One of the responsibilities of today’s educators is to prepare students to become more engaged and ready for the kind of cross-cultural engagements necessary to effectively function in the 21st Century, according to a 2005 study published in the “Journal of College Student Development.”

According to the article, involved students, particularly involvement in co-curricular experiences and community service activities, perform better in the classroom. In particular, involvement in community-service activities positively impact the student’s racial understanding and the ability to relate to people of different races/ethnicities or cultures, the authors conclude.

This 2005 study, authored by Ximena Zuniga, Elizabeth A. Williams and Joseph B. Berger, goes on to say that “participation in co-curricular, diversity-related events, and community service activities had a positive effect on social action engagement whereas participation in intensive dialogue activities had a positive effect on compatibility of difference.”

Using this and the research done by George Kuh and his colleagues in Student Success in College, UAlbany has developed myriad ways for students to get engaged and involved. Many of these quick and easy efforts can be found by visiting the Spirit Friday table in the
UALBANY WELCOMES NEW TITLE IX COORDINATOR

Chantelle Cleary, JD, an expert in the field of sexual violence prevention efforts, has joined UAlbany as its Title IX Coordinator. A graduate of the Albany Law School, Cleary is an experienced prosecutor and attorney in the Albany County District Attorney’s Office, specializing in cases of sexual and domestic violence.

Cleary has also been selected as an educational instructor for the National Center for Campus Public Safety’s Trauma-Informed Sexual Assault Investigation and Adjudication Educational Program. In this role, Cleary will be responsible for providing trauma-informed curriculum to campus officials at institutions of higher learning.

Cleary specializes in Title IX of the Education Amendments of 1972, a comprehensive federal law that protects people from discrimination based on sex in education programs or activities which receive federal financial assistance. Colleges must promptly respond to complaints of sexual harassment and sexual violence in a way that limits its effects and prevents it recurrence. In this capacity, she is responsible for ensuring the proper application of Title IX.

“Chantelle’s extensive training and experience in the best practices of sexual assault investigation are central to UAlbany’s national leadership in the area of sexual assault investigation,” said UAlbany President Robert Jones.

UAlbany is committed to providing options, support, and assistance to members of the community affected by sexual assault, sexual harassment, intimate partner violence and stalking regardless of whether the crime or violation occurred on campus, off campus, or while studying abroad.

The Title IX Office has listed several resources for:
Support, advocacy, and accommodations:
- The Advocacy Center for Sexual Violence 518-442-CARE
- The University Counseling Center: 518-442-5800
- Student Conduct Advocates (accused/responding students only): 518-442-5501

Confidential or anonymous disclosure of a crime or violation:
- The Advocacy Center for Sexual Violence 518-442-CARE
- The University Counseling Center: 518-442-5800
- Albany County Crime Victims and Sexual Violence Center 24-Hour Hotline: 518-447-7716

Reporting a crime or violation:
- The Title IX Coordinator: 518-956-8168
- University Police: 911 or 518-442-3130
- Albany County Family or Civil Court: 518-285-8600

Individuals with questions, concerns or complaints related to Title IX may contact:

Chantelle Cleary, J.D.
Title IX Coordinator,
Office of the President
University Hall, 104
1400 Washington Ave.
Albany, NY 12222
Phone: 518-956-8168
Email: ccleary2@albany.edu
Q: What is Title IX?
A: Title IX is a federal law that prohibits discrimination based upon a person’s sex at educational institutions that receive federal funding. Since UAlbany receives federal funding, the University is obligated to comply with Title IX by promptly responding to all known instances of sex discrimination in order to stop the discrimination from occurring, to prevent its recurrence, and to remedy the effects of the discrimination on the entire campus community.

Q: Where can a person disclose confidentially?
A: On campus, confidential disclosures by students can be made to the Advocacy Center for Sexual Violence, Counseling and Psychological Services, Student Health Services, or the Interfaith Center. Confidential disclosures by employees can be made to an EAP counselor. Albany County Crime Victims and Sexual Violence Center is an excellent off campus confidential resource.

