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] -- looking 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 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] -- legally 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 --

>> Marcellle 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 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 us to 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 preemptioning 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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This is being provided in a rough-draft format. Open Captioning is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings.