable income
- The applicant has a disabling condition (i.e., physically challenged or learning disabled)

Multicultural Organizations at Plattsburgh add diversity to the lives of every person exposed to them. Plattsburgh's dedication to creating a positive experience for all students, regardless of their cultural or ethnic background, has resulted in the development and support of 13 multicultural organizations.

The African Unity Organization

S.O.U.L. (Sexual Orientation Ubiquity League)

Club Caribbean

C.W.C. (Center for Womyn's Concerns)

Gospel Choir

Chinese Association

Center for Womyn's Concerns

FUERZA

AKEBA (The Black Student Union)

Asian Club

El Pueblo

Club International

Hillel

Muslim Association

TAWS (Together, All Women Are Strong)

O.W.E. (Organization of Women of Ethnicity)

Each of these organizations contributes to SUNY Plattsburgh becoming a truly diverse and interesting place to study. SUNY Plattsburgh students develop an awareness of various cultures, ethnicities, countries, and regions of the world through their exposure to these organizations and their culturally rich programming. Events like El Pueblo's Latino Conference and AKEBA's BSU Weekend introduce students to realities of life they often have no knowledge of other than from a distance. Transcending various languages and dialects, the student organizations help reinforce the fact that in the end we all are one big human family living in what is really a small world where everyone should treat each other with respect, endeavoring to live in peace and harmony. The multicultural organizations attempt to understand a diverse world by living in it and learning from it.

Student groups representing various constituencies conduct their own programming with funds raised from the Student Association and other college offices. For example, SOUL (Sexual Orientation Ubiquity League) offers a SOUL-Food film series highlighting the concerns of gay, Lesbian, bisexual, and trans-gendered people. FUERZA hosted a daylong series of workshops illuminating issues faced by people of color in the workplace, including discrimination and harassment. The Center for Womyn's Concerns staged a "Take Back the Night" march and rally.

International Student Services (ISS) at Plattsburgh is an office that is focused on the unique needs and concerns of the more than 350 enrolled international students. The staff assists these students and their families from the point of initial inquiry through the admission process. Once a new student arrives on campus, ISS coordinates an extensive orientation about academic issues, social concerns, adjusting to U.S.

culture and life on campus. The office provides immigration and visa advice, assistance with understanding the full range of student responsibilities and a comfortable place for international students to consider "a home away from home". In addition, help locating and accessing support services both on campus and off campus is available.

The ***STAR Program*** assists students who have academic potential but don't meet the university's admission requirements. These students, the majority of whom are underrepresented, will take 15 credit hours in the fall and a required freshman seminar course. They sign a contract with the school that allows Star counselors to involve parents in their education while at Plattsburgh. The program has helped more than 380 students since 1986 and will assist 25 students in Fall 2007. STAR encourages students to get involved on campus to feel connected to the school.

Center for Fraternity/Sorority Life provides two distinct services to the SUNY Plattsburgh State campus and community. The Center for Greek Affairs provides support, advice and services regarding effective organizational management to fraternities and sororities. The center also provides values-based educational programming to assist members in creating an ideal fraternal experience that encompasses the core principles of Friendship, Scholarship, Leadership and Service. Programming emphasis is placed on the areas of ethical leadership, diversity, service learning, membership development, continuous recruitment, lifelong membership and the concept of community. By participating in programs and partnerships developed by this office, students affiliated with fraternities and sororities learn, through collaboration and inter-fraternalism, the skills and concepts necessary for creating a positive Fraternity/Sorority Community.

The Housing and Residence Life program at SUNY Plattsburgh works with approximately 2600 students within 12 residence halls on campus, which is slightly less than half the overall full-time undergraduate population. The Mission Statement for the Housing and Residence Life program at SUNY Plattsburgh articulates its effort to create quality communities within Plattsburgh where students can learn, develop and flourish academically and personally. The residence halls provide a secure environment that addresses the academic and personal needs of the individual. Students' growth is complemented, supported, and enhanced through the staff members' ability to know their students, their awareness and use of the campus and community resources, and the offering of social and educational programs. It is important for our program to create an environment where students truly appreciate, respect and value the people they have the opportunity to live, work, play and learn with.

The Housing and Residence Life program accommodates greater than 90% of all first-time full-time students on campus. As noted in its mission statement, it is a priority "to create an environment where students truly appreciate, respect and value" each other. Residence hall living is both greatly enhanced and challenged by the diversity, in the broadest sense, of the students residing on campus. Simply living within a community of diverse individuals presents students with awareness raising and learning experiences. In addition, through interactions with and the numerous efforts of the residence hall staff, students are presented with opportunities to explore the similarities and differences of members of the community. Many of our students have never lived in a communal living situation with up to 40 other individuals on a floor, let alone shared a room. The residence hall staff works with the Center for Diversity, Pluralism and Inclusion to raise their collective awareness in order for them to effectively and sensitively facilitate conversations between students who are experiencing difficulties that arise due to differences (i.e., lifestyle, socio-economic, race, cultural, religious, etc.).

It is a priority every year when hiring new residence hall staff members to hire students that reflect the wealth of diversity among our student body. The Resident Assistant (RA) staff (88 undergraduate students) for the 2006-07 academic year was comprised of 36 percent of staff members who are non-white or international

students. The RA staff for 2007-08 will be 40 percent who are non-white or international. This is an increase of 9% and 13% respectively from three years ago (it was 27% reported in the first Diversity Plan – 2004-05). The diversity of just newly hired RAs each fall semester for the past eight years is as follows: 21%, 24%, 40%, 35%, 43%, 30%, 41%, and 44% respectively. For fall 2005 the college instituted a first-year housing initiative. As part of this program we added a new student staff member position called Resident Mentor. The first year we had a total of 16 Resident Mentors (RMs) with 31% being non-white or international. The second year we increased the RMs to 32 total with 50% being non-white or international. The RM staff for 2007-08 will be 56% who are non-white or international.

The residence halls are open over all extended breaks and summer housing is available for students who need to stay on campus (e.g., international students, students for which the residence hall is their permanent address, etc.). In addition, there is appropriate housing provided for students who are differentially able. Commencing fall 2007 we will be offering gender neutral housing for students who request this living arrangement. Our staff has always provided programs and activities to foster community and learning in our residence halls. A new programming model was introduced at the beginning of the 2006-07 academic year that emphasizes educational aspects of programming and the role of RAs as educators. One of the four categories of this new model is “pluralism” which includes programs that “challenges students to explore their own life experiences and simultaneously seek to understand and respect the experiences of others.” Overall, residence hall living is an important aspect of most students’ experience at SUNY Plattsburgh. Through the numerous collaborations with other campus services/departments (e.g., Learning Center, Counseling Center, University Police, Academic Advising, CDPI, Student Activities, Student Association, etc.), the Housing and Residence Life program presents ALL students with opportunities to learn, grow, and be successful within a diverse communal living situation.

Library & Information Services (LIS) is one of the largest student employers on campus with over 90 student workers in an academic year. With a steadily increasing international student complement on campus, LIS student workers represent a wide variety of different nationalities and ethnicities. This diversity provides a phenomenal experience for students, as well as for staff. The cross-cultural exchange is exceptional and the appreciation, respect, and understanding that grow from this interaction demonstrate the extraordinary benefits of a diverse workforce.

In 2000, Feinberg Library established a Minority Residency in Information Literacy; the first campus faculty line dedicated to the express purpose of recruiting a minority faculty member. This two-year, non-tenure appointment was structured to attract a minority librarian to work in information literacy, one of Feinberg Library’s renowned programs. This approach proved to be successful culminating in a rich pool of minority applicants and an outstanding set of finalists. Our first Minority Resident in Information Literacy was appointed in January 2001. Regrettably, with the departure of the Minority Resident, the position was frozen as part of campus budget savings. Reinstating this position, at some point in the future, remains a priority.

Feinberg Library supports the College’s curriculum with the purchase of a wide range of information resources including monographs, periodicals, videos, government documents, and digital resources. As such, the library has a significant collection that supports areas of diversity in the curriculum: Women’s Studies, Canadian Studies, Foreign Language and Literature, Latin American Studies, Africana Studies, Asian Studies, and International Studies. Almost every academic major and minor has specific course content that includes reference to, study of, or research in gender, culture, ethnicity, and history. The library’s collection is rich in its attention to the pluralistic world.

The Feinberg Library Film Series & Discussion is a relatively recent program intended to stimulate thought and discussion. Although the films are not specifically selected as “diversity films,” like those of CDPI, some films like *The Hours* and *The Pianist* raise issues of gender and ethnicity. A faculty-facilitated discussion follows each film and a resource guide to additional information about the film or its theme is prepared by a librarian and distributed to viewers, and posted on the library’s web site.

DIVERSITY GOALS

This plan for enhancing diversity within Plattsburgh addresses several areas: *campus climate; curriculum inclusion and the academic experience; student recruitment and retention; retention and recruitment of faculty and staff; and performance measurement.*

Campus Climate

Diversity efforts must consider, respond to, and shape campus climate. If campus climate isn’t engaged then the entire effort towards implementing diversity or improving diversity within an institution will be invalidated. To facilitate efforts at enhancing campus climate there must be:

- Top-level support/commitment to diversity implementation
- Clearly articulated definition of diversity
- Diversity Initiatives:
 - Summer Orientations introducing new students to the university’s diversity initiative
 - An academic course that assists in developing relationships amongst all constituents
 - Programming that is both educational and entertaining (Film Series, Faculty Panels)
- Diversity Enlightenment, Workshops & Consultation
- Diversity efforts that promote an inclusive agenda
 - Diversity includes non-minority students
- Programming directed at educating
- Promotion of commitment to diversity amongst all constituents
 - Faculty support of diversity (i.e. Curriculum Inclusion)
 - Representation within orientations for all new students, staff, and faculty

Top-level support/commitment to diversity implementation is essential to any potential success that may occur. If the university executive/senior officers (president, vice-presidents, deans and directors) all commit to proactively supporting diversity, the implementation of diversity initiatives has a much higher chance of success. The senior administration has made this commitment to diversity.

