EDI Rapid Action Task Force
Office and Department Communication Protocols

Access this document by visiting uwec.ly/ediratfsurvey

An email was sent to the UW-Eau Claire campus community on December 18 that shared an update on the work of the EDI Rapid Action Task Force and requested input via a Qualtrics survey. A subsequent email was sent on January 2 as a second request for input to the survey. The second email included students, faculty, and staff of the UW-Eau Claire — Barron County campus.

Campus Survey Question: What specific, actionable ideas or policy changes do you suggest that, if implemented, might make UWEC a more Equitable, Diverse, and Inclusive place to live, work, and study?

The following are all the ideas provided via the Qualtrics survey:

create a class like the alcohol class for bias and make them pay like the alcohol classes
We need a bigger space for The Bridge. There is support from people in Davies, student senate, as well as folks on the chancellors exec. Students in The Bridge are sitting on top of each other or feel it's too small to go into. It's a desperate need for the students who come in there.
Make there no tolerance for racist acts on campus. So actually expell students instead of stupid things like suspending them from our football team that doesnt matter at all
Focus less on specific groups and actually just making a campus welcoming for everyone. When you focus on a single group or a few groups the remaining groups are forgotten about. Many groups get a lot of needed attention such as the lgbt comminity which is great but eventually it gets to a point where other groups such as islamic or racial groups get forgotten about. I think focusing less on groups and more on a community of togetherness would be best
Educate students on the consequences of racism without infringing on anyone's rights stated in the first amendment such as banning and policing speech.
"Have the Senate pass a resolution to provide model language defining the EDI atmosphere of class. Here's an example: EQUITY, DIVERSITY, AND INCLUSIVENESS: In pursuing the mission of this university, the College of Business, the IS Department, and your instructor are all committed to maintaining a challenging learning environment that is humane and professional for every student. All class members are thus to treat each other politely both in word and deed. Offensive humor and unwanted personal advances are specifically forbidden. If you feel uncomfortable with a personal interaction related to this class, feel free to see the instructor for help in resolving it. The chair of the IS Department, dean of the College of Business, and the UWEC dean of students are also available to help as needed. Every instructor would be encouraged, though not required, to customize this language to make it his/her own, include it in every syllabus, and present it in class on the first day of each semester. If such a resolution was passed by the Senate and endorsed by the Provost and Chancellor, it would be tangible evidence of this campus's commitment to EDI in the classroom. If a large fraction--hopefully a large majority--of the instructors included this language in every course syllabus and personally owned it before their students every semester in every section they taught, that would be a loud, clear, lasting statement from/to the entire campus community."
One of the graduating seniors mentioned in a video that the campus was much more welcoming when he was a freshman. Revisit that time frame and try to replicate and strengthen the type of people, policies, programs that existed. Sounds like we might have had it right"er" - not whiter at that time.
Faculty and staff MUST participate in making this a FULLY inclusive campus and MUST give students FULL access to and information for ALL resources on campus. Faculty and staff are JUST as responsible for the climate on campus - if they are not held accountable and they do not hold us accountable, this issue will NOT improve. Facilitate healthy and respectful conversation and debate. Stop ALL discriminatory and exclusive behavior IMMEDIATELY. Students act by example. If faculty and staff do not set that precedent, STUDENTS WILL NOT STAND UP FOR THEMSELVES OR OTHERS.
"Require all staff and faculty to read the following book and pass a quiz about its content: How to Be an Antiracist: by Ibram X. Kendi"
Treat faculty fairly. The faculty pay plan is not equitable nor just. And require students to take more classes in human relations.

Honestly I do not know. The racist actions that took place on campus this semester were unacceptable. When people on campus are feeling threatened due to comments or actions made by other students, something isn't right. Poor tasting jokes based on hate that make other students afraid are not okay. I don't really know what else can be done to be honest. The incident with the Native American girl on campus was disgusting and discipline can and should be enforced regarding that. However with the small football group chat with only a few players is more grey, as it doesn't seem like there is much you can do about that. It was a PRIVATE group chat after all, and even though their comments and jokes were disgusting, banning group chats seems like a poor move, as students will still do it and it's their own private business.

