

University of Wisconsin-La Crosse  
Joint Multicultural Affairs Committee  
Year-End Report 2015-2016  
May 31, 2016

This document serves as a final report for the activities, actions, and projects of the Joint Multicultural Affairs Committee (JMAC) for the 2015-2016 academic year. In an effort to balance the inclusion of detail while maintaining brevity, the main text refers to the appendices. The main text concludes with a summary of incomplete work and recommendations for next year's committee.

The chair of the committee was Edward Kim, with Miranda Panzer and Charlene Holler serving as co-secretaries. The resignation of Jon Ying left a vacancy assigned to Heather Hulett. Gita Pai was the alternate who replaced Laurie Cooper Stoll, who could not meet regularly. (Laurie joined us in an advisory capacity as available.) All assigned academic staff could make our meetings, but one alternate (Miranda Panzer) joined all meetings as an advisory member. Members appointed from the Student Association regularly attended meetings although the *ex officio* member (Inclusivity coordinator) did not attend a meeting.

### **Modified bylaws**

JMAC modified its bylaws twice. (See Appendix A for original bylaws.) A change mostly to the name of the committee (alongside a number of other minor changes) was approved October 9, 2015 and presented to the various governance groups. (See Appendix B.) A completely revised set of bylaws was drafted by a weekly subcommittee March 23 through April 27 and approved by the full committee on April 29, 2016. (See Appendix C.)

In response to the October 9th name change, references to the committee name were changed in/at (1) the University Staff Council online committees list, (2) the Chancellor's website, (3) the Faculty Senate committee selection form under care of SEC, (4) the Academic Staff Council bylaws, (5) Student Association description of the Executive Cabinet, (6) the Diversity and Inclusion webpage, and (7) the committee entry in Digital Measures.

### **Tuition Payment and Maximum Balance Owed**

JMAC strongly believes that raising the cap will help with the retention of students, particularly lower income students, and will also improve issues of equity in terms of multicultural students.

The intention to study this matter was mentioned to the Chancellor's cabinet on October 21, 2015. The primary concern brought forth to the committee at that meeting was that a tuition payment plan and/or raising the maximum balanced owed for further enrollment would be infeasible and likely would not be approved at the UW System

level. To study this matter further, the committee produced a report comparing the tuition payment plans and maximum allowable balances at all campuses in the system. The data (see Appendix D) suggest that at least five peer institutions (Oshkosh, Platteville, Green Bay, Eau Claire, and River Falls) have tuition payment plans and generous balance allowances.

Members of the subcommittee on this project (Heather Hulett, Jessica Thill, Will van Rosenbeek) and the chair (Eddie Kim) met on February 22, 2016 with Richard Sims (Office of Multicultural Student Services, financial retention specialist), Louise Janke (Director of Financial Aid), Sandy Chapman (Controller, Business Services and Cashier's Office), and Sandy Grunwald (representative of the Provost's office). This meeting clarified the tuition payment plan in place and discussed the feasibility of raising the maximum allowable balance from the viewpoints of the Office of Financial Aid, the Cashier's Office, and the administration (via the Provost's office). **The group unanimously agreed that UWL should raise the maximum allowable balance to \$500.**

Additional data was requested by the Enrollment Management Council (EMC), and this data was sent to the EMC on April 30, 2016. The data (see Appendix E for summary, and Appendix F for more complete data) suggest that **raising the maximum allowable balance to \$500 would be highly beneficial to our students without creating unnecessary risk to the University, while providing particular benefit to students of color.**

In fact, in addition to serving all students (and particularly students of color), raising the maximum allowable balance will **increase revenue for UWL**. There were 58 students who did not graduate in December or enroll in Spring, with combined balances of \$17,868. Of those, 12.1% are students of color. Having these 58 students not continue represents \$267583 of lost tuition. **UWL refused \$267583 as lost tuition in trying to collect \$17868.**

### **Indigenous Land Recognition Policy**

JMAC was a co-sponsor of a Student Association resolution introduced by the Native American Student Association (NASA). A short statement was resolved to be read at the beginning of academic and leadership conferences and discussion panels; at the beginning of home sporting events; at the beginning of events sponsored by Campus Activities Board, predetermined by CAB and NASA; at ticketed events in Cartwright Center, the new student Union, the REC, Graff Main Hall, and Centennial Hall; and at other events where other interested parties feel inclined. The full text of the resolution is found in Appendix G.

### **Visiting Scholar/Artist of Color Program Name**

On November 6, 2015, Interim Provost Betsy Morgan asked the Joint Multicultural Affairs Committee to discuss UW-L's Visiting Scholar/Artist of Color Program, designed to bring scholars/artists of color to campus for short-term visits. Some faculty members brought to Provost Morgan's attention that the name of the program placed prominently on a poster was off-putting.

After initially discussing the matter at our meeting on November 13, 2015, the committee wanted clarifying input from the individuals who originally raised the concern. Professors Taviare Hawkins and Shelly Lesher graciously met with the committee on December 11, 2015. On February 5 and March 4, JMAC drafted a resolution, with a resolution that passed on April 1. The full text of the resolution is found in Appendix H.

### **Listening Session**

JMAC held a listening session on February 24, 2016 with the purpose of gathering input from members of the campus community, with the intention that the experiences and comments of those attending would help inform JMAC on its projects. The event was sponsored by the Office of the Chancellor, funding the refreshments and the publicity for the event. While a complete transcript of comments from listening session attendees is in Appendix I and a categorized summary is in Appendix J. Any future listening sessions may benefit from the suggestions found in Appendix K.

### **Incomplete and future work**

In response to the recent April 29th change to the bylaws, the committee should work on updating language and disseminating information about this change.

Implementation of the maximum allowable balance being raised to \$500 is not yet complete. The Provost's Office is looking to oversee this matter through Summer 2016, but JMAC should revisit the matter in Fall 2016.

The Indigenous Land Recognition Policy needs greater awareness, and JMAC could possibly look at disseminating information in collaboration with NASA in Fall 2016.

There is an overwhelming sense that JMAC would be an ideal committee to study the impact and practicality of searching for a Vice Chancellor of Diversity and Inclusion to serve as a Chief Diversity Officer for the campus.

Any future listening sessions may benefit from the suggestions found in Appendix K.

**Appendix A: Bylaws prior to October 9, 2015**Bylaws of the  
Joint Minority Affairs Committee (JMAC)

Duties and responsibilities of JMAC shall include:

1. Advising the Associate Dean for Campus Climate and Diversity on the implementation of Inclusive Excellence.
2. Serving as an advisory committee for the Office of Multicultural Student Services.
3. Advising the Chancellor of any recommendations concerning minority affairs.

Membership of JMAC shall consist of seven faculty, three academic staff, one classified staff, and three students. The Associate Dean for Campus Climate and Diversity shall serve as a voting ex-officio member of JMAC. Representatives from various campus offices and organizations can serve as consultants to JMAC as necessary.

In the fall of each academic year, the committee shall elect a chairperson and secretary. The chairperson shall preside over all meetings and provide guidance to committee members in achieving the duties and responsibilities of JMAC. The secretary shall record minutes and disseminate materials as needed to facilitate the duties and responsibilities of JMAC.

