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Introduction

Background
Campus climate emerged as a pressing issue through the strategic planning process on the Twin Cities campus, and past and current grassroots efforts led by campus groups concerned about the experiences of marginalized groups at the University of Minnesota. President Kaler also identified improving campus climate as a priority in his 2014 State of the University address.

Campus Climate Work Group
To address campus climate issues, in early 2014 President Kaler charged a group of senior leaders with forming a work group to study climate on the Twin Cities campus – what’s working, what resources are in place, and what needs to change. This became the Campus Climate Work Group (CCWG), which met 19 times between February and October 2014, and is continuing to meet on a monthly basis. A report detailing their efforts and short- and long-term recommendations was released on January 15, 2015.

Campus Engagement
Because the University needed broad input from students, staff, and faculty about campus climate concerns, the CCWG endorsed using methods from the Art of Participatory Leadership (AoPL), also known as, the Art of Hosting and Harvesting Conversations that Matter. These approaches harness the collective wisdom and self-organizing capacity of groups through a blend of powerful conversational processes that invite people to step in and take charge of the complex issues facing them.

A core planning team was assembled that met weekly from July 2014 - February 2015 that included a broad and diverse group of staff and graduate and undergraduate students. Four experienced AoPL practitioners helped to guide the campus engagement planning efforts and facilitated events.

In the fall of 2014, the core planning team hosted four world cafés called “Campus Climate: Real Stories. Real Talk. Real Impact.” These events were designed to engage people in meaningful conversations and to surface issues and ideas. Two cafés were held in October for students, and a faculty world café and staff world café were held in November. Those conversations provided space for people to share their stories and ideas and also helped to inform the recommendations found in the CCWG report.

On February 5, 2015 the core planning team hosted an open space event called “Campus Climate: From Conversation to Action.” Over 425 faculty, staff, and students came together to collectively forge a path toward an improved campus climate that’s welcoming, inclusive, and respectful for all. A summary containing photos, highlights, and some feedback from the event is available online.

About this Book of Reports
This is a compilation of reports that were created by faculty, staff, and students (or their designees) who called topics for discussion on February 5, 2015. These reports were all generated and made available at http://z.umn.edu/ccreports during the course of the event. Aside from formatting text so it was consistent for readers and updating discussion participant lists, the content of reports is unchanged.
Discussion Reports
1. JOIN THE CHARTER FOR COMPASSION?

CHRISTINA MCGOVERN

Participants:  
Jason Jacobson, Susan McKinnell, Karen Kinoshita, Hannah Jastram, Wendy Lane, Cathy Larson, Sarah Knoblauch, Christina McGovern

Summary of Conversation: 
We began by discussing the possibility of the U of MN joining the international Charter for Compassion - a document that allows communities, organizations, and individuals to declare their shared commitment to fostering respect and inclusion of all people, to treat others as one would like to be treated, and to hold ourselves accountable to this pledge.

The discussion turned to the foundational topic of “what is compassion?” We also talked about ways the seed of compassion could be planted around campus and how we would like to see compassion recognized among our educational community.

The conversion culminated with an exciting idea: What if we created a way for all students, faculty, and staff to recognize acts of compassion around campus on a daily basis? What if our collective campus attention was focused on compassion - from the smallest daily interactions to the largest acts of kindness? Could this switch our attention? By focusing on the compassion we all already have and show toward each other every day, could we create a positive feedback mechanism for compassion?

How would we show the compassion on campus? We talked about creating an online, interactive map of the campus (e.g., a GIS system) that all members of the campus community could access, and add to the map an act of kindness and compassion they witnessed or of which they were a part. Over time, the map of kindness and compassion would grow and show our campus climate of inclusiveness, respect, kindness, health, and compassion.

Members of the group offered suggestions such as the campus “hackathon” as a way to create this interactive map and the possibility of having the map linked to Twitter or texting such that acts of kindness and compassion could be uploaded to the map in real time.

Key Insights: 
We have a campus full of people that want the best for others, to be inclusive, and to help others succeed. We should foster this collective campus compassion for one another and create a space in which we can recognize this passion for community and respect.

Any Next Steps? 
Next steps include forming an action group to create the interactive community compassion map. Experts in GIS are needed.
2. GETTING OVER OURSELVES

FELICIA CHRISTY

Participants:

Summary of Conversation:
This conversation went from gender neutral restrooms, letting go of egos, embracing your passion, the energy you bring makes a difference, to how do we break down silos, rankism, we can't be excellent w/o bridges and how the time is now to “push up” our ideas

Key Insights:
• With President Kaler, and top leaders of our administration, championing inclusiveness we will have more opportunity to have conversations about how to improve our community climate
• There was a large consensus about the issues around titles, power and importance of University “classes” P&A, Civil Service, Faculty, Assistant Dean, Associate, Dean, Associate VP, VP, etc. and the importance of our roles within these “titles/classes”
• When everyone does better EVERYONE does BETTER!
• Lack of response to idea/suggestions for change/ improvements, by those in power to authorize/lead/ implement these changes
• All University of Minnesota Work is important

Any Next Steps?
Identify the people who will champion these issues from all “spaces and places” (levels) and get them in the room with the folks that are aligned with this mission that are truly interested in hearing what everyone has to say about being successful in inclusiveness AND who has the power (lead administration) to move the agenda forward in a measurable way.
3. How do we walk the talk?

TONI PETTIFORD; REPORT WRITER: ELLEN DOWNING

Participants:
Cody Mikl, Gwen Gmeinder, Trinity Muller, Toni Pettiford, Ellen Downing, Michelle Tillman, and many other participants that didn’t get the opportunity to sign-in, sorry

Summary of Conversation:
How do we get others
Specific behavior to exhibit
What does it look like?
How does the University demonstrate our Community
Weave into job description
So much turnover
Onboarding process
Interviews
Evaluations
Incorporating into the infrastructure
Not just our jobs
Who we are as a Community

• Does our evaluation include diversity efforts? Some said yes, most no.
• Engage people all the time every day. Needs to be a default all the time.
• Academics - they think about who is a good fit for job -- so then it is about self perpetuation. the right candidate is the person who mirrors us. Their questions are different than ours.
• The charge is to increase diversity. We decide by the qualifications of the candidate pool. Don’t allow diversity in discussions. When you do, you are seen you as a challenge.
• Research discipline. Faculty for different questions. Department doesn’t support. How can the University as a whole support?
• Have someone from a Center by included in the search process.
• Need diversity in Search Community. Where are you going to get that input?
• On applications thinks everyone should have to respond to diversity statement. Everyone who comes into the U needs to do one. Not just add an “check” box. In the next step how do we look at diverse pools? When people make the decision they hire the people who look like them.
• Diversity on committees -- It is hard being the diversive person on a Committee and being viewed as a token member. It is held against you. That is about the climate issue.
• Trying to create community of color from postdoc to tenure. How can we improve the Institution -- It is not about individuals it is about all of us. Free climate.
• Academic Culture -- tougher pipeline; how do I personally connect with these issues. What is our motivation? How do we have these tough discussions. Not about power.
• Other colleges. How are they doing this. Evaluation process yearly accountability that you report back. CFans, 2 years how are you contributing? Working with non-dominating populations.
• What are benefits? Administration is more powerful than faculty to affect change. Should have been a part of the strategic plan.
• Look at people who do good work. Should be a part of everything we do on campus.
• President/Board, Vice Presidents & Deans, how has this filtered down? That would be a statement to everyone. This would be walking the talk.
• If you are building a respected community need to have that support.
• Do we have best practices around campus?. Do people feel respected? How do we make all people feel welcome?
• Undergraduate students are invited to social event in Appleby Hall as part of welcome. Students enjoys this. One student is the cheerleader in advising office. Everyone feels welcome.
• Yearly, new staff of color were invited to have breakfast with current staff of color to welcome them to campus. It was suggested we have mentors for staff of colors or department’s assign mentors to get acclimated to U and help with learning what the U is about.
• We do it by your actions. Relationships with people. How you walk the talk. Sometimes it is hard. Just have to continue even though it is not easy.
• Great to have mentors for department. It would be great to have a consultant and talk about best practices. It is an on-going effort. One office/one department at a time.
• U Community representing our best practice. Representative from all the colleges. Just start this in the library hiring process. After OED certificate program we create continuing education to keep it going. As we go we get more buy in. It is a long time. It is hard to maintain momentum.
• It is good to have a web site. How to hook people; when students speak then faculty listen.
• Work in an administration for thirteen years. Never had diversity training. That is not walking the talk. It doesn’t seem like a priority. It is important because there are things going on in the office that don’t get talked about. Comments said out of ignorants.
• They see it as something in addition to your work and not integral to your work. Not part of the strategic plan so they think so what.
• Equity scorecard. No takers specific to undergrad. What is equitable. Wisconsin is doing it. Would like it a part of our everyday life. We do measure if you really do have equity with your undergrad students. Measures achievement gap. Student impact faculty.
• How to increase pockets? What the common practice? In her college they have annual award program. Faculty, Team, Diversity. Big picture. Anyone can nominate. It is part of everything.
• Certificate and money so people can work toward goal. Challenge is to keep it going through the year. At the administration level have some policy and procedures in place. this is steps we have to do yearly.
• Compact deals with units. Agreement how are you doing. Accountable how are you doing. Accountable tool.
• How to make this a core competency. Communicate to employees if you are going to work at the University, strengthen the code of conduct, mandate superior behavior for staff as being a part of our institutional health. Same as wellness -- earning points towards diversity wellness.
• In their college students are doing this. Diversity within the USA and 2) Globalism.
• Deans are accountable for putting into action. Administrators and chairs when they are evaluated for merit sometimes the carrot isn’t enough to make it stick. Need administrative resources to walk the talk.
• Likes point of wellbeing. Don’t know if faculty care about HR training but they do wear the step counter because of the financial reward. It would make everyone get involved. Chair of departments will return to faculty some day.
• Articulating commitment will attract more diversity. Complacent environment will shoot you in foot. There are people who are sick of this …
• Alumni who have bad experiences leave and do not give back and affect fundraising opportunities.
• Reject complacency. Academic civility. Wants to change environment.
• Bold to say a healthy environment is part of our healthy wellbeing.
• Reject complacency. If we are not a part of healthy environment we can not do our best.
• Supervisor training -- if nothing is done about something, if they don’t care why do I care.
• Works in area giving direct service to student. How do we be more welcome and inclusive.
• Also how honors students are provided services to every need when under representative students should get the same treatment. Attitude towards high achiever getting great servicer. They have a better support group. Everyone is achiever. Honors is a choice.
• Campus climate and what gets shared with students. After hockey games students were communicated they should not don’t destroy and were given bystander training. We communicate about mental health. Here are the issues. Here are resources.
• How do we share a commitment around diversity issues. Making it known we are a part of a group/a neighborhood.
• Safety had 35 communications. Until it affects them they don’t pay attention to those kind of things.
• Do we talk about the U commitment to diversity when we recruit students?
• Amount of info students get during orientation is too much. Repeating it later and often will help them.
• Everyone wants to share with new students. All the offices have to reinforce messages. Needs to be ongoing. Part of compact.
• Great opportunity for other department. Onestop has a training program. Learn about large U community. We know who on campus can assist. Know what is going on outside your area and connect resources. Also faculty and staff orientations.
• Student come to University with an idea and we need a unified message. Messages mean different things to others. People are coming from different areas and we need to have unified ideas. We need core values and principles.
• Every day work. What does this mean to us? Continuous process to walk the talk.
• Hard for faculty/teaching. We could use support programs..Need to help faculty/teachers how to we weave so it is everyday.
• For service units who are not considered mission critical, would argue student support services are very important.
• Don’t know if faculty see it as part of their job.
• GAs feel left out. Not the same kind of need to have more resources for GAs. Faculty have the power to make students feel respected. Need to do more to faculty in this effort.
• It is an opportunity to establishing behavior expectations that would create a welcoming environment. administrative behavior, program behavior. Create, define, measure, incentives for performance, positive reinforcement, keep energy alive.
• Not something to be accomplished. Prefer state of being. We are the problem and solution. crazy way to look at it.
• Don’t see it as work. Not the carrot to go after. Irritant. Not seen as the extra work. Great to have structure then it is just a bunch of rules. Other departments don’t do it.
• Develop training. Don’t look at as an add on. turns people off. How do we change that. Brings us back to wellness. You can choose individual decisions. How you are going to do this. What are the things in your day to day work life works for you. Organic and fits you.
• It is about our conversations we have in the department. So many times we make negative remarks.
• Our society view institutions where we have to graduate to get jobs. How do we incorporate this as part of that.
• We become vulnerable. Equity and diversity everyone has made the choice to be there. Not everyone wants to do that. Unless you mandate then you get the negative responses. People don’t want to be vulnerable and ask dumb questions.
• How can we be aware of one’s privilege and can help. Be more clever with communication. How can you make me a better researcher. Universal design. Make others who are not willing to invest.
• Compact -- show support for why we need this.
• Engaging community -- some people it is not for everyone.
• Who do I go see if I just want to get response and support? Where is the “gap” in dialogue.
• Compact shows how staff have resources to go to be heard. Balance one office can’t manage it all. Have resources have people to go.
• How do we make it happen. Wellness, compact, benefits, OHR, provost / teachers
• Residual: engagement, productivity, satisfaction, retention, stakeholders, graduation, critical leaders, global understanding, online learning, added value of coming to the U. It is what separates us. This lets us know the outcomes is what matter.

**Key Insights:**
• Must be part of our daily work duties.
• Has to be part of the U of M compact.
• Yearly accountability must be evaluated; starting with the President’s office, and all Colleges & departments on Campus.

**Any Next Steps?**
Create a task force group to establish campus wide Climate policies & procedures. Also, this group will address any Climate issues, and will report outcomes to the campus community. This task force group will include diverse individuals from: students, staff, faculty, Deans, and Administration on campus. Also, the task force group will include diverse individuals from Minneapolis and St. Paul communities.
4. CRIMINAL BACKGROUND QUESTION

CHUCK TURCHICK; REPORT WRITER: MEGHAN LAFFERTY

Participants:
Chuck Turchick, Mary Vitcenda, Sara MacKenzie, Ross Rosati, Jim Turman, Bob McMaster, Meghan Lafferty

Summary of Conversation:
• Concern over question about conviction of criminal offense (felony, misdemeanor, juvenile) on undergraduate admissions application
• Saying Yes doesn’t “automatically preclude admission”
• Not welcoming (applicant perceptions)
• Not asked on graduate admissions applications
• MNSCU doesn’t ask this question, other Big 10/CIC schools do
  • Common Application (including NC, Florida, UCLA, Wisconsin)
• Relationship to “Ban the Box” legislation?
• Most yes responses are on transfer applications, not traditional-aged first years

Coming out of concerns about student safety, reassuring parents
• What is evidence that it makes a difference?
  • UNC system study found of 1000 crimes committed, 500 were by students of whom 22 had previous criminal records and 13 of those 22 had lied on the form
  • Studies of prisoners who have taken college coursework found lower recidivism
  • Grad student in sociology researching this
    • Spoke at conference of Big 10/CIC police chiefs who thought eliminating fraternities would be more effective for improving campus safety

How is this a barrier to those disproportionately targeted by criminal justice system (race, class)?
• Is it in effect continuing to punish those have served time already?
• Kaler report mentioned wanting to increase numbers of male African American students, a population overly policed
• OED was not very responsive to questions about it (“best practice” “time commitment” “U makes clear won’t deny admission”)
• Provost’s office (which admissions is under) is interested
• Admissions office is looking into language and will most likely be adjusting to focus more on potential campus threats
  • Group with director of admissions, OGC, chief of campus police
  • Focus on safety concerns, looking for compromise position
• Larger discussion nation-wide
• Not arbitrary decision, looking at other institutions’ practices

Safety-related concerns
• Discussion of Greek system
• How university manages groups & properties, participation levels, positives (e.g., GPA, retention, alum involvement), enforcing student codes, problems with 1 house being generalized to system, actual level of trouble-making
• Weapons on campus banned but not heavily enforced
• Who is living in housing students vacated in Marcy Holmes for higher end apartments?

Employee background checks
• Hiring those working with youth, money, pretty widespread across units
• 3rd party - no details visible, just pass/fail

Discussion of law school admission of those in prison, with convictions, effect on taking bar exam

Discussion of maturity of teenage male brain

**Key Insights:**
• Concern because of racial and socioeconomic class biases in criminal justice system
• Is it preventing potential students from even applying? Does it have a filtering effect
• Is there evidence that asking this question actually improves campus safety?
• Undergraduate Admissions office is revisiting question and revising language based more on explicit safety concerns
5. Pride in our physical environment and facilities

DAVE HUTTON

Participants:
Mary Ellen Nerney, Jeff Bullington, Becky Schober, Vincent Ruiz-Ponce, Emma Allen, Tricia Schweitzer, Maggie Towle

Summary of Conversation:
- Beautiful U day- landfill piece
- Arts in Space- aesthetics
- Visual illustrations of waste- Spring landfill rather than trash
- Staff empowered to go beyond job description
- Toot your own horn more
- Composting happens with good signage
- We need to know who are facilities staff are so we can show appreciation and support each other
- Concept of “reset” within our classroom
- Education campaign to demonstrate composting exhibit
- More intentional about what we put on walls so it is welcoming-not photos of “white guys”
- Does our campus slow good (the right, welcoming) images
- Bring local arts to our facilities and illustrate our history
- Maggie Towle- volunteered to help out
- Campus Master Plan
- Collaborative Spaces as part of campus master plan- coffee, round tables
- Look at 2nd floor of Coffman
- What about phones? Can we save money by getting rid of some.
- Reflection rooms
- Design spaces that are usable
- Indoor environments and help with design and plants
- How campus relates to urban environment? More sustainable campus

Key Insights:
- Pulling people together to understand we all have a role.
- How to represent the broader community?

Any Next Steps?
Work with Human Resources and Facilities get to know each other
6. HOW DO WE SUPPORT/ADDRESS PEOPLE AND STUDENTS EXPERIENCING HOMELESSNESS?

