





Housekeeping

1. **Recording** – This event is being recorded.
2. **Audio** – Please leave microphone on mute. Individuals can enable closed captioning in the bottom toolbar.
3. **Q&A** – Please use the Q&A section for any questions. Chat will not be monitored for questions. We encourage participants to populate questions as the presentations advance, but all answers will be held until the Q&A. Any questions collected here but not answered during event will be reviewed and answered afterwards.
4. **Chat** – Chat will be used to share information with attendees and can be used for attendees to chat with each other. We encourage you to share comments and talk to each other in this area.



SUNY DEISJ Fellows Webinar Series 2025



Opening/Land Acknowledgment

We acknowledge that the land on which we are experiencing this workshop is the seized and unceded territory of the Haudenosaunee Confederacy, which includes the Onödawa'ga:' Seneca, Cayuga, Onondaga, Onedia, Mohawk, and Tuscarora Nations.

<https://native-land.ca/>

<https://www.haudenosauneeconfederacy.com/>

We note at the outset that what we understand about and experience as our identities, privileges, power structures, and social institutions have been formed and informed by a colonial history of violence against and erasure of native cultures and peoples. And that to truly engage in DEISJ work we must center and support Native Sovereignty Indigenous-led activism.

To learn more read about and follow the #LandBackMovement <https://ndncollective.org/landback/>
For WNYers see Allies of the TSN <https://alliesoftsn.weebly.com/>



DEISJ Fellows



Chloe Diamond-Lenow
SUNY Oneonta



Milo Obourn
SUNY Brockport



Carla J. DuBose-Simons
Westchester Community College



Lorna L. Pérez
Buffalo State University



Arnaud Lambert
Jamestown Community College



DEISJ Fellows

- Support faculty in updating and developing courses that fulfill the DEISJ General Education requirement.
- Develop resources and provide targeted support for DEISJ curricular matters
- Committed to developing, sustaining, and growing a community of practice on diversity, equity, inclusion, and social justice curricular issues across the SUNY system.



DEISJ Learning Outcomes

- describe the *historical and contemporary societal factors* that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of *social structures and systems* play in the creation and perpetuation of the *dynamics of power, privilege, oppression, and opportunity*; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future *social justice action*.



SUNY DEISJ Fellows Webinar Series 2025

**Teaching DEISJ - Developing DEISJ Content
Across the Curriculum**

March 7, 2025



Panelists



Milo Obourn
SUNY Brockport
Moderator/Facilitator



Carla J. DuBose-Simons
Westchester Community College



Angela Graves
Alfred State



James "Jim" Zollweg
SUNY Brockport



Rajesh Sunasee
SUNY Plattsburgh



Andrew Hyzy
SUNY Erie



Developing DEISJ content in the disciplines

Carla J. DuBose-Simons
Westchester Community College

DEISJ in the Disciplines

- The learning outcomes of SUNY's Diversity, Equity, Inclusion, and Social Justice can successfully be applied in different disciplines – even those that might not be traditionally thought to be “DEISJ friendly.”
- One key to successfully introducing DEISJ to courses is intentionality in infusing the SLOs in ways that are in line with disciplinary approaches, frameworks, concepts, and theories.

Questions to consider:

- What key terms from the DEISJ learning outcomes connect with concepts, theories, or frameworks in your discipline?
- How do the DEISJ learning outcomes connect to material you already teach? (an assignment you already give or readings you already assign)
- How can you relate the DEISJ outcomes to learning outcomes you already have?

Aligning History Disciplinary LOs with DEISJ LOs

- The historians in our department decided to align our LOs with the American Historical Association's core learning outcomes.
- <https://www.historians.org/teaching-and-learning/why-study-history/careers-for-history-majors/history-discipline-core>
- We then looked to infuse diversity in the form of examining multiple perspectives into those learning outcomes – as per guidance from American Historical Association.



History Department's SLOs

- Demonstrate foundational knowledge of the people, events, and myths of America.
- Formulate complex and well-supported historical arguments in both written and spoken forms.
- Demonstrate the importance of historiography (the study of historical writing and schools of thought) in the study of history.
- ***Demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural history, including knowledge of unity and diversity in American society.***
- ***Demonstrate knowledge of common institutions in American society, and how they have affected different groups based on criteria such as age, race, class, gender, ethnicity, religion, political / ideological beliefs***

Teaching to DEISJ SLO 1

describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;

- Introduce **social history frameworks** around race, class, and gender.
- Introduce the idea that each is a **social construction**.
- Examine how those constructions have changed over time.

Assessing DEISJ SLO 1:

Reflection Journal Entry Prompt (low stakes)

Entry 4 (SLO 1 –describe the historical and contemporary societal factors that shape the development of class identity)

- Create a thread in your Reflection Journal discussion board named "Entry 4" and answer the following questions:
- How did the creation of Coney Island reflect the needs of a growing urban population?
- How were social conditions in cities reflected in the amusement parks?

(Hint: consider issues related to social class)

Teaching to DEISJ SLO 2

analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity;

- Historical examination of access, opportunity, and inequity in the time period being studied.
- I use a framework of **insider vs outsider** in order to get at the details of social structures of inequity particularly related to power and citizenship.
- Key concepts – **othering and agency**

Teaching to DEISJ SLO 3

apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

- Cover a series of social justice movements to understand **challenges to inequity and movements to expand citizenship rights** to a larger number of Americans.
- **Explore the relationship between social justice movements** in the time period in which they occurred.
- **Connect the historical movements to current day ones** noting similarities and differences.

Assessing DEISJ SLOs 2 & 3:

Reflection Journal Entry Prompt (low stakes)

Create a new thread in your Reflection Journal discussion board and answer the following questions based on the materials we've read and discussed this week.

- What motivated the leaders of the Civil Rights Movement to emphasize certain narratives and marginalize some people?
- Were those leaders in any way justified in doing so in your opinion? Why or why not?

(SLOs 2 & 3 analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity **as reflected in a social justice movement** and apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action)



Adapting DEISJ to Trades Programs

Angela Graves, Associate Professor of Social & Behavioral Sciences
Alfred State College of Technology