The committee shall report directly to the Chancellor.

**Appendix B: Bylaws approved October 9, 2015**

Bylaws of the  
Joint Multicultural Affairs Committee (JMAC)  
University of Wisconsin-La Crosse

Duties and responsibilities of JMAC shall include:

1. Advising the Associate Dean for Diversity and Inclusion on the implementation of Inclusive Excellence.
2. Serving as an advisory committee for the Office of Multicultural Student Services.
3. Advising the Chancellor of any recommendations concerning multicultural affairs.

Membership of JMAC shall consist of seven faculty, three academic staff, one university staff, and three students. The Associate Dean for Diversity and Inclusion shall serve as a voting ex-officio member of JMAC. Representatives from various campus offices and organizations can serve as consultants to JMAC as necessary.

In the fall of each academic year, the committee shall elect a chairperson and secretary. The chairperson shall preside over all meetings and provide guidance to committee members in achieving the duties and responsibilities of JMAC. The secretary shall record minutes and disseminate materials as needed to facilitate the duties and responsibilities of JMAC.

The committee shall report directly to the Chancellor.

Bylaws revised October 9, 2015

### **Appendix C: Bylaws approved April 29, 2016**

The bylaws of the Joint Multicultural Affairs Committee (JMAC) at the University of Wisconsin-La Crosse (UWL) outline the institutional vision, the committee mission, the roles and duties, and the membership of the committee.

#### **VISION**

JMAC envisions UWL as an inclusive campus community that attracts and retains diverse students, faculty and staff, and where diversity and inclusion:

- are integral to the achievement of excellence;
- enhance the university's ability to accomplish our academic mission; and
- are prioritized through the commitment of human and financial resources.

(Adapted from <http://www.uwlax.edu/diversity-inclusion/>)

#### **MISSION**

In service to the institution, this shared governance body advises the administration on campus diversity, campus climate, and equitable outcomes for faculty, staff, and students of color. JMAC addresses the institutional barriers that prevent the full and equitable participation of faculty, staff, and students of color. JMAC uses the definitions of diversity, equity, and inclusion as [defined by UW System](#).

JMAC has an explicit and intentional focus on race/ethnicity rather than other elements of diversity. For context, committee members and the campus community may recognize that we have yet to achieve equitable outcomes for persons of color. JMAC understands that improving the experience of domestic, international, or undocumented persons of color benefits all UWL community members.

#### **ROLES/DUTIES**

While diversity includes several facets of identity and experience, JMAC is necessarily and explicitly focused on institutional barriers that prevent the full and equitable participation of persons of color. To achieve these goals, duties and responsibilities of JMAC include:

##### *Research*

- Identify institutional deficiencies regarding campus-wide matters of equity and diversity;
- Solicit, study, review, and disseminate all available and pertinent information relating to equity and diversity, especially as it pertains to race and ethnicity;

### *Advocacy*

- Advise, consult with, and make recommendations to the Chancellor regarding equity and diversity for persons of color on campus;
- Provide guidance to senior administration regarding campus-wide equity and diversity matters, including, but not limited to, equitable outcomes for students, faculty and staff of color (such as retention and graduation rates, campus climate data, retention and promotion rates), acknowledging the unique challenges faced by people of different racial and ethnic groups and intersecting identities;
- Provide annual updates to the Faculty Senate, Academic Staff Council, University Staff Council, and Student Senate regarding equity and diversity on campus; and

### *Collaboration*

- Serve as a resource to campus units that advance equity and diversity efforts on campus (e.g., Office of Multicultural Student Services, Campus Climate, Affirmative Action).
- Advocate for institutional support, including human and financial resources, for these units, in furtherance of the mission and vision stated above.

### **MEMBERSHIP**

Membership of JMAC shall consist of seven faculty, three academic staff, one university staff, and three students. The Associate Dean for Diversity and Inclusion and the Director of Affirmative Action shall serve as non-voting ex-officio members of JMAC. Representatives from various campus offices and organizations can serve as consultants to JMAC as necessary.

In the fall of each academic year, the committee shall elect a chairperson and secretary. The chairperson shall preside over all meetings and provide guidance to committee members in achieving the duties and responsibilities of JMAC. The secretary shall record minutes and disseminate materials as needed to facilitate the duties and responsibilities of JMAC. The committee shall report directly to the Chancellor.

The bylaws and procedures may be amended with a simple majority of the current membership. Any proposed amendment(s) shall be distributed in writing to all committee members, to be presented, discussed, and voted upon in a subsequent meeting. Once changes are approved, updated bylaws shall be published on the JMAC website.

### Appendix D: Comparison of UW System campus tuition policies

| SCHOOL      | TERM        | INITIAL | PAYMENT PLAN  | FEES   | ENROLLMENT   | IF UNPAID  |
|-------------|-------------|---------|---|--|--|--|
| Milwaukee   | fall/spring | \$100   | 2 payments (one month after 1st day of classes, 2 months after)                                 | 1% after add/drop date plus 1% per month                                     | automatic  | no registration, no transcripts or grades  |
| Oshkosh     | fall/spring |         | 10% mid Sep, 45% end of Oct, 45% end of Nov   | \$75 late fee if no payment plan OR 1% per month with payment plan           | sign up using TITAN (WINGS equivalent)             |  |
| Platteville | fall/spring | 34%     | 33% 5th week, 33% 9th week  |  | automatically enrolled                             | must be fully paid before registering for next term.   |
| Superior    | fall/spring |         | 2 payments in the semester (50%)  | 1.5% administrative fee  | automatically enrolled                             |  |
| Whitewater  | fall/spring |         | 28 days after due date, 28 days later   | 1.25% per month  | automatic, part of registration terms & conditions | * special fees have their own due dates and are not eligible for the pay plan  |
| Green Bay   | all terms   | 40%     | 40% due by term due date, 50% of remainder due 4 weeks later, everything due 4 weeks after that | \$25 (\$10 for each late payment)  | automatic if balance is at least \$200             |  |
| Parkside    | n/a         |         | 100% due by due date  | \$6.25/credit up to \$75 plus 1%   | N/A  | no registration, no schedule changes, no transcripts or grades, credit bureau report and collection fees charged to student  |
| Stout       | fall/spring | 10%     | Remainder within 30 days  | \$75 late payment fee, plus 1.5% per month                                   | appears automatic                                  | no registration, no transcripts or diplomas, future term registration cancelled and \$45 readmittance fee generated if not paid by end of semester, credit bureau report if more than 30 days delinquent |
| Eau Claire  | all terms   | 50%     | full payment by mid Oct.  | subject to \$15 to \$60 fee if payment less than 50% PLUS 1% monthly finance | appears automatic                                  | no registration, no transcripts  |



|               |             |                   |  |  |  |   |
|---------------|-------------|-------------------|--|--|--|---|
|               |             |                   |  | charge billed every two weeks              |  |   |
| River Falls   | fall/spring | 33% term due date | 50% of remainder due a month later, and the rest 30 days later | \$75 late fee plus 1.25%                   | must sign electronically to accept terms | no diplomas, transcripts, or future registration is unpaid  |
| Stevens Point | fall/spring | \$100             | 9/5 (none), 9/11 (50%), 10/30 (100%), 12/04 (100%)             |  | appears automatic                        | <a href="http://www.uwsp.edu/ar/Pages/Payment.aspx">http://www.uwsp.edu/ar/Pages/Payment.aspx</a> |
| Madison       | n/a         |                   | payment in full due third Friday after first day of classes    | \$100 late payment fee with appeal process | N/A                                      |   |
| La Crosse     | n/a         |                   | 30 days from day of statement 100% due                         | 1% finance charge if not paid              | N/A                                      | no registration for future terms if unpaid  |

### **Appendix E: Summary data on raising maximum balance to \$500**

Here's the frequency table of students and how much they owed as of late November, 2015, after the first registration window had opened.