I started school at UWEC in 1973, and am still taking classes. I was one of only 2 students of Jewish heritage in Towers back in those days. Most, and I mean most, of the people on campus (students, faculty, and staff) had never met any Jewish people, and had horribly anti-semitic views. The kids growing up in predominantly white rural areas need to be educated on cultural diversity BEFORE getting to UWEC. Take it on the road, talk to grade school and high school students and make a difference. By the time they get to Eau Claire, it might be too late. Fix this thing at its roots, and the flowers of hate will never bloom.

They should absolutely be expelled. I thought this was a no tolerance campus for that kind of behavior and it makes me and others no longer feel proud to be a part of UWEC when people get away with this with just a slap on the wrist.

"You could recommend that a study be begun in Spring 2020 to discover whether the issues facing faculty/staff of color (or other minority status) are the same ones as face students of color (or other minority status). Similarly, you could recommend a study to discover whether those in the campus community (faculty, staff, or students) who are not native English speakers face the same issues as minorities raised speaking English. It's hard to determine remedies if you're not even sure what discriminatory actions or attitudes minorities are routinely subject to."

Random meetings where everyone can meet together as a student body with the faculty to discuss concerns and and celebrate progress.

I think being fair on protecting students of multiple ideologies. For example, when Students for Life write messages on the sidewalks, they are defaced within hours. When the college republicans or other conservative groups have tables set up, they fall victim to spitting and hateful speech. Campus should be welcoming to students of all ideologies, and all to often students who do not fit the mold of the stereotypical 2019 college student seem to be shunned based on their beliefs.

"You could suggest a pilot program in which all courses with an R1-DDIV designation required students to complete a Harvard survey on Implicit Bias. This would probably have to be with instructor consent. Perhaps you could raise awareness by requiring faculty and staff to complete the same survey sometime in January."

I think that having groups like the "black male empowerment group" should not be allowed as the title inherently disallows students of other colors. I would venture to say that if the group were titled "individual empowerment group" that such an incident would not have occurred. Maybe have greater scrutiny over what groups or clubs cannot have in their names.

"A required, in-person, first year experience class or group that 1) meets students where they are 2) introduces them to the experiences of people/groups that may be different from their own 3) teaches concepts of equity, diversity and inclusions 4) engages students in dialogue among themselves and with faculty and staff about these topics A parallel experience for faculty and staff"

"We discussed this very task force in my Intro to Critical Studies final discussion. Some students felt that it is an overreach of the University's power to handle situations like the incident of KKK pics and racist threats in the group-chat. I tend to agree with this sentiment, along with their suggestions that more programs and classes are offered in order to educate people on how to treat people of any group that isn't white and/or straight. In essence, education solves discrimination better than threats of punishment by a task force; the latter is authoritarian in nature. Authoritarianism is not a solution against an equally authoritarian viewpoint (e.g. racism and sexism), and if anything, a task force goes against the university's inclusivity rhetoric. This brings to mind another thing brought up in my class's discussion; ""calling-in"" rather than calling-out. That is, those who say or do something discriminatory (or ""biased"" as the university would put it) should be counseled on what to say or do instead of what they said or did; unlike calling someone out, where the perpetrator gets defensive, calling him or her in is a calmer, more reasonable technique which allows for a learning experience. These aren't my own ideas, but they certainly are better than sending a task force after perpetrators of biased/discriminatory behaviors. As someone who leans left politically (like many who go to the university), it is my obligation to oppose any action that is authoritarian. I'm not even going to attend the university

anymore, but I would rather not hear of anyone's rights being violated while I'm gone. I'm not saying that the people who posted pictures of the Klan and burning crosses in a Snapchat group-chat are right to do so; they deserved to be punished. Still, this no reason to enact an authoritarian, inequitable, and ultimately exclusive policy such as a task force. "

"There is a requirement for students that take the course ES 385 - Social Foundations: Human Relations that requires them to complete their service learning with diverse populations (LGBTQIA+, racial minorities, women, low socioeconomic status). Having interaction with real people in real settings can really change a person's perspective, so I think it would be a good idea to make that a requirement for 15 hours of the service learning for all students at UWEC. This could begin next semester as a requirement for anybody who has not yet started their service learning. Since students are able to complete their 30 hours of service in two chunks of 15 hours, making it a requirement for only 15 hours allows students to then complete the other half on a project that may be personal or relevant to them or their course of study. Additionally, I think it's a good idea to add a question on the admission application for UWEC that asks about EDI issues or involvement. Though that question may not become the deciding factor of whether or not a student gets accepted, it will show majority students that our campus is not a place for bigotry and it will show students of marginalized identities that our campus is dedicated to keeping everybody happy, healthy, and safe. It will at least get people thinking about what they know about EDI issues and their own involvement in advocacy."