MADELINE GRUNKLEE, SARAH KLYMAN

Participants:
Joe Thor, Joe Cook, Minerva Munoz, Keyana Scales

Summary of Conversation:
Discussed different means of housing, university programs, accessibility, stigma around homelessness.

Key Insights:
• Need to collect data to understand the need for funds
• Need to broaden the definition of diversity to include issues of poverty and homelessness.
• Currently there is a lack of resources regarding low income support and financial literacy
• Need to change the stigma of the face of homelessness being a “older man that appears to be on drugs with a sign”
  • Need to decriminalize the face of homelessness
• There are students that are experiencing homelessness that have immediate needs like housing and larger needs as well.
• We believe that the university is responsible for educating students on financial literacy
  • More than “live like a student now”
• There are existing community resources that we could possibly partner with.
• Lack of affordability of campus and near housing is a huge problem.
• Do we have resources available that we are unaware of? If so, how do we spread the word
• How do we lower tuition costs and housing?
• How do we provide free housing for all college students? (comparing on large scale)

Any Next Steps?
• The university has need for temporary free housing to the homeless student.
  • Campus shelter, connection to existing shelter, or house share site
• Enhance existing offices like boynton, DRC, and UCCS to expand to support homelessness
• Do we need an office for low income accessibility?
• Discover the magnitude of the problem
• Ideas: research project, collecting data from organizations in the twin cities to find out about student numbers experiencing homelessness.
• Discover data costs to the university
• Change the stigma
• Connecting homelessness, classism, and poverty into course work
• “Day in the Life” program brought to the U
• LOW INCOME ACCESSIBILITY
• Stop advertising that programs like TRIO and PES [President’s Emerging Scholars] are meeting these needs. THEY ARE NOT.
• HEAT THE BRIDGE!

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• Change the help accessibility of OneStop.
• Access to greater knowledge, information and resources around this issue
  • Could office of admission be that space?
• What policies have come to the board of regents regarding this issue and which have been passed?
ALISON BLOMSTER

Participants:
Monica Bruning, Peter Harle, Lisa Lemler, Matt Tveter, Emiko Oonk, Angie Hoffmann-Walter, Lisa Smith, Alex Cleberg, Sasanehsach Pyawasay, Jenny Porter

Summary of Conversation:
Our group began discussing a variety of questions related to the topic, explored the topic and identified a few next steps.

How can we make sure that administrative changes do not disadvantage students and their families? Consequences and unintended consequences for administrative changes (i.e., billing due dates). It’s important to try to understand the problems before they are problems. (i.e., Grad students charged before they were paid from their assistantships - making sure that decision-makers are aware of sequences, process and timing around an issue prior to making their decision). High level decision-makers getting more in touch with how their change affects different groups.

How do we deal with learning how to understand the layers of change and how they affect the various constituencies at the University?

As we live in the information age with access to the knowledge and information, can we use things like crowd sourcing to constructively eliminate communication barriers?

How do we define campus? Leaders who are working in “off campus” buildings may not support staff who are interested in campus events, like this one. There is a lack of consistent perspective about the importance of diversity and cultural issues on behalf of leaders both on campus as well as in “off campus” buildings. Where one staff member has to use vacation time to participate in an event like this, another does not.

The decentralization of the departments is evident, but there should be consistency around central topics, like cultural awareness, diversity, etc. This awareness could cultivate a more inclusive campus and help identify conflicting views.

Often a focus will move away from a problem to how the person feels, but leaders are not skilled enough to respond to that or to shift the conversation back to problem-solving.

Different groups in the University community have different abilities to create change. However, there is such a steadfast hierarchy, and a culture of superiority, that those on the “low” end of the hierarchy often feel their voice is not heard. Often their voice is literally silenced (the staff member is shut down in a meeting or asked not to contribute after a meeting is over) by supervisors who do not want to be put on the spot or do not have the leadership skills to manage input, feedback or complaints from their staff on
the spot and so are afraid of their staff speaking up in regard to different ideas. Often those on the “low” end of the hierarchy are students and staff who do not “fit” into the “defined culture.” A culture of superiority is felt by those who have something to contribute but are told they cannot or when they do contribute their ideas are ignored.

The University culture is one that often looks for perfection as part of the academic tradition. The concept of looking for the error and fixing the errors rather than building up the good. We seem to do the same with the culture, identifying one “correct” culture and then trying to “fix” the cultures that don’t fit. We need to try to build up the good rather than removing the “bad.” Women who speak up in this Midwest culture often find there is a consequence of ongoing anger from supervisors or colleagues. Because we spend so much time and money on systems, it makes it really hard to let them fail. What ends up happening if a system fails? It’s often allowed to continue. We don’t admit the failure for a variety of reasons and end up exploring workarounds.

It seems what drives adaptation is a direct result of what gets measured and what gets recorded - ultimately in the current culture, that’s what gets rewarded. Resources and opportunities for staff and students are often focused on the 98% and not the 2% because they are not always heard or there isn’t always a leader speaking up for them.

Very often the consequences of a decision are not validated and the unintended consequences from a decision have very real impacts for students and faculty. The importance of decision-makers keeping communication open with faculty is important for identifying some of the solutions to the unintended consequences, especially in relation to shifts in culture. There is a skepticism of real transparency. Constituencies at the U often want to know why we’re here, how we got here, how decisions are made in an effective manner. There is a real gap in communication. University constituencies need to ask the right questions and need to lead. Ask the questions that they think need to be asked. How do you change the attitude of skepticism among the constituencies at the U - especially when they seem to be driving the overall culture.

Communication is important: It’s important to know what’s important and what’s next. It’s key for people to see the results or to know why there are no results. The need for transparency is important. If it’s not communicated, it’s assumed.

**Key Insights:**
- While there are silos at the U, there should be consistent, mandatory training for all staff around centralized issues, like cultural inclusion and diversity.
- If it’s not communicated, it’s assumed.
- An unintended consequence of the planning of this conference: This conference was held on a full class day, when faculty and students need to be in class, so the majority are unable to participate and share their voice. Therefore, there is limited inclusion from these University constituencies.
- Leadership training should be ongoing throughout the leader’s time in their position (training inclusive of change management, cultural diversity, etc.) and should be supported by the institution.
- The University is in the cross hairs of trying to manage Minnesota cultural background with the momentum toward inclusive cultural change.
Any Next Steps?

- Provide a centralized, consequence-free “place” for university constituent voices to “go,” that will be taken seriously and responded to.
- The University should provide consistent, mandatory leadership training for department leaders across the entire system.
- Create an “in-service” day where there would be no classes, whereby faculty and students can participate in a conference like this.
- Get support to provide the conditions to support an expanded the conversation to include ALL parts of “campus” (have a variety of locations set up) as well as the system-wide campuses on the same day and connect everyone using technology (like Skype).
- Identify “cultural brokers” who have built relationships across the system and could act as go tos for student, staff and faculty as decisions are being considered.
8. Staff Engagement

Bill O’Neill; Report Writer: Peg Shervan

Participants:
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Summary of Conversation:
Group participants were very engaged in this topic. Very diverse background and jobs. There were a few guiding themes that came out of this discussion
• Impact: Participation in departmental operations and functioning.
• Recognition: value of staff knowledge and skills and find ways to use it for the department’s advantage
• Networking: The need of staff to network within the University to educate and improve their performance
• Education: Professional development opportunities
• Training: Supervisors’ understanding fundamentals of managing staff
• Respect and Acknowledgement: An encouraging workplace

Grouping of brainstorming discussion:
Communication
• Encourage

Value
• Engage in work you are doing
• Having voice heard/valued
• Expected to engage
• Safe place to go for problems
• Engagement to workflow

Process
• Onboarding process/network to improve what you do
• Tools are friends (software & physical tools)
• Bring up unique ideas
• Educational opportunities - no employee engagement
• Engagement survey report out
• Supervisor training (should be mandatory)
• HR = very impersonal (no on-boarding process, at least not for every group)
• Staff needs to have an educational plan/professional development plan. This needs to be embedded in culture
• Supervisors trained
• PDP need to be honest & useful
• Orientation is “Rah Rah” (not reported to be genuine or meaningful. Needs best practices on how to do things i.e. common office practices, scheduling needs for visitors)
• Top down - incentives, projects, expectations
• Role of supervisor seriously, well-being of staff
• Engagement - webpage

Behavior
• Respect people’s abilities
• Create an environment where fac/staff are colleagues
• Networking opportunities (across similar job classifications)
• Utilizing staff
• Expect engagement
• Mentor/advocate
• Opportunity to see different points of view
• Engagement is experience-based

Key Insights:
• There is an overall frustration with staff regarding how they contribute to the department mission
• On-boarding needs to be developed further and improved content for the sessions. There needs to be a timeframe associated with when on-boarding takes place and to have qualified staff to perform this.
• Staff is eager to participate and to be heard
• Major dissatisfaction with the quality of supervision
• Inconsistent encouragement of staff to participate and seek our learning opportunities
• Employee engagement survey can be process to improve intra-departmental dialogue and involvement for staff
• Limited upper management participating in this community activity which is noticed by attendees.
• HR has some work to be done to improve the delivery of their responsibilities

Any Next Steps?
• Initial group has agreed to meet again
• Revisit the need to use employee engagement more effectively
• Create community involvement groups that can and will meet at a prescribed frequency and report out their conversations and suggestions
• Do something with these suggestions...make sure participants hear the results from this meeting and action steps moving forward
9. FAMILY INCLUSIVE SUPPORTIVE CAMPUS CULTURE

SUSAN WARFIELD

Participants:
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Summary of Conversation:
Session was well attended with 13 attendees. We began by stating why people were drawn to topic which they shared as part of their introductions. There was a wide range of participants as far as staff, students and faculty, and within role such as managers, front line/non-officed staff. Regardless of campus role, it was surprising how much participants shared common concerns which included but not limited to: lack of lactation supports (from accessible rooms to supervisory support for lactating employees), the need for increased campus child care, child care financial assistance needed for staff as well as students, the need for a welcoming environment for the children of our campus community members (bring your child to work class when needed), the key role family supports are now playing in one of the key CC workgroup issues which is retaining talented faculty and staff. Research showing doctoral candidates fleeing higher ed for corporate jobs specifically because higher education is deemed to be so hostile to parenting SOME DEPARTMENTS TELLING THEIR PROFESSIONAL CANDIDATES THEY SHOULD NOT HAVE CHILDREN OR GET MARRIED WHILE IN PROGRAM.

Key Insights:

• Irony that the University is very proud of the child and family related work, research and programs (Family Soc Sci, Child Psych, Child and Family Consortium, Child and Maternal Health/PH, Industrial Psych, U Wellness Plan, etc etc etc, And yet in the real world we support none of their recommendations and findings in the way we treat our campus community members who have children, ill spouses, elderly parents. Need to Walk our Talk and follow best practices of our own research and teachings.

• This is an issue that impacts the broadest range of our campus community and involves multiple shared identities (students, staff, faculty, disabled parents, parents of color, GLBT parents). Largest portion of our employees are within child bearing age, others are also facing elder care and grand parenting support issues.

• Great disparities between haves and have not’s... those with offices versus those who are mobile on campus such as FM or students.

• General agreement we need to do more, and that in fact in most areas we are at the least not supporting a positive wellness focused atmosphere for employees and students and at the most are violating laws (power point to prof student admits stating they cannot get pregnant or married while in program).
• Major impact on retention, academic success and employee morale and performance. You cannot attend class without child care, cannot focus on work when you have a sick kid you cannot be with, cannot focus when your breasts are engorged and you can’t leave to pump or have no safe clean space to pump.
• Often also represents key equity issues, Only women lactate (for the most part). Gay parents find they may not have a voice at all. Fathers often the “invisible” parents.
• Even when there are resources such as the SPHC, campus family housing, etc. We are so big no one knows about them or can even find them.
• Need a central hub and point person to report concerns and centrally house family resource and referral information.
• Need an advocate to collect complaints. Even when policies in place no safe entity to report violations to: exs: father pressured not to take FMLA he was entitled to, women forced to pump in restroom or walk 5 buildings away in 20 below zero weather on a 20 minute break to nearest lactation room, employee being told he had used all his sick time for sick children and would have to take vacation.

Any Next Steps?
• Create parent advocate position and central hub for family supportive resource and referrals. This should not be relegated for staff, faculty OR students, but should be an entity open to all regardless of role. (Not HR based, etc)
• Create an officially charged Family inclusion Advocacy Committee, should include, staff, UG students, grad and prof students, faculty. Must call key stakeholders to table.
• Draft a regents-approved, system-endorsed family inclusion and support statement. This could address family friendly language as well as policy enforcement and change needs,
• Increase funding for Student Parent HELP Center to serve Grad/Pros as well as Undergrads. (This was NOT suggested by the caller who directs the program but by a non-related party).
• All newly built and all future renovations include a lactation room. (All current rooms available are over utilized with long lines. need more rooms).
• All recruitment arms of university, First Year Programs, Admissions, SUA, include information related to family needs,, campus housing, SPHC, lact rooms, campus child care. Whether students with children are in attendance or not they become parents while in college or encounter friends who are. Best way to disseminate information.
• Cornell and Madison and other leaders in higher ed have found ways to offer students as well as low income staff child care assistance money,
• Bring your kids to campus day.
• Use BHS for drop in sick childcare for all campus members. Need more drop in CC options as well as sick childcare.
• We could be the leaders in an area that is impacting faculty recruitment nationally and attracting the attention of the White House, Gates Foundation, etc. Our family friendly attendance policy is being modeled across higher ed. Why can’t we lead in other areas as well? We are actually way below the curve in most areas compared to many higher ed peers.
• Need to address our anti-family language from HR pros, to syllabi, to recruiting activities. This could be role advocate could play.
• Researching showing that generations we will soon be recruiting as employees care very deeply about work/life and work/family balance. Corporations are getting it and creating on site childcare centers, lact rooms, flex time schedules. We need to seriously look at the link between this and recruitment.
10. What is the University’s responsibility to communicate with the campus around “controversial” topics (nationally & internationally)?

JERIE SMITH; REPORT WRITER: STEPHANIE CHRISMON

Participants:

Summary of Conversation:
We see that the University can and does respond well with some crises (i.e. Washington game). However, it is important that the University respond (re: Ferguson, Charlie Hebdo, #BlackLivesMatter etc) to other crises that are also troubling and problematic! The University should also create a space for students, faculty and staff to be able to come together to have conversations and receive support around these issues. The University must create a centralized space to communicate for understanding and support.

There is a concern about the voice of staff and fear of reprisal if they want to create opportunities for spaces for students and other staff.

Key Insights:
• University should always make a statement--can be neutral
• University should make space for students/staff/faculty to be able to have open dialogue.
• University needs to be more proactive in creating a foundation of inclusion in curriculum of ongoing issues which gives a foundation to addressing crises. This way students/staff/faculty will have language for when immediate issues arise.
• Institutional barriers can get in the way of conversation. There are silos within silos. This creates conflict when trying to address crises quickly.
• University diversity statement gives basis for responding to crises.

Any Next Steps?
Possibly have an online forum---similar to open space---where people can connect and communicate with one another. Also where events can be posted so the information about where the conversations are happening in person can be publicized.
11. Chicano Studies Crisis

DAVID MELENDEZ

Participants:
David Melendez, Khin O, Katie Levin, Sami Beck, Naomi Farabee, Uyenthi Tran Myhre, Gilbert Valencia, Noro Andriamanalina, Raphael E. Tarragó, Karla Pedrón, Edén Torres, Cassie Hendricks, Jesús Estrada-Perez, Nicholas Goldsmith, Sarah Valli

Summary of Conversation:
The conversation began with a unity clap, followed by brief introductions. From here, several facilitators provided historical context to the Chicano Studies Crisis. The Chicano Studies department at the University of Minnesota is one of the oldest Chicano Studies departments in the US Midwest, where the Latina/o population has had a strong presence and experienced significant growth. Despite its longevity and significance to the state of Minnesota generally and the Twin Cities specifically, the Chicano Studies department is currently in an untenable state. With only one full-time faculty member and no senior faculty to chair the department, the ability of the department to successfully accomplish the intellectual and socio-cultural tasking of helping to create a critically conscious campus community is in a precarious state. Further complicating the matter is the loss of support for the department’s Outreach Coordinator, who has been reduced to a 50% appointment. This position makes possible the community connectivity that is both central to the intellectual study and application of what scholars, staff, and students in Chicano Studies actually do. This position needs to be full-time to function properly.

These concerns have been raised both on campus and in the greater Twin Cities community. A meeting with Dean Coleman (College of Liberal Arts) in November of 2014 proved helpful only in that it demonstrated substantial community support for the department with over seventy persons in attendance. The questions raised, however, were never answered directly. The most immediate of which being “Why is the university allowing the department to remain in this state?” and also “How are these decisions being made, and who is making them?” The growing student and community-led movement, “Solidarity with Chicano Studies-UMN,” has been working to bring about substantive changes to the historical disinvestment of the Chicano Studies department. One of the arguments this group has encountered for not supporting the department has been that the department has always been relatively small.

This brings us to the point: keeping Chicano Studies a small department simply because it has “always been small” is a reflection of the value of the department in the overall conditions of Campus Climate. The group feels as though this issue reflects a reluctance on behalf of the university to support departments that promote the questioning of systems of power. At this point in time, the Campus Climate caters to the idea that students go to college simply to get jobs. As a group, we recognize that the ways in which the university has failed to invest in the growth of Ethnic Studies, American Indian Studies, American Studies, and Gender/Women/Sexuality Studies--who have collaborated together around the idea of a center of Race, Indigeneity, Gender, and Sexuality Studies (RIGS)--reflects an implicit commitment to see that student success should be measured on how well they are conditioned for entry into the corporate world, and not on their ability to critically engage with the ways in which they occupy and move through spaces.
Key Insights:
To sum up the conversation, Campus Climate is a reflection of the University’s structure and day-to-day operations. The continued disinvestment in Chicano Studies sends the following message, especially to students of color: “We want your color, not your thoughts, voice, or questions.” As of now, the University of Minnesota seems to understand diversity as a kind of formula for the “correct” proportions of different-looking bodies. Our group suggests that if the university wants to improve the Campus Climate, campus leaders must prove their commitment by supporting the departments (not just Chicano Studies) that investigate why diversity is important in the first place.

Any Next Steps?
The group has suggested that those with the ability to do so, prioritize accomplishing the following:

With regard to the Chicano Studies department:
• Replace former chair, Luis Mendoza, with a tenured faculty to chair the department.
• Open up three new lines for faculty searches to stabilize the department.
• Return the Community Outreach Coordinator position to a 100% appointment.

With regard to the campus in general:
Implement a Social Justice and Diversity graduation requirement for all undergraduates that must be satisfied with the completion of a course in one of the following departments: African and African American Studies, Asian American Studies, Chicano Studies, American Indian Studies, American Studies, and Gender/Women/Sexuality Studies.

Support the implementation of the Center for Race, Indigeneity, Gender, and Sexuality Studies (RIGS)

Take seriously the ways in which (any) student(s) themselves have been addressing diversity. Students have brought serious and structural issues to the attention of senior campus leaders and even proposed possible solutions to them. These concerns have been brushed aside at the same time that the administration has called in help to identify the very same issues that have already been brought to their attention. Why are student voices and experiences not valued here? Whose Diversity is it?
12. HOW CAN WE SUCCESSFULLY RECRUIT AND RETAIN MORE STAFF OF COLOR (AND OTHER UNDERREPRESENTED POPULATIONS)

LD KELSEY; REPORT WRITERS: LD KELSEY AND VICTORIA BAYERL

Participants:
Mark (U Market), Eric (Admissions), Mia (MN Population Center), Mike (Forestry faculty), Payton (Athletics), Mike (HR), Jennifer (Academic Technical Support), Vicky (HRL), Darren (HR @ Rec), Patricia (SUA), Beth (Athletics), Delonte (HRL), Amber (HRL), Mari (CLA Student), Kathryn (Chair P&A Senate), Lydia (HRL), Karen (Libraries), Sherlonda (Public Health), Vincent (Career Services), Andrew (CLA), Kiyonna (Admissions), Angela, Pam, LD (HRL) and more (about 25 total)

Summary of Conversation:
We did sharing of both barriers and strategies both for recruiting staff of color, and also retention of staff of color. Themes were that staff feel diversity is spoken as a priority, however not made a priority at the ground level. Diversity and inclusion need to become a core part of the UMN research mission. Diverse and inclusive research will allow us to ask better questions, analyze results, and engage students, staff, faculty, and stakeholders. If we do inclusive research that is of interest of diverse communities, UMN will make diversity and inclusion a core part of the research mission. Is the research mission of UMN in conflict with our goals for inclusion and diversity? If the research mission is understood to be inclusive there would be no conflict. A lot of great barriers and strategies were identified.

Key Insights:
Recruiting Staff of Color — Barriers:
- make headlines in NYT on something good for diversity/inclusion - for students and hiring
- staff/depts should always be making contacts and “looking” for candidates even when not in hiring mode
- must use actual search companies to recruit staff, faculty, researchers (most faculty/staff do the hiring but are not experts in this area). Univ/depts must stop doing the minimum to cover marketing and recruiting
- OED is world renown-but this appears to be curb appeal only.
- diversity concepts and responsibilities are missing from position descriptions, therefore no accountability to individuals and depts
- in general we are lacking networks with the community
- hiring committee need training - do not have cultural competencies so are biased in their search
- there is a perception for people of color (in both national and local searches) that “the U is not the place for me”
- is the hiring committee diverse? if not, candidates of color may not feel connection or that the environment is inclusive. on paper, the U is 6% people of color however with staff of color on the committees, can sometimes offer a better perspective and connection
- even though ‘diversity and inclusion words’ are being added to many missions and policies, will this do anything, if no accountability, still must continue to put time into recruitment at the right places
Recruiting Staff of Color — Strategies:
- We need to form more relationships with communities of color.
- More money to travel to recruit strong candidates of color nationally - the in-person matters to form a strong connection versus talking on the phone or video.
- Diversity responsibilities and competencies need to be added to all job descriptions.
- In the job descriptions: add diversity components to preferred and/or required qualifications.
- Search committees need training.
- Need a full-time position/area to recruit best people of color because it is full time work and on-going.
- If pool isn’t diverse enough, set a standard that we will not make a hire.
- Need to create policies that reflect inclusive environment and re-reviewed to minimize the dominant culture (and make it more welcoming as a standard for people of color) - environment needs to be shifted.

Retaining Staff of Color — Barriers:
- Are there larger conversation about race happening at the campus? Higher leaders aware of topics and not avoiding them?
- People look to OED to make the change but as President Kaler says, it is everyone’s business - so what is everyone doing at the ground level?
- If people don’t “have to”, then they won’t. What is mandated? If isn’t mandatory it is seen as experimenting with diversity.
- Upper administration (mostly white) do not know the daily lived experiences of staff/students of color at the U.
- Staff are tokenized and/or expected to teach in spaces if they the only person of color and if the topic of race comes up.
- Division’s exist (sometimes unaddressed) within communities of color and across communities of color.

Retaining Staff of Color — Strategies:
- Leadership needs to be held accountable if inclusive environment doesn’t exist.
- All staff need to be given direct feedback when racism/micro-aggressions occurring and if behavior doesn’t change, people released from their positions, co-workers need to be given the opportunity to report these problems without reprimand.
- Allow staff to make Affinities/groups... to aid in retention. Support it. People are just handed off after hire. Students handed off to OFYP after recruited...
- Give recognition to people who are really doing the work, and not those just giving lip-service (are the state awards going to staff of color who are being sought out and in the trenches with students, or those doing big broad programs serving white students?)
- Do people/partners outside your department or unit see it as an important value? How do we determine? If not, how can our actions change that to be true?
- New outstanding service awards created, even acknowledgement but also monetary rewards so more people are motivated to end racism on campus - doesn’t just need to be a “diversity award”
- Everyone needs to believe in change efforts & everyone needs to buy in.
- Non-inclusive and biased behaviors need to be included in the annual review/evaluation process.
- People need to be counseled out or released from the university if they are getting in the way of an inclusive environment (after they have been given feedback and not changed their behavior); must present the opportunities for staff to come forward - not be bystander.
• HR leadership competencies need social justice language, it needs to be added
• it needs to be a priority, and we can show that through more mandated trainings and accountability, and not just a trending topic
• people are kept around and that takes away promotional opportunities for people of color or people (so then may leave) or others who are willing to make change
• mandate social justice dialogue and competencies (maybe OED workshops or similar?) for all staff, especially when they start but even for those here, develop a timeline they need to complete it by
• some departments are recruiting and retaining staff of color very well - how - how can they share strategies to other departments?
• staff of color sharing stories of day to day experiences
• if we seek to understand, we can all be a catalyst for change

Any Next Steps? (see also strategies)
• Admit to Failure
• Use Professional Search Agencies
• Create Affinity Groups for Staff

See online report for supplemental notes.
13. INTERNATIONAL STUDENT EXPERIENCES

BARBARA KAPPLER

Participants:
Mark Bultmann, Teddie Potter, Ron Huesman, Cari Fealy, Pat O’Leary, Stephanie Treat, Zack Haas, Ivory Taylor, Laurie McLaughlin, Marina Uehara, Brian Conn, Anne Fretheim, Allison Hochhalter, Amy Phenix, (2 additional individuals who joined our group but did not sign in)

Summary of Conversation:
Great interest in sharing experiences, questions, concerns. Themes ranged from programs for international students, housing, need for faculty to be explicit in small group work to involve all students, desire for staff to be connected to international students, desire for change in campus climate to build community and to address for all students, “how do you live in a global community?”

Key Insights:
- Campus climate, as directly reported by international students via the SERU, is declining. As Ron Huesman states, the SERU can put a spotlight on an area and we need to dig in deeper to understand what the student experiences are regarding campus climate.
- The campus is awake and aware that international student experiences are both like other student experience and also might have unique aspects
- More programming can be part of the solution (for example, are international students in need of activities during winter break) but the most immediate need is to work collectively for more positive campus experience. As one faculty participant commented, International students are an asset, just as all diversity is an asset.
- Orientation to include ways to be part of a global community. Need for student to student interactions to increase/improve.
- Faculty supported in ways to integrate classrooms, have preparation for small group work.
- International students report finding hard time to find an on-campus job, especially graduate students.

Any Next Steps?
1. Faculty training. One participant commented that at UMD, faculty supported their communication style differences, giving the necessary confidence to participate in discussions. The cultural difference in communication styles would not have been recognized/supported by the students w/o faculty support. In coming to TC, this participant became an advocate for other international students. They wanted then to be in groups with her and not with other domestic students because faculty were not the ones providing the support (participant was providing the support).
2. International students on institution-wide board so solutions can be system-wide.
3. Areas/units encouraged to also have international student advisory board.
4. Continue to urge Provost activity and support for students inclusion so there is increase in influence on classroom and curriculum.
5. Continue to use data to help understand the experiences (such as SERU, ISB, etc.)
6. Expand CA (Community Advisors) to include more international students in this role.
7. Discuss tokenism and how it can be avoided.
8. Increase international students representation in leadership roles on campus.
9. Culture shift: Diversity = gold vs. diversity is community service
10. Continue to develop career services.
11. Revamp U of M job posting website to make it easier to navigate.
12. Inform staff of ways to be involved with international students (Tandem language learning, volunteer opportunities on campus and in the community to host international students.
13. Winter break programming is currently offered. Look to expanding (ISSS and Housing are working on this).
14. Change orientation welcome messages “start your international experience now!”

See online report for supplemental notes.
14. Creating a positive and supportive learning environment for grad/prof students

JAN MORSE

List of participants is not available.

Summary of Conversation:
- Focus more on the success of grad/prof students, currently too much on undergrads
- Recognize and acknowledge the special challenges advanced students face, e.g. financial, family, children, dependence on adviser and other program faculty
- Provide more ‘just in time’ information to g/p students on resources via orientation
- Reward good advising/mentoring
- Reward effective DGSs - they play a key role in setting the culture for students
- Track progress of g/p students, offer support as appropriate
- Currently deviation from the mean is negative, pressure on students to join the norm or leave
- Wide diversity of individuals and programs
- Develop and pass a Bill of Rights for grad students
- organize student communities within departments to boost engagement
- give interdisciplinary students a home
- give programs a food/beverage to serve as the basis for informal gatherings to build engagement
- Common space (mentioned 6 times) within programs, colleges
- Re-establish the Graduate School, give it a building, compete with other high ranking grad schools, e.g. U of Mich
- Focus on well-being for g/p students, now people are expected to suffer and sacrifice and work constantly (like their advisers did)
- Do exit interviews for people who leave without a degree or master out.
- provide a ‘CGS’ - Coordinator of Graduate Students to be the connection point and communicator between faculty and students
- hire faculty who want to work with and support g/p students

Key Insights:
Culture is dependent on program leadership to set the stage for good interactions to dominate, Give them training and skills to deal with the bad actors and resources to recognize and reward outstanding advising. Accomplishing the goal of providing every g/p student with a positive and supportive environment is critical to recruiting and retaining high quality students AND conserving scarce resources. This is initiative is increasingly important as the pool of these students is shrinking. Make g/p wellness a key goal.

Any Next Steps?
Engage central leadership, deans and department chairs on the importance of this issue, communicate best practices and expectations with regard to improvement in the g/p student experience. Give department leadership the resources to reward excellence in this area.
15. CLASSROOM DISCUSSION: GIVING VOICE & NOT SILENCING STUDENTS

SARA HURLEY

Participants:
Leah Milojevic, LeeAnn Melan, Deane Wassenberg, Laura Cervin, Keith Murphy, Amy Pheinx, Melissa Uteri, Patricia Jones Whyte, Wachen Bedell Anderson, Kim Clarke, Amy Springer

Summary of Conversation:
We discussed the issues faced by students in class discussions, issues of faculty training and diversity and the impact of those things on classroom climate and discussions. This also tied to how departments recruit faculty (in terms of building a diverse staff) and what is valued in tenure/promotion. We also discussed the limitations of safe space terminology and opportunities faculty have to empower student voices and honor students as experts in their own life experiences.

Key Insights:
• The idea of “safe space” often means that the safe is space for individuals with privileged identities. Students/faculty with privileged identities should be educated in that discomfort with a conversation is not equivalent to marginalization or oppression and that discomfort is a fine thing to experience.
• Discussion of “best practice” ideas (what have you seen work in a classroom?)
• “Internationalizing education” training -- also conceived of as “interculturalizing” -- used notecards to identify differences and commonalities (everything from how far your hometown is from the U to what you ate for breakfast) and beginning a process of seeing you having multiple identities.
• Build community at the beginning of a course: develop expectations for engagement, model vulnerability (lack of expertise in the lives of your students). Faculty can model expertise in valuing the scholar-learner (learning from others and never being done learning).
• Seek outside counsel when you do not know an answer (do not put the onus of representation and problem-solving on a student with a non-privileged identity). Invest time in developing these ideas and be respectful.
• If conversations happen outside the classroom, identify ways to bring those conversations back to the broader group.
• Be attentive to the power dynamics of your classroom (whose voices are heard, how can you expand whose voices are heard).
• Think about research culture and valuation of objectivity: acknowledging biases in curriculum, texts, histories, etc. are a way of developing honesty around objectivity as a framework.
• Invite students (and validate them for doing this) to share perspectives and personal experience related to the course topic if they want to (do not single students out, but talk about the value of perspective that personal experience can bring.)
• Include expectations of climate in the syllabus (how you expect students to discuss things that might make them uncomfortable).
• Identify moments of bias and address them (you can come back to them at the beginning of the next class)
• Provide advance notice (a slide, a note on the syllabus) of a “triggering” topic: example, a discussion of post-partum depression may be too difficult for a student who recently experienced it to participate in.
• Ask for pronoun preference/preferred names (very easy to do in online courses).

Training
• Value training and leadership in diversity in promotion and tenure and performance reviews
• Identify passionate faculty and help them change culture
• Develop an awareness of biases and how this impacts the classroom and hiring.
• Learn to mediate peer-to-peer interaction (this gets back to setting the ground rules/climate expectations from the start of class)
• Learn to make time and room for students
• How do we acclimate students to what they may/will encounter in the Twin Cities?
• Leadership (deans, etc.) must send a message that this is important.
• How are people held accountable for this?
• Create an environment in which everyone is responsible for this.
• Change culture of “who’s qualified” and identify signs of biased language like “good fit” and etc. and what the implications of that are.
• Publicly acknowledge/reward faculty who students see as exceptional in doing this work well.
• Determine how to evaluate the success of faculty in the classroom around this topic.
• Create policy and require training to create the climate you say you want to see.
• Where should students go when they have negative experiences in the classroom? Who is responsible for dealing with those situations.
• Ties into the problem of hierarchies between staff (who often hear about the experiences) and faculty.
  Power relationships
• Don’t lose sight of online learners. What recommendations do people with expertise in this have for doing this in online courses (or for entirely online programs).
• What is “campus climate” for students who may never come to this physical campus, or who do so only infrequently?
• How do we encourage these changes at all levels of a college/the university?

Any Next Steps?
Incorporate these (and other) ideas for discussion facilitation in opportunities offered from the center for teaching and learning and other units. Create an online training to supplement OED in person offerings so that people have more flexibility in attending/gaining access to this development (especially because there are faculty who are not on campus and teach online courses). Have collegiate leadership identify what accountability measures they are willing to deploy. Provide students within your department/college opportunities to discuss what would work for them and make their experience better. Talk with recruiters about what hesitation students have about attending the U in terms of our climate. Fail searches that do not result in a diverse pool of candidates.
LAURA KNUDSON

Participants:
Jeremy Williams, Elizabeth Richardson, Diana Geisinger, Stephanie Enerson, Chris Western, Karen Chapin, Gary Christenson

Summary of Conversation:
Although the topic was initially called to discuss peer bullying among students, we expanded the topic to include bullying behaviors to include faculty and staff as well. This highlighted the complexity of addressing bullying in higher education, especially at an institution with many different levels, roles, expectations, etc. We determined that a significant amount of “bullying” involves a lack of conflict resolution. There is a need for more support to resolve conflict at the lowest level possible and for conflict resolution to be considered an expectation for how we operate as a University. This commitment to conflict resolution can help ensure that actual bullying situations are pulled out and properly addressed. The commitment to addressing bullying and resolving conflict directly supports the idea of a positive campus climate and we believe a top-down commitment to this is needed.

Key Insights:
• Bullying doesn’t always involve power differences, but it often does, leaving people hesitant to address these behaviors for fear of retaliation or even losing their job
• Bullying is defined in many different ways in higher education
• Bullying is subjective - what may feel like bullying to me may not feel like bullying to you - but my feelings are still valid
• How do we get past the generational concepts of bullying? (I.e. Physically bullying was much more acceptable in previous generations than it is now)
• We tend to “protect our sacred cows” - those that bring in a lot of money for the University have free passes to treat people however they would like
• Are staff members who provide customer service to others always supposed to put on a strong front and take repeated criticism/bullying?
• Taking the step to talk to someone about their behavior does result in resolution quite often, but we are often afraid and simply avoid the issue
• It seems as if there is bullying going on we are told to “build the case and provide proof” versus feel that we have an environment to candidly address the situation and move on
• Women often engage in bullying behaviors between each other as part of the “glass ceiling” - there are only a certain number of high level positions available for women
• How do we encourage our University community to use resources to address conflict resolution without a fear of retaliation?
Any Next Steps?

- Infuse conflict resolution expectations into job descriptions
- Encourage a top-down approach to conflict resolution/positive environments - some units have leaders that acknowledge that conflict will happen and provide channels for resolving it. They also actively support resolution and reiterate that there will be no retaliation for using appropriate University resources (I.e. Office for Conflict Resolution) to help resolve conflict. Stigma of using resources to address conflict prevents utilization.
- Is there a way to require conflict resolution training and provide an expectation of how we are to treat each other at all levels
- Is there any possible consequence for a tenured faculty member who bullies? It seems that there is not, especially if they bring in a lot of money to the U.
17. RANKISM

CHAR GREENWALD

Participants:
Hannah Jastram, Keith Murphy, Jennifer Kraschel, Sara Najm, Terri Wallace, Jerry Schwenke, Erin Flathmann, Teddie Potter, Greg Jamieson, Lisa Smith, Patty Bales, Dan Bakke, Maki Isaka, Jill DeBoer, Karen Kinoshita, Mike Overline, Madeline Grunklee

Summary of Conversation:
We defined rankism, provided example of when/how it happens and shared contributing factors. We agreed that rank is not bad—the problem is the abuse of rank.

Key Insights:
• Undergrad ideas are not valued as much as grad or PhD. students
• Lower rank can’t have input heard or acknowledged by higher administration. People of lower rank not chosen to serve on committees, etc. Very little staff on strategic plan committee.
• Don’t talk or interact between ranks.
• Young professional employees not being heard
• Younger age being stereotyped
• Movement between classifications difficult
• All other groups are talked about but rankism is a taboo subject and people are scared to talk about it.
• The message is “You should be a faculty member” even if you don’t want to be
• Ph.D. status vs. non-Ph.D.
• Very little staff involved in strategic plan development
• Whose ideas are heard? Where do they go?
• Bad behavior toward others is okay if you are tenured.
• The closer to faculty level, the better you are treated.
• Higher rank are resistant to change—that’s the way we’ve always done it.
• Faculty salaries vary widely depending on your college/dpt.
• Esteem can be lower in lower ranks
• AFSCME has the lower ranked and lowest pay among all classifications
• Being in a union is seen negatively
• Message is you need to get out of the union to be treated better
• Make it possible and easier to get to a higher rank
• The amount of money you have influences how people look at you
• Some departments have very little rankism and some a lot
• Lowest rank is the student. Treat students as our customers
• Long term employees have institutional knowledge that should be valued
• There are competing pay scales amongst the various unions
• The Reclassification process leads to rankism and causes hard feelings. It can mean losing benefits and have to go through probation again
• Tradition says that’s the way we’ve always done it
• Rankism is a dysfunctional social structure
• There is negativity amongst your own rank
• People not able to talk freely or go to certain places based on their rank

Any Next Steps?
• Include rankism in diversity conversations and activity
• Include rankism in supervisor training
18. Engagement between International and Domestic Students

EMIKO OONK

Participants:
Grace Machoki, Alex Cleberg, Sally Bauer, Julie Vievering, Chris Conklin, Alisa Eland, Brian Conn, Belinda Cheung, Ben Ma

Summary of Conversation/Key Insights:
• Dynamics of group work in US classrooms. International students are navigating this in a 2nd or 3rd language. Pressure of doing well academically in an unfamiliar system.
• International students may feel more comfortable working on their own rather than struggle with the challenges of communicating in a way that is easily understood by (culturally specific to) American students. Understanding that international students may need time to understand the dynamics of engagement in US classrooms.
• Assumption in STEM that engagement efforts, etc. are outside of their realm or not as important.
• We often think of engagement in the classroom or student groups. What happens to graduate students who spend less time in the classroom, on campus, and are in general more isolated?
• Most discussion on engagement is focused on undergraduates.
• What about students who are only on campus in the evenings after campus offices are closed?
• Focus on building lasting connections.
• Level of engagement development in the classroom may affect a student’s ability to connect at work in the future.
• Issues of connections not limited to international students. What about transfer students and students who arrive in the Spring Semester? How to address culture shock for new students who do not have support of orientation programming, etc.
• Where do faculty/staff go to ask questions about working with international students? How to help facilitators of these connections, rather than they ignore or give up on the situation.
• Perhaps international students are getting too much attention. International students do not need special attention. They wanted to be treated like everyone else.
• Double standards by faculty/staff in treatment of international students. We tend to put all of the responsibility of engagement on the international student.
• Rather than focusing on pockets of diversity (international undergs, international grads, etc.), should work together, collectively, and be more inclusive. Focusing on just one population perpetuates the silos.
• What does “international” mean? Everyone has different ideas of what that means. Focus on diversity and working together, rather than focusing just on challenges/needs of international students.
• Shifting the philosophy from deficit model (challenges, what we need to do to help international students assimilate) to positive model (how international students are a resource and add to our community).

Any Next Steps?
• MISA is working on establishing an Open House/Welcome event for new students each semester. Perhaps this can go beyond the efforts of student organizations, to create a more welcoming environment through the efforts of faculty and staff as well.
• MISA is creating a blended environment of not only “non-immigrant” international students, but including other diverse populations as well. Perhaps the way to move forward is to take international students out of the silo and work on creating an inclusive environment for all students.

• We should encourage campus-wide involvement in this conversation.

• Collaborations in this effort. Take responsibility off international students. Everyone (international, domestic, students, faculty, staff) need to take ownership and work together to create a more welcoming environment.
19. Unions on Campus: What Are We Doing? What Should We Do?

David Linton

Participants:
Eddie Wynne, Ross Rosati, Heidi Hatchell, Terry Zeller, Ann Postera

Summary of Conversation:
We had an intimate group, 6 participants including the caller. While waiting, I listed some ideas that I hoped would help us think about the role of unions in the campus environment.

- Official roles
- Natural affiliations
- Influences of the unions on the environment and of the environment on the unions
- By-products, effects, unintentional consequences

We identified the unionized groups on campus: AFSCME Technical, AFSCME Clerical, AFSCME Health, and Teamsters (Facilities Management) which also includes the trades: electricians, plumbers, etc.

Non-unionized groups include: Civil Service, Professional & Academic, Faculty and students

We had no representation or discussion about the Graduate students, who I think are unionized

Most of us agreed that there is not a very strong sense of division between the unionized and non-unionized workers in daily roles. Functionality within the work unit is primary, and most people feel that our primary identification is with our work unit/department, rather than an employee group. Status within or outside of the union matters mostly as it affects compensation and advancement. Most agreed that whether the union is viewed as promoting fairness or stifling recognition depends on the individual worker’s perception of his/her place in the work group. (Do I work harder than others? Should others get more/less than I do? etc.)

There was a tendency to get bogged down in the existential question of why should there be a union, and why should the staff member have to spend more on union work/workers? I shared some information about the history of unions on campus, but tried not to be adversarial to the questions. Frustrations with bureaucracy on both the U. administration and the Union side were also vented.

Key Insights:
- Trying to turn to how we could see unions (or other employee groups) making a positive difference to the community, it was suggested that Unions could be better at connecting workers across the U. and across disciplines/skill sets. There could be more opportunities for skill sharing and education - mentoring? - to promote career growth. Perhaps workers and the U. would benefit from a more open, less siloed approach to job functions. For example, could maintenance workers be trained/certified to do simple repairs like fixing a faucet handle or changing a light switch? This might improve timeliness and expense of minor repairs that are currently assigned to licensed trades workers.
• Communication issues were also identified as problematic, leading to workers and their clients not having a good relationship. Poor communication hampers the effectiveness of those doing the job and makes those who need their help feel cut-off from the solution of problems they need solved. This can happen when communication gets kicked ‘up the chain’ leaving managers talking to managers, while the people who actually are working on the front line with the problem are discouraged from ‘interfering’ with the process, even if they are most directly effected.

Any Next Steps?
Time expired without exploring further questions, like:
  If the unions on campus aren’t working they way we think they should, what **should** they be doing?

  Are there ways that unionized workers could connect differently with their non-union colleagues? With their management? With the broader community?

  What would it take for management to see unions as a positive part of the University of Minnesota community? For workers? For students?
20. Tokenism in the Classroom

JAZMINE LOGAN; REPORT WRITER: KATIE LEVIN

Participants:
Diana Geisinger, Chris Apriori, Judy Pechacek, Salma Hussein, Katie Levin, Elizabeth Dunens, Uyenth Trang Myhre, Allison Hochhalter, Monica Bruning, Laura Knudson

Summary of Conversation:
Because the original caller wasn’t present (we think she was planning for this to be in the afternoon, since she had class this morning), we decided to call this “Tokenism in the Classroom: Part 1,” with the understanding that the convo would continue this afternoon, led by the original caller.

We spent some time surfacing questions for the morning discussion, including…
- What is tokenism?
- What is tokenism in classrooms? Does it manifest differently in undergraduate and graduate classrooms?
- What can we do about it? And who is “we” in that question?

Additional questions that arose during the convo:
- Is tokenism always going to be a factor in classrooms/the university/the community?
- What is the difference between tokenism and sponsorship/empowerment?

We acknowledged that there was a danger of tokenism in this conversation about tokenism, since people of color could be asked to educate the rest of the group about tokenism and micro-aggressions. We also noted the absence of students in the conversation (when it began; more arrived later.)

The definition of “tokenism” that we worked with was, basically, highlighting one person’s difference and expecting that person to be the expert on the entire group of people whose identity/difference they apparently shared. In tokenism, the person highlighted as different becomes responsible to educate the dominant group. A person who experiences tokenism is constantly having to redefine their humanity.

Although we touched on the ways in which U media/recruitment uses photographs in tokenizing and on the ways in which curricular tokenism can happen (restricting the published voices/scholarship of people of color, for example, to one week or day on the syllabus), we primarily discussed how tokenism functioned in classroom discussions. We recognized the central relationship between power dynamics and tokenism.

A problem with tokenism at the U is the unequal distribution of labor: people who already have power, by virtue of their social location or their position in the university (or, more often, by a combination of both), expect the people with the least power—the very people who are tokenized in the classroom—to be responsible for interrupting micro-aggressions or instances of tokenism.
Key Insights:

- Faculty/instructors need to support students by doing their own homework, learning about the communities from which their students come rather than expecting those students to teach them and their classmates. Similarly, faculty/instructors need to be aware of/attentive to the contexts in which their students are living: what is happening to them outside the classroom (e.g., their academic departments are being devalued, or [this is Katie’s addition to the convo as I write it up] they are affected by racialized crime alerts). How might the larger ecosystem of the University affect their experiences in your classroom?

- Faculty/instructors need to be intentional and have a plan for how to interrupt micro-aggressions or tokenizing in the classroom. It is not the responsibility of students of color or students with marginalized identities to interrupt instances of tokenizing; faculty/instructors should model productive interruptions.

- Faculty/instructors need to make space for conversation, a place/space for students to talk about their experiences in classrooms. Welcoming students to have that conversation with them in their offices is one way of doing that; putting pressure on the U to hire more therapists, academic advisors, and faculty who come from typically marginalized communities/identities is another important one.

Any Next Steps?
The pain felt by students (and, we presume, faculty and staff) who are tokenized is real and debilitating. The University needs to hire more therapists of color, and more therapists who share the many identities of students on this campus (students who identify as outside the gender binary, as American Indian, as working-class, etc.) so that students who experience tokenizing in the classroom will have a safe space to discuss and heal from the real pain they experience.
21. U OF M AFFORDABILITY FOR LOW INCOME STUDENTS & STAFF

MINERVA MUNOZ

Participants:
Mara Stommes, Trinity Miller, Naomi Farabee, Gabriela Spears-Rico, Cherrene Horazuk, Melanie Soland, Zach Haas, Uyenth Tran Myhre, Matt Tveter, Amanda Perrin, Ron Huesman, Karen Williams, Susan McKinnell, Chris Luhmann, Mark Bultmann, Karen Moon

Summary of Conversation:
We talked broadly on topics facing both students and staff regarding both financing college, financial literacy, feeling comfortable on campus, etc.

<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Cost of attendance outside of tuition and fees,</td>
<td>Cutting the Regents Scholarship affected</td>
<td>Financial decisions made keeping middle to higher income students/staff in</td>
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<td>just living on campus, eating, parking, etc are</td>
<td>lower paid staff more than others.</td>
<td>mind but neglecting how the decisions impact lower income students and staff</td>
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<td>all super high impact low income students</td>
<td>Impacts opportunity to move along the</td>
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<td>especially.</td>
<td>educational continuum.</td>
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<tr>
<td>Need for financial literacy education from the</td>
<td>Widening pay gaps.</td>
<td>Top-down decision making/lack of representation at the table for LI/FG</td>
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<td>onset. Perhaps as built into college-going,</td>
<td></td>
<td>students/staff/voice.</td>
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<td>benchmark requirements for students.</td>
<td></td>
<td>How are LI individuals &amp; issues represented at the table?</td>
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<td>High rise apartments in the area are pushing</td>
<td>Institutional privilege in maternity</td>
<td>Governor Dayton has called for reduced spending at the higher levels -- we'</td>
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<td>out more affordable living options for students.</td>
<td>leave. Those who have been here longer</td>
<td>re very top heavy and it makes it hard for Dayton to advocated for money</td>
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<td>have longer maternity leaves?</td>
<td>institutional support.</td>
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<tr>
<td>Generational debt issues: parents paying off</td>
<td>Cost of parking for staff is ridiculous.</td>
<td>Work-study reductions impact low income students.</td>
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<td>loans while their kids are also taking out loans</td>
<td>Not all staff are making a lot of money!</td>
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<td>is a growing issue and perhaps reducing students</td>
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<td>access to certain kind of aid options.</td>
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<tr>
<td>Students</td>
<td>Staff</td>
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<td>Parent loans transfer to students if the parent dies w/out paying them off.</td>
<td>Jobs previously for CS/BU staff are now being filtered to work-study students or to students positions because they are cheaper. Less people with access to the U’s tuition benefits.</td>
<td>Culturally assumes all students have access to high levels of technology.</td>
</tr>
<tr>
<td>Lower workstudy reduces low income students opportunity to sustain themselves while in school.</td>
<td>Provide more access to financial counseling for staff that’s built into the institution versus outsourced to LSS.</td>
<td>Do we even know who our low income and first generation students are?</td>
</tr>
<tr>
<td>Need more FINANCIAL AID education including limitations on the years or time in school per loan/grant. Implications for going longer than 4 years. Specifically for transfer students as well.</td>
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<td>Do we know or are we connected to programs that foster pipeline education on finances?</td>
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<td>Not many real conversations on whether the U is a financially viable option for them. Honestly. Realistically.</td>
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<td>Skyrocketing fees</td>
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<td>The US reached 1 trillion dollars in student loan debt.</td>
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<td>Default rates impact institutional rankings/best interest to address it internally and educate student body earlier.</td>
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<td>2nd year students &amp; one-year scholarship loss</td>
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<td>Low income students often struggle with feeling like they fit into this institution. Between the very middle to upper class student body to the middle class institutionalized norms and assumptions, this place can be very unwelcoming for LI and/or FG students.</td>
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</table>
Key Insights:
• It’s time to re look at ourselves in higher education. K-12 is having to do this as the needs of the economy have changed. Higher education needs to also be about making sure it’s students leave equipped to be fully functioning within our economy and in life.
• The top administration looks nothing like the twin cities. We need more diverse (including class) representation at the top.
• Decisions made regarding finances on campus should include or consider the impacts it has to students of low income backgrounds
• More education all around on financial aid, financial literacy, post-college finances, etc for staff and students alike.

Any Next Steps?
• Student focus groups LI & FG population targeted
• Educate students about which employers offer tuition benefits. Intentional partnerships w/ these employers
• Restore Regents Scholarship to 100% coverage for staff and to their children
22. SPIRITUALITY AND RELIGIOUS DIVERSITY

CODY NIELSEN

Participants:
Barbara Pilling (ISSS), Melissa Wuori (School of PH), Becky Schober (Tax Management), Chris Western (School of PH), Peter Harle (Anthropology and Art History), Cody Nielsen (Office of Student Affairs {task force coordinator} and director of United Methodist campus ministry)

Summary of Conversation:
Religious and Diversity is an essential part of the campus experience. Despite the university being a public institution, there should be intentional discussions, and work related to spiritual diversity, which includes those who are non-religious by identification.

Key Insights:
• The university should be creating spaces which allow for discussion of religious diversity, including practice
• The university has not adequately addressed issues related to holidays for staff and students who seek to practice particular faith traditions
• By not discussing this topic, we can not as a university know and understand if individuals see the campus climate as welcoming or unwelcoming of religious diversity
• Units which have direct interactions with students and their identity (including academic affairs and advising offices) are not being adequately trained on this topic and could benefit greatly from further educational opportunities
• Our general avoidance of talking about this subject now makes it difficult for many professionals and students to engage in compassionate conversations
• As a university that prides itself on student engagement and inclusiveness, we are neglecting our our mission by not engaging this as a university.
• There are areas across the university where spaces for spiritual practice are available, yet it is highly likely that few students know about these locations
• Students’ feelings of safety as it relates to this part of their identity is important to include in this conversation and campus climate work
• In general, the topic allows the university and its members to become more open to inclusiveness and endorses that the university engages all areas of the co-curricular

Any Next Steps?
• Include within the campus climate survey specific questions related to spiritual diversity that are inclusive of belief and non-belief
• Continue to have this conversation so as to educate others and begin this difficult conversation on a large scale
23. What is our responsibility to transplants in acclimating them to the University and larger community?

LYDIA HENDERSON

Participants:
Lisa Schulte, Angie Hoffmann-Walter, Peyton N. Owens III, Meghan Lafferty, Gilbert Valencia, Justine Clark, Jerilyn Veldof, Sherlonda Clarke

Summary of Conversation:
• It is difficult for transplants to get acclimated to Minnesota for some of the following reasons:
  • Natives already have their communities and circles
  • Minnesotans are not typically aware that non-natives are having a difficult time adjusting to the culture
  • People are polite. NOT friendly.
  • You can know a Minnesotan for years and never be invited to their house or their Cabin.
  • You can work with colleagues for years and the conversation never extends beyond how are you? how was your weekend?
  • Feeling like you are not the “right fit”
  • MN is cold - not the weather.
  • At the U, we operate very structurally adhering to tight schedules. If you are not on the calendar it is not happening.

Key Insights:
• Transplants are looking for meaningful connections; not just politeness or superficial-ness
• Transplants may feel isolated due to not being or feeling connected to the community - leading to depression, loneliness etc
• Best advice for a transplant is to find another transplant to connect with. - But does this mean that natives are off the hook and shouldn’t do their part in connecting with and helping transplants acclimate.
• Being a transplant in MN is like a dating relationship. You want to leave it but their are so many good reasons to stay.
• Why do transplants stay? health insurance, job, land of opportunity
• We need to go beyond just meeting new folks but actually work toward forging a community.
• Folks from rural areas in MN who come to the city feel as though they are transplants too
• Their needs to be more resources for student transplants.
• We DO have a responsibility to acclimating folks to the Minnesota culture.