We can see first of all that the maximum allowable balance matters. 1410 students owe between \$0-100, rather than a zero balance... an additional 811 have balances of \$100+; 344 of those students owed between \$100-500.

| Balance | Frequency |
|---------|-----------|
| 0       | 7769      |
| 100     | 1410      |
| 150     | 117       |
| 200     | 57        |
| 250     | 45        |
| 300     | 15        |
| 350     | 57        |
| 400     | 18        |
| 450     | 15        |
| 500     | 19        |
| More    | 468       |

Raising that number to \$500 would ostensibly allow 42% of currently-ineligible students to register. Note, a \$500 balance is equivalent to approximately 6.5% of the cost of attendance for a single semester for in-state students and 4.2% for out-of-state students.

The data also suggest that students of color are disproportionately affected by the \$100 maximum balance. Although the 2015 campus population of domestic students of color is 9%, 14.3% of students who carry a \$100+ are students of color. 12% of students who owe between 100-500 (those who would be helped by this proposal) are students of color.

Of the 811 who had outstanding balances, 170 never enrolled for Spring semester (21%). The total balance due for these 18 students at the time registration was blocked was \$2432.31; our lost revenue for these 18 lost students (if they pay in-state tuition) for Spring 2016 is \$80,590.86.

### **Appendix F: Detailed information on balances owed**

The table below aggregates information for students by balanced owed in December 2015.

| Balance from | Balance to | Number of students | Did not graduate in December | Did not graduate in December and did not enroll in Spring | Sum of balances for student who did not graduate in December and did not enroll in Spring | Students of color who did not graduate and did not enroll in Spring | % of students of color not returning | Potential tuition lost from students who did not graduate and did not enroll in Spring |
|--------------|------------|--------------------|------------------------------|---|---|---|--------------------------------------|--|
| \$0.01       | \$100.00   | 1410               |                              |   |   |   |                                      |  |
| \$100.01     | \$150.00   | 117                | 114                          | 8   | \$963.28  | 3   | 37.5                                 | \$36,908.00  |
| \$150.01     | \$200.00   | 57                 | 51                           | 5   | \$857.00  | 3   | 60.0                                 | \$23,067.50  |
| \$200.01     | \$250.00   | 45                 | 44                           | 2   | \$428.10  | 1   | 50.0                                 | \$9,227.00   |
| \$250.01     | \$300.00   | 15                 | 15                           | 3   | \$815.36  | 0   | 0.0                                  | \$13,840.50  |
| \$301.01     | \$350.00   | 57                 | 57                           | 27  | \$9,014.21  | 0   | 0.0                                  | \$124,564.50   |
| \$350.01     | \$400.00   | 18                 | 18                           | 1   | \$361.58  | 0   | 0.0                                  | \$4,613.50   |
| \$400.01     | \$450.00   | 15                 | 13                           | 5   | \$2,197.80  | 0   | 0.0                                  | \$23,067.50  |
| \$450.01     | \$500.00   | 19                 | 17                           | 7   | \$3,231.24  | 0   | 0.0                                  | \$32,294.50  |
| \$500.01     | (no max)   | 468                | 436                          | 112   | \$434,422.27  | 19  | 17.0                                 | \$516,712.00   |
| TOTALS       |            |                    |                              |   |   |   |                                      |  |
| \$100.01     | \$500.00   | 343                | 329                          | 58  | \$17,868.57   | 7   | 12.1                                 | \$267,583.00   |

- 681 of these 811 students with balances of \$100.01 or above are White.
- 177 students have a balance from \$100.01 to \$150.00. Of these 177 students, 144 did not graduate in December. Of these 144 who did not graduate, 106 did not enroll in Spring.

- 57 students have a balance from \$150.01 to \$200.00. Of these 57 students, 51 did not graduate in December. Of these 51 who did not graduate, 5 did not enroll in Spring.
- 45 students have a balance from \$200.01 to \$250.00. Of these 45 students, 44 did not graduate in December. Of these 44 who did not graduate, 2 did not enroll in Spring.
- 15 students have a balance from \$250.01 to \$300.00. Of these 15 students, none graduated in December. Of these 15 who did not graduate, 3 did not enroll in Spring.
- 57 students have a balance from \$301.01 to \$350.00. Of these 57 students, none graduated in December. Of these 57 students who did not graduate, 27 did not enroll in Spring.
- 18 students have a balance from \$350.01 to \$400.00. Of these 18 students, none graduated in December. Of these 18 students who did not graduate, 1 did not enroll in Spring.
- 15 students have a balance from \$400.01 to \$450.00. Of these 15 students, 13 did not graduate in December. Of these 13 students who did not graduate, 5 did not enroll in Spring.
- 19 students have a balance from \$450.01 to \$500.00. Of these 19 students, 17 did not graduate in December. Of these 17 students who did not graduate, 7 did not enroll in Spring.
- 468 students have a balance \$500.01 or higher. Of these 468 students, 436 did not graduate in December. Of these 436 who did not graduate, 112 did not enroll in Spring.
- In aggregate, there are 343 students with a balance between \$100.01 to \$500.00. Of these 343 students who could be helped by the policy change, 329 did not graduate in December. Of these 329 students, 58 did not enroll in Spring. Having 58 students (assumed to be in-state) not enroll represents  $9227 \times 58/2$ , or in other words \$267583 in lost tuition.

## **Appendix G: Resolution Supporting the Indigenous Land Recognition Policy**

DATE: 11/9/15

AUTHOR(S): Rebecca Steck, Anna Razidlo/Jori Given

SPONSOR(S): Native American Student Association, Joint Multicultural Affairs Committee, Patrick Brever, Chris Rudolph, Gaozie Yang, Molly Davis, Drake Hall Council, Laux Hall Council, White Hall Council, Hutchison Hall Council, Eagle Gray Hall Council, Coate Hall Council, Wentz Hall Council, Reuter Hall Council, Eagle Maroon Hall Council, Sanford Hall Council, Angell Hall Council, Hmong Organization Promoting Education, Asian Student Organization, ALANA (African, Latina, Asian, Native American Women), Students for a Free Tibet, Black Student Unity, Pre-Pharmacy Club, Campus Climate, Office of Multicultural Student Services, Intercultural Organization Promoting Awareness, FIERCE (through the Pride Center), Latin American Student Organization, College Democrats, Diversity Organization Coalition, and Campus Activities Board Executive Board

WHEREAS; The University of Wisconsin-La Crosse Native American Student Association and the Joint Multicultural Affairs Committee have worked together to create a statement to be read at the start of University of Wisconsin-La Crosse sponsored events;

WHEREAS; The statement is as follows:

We would like to recognize that the University of Wisconsin - La Crosse occupies the land of the Ho Chunk people. Please take a moment to celebrate and honor this ancestral Ho Chunk land, and the sacred lands of all indigenous peoples.