A edi training for all students during orientation and make it required and not easy to skip out on.

"'- A standard statement, read by all instructors on the first day of courses, regarding UWEC as an inclusive campus that does not allow for racist, threatening, or discriminatory behaviors on the part of faculty, staff, or students. - Signage around campus, displayed prominently, that says something to the effect of the above statement. In order to change the culture of any institution, the policies regarding what is and is not tolerated must be revisited on a frequent basis. If our staff and students hear it and see it enough, it will become much less tolerated, and those that may otherwise behave in racist or discriminatory ways, will, perhaps think twice about it before committing such acts. "

Each semester in one class in each college engage in a discussion topic focusing on Diversity and Inclusion. Include the online programs for a Diversity assignment. If nothing comes of it no loss but if you can touch one student or allow another to empower themselves to speak out is that not worth the investment? Use a similar style to what the Business online MBA Consortium Program has already implemented. We need to start the conversation with everyone and be accountable for at least one actionable essay, conversation or assignment each semester.

Student-athletes at this university, and every university, are held to a higher standard than the average student. They represent the university on and off the field/court. Student-athletes have a platform that not many other students have because of their traveling schedule and their games or matches are seen as entertainment, therefore they are watched closer than the average student. All student-athletes, or any student in a leadership position for that matter, should be required to take a series of racism sensitivity classes. On top of this, the coaching and recruiting staff at UW-Eau Claire needs to make sure to do a better job of recruiting individuals that are of high character. The pressure of collegiate sports is unprecedented, therefore we should be recruiting students that not only have the physical traits to compete at the division III level, but the character to represent our university in the best possible way.

There are too many administration members working on campus who not only don't interact with students, but they don't even like the students. These members should be removed. Even if this includes the chancellor.

"-Create scholarships for undocumented students. -Create a website with resources for undocumented students. -Design an EDI training for new incoming freshman. -Reinvest support in Circles of Change. "

"Zero Tolerance. All racist acts will be grounds for expulsion. No questions asked. Make it a safe place for those who are diverse. If you condone the slightest bit of racism you are allowing racism itself. It also looks like you Condone racism. Set an example for future students by expelling those who have hurt those who are diverse. Racism will no longer be a thing. I promise you because those who even think about it will be afraid to do such a thing and that's how it should be because racism is not okay. I hope whoever did those hurtful jokes have to go to a future employer and explain why they were expelled from a school because of racist acts. Punish those who have performed racist acts this year to protect all future years. It will show any and all races That you actually take racism seriously. Put a stop to racism. By setting an example to all UW schools. You say racism is disgusting but yet those students who did those awful things are still walking around campus so it must not have been that disgusting to anyone. Which makes it look as though you agree to racism. ZERO TOLERANCE. "

I truly believe that new incoming students need EDI training from the get go. I don't know how realistic it is but there should be a course that teaches EDI and expectations to incoming students that may not have had the best EDI friendly

upbringing. We staff and faculty have so many great options to learn from the best people, we can't think students will pick it up on their own.

"Zero tolerance for ignorance, stupidity and hatred when it comes to those of different ethnic backgrounds, religious beliefs, color, sexual orientation, etc. More diversity education and sensitivity training. "

"1. If MORE EDI training and experiences are asked of students, the use of service learning hours that students must complete anyway for that EDI training or EDI work may make sense. Keep in mind that BETTER training is also a stronger choice than MORE training, especially when students communicate the amount of spaces and places where EDI is already incorporated into classes and the fatigue they feel from the many tiny ways it is presented. 2. If the chancellor is so fond of telling incoming students that if they are here for a piece of paper then they picked the wrong university, also have him (and other admissions folks) tell students what the culture is here (that we are trying to create - and can create if the culture changes). I don't want to push problematic folks off onto other students, but at the same time I do not want students to have any misimpression that bias will be tolerated here. 3. Discuss with students during admissions and orientation events (among other times) what the consequences are for bias incidents. Make the discussion of consequences and accountability as significant as the learning of EDI behaviors & knowledges. "

Designate a date during the semester where there are no classes but required training sessions, activities, and educational opportunities that all revolve around EDI.