A clearly articulated definition of diversity isn’t easy to arrive at. Diversity initiatives at many campuses throughout the country are received somewhat pejoratively, being viewed synonymously and therefore, misguidedly, with affirmative action. At Plattsburgh, largely behind the actions of CDPI to define diversity in unmistakable terms, there is minimal misconception in our definition and campus’ vision or mission in regards to diversity. Our definition of diversity is broad and inclusive, encompassing race, ethnicity, gender, religion, sexual preference, and disabilities. It recognizes that all individuals contribute to diversity. Diversity at Plattsburgh values all voices that speak respectfully about their differences and are also respectful as listeners.

Campus climate is immediately enriched with well-conceived *diversity initiatives*. At Plattsburgh there is an understanding that not one organization can successfully implement diversity across a campus. Therefore, as previously outlined, many organizations serve as primary diversity practitioners in regards to programming that is both educational and entertaining.

Campus climate is also advanced with a structured presentation of diversity that is available to any organization that requests it from CDPI. Whether it be a request for a *Diversity Enlightenment* Session; developing, leading or contributing to a *workshop* that somehow addresses diversity; or *consultation* to an academic unit or professor; a heightened sense of awareness or appreciation of diversity doesn't occur too often by accident or osmosis, but more so from active engagement with the topic or with people that have lived different experiences. The more opportunity there is to interact with different people or discuss different realities, the more probability that the xenophobia that often plagues or unsettles universities will start to diminish.

Diversity efforts that promote an inclusive agenda provide tangible proof that the definition of diversity articulated by the university is authentic and compatible with its educational and outreach efforts. The promotion of an inclusive agenda is accomplished at Plattsburgh in various ways ranging from the existence and support of *Multicultural Organizations* reflecting a broad array of voices; inclusion of underrepresented realities within curriculum; and lectures and discussions that address/present a plurality of people's experiences. No less important in promoting an inclusive agenda is the significance of dialogues that address or *include non-minority perspectives*. Far too often diversity conversations center on the so-called "Other" as if the otherness is actually reserved for minorities alone. At Plattsburgh, we recognize that "otherness" is an occurrence associated with individuals or groups that certain assumptions are made about, or that find themselves disenfranchised.

Programming directed at educating is a successful method to promote diversity. Various diversity initiatives endeavor to celebrate the variety of experiences that exists amongst us. At Plattsburgh the Multicultural Organizations lead the way in providing programming that both entertains while educating and celebrating diversity. At any given time El Pueblo, S.O.U.L., or AKEBA will host a conference, candle light vigil, or some form of entertainment, which reinforces as well as emphasizes that learning about diversity doesn't have to be regimented. As well, CDPI's entire approach is one that places such a premium on educating it almost appears as if none of its programming is without educational content. Of course an argument can be made that in an environment where underrepresented people are few and sometimes marginalized, any elevation of their presence within an over-represented population has an educational merit if for no other reason than the exposure to a different reality. Conversely, this is also why the promotion of a commitment to diversity amongst all constituents is critical.

The promotion of a commitment to diversity amongst all constituents is critical to the enhancement of the campus climate, if not the very success of a diversity initiative. If Student Affairs, Academic Affairs, Business Affairs, and the Student Association within an institution all actively support a diversity initiative while the teaching faculty is lukewarm on it, the diversity initiative is greatly impaired. Efforts to launch a campus wide curriculum inclusion initiative, which is currently underway within Plattsburgh, are one way that academic departments and individual faculty within those departments can significantly promote the institution's commitment to diversity. (Ref. attachment 5)

Diversity representation within orientations for all new students, staff, and faculty are also significant to the advancement and growth of a progressive campus climate. For those members of the university who originate from an underrepresented group, the articulation of the university's commitment to diversity makes a statement about the universities commitment to them as valued individuals within the structure

of the institution as well as important voices that contribute to the formation of horizon expanding conversations. Currently at Plattsburgh, through orientations only new students are introduced to the campus wide diversity initiative. Planning to introduce new faculty and staff to Plattsburgh's comprehensive diversity efforts are underway, spearheaded by CDPI.

Curriculum & Academic Experiences

- Diversity as a General Education Requirement
 - Certificate, Minor, Major
- Curriculum Inclusion Initiative
- Diversity Considerations in Faculty Searches
- Learning Center
- Diversity Consulting as required

Diversity as a general education requirement should be a goal of every university that endeavors to educate its community about diversity. At Plattsburgh the initiative to include women and people of color in the curriculum of general education courses was significant at the time it occurred. However, now the broadening of the concept of diversity necessitates even more of an inclusive effort at educating academic communities about the "other." In response to this reality, conversations have begun to develop new strategies that go beyond including only women and people of color in the curriculum. Discussion about creating certificate or minor programs that could lead to the development of a major in diversity are underway; the Faculty Senate will be included in this discussion, as will faculty in the "area studies" programs: Africana Studies, Women's Studies, Latin American Studies, Canadian Studies, etc.

As well, spearheaded by DTF, a Curriculum Inclusion (CI) initiative was launched in January 2004.

developed by the Center for Diversity, Pluralism, and Inclusion (CDPI) and the Diversity Task Force Curriculum Inclusion Sub-Committee and supported by the Office of Academic Affairs, was launched campus-wide in January 2004.

The ***Curriculum Inclusion Initiative (CI)***, developed by CDPI and the Diversity Task Force's Curriculum Inclusion Sub-Committee and supported by the Office of Academic Affairs, was launched campus-wide in January 2004, in response to the following recommendation:

Middle States Self- Study Recommendation 9.4: Academic Affairs should encourage/assist the faculty to integrate diverse views into the curricula, for example, by reinstating the curriculum inclusion position and/or supporting the diversity project.

The purpose of this initiative is to facilitate the development of democratic education through inclusion of underrepresented perspectives within and across academic disciplines and to contribute to an atmosphere of appreciation of diversity within our campus community. This initiative is supported by CDPI programs which provide educational opportunities and resources to faculty, staff and students for the development of culturally sensitive leadership, inclusion of diverse perspectives in course curriculum, and pedagogical strategies for promoting participatory education and inclusive assessment and evaluation. Programs developed for the Curriculum Inclusion Initiative also promote collaborative efforts to further develop comparative and interdisciplinary diversity courses within the college curriculum.

CDPI Programs Developed in Support of the Curriculum Inclusion Initiative:

INT303 Examining Diversity through Film – General Education Course

Examining Diversity through Film is a multi-tiered, interdisciplinary, general education course, created and taught out of the Center for Diversity, Pluralism, & Inclusion. This core course serves to advance personal and social insight and the understanding of diverse perspectives through social justice scholarship and popular film, while simultaneously developing student leadership and providing faculty with professional development in curriculum inclusion as well as film analysis through the use of classic and popular film.

Student leadership development is available to undergraduate students who excel in *Examining Diversity through Film*. High performing students may have the opportunity to deepen their understanding and develop leadership skills in social justice education by participating in a credit-bearing, teaching assistant cohort for *Examining Diversity through Film*.

Faculty development in curriculum inclusion entails a two-week rotation through one of five diversity themes covered in this course. The faculty development experience parallels the student experience in full participation of course requirements, readings, film viewing, and discussion groups, and also provides each faculty member with an opportunity to facilitate a small group discussion with students in the course.

Campus partnerships for this faculty development opportunity have been established both formally and informally. Beginning in the Fall semester of 2007, Fellows at the Institute for Ethics and Public Life will be participating in a two-week rotation through *Examining Diversity Through Film* each semester. Informal partnerships for faculty development have been on-going with faculty from the Nursing, and Education departments since Spring 2006.

CDPI Faculty Roundtable Discussion

The CDPI *Faculty Roundtable Discussion* program is implemented in consultation with faculty members from the Diversity Task Force Curriculum Inclusion Committee to provide support for faculty professional development in Curriculum Inclusion. The *Faculty Roundtable Discussion* provides a forum for faculty members to share experiences, challenges, and strategies in curriculum inclusion, and assists faculty in developing increased comfort and skill in engaging diversity topics in the classroom. The format may vary somewhat depending on the topic but discussions are always co-facilitated by two or more faculty members. Co-facilitators may, for example, share specific strategies, pose a particular challenge for the group to brainstorm, demonstrate a teaching moment in the engagement of diversity, or present an “inclusion” model as point of departure for discussion. While a number of topics have been developed initially for the Roundtable, the program is envisioned as directing its own evolution through faculty participation.

Previous Roundtable topics include:

1. *Developing Strategies for Integrating Underrepresented Perspectives*. May 20, 2004.
2. *Teaching Strategies for Inclusion*. January 19, 2005.
3. *Diversity Challenges in the Math & Sciences*. March 11, 2005
4. *Engaging the ‘Hard Edge’ of Diversity*. October 24, 2005
5. *Inclusive Student Assessment and Evaluation*. November 10, 2005
6. *Responding to the ‘Teachable Moment’ in Support of Curriculum Inclusion*. March 6, 2006.
7. *Team Teaching and Other Adventures in Curriculum Inclusion*. April 26, 2006.
8. *What Are We Doing to Educate Our Students About Cultural Diversity?* Sept. 25, 2006
9. *Are We Meeting Diverse Needs of Our Students?* Nov. 2, 2006
10. *Diversity in the Disciplines: Where Should We Be, How Do We Get There?* Feb. 21, 2007
11. *Inclusion and the Engaged Student: Models for Achievement*. April 18, 2007

Our hope and expectation is that these workshops will continue to generate new discussions and skill building topics for future *Roundtables*, and that this effort will continue to evolve. However, we will also be revisiting some of the above topics in order to provide on-going access for new faculty involvement.

The CDPI Faculty Panel Discussion Series (FPDS) is a program created to highlight scholarship and critical inquiry at Plattsburgh State. Each semester the *CDPI FPDS* presents a two-hour program devoted to the exploration of a diversity-related topic led by a panel of faculty scholars. Each panelist presents for 5-7 minutes on the current topic from the perspective of her or his own scholarship, after which the program is opened up to a moderated discussion with the audience.

What makes this event exciting and unique is the critical engagement of panelists and audience on topics of current interest on campus, in our community, in the nation, and in the world. The wide-ranging perspectives brought out by a diverse panel and audience participation provide those moments of edge that make the panel discussions lively, exciting and thought provoking.

The CDPI Student Panel Discussion Series (SPDS) was developed to create a conversation on campus concerning diversity issues in a peer-to-peer format. The SPDS is held once a semester for two hours and was created as a means for students to engage other students on socially relevant topics that are often looked past or ignored on a day-to-day basis. There are usually 4-5 student panelist who present for 5-7 minutes; each dissecting a different aspect of the topic in an attempt to engage harsh realities through the voice of their generation. After each panelist has concluded, the floor is opened to a community style conversation.