Q: Where can I go if I have questions about how I can better support students?
A: The advocates at the Advocacy Center for Sexual Violence are happy to assist you in assisting our students. You can also contact the Title IX Coordinator at 518-956-8168.

Q: Where and where do the protections afforded by Title IX apply?
A: Title IX applies whenever sex discrimination, including sexual violence, affects a member of the University at Albany community or is perpetrated by a member of the UAlbany community, irrespective of where the discrimination or violence occurs. For example, if a UAlbany student experiences sexual violence at an off-campus location, the University is obligated to initiate a response aimed at ensuring that the victim receives support and information about their options for reporting.

Q: What is the most important thing for the UAlbany community to know about how the University will respond to sexual violence?
A: UAlbany will provide support to our students, faculty, staff, and guests in the aftermath of victimization. The University will also provide victims with information to allow them to make informed decisions about their right to report their experience to police to initiate a criminal investigation, to report to the University to initiate an administrative investigation, or to both. Victims also have the right to choose not to report the violence, and irrespective of their reporting decisions, they will still receive support. When learning that sexual violence has occurred, UAlbany’s response will be prompt, fair, and impartial.

Q: What constitutes sex discrimination?
A: Sex discrimination can include inequity in salary or institutional programs, discrimination based upon pregnancy, improper sex-based hiring practices, etc. Sexual violence, which includes sexual harassment, sexual assault, intimate partner violence, and stalking, is a form of sex discrimination. Thus, when the University knows or reasonably should know that a member of the University community has experienced or perpetrated sexual violence in any of its forms, the University must promptly respond.

Q: What is Title IX?
A: Title IX applies whenever sex discrimination, including sexual violence, affects a member of the University at Albany community or is perpetrated by a member of the UAlbany community, irrespective of where the discrimination or violence occurs. For example, if a UAlbany student experiences sexual violence at an off-campus location, the University is obligated to initiate a response aimed at ensuring that the victim receives support and information about their options for reporting.

Q: What is the most important thing for the UAlbany community to know about how the University will respond to sexual violence?
A: UAlbany will provide support to our students, faculty, staff, and guests in the aftermath of victimization. The University will also provide victims with information to allow them to make informed decisions about their right to report their experience to police to initiate a criminal investigation, to report to the University to initiate an administrative investigation, or to both. Victims also have the right to choose not to report the violence, and irrespective of their reporting decisions, they will still receive support. When learning that sexual violence has occurred, UAlbany’s response will be prompt, fair, and impartial.

Q: Where can I go if I have questions about my obligations as an employee?
A: The Title IX Coordinator is available to answer questions about your obligations as an employee receiving information about sexual violence.
Campus Center, attending an athletic event, or joining a student group.

One of the easiest ways to get involved on campus is by becoming an Involved Dane through Pathways to Success. Pathways is designed to help students create an overall plan for involvement that will strengthen their ability to succeed. Through their participation in the Pathways to Success program, students will meet other students, feel more connected to the University, and populate their co-curricular Involvement Record. Participation in the Pathways to Success program begins by becoming an Involved Dane. Students complete the following Six Involvement Markers, which introduces them to the quickest ways to get involved on campus.

1. Attend orientation
2. Attend UAlbany’s opening convocation ceremony
3. Attend an academic event
4. Attend an S.A. or campus programming board sponsored event
5. Attend an athletic event
6. And learn more about a student organization

After becoming an Involved Dane, students can work towards completing Involvement Markers to become an Academic Dane, Athletic Dane, Civic Dane, Intercultural Dane, Purple and Gold Dane, or Wellness Dane. Students can choose to become one Dane or ALL six Danes.

To learn more about events on campus, students can visit the UAlbany GO website, the place for the UAlbany community to “GO” for anything and everything on campus. The website includes times, dates and locations for tons of exciting events every day. UAlbany GO is the one-stop shop to becoming a great, Great Dane.