"Not sure this is of a scope appropriate to the Task Force - maybe share with VC Andersen or the Strategic Planning group if too big for your group. Preamble - I had assumed that the students involved in the most recent racist event (fall, 2019) involving football players would be first or second-year students, and thus ignorant. Yet, in several Spectator articles, it was stated that several (many?) of the students advancing racism were in their third year. I had hoped the problem was naivete, not indifference. But since the problem appears to be indifference, the solution(s) need to include that fact. As a white male, ""otherness"" experiences that have impacted me the most were those that placed me in the minority. Those experiences, however brief, drove home for me the discomfort in being singled out based solely on who I was, even though I had the luxury of ""going back"" to an environment where I was comfortable. Beyond those times, experiences that make clear to me that racism is not just a U.S. problem have greatly impacted my thinking - about how pervasive racism is, and how deeply-rooted. I want to challenge the task force (and the larger campus community) to think about ways that can make this a lived reality for our students. As has been noted many times in the past, those who need such experiences are often the ones least inclined to participate. Perhaps reading about such circumstances, or talking about them in a class, can have so little impact if a student refuses (internally) to participate. In contrast, my experiences were lived experiences (and not consciously of my own choosing), and thus much more impactful. While Study Abroad can provide such visceral lived experiences, not all students can (or can afford to) go abroad. I know that universities are good at creating programs that lead to reading and speaking about things, but here I feel that a lived experience, even if it is a simulated experience, could effectively complement what we seek to do with R1 courses now. The challenge is what that simulated (or real) experience would be - and how to encourage engagement of those least inclined to participate. I am reminded of experiments conducted by Claude Steele and colleagues - maybe the experience doesn't even have to be ""real"" - that it's enough that the participant thinks it's real."

I think that implementing a required training on racial and ethnic inclusivity is something that the school should consider. Freshman already have to take specific training, but after implementing this I think it should be required for all current students even as a bi-yearly course.

Provide opportunities for ALL UWEC employees and students to participate in activities/events/forums to learn and practice EDI. Incorporate celebrations, traditions, events from the different cultures on campus into learning material. Hear from students about what they want and take action. Provide opportunities for both employees and students to be able to have interactive experience with each other. Make sure all staff and faculty are able to work together in a professional manner, be open, collaborate, communicate honestly, and focus on how to better our campus community.

"We had a diversity-inclusion speaker visit last fall - a well known person who runs an NSF-funded group called OXIDE. The first thing he noted (and this was backed up by numerous literature citations) was that EDI training was either neutral or of negative benefit. That is too bad, because it is a tangible and document-able thing to do ... unfortunately we have to be more creative. Another thing he did was give everyone - including himself - permission to make mistakes, and told a few specific anecdotes in which he erred with regard to language or presumptions about race. This did so much to diffuse tension around this issue. Intent matters more than perfection. This is sensitive territory, and many feel apprehensive, and/or guilty, and/or that they are not up to speed on language or practices - and can feel turned off by those in the know, inferior, or paralyzed by fear of being seen in a negative light. One low-level thing to do is to