Any Next Steps?
Some potential next steps to move this forward…
• Having sessions on MN Nice for folks who are new to the state eg MN 101
• Create a welcome committee for folks who are new to the state
• Read Surviving and Thriving in MN Nice
• President Kaler we need “e-harmony not tender”
• We need to be transparent about the culture of MN during the hiring process so that folks have a solid understanding of potential barriers to their success.
24. Affinity groups for staff and faculty from underrepresented groups

VINCENT RUIZ-PONCE

Participants:
Angela Murray, CSOM; KC Harrison, PSTL; Jason Jacobson, CCE

Summary of Conversation:
What are the benefits and challenges of groups that formally bring together underrepresented groups at the University

Key Insights:
• These groups can tackle issues of power by leveraging group power
• What practically brings people together
  • Formal structure
  • Food
  • Relevant topics to both faculty and staff
• A group must have consistent meetings
• Must be a safe space for story telling balanced with group action
• Needs to be a place of encouragement
• Must answer the question of focus: community building or change making
• Helps address questions of: when do we act and when do we speak up

Any Next Steps?
Reach out to established groups on campus, at other universities and other organizations
25. University’s relationship with American Indian Tribal Nations

JILLIAN ROWAN AND JODY GRAY

Participants:
Jody Gray, Jillian Rowan, Wendy Lane, Mike Dockry, Brent Hales, David Haynes, Elizabeth Wroblewski, Derek Maness, Sara Lofstrom, Jason Roy, Beth Mercer-Taylor, Mia Riza, Chinh Truong, Karen Carmody-McIntosh, Brandon Alkire, Sasanehsaeh Pyawasay, Brittney Johnson, Bob Danforth, Amelious Whyte

Summary of Conversation:
• Discussion about the University of Minnesota, Morris success in recruitment of American Indian students with the free tuition waiver. How does that impact the admissions at the other campuses?
• Would like to see more history and acknowledgement of the University being on Dakota land in signage across campus and in remarks by senior administrators
• Classrooms can be unfriendly environments when it comes to learning about American History from a non-native point of view. It can be hurtful. Who is responsible for the curriculum? Who has input? How do we make classrooms more inclusive to native students
• Is there a resource page for staff and faculty to learn more about American Indian issues relevant to the U of MN?
• What is the relationship between the U and tribal colleges?
• Staff would like professional development about how to engage and interact with tribal nations.
• We spend a lot of time educating non natives about native issues; it takes away from the time needed to support the native faculty, students, and staff

Key Insights:
• There is a newly formed Affinity Group for American Indian faculty and staff that was developed this fall.
• Faculty and staff need more orientation about the relationships between the U and the 11 tribes in the State of MN

Any Next Steps?
• More insights into relationships with tribal colleges, maybe an environmental scan
• Library communications or educational opportunities to support staff and faculty and non-natives about resources to learn more.
• Include information about the MN native nations in staff and faculty orientations
• signage across campus that acknowledges Dakota history.
26. Creating spaces (both physical and non) for those who do not identify on the gender binary

AMANDA E. PERRIN

Participants:
Susan Stubblefield, Nick Rosencrans, Heather Lee, Jonathan, Amanda E. Perrin

Summary of Conversation:
The Aspirational “U”
• The “U” may be safer/more inclusive than some spaces but is not what we aspire to be in our mission, vision, and values around the topic of gender. There is a dissonance between what we say we do and what happens. Let’s close the gap.
• The transgender commission is voluntary. We need a full-time commitment to this push to ensure the increase of safe spaces.
• Staff can be the ones to lead the way. Stand up and go first. Make announcing your gender pro-nouns the norm and create those expectations in your workspace culture.
• Require training for supervisors to help support staff members transitioning genders or those who have transitioned.

Paperwork
• The “check box” label. Do we, in higher education, really need the box?
• Preferred name battle that happens in administrative offices.
• Breaking down norms and systems that are in place because they have always been.

Building Space
• Why are gender neutral bathrooms hidden in most spaces? or even under lock and key in some departments!
• Some bathrooms could have easy wins by just a simple sign change from “Men” to “Bathroom.” We all know if there is one toilet, only one person will be using it at a time.
• What department will lead the way in signage? Get rid of the binary symbol for bathroom Male 1 Female signs and just put a symbol of a toilet.

Cultural Assumptions
• Mandatory trainings of a 101 on language to use for folks not in the binary so the learning doesn’t come too late. This can also help with recruitment of folks not on the binary and diversify our staff teams by creating an entire department of acceptance!

Professional Development
• When at a conference, why are we placed into hotel rooms based on the binary and then leaving the person not in the binary silod in their own space.

Campus Safety
• Walking home at night is scary. How are we staying active in this work after we go home at 4:30pm?
• Create safe learning spaces in the classroom to make mistakes, learn, and accept

Policies
• Breaking down the “Prove Your Gender” regulations currently in place.
• The idea of needing to prove your gender through written statements from self or others, proving hormone treatments, or even showing proof of surgery is a humiliating process.

Key Insights:
• The dissonance between the Aspirational “U” and what we’re really doing.
• Accessibility for folks not in the gender binary is not a luxury, it’s a necessity. Folks should be able to pee without fuss.
• Break down the environment of “Prove your gender.” Stop the humiliation and start your education.
• Campus safety. What happens to our students when we punch out at 4:30 and can forget about their experience?
• Professional development around mandatory trainings for both staff members and supervisors to know how to recruit, welcome, and retain those not on the binary.
• We have some easy fixes on this campus with signage. Let’s get started on space assessment and get some new signs ordered.

Any Next Steps?
• We have some easy fixes on this campus with signage. Let’s get started on space assessment and get some new signs ordered.
• You are the one who can start the culture of pronouns. What training will you attend, or require/encourage staff to attend for development goals?
27. STUDENT MENTAL HEALTH

BARB BLACKLOCK

Participants:
Barbara Pilling, Susanne Vandergon, Allison Hochhalter, Amy Springer, Barb Blacklock, Kate Elwell, Caitlin Cohn, Susan Stubblefield, Jeremy Williams

Summary of Conversation:
• Long wait lists for services at Boynton Mental Health Center
• Lack of awareness of availability of mental health information for veterans on campus
• Faculty and staff unclear of their roles with student mental health
• Confidentiality around mental health issues with students (by staff)
• Lack of awareness of resources to assist students (eg, MH website, training available, BCT)
• Lack of awareness of mental health website (market during new employee orientation)
• Appointment limits by Boynton MH a concern
• In person training on how to have difficult conversations is needed for faculty and staff
• Include people with mental health conditions in the discussions and solutions

Key Insights:
Stigma and lack of information are still issues for students, staff, faculty

Any Next Steps?
• Awareness of resources a requirement in all job descriptions
• Administration needs to prioritize mental health as a campus wide priority. Learning life skills around stress management should be a focus along with normalizing help-seeking.
28. RACIALIZED CRIME ALERTS

NICHOLAS GOLDSMITH, LAUREN MITCHELL

Participants:
Nicholas Goldsmith, Lauren Mitchell, Greg Hestness (UMPD), Clemon Dabney, Alfonso Sintjago, Dane Verret, Pam Wheelock, Patricia Hall, Erik Dussault, Jan Morlock, Leslie Krueger, Julie Christensen, Lamar Hylton, Danita Brown Young, and others who joined in later

Summary of Conversation:
Students raised concerns about the practice of including race in crime alerts, including:
• connections to racial profiling and discrimination against students of color
• oversaturation of crime alerts describing Black suspects
• perpetuating a system of oppression against people of color, ignoring history of violence against people of color
• psychological costs of discrimination
• risk of vigilante violence against Black individuals who fit suspect descriptions
• concerns from students’ families for their student’s safety
• vagueness of suspect descriptions, such that many Black individuals could fit them
• uncertainty about how students should use suspect descriptions to increase their safety - what specific behaviors should they engage in, given the suspect’s race?
• suggestion that time and place are more useful pieces of information than suspect’s race in avoiding crime, from a student perspective
• unavailability (and impossibility of collecting) data demonstrating the effectiveness of crime alerts, because there is no way to know how many crimes were avoided
• Students expressed frustration at having repeatedly raised these concerns, and administrators continuing to include race in crime alerts without evidence that it is helpful.

Pamela Wheelock and Greg Hestness responded with their concerns:
• safety of the campus community is a priority, and an informed community is a safe community
• crime alerts are only issued for serious crimes, when there is an ongoing threat to student safety
• the University is required by law to issue crime alerts
• discussions are ongoing with peer institutions, but standard practice is to include race
• suspect descriptions are constructed from witness and victim reports, and thus information available is limited, meaning reports will often be vague
• police are aware that students of color feel “under the microscope.” Only a handful of student stops have been made, and these are based on behavior not race.

Wheelock expressed that discussions are ongoing, searching for a solution that would not threaten the safety of the University community. Students pointed out that this policy disproportionately protects White students and puts students of color at risk - suggesting that it reflects a concern for the safety of only some students. Wheelock is not convinced that removing race from crime alerts will improve safety on campus.
Key Insights:
- Racialized crime alerts pose a danger to students of color, as supported by testimony from multiple students of color
- There is no way to prove that including race in crime alerts is effective for reducing crime rates
- Wheelock remains unconvinced that removing race from crime alerts will improve safety.

Any Next Steps?
Convincing Wheelock and Hestness that removing race from crime alerts will improve campus safety!
29. RETAINING FACULTY FROM UNDERREPRESENTED GROUPS

SUSANNAH SMITH

Participants:
Susannah Smith, Nue Lor, Rebecca Moss, Thorunn Bjarnadottir, Kate Martin, Marina Uehara, Noro Andriamanalina, Mary Tate, Patricia Jones Whyte, Rafael E. Tarrago, Amber Buck, Parker Lemke, Caleb Giesinger, Madeline Grunklee

Summary of Conversation:
Under-represented groups are not feeling welcome on campus. This is a national problem. There are good intentions here, but in the words of a former faculty member of color who recently left, when asked why he was leaving: “Nothing is happening.”

Some of the problems facing our faculty of color or from other under-represented groups:
• “Fairness”: Extending benefits to one person -- even in a retention situation -- seen as “unfair.”
• Cultural difference. Departmental cultures that are not named or explained, but expectations are based on them. People from the non-dominant culture are at a disadvantage. It is sometimes assumed that people understand the local ways when they don’t.
• Burn out. Faculty of color are so often called upon to do things, represent their group, at a greater rate than other faculty.
• Perception that a person from a minority group is interested only in research topics related to that group. (“You are African-American -- how can you study Russian history?”)
• Sense that minority students and faculty don’t necessarily belong here -- sometimes having to prove their worthiness/credentials to an extent that others do not. Called on to be exceptional.
• Many undergrads who come here have never seen a person markedly different from themselves in a position of responsibility or leadership.

Key Insights:
• “Equal” treatment is often not “equitable” and can serve to retain or shore up privilege. “Fairness” can keep us all down. Merit is sometimes removed from discussions about fairness. This also puts diversity in a climate of competition. This issue is a very Minnesotan thing and we really need to name it, discuss it, address it.
• Mentoring is very important, but can be tricky. The term suggests an image of intimacy that some might not want. Mentoring does not mean that you have to be best friends.
• It is extremely important to recognize departmental culture, to see what terms, expectations, and behaviors it assumes. Uncover the norm and work not only to orient non-majority participants to that culture but also be open to adapting the departmental culture through the input of the non-majority faculty. (Isn’t that the point of diversity, after all?!)  
• How we treat our students of color dictates how we will treat faculty of color. If we assume they are here only because of affirmative action, we will also assume the faculty are only here for that reason.
• We can train doctoral students and postdocs from under-represented groups, but we do not always hire our own. Some areas of the University don’t see the point of investing $ and time in a postdoc who goes on to another institution. Other departments will not hire someone from their own programs.
Any Next Steps?

- Discussions about concepts of “fairness,” “equity,” and “equitable” -- how idea of fairness can reify current hierarchies and bring us all down to a lower level.
- Work within departments to uncover the the invisible norms. Be careful to help people get over being uncomfortable about the process of listening and changing -- if people shut down, it won’t work. Teach people not to withdraw but to engage.
- Cluster hires can be helpful. Not being “the only one” in a department or area of study is important.
- Conduct exit interviews of faculty who leave to find out what factors played into those decisions.
- Allow preemptive retention offers, so that faculty who are being heavily recruited want to stay here.
- Real change comes with mandates. Chairs and deans need to take ownership of improving our record here; it should be part of their performance appraisals.
30. Recruitment and retention of African American students and faculty

RENOIR GAITHER

Participants:
Sue Delzer, Maria Agostinho, Wachen Bedell Anderson, Beth Lindgren Clark, Erin M. Keyes, Leonard Taylor, Megan Morrissey, Sherri Novitsky, Susan Rafferty, Paige Rohman, Deena Wassenberg, Michael Goh, Mary Ellen Nerney, Kay Cooper, Missy Bye, Renoir Gaither, Cody Mikl

Summary of Conversation:
Colleges at the U genuinely and sincerely wish to increase recruitment and retention of African American students and faculty. The number of African American Ph.D.’s are diminishing. Recruiters are having a difficult time attracting both African American students and faculty for various reasons.

Key Insights:
• Both African Americans students and faculty have feelings of isolation across the campus.
• There is variation in the number of college reporting success in recruitment and retention. For example, a participant from the School of Social Work reported relative success in recruiting African American students, but less so in recruiting faculty.
• Steering African American students toward academia professionally is difficult and relatively unsuccessful.
• There is a dearth of role models and formal mentors for both African American students and junior faculty.
• The university needs to institute formal pathways towards outreach to African American secondary school students.
• Financial investment is key in successfully recruiting African American faculty.
• How we speak about recruitment needs revision, in terms of rethinking and reimagining this process; we need to replace the term “recruit” with “attract and help to thrive.”
• The university needs to discover and share better methods of identifying emotional attitudes of African American faculty and students to better address feelings of isolation and/or discontent.
• The university should gather and share information about privilege and how it works in terms of how it might alienate African American students, staff, and faculty.
• The university needs a critical mass of African American faculty, in order to attract and retain African American students.
• A major theme originating from the university often has to do with how can African American students fit in, rather than a more productive theme of how can African American students take ownership in their experience at the university.

Any Next Steps?
• Identify and utilize best practices in shaping policies to affect greater recruitment and retention of African American students and faculty.
• Develop outreach programs to secondary school students as a means of creating bridges to African American students who might otherwise not attend the University of Minnesota.
• Develop formal mentoring programs for African American students and junior faculty that are transparent and accountable.
• Plan an emphasis on African American faculty recruitment, both in terms of diversifying faculty ranks, but also in recruitment efforts of students.
• Develop accountable professional development efforts campus-wide for African American faculty.
• Develop programs to increase African American student enrollment in Ph.D. programs across the campus.
• Create spaces where African American students can find academic and emotional support, such as Huntley House.
• Focus on analysis of exit interviews to better understand why African American students at-risk and faculty ultimately leave the institution, and use the information to make systematic changes.
• Create a better understanding of how tokenism operates on the University of Minnesota campus and its effects on academic success among African American students and faculty (burnout).
31. WORK-LIFE BALANCE

SARA NEWBERG

List of participants is unavailable.

Summary of Conversation:
The group shared both positive and challenging experiences with work-life balance. Participants experienced very different levels of management tolerance for telecommuting. Those who have worked in cultures with greater tolerance of telecommuting reported greater satisfaction, productivity, morale, and reduced stress level with their work. On the other hand, those who are expected to be at work on a rigid schedule express frustration and anger. Strong management is important to addressing problems with abuse individually rather than reducing flexibility for entire departments.

Other topics included expectations related to allowing/expecting staff to take lunch hour, developing departmental policies related to sick-leave which appear not to align with university policy, bringing children to work (especially on snow days), taking last minute vacation time. There was discussion about e-mail expectations. Some find that working evenings and weekends, especially on e-mail, allows greater flexibility and engagement in work while managing life’s other commitments.

There is a need to make it feel safe for employees to raise these issues with supervisor and ask questions about related policies.

Key Insights:
- Management training is needed to help managers
- Understand University (and Fed/State) policies related to sick leave, vacation time, overtime
- Understand how to manage individual performance issues in order to maintain flexible work environments (Manage the “rascals” rather than creating policy that inhibits freedom for the majority of hard-working, committed staff)
- Inflexible work environments have disparate impact on women. Women are leaving positions which costs the University good employees and diverse perspective. Faculty and PA staff generally have greater control over schedules. Civil service and BU employees have less access and arguably greater need.

Any Next Steps?
- Review University policy and practices related to flexibility in the workplace
- Provide management training in a proactive way (not just for those who already buy-in) about benefits and techniques/strategies to provide a flexible environment where possible.
- Provide better communication about fed/state laws related to pertinent labor law.
32. Welcoming environment for students transitioning to the U

JENNY PORTER, LISA GRUSZKA

Participants:
Lisa Gruszka, Jenny Porter, Kristie Feist, Trisha Schweitzer, Mary Leinfelder

Summary of Conversation:
• Find outlets that embrace the students interests
• Showcasing all the opportunity in the best way possible.
• Students are dealing with a wide range of experiences that they bring in (mental health, nutrition, family dynamics, etc)
• How to create a welcoming students as student employee
• What are the sounds, speakers & structures
• Validate the experiences the students bring in
• Confidence conversation: We want to hear from you, everyone knows something different, everyone has something to contribute

Key Insights:
• When showing so much choice it can be paralyzing
• Confidence vs. arrogance (how do we teach confidence)
• How to stop messaging… ’you are the best of the best’
• How can a physical space be engaging and dynamic

Any Next Steps?
• Look at how to make CMU more welcoming, engaging. Talk with SUA staff about these options
• Explore way in programming to have messages around building confidence included
• Connecting transition programming at Orientation & Welcome Week to HRL experiences
33. What is a healthy campus?