WHEREAS; This statement would reaffirm the University of Wisconsin-La Crosse's commitment to diversity and inclusion;

WHEREAS; This policy would allow UW-L members to express their pride in residing on traditional Ho-Chunk land. This policy allows us to honor the land and the people who were and continue to live here as well as educate any persons who attends a following event at UWL;

WHEREAS; This statement has already been embraced by The Office of Multicultural Student Services, Black Student Unity, and read at several functions, including this year's Awareness Through Performance, Reflections of Ebony and LASO Fiesta;

THEREFORE BE IT RESOLVED; The Student Association of the University of Wisconsin-La Crosse recognizes and supports the students of the Native American Student Association and the obligation to acknowledge the land upon which the University of Wisconsin-La Crosse occupies;

**THEREFORE BE IT RESOLVED;**

This statement will be read:

At the beginning of academic and leadership conferences and discussion panels;

At the beginning of home sporting events;

At the beginning of events sponsored by Campus Activities Board, predetermined by CAB and NASA;

At ticketed events in Cartwright Center, the new student Union, the REC, Graff Main Hall, and Centennial Hall;

At other events where other interested parties feel inclined.

**THEREFORE BE IT FURTHER RESOLVED;** The Student Association of the University of Wisconsin-La Crosse supports the Native American Student Association and the proposed statement.

### **Appendix H: Resolution on Visiting Scholar/Artist of Color Program**

On November 6, 2015, Interim Provost Betsy Morgan asked the Joint Multicultural Affairs Committee to discuss UW-L's Visiting Scholar/Artist of Color Program, designed to bring scholars/artists of color to campus for short-term visits. Some faculty members brought to Provost Morgan's attention that the name of the program placed prominently on a poster was off-putting, suggesting the program be retitled the Provost's Scholar/Artist Program or the Provost's Inclusive Excellence Scholar/Artist Program, with no change to the criteria. The committee did reach consensus that a retitling to Inclusive Excellence Scholars/Artists was not appropriate, as IE is broad and not focused on racial/ethnic diversity specifically.

Our committee met with two members of the faculty who had concerns about the name, and engaged in our own discussions on the topic. The name of the program is a complex issue and it would be inaccurate to say that the whole committee is in agreement on how we should proceed as a campus. The stance of some committee members aligns with original petitioners, recognizing that a few past visiting scholars/artists have found offense at the idea of being invited for their race/ethnicity instead of solely for their scholarly/artistic work. Moreover, one of the faculty sponsors of a previous visitor stated they would not participate in similarly-named programs at other campuses if invited, since listing the program title on a CV would be an unintended identifier. On the other hand, some committee members note that the "of Color" portion of the program name should remain if this really is a program meant to bring artists and scholars of color to campus. In addition, the name of the program as is helps to highlight one of the diversity initiatives we have on campus. Many scholars of color have not expressed concerns, trusting their scholarship/artistry is valued and the goal is to promote works by racially diverse individuals.

From our discussions, it was clear the committee does not unanimously agree the program name should change. While there were secondary reasons from both viewpoints, the primary reason for keeping the name is to boldly celebrate diversity, whereas the primary reason for changing the name is because the current name is a distraction for some of our past/future visitors to the fact that we have invited them for their work foremost.

Regardless of what action may take place on the program name, we are in agreement that further discussion should lead to more careful guidelines which suggest how the sponsoring faculty member, the campus, and our future visitors talk about and perceive the program. Additionally, the committee recommends sponsoring departments communicate the intent of the program to scholars/artists, deciding how to promote the event in a way that meets the interests of the scholar/artist.

## **Appendix I: Listening Session Transcript**

- More representative textbooks in terms of gender and race.
- We discuss white guilt, but how do we help UWL members properly channel it and turn it into something positive?
- How do we make diversity training a real, “lived experience” for students, rather than have them just recite the words back with no actual experience or lasting impressions
- How to teach students about ideas contrary to thinking inherited from their parents/community without shocking them into being defensive?
- How to make more classes open-ended to allow more students to express themselves without fear of retribution from faculty/fellow students
  - invisibility of minority students
  - their situation of being called upon to represent their entire group
- “Cultural Potluck” hours
  - have multiple, each night has a specific theme (types of music/food from other nations/ popular games from other nations)
  - invite campus & community groups relevant to share their story/food/music
  - Don’t have a set agenda or lesson, just get people in the door to try other things and start talking
- Transform the current (or create a second) first flight program targeting diversity experiences.
  - invite interested incoming first year students
  - few preliminary days of in-group training/expectations
  - take group to urban areas to meet/see other cultures
  - make sure to have a variety of students attending to create a welcoming group
- Student-produced movie about diversity/prejudice/privilege/active listening to show to incoming students.
  - use humor and show at first year experience presentations/UWL 100
- Really drive home active listening
- Pro/con debates
  - create an atmosphere of respectful discussion
  - have an entity (JMAC/SA/etc) pick a debate topic
  - ask UWL groups to participate
  - find a moderator
  - brief the debating groups on expectations (time limits, being respectful, keeping it factual)



- give the groups time to prep
- advertise, invite all of campus to watch
- hold the debate.
  - could have no contribution from audience or maybe turn the end into an open forum.
- 6. Students from our group wanted to make sure that campus programming was not just for the majority students.
- Can UWL develop a Hmong Studies Program like what UW-Eau Claire recently implemented?
  - Should incorporate oral history, literature, and interdisciplinary approaches
- When trying to incorporate more diversity-related content into general education curriculum, we should not only try to add new required courses, but also look to incorporate issues of diversity and inclusion into the existing courses across all departments and colleges.
  - \*encourage students to value gen-ed courses as opposed to seeing them as hoops that must be jumped through to get a diploma\*
  - \*expand the First year experience to make more time for discussions of diversity\*
  - \*emphasize the necessity of being able to work with people of diverse backgrounds so students are prepared to work in the global real world\*
- How can JMAC and Social Justice Institute be more integrated?
  - \*Spread the word amongst students about the SJI--especially to recruit students into the SJI wing of a dorm (apparently few in the wing knew about the SJI connection)\*
- Students of color would welcome more expressions of support from faculty (across all colleges) when hate speech incidents occur
  - modeling that faculty across all disciplines are personally engaged with these issues, and that it's not limited to certain fields
    - \*could we have some departmental discussions of how faculty from all disciplines could engage in these discussions in their classrooms\*
  - \*Hold a Privilege Walk to raise awareness.\*
  - \*Bring in the Residence Halls into these discussions (with side note of "clean up" the res halls)\*
  - \*Ask for student inputs in what should be in UW-L100\*
- Interest in a Critical Hmong Studies Initiative
  - How could this include tenure track position(s), like UWEC?
  - Not housed in another department, but able to function as its own entity