About Alfred State College

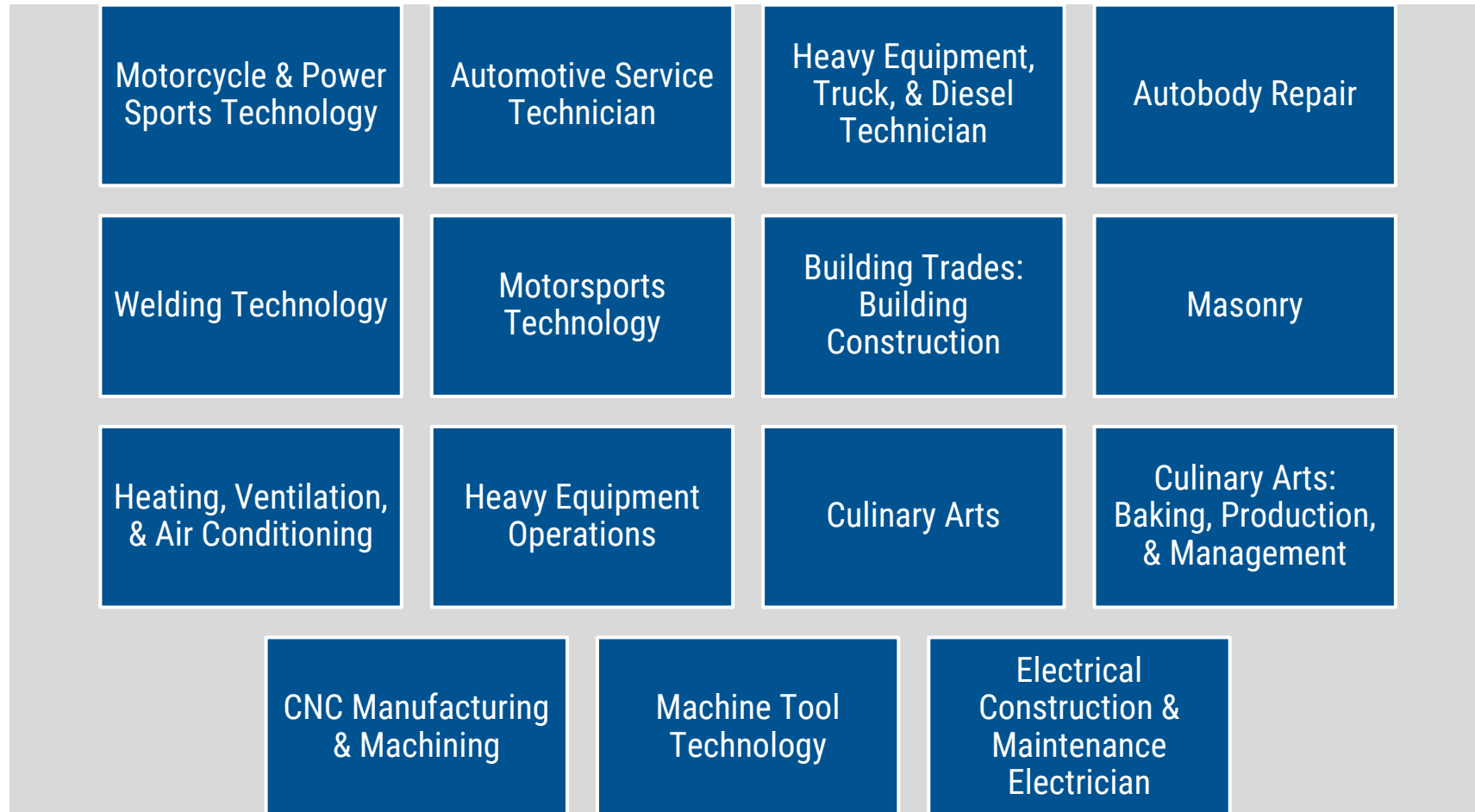
- Alfred State College is a SUNY College of Technology in rural Western New York
- Enrollment: approx. 3400 students
- Approx. 80 programs:
 - ▣ 30 bachelor's degree programs
 - ▣ 48 associate degree programs
 - ▣ 15 AOS programs
 - ▣ 3 certificate programs
- Three schools: the School of Architecture, Management & Engineering Technology (SAMET), the School of Arts and Sciences (SAS), and the School of Applied Technology (SAT)
- Three campuses: Alfred, Wellsville, Northland (Buffalo)



DEISJ in SAMET and SAS: The Global and Diverse Perspectives Course

- In 2020, Alfred State launched a course to provide the following to all students in its SAMET and SAS programs, taught by social science and humanities faculty in SAS:
 - ▣ Appreciation of general education and the role it plays in developing global citizens.
 - ▣ Respect for diversity, equity, and inclusion.
 - ▣ Awareness of global culture and DEI-related issues across the world.
- It has since evolved to align to the SUNY General Education Framework's new DEISJ knowledge area and is now titled **Global & Diverse Perspectives**.

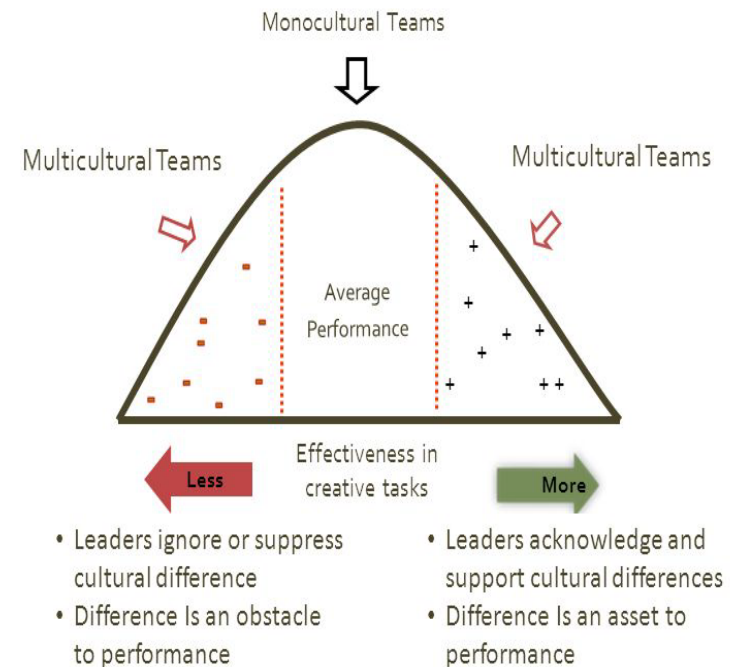
AOS Degree Programs at Alfred State College



Tailoring VEDG and DEI-SJ to Alfred State's School of Applied Technology (SAT)

- Two curricular objectives:
 - ▣ Middle States Values, Ethics, Diverse Perspectives, & Global awareness (VEDG).
 - ▣ SUNY DEI and revised DEISJ General Education requirement.
- Focus = intercultural communication and DEISJ issues in your industry, workplace, and community as a valuable skill.

Monocultural vs. Multicultural



Reference: Adler, N. J., International Dimensions of Organizational Behavior.

Module 1

- *What is culture and how is it shaped?*
- *How do our individual values affect how we see the world and what we find important?*
- *What does it mean to be part of a community, both personal and professional?*
- *How can we use our understanding of culture to better understand differences?*

Module 2

- *How does the U.S. differ from other cultures around the world and how are we perceived by others?*
- *How does our culture shape our political and social lives, especially in terms of individualism vs. collectivism?*
- *How do we define what it means to be a “good” citizen of our community?*

Module 3

- *How can we better understand cultural variations and differences, especially in terms of diversity in the workplace and our communities?*
- *How do DEISJ concerns, especially legal, shape workplace culture in your industry?*

Module 4

- *How can we leverage intercultural understanding to be better citizens and professionals?*
- *How can we best navigate individual and cultural differences in the workplace and our communities?*

Delivery to AOS Programs: Lessons and Takeaways

- Instructor buy-in is vital, as they lend credibility to the material, make connections between the content and their industry, and provide real-world examples of the relevance of the material both personally and professionally.
- At this stage, we rely on group survey data due to the complexities of collecting and evaluating student work in our push-in model.
- Instructors are responsible for capturing student engagement with the material in their curricular assessment. For this academic year, we also expanded our pre- and post-survey to include cultural diversity awareness questions.