BRAD HUNT; REPORT WRITER: LISA LEMLER

Participants:
Julie Sanem, Crystal Helmrichs, Lisa Lemler, Jason Jacobson, Cathy Larson, Theresa Taylor, Gwen Gmeinder, Evelyn Davidheiser, Karen Chapin, Monica Bruning, Marianne Watters, Marta Monti, Kathy Rumpza, Emily Matson, Peg Sherven, Pat O’Leary, Sarah Howard, Nick Rosencrans, Matt Paulbeck, Scott Spizer, Kathrin Hahn, Linda Wolford

Summary of Conversation:
The health and wellness programs and services available on campus are impressive. There is a wealth of knowledge and information across campus, and although there are areas for improvement, the consensus is that the U of M has an unrivaled vision for campus health and wellness.

Key Insights:
- Very positive wellness culture on campus among the Health Advocates (students), Wellness Advocates (faculty/staff), and the Wellness Collaborative (health and wellness professionals on campus)
- Financial reimbursements are a major incentive for employees to learn more about themselves and how to maintain a healthy lifestyle
- There are geographic barriers that exist on campus, specifically on the West Bank, that make it more difficult to get involved with the wellness programs and services available on campus.
- Additionally, there are limitations among the physical spaces on campus that need to be created and/or communicated better to the university community. Examples of physical spaces would be lactation rooms or spaces to take naps/rest.
- Physical health and wellness is something that is very well promoted and communicated (group express classes, employee health club reimbursements, etc). There is still a gap in communication around campus concerning the other dimensions of health and wellness (emotional, mental, financial, occupational, etc).
- A healthy campus is a fair campus where P&A employees and Civil Service employees receive equal benefits across the board. It was mentioned that discrepancy among parental leave (2 weeks vs 6 weeks) was a major topic of discussion (http://www1.umn.edu/ohr/benefits/leaves/parental/index.html).
- Similarly, a healthy campus focuses on making sure that every employee has an equal opportunity to engage in the health and wellness opportunities available on campus. There are still employees that have no way of getting enough time off to go on a walk, stop in for a biometric screening, etc. As a university, we need to make sure that this does not exist — everyone deserves to have the flexibility in their schedules to take time for improving upon their health and wellness. It leads to a more positive, coherent and engaged campus.
- A healthy campus provides “quick hit” examples of how to stay healthy and well throughout an student/employee’s time at the U of M. There are major things that U of M does a good job of promoting (i.e. the Wellness Points Bank program), but there should be some ongoing education across campus to keep people learning and improving on their health. One example was from an individual whose previous job required him to take a certain amount of time off to stretch in the middle of the day. I believe the software is called Stretchware (http://www.stretchware.com/sw_how.html)
• A healthy campus provides a welcoming physical classroom environment. There have been several occasions where obese individuals have left classrooms because they couldn’t fit in the desks/chairs. Similarly, a class once had to get moved to the West Bank when its east bank location had an elevator break down. The class was forced to move to the West Bank due to a person’s inability to access the classroom with his/her wheelchair, which is incredibly impactful on that individual’s mental health.

• A healthy campus provides programming and services that are vast while maintaining an inclusive vision. There have been times when services create the perception that only a certain type of person (physically fit) are worthy of attending reimbursable wellness classes (i.e. kettlebell workshops, treadmill training, circuit training, etc).

• A healthy campus has more water bottle filling stations and less of the traditional water fountains! Better for public health and disease prevention.

• A healthy campus has a strong model for promoting health and wellness opportunities with offices and departments.
  - There are collaborative groups that exist on campus that help to “coach up” wellness advocates so they can go back to their offices and promote wellness internally.

• A healthy campus continues to provide healthy and affordable food and beverage options. People talked a lot about how it’s difficult to find healthy food on campus. There are new locations such as Freshii (Moos Tower) and the Fresh Seasons Cafe (Rec Center) that provide healthy options, but they are slightly expensive too.

• Soda machines — too many of them! The group would love for them to go away altogether, but there are obvious financial implications and contractual obligations with Coke that likely exist that could make this difficult. The group would love to have more knowledge about how it can keep making steps to becoming a tobacco free, smoke free, soda free campus (see Ohio State as an example).

• A healthy campus provides better financial incentives for their reimbursement programs (group strength classes, weight watchers, etc). Many times the up front fee ($200 for group strength express classes) is too much for a person to pay. It was suggested that maybe there could be a second way to pay for programs like these (payment plans, pay as you go, etc) that could provide for more participation.

• The YWCAs “Maintain Not Gain” program was also mentioned as another fun way to promote healthy and active lifestyles while maintaining a financial incentive (https://www.ywcampls.org/_asset/jzpl14/MaintainNotGain.pdf)

• Also would like to provide reimbursements for more every day activities rather than the larger programs that take weeks to complete. Examples of these programs could be 10,000 steps programs, nutrition journals, discounts on multivitamins and herbal remedies, etc.

• A health campus also commits to student health education as much as it does for employees.

• A healthy campus embraces a model of what it defines as a healthy and well environment, while acknowledging that there are other, less westernized models of health and wellness that are embraced on campus.
34. Accessibility for All

TOM KUHL

Participants:

Summary of Conversation:
Insights into issues regarding accessibility for all to buildings, programs, etc...

Key Insights:
• Inaccessible offices. Students with mobility impairments can’t attend office hours if the professor’s office isn’t accessible. Example: Nolte Center
• Gopher way tunnels and skyways don’t always make sense or are configured in a way where walking above ground would be faster and cause the walker to expend less energy; two things that persons with disabilities could use/need, but don’t have access to because they may be limited to tunnel use in bad weather….The Gopher way isn’t always the fastest or shortest way.
• Gopher way tunnels can be hard to find and are often closed after hours; a problem for users with mobility issues who attend night classes.
• Staff and faculty with mobility impairments sometimes find themselves stuck in/out of buildings (or even stuck in elevators!) if the building or elevator is on a timer.
• Lack of custodial attention to low traffic restrooms… Mobility and transgender stalls/restrooms are often overlooked.
• Stairs and sidewalks are sometimes left unsalted or not plowed after snowfalls, leading to accidents.
• Online instructors need help making course accessible to all disabilities
• Where are the resources for people to learn how to use accessible equipment. Example power lift tables in bathroom.
• Paratransit is running at capacity. The service only has two vans running for an estimated 2,400 students with disabilities in the mornings and only one van in the afternoon!
• What commitments/plans does the university have to update the accessibility of buildings… Funding??
• Decline in HEAPR funding
• Fire doors between buildings often can’t be opened by persons with severe disabilities.
• What does the university need to do to go above and beyond the Americans with Disabilities Act? Example Nolte Center may meet ADA standards; however, having inaccessible offices for professors violates equal access under university policy… Are there grants/endowments to address this?
• Bathroom access for transgender.
• Strong scents in bathroom mist generators are a problem for those with allergies, sensitivity to smells and asthma.
• Signatures and signs needed for visually impaired.
• Power door openers are sometimes blocked (newspaper stands) and not cleaned.
• People with disabilities need to plan ahead
• Disability parking has been removed from in front of Appleby and all the spots behind the hall are
cscontract, except for one spot.
• Parking spaces at the Bell Museum are often blocked.
• Trucks (sometimes university vehicles) part partly on sidewalks; forcing some in wheelchairs to use the
street.
• What is the university’s plan for accessible student housing? - Heuerlifts, PCAs - who is looking at
residence life and accessible housing for persons with disabilities?
• No sinks in office spaces that are sometimes needed by persons with disabilities.

Any Next Steps?
• Alternate options for entering buildings when locked.
• A good reporting mechanism for unsalted/unplowed walks is needed.... there’s shouldn’t be an accident
required before an area is made safe.
• Online course designs need to address possible accessibility problems up front.
• Paratransit should offer ride sharing to people going to different buildings in close proximity at the
same time. Study Metro Mobility’s method of ride sharing.
• Paratransit needs extended hours on evenings and weekends
• Add a larger Paratransit shuttle to/from building frequented by persons with disabilities. Example: a
campus connector between McNamara where the DRC is and Coffman Union where the restaurants
are
• Phone to call when a person with a mobility issue finds themselves locked in/out of a building or stuck
in an elevator after hours.
• Find a way to make sure fire doors in all buildings can be opened by a switch. Disability access must be
included when working on design issues with heavy fire doors.
• Add wayfinding for the blind/and low-visioned
• Placement of power door openers needs to be consistent… Openers often vary on placement around
door and height from the ground.
• Place stools in bathrooms for those affected by Dwarfism
• Safety issues must be a priority in times of snow and ice.
• Build partnerships with occupational therapists to assist in the design process of bathrooms, building
access, etc..
• Consider installing full spectrum lights over fluorescent lights due to sensitivity
• Make contract parking spots availability to disability parking permit holders during off hours.
• Patrol sidewalks, make sure they are not blocked by vehicles… People in wheelchairs aren’t safe off of
sidewalks.
• Facilities Management needs to be in consistent contact with Roberta in DRC to make sure big access
problems are taken care of ASAP.
• Find issues regarding access that need to be fix and identify/ranked by importance and then assign a
committee to determine what to fix first.
• Multiple choice polls with optional additional feedback requesting input on the biggest access issues
that need to be fixed first… What are the Top 15 things for Facilities Management to make a priority.
• Add more quiet space rooms for those with sleep issues, sensory issues, area for private prayer, etc…
35. PEOPLE OF COLOR WITH DISABILITIES

CAROL ELY

List of participants is unavailable.

Summary of Conversation/Key Insights:
• Feeling isolated - visible disability, - women, - person of color
• 3-4% of students of color go to graduate school
• Inaccessibility of campus, not all buildings connected, large size of campus, did not know all resources, communication of resources
• Set up gatherings of people of color with disabilities
• So many resources that it can be overwhelming
• How do we get people of color with disabilities in the door at the U?
• Language about inclusion was important in why people came today.
• Could look at more campus-wide than just DRC registered
• Reach out personally - who do we all know? Can we invite them?
• Peer mentoring - 1:1 connection
• Looking for someone to reach out to them and teach others to advocate for them - multiple ways of doing things, communicating to them personally
• Disability as apparent or non-apparent is contextual, multilayers
• We have more people with non-apparent than apparent disabilities
• People don’t know what is considered a disability
• Community resource connections (e.g. ICI, DRC, who else is on campus who has this interest?)
• Depends on people with disabilities - may be many, many departments/offices to go to (e.g. joint office hours etc.)
• Demands on resources (e.g. on and off campus)
• Paratransit scheduling can be difficult in p.m. - limit at times on where paratransit goes
• Think about creative ways to partner with other people with disabilities parents and siblings, U of M alums with disabilities
• Difficult to coordinate classes because you have others things to coordinate such as pcas, class location
• Parking issues
• Things just take longer
• Chats or other ways to connect might be a way to connect people with physical disabilities
• Intersections of identity
• Having office hours in multicultural center or GLBTA programs may be a good idea
• People with and without disabilities working together to reduce stigma
• Find more ways to get messages out
• Universal design - access if built in
• Disability studies - promote scholarly work
• Disability history course
• Disability services and policy certificate
• Regents scholarship is not available at 50%
• Look at policy exceptions when it is disability related - 50%
• ODGE would like to work on funding for students of color with disabilities
• Balancing needs
• Communication very difficult in large University. Resources here but not known.
36. WELCOMING VISITORS TO CAMPUS

EMMA ALLEN; REPORT WRITER: STEPHANIE TREAT

Participants:
Emma Allen, Ross Allanson, Kate McCready, Evelyn Davidheiser, Albert Bryl, Stephanie Treat, Char Greenwald, Lisa Lewis, Mary Leinfelder, Pat O'Leary

Summary of Conversation:
We discussed some of the barriers that prevent more visitors and community engagement.

Parking: cost and convenience is an issue. School busing can be hard for individuals with disabilities. However, PTS is addressing some issues. We may overstate the problem to the community - when we talk about parking and transportation, we may be overly defensive or apologetic.

Campus security and invisible barriers: campus security is important but it increases barriers and sometimes conveys that the U is not a welcoming place. The U can seem overwhelming to visitors. Why does it feel there is a barrier between campus buildings and the immediate neighborhoods surrounding the East and West Banks?

Websites for K-12 visitors: There is no gateway. PreK-12 does maintain a site, but it’s not interactive. See what UW-Madison is doing with their PreK-12 outreach website for a more engaging model.

Our database of experts: These are not necessarily individuals who are looking for questions from the community. We don’t have a website listening experts who will welcome external questions.

Outreach articulation and communication: We do not have a public facing site that articulates our Outreach mission well.

Collaboration: We have the PreK-12 network, but we don’t have many methods of collaboration, and collaboration is not required by departments. We are too much in silos. We have common outreach metrics for PreK-12, but there is no requirement to use them.

Resources: Often outreach is an afterthought. Departments have few outreach staff - it’s something staff and instructors do as part of their regular duties. Programs end when the funding ends.

Signage: This could always be better.

Stadium: Are we missing an opportunity to outreach with visitors for games, especially Vikings games?

Key Insights:
• A “warm transfer” is always welcome. See the new OIT model.
• The PreK-12 Network submitted a report to the Provost on outreach a year or so ago. There was no response.
• We need to help visitors “find their options”
• We are not stating to the state: “This is Your University.”

Any Next Steps?
• Raise the profile of outreach (it’s in our core mission)
• Get more data on the people who don’t come to campus. Find out why they don’t feel welcome.
• Improve outreach communications on public sites
• Look at what UW-Madison is doing with PreK-12 Outreach. It could be a model. See http://info.wisc.edu/featured-program-page/outreach/
37. Focus on what UNITES us, recognize and value what DIVIDES us

ISHAN SAHU

Participants: Ishan Sahu, Felicia Christy, and more

Summary of Conversation:
We have spent time and energy realizing the differences between one and another. From the beginning of people we have noticed, for best or worst, what makes us different, what makes us unique, what makes us special. This, undoubtedly, is an incredibly important discovery. It is a discovery people must acknowledge and most important respect. However, what about the things that unite us? Take a second now, and think about what happens when you enter your first student group or job meeting at your university filled with people that you have never met. Like many people, you are interested in finding your place in this group. You are interested in belonging. What would you do? Although you are unique and may have a specific role, you try to find a commonality. You find something to talk about or to relate to. By this method you start a conversation. Just like this simple example, our conversation began. We talked about things that united us because we believe that although recognizing and valuing our differences are critical, focusing on what unites us is just as important. Focusing on what unites us progresses us to being a more open campus for all.

Key Insights:
• Commonalities unite us.
• Uniqueness is important.
• Finding commonalities among students, staff, faculty, and community members is of essence when looking to provide a more inclusive campus experience.
• Diverse population sometimes focus more on division and less on commonalities.
• Finding commonalities in a diverse population can be difficult, but is extremely important.
• Being part of a larger community makes people feel like they are a part of something larger than themselves. It gives people an opportunity to belong an opportunity that some students, staff, and faculty may not get otherwise.

Any Next Steps?
Create environments where we START conversation about our commonalities and THEN explore our unique experiences. From there, act.
38. Diversity at the U? What do we really mean?

SASANEHSAY EAHPYAWASAY

Participants:
Derek Maness, Patricia Jones Whyte, Caitlin Cohn, Brian Hjelt, Michele Chilinski, Anne Fretheim, Thorunn Bjarnadottir, Sarah Groskreutz, Jerie Smith, Susan Warfield, Alison Link, Brent Hales, Kay Cooper, Fariha Grieme, Karen Kinoshita, Maki Isaka, Alex Cleberg, Brandon Alkire, Melissa Wuori, Nelson Hard, Salma Hussein, Linda Weingarten, Grace Machoki

Summary of Conversation:
Framing Question/Thoughts: “Diversity” often times denotes different meanings and can be conceptually differently through different perspectives. At the U, how is diversity conceptualized and what are those implications?

Listed below are the different ways diversity was conceptualized & discussed:

“Diversity” is Nuanced - we need to be clear what we are talking about
- Social justice lens
- Diversity of thought
- National origin

Diversity of Idea/Diversity of Thought: this notion that diversity of experiences and diversity of thought promote better knowledge and better engagement
- we need honor and respect different ways of knowing in education (oral history vs. “legitimate” research)
- who creates the standard of “thought”
- we need accepting of different views
- “diversity” tends to change what we know is right
- the tradition of science is to challenge what is standard knowledge- why is it not acceptable to challenge the status quo in education?

Structural Diversity: “statistical diversity” included admissions and retention
- we invite “diversity” into the university but do not foster an environment to retain diversity
- the university needs to work collaboratively on both retention and recruitment at the same time
- when we start categorizing, we silo individuals

“Diversity” in education has been an evolving theme
- we keep changing our language and what we mean by diversity (multiculturalism, race, equality, etc.)
- we need to understand the educational community at the U and further explore what we need to know for the sake of the community in regard to diversity
- the topic shifts when things become urgent or when anger arises in a particular group

Application of Diversity
• We need to identify areas where we are not “walking our talk”
• diversity conversations need to be filled with respect, being careful not to get into “political correctness” paralysis
• we need to be willing to admit mistakes
• we need connect our actions to the mission statement/values of the institution
• commitment to community, welcoming and openness to making mistakes
• we need to be willing to learn and willing to share
• what is the message we are sending through our application, are we reactionary vs. receptive?

**Key Insights:**
• Reframing language - use language that reframes diversity with a positive connotation and to incorporate inclusion
• Diversity does not indicate action, its is only naming an issue verses not guiding us where we are going or what we want to do - WHAT IS THE ACTION?
• Inclusion = ACTION
• Diversity and Inclusion need to operate together
39. HOW DO WE CREATE SAFE SPACES TO DISCUSS THE REALITY OF WHITE PRIVILEGE?

JILL DEBOER, BETH MERCER TAYLOR

Participants:

Summary of Conversation:
Recent local and national reports of racial tensions on the heels of high profile court cases have highlighted the need for frank and difficult conversations related to race in the U.S. The callers brought this topic forward - after the lunch break - in order to start one of those conversations.

