

## **Residential College Model (OW Model) Committee**

1 vacancy for faculty co-chair

**Faculty Senate Chair (*ex-officio*), Jennie D'Ambroise**

## **College Branding, Identity, Marketing, and External Management Committee**

1 vacancy for faculty in the School of Business

**Patrick O'Brien**

(No statement provided.)

## **Covid-19 & Environmental Safety**

3 faculty vacancies

**Renee Markowicz**

My name is Renée Markowicz. I am a Visiting Assistant Professor in the School of Education, as well as our LiveText Coordinator. I teach Elementary Science Methods. I believe I would be a good candidate to serve on the Covid-19 & Environmental Safety Committee because in addition to my positions at the university, I am a licensed veterinarian in the state of New York. This means that I am trained in both epidemiology and infectious diseases. I also have a long and persistent interest in environment activism and sustainability. I have been excited and proud to see the steps SUNY Old Westbury has already made in this direction and would love to continue to see us grow in this field. This committee is the intersection of two of the things I am most passionate about, and I would be happy to put my skills and my interests at your service.

## **Advisory Committee on Campus Safety**

3 faculty vacancies

**Sarah Kaufman**

I am suitable for the Advisory Committee on Campus Safety because I am disabled and climbing up and down stairs are difficult for me. I am interested in the structural aspects of the campus - just how handicapped accessible is it. Then there is the issue of physical safety - in the case of emergencies, is the campus equipped to take care of students with disabilities. I would like to look into the accessibility of the campus by examining if there are enough elevators, handicap bathrooms/stalls, ramps, and even pathways. Having an easily accessible campus is important to the education of students with disabilities.

## **DEI & Social Justice Committee**

## 2 faculty vacancies

### Danielle Lee

(No statement provided.)

### Jessica Curran

My interest and background in DEI/social justice has most directly emerged from the classroom; in particular, the recognition and appreciation of the incredible stories and experiences OW students bring with them into academic spaces. I start with questions. How can we more fully listen and learn from one another? What voices have been historically silenced and how does giving voice itself serve as a form of creative and emergent action? My background as a literary critic and scholar has allowed me to explore, research, and engage in dialogue about different critical theories and pedagogical approaches (in particular, feminist, environmental, postcolonial, historicist, trauma-informed, etc.). As a writer/poet/educator, I am passionate about creating language that heals rather than separates. As one of the co-editors of our First-Year reader, I'm deeply committed to the learning outcomes of the first-year seminar, which, among other points, emphasize the awareness and celebration of intersectional social identity. FY 1000 draws on the humanities to help students see themselves as agents in history, and as valuable members of civic communities capable of forging change and creating a more socially just and sustainable world. Right now, in my role as interim director of the Honors College, I'm listening and learning more about our Honors College, both its history and possibilities. How does the curricular design best serve our students and their diverse interests and backgrounds? What intentional programming might position HC students as campus leaders who embody the values of the OW mission? As bell hooks writes in *Teaching Community*, "Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world." For me, affirmation of difference and claiming identity are essential to creating a truly empathetic, inclusive, and ultimately, transformative academic culture and community.

### Sarah Kaufman

I believe that I am suitable to serve as a committee member for the DEI & Social Justice Committee because I am a disabled woman. My experiences at SUNY Old Westbury as both an alumna and now as a faculty member have allowed me to recognize and appreciate the opportunities that were given to me because of the school's commitment to diversity and inclusion. The disabled person shares much in common with those who are "different" in other ways - skin color, gender, beliefs. I want to continue to support the many efforts of SUNY Old Westbury in this commitment. While doing so, I also would like to contribute new ideas, based upon my experiences, that could improve the collegial environment for disabled people such as myself as well as for the dramatic increase in the number of such students attending SUNY Old Westbury. As both a student and educator I would like to suggest some

additions to the curriculum and ideas for creative activity as well as addressing critical issues that are happening on campus or in society.

### **Jasmine Mitchell**

- **Research on Diversity, Equity, and Inclusion and Social Justice:** My research focuses on race, gender, and national identity as represented in mass media in the U.S. and Brazil. I am the author of a book and I have published in several academic journals on the topics of diversity, equity, and inclusion. These experiences have allowed me to effectively communicate with various groups and understand global multicultural issues.
- **Experience with Diversity Equity and Inclusion:** Besides research, I am committed to initiatives that deal with diversity, equity, and inclusion. At the college level, I have also served on the Diversity and Inclusion Council from 2017-2019 by working to improve the collegial, scholarly, and community environment. I have a strong record of volunteering with a focus on diversity, equity, and inclusion. I currently serve on the Associate Board and Alumni Council of Oliver Scholars, a non-profit organization that prepares high-achieving Black and Latino students from New York City communities for success and leadership at independent schools. I also serve on the Alumni Council of De La Salle Academy, a New York City middle school that provides children of diverse and economically disadvantage backgrounds with transformative education. . In addition, I am proud of doing recruiting and retention efforts with an emphasis on diversity, equity, and inclusion with the PRODIG committee at SUNY Old Westbury.
- **Commitment to Learn about Current Trends on Diversity, Equity, and Inclusion:** My commitment to stay current with relevant new trends and initiatives related to diversity, equity, and inclusion can be an asset to the DEI committee. I am a member of several professional associations and attend professional development events to learn about new ways we can advance DEI at the university.