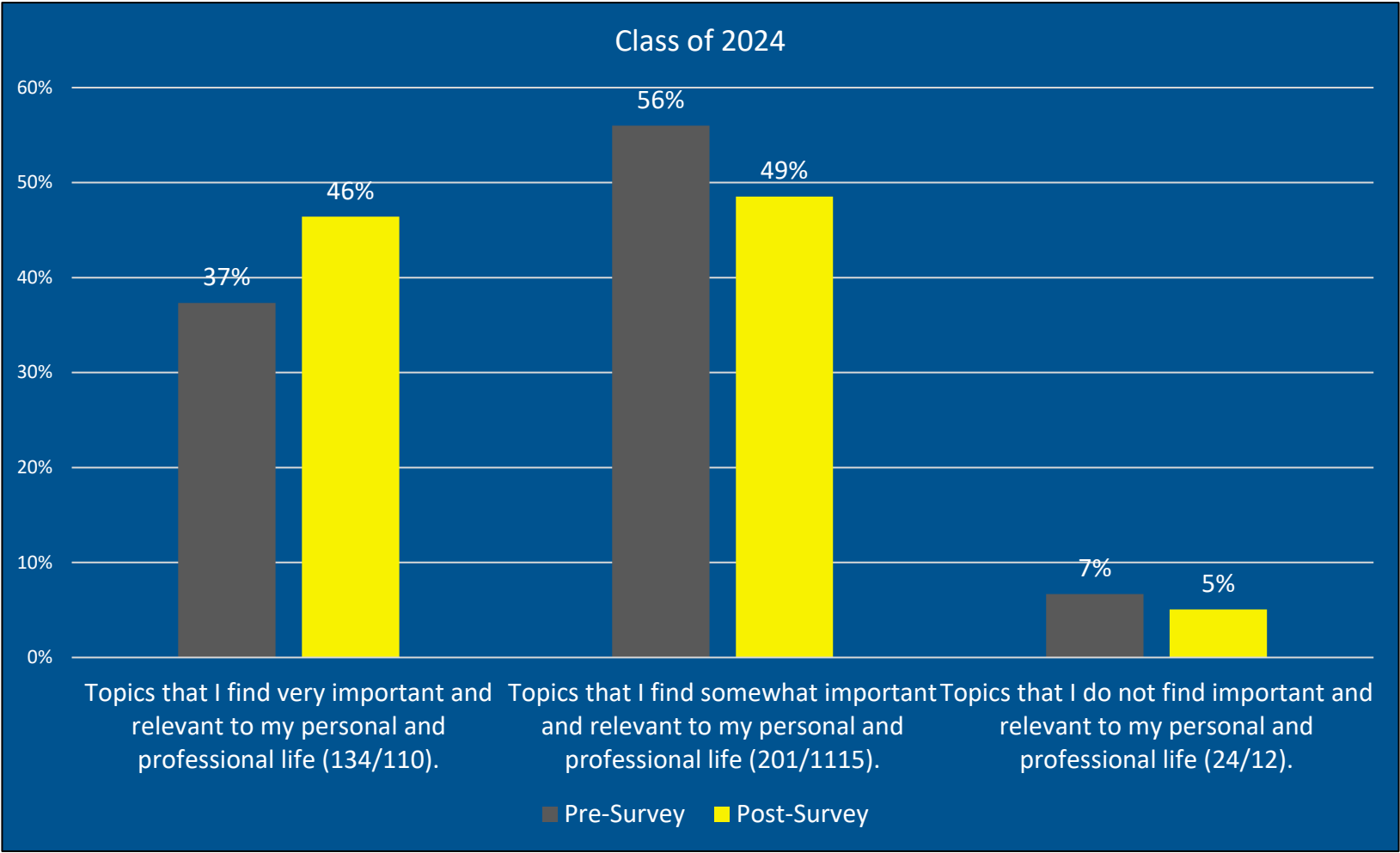
Survey Assessment of VEDG/DEISJ

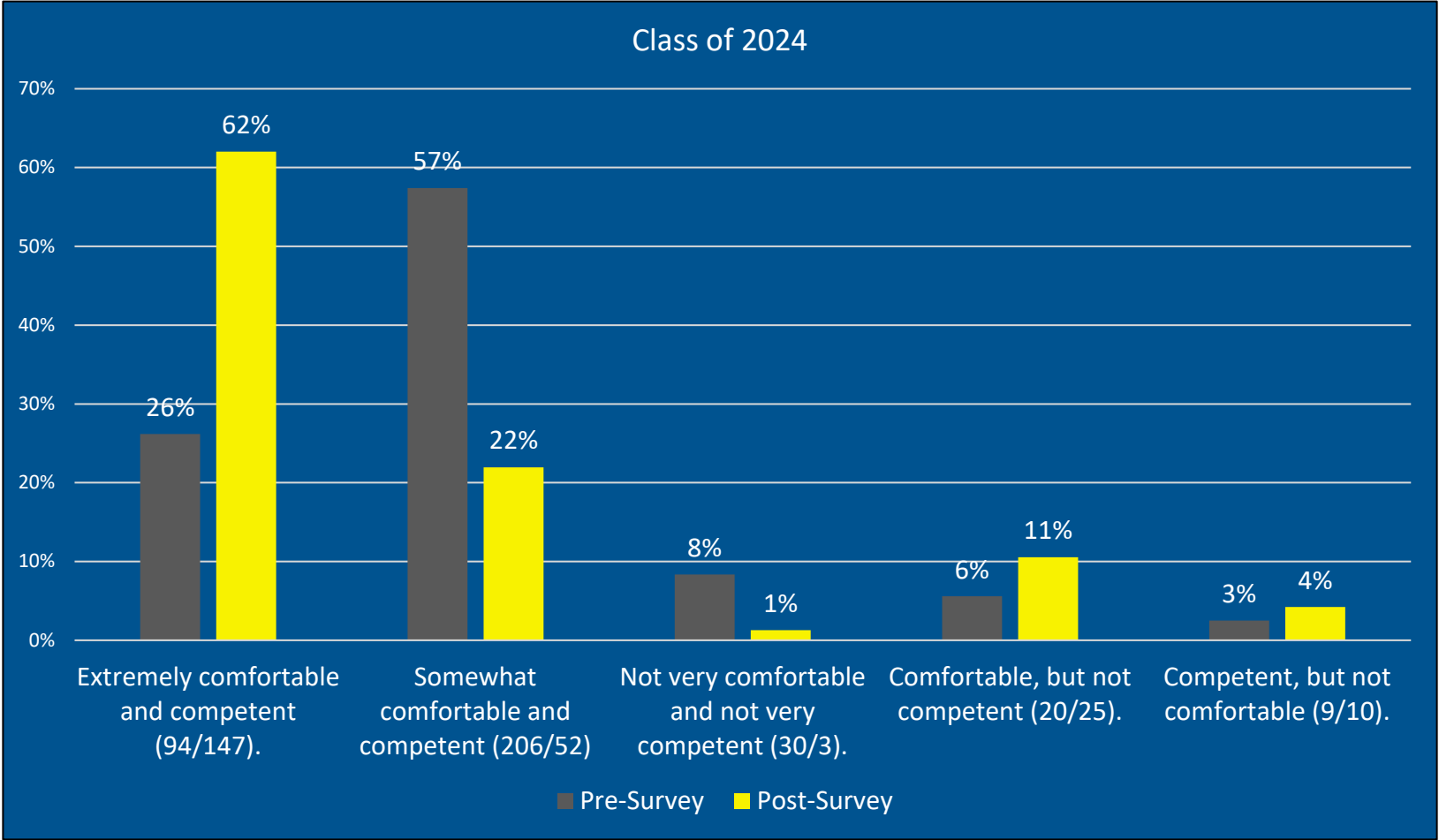
Pre-Survey Questions

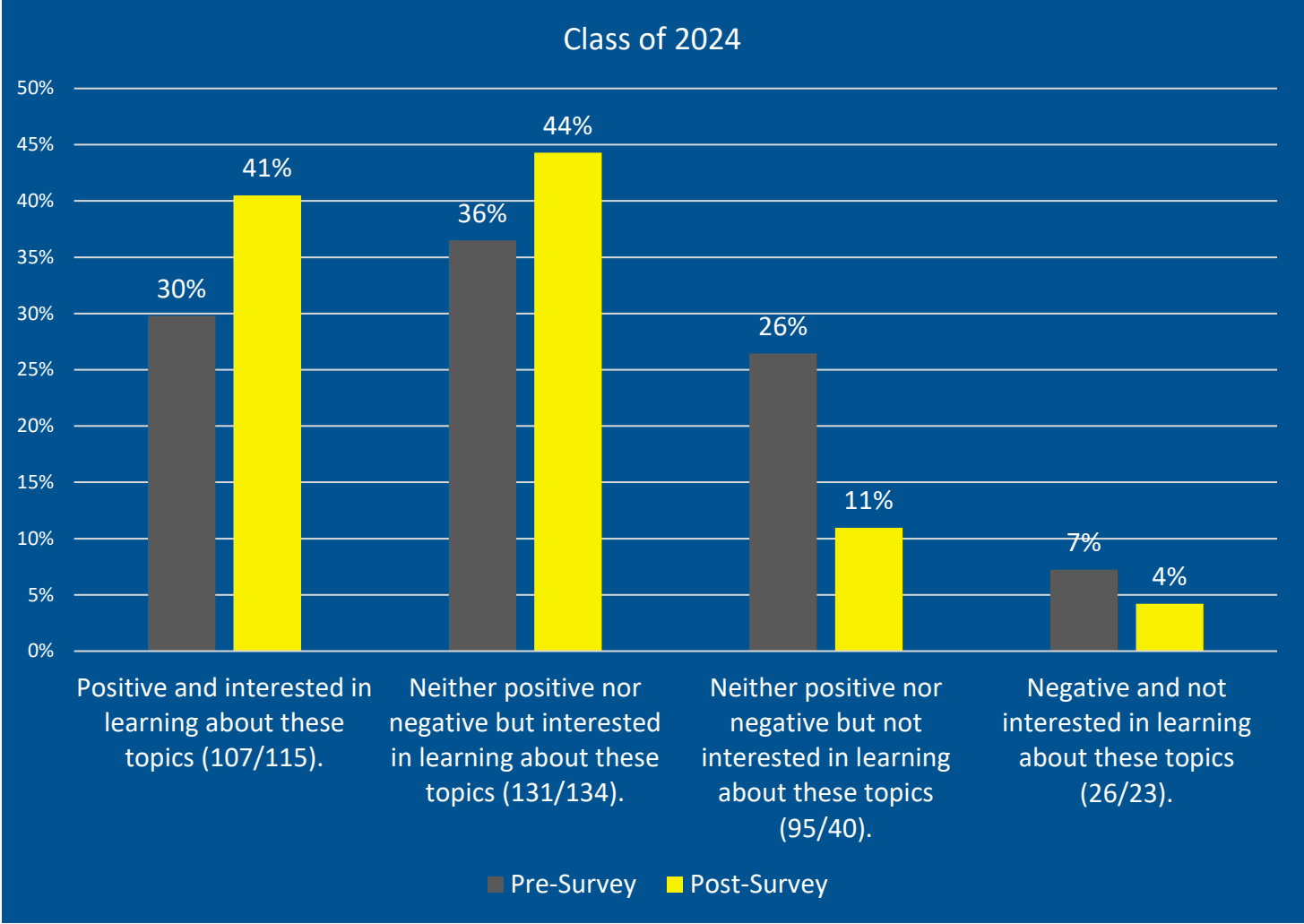
1. *Given the objectives and topics listed above, what do you think that this will involve learning about and/or discussing?*
2. *Given the objectives and topics listed above, what do you think that this will involve learning about and/or discussing?*
3. *How well do you feel that you are already comfortable with and competent in these areas?*

Post-Survey Questions

1. *How closely did the delivery of the material compare to what you thought that it would involve learning about and/or discussing when we first started?*
2. *Do you feel that your level of comfort with and competency improved in these areas?*
3. *How do you feel about this being included as part of your degree requirements after completing these modules?*









Teaching Diversity, Equity, Inclusion, and Social Justice (DEISJ) Principles through Spatial Data Analysis

James Zollweg, Earth Sciences
SUNY Brockport
jzollweg@brockport.edu



Consider:

not enough DEISJ in STEM,
not enough tech in DEISJ

GIS (Geographic Information Systems)

Natural Disasters – SVI (Social Vulnerability Index)

Watershed Science (Sustainable Land Management)

DEIS(E)J ISSUES WITH SPATIAL ASPECTS

NEWS

White New Yorkers twice as likely to own homes as Black, Latino residents, new report finds

Emily Barnes New York State Team

Published 7:15 a.m. ET Oct. 31, 2023 | Updated 11:47 a.m. ET



Stark racial disparities in homeownership of New York, according to [findings from report](#) released Tuesday.

Redistricting fights in these 10 states could determine which party controls the US House



By Fredreka Schouten, CNN

Updated 3:40 PM EDT, Thu October 26, 2023

Exclusionary Zoning in Onondaga County

February 2023



731 James Street | Suite 200 | Syracuse, NY 13203 | www.cnyfairhousing.org | Phone (315) 471 0420

Public Health

The Urban Heat Paradox and the Power of GIS: A National Heat Awareness Day Special