integrate social identity stories throughout our curriculum as much as possible, or at least in places where opportunities so warrant. A great example of doing this in a beautifully nonchalant way (that was effective as heck) was at the ""Dimitri's Dream"" event (mainly telling stories of overlooked women in STEM, in a non-shaming and judgemental way). It gets down to seeing an experience through the eyes of marginalized. I do this in my class when we talk about Rachel Carson's experience after publishing Silent Spring (a story that is charged with sexism). CETL could find professors - including (especially) those who teach in STEM and business - to hold a workshop on integrating this subtle-yet-effective messages in class. It need not usurp content. And I have found that when a member of the privileged majority stands up and points out that we have erred - and owns it - it seems to help. One thing that we need to do to head-off incidents like we just experienced (here and elsewhere), is acknowledge that a certain fraction of the young, white male population seems to feel marginalized. I know that makes no sense to most of us, it is not really justified, and that perspective is completely blind to privilege; but the sentiment is real. So, what can we do to address this group with some degree of compassion and dignity (undeserved as that may seem), help them feel less marginalized, see their privilege, and help evolve their perspective and humanity? I do not know, but I will say again that progress seems to happen when one can see these experiences through the eyes of the marginalized. And again, I think having members of the ""majority culture"" (lacking better language at this point) step up and set positive examples might be particularly helpful. (I am not claiming to be an above-average example ...) Maybe we need to try to see what circumstances lead to the insensitive and inhumane perspectives that manifest incidents like we just experienced? Many of us where raised by Archie Bunker or some equivalent (I will admit it) and can see first hand that these outcomes arise from entrenched perspectives that get passed through generations in a manner resembling abuse and alcoholism. This is not easy stuff to recover from and outgrow. Maybe we need to look both ways here, and try to address ignorance with a sort humanity that we might address injustice with? That means working through a great deal of anger, but hate will not stop hate. This is really about trying to treat everyone with basic human dignity - even when dealing with those who do not seem to deserve it. (That is hard - it's a work in progress for me ... the answers are as much emotional and spiritual as they are logical.). "

Expel students who commit acts of racism

Incorporate into general education requirements a class that focuses on becoming a more pluralistic and tolerant human.

Provide transparency regarding BIRT reports given. Yes, some of these materials are confidential, however the faculty, staff, and more importantly the students must be informed on how this university is willing to not only promote, but act on their messages of inclusivity, affirmative action, and desegregation within academia and the surrounding community. In coming freshman applicants will turn away from this institution if they are being lied to about how 'diverse' this PWI university is.

I am a student participating in the CIE Buddy Program and my international "buddy" in the program would want their jump-start week to include domestic students and not only international students.

no tolerance policy. there must be no room for racism, homophobia, etc on this campus. we need to keep our students and staff informed as to what is happening to let them know you are protecting them and doing your job.

Try partnering up student orgs, e.i. an academic club and a student org together ?

Stop creating all of these little safe spaces that do nothing but promote division and prevent actual homogeneity

"'- required class to inform students about social inequalities and current issues faced by those that aren't white - information about immigrant/refugee struggles to enter U.S. - take a class with Dr. Ducksworth-Lawton! I came to UWEC from Green Bay, in my schooling I was taught Malcolm X was an awful person and a terrorist.. We can't re-write all the wrong information given to students but just open education about racism in the U.S. and socialized racism."

I believe that chancellor Jim should resign immediately. He has failed at his EDI initiative, he has failed to protect students, and will only respond to racists and homophobic attacks against our peers.

"Required Edi trainings for all students, faculty and staff Not waiting to release information about situations on campus. No one really heard anything from admin about the attacks against students for a few days and that was enough to cause an outrage "

I already think that this campus is doing enough to be equitable and diverse. We are one of the leading colleges in the country for including all sorts of people wether man or woman. The problem in today's society is that everyone is offended by everything so when one thing happens that is labeled "hate speech" or "triggering". People get all uppity about it. So I personally don't think we need to add anymore rules or ways to make this campus more inclusive because it already is very much so.

No changes are needed

I mean this a great opportunity for campus to advance in diversity. I think this should applied to the university but I also think students should be able to choose if they want to take classes on this. I don't think they should get forced to take classes on this when the whole university body doesn't know the whole story on the situation that happened to make this group. I think these situations happens or problem happen because the university allowed there to be a diverse group and the university is funding there schooling. There are many people who don't get funding from the university because there parents make to much, well that doesn't mean there helping them pay for college. Everyone should be given the same opportunity that everyone else, just like our university talks about. I think if your going to have diverse group on campus they need to have rules and should be held responsible for what they say on there social media. Overall it's hard to solve this but it's going to take to long to figure this out. I'm all for it but everyone's opportunity to go to this college should be equal not just for few people.

