

The President's Commission on Diversity and Community

2013-2014 Report

Submitted by Kathleen Mapes

Commission Members

Cathy Adams, Assistant Professor

Jim Aimers, Assistant Professor

Georgenson Anselme, Admissions

Sadie Baker, Student

Susan Bandoni Muench, Professor

Irene Belyakov, Lecturer and ESL Coordinator (former co-chair)

Donte Bothel, Student

Alexandra Carlo, Staff psychologist

Teresa Walker Chan, AOP counselor

Adrienne Collier, Affirmative Action

Michelle Costello, Librarian

Christopher Dahl, President

Sarah Frank, Residence Life

Becky Glass, Executive Assistant to the President

David Gordon, Associate Provost

Scott Hemer, Head Women's Basketball Coach

Harry Howe, Professor

Gabe Iturbides, AOP counselor

Daniel Jacques, Chemistry

Nikisha John, Student

Nick LaGrassa , Student

Ann Marie Lauricella, Assistant Professor

Rebecca Lewis, International Education

Maria Perpetua Liwanag, Assistant Professor

Kathleen Mapes, Associate Professor, History (chair)

Nicole (Nykki) McCawthan, Residence Director

Dave Murray, Student

Susan Norman, Director, Xerox Center for Multicultural Education

Gina Ottolia, Student

Robert Owens, Professor

Tracy Paradis, Librarian

David Parfitt, Director of Teaching and Learning Center

Vishal Patel, Student

Julie Rao, Director of Institutional Research

Fatima Rodriguez Johnson, Coordinator of Multicultural Programs and Services

Jennifer Rogalsky, Associate Professor

Heidi Savage, Philosophy

Monica Schneider, Associate Professor, (former co-chair)

Farooq Sheikh, Assistant Professor

Atsushi Tajima, Assistant Professor

Annmarie Urso, Assistant Professor

Michael Venturiello, Student

Linda Ware, Professor

Diantha Watts, Staff Associate

Robert Wayland-Smith, Geneseo College Council

Peggy Wirth, Nurse Practitioner

Overall Direction and Emphasis of the Commissions' Work

The President's Commission on Diversity and Community devoted a considerable amount of time over the course of the past academic year discussing the Diversity Plan with the College community. As in previous years, the Commission continues to be concerned with reaching out to the larger community and putting action oriented goals in place that will complement and buttress the College's mission statement and commitment to diversity. Only by working with the larger campus community can the Commission fulfill its mission. The August 2014 Diversity Retreat, which included over fifty faculty, staff, and administrators from across the campus, proved to be an important first step. However, the discussions that took place need to be translated into action plans embraced and pursued by the entire college community, including all campus divisions and departments. This will require significant leadership from across the campus as well as close oversight and supervision. The Commission looks forward to embracing an important role as one of the key stewards of the Diversity Plan, and making sure that the objectives/goals laid out in the plan will be fulfilled by the strategies and assessment metrics so carefully laid out by the ADP subcommittee. However, it cannot complete this task on its own.

While beginning to implement the Diversity Plan is the most important goal of the coming year, the future of Real World Geneseo (RWG) remains a serious concern as well. Due to staffing issues, RWG has been on a temporary hiatus during the 2013-2014 academic year. In the past, RWG has provided numerous students with a safe, challenging, and transformative experience engaging issues related to diversity and social justice. The quantitative and qualitative assessment of the program suggests that students have benefited greatly from the RWG program. While previous co-chairs Fatima Rodriguez Johnson and Susan Norman have been outstanding and dedicated in their work on implementing this program, recruitment of qualified facilitators has come to a crisis point. The Commission, therefore, is eager to work with staff, faculty and administrators in figuring out ways to institutionalize the RWG program so that it can be a permanent feature of the Geneseo campus.

Recommendations for 2014-2015

The Commission chair conferred with subcommittee chairs to discuss past accomplishments and the future direction of the Commission in the coming academic year. In the first part of this section, we summarize the issues and recommendations that emerged regarding the Commission as a whole. In the second section, we present the recommendations for specific subcommittees.

Overall Direction of the Commission

Although the Commission can count a number of critical successes this past academic year, it also finds itself at a critical juncture as it continues to move from ideas to action, especially with respect to the maintenance of RWG and implementation of the Diversity Plan. The members of the Commission who are currently working with a wide array of individuals, departments, divisions and units from across the campus to help shepherd the Diversity Plan into action face a challenging and exciting year in ensuring that the strategies and timelines outlined are pursued in a realistic yet aggressive manner. Both the challenges of continuing the RWG program and the implementation of the Diversity Plan can certainly be met but will require support from top administrators as well as the continued dedication of numerous individuals who will need to work together to make sure that the goals eventually become institutionalized as a permanent part of the campus structure.

1. The Commission recommends a meeting of all campus community leaders, including department chairs, division heads, supervisors and administrators to make sure that the Diversity Plan is fully integrated into campus life, as outlined in the Plan.
2. As the College increases its efforts to expand high impact learning practices for students as well as implement the goals outlined in Bringing Theory to Practice, the Commission should continue to play a central role to make sure that issues related to diversity remain central to the other institutional changes. More specifically, Commission members should be involved in the discussions regarding General Education revision currently taking place in the General Education Committee. In addition, the Commission should continue its historic role of identifying diversity and community related issues throughout the campus community.
3. The Commission should continue to seek to gain an even greater and integrated profile on campus by:
 - better publicizing its objectives, programs, and goals
 - making sure that the Commission is represented in discussions and plans related to curriculum reform and innovation by meeting with the General Education Committee to suggest revisions to the current draft of the Baccalaureate Learning Outcomes to explicitly mention diversity

- working with already established committees, programs, departments and programs at the College that currently address issues related to diversity
 - co-sponsoring and supporting programs designed to address diversity and community related issues
 - inviting non-Commission members to work with subcommittees on specific issues, as it has done with respect to the Diversity Plan
 - identifying and utilizing the expertise on campus and fostering more cross divisional and cross department collaboration
 - reaching out to students and student groups so that they see the Commission as a resource
4. The Commission should seek greater sources of financial support through outside grants including but not limited to the Consortium on High Achievement and Success (CHAS).

Specific Recommendations for the Subcommittees

Student and Campus Engagement Subcommittee

A discipline/faculty member should be identified to instruct the RWG course. Meetings have been held with Dave Gordon, to assist however, a faculty member has yet to be identified (special thank you to Becky Glass for serving in this role).

A coordinator for the service-learning component needs to be identified. Currently the faculty member for the course coordinates directed studies with individual students or groups.

A continuing challenge for this subcommittee has been finding faculty willing to participate in the RWG activities. Faculty members are reluctant to become involved with RWG because of the intense time commitment involved. The institution could help the subcommittee by legitimizing the work of RWG so that faculty members feel that their work will count as they lead into tenure or promotion decisions. If the institution could help by endorsing the RWG work as valuable towards faculty and staff career goals, this would help this subcommittee recruit and retain active members.

The SACE committee should consider working with Professor Alice Rutkowski and others to plan/organize a Teach –In on LGBTQIA issues.

Continue to work with appropriate offices on campus, as outlined in the Diversity Plan, to create a mentoring program

The Professional Development Subcommittee

We recommend that this subcommittee continue its efforts to provide meaningful professional development opportunities for all faculty and staff. The subcommittee should continue to work with and utilize the resources available through the Teaching and Learning Center as well as other venues across the campus. Specifically the Professional Development subcommittee should:

Continue its efforts to identify workshops/services faculty/staff would like to see offered.

Continue to utilize expertise on the campus by identifying faculty /staff who could offer workshops on issues related to diversity and community.

Continue to meet with international students to come up with ways to address their numerous concerns, including but not limited to writing services.

Encourage individual faculty to submit grant proposals to CHAS.

Continue to highlight and celebrate faculty whose courses address diversity related issues and encourage those faculty to share their insights with fellow faculty/staff through workshops or brownbag conversations.

The Assessment & Diversity Plan Subcommittee

We recommend that the ADP subcommittee continue to ensure that the Diversity Plan's action items are pursued in a realistic and timely manner, as outlined during the Diversity Retreat. In this endeavor, it is crucial that the Commission has the full support of all campus leaders and those in position of power as well as all relevant staff and faculty.

