CAPTION FILE

Diversity, Equity, Inclusion and
Accessibility Campus Forum II

November 1, 2022

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　　>> Mary Grace Almandrez: We'll go
ahead and get started in the interest of
time. I will first begin with a brief
introduction. [indiscernible] My name
is Mary Grace Almandrez. We are both
co-chairing the DEIA working group.
This is the last community forum in a
series of 14, and we're so happy that
you're here and ready to engage in some
good conversation.
　　I acknowledge with respect the
Onondaga Nation, firekeepers of the
Haudenosaunee, the Indigenous people on
whose ancestral lands Syracuse
University now stands.

As I mentioned a moment ago, this is our last of our 14 community forums --

>> -- just so --

>> Mary Grace Almandrez: I just -- for those of you who may have their mics on, I'll ask you to please mute at this time. Thank you.

This is our last of our 14 forums. This is our second forum. And we have been supported by a fabulous team including those on our leadership who are overseeing the academic strategic planning process as well as those who are supporting us including Sarah, Jerry, Christina, Diane, and Sally, the captioning.

In our first forum Dr. Haddix and I had the opportunity to share what data we were working with in the working group, as well as documents, including our DEIA draft strategic plan and feedback from our campus climate survey. We also provided some insight on the current landscape of DEIA. We were mindful of both survey fatigue at that time, we did not want to do another survey on behalf

of our working group, and we're also
mindful that some of you, especially
those who -- of you have would be engaged
throughout this process there may also be
campus forum fatigue or conversation
fatigue.   So we want to acknowledge that
exists and we encourage you to
participate in any way that is meaningful
for you.   We do want to remind you that
there is still available via the
anonymous feedback form on the academic
strategic planning website.   We've
received several inquiries and feedback
in response to those who proceeded their
contact information.   So know that there
are still different ways in which you can
communicate your ideas and your feedback
with all of us.   Within the DEIA working
group, the cross-cutting group, we've
been meeting the last few week throughout
the month of October and we have one more
meeting coming up and within those
meetings we've had the opportunity to
read the reports that were submitted by
the three pillar groups, and as a reminder
those are educational [indiscernible]

and student success, research and public
impact. So within our working groups we
had the opportunity to review each of
those pillar reports and to discuss our
recommendations on these, and we can be
intentional and thoughtful and strategic
around integrating DEIA specifically
within those three pillars. So for our
time together Dr. Haddix and I are going
to alternate, we will share selected
bullet points from the discussions that
we've had thus far. Want to make sure
that we also have about ten minutes for
each -- for discussion after we present
some of those bullet points for you all
to add feedback and then at the end answer
any general questions or engage in
continued conversation.

     Dr. Haddix, is there anything you'd
like to add before I go into some of the
summary of our first pillar?

     >> Marcelle Haddix: No. I think
that will do it. Just to emphasize that
we recognize that the pillar reports are
preliminary and they certainly are in
draft form and have not been distributed

for the broader public. We've used some
guiding questions to help us go through
each report and to think about the kind
of feedback -- generative feedback that
we want to submit back to the pillar
groups as they return to their reports in
a few weeks. But, yeah, I hope that this
morning we can continue to just gather
important information and help us
strengthen the feedback that we're able
to give to the pillar groups. So thank
you.

     >> Mary Grace Almandrez: Thank you,
Dr. Haddix. And also just to give you
all a sense of our timeline, I had
mentioned a few minutes ago that we have
our last meeting coming up next week. At
the conclusion of that, we will be
submitting a report to the academic
strategic planning leadership team and
the pillar groups writ large at the end
of the month. So just to give you some
sense of the timing in terms of our
working group.

     So I want to begin with some initial
conversation that our working group has

had along educational excellence and
student success. And in
particular -- [indiscernible] -- looki
ng at what the pillar presented to us and
offer some ideas on ways that we can
strengthen that part of the pillar. In
terms of Educational Excellence and
Student Success, there were a few themes
that continued to emerge within our small
group discussion and within the larger
working group. And here are a few of
them, this is by no means exhaustive or
comprehensive, but just to give you a
sense of some of the issues that happened
during our conversation. And I suspect
none of this will be a surprise to any of
you, it was not a surprise to me
certainly, one of the issues that
continued to pop up as an emerging theme
was making sure that as we engage in
[indiscernible] around Educational
Excellence and Student Success that we
continue to be committed to transparent
communication and in accountability
structures. In a lot of conversation
that we had actually revolved around

making sure we had tools such as dashboards. So many of you may recall, for example, that when we published campus commitments, there were web pages specifically talking about the progress to date is which initiatives were completed. And so there's a great desire particularly with the large working group that we be mindful about that transparent communication and provide avenues for people to engage in progress to date.