---

**Minor (From Page 1)**

feel safe and comfortable to share and not fear judgment or retaliation. Looking different, having a different opinion, or coming from a different place and speaking a different language, or having different values and ways of living should be respected and valued and not used to divide.

Second, we have a responsibility to ensure that students are developed and prepared to become global citizens. We must assist, interpret, inform, discuss, mentor, support and guide students through this process. We must play a critical role to ensure that students are actively and critically engaged with the world around them.

As a public, state-supported institution, UAlbany strives for academic excellence and access for students, regardless of their backgrounds and socio-economic conditions. The University has made a concerted effort to create an inclusive, multicultural environment where students, faculty and staff can flourish. The University has provided a number of opportunities for engagement and dialogue through programs, including the President’s Critical Conversations, Diversity Transformation Award Series, Dialogue in Action Events, Dialogue for Change, special events and other campus programming. I encourage you to look for events and take advantage of opportunities offered through the rest of the semester.

For the 2016-2017 academic year, let’s all return prepared to continue this work in a manner that makes inclusive excellence part of our strategic direction.
Working Effectively Requires Mastering Authentic Dialogue

The Office of Diversity and Inclusion recently asked Dr. Mary B. McRae, associate professor of applied psychology, to share her thoughts and opinions on how to effectively communicate across differences. Below are her responses.

Finding ways to communicate across differences and learning to develop and understand other cultures without making or targeting those who are different as “evil doers” or the “negative others” are issues we are grappling with today. If we are to work effectively across differences, we must learn to engage in authentic dialogue that will help us understand the perspective of the other, creating a collaborative process to foster less aggressive and more meaningful relationships.

What factors make engaging in racial or ethnic dialogues difficult?

Racial and ethnic dialogue is a dynamic process that often brings to surface issues of power differences and the associated feelings or thoughts around inferiority and superiority. The feelings and thoughts that surface can either enhance and strengthen connections or create serious disconnections in relationships. Enhanced understanding and behavioral change may occur only if these feelings can be tolerated, labeled and discussed authentically.

When engaging in racial dialogue, acute disconnections can be intense, breaking down communication and severing relationships, especially when there is a power differential between subgroups. When those who are less powerful experience prejudice or biased attitudes and behavior, they begin to bring only certain parts of themselves to the relationship to protect their vulnerable parts. Those with more power may bring only certain parts of themselves that they want to be seen to protect their more vulnerable parts as well. These dynamics create at best, inauthentic racial and ethnic dialogue.

How can we enhance authentic racial dialogues we hope to have?

Authentic racial dialogue can be enhanced through a deeper understanding and awareness of the emotions, myths, hidden assumptions, and stereotypes that contribute to racism. When there is animosity and a lack of understanding of worldviews and cultural perspectives, emotions and cognitions are distorted, making it more difficult to engage in authentic dialogue. This creates space for the subtle, unspoken nuances of bias, prejudices, and microaggressions, to surface in intergroup behavior.

What are some suggested tips for improving conversations across differences?

In her 2004 book “Diversity, Organizational Change, and Working with Differences: What’s Next,” Evangelina Holvino proposes four skills that are important for working with differences: 1) inquiring and disclosing, 2) asking difficult questions, 3) making differences explicit and showing support, and 4) seeking common ground. She notes that while, in general, the assumption is that members of privileged groups will inquire, and those with less privilege will be expected to disclose, it is clear that all parties must inquire and disclose.

Holvino suggests that difficult questions are often embarrassing to ask because they indicate ignorance; they make one feel vulnerable by opening up subjects that are considered taboo. In some cases, we all need assistance in disclosing and discovering common ground. When emotions are intense, anxiety high, it is important to step away, reflect, and come back with a willingness to work with the differences at hand. Developing awareness that differences exist is the first step. The next is gaining some understanding of what it might be like for “the other.” Then we can enhance our skills of dialoguing across differences.