

MANDATED EMPLOYEE EDUCATION SUB-COMMITTEE

Most would agree that a skilled and educated workforce is critical for maintaining a campus environment that is productive, efficient, welcoming, and user-friendly. Along with this, few would argue against the value of providing education and training for employees. Indeed, there are incentives that provide, among other things, financial incentives for individuals to advance their job-related education. Given the range of skills, behaviors, and attitudes among the workforce, how do we approach this goal on a wider scale that is more inclusive and incorporate learning opportunities that focus on themes such as diversity, cultural competence, as well as undoing behaviors and attitudes that contribute to racism, homophobia, sexism, and other issues raised within the Campus Climate Survey?

There is a subtle yet important distinction between education and training. This distinction need not be viewed as elitist. Rather, there is a need to make such distinctions to assist us in examining the form, substance, and implementation of any learning programs or activities designed for campus-wide impact. In general, the purpose of training is primarily to gain a skill. It is usually short-term, focused, and concerns itself with upgrading employee performance within his/her workplace. Training is easily incorporated into the work day of employees and in some cases “mandated” as part of that employee’s job performance, salary incentives, and other issues related to qualifications for employment. Precisely because there is a focus on performance and specific and verifiable goals and objectives, training is widely accepted as serving some useful purposes and contributing to the “good of the university.” Job skills training may or may not incorporate issues beyond the immediate skill set for performing the tasks.

Education on the other hand is generally viewed as more conceptual and focuses on understanding of a wider range of concepts, ideas, and expanding the purview beyond simply job training. Education concerns itself not only with skills development, but a focus on attitudes and behaviors as well. The measurement of the education is usually longer term and not readily adaptable to short-term testing or immediate outcomes-based incentives. In addition to on the job educational opportunities, some of the education may take place in other settings beyond the job site where it is necessary to interact beyond the employee’s social comfort zones. Additionally, the education may involve themes, programs, and events that focus on issues that some may view as “unnecessary” for job performance. However, such a view typically results from too narrow a view of the role of worker as merely a “task enactor.”

Education and training are not mutually exclusive. Stony Brook needs both if it is to overcome many of the issues raised within the Campus Climate Survey. Jobs are not performed in isolation. For example, highly trained technicians in the healthcare setting must also be educated in learning to deal within a multi-cultural setting of colleagues, patients, their families, and other venues beyond their immediate comfort zones. Incorporating cultural competence and multi-cultural themes into the pattern of training for technicians is critical and could be viewed as part of his/her skills set for satisfactory job performance. Too often these issues are incorporated but viewed as “punishment” or mandated for employees who exhibit behaviors and attitudes that have been documented as unproductive, offensive, or even dangerous. A more proactive approach insures that every employee has an opportunity to be involved in learning experiences that assist them in understanding the impact and value of diversity in the workplace.

The challenge to the University is the three-fold. The first is to educate the supervisors themselves about the value of issues such as diversity training and how that impacts on their performance as supervisors. Secondly, we must assist supervisors in identifying existing infrastructures and define new ones that provide for learning opportunities given the range of work schedules throughout the University. Thirdly, our task is to assist supervisors in designing specific themes, programs, and activities that may be incorporated. These learning opportunities will enable employees and their supervisors to learn about and value learning about issues related to diversity in the workplace and incorporate the skills, attitudes, and behaviors to improve the work environment for everyone.

RECOMMENDATION 1	
<i>Develop an infrastructure to support continuous learning through release time to attend mandatory skills and other voluntary diversity themed programs and events. Customize programming in terms of audience, scheduling, content, modality and accessibility to maximize interest, engagement and attendance.</i>	
Responsible Party	The primary responsibility resides with the VP's and other senior leaders and the Campus Climate Committee to insure compliance; however, this responsibility is shared by all staff in supervisory/management positions.
Implementation Date	September 2007
Expected outcomes	Increased participation in voluntary diversity themed programs and events; increased programming within UH and HSC. Increased awareness and sensitivity, thereby increasing perception and sense of inclusion across the University.
Assessment	Develop consistent method of tracking attendance and report on trends annually and over a multi-year period. Future campus climate surveys will measure the importance perceived by staff and faculty attributed to inclusion, cultural awareness, and the value of diversity on the part of the University, its administration and supervisors.
Assessment Date	

RECOMMENDATION 2	
<i>Establish a design team for the mandatory basic educational program for employees that will emphasize cultural competence and develop learning objectives and create a curriculum that recognizes the different audiences and work environments represented on the campus. Utilize an external resource, e.g. Cornell School of Industrial and Labor Relations, to develop initial training curriculum; design team will determine implementation plan.</i>	
Responsible Party	Director of Office of Diversity and Affirmative Action with support from subject matter experts from the Manager of West Campus Training, Director of Hospital Corporate Education and Training, Clinical Education, Associate Dean for Graduate Medical Education, Vice Dean for Medical Education, Director of Employee Assistance Program, Campus Climate Committee, and Coordinator of Stony Brook Adult Literacy Center.
Implementation Date	Curriculum design to be completed September 2007
Expected outcomes	the curriculum will have a consistent message and receptiveness will be increased by customizing the design to suit multiple audiences and

	work environments.
Assessment	Attendance will be tracked; training will be evaluated utilizing a multi-level approach, i.e.; participant reaction, performance evaluation, and institutional improvements as measured by follow-up surveys.
Assessment Date	