Appendices

- I. Student and Campus Engagement subcommittee report
- II. Professional Development subcommittee report
- III. Assessment and Diversity Plan subcommittee report
- IV. Diversity Retreat Notes
- V. Summary of SOS and NSSE
- VI. Employee Newsletter

STUDENT AND CAMPUS ENGAGEMENT SUBCOMMITTEE

COMMITTEE MEMBERS

Catherine Adams, chair

Daniel Jacques, Chemistry

Annmarie Lauracella, School of Education

Tracy Paradis, Milne Library

Teresa Walker Chan, AOP

Linda Ware, School of Education

Annemarie Urso, School of Education

Report of the Student and Campus Engagement Subcommittee (SACES)

Submitted by Catherine Adams

For five consecutive years, the Student and Campus Engagement Subcommittee conducted the Real World Geneseo (RWG) program under the stellar leadership of Fatima Johnson and Susan Norman. The RWG provided numerous students with a safe, challenging, and transformative experience engaging issues related to diversity and social justice. Benefits for student participants are documented in continuing quantitative and qualitative assessments of the program. We believe that RWG can play a vital role in fulfilling the mission of *The President's Commission on Diversity and Community*, and we hope to see the program continued into the future.

Recruitment of qualified facilitators was a particular challenge for the program. This year, SACES will revisit the original program design, in particular the multi-year approach to training facilitators from Geneseo faculty and staff. The original idea was to have facilitators commit to a three-year training cycle, serving as participant/observer during year one; as a junior facilitator during year two; and as a full facilitator during year three. While the concept behind this approach is sound, SACES recognizes the difficulty inherent in finding faculty and staff who are

willing to commit to three and a half days away from home without receiving compensation during the semester break. The SACES leadership team will discuss ways to solve this problem.

A SACES subcommittee will plan for a sixth iteration of the program. This RWG team will be charged with securing sources of support, planning and facilitating the participant experience, and recruiting students for the program. The RWG intends to seek funding in the form of a grant of at least \$10,000 from the State University of New York's Office of Equity and Diversity, as well as exploring new sources and opportunities for financial support for the program.

The RWG Assessment Team continues its efforts drafting and finalizing a manuscript for publication which will summarize the results of RWG1, RWG2, & RWG3. Baseline data for RWG5 has been collected and is being analyzed, as is RWG retreat evaluation and post-course data.

Finally, the committee has successfully managed the administration of the 2014 PATH awards. This recognition of our student, staff and faculty dedication to diversity was awarded to four individuals, two members of the faculty and staff, Mr. Glenn McClure, and Mr. Calvin Gantt, and two student leaders, Bruno Villazhinay and Jia Wen Zhu .

Report of the Professional Development Subcommittee

Submitted by David Parfitt

The professional development subcommittee got a late start but did convene during the 2013-2014 academic year.

In fall 2013, we focused on promoting existing campus resources such as October's Cultural Harmony Week, the Office of Multicultural Programs and Services, Geneseo Interfaith Service Project, and the GOLD Opal Workshop series on diversity and cultural competence. There was much discussion as to whether the GOLD workshops would be an appropriate venue for campus-wide diversity programming, and whether the workshops had the capacity to support a large influx of attendees. There were also concerns about asking too much of the GOLD workshop facilitators to offer the sessions repeatedly to the campus.

In spring 2014, Adrienne Collier, Assistant to the President for Diversity & Equity/Director of Affirmative Action was introduced to the subcommittee. Fatima Rodriguez Johnson offered a history of the Office of Multicultural Programs and Services, and Dr. Calvin Gantt discussed the needs for training around bias-related incidents as well as a campus discussion centered on how we talk and address each other. The Professional Development subcommittee would like to develop a multi-modal approach to PD sessions including (but not limited to) an awareness campaign, book discussions, gathering and sharing what is happening in the community.

Our next step is scheduling a time to meet with students of color for an open discussion similar to the meeting the Professional Development Subcommittee previously had with international students.

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

Submitted by Julie Rao

Committee members:

Georgenson Anselme, Admissions
Alexandra Carlo, Health & Counseling
Adrienne Collier, Affirmative Action
Sarah Frank, Residence Life
David Gordon, Associate Provost
Gabriel Iturbides, AOP
Rebecca Lewis, International Education
Kathleen Mapes, History
Julie Rao, Director of Institutional Research
Heidi Savage, Philosophy
Monica Schneider, Psychology
Linda Ware, Education
Diantha Watts, Education

The committee took as its charge this year to do what it could to implement and move the Diversity Plan forward. After the Diversity Retreat in August, the group kept the discussion moving forward by hosting speaker Archie Ervin, Vice President for Institutional Diversity at Georgia Tech, who delivered the Presidential Lecture on Diversity Planning and as well as met with various college offices and committees.