Another concern that has arisen is that as we move forward with this academic strategic plan, the community wants to be mindful of tangible results. They want to see changes that have been made in the curriculum, changes that have been made particularly around professional development that continues to be a theme particularly for our faculty as we invite and challenge them to think about how to expand their curricular and pedagogical methods.

In addition, there were some conversations around FYS. We continue to look at FYS as a means to discuss DEIA

explicitly, but we know that's not the
only opportunity for students to engage.
And we also are mindful of the ways in
which we prepare our instructors to teach
FYS. So how do we think both within and
beyond FYS as a means to inculcate our
DEIA values, particularly with students.

    And then the last issue I'll bring up
as a recurring theme and I'll also open
it up to those of us in the working group
is being mindful about identifying the
structural barriers to student success
and structural barriers to educational
excellence. So again in the spirit of
transparent communication, along
professional development, how are we
being mindful about the structures and
systems at play that prevent us to really
fully actualize our DEIA strategic plans.
I want to make sure for those of us in the
working group if there are any other
salient themes that we want to impress
upon our group today, I want to invite any
of you to share and then we will open up
for brief discussion.

    >> Diane: I think you've done a good

job summarizing. I can't think of
anything you've left out right now.

     >> Mary Grace Almandrez: Thank you,
Diane.   So at this time, we want to invite
all of you to share what are your thoughts
around those emerging themes, what are we
missing, we'll spend about ten minutes
doing that, and then I'll turn it over to
Dr. Haddix to go other our second pillar.
I guess we got it all right.   No,
certainly open to exchanging feedback.
Yes, Christina, please.

     >> Christina: Good morning.
Something that I've been thinking about
in terms of professional development
because this is something that I've
noticed working with faculty, you know,
I work in CDR presently right now, but
trying -- I think maybe approaching it in
a way that doesn't -- it doesn't feel like
it's coming from a place of compliance,
that I think that people hear the word
professional development or training or
workshop and they either cringe or
they're very excited.   And there's two
opposite ends of the spectrum.   But I

don't know if there's a way that, you know, I tend to think creatively sometimes, but I know there needs to be more -- some practicality to that as well and making sure aligning with the strategic plan, but maybe -- I guess I'm thinking out loud here of what could we do to try to not force faculty and staff to participate in professional development and helping them take a sense of ownership to it even, you know, that that whatever we're presenting matters -- [indiscernible] -- it's not something that's specialized just for a particular group, I think that's often the case too with a lot of DEIA trainings is I'm not a part of this population, why does it matter to me, this is more of just a us versus then, but it can be a both and. So those are just some special thoughts I've had.

>> Mary Grace Almandrez: I actually invite others to chime in. A lot of what we've been hearing, particularly when it was connecting FYS and professional development is we're asking students to

do it, why haven't we charged faculty to do it, right? And we know that in the past there have been some opportunities for both online and in-person professional development opportunities and what we're hearing from students is why isn't this mandatory? So we're hearing this word mandatory, and Christina, to your point, there's also research though that shows that those mandatory trainings if they're not done well can actually cause more damage. So we would love to hear from the community what are your thoughts around that?

Hi, Suzette.

>> Suzette: Hi. Good morning, everybody. I just wanted to chime in with I would really like to see -- well, first of all, let me just acknowledge what Christina just said in terms of I don't even bother calling it a training anymore because that seems to really distance more people than it tends to attract for whatever reason I think we get often caught up with semantics but at any rate, so I call it professional development,

continuing professional development,
which I think we should all be engaged in.
So that's -- that seems to work better on
a number of different front. But I also
have been saying that I would really like
to see some way that this can be
incentivized as part of performance
evaluation for all faculty and staff. We
here at the Law School have also heard,
you know, that students do it, you know,
we would really like to see our faculty
do more of this. Last year we really
focused on our staff doing it, which is
great, but just making it a priority
across the board and implementing this as
part of our value proposition, if you
will, has got to be part of our business
plan. And also as I think about given
that it's been keeping me up at night, you
know, the current threat -- threats,
plural, to thing like affirmative action
in the Supreme Court right now, you know,
the future looks very tenuous. I think
we need to keep making the case that this
is a value-added proposition, it's part
of our business plan. So, you know, I

would certainly advocate that there
should be some incentivizing for faculty
in ways that -- and I think there are ways
that that can be done that it's not going
to be so -- seem so averse, if you will.
So we'd love to engage in that
conversation moving forward.

>> Mary Grace Almandrez: Thank you,
Suzette. Diane?

>> Diane Crawford: Yeah, I would
also piggyback off of Suzette's comments
that what I've seen work is a curriculum
of professional development that's
designed based on the level. So for
faculty there would be specific
curriculum design that would be helpful
for them in the classrooms and course
design. And for staff it would be
around -- if you're a director or
supervisor, specific course curriculum
around that. And then also tying it back
to performance, just like anything else.
If you are in a specific level or an
individual contributor, you're required
to complete said curriculum throughout a
period of time, throughout the year, and

it's based, you know, it's a part of how
you're evaluated on your performance.
I've seen that work. When people are
incentivized by their performance
review, they're more inclined to make
sure that they execute on what they need
to do to achieve an -- a decent
performance review. And then it's sort
of held against you as to why you haven't
taken it, you know, that you recommend
that would be a development step for you
if you haven't. And so I think if you tie
it into
performance -- [indiscernible] -- lega
lly required anti-harassment and sexual
harass -- I mean, those courses are
required, and everybody must take them
because that's important and it's legally
required. We need to take the same
approach for professional development
around DEIA across the board. And then
make it a part of the performance.

>> Mary Grace Almandrez: Thank you,
Diane. Christopher?

>> Christopher: Hi, everybody.
Mary Grace has heard me say this once or

twice. I think in addition to these
intro development of trainings we could
add some -- or incentivize this idea by
creating a list of conferences that focus
on DEIA strategies or approaches. I go
regularly to NCORE, but there are numbers
of excellent conferences with fabulous
speakers who -- and the incentive might
be attend and/or present and we'll help
fund it, you know? And this could be for
faculty and staff to engage with some of
these conferences. I know that as a
presenter I learn a lot more than just as
an attendee. So I think it's also good
to encourage staff and faculty to present
at these conferences and represent
Syracuse and our movement towards more
equity and access and inclusion.

        >> Mary Grace Almandrez: Thank you,
Christopher. Diane? Diane, you're still
muted.

        >> Diane Lyden Murphy: Thank you,
and I'm sorry about that. Diane, I
wanted to talk about what our previous
Diane said in regard to faculty and staff
development. I love this idea because

one of the issues is I'm trying to see it as a normative model that keeps the faculty understanding that this is continued education -- which is like continued ed. I know that many of the professions, certainly in the mental health field, you have to have continuing ed qualifiers to maintain licensing. I think the same thing is in the healthcare professions also. So if we compile it that way, Diane, that was a great idea, and we put that structure into the University, it has to be built into the structure because I can give all sorts of diversity training in my college as a Dean and then all the people that should be coming are not coming, and then the people who want to continue to educate themselves are all there. And then it becomes the endless, you know, chasing after the people who never participate, who don't think they need to know, who think they know everything and are probably the biggest offenders, you know, microaggressions and et cetera, et cetera, you know the problem, so I

don't need to go into that. So how do we
get it more universalized? And so it's
understood that it is part of, just as
people have been iterating, you do it
through conferences but you in fact check
that box annually that, you know, we can
continue to do diversity training for
staff and faculty within, but we also then
watch it outside and we really, really
monitor it into performance. That has
never been done. We don't have the box
that we check. We run around, and
believe me, I've been on this sexual
solutio chair since God knows, when the
beginning of time, but to get people to
do that is like chasing mice or something.
And, you know, the same resistors are
always the last one to do it, and you've
got a whole staff chasing after people who
finally wear themselves out last minute
overtime, overtime, overtime and they do
the damn thing. So we need to get it out
of that category and into this this is a
professional lifestyle. This is what we
do as faculty. I think the continuing ed
faculty development model that is then

pulled into the University and we see it
that way and it's checked and it's
monitored, I mean, I don't monitor that.
I do kind of globally, but as Dean I don't
have anyway I'm looking at everybody kind
of know it, but I really don't know it,
and I know my faculty deeply, I've been
with them for 18 years, but a lot of new
Deans wouldn't know that. And then those
are the very people that you're getting
compliance from the students about. My
suggestion. Just building on other
people's very good ideas.

    >> Mary Grace Almandrez: Thank you,
Diane. That's what these conversations
are meant to do is to be generative. I
want to make
sure -- [indiscernible] -- opportunity
now to share some of the discussion items
that have come up in our second pillar and
then engage in our discussion thank you.