"Require students to take a class in American Indian studies in order to graduate from the university. This will teach them about the literal land our school is built on, and the lives of this country's first inhabitants. I am not sure how feasible this would be, but somehow requiring all students to participate in the Civil Rights Pilgrimage. If not requiring all students, allowing participation in that to count towards a graduation requirement of some sort. This is a seriously underutilized resource at our university that does SO much good for those who experience it. "

Hire more women in leadership positions.

When students come to the university they should do a mandatory training session on diversity, inclusion, and acceptance.

I'm confused as to why @Chancellorjim is treating racism like it's on a spectrum. Was this incident not racist enough for more actions to have been taken place? Where the messages written not racist enough to be kicked out of school? If so, then I'd like to know from Chancellor Jim what is an example of a racist event that DOES get someone expelled from our university? I cannot understand his view of racism as a spectrum. Besides his viewpoints I also don't understand the benefits our school would receive from keeping these kids on campus. Yes 16,000 a year x 3 is $48,000 but is $48,000 worth knowing that our school transmits unwelcoming signals to the (already) small group of students of color?Chancellor Jim might think so. Anyway besides my rant I think we should make a ballot type of system where students and faculty weigh in on the issue. If the students/faculty are uncomfortable being in class with these types of people, then we should vote and say if this incident is harming their well being and or education at Eau Claire. Then of course with this, there might be a chance no one would ever be kicked out...

We need opportunities, as a community, to engage in education for each other. Tier II EDI workshops provide these opportunities. These should be continued.

Create an interfaith worship space so that non-Catholics or Lutherans can also have a place to center and connect on campus.

Disband the Rapid Action Task Force. This is a waste of money program. Unfortunate that tuition goes to such nonsense programs, just so someone can put this on a resume and pretend like they defeated racism. The only racists are those who are constantly thinking about race and using it as a victim card. Silly nonsense. Punish those who do wrong and let it be. I am ashamed to say that I've gone to this school.

Do not shut other people down just because they have different view then what the university might hold, however questionable they may be. If violence is not being advocated for, and threats are not being made, anyone should be free to speak freely on and off campus.

Please include disability in the EDI discourse. This is often a silent and ignored group but many of our students with disabilities face discrimination and inequity.

Have people take education courses or have professors implement ways that can explain to people the importance it is for all individuals to treat everyone equal for the sake of community on our campus and society as a whole.

Stop indoctrinating students by having left wing activists teach. Diversity of ideas is more important than ethnic diversity. Treat everyone the same.

I think that the university is trying, and I'm not mad at administration or the college, but the overall culture of the campus is undeniably conducive to racist and homophobic events and is what needs to change. We all have to attend a mandatory safe sex/consent presentation as freshman during orientation, but I have never once in my three years of being at the university had to attend any sort of presentation/forum/event focused on racial inclusivity. There could be forums or presentations during orientation/for athletic teams/for university clubs/etc that focus on racial and lgbt inclusivity. We have a largely Christian campus, and as a gay Christian athlete I don't feel comfortable attending

many of the athletic clubs or the Christian clubs because I feel that I will be judged for going if I am open about my sexuality. I think the Eau queer film festival inviting the athletic teams has helped last year and once I came out to my team I stopped hearing homophobic things at practice. I don't think that I am in a position to speak for people of color, but in terms of homophobia, I think the issues stem more from ignorance and lack of exposure than from hate or discrimination. I think it would help if we made it abundantly clear that homophobia and racism actively hurts members of our campus all around us that we may not be aware of, and that a culture of inclusivity is not only about stopping literal hate crimes but also about the comfort of minorities on campus. I can't say that I know what the exact solution should be, but I don't think it's enough to simply say that we condemn racist acts, I think we need to work to prevent and educate rather than try to clean things up after the fact. And I think that starts with communication and exposure and education, and I think it's obvious that non-mandatory 20 minute kahoot events held by RAs once during our freshman years is not doing enough of a job in educating students on racial biases (not that there's anything wrong with these events, I loved them and I loved my RAs, but I guess I'm just saying that we need to have mandatory educational events coming directly from people In positions of power and respect in the university.) I understand that the university if working hard, and I know that the university does not stand with racist or homophobic ideas, but it seems like these things are becoming more and more prevalent on campus, and people who are committing these acts undeniably feel comfortable doing so here.