- Fits with retention & recruitment efforts for students of color
- More support for faculty who want to develop more inclusive curriculum, through CATL, through support for co-teaching approaches
  - A LOT of variation in quality of approach and information depending on instructor, even at the graduate level.
  - Many courses touch on diverse perspectives as a unit (or singular lesson/discussion), without changing structure or overall content of courses to be more inclusive.
  - How to adapt and make inclusive courses whose subject matter isn't amendable (math, biochem, etc)
- Students from residence halls reported knee-jerk negative reactions toward discussions of privilege -- how can we work to open people to discussions?
- Cost/benefit ratio discussion about panel presentations as a method of instruction
  - Inviting other undergraduate students to discuss their (often painful) experiences sometimes serves as a substitute for engaging with field-specific best practices and research
  - Is this the best way to prepare people? What is the experience of panelists?
  - Very little risk for the audience, high risk for the panelists
- Discussion about Chief Diversity Officer
  - Interest in learning more about the pros and cons of creating this position on our campus
  - How can we move past the initial reaction-- "we don't have the money"--to a deeper discussion of the needs of our students, faculty, and staff?

### **Structural suggestions for future Listening Sessions:**

- Welcome table with greeters, sign in, nametags -- can explain a bit about JMAC, the purpose of the session
  - Two co-facilitators from JMAC at each table for the duration of the session
  - Follow up survey to ask about experience at the session & invite further feedback; include contact information for all JMAC members
- 
- Student who says he is from China had difficulty coping with the block meal system, wishing there were restaurants he could truly use. Found it hard to be a leader in classroom settings.
  - Can we get the Alumni Association involved with diversity initiatives? How did having to face diverse experiences on campus prepare our alumni for post-graduate life?

- A re-entry student discussed Re-entry orientation. Only got a contact number for advisors, but was not contacted back.
- Is it possible to make a mandatory general education course on diversity? While there is a UWL 100 on social justice, a student can avoid taking this UWL 100 and take another, or none at all. (In addition, the social justice themed community in res life is now suspended.)
- Can coursework require students to go to an event with a speaker on matters of diversity?
- A student commented that there are several wonderful posters related to diversity in Reuter Hall.
- How do we bring students who are not thinking about diversity into the conversation? Incentive. “When you’re looking for a job, they are going to be looking for diverse experiences.” It is safer to build these in a college setting.
- A member of campus asks if there is a “diversity office” and “safe space”. Part of the space could be used to help people who have questions related to visas, family, etc.
- Member of CLS strategic planning committee comments that we need more cultural competency beyond general education, and that we should support faculty better in developing multicultural awareness content for class (particularly for faculty whose content does not naturally involve cultural matters). [I got the sense that the “support” was not necessarily in monetary form.] The faculty member mentioned that support could come in the form of, for instance, a J-Term workshop, along the lines of the ‘backward design’ workshop in J-Term.
- We would like to see a Hmong studies, Chicano studies, and African-American studies minor. How are we missing these programs? UWEC has such programs. UWGB has an indigenous studies program. We may be losing students to these programs.
- Where subject matter allows, it would be nice to have certain multi-cultural and inter-cultural classes be co-taught
- For a Chief Diversity Officer, it would be ideal to have someone with teaching and scholarship. An external hire seems very appropriate for a CDO.
- A faculty member noted it would be nice to be made aware of protests/etc. relevant to BLM, so that faculty can support the students who are standing up for a cause.
- Have the college(s) redefine service. Does attending a ‘Stop the Hate’ training count on Digital Measures? Can we change department bylaws to reflect our values, if we truly value diversity training?

- For faculty who mentor students of color, how does this count? (This takes significantly more time than for other students.)
- A faculty member notes that students of color are asked to serve on a panel **for** white students for an event on multicultural awareness, but this comes at the cost of time for the panelists.
- New CBA dean is having departments overhaul bylaws. Can diversity training be a part of the conversation with the bylaws updates?
- How do we have the tough conversations (correctly) in class?
- How can we have scheduling (cohorting) help our students in the sciences?
- Is the word “chief” appropriate in the title Chief Diversity Officer? (Lead diversity officer?)
- How can students be aware if a faculty member has had a long history of hate/bias incidents reported? The incidents should be part of the record for faculty tenure.
- Lower SEI scores affect faculty members of color
- One person mentioned how it was a good to have Joe Gow acknowledge the racism that exists (by sending out the recent image). This person said, “If you recognize it, acknowledge it, then I feel like I’m being heard.”
- We should fund OMSS, Campus Climate, and the Pride Center more.
- Terminology/phrases: Instead of using the phrase “Hate is not our value”, which sounds passive, why don’t we have something more positive and more active? It would be nice to have a PR campaign around defining what we **are** instead of what we are not. How do we make these values public? Perhaps these could be some new campus banners. These could challenge people.
- After the Ferguson incident, we received an e-mail with teaching resources. It would be nice to have an e-mail go out after high-profile incidents, because I don’t always know the best material to bring in to class. This could be something a CDO researches and disseminates to faculty.
- One member of campus was dismayed that money needs to be appropriated to diversity. Diversity affects all UWL, so shouldn’t *\*any\** UWL funds be appropriate to use for diversity?
- We should retain students better. Retention means money.
- Inclusive excellence. What does this mean? It seems to be UWL’s own phrase.
- One student would like to see a listening session for faculty to hear about concerns from students. (The example brought up was hearing gender binary language, which was surprising to this student in a 400-level ERS class)
- One member of campus wants to see better efforts to recruit and retain students, faculty, and staff of color. This particular individual mentioned that it would be nice to be specifically asked, “How can I make sure that you’re getting what you

need for career advancement as an African-American on campus?” Ideally, that question would come once a month, but it has never been asked to this individual. More generally, what apparatus is available for staff of color?

- Is there a specific fund for students of color going to a conference? One staff member was trying to bring students to a conference on student affairs and had to scarp up money from each student’s home department. It would be nice if there were a campus-wide fund to finance opportunities for students of color. Such a fund could be used for professional development for students, research, conference travel, etc. for minority students.
- It would be nice to see mandatory training for faculty/staff, especially for supervisors or those who have high interaction with other faculty, staff, or students. This person mentioned that it’s particularly dismaying to see the same faculty/staff/students at all the diversity-related events.
- One member of campus noted that many of the accessibility features on campus need revisiting: res halls, ID/swipe + button. (This should probably be forwarded to the ACCESS Center.)
- Services from Multicultural Student Services seem to cater to citizens and not so much to international students
- Would like one-on-one, mentoring type programs provided to international students to help with transition to US
- More assistance and publicity with the Study Abroad program
- Improve assistance with immigration issues
  - Add counseling for undocumented students, visa, green card, passport issues in a safe, protected (legally) environment
- Provide legal advice in regards to immigration or at least a first point of contact for legal issues
- More publicity of program offerings for assimilation
  - International student has been here for 6 years and is still not aware of programs offered
- We talk a lot about diversity, but not so much about cultural inclusivity
- More effort into extending/expanding programs into the community surrounding UWL, more public events x3
  - Suggestions - Black History programs at local schools, International Day at Children’s Museum
  - We only enroll 1-2 African American students from La Crosse School District
  - Upward Bound is useful, could be expanded
  - Pre-college programs