To that end, the committee continued to meet in fall and spring semesters, after meeting as needed over the summer to plan the Diversity Retreat. Accomplishments for the year include:

- Added the Global Perspectives module to the National Survey of Student Engagement (NSSE) administration to gather baseline data on students entering Geneseo. Comparison data with other schools will be available, as well as tracking entering cohorts' change from the start to senior years at Geneseo.

- Conducted an analysis of variance (ANOVA) of Student Opinion Survey (SOS) and NSSE data to examine differences between white students and students of color. A summary of the results is attached. These results were presented and discussed at a committee meeting generating further ideas for analysis, e.g. looking for differences for transfer students. Unfortunately work considerations in the Office in Institutional Research prevented the completion of this further analysis. We will try to complete this analysis next year.
- Compiled our suggestions and ideas for an employee newsletter. We would like feedback from the entire commission before sending them to Advancement.
- Worked with Strategic Planning Group and Cabinet to find the best way to compile a progress report on the Diversity Plan. Based on feedback from Cabinet, we tweaked the assignment of responsibilities to reflect the responsible divisions instead of departments. A request for a progress report was not sent and another diversity retreat was organized instead. This retreat was held the week after the end of the spring semester with over 40 faculty and staff attending. A summary of the final feedback session is included. We anticipate that the working groups established at the retreat will continue to work toward implementing the strategies and action items outlines in the Diversity Plan.

Challenges: We lack representation from Administration and Finance or Advancement on subcommittee giving us no input from these areas and no structural way to share feedback. Having to produce the data and analysis for the meeting as well as organize and document the meetings are challenging to the current chair, the Director of Institutional Research. Having a co-chair to assist with meeting logistics would help, however the Director is concerned that without at least replacing the part time analyst line in the Office of Institutional Research, the level of effort required to keep the Diversity Plan moving forward will take too much time away from the core IR duties.

Notes from Diversity Retreat August 2014

Strategy 1 & Strategy 2: Exit interview process – already lost the game at exit interview point which leads to the need for an early alert system. Want to foreclose option of student exiting college. Kinds of data needed, may not exist on current forms. We need ways to access data already have, especially Banner. Need to disseminate data already capture. Plan moving forward: this summer develop task force to select early alert model to emulate. Formulation of Early Response Team which would represent all areas of college who come into contact with students “at-risk”. The earlier we act, the better chance we have of retaining student. All this depends on successful hiring of VP of Enrollment Management

Strategy 3 & Strategy 4 – Mentors for diverse students; want to collaborate since many offices involved are offices of one. Using Women’s Leadership Institute as a model, where students serve as mentors with support. International Student Scholars, Residential Life, Disability Services, New Student Programs/Orientation, Multicultural Programs, faculty that touch 1st year students, Health & Counseling, Dean of College, convene mid to late July with Cathy Adams, chair of SACES, organizing. Center for Academic Excellence may be a good home for mentoring program.

Roadmap – want to provide a place where students can find ways to connect to campus community, transfer, undocumented students, You Belong program, volunteer opportunities. Cross cultural competence training needed – can’t assume that people know one diverse area can transfer to working with others. Need a campus conversation to get buy in and figure out logistics.

First Year Experience – We lack any type of First Year Experience (FYE) course; many peer institutions have this type of course where all first year students must take this in 1st or 2nd semester. Orientation skims surface, FYE would one up Orientation, delving deeper into all areas. First generation students would particularly need this. Our structure doesn’t allow non-faculty to teach course and faculty would not be able to add this to workload. Other institutions have staff or grad students teach courses. Upper class students or education grad students could teach course and may be able to really excel at teaching this course. INTD 105 was way to bridge gap, but INTD 105 focuses on writing skills and FYE course goes beyond it.

What are the skills needed for FYE to address rather than focusing on solution of FYE course? Who would be at the table to support program? GOLD program workshop make first year certificate?? With courses taught by upper classpersons? Players would be those involved in Baccalaureate Learning

Outcomes? Orientation – involved in transition to college, Residential Life, Health & Counseling, AOP, Orientation isn't right time, see students stumble in October & February- -> need comprehensive student success program, different things being done by different people separately, CAE, Dean's Office, Res Life. Academic Affairs Committee of Student Association has stipulated that all organizations must offer peer mentoring to get funding, is this a possible resource? Need to provide streamlined mechanism where not one person would be in charge of whole thing.