    >> Marcelle Haddix: And I think it
will continue to be an extension of some
of the discussion that has already taken
place. And for those of you that may be
joining us part way through the

discussion, as a reminder, what Mary
Grace and I are hoping to facilitate here
is reporting back to you along with other
members of our working group some of the
themes that have come up in our discussion
of the three pillars. So we were just
engaged in a conversation around
Educational Excellence and Student
Success. And I'd like to transition us
now to a discussion of the Research and
Creative Excellence pillar. And in our
working group there have been four kind
of questions that we've used as an anchor
to help us think about the kind of
feedback that we want to give back to the
pillars related to how they can
strengthen or better integrate DEIA
within their pillar recommendation. So
we've been thinking about questions of
how effectively is DEIA integrated into
their roadmap, what are some obvious
strategies for doing so, and also on the
lever of accountability, what's the
shared responsibility that we have.

    So some of the themes that came up in
our discussion and review of the Research

and Creative Excellence pillar, first I
want to start with the point around
collaboration. That was very important
and collaboration in the sense of how do
we work across boundaries, so the notion
of -- the way that we're organized and the
way that we function or work can be very
siloed. So what are the mechanisms for
encouraging more collaboration which
would then produce more of a diversity of
participation, diversity of thought,
diversity of methodology and theory,
diversity in terms of who's
participating, who feels included and
involved. So how do we cross boundaries.
How do we encourage more
interdisciplinarity in our work. Also
the theme around related to that then in
terms of structures thinking about
facilities and actual material things.
How funding is allocated. That was a big
thing that we see throughout. And that's
an area where we think we can strengthen
the recommendations to really think
about, you know, how we physically locate
ourselves in terms of working together,

what kinds of facilities are available.
There was also a discussion around staff
and the importance of staff in the work
that we do relative to the research
enterprise. How we support staff in
doing that work. There also was an
emphasis on the student -- student
research. So and this connects back to
some of the conversations that we've
already been having in terms of ways that
we continue to provide opportunities for
a diverse population of students to have
engagement with faculty and others around
research and creative activity. This
lends itself to how it connects to
teaching and curriculum but also to
mentoring and then again back to funding,
you know, how do we provide funding
support.

There also was a lot of emphasis
within our discussions around hiring,
retention of faculty, a diverse faculty
population. So inherent in that was
discussion around climate. So, you
know, thinking about how we not only
recruit but what are the mechanisms that

we have in place to retain individuals.
What are some of the programs and
processes that we have in place to do so.

There also is the theme around public
impact and specifically there was some
discussion around race-based and
locally, community-based research as
being kind of a distinction that we have
here. So how to leverage that. But also
just a connection to the third pillar,
which we'll get to, but public impact.
What is the public and global impact, the
societal impact of our research and how
do we -- the thing being that DEIA is
inherent in that in some ways, but how do
we again be more explicit about the
connection.

And lastly, before I open it up, that
question around shared responsibility
but accountability. So some of the
discussion that we've already been
having. So if we have these strategies,
these objectives in place, how do we hold
ourselves accountable to this
work -- [indiscernible] -- to measure
the kind of impact we want to have

relative to our research and creative
activities. So those are some of the
main themes that we noted as we have been
reviewing the pillar report. And these
are some of the areas that we want to make
recommendations around how to strengthen
integration of DEIA. So I'd like to open
it up now for others of the working group
if there are other themes that you feel
we should highlight as well, please chime
in and then certainly I would like to open
it to all of you here any of your thoughts
around ways that we can continue to
strengthen Research and Creative
Excellence and deepen our commitments to
DEIA and realize those commitments.

     >> Mary Grace Almandrez: Marcelle,
I'll add an additional sort of extension
that there was also some conversation
around marginalized scholarship,
scholars who come from marginalized
identities and also scholarship about
marginalization.

     >> Marcelle Haddix: Thank you.
Diane, I see your hand. Diane, you want
to unmute.

>> Diane: Sorry, sorry, I should leave the damn thing open. Anyway, out of my small working group we worked on the research, and one of the participants, great scholars themselves, talked about the scholarship work being done in the college of -- well, in biology and science and STEM sciences. But one of the things that came -- that -- it illuminates the issue of curriculum, starting with curriculum. Whatever you want to call it, I know it's a very trigger word to say decolonize, but in fact what does the curriculum, is it imbued in the early stages where students can see the relevancy in their lives? They will see it in the classroom. Pedagogy picks it up. And the teachers in fact are doing this stuff, they will see it. And I think more than almost any other thing that is the root for them to realize that we are deeply committed to this. And that is -- has not yet been done. That has not been done. It's here, there, and everywhere, smathering. So that's going to take a giant task for -- it's a

structural one that in fact we are all
accounting to as we do program review for
curriculum development. And it's there,
it's on there, but do we -- have we looked
at what is that we haven't changed. I
think if there's anything that will
indicate to students that we're very,
very mindful of this, this is one of the
areas.