- Retention programs
- Find a way to combat microaggressions in a continuous manner
- Better connectivity between departments such as IEE and SSS and MSS
  - Was able to get help with changing major, life challenges, and integration from MSS but not IEE or SSS
- Diversity Officer
  - Able to adapt to cultural differences for international countries
  - Could handle incidents such as the Eagle Hall whiteboard drawing, etc.
  - Could provide aid to faculty of color being bullied by supervisors
- Enrollment management
  - Include/integrate OMSS staff more closely
- Eagle Alert system is useful
- Cultural training/orientation for faculty and staff
  - In-person workshop/training to build relationships
- More multicultural groups on campus
- Students feeling personally attacked in classes such as Understanding Human Differences, etc - faculty should try to connect with students more rather than just presenting the material
- Host or co-host cultural conference for faculty, staff, students, and public
  - WEA - Lost Voices (past example)
- Determine incentives for program attendance
  - Faculty require students to attend programs for credit/extra credit
  - Promotion of events by faculty not in fields directly related to multiculturalism
  - Incentives are tricky because on one hand it may increase attendance, but the attendees may detract from the event by making it apparent that they are only there because they have to be or for the incentive
- Oversaturated with events for students which may cannibalize attendance from one another
- Modification to criteria for required Gen. Eds.
  - The spectrum is quite wide for what is considered a multicultural course i.e. History of Jazz, etc
- Require cultural/racial sensitivity training for Academic leadership positions such as department chairs and deans
- Dispel myths in Admissions
- Increase awareness programs for first-year students
- Cultural humility
- Promotion channels discussion - digital signage, faculty announcements, campus connection, Res Hall staff announcements, etc.

- different people pay attention to different methods
- Cultural competency
  - LEAP program for first-year students
- Integration of cultural practice - not siloed/separate
- Bi-standard efforts - Title IX, etc.
- “Surround yourself with diversity” slogan
- I am not just a student on campus I am expected to be an educator. I should get paid. I go to class and if I say anything I am stereotyped “that angry black man.” People tell me my issues are not that big of deal. I have to think about race all the time. I am an educator, but I do not want to do that job I just want to be a student and take classes. The numbers for students of color are small. That was a huge draw to come to UW-L knowing I might have to do some education and help change people’s minds. It is everyday that I am dealing with this. So I am doing my homework on a topic that I am not even thinking of. I am thinking about things like that picture and looking at people on campus and wondering “did you draw that?”
- Learning about history from a new perspective and how things have been manipulated to have us believe what they want to.
- Unconscious bias why aren’t we all expected to take that so we become aware of our bias’ and then we can work on that.
- Why has faculty and staff training not been required yet? Things have continued to happen and maybe has gotten worse. Why has nothing happened yet.
- Policies seems to be the answer. We might have to force people to be exposed to the ideas or the training.
- Students shared stories about faculty comments that are negative about the Middle East, Muslims, talking about the student of color who is gone one day when the topic was Affirmative Action and the faculty shared how lucky that student is due to their race,
- We should be upfront with our biases. Faculty state I know I have biases.
- I am in college to be a better person, a more loving person. I am working on my biases.
- What happens when you disagree with a faculty member? People are afraid to speak that their grades might be affected.
- Apposing points of view do not always need to be shared. Opinion vs. point of view backed up by data and support of the view.
- College should expose students to all kinds of ideas conservative, liberal, etc...
- Faculty and Staff need to be trained about diversity, inclusion. Faculty and staff have had to do sexual assault/harassment training why can’t more training be required.

- Someone asked those students who feel they have to teach would it be easier if the faculty/staff were trained. "Hell yes!"
- People are very black/white thinkers.
- It is important to understand your own point and the points of the opposition.
- Where does racism come from? Fear? Someone suggested it is the fear of people of color taking the power away from white people.
- #BlackLivesMatter - is about overthrowing power. Not to take over the other people but to make the world more equitable. I don't oppress you I get the power to do what I need to do and be my full self.
- Why do people write hateful things on Yik Yak or the picture in the Res. Hall? To create chaos? We must engage and address the issues until it gets to the administration and something might get done.
- Some people felt that we should not engage in Yik Yak since no one's name is connected. Others feel like due to their identities they cannot avoid it. They must deal with it daily.
- Why not get rid of Yik Yak? Could we block it?
- "For those affected by privilege equality can seem like oppression."
- What can we do on campus to make a difference?
  - Training of faculty and staff (bias/prejudice/discrimination training, how to not let your bias impact your grading)
- Professors avoiding topics due to the race, class or sex and then students who identify with this areas feel the necessity to educate the class since the professor did
- Segregation is more noticeable here because we have a lack of diversity
- International student shared that it is hard to be friends with Americans because they like us but they could not bring me home or they will not go to our events
- White students feel like they need time and experiences to test the water regarding diversity because they have fears and need to see that those fears will not come true
- Our campus does so much to educate white students you are just a student. No one sent me an email asking me how do I feel (because for the picture.) No one helps us deal with microaggressions? There is no support from the administration? Institutional denial or racism. Nothing is proactive it is all reactive. The need of more support groups for people of color.
- Police officers also need the training we are suggesting for faculty and staff
- Resources - we need the resources to train or faculty and staff
- JMAC has no power and we can recommend good things but if administration does not agree it will get shut down.



- People in the U.S. do not take advantage of their education. Most people get the degree but they do not grow. They are here for grades and the degree.
- Why can't we have opportunities for students, faculty and staff to gather and have hard conversations beyond classes and what am "I" doing to change it or make it better.
- Is it too easy to fill out the hate form
- So many students of color have battle fatigue for educating all of the white people on campus
- White students might feel that they do not want or need to get involved, but it is ok because I am not being offensive
- A white student shared that white students from small towns don't know and are not ready to be enmeshed in diversity. This created a huge push back by the students of color. That is ok to say maybe your first year of college, but after that white students should take it upon themselves to educate themselves,
- What does it take to be heard?
  - acknowledge that you hear those who are speaking
  - you heard me and you did something about it
  - even if you do not do what is asked acknowledge it
- Being a student and being a student of color is hard and depressing. We need higher ups to take action by creating policies
- Chief Diversity Officer?
  - We would want someone from a diverse background
  - This person would have to work really hard with the white faculty and staff. We need white people to take on these positions
  - Would be working with a lot of the white people
  - work with students, faculty and staff who are underrepresented.
  - The key will be if the upper administration will listen to this person and let them lead us
- an untapped population is student athletes
- Diversifying faculty/staff
- Use Latino not Hispanic in terminology
- With increasing Latino population we need faculty/staff on campus to represent groups
- Move beyond black/white binary
- Look at demographics and how are we changing to fit those needs
- Look how we advertise open positions
  - Where- minority journals - and how do we publicize
- Current faculty/staff serve as a resource to prospective professional applicants
- Diverse search and screens