What separates the SPDS from the *FPDS* is the format in which they are conducted. Instead of having the panelists situated at the front of the room with everyone in attendance facing them, as in the *FPDS*, we hold the SPDS “in the round”. There are 80-100 seats set up in concentric circles so that each person is facing the others. The panelists have seats in the innermost circle, but after presenting sit down to join the larger conversation in an egalitarian fashion. This is what is so exciting about this program. No voice is more important or held to a higher esteem than any other. It is simply a conversation amongst peers that generates an understanding of perspectives and opens eyes to individual as well as group realities.

Diversity considerations in faculty and administrative searches are critical to the advancement of diversity within a university. Potential and actual relationships with faculty are often the primary reasons students select and/or stay at a university. Any strategies to attract underrepresented students must include faculty mentors that many of these students can envision having the ability to relate to their life experiences. Many over-represented students and faculty have the privilege of over looking or undervaluing this aspect of the student-professor relationship, because everywhere they turn their image is reflected back to them. However, with a dearth of underrepresented faculty and administrators amongst the professorate at academic institutions, significant consideration and utilization of the networks, organizations, journals, newsletters, Internet mediums, etc. that attract underrepresented viewers must be undertaken. These efforts will be led by the newly reconstituted Affirmative Action Advisory Committee and the Office of Affirmative Action. Expectations of consistently retaining underrepresented students are also connected to initiatives that attract underrepresented faculty as well.

A central focus of The Learning Center's (TLC) academic support services is its peer-tutoring program. Each year, TLC recruits, hires and trains over 100 student employees. TLC tutor-training program has been certified by the College Reading and Learning Association, a distinction shared by only 700 programs in the United States and Canada. In order for a program to receive certification, there are a number of criteria that need to be satisfied, specifically, tutor training curriculum must address issues related to special populations such as students with learning and physical disabilities, international and ESL students and underrepresented students. New tutors at TLC must complete either a one (1) or three

(3) credit course; each course provides an opportunity for tutors to explore their level of cultural awareness and sensitivity, relative to a tutoring session.

TLC staff is fortunate to work with all sectors of the campus community, including a number of the Primary Diversity Practitioners [CDPI, EOP, SSS, ISS, Center for Greek Affairs and Leadership Development and Housing and Residence Life]. TLC peer tutors tutor in over 200 different courses, representing a considerable number of academic disciplines. A significant feature of TLC relative to the Plattsburgh diversity initiative is how it values diversity in each individual and continually strives to meet the varied academic needs of a diverse campus population. In addition, TLC staff work with all sectors of the campus community, including a number of the Primary Diversity Practitioners [CDPI, EOP, SSS, ISS, Center for Greek Affairs and Leadership Development and Housing and Residence Life].

Diversity consulting as required by department or faculty member is available by contacting CDPI. Strategy sessions on advancing curriculum to include diverse perspectives, creating a diverse conversation within the classroom, film usage as a point of departure or additional method of accentuating meaning, are all reasons why CDPI has been contacted for this service. Education; Hotel, Restaurant, & Tourism; Counseling; Leadership; and Anthropology have utilized this service.

Student Recruitment and Retention

At Plattsburgh we fully understand that *student recruitment and retention* are conjoined efforts. Student retention is inseparable from student recruitment. It is an illogical effort to recruit students to a university and not have measures in place to assist in keeping them there until they accomplish their goal, to graduate. Below are some of the strategies that address student recruitment and retention.

- Diversity Efforts Represented in Marketing Strategies
- Retention Council
- Development of a ‘Commitment To Diversity’ Brochure
 - Plattsburgh Mission, Courses, Resources
- Web Sites with prominent Diversity Representation
 - Student Perspectives

Diversity efforts represented in marketing strategies are necessary to attract underrepresented students, but must accurately represent the reality students will encounter or the university's ability to retain the underrepresented students becomes impaired. As well, while it isn't appropriate to accentuate or capitalize on inaccurate images of diversity that are not proportionate to the actual numbers represented within the university, the language of diversity within the marketing literature (text) should specifically address diversity in a fashion that is compatible with the definition, programming, and planning around which the entire initiative is centered. Highlighting Plattsburgh's engagement with some of the more problematic or uncomfortable aspects of diversity is critical to the authenticity of our diversity efforts at recruitment and retention. Hence, collaborations between marketing and some type of diversity focus group, or at minimum interface with CDPI, would probably enhance the representation and authentic attractiveness of Plattsburgh's marketing efforts.

The First-Year Experience (FYE) Office was created on the campus in 2005. It coordinates, enhances, supports, and assesses the broad array of programs, services, and educationally purposeful activities that promote first-year student engagement. The First-Year Council (FYC), composed of more than twenty faculty, staff and administrators from all are as of the college, reports jointly to both the Provost and Vice

President for Student Affairs. The Director of CDPI sits as a voting member of the FYC. The FYC is charged with making recommendations on campus policies and practices that would positively impact on the quality of the experience of first-year students. Special attention is focused on "at risk" students in regard to retention. This includes such groups as special admit students, commuting students, non-traditional students, and underrepresented students.

Plattsburgh will initiate the creation and utilization of a *diversity brochure* that provides a brief overview of Plattsburgh's definition of diversity, commitment to diversity, and how diversity is situated within the university's mission. This brochure is essential in eliminating any ambiguity about the university's diversity initiative and can also serve as a general diversity course listing and resource guide.

Plattsburgh has initiated and will maintain the creation and consistent availability of a *web site with prominent diversity representation* at Plattsburgh while providing information on the overall diversity initiative within Plattsburgh. This website will have links to the pertinent internal web sites within the university as well as other strategic links prominent within the areas of diversity. The web site should also provide insight into how students who have participated in the diversity initiatives on campus perceive or have benefited from the university's efforts. Specifically, students who have participated in the Multicultural Clubs and International Student Services are some of the representative voices that will be presented.

Recruitment and Retention of Faculty & Staff

Considerations of diversity are necessary and strategic the effort to recruit and retain faculty and staff. Progressive, productive, and proactive diversity representation within an academic institution doesn't occur accidentally. Plattsburgh should develop and maintain policies/procedures that ensure efforts are undertaken to continuously enable the representation of diverse perspectives amongst its faculty and staff. The Affirmative Action Advisory Committee will engage the campus in discussions of the need for affirmative action in recruitment. The Office of Affirmative Action and Human Resources will assist search committees in developing broad and effective recruitment plans, monitor the progress of the search seeking to ensure a diverse pool, and make recommendations to appointing authorities.

The Office of Affirmative Action, working with the Affirmative Action Advisory Committee, will seek to retain employees in protected classes. We can develop mentoring networks and identify problem areas in terms of retention.

PERFORMANCE MEASUREMENT

With educational dollars at a premium, it is no longer viable to rely on subjective interpretations of how successful diversity programming may have been. Objective measurement of programming provides evidence of the merit and value of events, which can assist in the future planning of activities that accentuate or support diversity.

Goals established as a result of diversity initiatives are set to have something to aim for, a means of self-improvement, as well as to quantify an effort. The goals articulated below have been established for exactly those purposes.

- Annual measurement to stated goals
- Ongoing recording and analysis of assessment data for changes in performance

- Definitive data as criteria for growth
- Surveys

Appendices A and B are examples of assessment data from CDPI-sponsored events. Other diversity projects are assessed, as part of the college's on-going assessment of student learning outcomes and organizational goals, as well as through assessment for specialized accrediting groups, such as NCATE.

PROGRAM IMPLEMENTATION

The accomplishment of diversity goals can only occur through the implementation of specific activities that are strategically linked to one another. If campus climate isn't addressed as a first priority, then any attempts to influence curriculum and the academic experience become more of an uphill battle than normal. Essentially, the best laid plans of any organization always have strategic connections that potentially can either ensure the success if implemented properly or contribute to failure if taken for granted. At Plattsburgh, besides CDPI, there are many organizations that are significant to the successful creation of a diverse environment. The Multicultural Clubs, SSS, and EOP are examples of such groups. While the focus in this section on program implementation is on the CDPI, we recognize that full implementation of a successful diversity program throughout a college or university depends on numerous groups and organizations working together, each contributing its special perspective to the success of the overall project.

Diversity Enlightenment (Not Diversity Training)

Diversity is a term that has taken on quite a bit of significance in American society over the last few years. Yet, if people were asked to provide a definition of diversity it potentially would be as diverse in definition as the concept itself strives to be. Training is really an outdated, non-functional term. Enlightenment is more germane because you can't train someone in a two-hour session, but you can enlighten her or him. Diversity Enlightenment, its complexities, how to implement it both strategically, proactively, and practically is a benefit to any organization and the individuals within the organization.

Diversity enlightenment at Plattsburgh is implemented on two levels, internal and external. The *internal* D.E. is usually program specific with a focus on people, curriculum, or particular situations.

CDPI conducts its internal Diversity Enlightenment Series for the institution at large, as well as any program or department that requests or requires it. To date we have internally "enlightened" approximately 1,470 of our Plattsburgh constituency in the two years we have offered this service. The Groups that have been enlightened, with their participant numbers, are identified in Appendix A.

Diversity Programming

Programming initiatives accomplish much for a university. They strengthen relationships between faculty, students, staff, administration and the community and they provide opportunities for dialogue. Below are events designated as pivotal to the successful implementation of diversity at SUNY Plattsburgh.

- CDPI Film Series (Monthly)

- CDPI Faculty Panel Discussion Series (Semester)
- CDPI Student Panel Discussion Series (Semester)
- DTF Week of Empathy (October)
- Diversity Enlightenments [Open To All] (Semester)
- SUNY Plattsburgh Student Orientations
- Other campus groups (including those listed as “Diversity Practitioners”) do significant programming, as well.

People learn more from participating in a conversation than they ever would listening to lectures. When the opportunity to contribute to a conversation is available - whether people take advantage of the chance to express themselves or not - it is still valued. Many of the diversity events at Plattsburgh are structured to facilitate conversations amongst the entire university, as well as the community and the institution. In other words, diversity events are often opportunities for people to “talk with each other.”