Key Insights:
Emotions: The topic of White privilege evokes an emotional response for many people. Participants discussed the following:
• Addressing the issue of shame upfront is an important first step in order for an effective discussion for many White people. Acknowledging their participation in a system that many were born into.
• What do I do with this legacy? It is an emotional thing.
• Everyone needs to acknowledge their own thoughts.
• How do we deal with the emotions that come up around this issue. Moving past the emotions will help us create action steps and solutions.
• Even though this is an emotionally charged topic, the value of our products will increase if we can address diversity issues in the workplace.
• Importance of self forgiveness.
• A participant from Kenya shared the observation that the discussions were emotionally charged and appeared to be steeped in the history of this country that she does not share. Perhaps conversations like these should be facilitated by a neutral person not originally from the U.S.

“Safe Space”: The “safe space” language in the question fueled discussion including:
• People need to be allowed the chance to be vulnerable without the fear that they will offend someone else. Environment needs to be one of honesty, learning, and evolving in order to move toward solutions.
• There is not a right or wrong way to talk about these issues - just talk!
• Be careful about suggesting Whites-only conversations. Experience with other cultures is an important part of the process. Healing will happen with this experience.
• Do we need safe spaces or unsafe spaces? There will be contention with this topic.
• We need forums for changing hearts and minds when appropriate.
• Safe spaces will include:
  • Shared understanding of all terms
• Storytelling about individuals experiences (challenges, stagnations, wrongs)
• Use a commonly understood framework for sharing perspectives
• Move beyond the single story
• Focus on commonalities as well as differences

History: History is an important source of information on this topic:
• In the field of cultural anthropology, racial privilege is well documented.
• Michael Shermer says “we are all storytelling animals.” Historical reviews reveal prejudice and racism throughout time.
• Our national history is soaked in slavery and imprisonment.

Organizational Responsibilities: Participants discussed what is already available on campus and what should be:
• The HRL Community Advisor training program was cited as having some very useful training experiences including:
  • Diversity and privilege training. Reported to be eye-opening for many students and still not really understood by others.
  • “You are” versus “What you did was…” distinction when talking with peers.
  • Some Search Committees are trained in “implicit bias”.
  • We are starting to see the same faces in the room at events like these. We are a self-selected group of people. How do we create safe spaces and expectations for a broader audience.
  • It would be ideal to have these conversations at the department level. Racial tensions and white privilege are not discussed in most departments at the University. They are ignored.
  • People of color on campus may be tired of having the responsibility to bring us these issues.

Individual Responsibilities: Participants discussed the challenge of addressing issues when they are observed:
• How do you respond when you see micro-aggressions? It is uncomfortable.
• A person’s perceptions about the situation of others (including issues of privilege and racism) may be impacted by their perceptions about government policies and programs.
• Micro-aggressions can lead to a lack of privilege as well as special privilege.
• It’s OK to get angry when you see something that is not right. It takes courage to confront others. You may need to use your privilege to advocate when possible and appropriate.
40. DEALING WITH THE GROWING GAP IN PAY AND BENEFITS AT THE U

CHERRNE HORAZUK

Participants:

Summary of Conversation:
There is a growing disparity in wages and benefits at the U between employee groups. Giving raises in percentages expands the divide. 2% of 200,000 is very different from 2% of 40,000. Flat rate increases in things like parking, health care, and other costs exacerbate the problem. In addition, parental leave is unequal among employee groups (2 weeks for civil service and unionized staff; 6 weeks for P&A staff), and ability to use flex time, or take other time off, or have access to trainings and professional development is very different. Supervisors would like to reward excellent work, but are told they can’t, even though awards and other methods could be used. Staff aren’t told about opportunities for advancement or are discouraged from using them. There are also huge differences in awards for faculty ($25K, $100K, etc) and staff awards ($500)

Merit pay can lead to demoralization. Merit and outstanding services awards can also fall victim to favoritism and office politics.

People may choose to work for less if they are valued for their commitment to the mission. There are huge pay gaps between P&A faculty and Regular faculty. People shouldn’t have to risk their job security by serving subsequent probation just to get a small raise. The risks are greater for some than others (women, people of color, older workers, etc.) Younger workers feel like they are not encouraged to develop because they are so cheap and the department wants to keep them. But once they’ve been there for 15 years and are earning more, they become disposable to be replaced by younger lower paid workers.

Key Insights:
• All work has dignity and deserves a living wage. These are fundamental issues of fairness.
• The University should create a culture that recognizes and rewards all staff and values the experiences we have in the workplace. Retention should be valued.
• It shouldn’t have to be a huge risk to change jobs within the University.
• Good supervisors recognize and support staff development, flexibility, and advancement.
• “campus” climate doesn’t recognize those who work off campus or in greater Minnesota, in extension, etc.
Any Next Steps?

• Raises could be given out differentially (bigger percentages for lower wage workers) or give in flat rates (we all get $1000 raises), which would help reduce the gap.
• Parental leave should be 6 weeks for all employees.
• The U shouldn’t require another probation when you change departments or colleges but are doing the same job. University seniority should be used rather than departmental seniority.
• Supervisors should be trained to actively support professional development for all staff and encourage growth and advancement.
41. How can we make the U—and academia—welcoming for grad students of color?

Katie Levin

Participants:
Sherlonda Clarke, Nue Lor, Heidi Eschenbacher, Shyla Boley, Laura Dawis, Katie Levin

Summary of Conversation:
• We acknowledged the structures that are already in place to support graduate students of color—including the Community of Scholars Program (COSP), the newly-formed Graduate Students of Color Association (GSOCA), the Common Ground Consortium, and (to some degree) the International Student and Scholar Services program (ISSS)—and then listed concerns for graduate students of color:
  • isolation
  • access to mental health resources, especially healthcare providers who share an identity, affinity, or cultural perspective with them
  • the need for international/intercultural perspectives in curriculum and coursework
  • the institution’s dedication (or not) to hiring faculty of color
  • the need for spaces & events to see people like yourself
• We agreed that it was important to learn more from current students and alums, asking them the very question that inspired this circle/discussion. It would be helpful to create a compass for prospective students so that they have an idea of what they’re walking into; what do they want from their grad program, and to what extent will they get what they need and feel supported at the U?

Key Insights:
• Isolation was a big theme—the need to combat it, and the struggles that many grad students, with their multiple commitments/responsibilities, have to take advantage of the opportunities for connection.
• Curriculum & classroom/student self was one arena for focus; another was dealing with racism in role as TA (from students and from supervisors).

Any Next Steps?
It would be good to have a workshop or series of workshops for grad TAs/RAs on dealing with/responding to racism in student papers or from their undergraduate students in classrooms.

[Note from Katie: our discussion was richer than this, but I am out of time because the next session is starting!]
42. Community Engagement for Students of Color

Amber Buck

Participants:
Sally Bauer, David Haynes, Serena Wright, Shade Osifuye, Nance Longley, Jenny Porter, Chris Western, Jon Jeffries, Angela Murray, Waihon Liew, Elizabeth Dunens, Amber Buck

Summary of Conversation:
- Promote spaces where students of color can be authentic
- Balance visual representation in publications and accurate representation of students of color
- Separateness of Greek life between white students and students of color
- Encourage dialogue between students of color with shared experiences
- Assess time students of color have to engage in meaningful interactions with all other things happening within their student life
- Encourage faculty & staff to go to students groups/organizations of color to help students know resources
- How aware are faculty of their encouragement for privilege to exist?
  - A lot geared toward white, middle class, males
- Students need more avenues to learn the history of the campus to appreciate the growth and be apart of the changes that need to occur
- Creating a system where diversity and social justice are incentivized.
  - Diversity points for implementing certain things similar to the wellness points
- Having buddy groups or mentoring relationships for students of color
- Challenges students of color have or may experience:
  - Not feeling like there are spaces for them
  - Places where they can be authentic
  - Can lay selves and concerns out in the open without fear of retaliation
  - Take off the mask of assimilation and be vulnerable
- Classroom spaces and environment is largely geared toward accommodating students with privilege
- Professors are sometimes intimidating and dismissive of concerns of students of color
- Need avenues to make transgressions more visible
  - Students afraid of retaliation
- White privilege sometimes create an environment where students of color are the only ones who have a stake at creating change
- White privilege can be intimidating to talk about to many 18 year old, white, middle class, college students
- Having to decide when to address micro-aggressions
  - When to fight the battle and when to fight the war
  - Are students equipped to name their experiences
    - Systemic racism
  - Having to be the one to speak up
- Are upper level administrators turning a blind eye to issues of students or is there education that needs to take place
• Disconnect between those making policy decisions and the lived experiences of people of color

**Key Insights:**
• Create mentoring relationships
• Having diversity be more a part of the process instead of trying to add it later
• Engaging students with and without privilege to join the conversation
Racialized crime alerts

Nicholas Goldsmith

Participants:
(This list is not accurate as many joined afterward) Nicholas Goldsmith, Andrew McNally, Meghan Lafferty, Jody Gray, Jillian Rowan, Ivory Taylor, Shakeer Abdullah, Tim Busse, Chuck Miner, Deena Wassenberg, Njeri Githire

Summary of Conversation:
See key insights (sorry, limited time here!)

Key Insights:
- Many votes, letters, and demands from organizations asking for the racial descriptors to be removed.
- Students highly concerned and are actively feeling micro-aggressions and profiling due to racial designations in crime alerts.
- The use of racial descriptors is common at many universities, but not required, and harms students on campus.
- Race is a very ambiguous category, how do people even know the race of others, or that their descriptions are accurate, particularly in the dark or with certain kinds of clothing.
- Cleary Act is meant to aid in transparency
- The concern is not with what police use internally - they should have everything - but rather with what is sent out to the public.
- There are large concerns about the times in which race is not used.
- Stories are important, but many students are concerned about retaliation.
- Crime alerts used to list things such as “East African” but that was changed - so change is possible.
- The use of racial descriptors in crime alerts hurt white students - can potentially further limit exposure to people of color, and damage important relationships.
- The Cleary Act only mandates reporting of certain crimes, and so the university is not sending out alerts on a number of crimes
- Goal of alerts is not arrests
- We may be setting ourselves up for a tragedy
- Targeting behaviors is fine and clearly useful
- Black men in particular are being victimized and traumatized
- We get racial messages all day, why get more from university crime alerts?
- Why hasn’t anything changed after all these years?
- Emails have been received in support of the use of the descriptors
- The University has not supplied academic literature to support the practice, yet they have been supplied with academic literature discussing how it is harmful.
- Why is perceived risk more important than real risk?
- We should “Dust off the ‘W’ on ‘Welcome’” - this is a small change but it is part of the incremental change.
Any Next Steps?
Based on this discussion, the University should clearly remove the racial descriptors from its crime alerts. The purpose of a crime alert, based on the Cleary Act, is to help people ensure their own safety. Think “What is a reasonable person supposed to do with this information?” The purpose of time and location is clear, potentially even the number of suspects, but the actions from details such as racial descriptors is less clear, and seems mostly prejudicial. The University should also provide data and be transparent about their process and their thinking.
44. IMPROVING THE CLIMATE FOR WOMEN IN FIELDS WHERE THEY ARE UNDER-REPRESENTED

JULIE VIEVERING

Participants:
Chris Conklin, physics grad student; Rebecca Moss, CLA OIT; Ann Postera, DEHS; Bill Paulus, Facilities Management; Susan McKinell, OIT; KT Cragg, OIT; Sarah Knoblauch, CLA OIT; Lindsey Kraus, Graduate Medical Education Coordinator; Kevin Bontrager, student CSE

Summary of Conversation:
We first discussed the challenges that many women face who are studying/working in fields where they are underrepresented—such as not feeling included in the majority group, not getting the same amount of respect for the same amount of work, and facing societal attitudes of where women belong and don’t belong. From here, we recognized that many of the conversations that are taking place on this topic only involve women, and that true change can only be reached when the conversation is open to everyone. By opening up the conversation, we can begin to abandon assumptions and work together to build a better environment that will keep women, and people in general, in the fields they are interested in rather than driving them away.

Key Insights:
• Conversations on the climate for women need to include everyone.
• Conversations on this topic need to be tolerant of mistakes. Since we are still working to understand each other, we may not say or do everything right the first time.
• Recognizing your own biases helps to build greater empathy in discussing these issues and for making improvements moving forward.
• Only once departments in the university improve their ability to retain students in underrepresented groups will they begin to attract more people from these groups.

Any Next Steps?
Start the conversation in your department! Develop a safe space where students, staff, and faculty can freely discuss their experiences and struggles in relation to gender discrimination.
Make your department a place where sexist comments are unacceptable. Call people out in a way that allows them to expand their thinking rather than punishing them.
Make female leaders and role models more visible.
45. Promoting Interdisciplinary Collaboration

TEDDIE POTTER

Participants:

Summary of Conversation:
REASONS FOR INTERPROFESSIONAL COLLABORATION:
• The ONLY way to solve grand challenges
• Funding sources are requesting collaborative, cross-disciplinary submissions for grants
• The sustainability of the University of Minnesota necessitates us working together
• Effective use of resources without duplication
• Currently we are 300 small companies co-located on the same land
• Jobs of the future will require a nimble, flexible, cross-trained workforce prepared to work in roles that do not currently exist. Preparing students to have only one field of expertise puts them at future risk for employment challenges
• Diverse thinking allows us to connect the dots in more ways therefore prompting innovation

BARRIERS TO INTERPROFESSIONAL COLLABORATION:
• Not valued by units so time is not released to work together and “mingling” with other units is not encouraged
• “Bureaucracy of approval”
• Why should I pay you to share ideas with another unit?
• Faculty do not know how to collaborate even though students want to learn this way
• The tenure structure does not support collaboration
• “Glorification of the expert”
• Our culture of jealousy inhibits cross-discipline collaboration
• The “myth of scarcity” creates a hoarding mentality. We hoard resources, information, ideas, and what works.
• Collaboration is not valued by management and administrators. It is talked about by the University President but not lived out by individual Deans
• Who pays for shared space? Who maintains shared space?
• We don’t know one another well enough to even know if we have shared areas of interest!
• Current tuition structure creates and promotes silos. Students money goes to individual schools rather than the university which can determine the best allocation of resources
• Some disciplines are ranked more important than others
• Our entire reward and merit system rewards individualized and disciplinary thought

SOLUTIONS:
• Hold an ALL-OHR meeting once a month
• Host “cookie-break” events to meet and greet one another
• Encourage and pay for attendance at workshops and topics in other areas
• Create specially designated collaborative space
• From top down EMPHASIZE the value of collaboration and reward and illuminate models of collaboration
• Emphasize designated collaboration time where faculty and students are allocated time to interact across disciplines
• Promote more dual-degree programs
• TEACH COLLABORATION TO FACULTY!!! We cannot teach or model what we don’t understand ourselves
• Break down rankism
• Promote external partnerships as a necessary source of collaboration
• Have regular workshops on interdisciplinary collaboration so we can really learn this new way of thinking
• RESOURCES ALREADY AT THE UNIVERSITY:
  • Working Better Together: wbt.umn.edu
  • Libraries: Digital Arts Sciences and Humanities DASH
  • Interdisciplinary Journal of Partnership Studies- for dissemination of the art and science of collaboration and partnerships
• Promote examples of new fields of knowledge and where collaboration has paid off
• Leverage grand challenge mandate to create collaboration
• From the Provost: A curricular goal is to teach collaboration
• Promote one stop consultation about services and learning
• Community/University liaisons
• Culture spanners or translators between units
• Teams of students from different fields working on issues challenging the U of M

Key Insights:
• There is a HUGE amount of interest in this topic but we need to LEARN how to collaborate because we have only experienced a siloed culture
• The culture needs to shift from the top down so adequate emphasis is placed on this new way of thinking and relating with one another
• Stop saying “but other universities do not function collaboratively” and LEAD the movement!

Any Next Steps?
Convey to the University administrators that our students and faculty desire this culture change. We just need help to build it.
Action Planning Reports
CAITLIN COHN

Participants:
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What is the quest beneath this Call to Action?
Creating a positive and supportive environment for grad/prof students

What are the essential next steps?
1. Policy changes that encourage positive advising and mentoring (i.e. HR practices as part of annual review)
2. Resources for veterans and active duty (helping with aid across the U)
3. Providing department leadership with funds to allow for informal interactions (space, food, etc)
4. Support recreating the Graduate School and providing space and centralization such as at Michigan
5. Give department heads and DGSs resources to better help faculty help graduate and professional students succeed and be emotionally and physically well
6. Forming graduate student community groups
7. More research on graduate student populations
8. Clear expectations/understanding of GA/TA/RA opportunities and how that influences student loans and students’ finances
9. More opportunities for having conversations about grad/prof student experiences to help create meaning of what it means to be a U of M graduate student
RACIALIZED CRIME ALERTS

KADDEJA RIVERS; REPORT WRITER: KT CRAGG

Participants:
Julie Christensen, Toni Pettiford, Sarah Knoblauch, Gary Christenson, Allison Hochhalter, Nicholas Goldsmith, Ivory Taylor, LD Kelsey, Karmen McQuitty, KT Cragg, Jerie Smith, Kadeeja Rivers, Laura Cervin, Deena Wassenberg, Bernard Williams

What is the quest beneath this Call to Action?
Discover the costs to calling out race in UMPD crime report emails that go out to the University community. The purpose of the crime report (as defined by UMPD) is awareness to our community and to promote safe practices. It is not intended for us to identify the perpetrator or to solve a crime. We recommend to President Kaler and UMPD leadership that race notifications be removed from all crime report emails.

What are the essential next steps?
• There is data that supports that calling out a perpetrators race negatively impacts the persons of that race in our community and beyond. Uncover this data and present to President Kaler and UMPD leadership.
• We recommend that UMN community members are aware of and encouraged to fill out the bias reporting form on OEDs website each time a crime report is sent with race indicators included.
• UMPD’s Chief is retiring and a search committee has been formed to find replacement. Our group recommends:
  • diversity on the search committee
  • a cultural shift at the police department and encourage search community to include candidates that represent all genders and races.
  • public awareness of search committee members so that UMN community members can reach out with feedback and input on selection process.
  • Share powerful stories (with leadership and each other) that reinforce the negative impact of racial profiling and racializing crime alerts.
  • UMPD to be more visible in residential halls, do walk throughs, have friendly chats with students.
  • Have UMPD offer open public safety training sessions for UMN community.
Diversity - How can we continue the discussion in the classroom and across the U?