Need to assign group to be in charge of FYE strategy. We do have data, Dina, International Student Scholar Services intern, did focus groups with International students. Sarah Frank in Residential Life did focus groups with under-represented students. The group needs to talk to Dina & Sarah about they learned.

One hole is recruiting student. Need to add strategy to assess how messages sent to prospective students. Retention starts at recruitment. Example from Enrollment Management open forums, change message from we are selective and great to you are special and we want you.

Reporting out in January is not punitive, but way to share info and foster collaboration. Need to get more information on students who leave, need to do something with information from exit interview forms.

Any ideas, suggestions, send to Julie

Goal 2 – Recruit, Support and Retain a Diverse Faculty, Staff and Administration

2.1 Diverse publications – develop list of diverse publications in each discipline to use for advertising to save committee time

Diverse Doctorate – Gloria Lopez has database of diverse doctorate recipients, develop form letter and send to doctorates as part of recruitment efforts

Search plan – part of Online Employment System, often not completed, but now suggest completion and planning about it.

Search procedures – develop short, 12 minutes online course, deploy through MyCourses, track who has completed and avoid replication; meetings if needed can focus on particular questions

Search procedure document/flow chart to help search committees – new search procedures will be developed with new OES system to go hand in hand

2.3 – Develop program for opportunity hires – need to define policy on opportunity hires – hire where no line exists; under rep candidate identified, but no line or doesn't quite fit

Visiting position turned into tenure track, how often done – extensive

Establish foundation account to fund new faculty lines; paying faculty out of foundation funds raises benefits to 57%; perhaps use monies to defray moving expenses

Touch base with new hires at various points instead of waiting for exit interview; exit interview is sanitized information; check in with new hires at 30, 60, 90 days; support piece may be more difficult for faculty position where challenge is to get tenure; try to find out what mentoring program already exist; appears

some faculty mentoring program exist, but none for staff; cultural competency training needed for faculty & staff

Look at how many times female faculty have to go up for promotion and how many times male faculty go up for promotion before being granted promotion. Assistant professor should not be on promotion committees; each department has document which outlines requirements necessary for promotion to each level- discussion about inequality & request for data

Will invigorate exit interview process

Enhancing view of climate, department able to develop program level plans; what would a department level plan look like for area? Department Affirmative Action plan, teaching & research related to diversity. Broad overlap between faculty & student diversity plans

2.6 Added: Where is rule that staff cannot award grades and cannot teach courses? - Re-structuring professional development opportunities to allow staff with appropriate credentials and experience to teach credit bearing courses.

Goal 3 – Create and maintain an inclusive campus community in which all members flourish and feel values

Combined some strategies that address students, faculty & staff and communication

International Student Mentors – started strong, but mentors need supervision and encouragement throughout semester; many departments are already doing peer mentors, e.g. Career Services, GOLD program, each group has a way to assess outcomes and assistance lent. Need to connect different mentoring programs in meaningful way. Need referral program to mentoring program. Don't know different programs available.

Faculty & Staff – discussed perceptions versus needs; many times faculty don't realize need to address issue and act inappropriately. To gather information, can use current assessment instruments and do some further investigation possibly via Town Hall meeting – at beginning of each semester. Timeline – need to work out logistics, but could possibly do in fall 2014 talk about campus climate – instead of survey, do quick & dirty assessment and bring in speaker to address topic, do workshop, presentation, etc. Way to give a voice to all issues and raise awareness of what is going on as issue – ritualistic practice, close loop, follow up on fall's topic in spring

Thought was find number of venues and do “Poll Anywhere” survey to answer 10 diversity climate related questions. Convocation, Friday night programming for new students, SA meeting, CSEA meeting, present results at Town Hall meeting. Permission must be obtained from President Long. Julie Briggs & Adrienne Collier would be happy to talk to President Long.

Do we need to bring in speaker or do we have on campus expertise to have a panel discussion to address identified need? Also combine with book discussion on topic, other reading where people meet to discuss.