The ***CDPI Diversity Film Series & W.R.A.P. Sessions*** are one of the major successes of the diversity initiative. In three and a half years this event has attracted nearly 4,000 people. The CDPI Film Series & W.R.A.P. features monthly film screenings of classic or popular films designed to bring together faculty, students, staff and community for review, critical engagement, and scholarly communication about the contextual and sub-textual meanings and messages that exists in these films. The film series also:

- Provides a vehicle for conversation surrounding issues of difference and how to mitigate the ambivalent and/or anxious emotions often accompanying these issues
- Provides students an opportunity to articulate their perspectives on diversity outside of the traditional classroom setting
- Assists in providing exposure to different faculty pedagogy surrounding the usage of film as an educational tool
- Assist in the inculcation and facilitation of diversity into both the community and university

The Film Series Assessment Data are located in Appendix B.

CDPI Faculty Panel Discussion Series

The nature of the academy is sometimes counterproductive towards nurturing collegiality. One of the motivations for CDPI developing the Faculty Panel Discussion Series (FPDS) was to celebrate the wealth of intellectual diversity that exists amongst the Plattsburgh faculty. Another motivation was creating another venue where faculty could come together to share their research on a common theme while also establishing new relationships. Once a semester three to five Plattsburgh panelists discuss pertinent or controversial issues of diversity. As a result of their conversation, the panelists will:

- Assist in the broadening of perspectives of everyone in attendance
- Introduce students and staff to a form of engagement that is structured to provide multiple perspectives on issues of significance
- Contribute to creating an environment where everyone is comfortable communicating.
- Provide interdisciplinary benefits for the community at large
- Provide interdisciplinary visibility while encouraging faculty fellowship at Plattsburgh

CDPI Student Panel Discussion Series

After endless lectures and seminars facilitated by professors it is an energizing experience to have members from your peer group discussing pertinent issues from around the world. One of the

motivations for CDPI developing the Student Panel Discussion Series (FPDS) was to celebrate the intellectual depth and talent that exists amongst the Plattsburgh student body. Another motivation was creating another venue where students could come together to share their research on a common theme while also establishing new relationships. Once a semester three to five SUNY Plattsburgh students discuss pertinent or controversial issues of diversity. As a result of their conversation, the student panelists will:

- Assist in the broadening of perspectives of everyone in attendance
- Introduce their audience to a form of engagement that is structured to provide multiple perspectives on issues of significance
- Contribute to creating an environment where everyone is comfortable communicating.
- Provide interdisciplinary benefits for the community at large
- Provide interdisciplinary visibility while encouraging student participation at Plattsburgh

SUNY Plattsburgh Orientations

Traditionally, underrepresented and/or marginalized students seek out minority affairs offices or departments. Most students though have a misconception about the function and mission of diversity on a campus. To dispel these notions at Plattsburgh, incoming students are made aware that diversity isn't diversity without them. Diversity is not a concept that students should discover somewhere along the way of their educational experience or after the fact. Diversity at Plattsburgh is presented to students as early as possible. When students first arrive on campus they learn about all the possible diversity resources available to them; where they are located, what they may be about, and how certain departments may be a resource to them. The articulation of these facts is accomplished with 45-minute diversity presentations by CDPI as a part of the first year student orientations.

DTF Sponsored Week Of Empathy

This initiative promotes an awareness and appreciation of the realities that people with disabling conditions experience. Hosted in the month of October by the Diversity Task Force, the schedule includes a panel discussion, workshops on faculty training and deaf culture, a featured documentary, films with rap sessions and a uniquely conceived film festival.

Diversity Lecturer Series

The benefits of bringing in a guest lecturer who is an expert in her or his field are enormous. Many organizations often collaborate to bring to campus individuals who can provide a different perspective on some aspect of diversity, such as: President's Speaker Series, Black Poetry Day, Martin Luther King Celebration, and Women's Studies Forum

Student Advocacy

Acknowledging the role of the dean of students as well as many other competent and qualified student advocates on campus, students nevertheless connect with different administrators on different levels. If the director of SSS, EOP, CDPI and the Multicultural Clubs are functioning at the level they should be, students should be requesting their advocacy as well. Representing student concerns or advocating for students, to their academic programs, the provost, or Plattsburgh Administration, especially those with marginalized voices, is as important a function of the job as any other to a *primary diversity practitioner*.

Program Consultation

- Student Admissions, Financial Aid issues; Faculty Searches, Administrative Strategies
- Academic Advisement

The implementation of diversity throughout the university can occur in many forms. Human and intellectual diversity are both critical to the success of an institution. The fact that CDPI is positioned to contribute its informed perspectives to many different programs needing or requiring expertise is a significant aspect of the Center's responsibilities. Conversations regarding admissions, financial aid, faculty searches, administrative strategies, etc. are enriched with informed perspectives on diversity.

Academic advisement takes on many dimensions. Many times administrators will approach CDPI for support or advice regarding a situation and other times the CDPI will be solicited to advocate on behalf of students. CDPI is vested in contributing to the conversation if there is a need for consultation that would provide a different perspective to a situation or the adjudication process for a student.

Special Projects

- Partnership between CDPI & Plattsburgh City School District
- Partnership between CDPI & Mountain Lake PBS (Dissed Respect: The Impact of Bullying)
- Plattsburgh Diversity Enlightenment (Training): Student, Staff, & Faculty
- Development of Diversity Brochure & Web Site
- Local speaking engagements
- Participation on various Community committees
- Support for Ad Hoc projects

A Partnership between CDPI & Plattsburgh City School District (PCSD) was one of the unique exciting community outreach achievements of SUNY Plattsburgh. Beginning with a meeting between the Plattsburgh City School District Superintendent, Plattsburgh High School's Principal and CDPI's Director, the relationship burgeoned. CDPI's director was afforded the opportunity of delivering the opening day keynote address to an audience of about 350 faculty and staff. The partnership had taken on new dimensions from the opportunities CDPI had to address various student groups. In September 2003 CDPI conducted two Diversity Enlightenment (D.E.) Sessions for a total of 80 7th graders of Stafford Middle School. In November CDPI's director spoke to approximately 700 students of PHS and a few days later CDPI conducted a D.E. for 80 6th graders of Stafford Middle School. The benefits of these interactions are many. Some of them are articulated below:

1. Encourages students to envision a world beyond the comfort zone of their own reality (i.e. class, ability, race, sexual orientation, disenfranchisement)
2. Demystifies higher education while promoting students' connection to universities.
3. Challenge students to appreciate the natural relationship between diversity and leadership.
4. Encourages students to be open minded while discouraging them from engaging in activities that de-humanize "others" (i.e. bullying or teasing).
5. Enhances the possibilities of local students who have a heightened awareness about diversity attending Plattsburgh.
6. Builds self-confidence (promotes students revealing themselves to one another through discussion).

7. Partnership with CDPI contributes to professional development opportunities for PCSD and Plattsburgh.
8. Introduces students to conversations they often, or normally may not have access to, or be privy to.
9. Encourages relationships between teaching professionals.
10. Committee memberships contribute to enhanced perspectives that now include PCSD within SUNY Plattsburgh committees and task forces.

Dissed-Respect: The Impact of Bullying was produced by the Media Lab at Mountain Lake PBS in collaboration with J.W. Wiley, CDPI's director of the Center for Diversity, Pluralism, and Inclusion (CDPI) at State University of New York –Plattsburgh. *Dissed-Respect: The Impact of Bullying* encourages dialogue about the need to reduce the high-risk behavior of bullying. It reveals the relationship between bullying and dysfunctional aspects of diversity, as well as increases the positive development of respect in students. The program combines role-playing scenes with candid interviews of students and authorities in the field. In addition it employs an alternative approach utilizing poetry, rap and music to appeal to the sensibilities of today's student.

High School Center for Diversity, Pluralism, and Inclusion (HSCDPI) is an outreach program geared towards local high schools as part of CDPI's community outreach. HSCDPI is designed to help recreate the strong diversity based initiatives found within the SUNY Plattsburgh system in local high schools by establishing their own "CDPI". With the assistance of two local high schools as financially contributing partners, and a CDPI staff member as liaison to both high schools, CDPI will assist in the development of a high school version of the Examining Diversity through Film course, as well as other strategic programming chosen to advance the concepts of diversity and social justice throughout partnering high schools.

Diversity Enlightenment can be provided by CDPI to any academic department or administrative office that requests it. After a preliminary conversation about the specific needs of the department/office, an enlightenment session is scheduled to address those needs or concerns.

Development of *a diversity brochure* is vital to the implementation of diversity efforts within a university as well as externally. A diversity brochure explicitly states the mission of the office within the institution, centrally locates all of the diversity efforts and resources within the institution, articulates courses that could be cataloged under a diversity rubric, and identifies diversity programming initiatives. This document is an excellent starting point for the development of a diversity web page as well as an ideal recruiting document.

Local speaking engagements that can serve to educate the community while enticing potential students to consider SUNY Plattsburgh are definitely worthwhile ventures. *Participation on various city committees* also contributes to building relationships with important constituencies.

Discretionary Funds

- Support for Multicultural Organizations' Events
- Travel

The necessity for an organization like CDPI having discretionary funds to contribute to other programming initiatives is critical. As the centralized unit for activities of diverse appeal, the university on the whole benefits from CDPI's attachment to various projects. Contributing funds to different organizations allows CDPI to have a voice in the development of many students and their activities, as well as enhancing the communication between the individuals who run and govern the organizations.

Discretionary funding that enables travel is also paramount to the development of diversity within an institution and the perpetuation of its mission. Students and staff members, who are heavily invested in the viability of the diversity initiative, can benefit greatly from access and exposure to regional and national diversity projects.

Professional Development

The education required to stay on the cutting edge of diversity as a national project and maintain knowledge of successful diversity initiatives is enhanced through attending local, regional, and national workshops and conferences. In addition, personal development also encompasses the enhancement of the individual skills and knowledge of the diversity agents, which directly affects their ability to educate or influence the institutional environment. Memberships or affiliation in certain organizations enhances the visibility of the institutional officer and thus, the visibility of the institution.

Certain conferences and workshops are necessary for the strategic contacts and networking opportunities they provide. Through these contacts, chances to place students in graduate programs with attractive financial opportunities become more frequent. Opportunities to connect with faculty and professional staff from other universities provide more networks for recruitment of university professionals to Plattsburgh. Also, personal relationships develop that lead to strategic partnerships between academic institutions.