Health

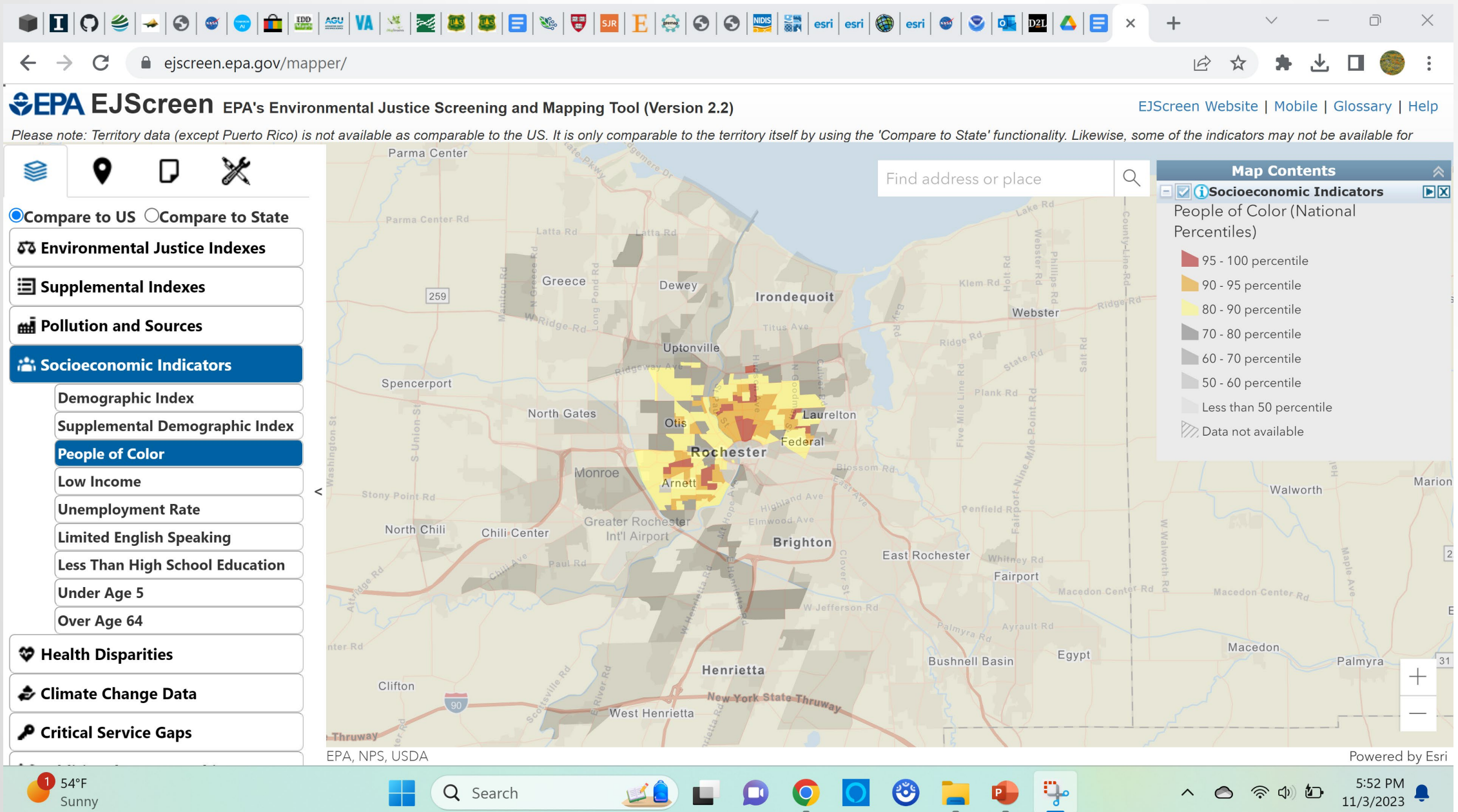
May 23, 2023

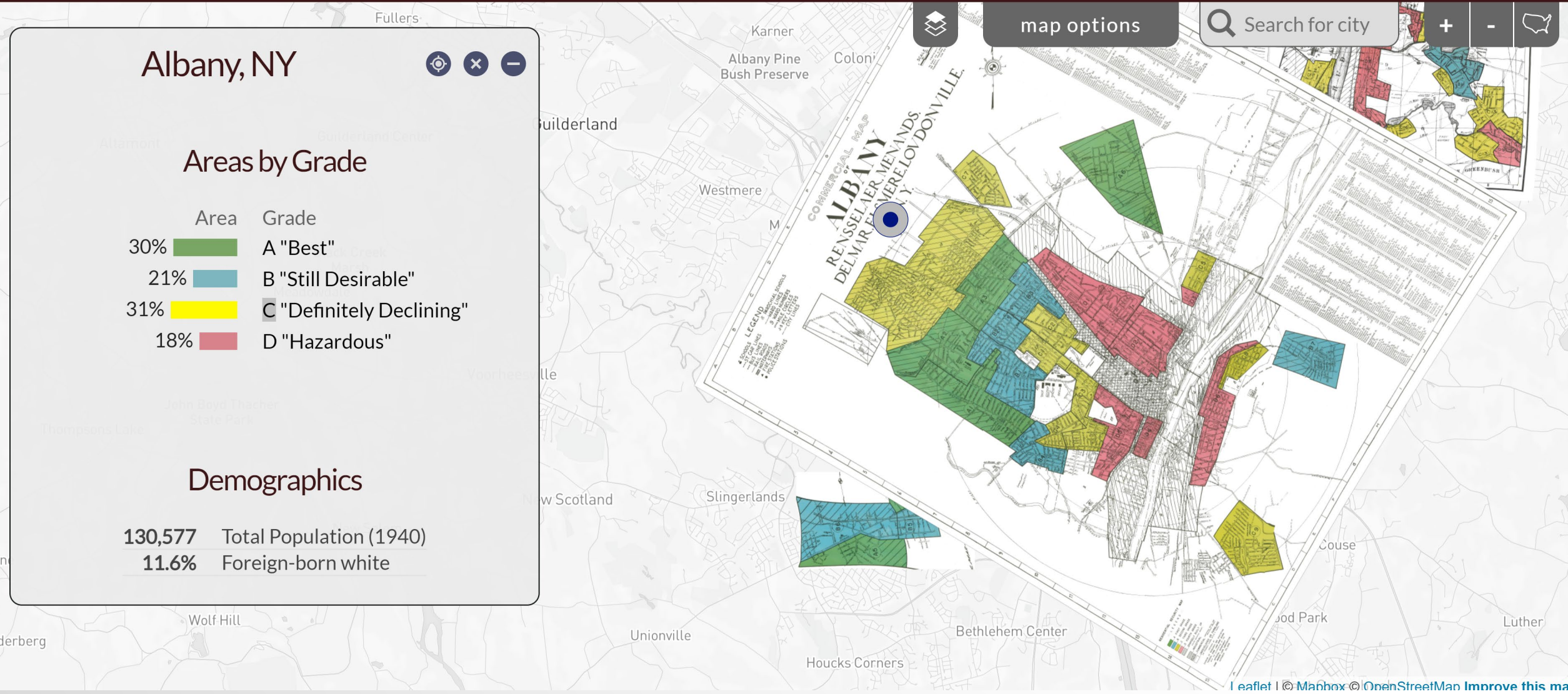


Este Geraghty



RESOURCES FOR TEACHING WITH GIS







IPUMS provides census and survey data from around the world integrated across time and space. IPUMS integration and documentation makes it easy to study change, conduct comparative research, merge information across data types, and analyze individuals within family and community contexts. Data and services available free of charge.



U.S. Census and American
Community Survey microdata from
1850 to the present. [Learn More](#)

VISIT SITE



Current Population Survey microdata including basic monthly surveys and supplements from 1962 to the present. [Learn More](#)

VISIT SITE



World's largest collection of census microdata covering over 100 countries, contemporary and historical. [Learn More](#)