Sharing information through the college community – Tony would provide direction on how to submit ideas to One College Circle. Need to know what has been done to be more efficient or support one another. Add Diversity to Faculty Activity Report and to end of year Department Reports. Need to foster diversity as an essential college function. Use Teaching & Learning Center to foster discussion

Goal 4 - Make cultural competency and an awareness of global perspectives, situated nationally and internationally, central components of engagement with diversity in Geneseo's curricular and co-curricular approaches to learning and development

Focused on action items – added new areas of responsibility, which will need to be added to Diversity Plan wiki space

Focus on what can get done this year – Identify offices, added student groups, reach out to faculty & chairs to see where they fall on diversity spectrum, visually put it together, Becky Lewis & Adrienne Collier will work on over summer

Create campus wide coding system for high impact practices/Gen Ed – need serious discussion between Baccalaureate Learning Outcomes (BLO) Committee with Diversity Commission; develop letter to chairs & faculty for coding internships, research based and cultural competency & diversity courses as internship, research & creative activities and cultural competency/diversity courses. Interested in how these areas are defined by different disciplines. Future of BLO is tied to cultural competency.

Question raised: on addressing teaching styles in terms of sensitivity to multiculturalism; chose to focus on 1-2 action items to actually accomplish something. Thankfully issues of campus climate are being addressed by Goal 3.

Want to learn how each department contributes to diversity in their own way. Suggest looking at AAC&U Value Rubric to start discussion thinking about definitions.

What does map mean – how is it different from listing? Identifying similar goals and overlap between offices, looking at mission & policies and who is working with whom. Map will help see what students are avoiding or capitalizing on diverse experiences.

Summary of ANOVA Results from Student Opinion Survey (SOS) & National Survey of Student Engagement (NSSE)

Separate analyses of variance (ANOVA) were conducted with the 2012 data set of the Student Opinion Survey (SOS) data and the National Survey of Student Engagement (NSSE) data. For the SOS analysis, students were divided by ethnicity into students of color and white students; students with unknown ethnicity were excluded. Students were also divided by gender and interactions were examined between gender and ethnicity.

For the NSSE analysis, students were again divided by ethnicity into white and students of color, class year (freshmen and seniors), gender, and then interactions were examined between ethnicity and class, ethnicity and gender, class year by gender, ethnicity by class and gender.

Students of color feel less safe, feel less like they belong, feel less free from harassment, are less satisfied with racial harmony, less likely to choose to attend Geneseo again, feel Geneseo is less accepting of campus individual differences and give lower rating of Geneseo's climate for gender relations, GLBTQ, racial/ethnic climate, and religious groups than white students.

Women felt less safe on campus, less free from harassment, more satisfied with Geneseo's social activities and cultural programs.

National Survey of Student Engagement - 2012

Students of color reported having more serious conversations with students of a different race or ethnicity, including diverse perspectives in class discussions more often and felt Geneseo placed more emphasis on providing the support you need to succeed academically, encouraging contact among students of different backgrounds, helping you cope with non-academic responsibilities, providing the support you need to thrive socially and working effectively with others than white students.

Freshmen students felt Geneseo placed more emphasis on helping you cope with non-academic responsibilities and providing the support you need to thrive socially than seniors did.

At first, results seem to be contradictory, but NSSE differences are on behaviors. Students of color are forced to have more conversations with people from a different ethnicity due to only 20% of student body being of color. We have heard they are often called upon to represent their entire ethnicity, so they may be forced to give diverse perspectives in class discussions.

The institutional emphasis questions show that students of color perceive Geneseo as doing the right things, but the Student Opinion Survey appears to indicate we still have work to do to make the climate change to affect student's satisfaction.

Thoughts on Revising/Developing Employee Newsletter

Developed from discussions in the Assessment/Diversity Plan Subcommittee of President's Commission on Diversity & Community

Encompass seems to focus on press release worthy type items instead of the everyday life events that build a community. We'd like to propose adopting a "crowdsourced" employee newsletter where anyone could contribute content under certain parameters. Brockport and MCC both use similar models, where anyone can contribute content that is vetted by the newsletter editor. At Brockport, the daily employee newsletter is the official source for college announcements, eliminating all staff type emails. Reportedly it was a culture change but it has been fairly successful. We would propose that this type of newsletter could serve to cut down on the AllStaff emails at Geneseo as well, if buy in from all parties is obtained. We feel that a newsletter featuring the following categories may be helpful in fostering community and possible some interdisciplinary work:

- Official college news

- Employee publications and presentations open to all, not just faculty

- Honors employee, department or division honors or awards

- Comings & Goings new employee announcements and who is leaving the college

- Life Happens births, deaths, significant events to share in our personal lives

- College wide events Events of interests to employees of college

This could be a daily or weekly newsletter. An electronic method of submitting items for consideration could be developed with guidelines on suitable content. A deadline would be set by when items would need to be submitted for consideration.