SUMMARY & RECOMMENDATIONS

Summary

Many aspects of Plattsburgh's diversity efforts are exemplary and well coordinated. The collegiality and commitment to diversity between those individuals that are recognized within this document as "primary diversity practitioners" are exceptional. Another result of the collegiality and commitment manifests itself within the campus' appreciation and respect for diversity. The community's response to CDPI as an educational entity is exemplified by the partnership with Mountain Lake PBS, Peru Middle School and Beekmantown High School. It was also exhibited in the partnership with Plattsburgh City School District (PCSD) whereby reciprocity of interaction benefits both Plattsburgh and PCSD.

The deficiencies within Plattsburgh's diversity initiative are its paucity of underrepresented faculty, absence of certain departments/individuals with the Curriculum Inclusion initiative, and inconsistent commitment to the diversity initiative on the departmental and divisional level. The dearth of underrepresented faculty contributes indirectly to the struggles with curriculum inclusion. The more underrepresented faculty that are represented within various academic departments and administrative units, the more possible an interaction with these underrepresented scholars and staff members may increase the sensitivity level, if not the general interest, in their reality. In other

words, the things that we are apt to see as very different will slowly cease to be viewed as ‘so’ different as our perspectives flourish to include others.

The struggles with curriculum inclusion often begin with many of the faculty’s comfort level having stagnated with the achievement of explicit recognition of women and minorities in the general education curriculum. This was quite an accomplishment when it was officially implemented at Plattsburgh, but as times change so must the curriculum advance. Including within the curriculum diverse themes like disability, sexual orientation, and other aspects of human disenfranchisement are not easy, but necessary. With so many marginalized voices from various communities clamoring for recognition and respect, it is easy to see why that would be reason enough to include them in the curriculum. But the reason to have an inclusive agenda is because it is the right thing to do. Everyone deserves to be represented in academic curriculum and conversations.

If Plattsburgh truly endeavors to embrace diversity it must find a way to educate and/or energize those faculty members that are disinterested in diversity. Many of these faculty members are disinterested because their perspectives on diversity are outdated, situating diversity as a concept that is totally distant from who they are and what they are about.

Recommendations

Recommendation #1: In response to Middle States Self-Study Recommendation 9.5: CDPI should work with the Office of Institutional Research to develop and implement a survey devoted to student perceptions of diversity and inclusion.

Recommendation #2: CDPI must develop a website and resource library to advance and support Plattsburgh faculty in their diversity research.

Recommendation #3: SUNY Plattsburgh should make a concerted effort to attract and retain underrepresented faculty. A separately planned strategy is necessary to enhance the success of this critical initiative, which is the responsibility of the Affirmative Action Advisory Committee and the Office of Affirmative Action.

Recommendation #4: SUNY Plattsburgh should endeavor to secure commitments to the diversity initiative from academic departments, administrative units and college divisions. Without such participation SUNY Plattsburgh’s commitment to diversity is inconsistent and at best will have limited success.

Recommendation #5: Diversity efforts should be coordinated to avoid conflict in terms of dividing potential audiences. An excellent example of this is the various film series offered by many of the primary diversity practitioners. Communication across organizational entities will increase the probability that diversity efforts are being maximized.

Recommendations #6: The Curriculum Inclusion initiative, a response to the Middle States Self-Study Committee’s recommendation, should be pursued, with consideration given to innovative approaches that may inspire and attract faculty who may not normally be a part of such an effort.

Recommendation# 6a: Continuation of the efforts of the Faculty Senate General Education Committee to ensure that students receive instruction on a variety of diversity-related topics. This should involve mechanisms (such as travel money to attend conferences) to allow faculty to develop more inclusive courses.

Recommendation #7: The college should create a web page listing all diversity resources (primary diversity practitioners, diversity courses). This web page would require regular updating.

Recommendation #8: The college should establish broader representation of university constituents on committees like CDPI's Diversity Task Force and CDPI Advisory Committee.

Recommendation #9: The college should mandate Diversity Enlightenment Sessions for all students working in a service capacity for Plattsburgh.

Recommendation #10: There should be consistency in interaction between marketing and some type of diversity focus group, or at minimum interface with CDPI or other primary diversity practitioners, to enhance the diversity representation in and authentic attractiveness of Plattsburgh's marketing efforts.

Recommendation #11: A voluntary performance assessment initiative, relative to student academic achievement, should be implemented within First Year Programs to enhance university retention efforts of underrepresented students, many of whom are within First Year Programs.

Appendix A

Diversity Enlightenment Sessions with Assessment Data

Wyeth Pharmaceuticals – 7 Sessions/ 350 Participants – January 2004
University, City, & State Police - 40 Participants- January 2004
Plattsburgh R.A. (Returning Staff) - 53 Participants- August 2003
Plattsburgh R.A. (New Staff) - 55 Participants- August 2003
EOP New Students - 41 Participants- July 2003
City of Plattsburgh Administration -18 Participants-June 2003
Spring 2003 Open to All -33 Participants-March 2003
Emerging Leaders Seminar -9 Participants- March 2003
Fall 2002 Open to All -20 Participants- November 2002
Emerging Leaders Seminar -8 Participants-October 2002
HRT Class (Fall 02) w/Bob Rolfs -13 Participants-September 2002
Plattsburgh R.A. (New Staff) -49 Participants-August 2002
Plattsburgh R.A. (Returning Staff) -54 Participants-August 2002
EOP New Students - 40 Participants-July 2002
EOP Tutor Counselors - 10 Participants-July 2002
Graduate Course "Creating Quality Visions" - 48 Participants-July 2002
Spring 2002 Open to All - 6 Participants-April 2002
Plattsburgh Fraternities and Sororities Leadership -14 Participants-April 2002
Emerging Leaders Seminar - 6 Participants-March 2002
Student Teachers - 125 Participants-March 2002
Spring 2002 Open to All -25 Participants-March 2002
HRT Class (Spring 02) w/Bob Rolfs -19 Participants-March 2002
Academic Council -14 Participants-February 2002
Fall 2001 (Workshop for Leadership Conference) -32 Participants-November 2001
Student Teachers -135 Participants-October 2001
Fall 2001 Open to All -25 Participants-October 2001
HRT Class (Fall 01) w/Bob Rolfs -23 Participants-October 2001
Residence Hall Staff -105 Participants-August 2001
AmeriCorps -15 Participants-August 2001
EOP New Students -50 Participants-July 2001
EOP Tutor Counselors -11 Participants-June 2001
Student Orientation Leaders' Dean of Students Office -19 Participants-June 2001
Student Health Services Office -15 Participants-May 2001
Communication Sciences and Disorders' Faculty -7 Participants-May 2001
Communication Sciences & Disorders' Grad Class -31 Participants-May 2001
Plattsburgh Fraternities and Sororities Leadership -15 Participants-March 2001
Federal Work Study Supervisors -27 Participants-February 2001
SUNY Plattsburgh State University Police -15 Participants-January 2001

We recognize that our students, staff, and faculty don't live within the walls of Plattsburgh. With our efforts to recruit and retain a diverse population at Plattsburgh, we can better improve our potential at retention with a strategic initiative to educate our surrounding community about the benefits and significance of diversity. Therefore, CDPI also offers its Diversity Enlightenment Session to the local community as a form of community outreach. As of November 2003, our external enlightenment efforts have reached 807 members of our community. The range of community organizations we have

“enlightened” is quite broad, ranging from 6th and 7th graders at one of the local Middle Schools, to U.S. Customs Border Patrol. Here are some of the others:

- | | |
|--|---|
| Wyeth Pharmaceuticals | Behavioral Health Services North |
| Girl Scouts of the North Country | Planned Parenthood |
| Joint Council for Economic Opportunity | Champlain Valley Physicians Hospital (CVPH) |
| North Country Legal Services | Bombardier Corporation |
| Nine Platt Hospitality Corp. | Society of Human Resources Mgmt. (SHRM) |
| City of Plattsburgh Administration | Clinton Community College |

Below you will find data on how both internal and external respondents assess the “educational merits” of the Diversity Enlightenment Sessions.

Educational Merit

#2. Please rate from 1 to 10 how effective the D.E. was as *an educational event*, with 10 being best:

SUNY Plattsburgh State University

<u>Participants</u>	<u>Respondents Rating 8-10</u>	<u>Group’s Response Percentage</u>
<u>Student Teachers F’01</u>	111 of 130	85 %
<u>RA’s 2001</u>	84 of 97	87 %
<u>EOP 2002</u>	40 of 47	85 %
<u>Student Teachers Sp’02</u>	112 of 122	92 %
<u>HRT Classes, F’01, Sp’02, F’02</u>	51 of 54	94 %
<u>Totals</u>	398 of 450 (88%)	Overall Group Average = 89%

Community

<u>Participants</u>	<u>Respondents Rating 8-10</u>	<u>Group’s Response Percentage</u>
<u>JCEO</u>	107 of 120	89 %
<u>CVPH</u>	111 of 118	94 %
<u>Norwich Univ.</u>	22 of 23	96 %
<u>Bombardier</u>	151 of 187	80 %
<u>U.S. Customs</u>	11 of 12	92 %
<u>Totals</u>	402 of 460 (87%)	Overall Group Average = 90%

Analysis: The *ratings of eight and above* which garnered responses from 800 of the 910 respondents indicate that 88% found the D.E. educational merits ranging from excellent, at best, to good at worst. **Note:** 45 respondents (5%) rated the educational merit of the D.E. at 7, which is still considered a favorable rating but not overwhelming. For the purposes of this survey we fixated on strong endorsements, not marginal ones.

APPENDIX B

Film Series Assessment Data

A Learning Experience?

#4. To what extent was the WRAP Session a learning experience? 5 = Best, 3=Average, 1= Poor

Participants	Respondents Rating 4-5	Group's Response Percentage
My Left Foot	23 of 25	92%
Lone Star	22 of 29	76%
Higher Learning	44 of 62	71%
Twin Falls Idaho	14 of 17	82%
Casualties of War	25 of 35	71%
The Best Man	45 of 53	85%
The Children's Hour	37 of 49	76%
Baby Boy	27 of 34	79%
Totals	237 of 304 (78%)	Overall Group Average = 79%

Analysis: The fact that 237 of 304 participants (78%) indicated that the WRAP Session was a learning experience is extremely significant for a few reasons. Research shows that learning shouldn't be restricted to a classroom, and that some of the most effective learning occurs in venues where students are eager participants. This is also significant because one of the most difficult things to do is construct a conversation centered on diversity themes that enables people to be comfortable enough to actively contribute or at least be engaged in the conversation as a passive learner.