- Students do not need to feel unwelcomed to come here – look at who is eating together in cafeteria - It sends a message to campus students
  - Things go in cycles – how do we work with students
  - People/students feel invisible
  - At what point with students get sick of discussion without action
  - Students get exhausted
- Discussed recent teach in program – faculty felt uncomfortable in going since it was in a residence hall – faculty also received information very late
- How to have different conversations – workshop Deb Hoskins
- Some students don't feel comfortable sharing experiences
- How can we educate the white students – no one asking multicultural students how they think or feel
- Multicultural students have to take care of themselves, or go to older multicultural students
- Multicultural students feel like they have to step up and take a leadership role
- Professors are calling out multicultural students to answer for their race or when leaving out race the feel the need to answer for the race
- This semester more of an issue than previous semesters on campus
- Where are the programs or resources
- Helping multicultural students deal with microaggressions
- Lots of programs but are they reaching the students that need information
- Mentoring program, pair student with faculty/staff member - not just for multicultural students but for all new students
- Faculty addressing issues in the classroom, not have people try to push it under the rug
- Faculty and staff training on how to have difficult conversations
- Required course like UWL 100, have a component that focus on diversity
- Required sessions during orientation
- Diversity session in freshmen registration
- Student schedules wiped out for unpaid bills - not right
  - We are setting them up for failure by doing this
  - See impact on the students, conversation
  - They want to stay but don't feel supported
- Talk about white privilege with students
- Need institutional by in
  - EFN 205 required, ERS course requirement
  - Continued education and what does that look like
  - Surface and not deeper conversations
  - ATP turned into a course

- Art and posters showcasing diversity not prominently displayed
- Not enough intercultural speakers on campus
- U. of M Duluth has a lot more speakers
- Disconnect between IEE and OMSS
  - Isolated in that bubble
  - Highlight similarities not differences
  - Encourage conversation
- People have to get uncomfortable before can grow
- Chief of diversity officer
  - Getting it moving – pros and cons
  - Everything built on white supremacy
  - Hard to use budget as an excuse not to have one
  - Supportive statement – free doesn't cost but still not moving forward
  - Don't understand why this is not a conversation
  - Con – idea of soloing but not convincing response
  - Pro – someone at the table voicing concerns
  - What does the role look like
  - Why if no added benefit, why more
  - An expectation of what happens but got to keep fighting
  - Need to push for the position
- Chief Diversity offices
  - Has to be an advocate for all groups
  - If there is a problem who do we go to
  - Would they oversee all diverse offices
  - My brother's keeper – diversity training
  - Who writes this grant proposals
    - Someone who is passionate needs to write
- Faculty do not like mandatory things
- Incentive programs maybe but need good prizes
- Incentives defeat purpose of program
- There should be training for faculty and staff
- Needed more big names for programs and events - apply for grants
  - \$5 max in ticket prices
- International amity program
  - Why was it shut down
- Search and process – need to be examined
  - Outside and inside candidates
  - Problems with HR – panel searches are terrible
- Hate bias code system

- Coding target areas
- How can faculty engage in conversation
- SEEDS – count up amount since last report
- Res Hall Students
  - Student, there is a lot of tension – programming
  - Felt like program was not for them
  - Publicity in Res halls
  - How do we get students to buy in unless a requirement
  - Students of ATP freshmen don't understand why they are required
  - Mandatory programs put guard up
  - Instead of first semester, 2<sup>nd</sup> semester
  - Transfer students not aware
- Students
  - We are not diverse on campus
  - Can be open and closed
  - They say they hear but what evidence is there that show they hear, no follow through
  - Diverse conversations are now happening a few years ago
  - Make things more known, more public
  - Who is telling people to go
  - Who has a discussion on privilege
  - Students incorporating them
  - Peers sharing
  - End meal plan for an specific event to encourage attendance at programs
- Not enough available courses
  - Bio, Chem, gen eds – or delayed graduation
  - Admittance into program – ESS
- Retention how can we keep them
- Housing shortage causes stress
- There is very limited food choices for international students, especially at Whitney. One student bought a Block plan but rarely used it because there was no food available for them to fit their diet or taste. When they are in the residence halls (named Reuter) domestic students often complain about the smell of the food.
- Constantly tired from being a student and also having to educate other students on racial issues
- There is an awkward feeling when a student of color is sitting in EFN with the rest of the classmates being white when they do white privilege activities. One

activity was the chain activity, where you either took off or put on a paper clip for the prompt. The student talked about always being the one with the shortest chain. Felt like their identities were being used to teach privileged students.

- Privileged students can go through their entire college career without taking a diversity course
- All students should be required to take diversity courses at least once in their college career-potentially redesigning the gen ed requirements to ensure this happens
- More education for faculty and staff
- More intentional recruitment for incoming students
- Discussed the need for security cameras on campus. A lot of the hate/bias incidents occur by “anonymous” students. Students of color have been asking for these for cameras for years.
- Campus police asked how to help make students of underrepresented identities feel safe, repeated the want of cameras

### **Written comments**

There was one written response to the prompt “JMAC invites you to share your experiences in writing below. You may remain anonymous if you wish.) The verbatim text of this response was:

- Connection w/ LEAP + envisioning First Year + Bystander

### **Student 1.**

Do more for international students

- a) require one-on-one mentorship/counseling to help with immigration issues and course selections, transition to US life, etc.
- b) forced to seek help from OMSS because IEE is unresponsive
- c) need more publicity about services for international students, such as Friends of La Crosse and Global Buddy
- d) engage international students more in the community
- e) encourage international students to seek friends beyond people from same country
- f) provide more personalized attention towards undocumented students

### **Student 2.**

UWL likes to talk about diversity, however...

- a) it is not culturally inclusive
- b) does it *really* care about POC?
- c) don't celebrate diversity in one day: awareness should be ongoing, learning should be constant

- d) microaggressions are an everyday reality
- e) POC shouldn't have to educate others; whites on campus have that responsibility
- f) benefitted from Upward Bound as high school student

### **Student 3.**

Professors should get to know students better

- a) create an open environment to discuss difficult topics

### **OMSS Officer.**

UWL could to more

- a) need to do more community-wise in a natural way given the city's predominantly whiteness/straightness
- b) should provide cultural/diversity training for new faculty
- c) require a Chief Diversity Officer to advise Chancellor, provide faculty in diversity training, deal with microaggressions, give structure for diversity on campus, help with POC faculty who experience difficulties, etc.
- d) work on recruitment and retention of minority/underrepresented students
- e) already involved in enrollment managements and eagle alert (which began as an OMSS initiative)
- f) UWL could host conference on diversity for professional and student development
- g) OMSS plans to submit a formal statement to JMAC (to include the above and other points)

### **Student 4.**

Freshmen orientation should contain more information about multicultural awareness

- a) cancel classes so students can attend diversity-related events: sends the message that they are important
- b) work on promotional material through flyers, digital signage, and emails. Reduce posters in Wimberly, place more in the res halls

### **Grad Student 1.**

When we sugarcoat things, we help the privileged.