>> Marcelle Haddix: Uh-huh,
uh-huh. I see the other Diane has her
hand up.

>> Diane: Yes.

>> Diane Crawford: In thinking
about this again, I always go back to what
gets measured gets done. And so, you
know when we look at the tenure process,
does the tenure process include has your
scholarship actually explored, you know,
the issues of diversity, equity,
marginalized groups. I mean, if you
include those types of criteria in tenure
process, promotions, you know, and
advocate for student research,
scholarship research in these
categories, you know, the Chancellor's

citation annually, you know, having that
a deeper part of, you know, if you've done
scholarship, has your scholarship, you
know, touched on these types of topics.
So as Diane Murphy mentioned, it needs to
be a part of the structure of these
things. And so these are the things you
want more collaboration on, you need to
tie it to how people are accountable.
Tenure process, performance process,
citation, Chancellor's citations,
rewarding and acknowledging, you know,
those are the thing that we like to see
more of and be more involved in.

    >> Marcelle Haddix: Absolutely.
Thank you. And I should have said too,
I see a few people putting things in the
chat. Feel free to also add comments and
thoughts to the chat as well. But, yes,
how we link our commitment to DEIA to
those accountability measures. Very
important. Yes, Lynn, I see your hand
up.

    >> Lynn: Hi, thanks. I'm Lynn
Brann, [indiscernible] -- exercise
science in Falk. And my question I think

revolves around the point that you made,
Marcelle, around faculty retention. And
so I'm curious if part of the conversation
included aspects of research
productivity being hindered because of
service or people of color or women, and
I think that has to be part of the
conversation and something that I've seen
and worry about, so I'm just curious if
that was --

     >> Marcelle Haddix: Yeah, Lynn,
thank you for highlighting that. It has
been a part of the discussion. And I
think one way we can strengthen the
recommendations is to be more explicit
around that very point. Even just
looking at who's in -- who's in positions
like department chair or who's in
positions, you know, I've been noting,
you know, we had this discussion I feel
like in one of our working groups around
who are the diversity leads in all of the
schools and colleges. And across every
school and college that person, whatever
that position is, it's a woman. And it's
mostly women of color. So when we think

of certain kinds of leadership and/or
service roles that can have an impact on
a person's productivity, having -- being
very explicit around that, taking an
inventory of that, and seeing what
systems or processes we can put in place
to create more balance across that you
think is really key. When we look at who
are in department chair roles and at what
rank a lot of the individuals are across
schools and colleges, that's an issue
that we have to call out and then think
about are there processes, policies,
practices that we can put in place to
begin to change that culture.

    Elisa.

    >> Elisa. Good morning. I'm going
lower my hand so I'm not looking at it.
I appreciate this opportunity to have
conversations and to discuss. I do want
to say that some of the conversations we
are having here about scholarship and
creative work was central to the Research
and Creative Excellence working group.
And it has not left the discourse of the
narrative and the central focus of what

we do, particularly how, you know, those
research productivity aligns with
tenure/promotion criteria. And I do
want to say here that in my -- I am duly
appointed with the School of Education
and VPA, and I am actually know more about
the [indiscernible] processing in the
School of Education because I have been
a member of the P and T committee, but one
of the things that we really took -- I
think it took some courage and brave
mostly led by the free faculty, which are
faculty of color who really have
basically outlined some principles that
we needed to kind of like go by, and but,
you know, really adopting a long where we
are revising the promotion and tenure
guidelines to include language that is
antiracist and antirepressive. And then
what counts is different in the way that
we approach this really could change how
we not only recruit faculty of color but
how we celebrate them and how we help
disseminate the work and elevate what
they do as important work. Because I
think that's a big disconnect. We want

diverse faculty, but we really don't want
their scholarship. We want them to
conform to our, you know, westernized,
Eurocentric model, and even in
[indiscernible] staff has already kind of
figured out they needed to change their
parameters to be more inclusive. So I
think it's not only welcoming faculty,
finding incentives, helping the service,
acknowledging the work that faculty of
color do, their lines of research, and
also going back to Diane's -- there are
several Diane's here -- my project is on
the decolonization [indiscernible] with
student agency. I think we need to bring
students' voice, I think that student
agency is an important part of it and I
also think it will be really hard for us
to go into that direction of changing what
we teach to include and expand, you know,
many multiple traditions without having
the faculty who can teach those courses.
Right? So it will continue to be a
Eurocentric approach, okay, now, we talk
about people of color, but it is usually
still in the