WRAP as Supplement for Class Discussion?

#5. How did the WRAP supplement/enhance classroom discussions you have experienced? 5=Best, 3=Average, 1= Poor

Participants	Respondents Rating 4-5	Group's Response Percentage
My Left Foot	21 of 25	84 %
Lone Star	21 of 29	72 %
Higher Learning	35 of 62	56 %
Twin Falls Idaho	11 of 17	64 %
Casualties of War	20 of 35	58 %
The Best Man	27 of 53	51%
The Children's Hour	31 of 49	64%
Baby Boy	26 of 34	76%
Totals	192 of 304 (63%)	Overall Group Average = 66%

Analysis: 192 of the 304 participants (63%) affirm the efforts of the WRAP Sessions at supplementing or enhancing classroom discussions. The enhancement or supplement of classroom discussions cannot be overstated, especially at a university that struggles with adequate levels of racial diversity amongst its faculty and student body. As well, with curriculum inclusion efforts being more difficult for some than others, students who may be disadvantaged in terms of having their reality addressed in the curriculum can often experience the phenomenon of their reality being revealed within a film and then addressed within the WRAP session.

Perhaps one of the best testimonies to the success of the film series is the other diversity film series it may have inspired. The *Soul Food Movie Discussion Series*, which is in its second year of offerings, features two films monthly, focusing on themes that are relative to the gay, lesbian, bi-sexual, and transgender community, but pertinent to everyone.

APPENDIX C
A Partial Listing of
Diversity Course Offerings at Plattsburgh
Status as of: September 10, 2007

COURSE	DEPT.	PROFESSOR
AAS103 – AFRICAN AMERICAN EXPERIENCE	AAS	BRANAGAN
AAS202 – GREAT AFRO-AMERICAN LIT.	AAS	AMOVIN
AAS203 – CIV. & CULTURES S. AFRICA	AAS	BRANAGAN
AAS305 – AFRO-CARIBBEAN CIVILIZATIONS	AAS	AMOVIN
AAS306 – AFRO-AMERICAN CULTURE SINCE 1865	AAS	WILEY
ANT102 – COMPARATIVE CULTURES	ANT	MOUNTCASTLE
ANT252 – DISABILITY AND INCLUSION	ANT	COHEN
ANT301 – "RACE" AND HUMAN VARIATION	ANT	COHEN
ANT303 – SEXUALITY AND CULTURE	ANT	ARMSTONG
ANT310 – LANGUAGE AND CULTURE	ANT	ALTAMIRANO
ANT316 – INTERCULTURAL COMMUNICATION	ANT	KIM
ANT322 – THE INKAS AND ANDEAN CIV.	ANT	POLLARD
ANT323 – PEOPLE/CULTURES LAT. AMER.	ANT	ALTAMIRANO
ANT338 – ILLNESS AND HEALING	ANT	COHEN
ANT344 – COMPARATIVE SOCIAL ORG.	ANT	ARMSTRONG
ANT349 – MIDDLE EASTERN CULTURES	ANT	HIGGINS
ANT354 – EDUCATION AND CULTURE	ANT	NAFTALY
ANT430 – AMERICAN INDIAN HISTORY	ANT	RICE
ANT359 – ECOLOGY/SYSTEMS/CULTURES	ANT	COHEN
ANT362 – GLOBAL ISSUES	ANT	ROBBINS
ART137 – WESTERN ART: ANCIENT/MEDIEVAL	ART	BLOUGH
ART139 – WEST. ART: RENAISSANCE/PRESENT	ART	FASOLINO
ART274 – WOMEN IN ART	ART	BLOUGH
ART345 – BAROQUE AND ROCOCO ART	ART	COSTANZO
ART346 – 19 TH CENTURY EUROPEAN ART	ART	COSTANZO
ART354 – JEWISH ART TO 1600	ART	BLOUGH
ASI329 – ASIA TODAY	ASI	HIROSHI
CAS216 – INUIT ART	CAS	STONEBERGER
CAS305 – QUEBEC CULTURE THROUGH CINEMA	CAS	SMITH
CAS379 – QUE/US FRANCO-AMER. HIS. & CULT.	CAS	RICHARD
CAS412 – HIS. / LIT. CLASSICS / QUEBEC	CAS	PALMIERI
CMM301 – COMMUNICATION & CULTURE	CMM	KRAMER
CMM316 – INTERCULTURAL COMMUNICATION	CMM	KIM
EDU310 – EDUCATION IN A GLOBAL CONTEXT	EDU	ROEMISCHER
EDU393 – SPECIAL NEEDS ELEM. CLASSROOM	EDU	WILFORE
EDR315 – MULITCULT. COMP. & LANG. ARTS	EDR	PERYEA
EDS511 – YOUNG CHILDREN SPEC. NEEDS	EDS	MCCARTY
EDS543 – INCLUSIVE SCHOOLS & COMMUNITIES	EDS	ORR
ENG170 – MULTIETHNIC AMERICAN LIT.	ENG	TORRES
ENG252 – THE BIBLE	ENG	BERGAMINI
ENG271 – LATINA/O LITERATURE IN U.S.	ENG	TORRES
ENG371 – MODERN AMERICAN WOMEN WRITERS	ENG	MITCHELL
ENG422A – HUMAN RIGHTS LITERATURE	ENG	GUZZIO
ENG422WB1- ISLAMIC LITERATURE	ENG	KUTZER
ENG422WB1- NATIVE AMERICAN LITERATURE	ENG	KUTZER

ENG439 – AFRICAN AMERICAN DRAMA	ENG	GUZZIO
ENG459 – GERMAN LITERATURE	ENG	KLEIST
ENV307 – WORLD ENVIRONMENTS/PEOPLE	ENV	FAIRWEATHER
FRE334 – LA FRANCOPHONIE	FRE	OUEDRAOGO
FRE335 – LE QUEBEC	FRE	PALMIERI
FRX101 – INTERNATIONAL EXPERIENCE	FRX	YOUNG
GEG121 – HUMAN GEOGRAPHY	GEG	HIGGINS
GEG123 – GEOGRAPHY: DEVELOPED WORLD	GEG	RUMNEY
GEG316 – GEORGRAPHY OF CANADA	GEG	RUMNEY
GER319 – GERMAN CIVILIZATION	GER	KLEIST
HIS121 – EUROPEAN CIVILIZATION TO 1815	HIS	CAREY
HIS122 – EUROPEAN CIVILIZATION SINCE 1815	HIS	SCHAEFER
HIS161 – LATIN AMERICAN HISTORY 1492-1825	HIS	VOSS
HIS181 – EAST ASIAN CIVILIZATION	HIS	HORNIBROOK
HIS331 – GENDER AND U.S. POPULAR CULTURE	HIS	NEUHAUS
HIS370 – HISTORY OF CANADIAN WOMEN	HIS	BEAUDREAU
HIS379 – QUE/U.S: FRANCO-AMER. HIS. & CULT.	HIS	RICHARD
HIS385 – CONSTRUCTING WHITENESS	HIS	SHEMO
HIS389 – PEOPLES REPUBLIC OF CHINA	HIS	HORNIBROOK
HIS401 – RELIGION IN MODERN WORLD	HIS	SCHAEFER
HIS401B – HISTORY OF TRANSYLVANIA	HIS	TAVARES
HIS430 – AMERICAN INDIAN HISTORY	HIS	RICE
HDF332 – SOCIALIZATION OF CHILD. COMM.	HDF	OERTEL
INT303 – EXAMINING DIVERSITY THROUGH FILM	INT	LIGHT / WILEY
LAS111 – INTRO TO LATIN AMERICA	LAS	VOSS
LAS334 – ETHNOGRAPHY OF SOUTHERN MEX.	LAS	SIMPSON
MGM434 – GENDER MGT. ISSUE STRATEGIES	MGM	CATANA
PHI240 – ASIAN PHILOSOPHY	PHI	HAGEN
PHI320 – PHILOSOPHY OF RELIGION	PHI	HAGEN
PSC321 – LATIN AMERICAN POLITICS	PSC	LAKE
PSC323 – JAPANESE POLITICS	PSC	ITOH
PSC325 – CANADIAN POLITICS	PSC	LUBIN
PSC348 – GENDER POLITICS	PSC	O'DONNELL
PSC327 – EUROPEAN POLITICS	PSC	LUBIN
PSC329 – ASIA TODAY	PSC	ITOH
PSC455 – SEMINAR ON ETHNIC POLITICS	PSC	LUBIN
PSY443 – ABNORMAL & DEVIANT BEHAVIOR	PSY	SHUTTLEWORTH
PSY543 – LEARNING DISABILITIES	PSY	CHARETTE
PSY460 – PSYCHOLOGY OF WOMEN	PSY	MISCAVAGE
SOC305 – SOCIOLOGY OF WOMEN	SOC	EASTWOOD
SOC309 – SOCIOLOGY OF AGING AND DEATH	SOC	SMITH
SOC321 – SOCIOLOGY OF MINORITIES	SOC	SIMPSON
SOC325 – URBAN LIFE / NO AMERICA	SOC	SIMPSON
SOC395 – GENDER AND GLOBALIZATION	SOC	KLOCKE
SPA220 – GREAT WRITERS OF THE SPANISH WORLD	SPA	ITURBURU
SPA385 – INTRO TO HISPANOAMERICA	SPA	ITURBURU
SPA386 – INTRO TO HISPANOAMERICA II	SPA	ARREDONDO
SPA440 – CINE LATINOAMERICANO	SPA	ARREDONDO
SPA450 – ESPANA: ARTE Y CULTURA	SPA	ITURBURU
SWK305 – CULTURAL AND ETHNIC DIVERSITY	SWK	SOINE
WMS101 – INTRODUCTION TO WOMENS STUDIES	WMS	MITCHELL
WMS200 – WOMEN'S SELF DEFENSE	WMS	CLAIR / LIGHT
WMS204 – WOMEN OF COLOR IN THE U.S.	WMS	OXFORD

WMS301 – GLOBAL PERSPECTIVES / WOMENS ISSUES	WMS	OXFORD
WMS302 – FEMINIST FRAMEWORK	WMS	OXFORD
WMS310 – WOMEN IN AFGHANISTAN	WMS	OXFORD
WMS315WB1 – WOMEN AND THE LAW	WMS	PATNODE
WMS319 – WOMEN IN POPULAR CULTURE	WMS	MITCHELL
WMS360 – LESBIAN AND GAY STUDIES	WMS	BRANAGAN
WMS499 – MEDIA REPRESENTATION / GENDER	WMS	EASTWOOD.