VISIT SITE

INTRODUCTION À IPUMS INTERNATIONAL

8 novembre 2023
09h00 (heure de l'Est)
Webinaire

REGISTRE



Health survey data for Africa and



Tabular US Census data and GIS



Tabular and GIS data from

– IPUMS30

The recordings from our IPUMS30 Research Showcase are now available

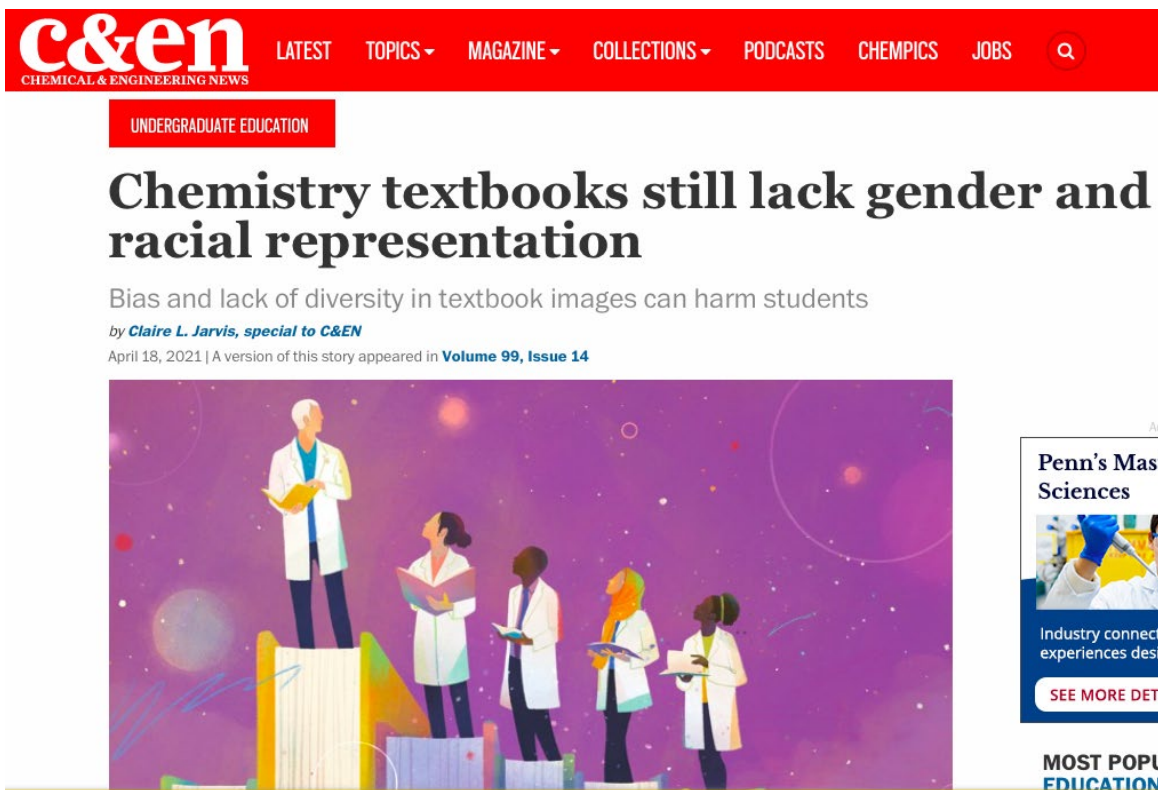


Infusing DEI-related Content in an Organic Chemistry Course

Dr. Rajesh Sunasee, Professor & Co-Chair
Department of Chemistry & Biochemistry
SUNY Plattsburgh

Equity Advocate for Hiring Search Committee
Councilor of Northern New York Local ACS Section

Infusing DEI in an Organic Chemistry Classroom



Main learning goals:

- ✓ Understand & build **awareness** of DEI in STEM Education
- ✓ Equip students with basic **DEI knowledge**

Three DEI-based
Exam Bonus Questions

Weekly in-class video-
discussion activities:
DEI terminology
Implicit bias
Gender issue
Systemic racism
Microaggression

Diversity, Equity & Inclusion (DEI)
in Organic Chemistry I lecture:

Awareness & Knowledge

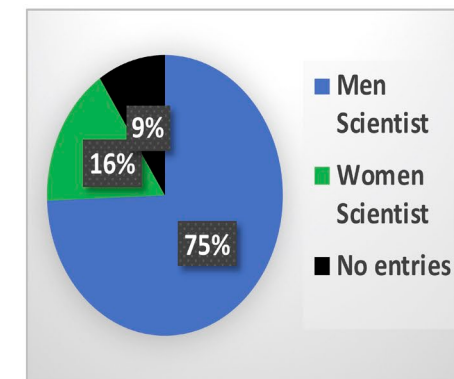
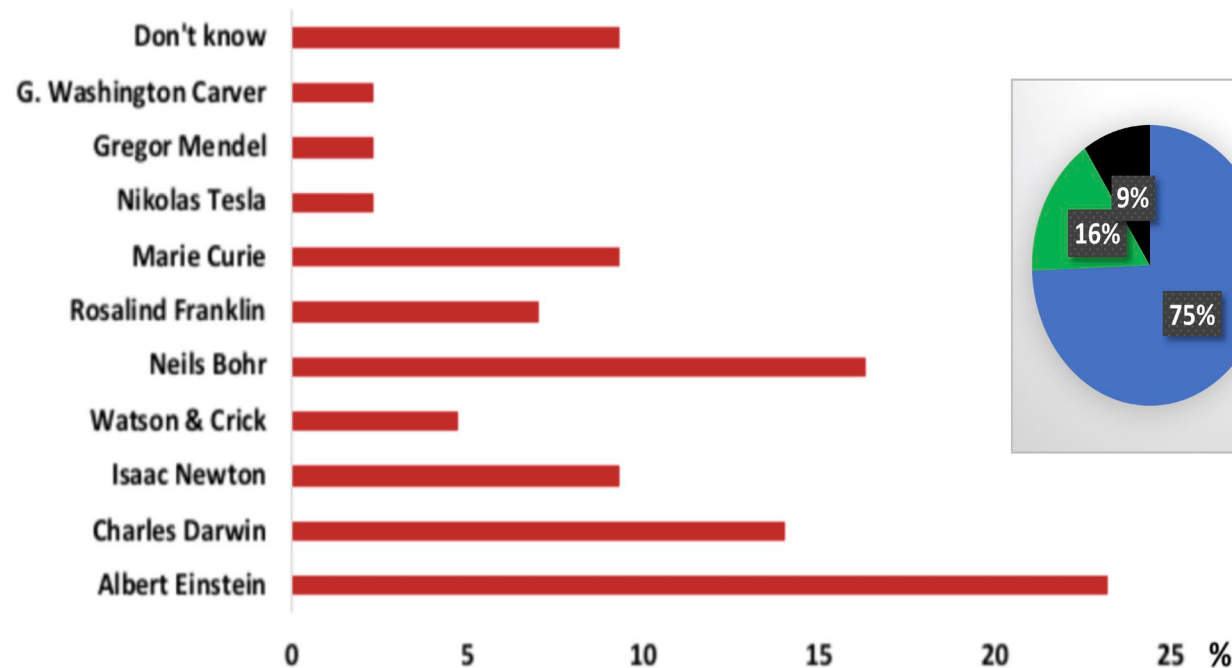


Five DEI-based Extra-Credit Assignments

Course Timeline & DEI Materials Infused in Syllabus

Week #	DEI Video-Discussion In-Class Activity	Video (Time) ^a
1	DEI Statement In-Class Activity: Picture a Scientist DEI Precourse Survey	
2	Data Analysis: Picture a Scientist Highlighting a Black Scientist	
3	Definition of DEI with Examples	YouTube (3.12 min) ²⁶
4	Five Black Chemists Who Changed the World	YouTube (2.54 min) ²⁷
5	Equity vs Equality with Examples	YouTube (1.16 min) ²⁸
6	Unconscious (Implicit) Bias in Action Implicit Bias Activity	YouTube (1.45 min) ²⁹
7	Spring Break	
8	DEI Bonus Question in Exam 1	
9	Three Black Scientists (Past, Present, and Future) You Should Know	BBC (4.13 min) ³⁰
10	Racism in STEM	YouTube (5.18 min) ³¹
11	Women in Science Who Changed the World; Sexism/Gender Issues in STEM	YouTube (4.55 min) ³²
12	DEI Bonus Question in Exam 2	
13	Microaggressions	YouTube (3.42 min) ³³
14	Benefits of Embracing DEI	
15	DEI Bonus Question in Exam 3 DEI Postcourse Survey	

Picture a Scientist Activity: Results & Data Analysis



^aReference links to videos.

DEI-based Extra Credit Assignments

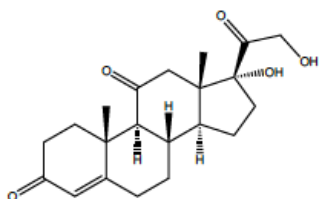
Chemist

Organic Molecule

Concept related to course content



Percy L. Julian

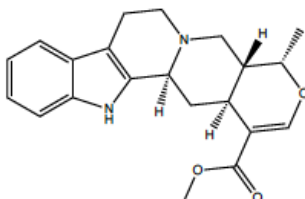


Cortisone

Hybridization
Functional groups



Asima Chatterjee

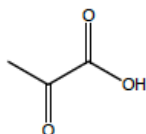


Ajmalicine

Resonance effect



St Elmo Brady



Pyruvic acid

Acidity of organic molecules

CHE241: Organic Chemistry I Extra Credit Assignment #1 [10 pts] Name:.....