colonized -- [indiscernible] -- also the way we teach. Right? Our pedagogy, there's a big, big movement now on voice equity and how we teach in a way that it is mostly Eurocentric. The lecture model, it is not an Indigenous model, it is not an afro centric way to engage with learning. We are linear, some cultures are circular. So not only looking at what we teach but how we teach and how all of that really expands the way that we welcome people on our campus and we celebrate that. And just to finalize, I think the other part of it, I think there is like -- how can I say this nicely? There is a burden that it is so heavy for those of us, women, women of color, people of color, LGBTQ, it is a burden to always have to bring this to the forefront. So Diane, I empathize what you said, how can we really leverage this, that I'm not the only one in a committee bringing out diversity hats inspects in a meeting, for example. So I'm looking forward to the time that I am actually not the person talking about it. Or calling out some

stuff in there.   But I'm not exactly sure
because sometimes I do think that some of
the more embracing faculty when we look
at them or chairs and directors that are
really open to diversity are some of the
people are putting these barriers that it
is really hard to overcome.   So I think
part of the conversation not only the
service burden but how we navigate
through these environments and, you know,
how hard it is to have to always bring
these aspects to the forefront.   So how
can we have more people talking about it?
How can we have more people always
thinking about these issues instead of a
small group that are already carrying
this heavy load.

   >> Marcelle Haddix: Thank you so
much, Elisa, some of what you just said
ties back to some of the earlier points
around ongoing and I don't know what we
call it, but teaching and development and
really individuals that have to set for
themselves an intention, a motivation to
want to do this work and then making sure
that we have the necessary systems and

opportunities in place to support them to
be the one -- so it isn't constantly the
burden on the select few. And I don't
think you have to be nice about how you
say it. So thank you for saying it.
Suzette, I seat your see your hand up.

>> Suzette: Hi, I want to pick up
right where Elisa left off because I
cannot agree more in terms of the burden,
you know, whatever you want to call it,
and I think that as we keep talking about
this, it just seems imperative to me to
raise our students. We absolutely
should be doing this while listening to
our students and making sure their voices
are being heard. But I think we also have
to emphasize that this is not their
obligation. You know. And as much as we
feel burdened, whether it's from a
perspective of being a member of a
marginalized identity or whatever the
case may be, I think it's even more the
case that students feel that burden.
They're here to get a degree, and I think
that a lot of times what I see happen
across this campus is that we go to the

students to actually be part of the labor
and, you know, that's -- I'll just speak
plainly, it's wrong. We need -- we want
them to collaborate with us, that's fine,
and hear their voices, but we also have
to realize that they are here to get a
degree. And it's not fair for us to put
this burden on top of their shoulders.
And then when they're not -- you know,
achieving at the top of their class, we
wonder why, right, and it perpetuates,
you know, the same vicious cycle. So we
also have to acknowledge that this is our
work as the employees of this institution
and we have to figure out a way that we
let our students know that their voices
are being heard and that they can even
collaborate with us, absolutely. I love
working with students. But it is not
their obligation, it is not their
responsibility, and sometimes I worry
about the amount of work that they're
putting in versus the work that they
should be doing to achieve what they came
here for.

         >> Marcelle Haddix: Uh-huh. Well,

I think too, you reminded me of Nikole
Hannah-Jones, her answer to that question
on Friday, for those of you who were at
her talk, but she talked about the mental
investment that our students should not
have to give, the mental investment
around doing this work. And the toll
that it takes and the impact that it takes
on their trajectory.

    Thoughts? Before we transition,
open it up.

    We should say too, the pillar
reports -- and I know there are some
members from some of the pillar groups are
on this call now as well, and each report
reflected immense amount of work,
thought, energy, really exhaustive
reports. And so there was a lot for to
us discuss and review. And I think
being -- having to drill down to some very
pointed feedback and recommendations to
give back is certainly going to be a
challenge. So these discussions are
very helpful.