MELISSA WUORI

Participants:
Melissa Wuori, Rebecca Moss, Stephanie Treat, Grace Machoki, Nue Lor, Mark Karon, Sarah Young, Salma Hussein, Mary V Leinfelder

What is the quest beneath this Call to Action?
• How does the US/University make this topic taboo and how can we address the issue?
• We need to understand what diversity is and be inclusive to all experiences.
• Learning to interact and communicate with other cultures/identities. Putting ourselves in others shoes.
• Acknowledge what we (as a dept, school, community) are doing well, highlight what we can do better.

What are the essential next steps?
• Find ways to open communication without fear of offending. The dominant privileged group (depending on what minority group is being discussed) may fall silent out of fear, shame or even desire to be supportive. It is important to include all voices, so that all can learn.
• Coming to the University is often the first experience a student has with Diversity - how can we make that experience great?
• We need to find ways to be consistent in how all (students, staff, faculty, employees) are treated with respect at the University.
• The more diverse we make the workforce, the better we can serve the community.
• Offer a one-credit or free diversity course (online?) for ALL University people to take. (based on the OED Certificate program?)
• Should diversity training be mandatory or voluntary for all faculty and staff? We don’t want it to be something onerous, or a punishment.
• Base a diversity program on the wellness program? Earn points, get recognition?
• Ensure that discussions of diversity are approached in a way that opens the discussion.
• Address diversity through the approach of changing behaviors - can we fit the method to work for all people? How can we find ways to engage with diversity every day?
• Remember that even with training, we need to build our intentions to continuing the work (it’s not something that will be “done”). Anecdote from the OED training: Diversity training isn’t like getting your tonsils removed. It’s akin to maintaining your dental hygiene - every day!
• Learning abroad center has a test (IDI?) that they use before students study abroad - which offers insight into how well a student may acclimate to foreign cultures. This is reviewed with the students, so that they can understand how challenging study abroad may be for them. This could be of interest and use from a diversity perspective.
FAMILY SUPPORTIVE INCLUSIVE CAMPUS CULTURE

SUSAN WARFIELD

Participants:
Brian Hjelt, CBS; Sara Najm, CEHD; Heather Lee, Extension; Sally Bauer, OSA; Elizabeth Richardson, Epi/SPH; Susan Warfield, OSA/SPHC; Laura Pham, FMCH; Karen Moon, CCE

What is the quest beneath this Call to Action?
To improve the recruitment, retention, wellness and productivity of all campus community members...students, staff and faculty, who are balancing family and academic/work life.

What are the essential next steps?
• Develop a family supportive and inclusive policy statement endorsed by the regents so that there is a foundation of family inclusive language to work from.
• Provide flexible work schedule opportunities consistently across programs and departments.
• Review staffing patterns for gaps and issues of under-staffing so that the flex schedules are possible… or pool of temp workers
• Formation of centrally charged Family Inclusion Committee to review elder care, child care, lactation, flex schedule and other family related needs on campus.
• Create a Family Advocate position that would also serve as central complaint point for various family support policies and needs.
• Expand campus childcare in all areas, particularly need to provide drop in and sick childcare (possibly through BHS).
• Accept and understand that we are being left behind in this area, not just stagnating but moving backwards. HR just terminated the CLAS alliance child and elder care services offered by U. Worst in big 10 in terms of lactation, national research showing doctoral students fleeing academic due to hostile anti family environment. Generational trends showing family friendly work place high priority for generations entering the work-force now and in years ahead. we need to do better or we will be left behind.
• Fund SPHC to fund graduate as well as undergraduate students.
• Pull our experts on child family life together to share and promote their services and resources to our own campus community. Hold yearly Inclusive Campus Symposium on campus.
• Add family needs/culture questions to SERU and Employee Engagement Survey.
• Post lac rooms on campus maps
• Require all new buildings and renovations to include a lactation room from the earliest planning stages.
• Create an empty office share “bank” so that ad hoc temporary lac rooms can be created when staff are on leave, working part time schedule or otherwise not in office regularly. Staff could voluntarily offer up their space so many hours per week for women to use as lac space.
• Start hosting a take your child to campus day as an annual campus event. Would improve work morale, expose children to college and campus and create points of connection between parenting employees and students.
Student Mental Health

Kate Elwell

Participants:
Kate Elwell, Sara Lofstrom, Susan Stubblefield, Missy Bye, Alex Whittington, Nneka Onyilofor, Andrea Larson, Jon Jeffries, Jia Mikuls - CBS Undergrad

What is the quest beneath this Call to Action?
• Awareness of continuum of wellbeing - including mental health - support/challenges along that
• Change campus climate to support students to be mentally healthy and achieve goals
• Mental health as a part of your body
• Address barriers to care - enough visits, affordability, ongoing needs
• Learn how to care for self every day
• Move beyond one-size fits-all approach

What are the essential next steps?
• Explore step between psychologist and peers - intermediate position? Anybody to talk to: peer-counseling option?
• Self-run 12 step model
• Current #s served, how would promotion effect demand
• Get feedback from students who do have current mental health concerns
• Why off campus resources, what is lacking on campus?
• What they want from profs/staff/interveners
• Promotion is lacking through housing and res life
• Health Advocates could touch on mental health
• Community advisers being more present as mental health resource
• Role models/buddy system
• All eat the same time, all rest at the same time - daily routine
• Wellbeing - tell community what makes up well being
• Direct targeting of components of wellness (go to chemistry office to talk mental health, go to GWIS)
• Don’t forget grad/professional
• Wellness tours as a part of welcoming/orientation
• Change the conversation - different people have different personalities
• Not overstepping boundaries for faculty to care and ask questions
• OED session on how to talk to others with mental illness
• Teach faculty to reach out because that’s where students are - not necessarily staff
• True flexibility for mental health situations - work piles up if you accept extensions. Make it ok to skip an assignment (pros and cons)
• Staff/faculty need role models - videos of how to have tough discussions
• Don’t push students to finish in 4 years - a more flexible and culture to allow students to best manage their needs; Push summer programming to slow down the course load - more time and ___ on budget
• Community college transfer to reduce pressure
• All students’ individual signs (not all will fail out when they suffer) - add videos to mental health website to show the diversity of students’ mental health needs
• Policy - allowing faculty flexibility to have leeway with students; a resource for faculty to call when they have a question - should I let my student skip an assignment after personal crisis
STAFF ENGAGEMENT

TERRI WALLACE

Participants:
Jon Klaphake, Tom McGinnis, Sarah Groskreutz, Michele Chilinski, Breanne Krzyzanowski, Bai Vue, Heidi Hatchell, Darren Nelson, Lea Bittner-Eddy, Kathy Rumpza, Susan Engelmann

What is the quest beneath this Call to Action?
To identify the main issues-
• Lack of understanding of roles and the parts of the mission related to them
• Consistency across the University
• Continued decentralization of University
• Employees experiences differ between colleges/units
• Supervisor Accountability
• Lack of understanding of mission, of the University, department and/or unit
• How can we get the small organization feel at such a big place
• Individualized unit priorities
• Units that micromanage beyond policy
• Who is the authority that employees can go to that can make it happen?

What are the essential next steps?
What is the ideal employee experience?
• Everyone gets the same/similar on-boarding
• Feedback is encouraged and not penalized
• Empowerment to do our job and understand everyone is important
• Culture with open communications, safe place, for feedback without negative consequences
• Employees are encouraged and supported
• Everyone has the necessary tools, ability for action/communication
• Follow up on new employee orientation - transplants, in and out of the unit,

Expectations
• supervisors given support, training, and accountability
• Empowerment that can make things happen
• Improved attitude
• Encourage attendance, on University time, to attend these events without using vacation
• More events like this that bring interdisciplinarity and across rank
• Encourage collaboration without recourse

Suggestions
• mentoring, 1 on 1, outside of your unit, safe conversation
• have a volunteer mentor list where we can volunteer and employees can find a mentor in their job family, or outside of it.
• remove fear and the need to CYA - all talk no action
• who is implied authority
• creating of engagement leads
• encourage work/life balance
Compassion

HANNAH JASTRAM

Participants:
Gwen Gmeinder, Olivia Keats, Linda Wolford, Nick Rosencrans, Ann Postera, Karen Williams, Stephanie Emerson, Parker L, Lisa Smith, Monica Bruning, Bill Paulus

What is the quest beneath this Call to Action?
If every single person on the U of M campus were relentlessly compassionate, our campus climate would automatically be welcoming. At a practical level, increased compassion would lead to…
- decreased discrimination, which would lead to less litigation, which would save the U money.
- greater staff retention and less turnover, which would save the U money.
- greater student retention and increased graduation rates, which would make the U money.
- increased campus safety, which is a priority already.
- increased reports of sexual assault, harassment, etc., which forestalls silent pain, which is inherently valuable, but which also prevents the building up of tensions, which inevitably will flare, to a degree greater or lesser than Ferguson.

What are the essential next steps?
- Find best practices for creating a culture of compassion; what has worked for other institutions? (See University of Pittsburgh and the Charter for Compassion)
- Link compassion into existing priorities.
- Define “compassion” and publicize.
- Ask community members to realize that they ARE part of a community — ask them to expand their circle of compassion from themselves, to their family and friends, to the U of M campus. We’re all in this together.
- Incorporate compassion into performance reviews (could frame as customer service).
- Institute a badging system or some other recognition system in cooperation with Leadership and Talent Development.
- Add questions relevant to compassion to evaluation/feedback surveys.
- Leverage pre-existing strengths/Strengths Finders findings at any level of discussion — from the team level to a departmental level.
- Review mission statements/operational strategies of colleges/departments for language of compassion/respect.
INTERNATIONAL STUDENT EXPERIENCE

NASREEN MOHAMED; REPORT WRITER: ALISA ELAND

Participants:
Nasreen Mohammed, Alisa Eland, Kathrin Hahn, Alex Cleberg, Ann Freithman, Student Unions staff; Alumni Association staff; former international student from Malaysia

What is the quest beneath this Call to Action?
• International students were not a distinct group in President Kaler’s climate report, although many international students don’t feel welcome (at home, integrated). – this is in the SERU survey data. This is as the number of international students continues to rise.
• International students should be identified as a specific group in President Kaler’s climate report.
• We want international and all students to feel that others are interested in them, curious about them.
• Reframe-We want the whole U community to see international students as an Asset rather than being a problem or having a problem. Ask students to embrace this when they are involved in programming (have guidelines for student leaders and group members to work on this)

What are the essential next steps?
Big Picture
• International students should be identified as a specific group in President Kaler’s climate report in addition to the domestic diversity categories.
• Find specific ways for the whole campus community to start seeing international students as an asset rather than problem or deficit. Message/actions from the top.

Classroom Experience
• We try to prepare international students for the US classroom but we need to help faculty prepare for a classroom that takes advantage of a diverse group of students in their classroom (in a positive way), see them as an asset, and we expect that everyone to recognize that the University classroom is a global classroom
• International alumni could be a resource for helping prepare faculty for the global classroom.
• Plagiarism- help international students understand what’s expected here, also help faculty understand that it is important to tell students specifically what’s expected here, also help faculty understand this is a cross-cultural issue. Faculty training needed.
• How do we provide classroom environment that works for a diverse student population?
• Students could get a weekly text message or tweet about brief, important topics, e.g. plagiarism, ongoing reminders and reinforcements, will be on new MyU.
• Be intentional about how we include and invite. Provide mentor and host training.
• Highlight positive stories about interactions between US and International students.

Other areas
• How to get student groups to include international and domestic students?
- Changing organization or event name to be inclusive—e.g., instead of the Malaysian student group, call it the Malaysian and American group (this was recommended by a former international student who had done this at another school with very positive results).
- Offer that international students can get tuition benefits if they participate in 3 international events that promote cross-cultural integration.
- Ask alumni to mentor international students so they can have a connection off campus.
- International students may not have other opportunities like these which enrich their international experience.
- Have training for hosts and visitors e.g., NAFSA has training on this.
- Can US students request an international roommate? It's a natural way to bring them together.
- Creating welcoming food—UDS could prepare more foods that appeal to international students. Also, a case could be made about wellness, in part that some diets around the world are healthier than domestic options. Switch to an asset model. Make it fun; get students involved, rather than seeing it as an accommodation for a difficult group.
- Health care—we have a western approach. Could there be more options that international students could use and are comfortable with?
- Naming and defining other approaches help with valuing them.
- Mental health—can we use other words that reduce stigma?
- ISSS website could include alternative resources on health care so international students, staff, and faculty know where to go to find out about this.
- Idea: Have an informal network of international students who have been here for a while watch out for new international students who have mental health difficulties.
- Keep in mind that diversity within the international student population, and the complexity of serving their variety of needs. We put them together as one group (international students) but they don't necessarily identify themselves as part of that group. E.g., might not feel affinity with other international students.
- Create curiosity about international students.
- Other ways to get US students involved with international students.
- Students who study abroad become naturally curious about students from other countries because of their experience.
- We could offer short-term “staycations” that got more people involved.
Focus on what UNITES us, recognize and value what DIVIDES us

ISHAN SAHU

List of participants is unavailable.

What is the quest beneath this Call to Action?
Finding commonalities among students, staff, faculty, and community members is of essence when looking to provide a more inclusive campus experience.

Call to action:
We have spent time and energy realizing the differences between one and another. From the beginning of people we have noticed, for best or worst, what makes us different, what makes us unique, what makes us special. This, undoubtedly, is an incredibly important discovery. It is a discovery people must acknowledge and most important respect. However, what about the things that unite us? Take a second now, and think about what happens when you enter your first student group or job meeting at your university filled with people that you have never met. Like many people, you are interested in finding your place in this group. You are interested in belonging. What would you do? Although you are unique and may have a specific role, you try to find a commonality. You find something to talk about or to relate to. By this method you start a conversation. Just like this simple example, our conversation began. We talked about things that united us because we believe that although recognizing and valuing our differences are critical, focusing on what unites us is just as important. Focusing on what unites us progresses us to being a more open campus for all.

What are the essential next steps?
• Find commonalities and take advantage of those commonalities to unify the campus.
• Example: Make events that are inclusive of students and not just large groups.
• Survey students to find commonalities.
• Use commonalities (i.e. football team or homecoming) to bring students together. Celebrate our common values at these events that do not necessarily focus on our differences.
• Create environments where we START conversation about our commonalities and THEN explore our unique experiences. From there, act.
PUBLIC ACKNOWLEDGMENT OF NATIVE AMERICAN HISTORY AND PRESENCE ON CAMPUS

BETH MERCER-TAYLOR

Participants:
Elizabeth Wroblewski, CBS; Amelious White, CLA; Brent Hales, Extension; Cody Neilsen, United Methodist Campus Ministry; Mike Dockry, US Forest Service (St Paul campus); Megan Lafferty, Libraries; also Brendan Fairbanks of American Indian Studies could not stay, but was supportive of the topic. Note: This was Amelious Whyte’s idea and he has a strong vision for it.

What is the quest beneath this Call to Action?
We ask for willing people to be called together to undertake the work to symbolically acknowledge that the lands and waters within the bounds of and all around the University of Minnesota - Twin Cities campus are the ancestral home of Native American peoples and remain the present home of their descendants. We envision that such an acknowledgement would initially occur in a physical manifestation, in our protocol and in our ceremonial words and gestures, which might take the form of a monument, a garden, a woodland or a piece of art. We also envision such an acknowledgment would be represented in prose, through our words for introductions at conferences, speeches or other events as well as in a website or brochure.

What are the essential next steps?
The next step is to call together willing people, who should include a member or members of President Kaler’s Task Force, the American Indian Studies Department, the Circle of Indigenous Nations, the new affinity group for Native American faculty and staff, the Office of Equity and Diversity, CFANS Diversity office, the American Indian Task Force from Extension and interested faculty, staff and students from colleges, departments and centers representative of the University.

There is a conference on sustainability that will be convened with University of Minnesota Twin Cities as a sponsor next October 25-28 - the Association for Advancement of Sustainability in Higher Education (AASHE). It would be ideal to be able to acknowledge in this symbolic way proposed here some aspects the Native American history and presence on this campus at tours, workshops and other convenings on campus.

Even a small start on an acknowledgment process for Native American history and presence in the Mississippi Watershed, near the confluence of two rivers and in an urban place in which 100,000 urban Native Americans live would be an important step towards a more honest telling of our shared story. Ultimately, this might become part of a broader effort towards reconciliation and understanding, or at least of deeper knowledge of this place that is meaningful to so many of us.
Chicano & Latin@ Studies Crisis

KATIE LEVIN; REPORT WRITER: ERIN FLATHMANN

Participants:
Katie Levin, Erin Flathmann, Syressa Lewis, Arnise

What is the quest beneath this Call to Action?
This program contributes to the economic stability of the state of Minnesota; the state is not supported only by business and industry, but roads, services, doctors, teachers and community leaders. All of these areas relate to and are influenced by Chicano and Latin@ history and involve the effort of people who identify as Chicana/Chicano and Latina/Latino.

What are the essential next steps?
VICE PROVOST: Implement a requirement that all students (at the University? within CLA?) complete a course, in order to graduate, focused on race/gender/diversity/social justice. This will increase students in these courses and improve the students’ worldview/knowledge as they graduate and join the workforce and community.

CLA DEAN: Provide the funds being requested by the department to replace the faculty chair, as well as providing funds in future years for additional faculty members.

Create pathways for the average person to get involved with this effort and contribute to supporting this department.

Create a “crisis” or quick response team that can do the work to gain support for this program and/or raise outside funding through grants and donations from the larger community.

Write press releases to agencies that could get the word out on the effort so that others in the University and general community can encourage the Dean and/or President of the University to provide more funding to this program.

How do we better support the students, staff and faculty who are majoring in or working with Chicano and Latin@ Studies?

We must communicate to the University how maintaining and preserving this program will preserve their reputation and ranking in the Midwest and throughout other Universities.
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