- a) students should be intrinsically motivated to attend diversity-related events
- b) all Gen Ed Minority Cultures course options should be equally important: a vast difference between EFN 205-*Understanding Human Differences* and MUS 209-*History of Jazz Culture*

- c) POC don't want to come to campus where they don't see other POC, so make greater efforts to recruit and retain
- d) since faculty don't pick their students, they should learn how to deal with diverse students when they appear in the classroom
- e) work on bystander efforts such as Title IX
- f) need more integration and less silo
- g) students skate by without awareness of diversity
- h) need intentionality to promote change, to move beyond campus signs with "Surround yourself with diversity"

### **Faculty 1.**

Need to dispel myths and misconceptions: how Affirmative Action works in the admissions process

### **Student 5.**

Train faculty to be more culturally competent

- a) when a professor remains silent because he/she doesn't know how to handle a difficult situation, it does not help

### **Administrator 1.**

Does UWL need a Chief Diversity Officer?

- a) Will the CDO be more than symbolic?
- b) How will the CDO change the culture at UWL?
- c) Will the position replace JMAC?
- d) Where are the gaps that the CDO will address?
- e) What are the opportunities for the CDO?

### **Written comments:**

#### **A post-Listening Session email-**

Hi I am XXXX, I was sitting at your Joint Multicultural Affairs Committee listening table yesterday. And I had to leave to meet with a professor. I also wanted to add that the problem here on campus is not only that we are culturally incompetent, but these racist occurrences and the fact that there is not enough awareness, is due to the institution not being able to hold the white body students accountable for being racist, prejudice, discriminatory and privileged. And we were not able to even speak about whiteness at the table because of the people there being uncomfortable. Maybe I am wasting my time, but it would be great if you could shed light on this at your next meetings. Or if I heard wrong and you are not on the committee, could you forward this to someone who is. Thank you.

## **Appendix J: Listening Session Categorical Summary**

The recurring themes from JMAC's listening session are summarized into categories below. (We recognize that not every item fits neatly into one category. However, this is intended to be a two-page summary of a sixteen-page appendix.)

### Classrooms and Faculty-Student interactions

- Make diversity training a real, lived experience for students
- Students of color would welcome more expressions from faculty when hate speech incidents occur.

### Events and programming

- Host cultural potluck hours
- Transform the First Flight program to target diversity experience
- Host "Pro and con" debates
- Have campus programming available for non-majority students
- Create more open discussions in residence halls
- Host listening session for faculty to hear about concerns from students.
- Collaborate with local schools on Black History Month, expanding Upward Bound, etc.
- Can YikYak be blocked?
- Include diversity training for students in First Year Experience.
- Include diversity training for all campus members through required programming made possible by canceled classes (akin to some schools' "chapel hour")
- Some students wanted to collect data and stories about their experiences of on campus with faculty to make a video to use with faculty

### Concerns and opportunities for faculty/staff/students of color

- Lower SEI scores affect faculty members of color
- Is there a specific fund for students of color going to a conference?
- Security cameras around campus?
- How to avoid fake reports in Hate/Bias Response Team form?
- Concerns and programming for international students
- Improve retention of students/faculty/staff of color

### Academic Affairs

- Is it possible to make a mandatory general education course on diversity?  
Reformat the General Education requirements to make sure that diversity classes are taken. Alternately, shift the focus on adding diversity components into classes already being taken. (It is important to note *who* teaches these classes.) UW-L 100 may not be the class to add this piece to. While there is a UWL 100 on social justice, a student can avoid taking this UWL 100 and take another, or none at all.
- Get more representative textbooks in terms of gender and race



- Ask students for input on content of UWL 100
- Develop a Hmong Studies program
- Add diversity-related content into general education curriculum with new courses
- Incorporate issues of diversity and inclusion into existing courses across all departments
- For faculty who mentor students of color, how does this count? (This takes significantly more time than for other students.)
- How can we have scheduling (cohorting) help our students in the sciences?

#### Professional development, training, information for faculty

- After the Ferguson incident, we received an e-mail with teaching resources. It would be nice to have an e-mail go out after high-profile incidents, because I don't always know the best material to bring in to class. This could be something a CDO researches and disseminates to faculty.
- Support faculty who want to develop more inclusive curriculum
- Have the college(s) redefine service. Does attending a 'Stop the Hate' training count on Digital Measures? Can we change department bylaws to reflect our values, if we truly value diversity training?
- A faculty member noted it would be nice to be made aware of protests/etc. relevant to BLM, so that faculty can support the students who are standing up for a cause.
- How do we have the tough conversations (correctly) in class?
- One member of campus wants to see better efforts to recruit and retain students, faculty, and staff of color.
- Logistics of trainings: Resources (financial, otherwise?) to host trainings. Mandatory trainings? Incentives for attendance?
- Police officers also need the training we are suggesting for faculty and staff
- We did have a mandatory training this fall on sexual assault and we are at 80% compliant. Would an on-line training like the sexual assault training work with these other issues? Instead could it be a part of your core career progression, tenure, promotion, SEI's and peer evaluations. (Mandatory training is difficult to suggest, but if we could change the ethos of the word.)

#### Long-range matters

- Increase collaboration between JMAC and the Social Justice Institute
- Can we get the Alumni Association involved with diversity initiatives?
- Better connectivity between departments such as IEE and SSS and OMSS
- Discuss the need for a CDO

## **Appendix K: Listening Session Format Comments**

General concern about having members of JMAC speak excessively during the listening session. The purpose was to hear from members of the campus community who are not on JMAC.

Quote from an attendee: The problem here on campus is not only that we are culturally incompetent, but these racist occurrences and the fact that there is not enough awareness, is due to the institution not being able to hold the white body students accountable for being racist, prejudice, discriminatory and privileged. And we were not able to even speak about whiteness at the table because of the people there being uncomfortable. Maybe I am wasting my time, but it would be great if you could shed light on this at your next meetings.

One attendee brought up not being welcomed or introduced, even though others were (even later), that the conversations were kept very surface-level, with quick changes of subject when things got too deep.

Suggestion: in the future, if we hold listening sessions, we could consider:

1. a "welcome" table where people will sign in, make nametags, and hear a little more about the purpose of the committee and the sessions;
2. a co-facilitator model for each table, with experienced facilitators and less-experienced facilitators paired up;
3. a follow-up survey where people can share ideas they didn't express at the session and/or feedback about the experience itself.

Some of the information shared at the table I was at was relevant to the discussion of race relations, but was not really headed towards potential projects for JMAC, or even things that JMAC could bring to other campus bodies. For example, at one table I helped moderate, the conversation was where an individual spoke of his own "white guilt" and desire to get more informed. While that is a good conversation to have, it doesn't really get anywhere towards JMAC's goals. I tried to steer the conversation towards "What can the University do to correct biases in regards to race/ethnicity" and this helped a bit, but maybe it would help to explain the format/intent of the Listening Session more clearly. Or, perhaps that conversation (and probably similar conversations at other tables) is a sign that the University needs some other events in other formats for these sorts of conversations to occur. [My only point in bringing up this conversation is that the goal of the Listening Session was to take situations and personal accounts and begin to think of actions. I didn't want people to just share stories that we could not act

upon and have people three years from now think, "I went to an event and shared my experiences, but the University did nothing in response."]