    All right. So the third pillar
group that we actually haven't started

our formal discussion in the working group is the public impact group. And as you can imagine, some of the discussion already has been connecting to this report and to just the understanding or thought that by articulating a commitment toward public impact, societal impact, that a -- inherent or implicit in that in some ways is a commitment to diversity, equity, inclusion, and accessibility. But we want to be able to provide the pillar group with very clear recommendations about how they can strengthen their recommendations to show a very clear alignment and integration of DEIA. So we haven't started that work, we have a meeting next week to do so, but we wanted to open up this -- the last part of our discussion today to just think about how people are thinking about DEIA as it relates to public impact. And you just to hear from the community here, what are your thoughts about how DEIA is integrated or connected to an ethos of public impact, or public engagement, community engagement. Marie?

>> Marie: This is preempting I
think what I plan to mention when we meet
next as a member of this working group,
but I'm struck by the definition of public
on the basis of geography.   And I wonder
if we -- to fully integrate DEIA into the
public impact we have to think about
public more broadly and not just in terms
of geography.   [indiscernible]

>> Marcelle Haddix: Absolutely.
Yes, Jimmy?

>> Jimmy: I have two thoughts.
One, I think -- I know that the last time
we had a virtual engagement a lot of times
we talk about the database or having like
a kind of a central platform.   Yeah.   And
I -- I think it would be a good addition,
but I think that that could almost like
focus too much on quantitative and how do
we actually get more of the qualitative
like how are we truly sharing narratives.
So my thought would be like within public
engagement I don't want us to rest upon
just quantitative, like what are we doing
in terms of the number of impact, but more
or less how we're getting involved within

the community. So I think that with that
I think there needs to be some more
qualitative engagement narratives that
have to be incorporated. And then just
the additional thing is that I am a recent
Syracuse individual, I came in 2019 with
the pandemic, you know, makes it seem a
lot less, but I would say that in terms
of like how are we supporting our new
faculty/staff to get involved in the
community, I had a lot of resiliency in
terms of getting connected with the queer
community here, I know I volunteered at
the queer center, but that took a lot of
effort, working with ECR health, a
tremendous amount. That was something
that I wanted to do, that was cognizant
of something that I really appreciate and
wanted to get involved with here, but how
are we actually getting involved in
helping faculty, staff, graduate
students, new students to get involved
with the community. Because they said
oh, you can maybe participate with ECR
health or the Q center and that that took
a lot of follow-up on my end, which I am

happy to do, but I think there could be
better ways to help with

that -- [indiscernible] --

>> Marcelle Haddix: That's
helpful. Yeah. So in what ways can we
create systems or practices that will
better support faculty, student, staff,
to engage with the broader community.

Diane, I see your hand.

>> Diane: Adding to this and
recognizing Marie's idea, which Scott
Stevens elaborated on in one of our work
groups yesterday, it's not just about
geography, but it also is about
geography. So I go back to the more
understanding of there's very
little -- now, we have Sidney, we have the
lobbyist, we have people doing public
engagement, you we don't really have a
very I would think authentic bridge into
the community. Now, many of our schools
have done for more than 90 years, 104
years in nutrition, in my school, our
schools are in the communities. They're
serving the communities, the schools, the
health areas, et cetera. We know that we

have -- we live in a community that is,
you know, thriving with Micron in a
poverty area. So do our people know and
we understand the community? Do we as a
University give back in a socially
responsible way to the community. How do
we do that? How do we always articulate
that the community we are of it, we are
not above it, up on the Hill, we are of
it, how do we make it better, don't we have
a responsibility it that? I think that
we can infuse that throughout our
curriculum. We do because at our school
there's a whole mission of social
responsibilities, where you live, lift
where you are, understand, and then
understand the extraordinary,
unbelievable history, not we now
acknowledge the Haudenosaunee Iroquois
Confederacy and what that all means, but
nobody -- I mean, lots of people don't
know the depth of what that means, the
beginnings of democracy and the
representation and et cetera that are a
part of our clans and the longhouse.
What about Seneca Falls? I mean, the

Underground Railroad, all of these -- the
oldest peace council in the world.   There
is -- and sanctuary city.   Our students
move and out of here and have never been
40 miles to Seneca Falls, don't
understand, they haven't been, they
don't -- you know, so it seems to be such
first of all a lot of opportunity for our
students.

>> Marcelle Haddix: Yeah.

>> Diane: So that in itself is kind
of like they don't even understand the
richness, the color, the texture of the
history of where they studied. So that
seems to be a ridiculous loss. Not only
do they not understand it, get new faculty
in here. They don't understand it at
all. I mean, I have had neighbors who
tell me there's no Black elite here, that
they will -- they're going to go to Texas,
they're going to go to here and there
where in fact that there's just not enough
of a Black community. So on it goes. So
what does that call for? It calls for a
better bridging and really a much more
signature attempt beyond, you know,

Cydney Johnson's work and et cetera and she's marvelous, but she's one person. Where is the bridge?