APPENDIX D

Center for Diversity, Pluralism & Inclusion (CDPI)

610 Kehoe Admin. Bldg.
 101 Broad Street
 Plattsburgh ■ NY ■ 12901
 Phone: 518-564-5410

Colleagues,

As you may well know, the Center for Diversity, Pluralism, and Inclusion (CDPI) has been spearheading the SUNY Plattsburgh Curriculum Inclusion Initiative in support of diversity's significance within the university's strategic plan. As a result of that fact, Deborah Light and J.W. Wiley, two of your colleagues at CDPI, are offering an interdisciplinary course that also provides an opportunity for faculty to acquire expertise in engaging hard edge concepts related to diversity themes as well as critical analysis of film. Just as much though, it is an opportunity for faculty to also contribute to the professional development of their colleagues as well as a wide array of students. The course is titled Interdisciplinary Studies (INT) 303 Examining Diversity Through Film. The class is currently in its sixth semester of existence, and is a general education requirement in the category of GE-4ISR.

The design of the course is two weeks of methodology, where we spend time challenging students to engage film through various lenses, and then engage diversity through film. Thereafter, we spend the next ten weeks visiting five themes each for a two-week length of time. The themes are ability, race, gender, sexual orientation, and class, with privilege addressed throughout the semester. What we hope to have occur is, two faculty members joining us in any of the five themes for a two-week rotation through the course. Without a doubt, we fully believe that you will have an exhilarating experience that you can't quite anticipate until you join us. We expect to have the same as well from the energy you will contribute to the course.

If you are interested in pursuing this opportunity you must let us know which of the themes you are interested in co-teaching with us. Both the themes and the schedule of classes are identified below.

<u>THEME</u>	<u>DATES</u>	<u>INT 303 A&B</u>	<u>INT 303A</u>	<u>INT 303B</u>
Ability	Sept. 7-19	Friday 1:30 – 4:00	Tuesday 11:00–12:30	or Wednesday 3:00–4:30
Race	Sept. 21-Oct. 3	Friday 1:30 – 4:00	Tuesday 11:00–12:30	or Wednesday 3:00–4:30
Gender	Oct. 5-17	Friday 1:30 – 4:00	Tuesday 11:00–12:30	or Wednesday 3:00–4:30
Sexual Orientation	Oct. 19-Oct. 31	Friday 1:30 – 4:00	Tuesday 11:00–12:30	or Wednesday 3:00 – 4:30
Class	Nov. 2- Nov. 14	Friday 1:30 – 4:00	Tuesday 11:00–12:30	or Wednesday 3:00–4:30

Faculty members are more than welcome to join us one hour before each class when we meet with our TA's. If you want to schedule that time as well, your commitment on a Tuesday, using the earlier time slot of INT303A as an example, would be from 10:00 a.m. to 12:30 p.m. (2.5 hours) and on Friday it would be from 12:30 p.m. to 4:00 p.m.(3.5 hours). Again, that would be your decision. The commitment we have for participating faculty members is that you would come to each class prepared to engage the students with your perspective on the assigned readings and the films that we will view. Essentially, for participating faculty members the time involved is "in class" time, the time you need to read the articles, and the time you would need to engage the on line discussion group that we would slot you in for the two week period.

You must indicate a choice between the Tuesday & Wednesday time slots. If it doesn't matter to you, in other words if you are available for either Tuesday or Wednesday's time slot, please indicate this to us. *Friday's time slot is mandatory!*

In the event that you cannot serve as a visiting professor in INT 303 A or B this semester, if you are still interested in being considered for the Spring 08 semester, please let us know. We expect to keep this class schedule indefinitely so that interested faculty members can arrange their schedules to join us. We are hopeful that the slots will fill up fast. As a matter of fact we are proud to announce that *Provost Golden, Dean Kathie Lavoie, and Dean David Hill, have already participated in a theme for their two-week stints.* Other colleagues that have participated in the course are:

Doug Skopp
Cerise Oberman
Michael Cashman
Michael Baumgardner
Lynn Schlesinger (3*)

Bob Rolfs
James Armstrong
Tom Moran
Cat Young
Jean Ann Hunt (3*)

Mark Beatham
Ashley Burczak
Michele Carpentier
Anne Bongiorno (4*)
Susan Mody (2*)

* Indicates the number of themes and/or rotations a colleague has participated with.

We are very excited about the possibilities of working with you in support of the Curriculum Inclusion Initiative at SUNY Plattsburgh. We look forward to hearing from you!

J. W. Wiley

J. W. Wiley

Deb Light

Deb Ligh

APPENDIX E

SYLLABI: *INT 303 A&B Examining Diversity through Film* *SUNY – Plattsburgh*

3 credits, T 11:00–12:30 p.m. Yokum 200 & F 1:30–4:00 p.m., Yokum 200
Instructors: Deborah Light & J.W. Wiley

Email address: wileyjw@plattsburgh.edu
lightda@plattsburgh.edu

Office Hours: By Appointment
Office Location: 610 Kehoe --- Phone: 518-564-5410

Teaching Assistants:

INT303A

Daniel Carroll, (914) 424 3112, carr3696@mail.plattsburgh.edu
Raquel Matthews, (518) 335-8143, matt9022@mail.plattsburgh.edu
Ashley Sutton, (802) 309-4879, sutt2654@mail.plattsburgh.edu
Jacee Sutton, (802) 309-4878, sutt6282@mail.plattsburgh.edu

INT303B

David Ajasin, (646) 321-5056, ajas5010@mail.plattsburgh.edu
Amanda Ferdinand, (518) 564-6728, ferd4782@mail.plattsburgh.edu
Andrew Louis, (518) 527-8527, loui6982@mail.plattsburgh.edu
Vanessa White, (518) 593-3391, vwhit001@mail.plattsburgh.edu

Required Text:

Readings for Diversity and Social Justice (RDSJ), Adams, Blumenfeld, Castaneda, Hackman, Peters, & Zuniga, Eds.

Course Description:

This course will provide students an opportunity to examine dimensions of diversity in the United States. Diversity themes will be explored through critical analysis of readings and films, and actively processed through group dialogue, reflective writing, on-line discussions, and group presentations.

Course Goals:

1. To examine and integrate multiple perspectives on diversity.
2. To encourage cultural and ethical introspection.
3. To develop an awareness of the linkage between private lives and public issues.
4. To encourage responsible participation in academia and society.
5. To develop foundational skills in verbal and written communication.

Course Objectives:

1. To explore cultural difference in contemporary pluralistic society.
2. To develop critical analysis skills, particularly in examining how societal differences (ability, race/ethnicity, gender, sexual orientation, and class) operate as socially constructed systems of differentiation and power that shape society and the individual.
3. To examine how xenophobia affects our functioning in society.
4. To introduce the distinction and relationship between individual prejudice and institutional bias.
5. To analyze the relationship between privilege, power, and disenfranchisement.
6. To explore the value of diversity and pluralism in society.
7. To examine related issues of social justice and individual responsibility in creating a just society.

Course Requirements:

Regular and punctual attendance; appropriate behavior; class participation; completion of assigned readings, timely submission of theme papers and on-line postings; and a group final project. It is expected that all students enrolled in this class support the letter and the spirit of the Academic Honesty Policy as stated in the college catalog.

Attendance: Attendance is critical. More than one absence may have you in jeopardy of successfully completing this class. Actual class(es) you miss can be extremely detrimental due to the disruption of continuity or inability to recover the content or context. *Punctuality* is essential.

Class Participation: This part of your grade is based on attendance, participation in your break-out groups and participation in full class discussions of readings and film clips. This is a significant part of your grade. Don't blow it.

Response Papers and Group Participation:

- **Two to three page analysis/response papers**, which includes references to at least two **assigned readings and two film clips** and reflects your perspective on the theme we are examining.
- Referenced articles must be cited by author, title, and page number in the text of your paper.
- Papers must be **typed, double-spaced, and stapled**.
- Response papers are due on Tuesday class meeting after the 1st Friday of each theme.
- There will be one opportunity to re-write your first response paper, if needed.
- Students will be examining the five diversity themes_ *ability, race, gender, sexual orientation, and class*_ in assigned break-out groups.
- ****Active participation in break-out group discussions is required. Be prepared!****

ANGEL Discussion Forums: *The five diversity themes—ability, race, gender, sexual orientation, and class—will include an online discussion forum during the second week of each theme. These forums will be conducted utilizing the ANGEL Course System. Instructions for participation in the online ANGEL Discussion Forums will be demonstrated in class.*

Group Project/Presentation:

- *Assigned groups will develop and present an analysis of film(s) related to course themes: ability, class, race, gender, sexual orientation, and privilege.*
- Each student is assigned a theme within their group, and will research their theme for related academic articles.
- To “frame” your analysis, each student will utilize two quotes, from two different sources, which they have selected from researched academic articles.
- Each group will submit an outline of proposed articles & film(s), due on Friday, Nov. 9nd.
- *Group Projects will be presented to the class during weeks 14, 15 & 16 (Final Exam date).*
- Each student will complete an individual write-up of her/his part of their group project, to be submitted as a part of a group final paper.

Grades: Your participation contributes to your final grade. Please don't take this lightly. Specifically though:

Class Attendance & Participation	20%
Response Papers (5)	25%
Discussion Forum (5)	25%
Group Project (group=20%, Ind.=10%)	30%
	100%

Extra Credit: There will be opportunities for extra credit throughout the semester. Extra credit assignments will be worth 25 points each with a minimum of 10 points available for attending the entire event and doing the write up. The most extra credit points achievable for the semester will be 100 points. You can attend as many “sanctioned” events as possible to acquire the 100 points. Remember though, we must approve any event you attend beforehand.