Concept: Hybridization, Functional Groups

Instruction: read carefully the following paragraph and then answer the questions below

Dr. Percy Lavon Julian (1899-1975) was a renowned organic chemist and one of the black African-Americans ever to earn a PhD in Chemistry. He was a pioneer in the chemical synthesis of medicinal drugs from plants. He found a way to produce synthetic versions of the human hormones (progesterone, testosterone) on an industrial scale. Among his biggest accomplishments was the synthesis of the steroid, *cortisone* (structure shown below). If you have ever been prescribed a steroid medication, you can thank Dr. Julian for laying the groundwork for the drug industry to produce it. He was also the first to synthesize an alkaloid, *Physostigmine*, in 1935 for the treatment of the eye disease, glaucoma.



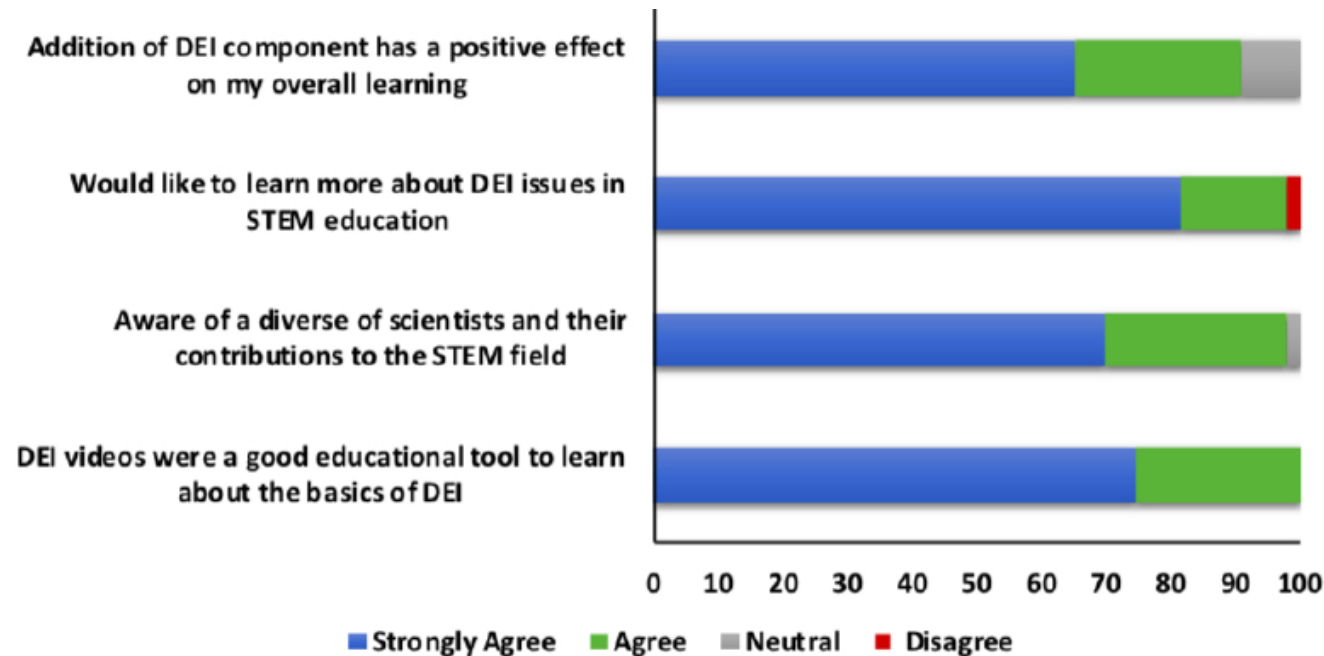
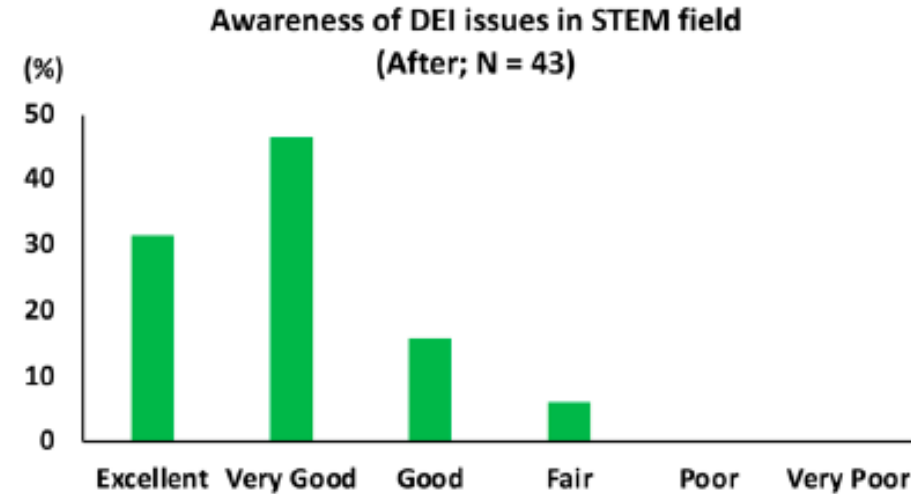
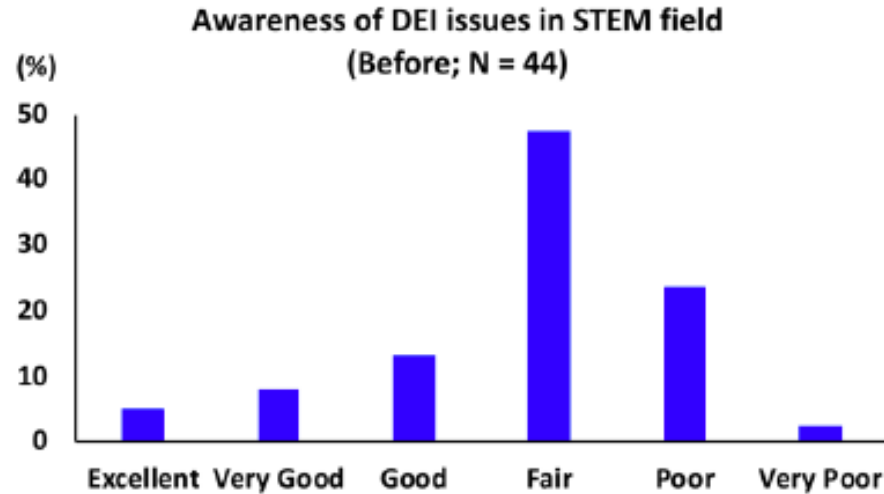
(Photo credit: https://en.wikipedia.org/wiki/Percy_Lavon_Julian)

DEI BONUS QUESTIONS (10 Marks)

A) Racism in STEM education or workplace is a major problem for many years. Can you briefly explain how racism is affecting the STEM education? What is the root problem and how can one alleviate the issue? [5]

When POC's resumes are looked over, it has been statistically proven that white people get accepted for jobs more than POC. For those who already work in the field as POC, their ideas are not appreciated. Asians- usually feel like it's an obligation to be smart because that is the stereotype that is connected to them. They are often "hyperintellcturized". ✓

Post-Course Survey (IRB approval # 1698)



What did you value most about this DEI component?