>> Marcelle Haddix: Yeah.

>> Diane: Where is the bridge and how is my other thing, because I'm an an urbanist, I live right in the University community, so do all my kids and have come back and raised their own families here. Why does everybody go to the red lining of the Syracuse City Schools that is literally an illegal act in real estate. That they take everybody to the suburbs with a understanding that you had a new faculty come here, wanted to live in the city and was told in the city that she was taken to Clay to see a new development.

>> Marcelle Haddix: No, I agree, Diane. No, let me -- we got two people we want to get in before, but, yeah, absolutely.

>> Diane: I'm with you.

>> Marcelle Haddix: Tere.

>> Tere. Good morning. Hi, everybody. I'm the director of office of cultural engagement for the Hispanic

community and La Casita cultural center,

and thank you for having

this -- including everyone in this kind

of conversation. I am thinking in regard

of to both public impact and DEIA which

are I see as areas that are so tightly

connected that they work -- that

co-curricular units, co-curricular

engagement units

like -- [indiscernible] -- I work with

and some of my partners within the campus

community like CFAC, like Suzette just

mentioning in her comments, Suzette,

thank you, are totally aligned with this

kind of values and promoting these values

have been for many years. And haven't

had the kind of support in term of the

staffing, in terms of the resources that

they need to serve the students.

There's -- from the experience that we've

been having, especially after COVID,

definitely an outpour of students

interested in engaging in this kind of

work in communities beyond the campus and

focusing their research in these areas,

in this work, in this way. And

it's -- these units are totally
unprepared to support. We try to really
support the students as best as we can and
there's a lot of faculty that -- around
campus that does that, but it's a vast
minority of people that are connected
with these initiatives. And to think of
them more strategically as being
connected like we are moving towards now
through Academic Affairs and the work
that we're doing with Marcelle is I think
moving definitely in the right direction
to recognize the work of these units and
make it more palpable and make it for the
service we provide to academic
departments and to these students more
effective.

    But that's I think huge resource that
the University has that just needs to be
roused, developed, provided the kind of
disability that is serves.

    >> Marcelle Haddix: Yeah, thank
you, Tere, for highlighting that, because
I do think and the report shows this, that
there are some programs and
infrastructure and systems that we have

in place, how do we strengthen those and
again leverage those as well. We want to
be mindful of time. Seeing as how this
is our final forum, so again we want to
say thank you to the leadership team for
coordination and bringing us together in
this way. Before we come to a close, I
wanted to just offer an opportunity for
Mary Grace, if you have any concluding or
final thoughts, and other members of the
working group, if there are things -- and
if there are other ideas that you want to
make sure get out, please put them in the
chat, that would be very helpful to us.

    >> Mary Grace Almandrez: I wanted
to let you all know that we've been
mindful about also collecting feedback
from students and so we've been working
with Student Association both to attend
one of their upcoming meetings in the
public forum, but also next Monday,
November 7th, many of us who are either
chairing or working on the working
groups, either pillars or cross-cuts will
be hosting different tables to provide
opportunities for students at the Schine

to give input as well. So that will be
happening next week and we wanted to make
sure you knew of that as well.

>> Marcelle Haddix: All right. So
the information is in the chat. Are
there any closing comments or questions?
I see some of the points in the chat are
around who's holding leadership
positions, some of the observations
around gender and who's -- who
participates, who shows up. And wanting
to just interrogate that a bit more, which
is really important.

>> Mary Grace Almandrez: I also
just want to say thank you. Thank you for
continuing to show up. Thank you for
continuing to hold us accountable and for
being candid in your feedback. We
continue to receive it with very good
intentions and so we just want to thank
you so much for your willingness to engage
in this really important work.

>> Marcelle Haddix: And also, thank
you, Diane, for your comment there about
each school, because just to extend to
what Mary Grace just said, we know also

that over the next several months
your -- for schools and colleges and
other units on campus, that you'll be
engaging in your own strategic planning
processes. So we want to, again, just
underscore thank you for continuing to
show up, engaging, providing important
insights, questions. This is all really
useful -- [indiscernible] -- and
continuing to do the work that it's not
just a finite or one-time thing, but that
it continues to be an ongoing opportunity
for us to engage.

       All right. Well, I thought we were
going to have some final, like, whew, but
you all get two minutes back of your time.
Thank you and I'm sure we will see you all
again soon.

       (10:58 am)

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