Extra Credit Write Ups: A one-page (not to exceed 2 pages, stapled), double spaced, type written paper is required for every extra credit assignment approved for the class. Within that paper you must **clearly connect the theme of the extra credit event to one of the six themes we will cover in class**. You must also **reference two readings from class in your paper**, citing the page number from the article in your paper. In writing your paper, offering a description of the event is not sufficient. You must **also include at least one comment from the audience discussion** (if applicable) in your write-up.

Course Schedule: Note: Assignments listed under each date are for the next class.

DATE	TOPIC
Week 1 Aug. 28:	Course Intro.& Syllabus Review Film Clips: <i>Sling Blade</i> Reading #1: E-Reserve - <u>Moral of the Story, Part I</u> (p.p. 25-33), & Part II (pp. 57- 63). RDSJ - The Complexity of Identity, pp. 9-14.
Aug. 31: Friday	<i>Method & Interpretation:</i> Disc. of Reading #1 Film Clips: <i>Men. II Soc; M, M, & I; She's The One; Geron.; Spang.; Clerks</i> Reading #2: E-Reserve: <i>The Shape of Film History</i> , pp. 261-83. E-Reserve – Amer. Indians in Film, <i>Part I</i> , pp. 43-53 only , (from: <u>Reversing the Lens</u>). Angel Assignment: (1) <i>User Profile</i> ; (2) <i>Say Hello</i> Discussion Forum
Week 2 Sept 4:	<i>Method & Interpretation:</i> Disc. of Reading #2 Film Clip: <i>Pleasantville</i> Theme #1 Intro: <i>Ability and Ableism</i> , Film Clip: <i>Mask</i> Reading #3: E-Reserve – <u>Reversing the Lens</u> , “ <i>Media...</i> ” pp.11-25. RDSJ – Ableism, pp. 319-322.

Sept. 7: Friday	<i>Examining Ability:</i> Disc. of Reading #3 Film Clip: <i>Gattaca</i> Reading #4: RDSJ: The Disability Rights Movement, pp.324-329. E-Reserve - <i>Constructing Normalcy</i>
Week 3 Sept. 11:	<i>Break-out Groups:</i> Disc. of Reading #4 Film Clip: <i>In the Co. of Men</i> Due in class: Response Paper #1 Reading #5: RDSJ – Equal Opportunity, pp. 364-366. RDSJ – Invisible & On Center Stage, pp. 377-379.
Sept. 14: Friday	<i>Examining Ability:</i> Disc. of Reading #5 Film Clips: <i>Seinfeld</i> “The Handicapped Spot”; <i>Children of a Lesser God</i> ; <i>Coming Home</i> Reading #6: RDSJ – Disability Beyond Stigma, pp. 330-335. RDSJ – The Deaf Community, pp. 343-351. RDSJ – Wheel Power, pp. 356-358. Angel Assignment: <i>Ability Discussion Forum</i>
Week 4 Sept. 18:	<i>Examining Ability:</i> Disc. of Reading #6 Film Clip: <i>As Good As It Gets</i> Theme #2 Intro: <i>Examining Race/Ethnicity</i> Film Clip: <i>Bicentennial Man</i> Reading #7: E-Reserve – <i>What to the Slave is the Fourth of July?</i> RDSJ – Can We Talk? Pp. 79-82.

Sept. 21: Friday	<i>Examining Race/Ethnicity:</i> Discussion of Reading #7 Film Clips: <i>Snow Falling on Cedars</i> ; <i>Rosewood</i> Reading #8: RDSJ: A Different Mirror, pp. 67-72. E-Reserve – <i>Of Our Spiritual Strivings</i> E-Reserve – <i>Gone With The Wind</i>
Week 5 Sept. 25:	<i>Break-out Groups:</i> Disc. of Reading #8 Film Clip: <i>Joy Luck Club</i>

Due in class: Response Paper #2
Reading #9: RDSJ – Racial Identity, pp. 73-78.
E-Reserve - *Amer. Ind. in Film*, Part II, pp. 53-86, plus notes.

Sept. 28: *Examining Race/Ethnicity*: Disc. of Reading #9
Friday **Film Clips:** *Smoke Signals; Real Women Have Curves; Crash*
Reading #10: RDSJ – Seeing More, pp. 93-98.
E-Reserve – *Fences Against Freedom*
E-Reserve – *We Take Nothing by Conquest, Thank God*
(From: A People's History of the US, by Howard Zinn)
Angel Assignment: *Race Discussion Forum*

Week 6 Oct. 2: *Examining Race/Ethnicity*: Disc. of Reading #10
Theme #3 Intro: *Examining Gender* **Film Clip:** *When Harry Met Sally*
Reading #11: RDSJ – Night to His Day, pp. 203-210.
E-Reserve – *Yellow Women and a Beauty of the Spirit*

Oct. 5: *Examining Gender*: Disc. of Reading #11
Friday **Film Clips:** *The Crying Game; Jungle Fever; Best Man; The Contender*
Reading #12: RDSJ – Masculinity as Homophobia, pp. 213-219.
RDSJ - The Conundrum of Diff., pp. 228-231.
E-Reserve – *Holler if You Hear Me*

Week 7 Oct. 9: *** HOLIDAY - NO CLASS MEETING ***
PLEASE NOTE: Response Paper #3 due in Instructor's Office on Wed Oct. 10 by 4:00 p.m.
Reading #13: (for Fri. class discussion)
E-Reserve – *Plantation Patriarchy*

Oct. 12: *Examining Gender*: Discussion of Reading #13
Friday **Film Clips:** *Courage Under Fire; Boys Don't Cry*
Reading #14: RDSJ – Porn. & Men's Consciousness, pp. 247-251.
RDSJ – The Rape of Mr. Smith, pp. 246-247.
RDSJ - Which Outlaws...? Pp. 220-228

Week 8 Oct. 16: *Break-out Groups*: Disc. of Clips & Reading #14 **Clip:** *Coffee & Cigarettes*
Theme #4 Intro: *Examining Sexual Orientation*, **Clip:** *Sling Blade*
Due in class: Response Paper #3
Reading #15: RDSJ – How Homophobia Hurts Everyone, pp. 267-275.

Oct. 19: *Examining Sexual Orientation*: Discussion of Reading #15
Friday **Film Clips:** *Far From Heaven; Get On The Bus; Kissing Jessica Stein; American Beauty*
Reading #16: RDSJ – Internalized Homophobia, pp. 281-283.

E-Reserve – *Homosexuality: The Nature and Harm Arguments*
By John Corvino, from: The Philosophy of Sex

Week 9 Oct. 23: *Break-out Groups:* Disc. of Reading #16 **Film Clip:** *Kinsey*

Due: Response paper #4

Reading #17: **RDSJ** – Dragon Ladies, Snow Queens..., pp. 296-299.

RDSJ – Memoirs of a Gay Frat Brother, pp. 299-301.

E-Reserve: *The Effeminate Sheep*

Oct. 26: *Examining Sexual Orientation.* Disc. of Reading #17

Friday

Film Clips: *Seinfeld* “ The Outing” ; *Chasing Amy*

Reading #18: **RDSJ** – Biphobia, pp.276-280

RDSJ – Stonewall, pp.288-289.

RDSJ – Murder Will Out, pp.293-295.

RDSJ - Why Don't Gay People..., pp. 306-309.

Angel Assignment: *Sexual Orientation Discussion Forum*

Week 10 Oct. 30:

Examining Sexual Orientation: Lecture & Discussion of Reading #18

Theme #5 Intro: *Examining Class* **Film Clip:** *Indecent Proposal*

Reading #19: **RDSJ** – Tired of Playing Monopoly? pp. 397-402.

E-Reserve – *The Content of Our Character* (Shelby Steele)

Nov. 2:

Friday

Examining Class: Disc. of Reading #19

Film Clips: *Changing Lanes*; *Losing Isaiah*

Reading #20: **RDSJ** – Two Hierarchies, pp. 412-418.

E-Reserve: *Land of Opportunity*

(From: Lies my Teacher Told Me, by James Loewen)

Week 11 Nov. 6: *Break-out Groups:* Disc. of Reading #20

Film Clip: Boiler Room

Due: Response paper #5

Reading #21: **E-Reserve:** *The Socialist Challenge*

(From: A People's History of the US, by Howard Zinn)

Nov. 9: *Examining Class:* Disc. of Reading #21

Friday

Film Clips: *Seinfeld: Airport*; *Rock: NS*; *Good Will Hunting*

Due in class: **Final Presentation Outlines**

Reading #22: **RDSJ** – Sociology of Wealth, pp. 402-406.

RDSJ – Who Owns How Much? Pp. 391-396.

RDSJ – Why are Doves..., pp. 418-421

Angel Assignment: *Class Discussion Forum*

Week 12

Nov.13: *Examining Class:* Disc. of Reading #22 **Film Clip:** *Matewan*

Intro. to *Privilege* **Film Clip:** *Coffee And Cigarettes*, “Cousins”

Reading #23: **RDSJ** – 5 Faces of Oppression, pp. 35-48.

E-Reserve - *The Rage of the Privileged Class*

E-Reserve – *White Priv: Unpacking the Invisible Knapsack*

Nov. 16: *Examining Privilege: Exploring Privilege and Oppression*
Friday Discussion of Reading #23 **Film Clips:** *In the Co. of Men; G.I. Jane*
Reading #24: RDSJ – Discrimination Comes in Many Forms... pp.31-35.
E-Reserve – *White Privilege Shapes the US*
E-Reserve – *Reflections of an Affirmative Action Baby*

Week 13 **Nov. 20:** *Examining Privilege: Democracy and Social Justice,*
Disc. of Reading #24 **Film Clip:** *Fahrenheit 911*
Reading #25: RDSJ – Reflections on Liberation, pp. 450-457.
RDSJ – *Developing A Liberatory Cons.*, pp.470-474.

Nov. 23: *****NO CLASS - THANKSGIVING BREAK *****
Friday

Week 14 **Nov. 27:** *Examining Privilege: Democracy and Social Justice,*
Disc. of Reading #25
Group Final Presentations
Nov. 30: **Group Final Presentations**
Friday

Week 15 **Dec. 4:** **Group Final Presentations**
Dec 7: **Group Final Presentations**
Friday

Week 16 **TBA** *Final class meeting date/time TBA - Group Final Presentations*
(Finals week) **Due in class:** Group Final Project Paper (Compiled, 1 per group)