Student's unedited comments:

- *"The inclusion of multiple perspectives of inequality in the STEM field"*
- *"I enjoyed the short but informative videos at the end of lectures. It was a nice brain break and it was **something I looked forward to**"*
- *"Got to know about how unconscious bias can affect STEM, **learned a lot about women scientists and struggles they faced**"*
- *"Being able to be aware that **as a person of color I may have to deal with the problems myself**"*
- *"I value that I will feel more impacted in this field by my peers as a black woman now that they are aware of the disparities in the STEM field"*
- *"Getting to learn about the **history of DEI in STEM** so I can be **educated enough to be an advocate** and make a difference in the field"*

J. Chem. Educ. **2022**, 99, 1, 1–4.

J. Chem. Educ. **2023**, 100, 11, 4335–4342.

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CHEMICAL EDUCATION

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Article

Incorporating Diversity, Equity and Inclusion Awareness and Knowledge in a First-Semester Organic Chemistry Classroom

Rajesh Sunasee*



Cite This: *J. Chem. Educ.* 2023, 100, 4335–4342



Read Online

ACCESS |



Metrics & More

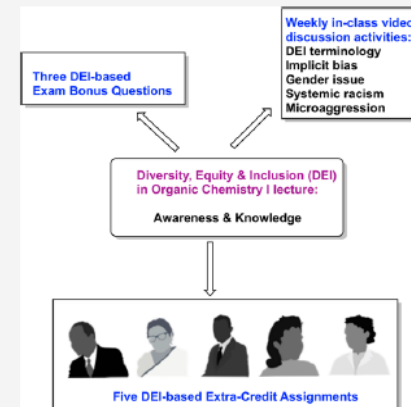


Article Recommendations



Supporting Information

ABSTRACT: Embracing diversity, equity and inclusion (DEI) in the chemistry classroom is crucial for creating an inclusive learning environment that will have a positive effect on student's learning, success, and hence, retention in science, technology, engineering and mathematics (STEM). As such, a number of DEI approaches have recently been identified to foster awareness and appreciation of DEI into undergraduate chemistry education. However, in addition to creating DEI awareness, studies or educational approaches whereby undergraduate students are being exposed to some basic DEI knowledge are limited. Hence, in this work, three key DEI initiatives were incorporated into a first semester of Organic Chemistry at a primarily undergraduate institution. The first initiative included a weekly 5–10 min DEI video-discussion activity focusing on building awareness and basic knowledge such as DEI terminology, implicit bias, microaggression, gender, and systemic racism in STEM. The profile of several Black scientists as well as women scientists who have changed the world were also highlighted. The second initiative involved the design of five DEI-based extra credit assignments that connected course content (or concepts) with the historical achievements of a diverse set of chemists. Finally, DEI-based bonus questions were





SUNY Erie DEISJ Curriculum Development

Andrew T. Hyzy, Chair of General Education Committee
SUNY Erie Community College



A Wide Variety of Departmental and Programmatic Needs

- 80 degree, certificate, and microcredential programs
- Divisions:
 - Business
 - Computer and Information Technology
 - Education and Human Services
 - Health, Medical, and Wellness
 - Hospitality and Culinary Arts
 - Manufacturing, Construction, and Trades
 - Public Service, Safety, and Law
 - STEM
 - Visual Arts, Humanities, and Communications



A Number of Different Degree Types

- 24 A.A.S
- 15 A.S.
- 6 A.O.S.
- 5 A.A.

Source for information in 4 upcoming slides:

<https://system.suny.edu/academic-affairs/acaproplan/general-education/suny-ge/procedural-guidance---section-b/procedural-guidance---section-b-table-1/>



A.A.: Associate in Arts

- 30 Minimum SUNY GE Credits
- 7/10 Embedded or Freestanding (these programs tended to go with freestanding) SUNY GE Knowledge and Skills Areas
 - **DEISJ**
 - Communication: EN 100
 - Mathematics: various MT courses
 - Natural Science: various courses from BI, CH, PH, etc.
- 2 (prior to 2026 update) embedded or freestanding SUNY GE Core Competencies
 - Critical Thinking: EN 100
 - Information Literacy: EN 101/102



A.S.: Associate in Science

- 30 Minimum SUNY GE Credits
- 7/10 Embedded or Freestanding (these programs tended to go with freestanding) SUNY GE Knowledge and Skills Areas
 - **DEISJ**
 - Communication: EN 100
 - Mathematics: various MT courses
 - Natural Science: various courses from BI, CH, PH, etc.
- 2 (prior to 2026 update) embedded or freestanding SUNY GE Core Competencies
 - Critical Thinking: EN 100
 - Information Literacy: EN 101/102



A.O.S.: Associate in Occupational Studies

- 0 Minimum SUNY GE Credits
- 4 Embedded or Freestanding (these programs tended to go with embedded) SUNY GE Knowledge and Skills Areas
 - **DEISJ**
 - Communication
 - Mathematics
 - Natural Science
- 2 (prior to 2026 update) embedded or freestanding SUNY GE Core Competencies
 - Critical Thinking
 - Information Literacy



A.A.S.: Associate in Applied Science

- 20 Minimum SUNY GE Credits
- 4/10 Embedded or Freestanding (these programs tended to go with freestanding) SUNY GE Knowledge and Skills Areas
 - **DEISJ**
 - Communication: EN 100
 - Mathematics: various MT courses
 - Natural Science: various courses from BI, CH, PH, etc.
- 2 (prior to 2026 update) embedded or freestanding SUNY GE Core Competencies
 - Critical Thinking: EN 100
 - Information Literacy: EN 101/102



Three different phases of DEISJ course approvals

Prior to Fall 2023

- Courses are approved based on disciplines willing to collaborate with General Education Committee and/or membership of General Education Committee

In preparation for Fall 2023 compliance

- Courses are approved based on analysis of degree program curriculum maps; courses that already exist and are convenient: low-hanging fruit

Post Fall 2023

- Most comprehensive procedure for review and approval/disapproval of course developed



Post Fall 2023

- DEISJ Course Approval Process
 1. Course is recommended to committee by faculty sponsor
 2. Preliminary course review: either return to faculty sponsor for further clarification or refer course to College Diversity Committee
 3. College Diversity Committee meets; discusses recommended course in detail
 4. College Diversity Committee renders decision, makes recommendation to General Education Committee
 5. General Education Committee meets, votes a final time on recommended course



SUNY Erie Approved DEISJ Courses

AN 102: Cultural Anthropology

AR 121: Urban Environments

CA 205: Interpersonal Communication

CH 116: Chemistry and the Environment

CR 220: Criminal Justice Ethics

EN 215: African American Literature I

EN 216: African American Literature II

EN 235: U.S. Latino Literature

EN 236: Images of Women

EN 276: Foundations of Literary Art

IT 105: Exploring Today's Workforce

MA 112: Medical Law and Ethics

NU 116/117: Health Promotion and Lab

PA 111: Constitutional Law

PY 288: Humanities Capstone; Being Human

SO 100: Intro to Sociology

SS 213: School and Society



Reflections

Questions and comments for our panelists?

Examples of how you are incorporating DEISJ in a variety of curricular areas?



SUNY DEISJ Fellows Webinar Series 2025

Developed by SUNY DEISJ Fellows, these webinars are aimed at supporting faculty in teaching Diversity: Equity, Inclusion, and Social Justice courses in the SUNY General Education Framework and beyond.

- | | |
|-------------|---|
| February 14 | Teaching DEISJ - Constructions of Class Identity and Power |
| February 21 | Teaching DEISJ - Critical Disability Studies and Intersectional Ableism |
| March 7 | Teaching DEISJ - Developing DEISJ Content Across the Curriculum |
| March 28 | Teaching DEISJ - Intersections of AI and DEISJ |

For more information, visit www.suny.edu/DEISJFellows



DEISJ Curriculum Development Certificate

<https://cpd.suny.edu/deisjcert/>



DEISJ Fellows Webpage

www.suny.edu/DEISJFellows

- Sign up for the mailing list
- Request to meet a fellow in office hours
- Join the DEISJ Faculty Network
- Check out DEISJ curricular resources
- Contact us at deisjfellows@suny.edu



For more information visit www.suny.edu/DEISJFellows
or contact us at DEISJFellows@suny.edu