RECOMMENDATION 3	
<i>Implement a mandatory basic educational program to provide a consistent level of cultural competence knowledge and skills throughout the campus community.</i>	
Responsible Party	The design team is responsible for the content, delivery systems and scheduling of the program; the VP's and management personnel at every level are responsible for their own attendance and that of their staff.
Implementation Date	September 2007
Expected outcomes	Improved understanding and sensitivity towards issues of diversity, inclusion and cultural competence; increased skill in communicating effectively; employees will have access to training that minimizes impact on work schedules and inconvenience which will increase the positive impact of the training's content and purpose.
Assessment	Attendance will be tracked; training will be evaluated utilizing a multi-level approach, i.e.; participant reaction, performance evaluation, and institutional improvements as measured by follow-up Campus Climate mini-surveys.
Assessment Date	

RECOMMENDATION 4	
<i>Expand the Diversity Fellows program by creating a Train-the-trainer track for Fellows who have the aptitude to facilitate training sessions. Include criteria for certification, evaluation and feedback; use the program for students' diversity peer education; establish recognition program for Fellows and include participation as a fellow in career development plans.</i>	
Responsible Party	The Diversity Training Design Team as described in #'s 2 and 3 above.
Implementation Date	June 2007
Expected outcomes	The University will have a pool of qualified facilitators; continually broadening the numbers of people who are committed to leadership in advancing SBU's diversity strategy.
Assessment	Surveys to evaluate the perception of same as # 2 above.
Assessment Date	

RECOMMENDATION 5	
<i>Performance programs, development plans and other annual reviews will include the employees' responsibility to behave in a manner consistent with the respectful, inclusive workplace that will be described through the training.</i>	
Responsible Party	VP's are ultimately responsible for promoting this practice; however each supervisor/manager shares the responsibility.
Implementation Date	Concurrent with # 2 above
Expected outcomes	Acting in a manner consistent with a respectful, inclusive workplace will be as valued as much as technical knowledge and skill when evaluating performance, and will be considered part of the criteria for promotions and salary increases.
Assessment	Second level review of completed evaluations; review of evaluations of employees recommended for promotion. Mini surveys to assess changes in culture in units and divisions.
Assessment Date	

RECOMMENDATION 6	
<i>Include diversity related information and skills in all supervisory, management and senior leadership development programs.</i>	
Responsible Party	Director of the Office of Diversity and Affirmative Action with support from the Manager of West Campus HR training area, Director of Hospital Corporate Education and Training Department, and Directors of Clinical Education, and Coordinator for Stony Brook Adult Literacy Center.
Implementation Date	September 2007
Expected outcomes	Staff in supervisory/management positions at every level will be required to participate and will understand their responsibility to promote inclusiveness and conduct themselves and their work activities in an appropriate manner; improved employee/supervisor relationships; improved ability to resolve issues at the department level; less diversity - related complaints made to Office for Diversity and Affirmative Action, Ombuds Office, Employee Assistance Program and Labor Relations.
Assessment	Attendance will be tracked; training will be evaluated utilizing a multi-level approach, i.e., participant reaction, performance evaluation, and institutional improvements as measured by follow-up Campus Climate mini-surveys, as well as feedback from the above-listed departments.
Assessment Date	

RECOMMENDATION 7	
<i>Include the University's commitment to diversity and inclusion in all orientations and annual recertification days.</i>	
Responsible Party	All orientation and recertification coordinators
Implementation Date	December 2007
Expected outcomes	New employees will be informed and current employees will be reminded of their responsibility to conduct themselves respectfully; A culture of inclusion will be enhanced. Regulatory requirements will be met. Mini surveys to assess changes in culture in units and divisions.
Assessment	Measure of the importance perceived by staff and faculty attributed to inclusion, cultural awareness and the value of diversity on the part of the University, its administration and supervisors.
Assessment Date	

RECOMMENDATION 8	
<i>Emphasize diversity themes throughout the University's activities.</i>	
Responsible Party	All Vice Presidents; the coordinating committees for special events and activities; President's Diversity Council; Committee to Celebrate Diversity
Implementation Date	January 2007
Expected outcomes	Increased experience by staff and faculty that SBU has a positive, inclusive climate.
Assessment	Feedback from participants; follow-up Campus Climate mini-surveys.
Assessment Date	

RECOMMENDATION 9	
<i>Develop a communication strategy to improve the dissemination of information about training initiatives and existing campus resources.</i>	
Responsible Party	Assistant Vice President for Communications, Chief Information Officers
Implementation Date	September 2007
Expected outcomes	Information will be easily shared among all areas of the campus community. No units or divisions will experience being "out of the loop" in SBU's comprehensive effort to enhance campus climate and inclusion.
Assessment	Follow-up surveys.
Assessment Date	

MANDATED EMPLOYEE EDUCATION

Co-Chairs: Donna Buehler – Employee Assistance Program
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