"I think an actionable idea or policy shift might be to change the goals of this task force and perhaps overall administration. I think maybe there doesn't need to be an entire task force created in response to racist humor, though I could be wrong. I suppose that I am not really answering the question as intended, but maybe equity, diversity, and inclusivity aren't necessarily the things to be striving for, at least not above others. I think racism is abhorrent and those who commit serious racist acts can and should be punished by the school, but I don't think a serious racist act occurred with regard to the incident that caused this task force to be brought about. Furthermore, I believe that when one talks about equity, diversity, and inclusivity, they are really looking at it through the lens of sex and race primarily (and gender if that's another thing people want to involve themselves in). I don't think that trying to get equal representation of each race and sex in accordance with their population is a good goal because such a thing is nearly impossible and likely brings with it considerable problems if one thinks about the externalities of the situation (restricting freedom of opportunity and not getting the most meritorious people in positions that should be based on competence just to name a couple). Now to be fair I don't believe anyone has proposed this, but it seems to be the goal with these kinds of endeavors, or perhaps the perceived ideal situation. In the end, it doesn't even matter (Linkin Park :P) and I think we should all try to be a little more resilient and tolerant of speech we don't like, at the very least when it is intended to be a joke."

Making EDI an integral part of the curriculum

"There have been many opportunities that have been given to staff concerning this subject. I sincerely feel that this committee is a reaction to a very unfortunate situation and that you are following an excellent plan that has already been in process. Thank you for your time and effort - but be assured that this issue has been addressed, and addressed, and....."

"A method to engage parents, with a piece about what an inclusive environment looks like, and what is expected of students, before school begins. A quick method to notify parents when an incident occurs and that we would like their participation in having conversations with their students about inclusive practices"

Required EDI course, for credit, for every student. David Shih and Ari Anand's workshop that they have presented in the past would be a great way to begin to craft the curriculum. I learned a lot from them.

I'd like to see time for faculty EDI activities actually built into the schedule. As it stands now, there's hardly time for anything outside teaching, research, service, and mentoring. Perhaps each semester the university designate a half day for faculty and staff to participate in these activities. Everything else, from classes to committee meeting, would be cancelled.

Everyone should be required to take a WGSS class. Having the culture classes is not enough.

Update or work with FERPA to be more transparent and hold perpetrators accountable, create more EDI required training/classes for faculty, staff, and students, and dedicate more funds and resources to organizations for marginalized groups, such as OMA and the GSRC.

I'm not sure if this is possible, or perhaps it has already been done. Could you interview the football players who made the comments to try to find out why they feel they are racist? Learned from family members? An incident in their past? Peer pressure? etc.

Please note the home town location where the perpetrators of hate/bias have come from. There could be a pattern that emerges. It may be possible to collaborate with communities for EDI training.

"Make the book Biased, by Jennifer Eberhardt, a campus-wide reading experience. Eberhardt is a psychologist at Stanford who, among other things, works with police forces across the country to help them understand the neurological substrate of racial (and gender, etc.) bias. This book can help everyone understand implicit bias and its devastating social (and economic and political) effects. It also offers practical advice for dealing with the fact that the human brain is wired for bias, providing a path forward that offers hope and help to break down the systems that entrench white (and male, straight, abled, cisgender, etc.) privilege. Create a campus climate that will ensure this book is widely read, understood, and discussed. Make free copies of the book available to every member of the campus community. Create in-person AND online forums for discussing the book -- possibly consider making these forums student-only, faculty-only, campus-wide, etc., so that everyone can engage in the forum style that best meets their needs (not sure how important that is, but I imagine that to get some people to participate you might need to offer them a forum they will experience as a safe space.) Hang banners around campus with quotes from the book. Put posters in the elevators and bathroom stalls with quotes from the book. Saturate everyone's consciousness with the book and its themes. It should be impossible to move through campus without being reminded of this book. Tangibly reward participation in this campuswide reading experience. Offer students a free credit for completing the book and engaging in the online forum and/or for taking a course that features the book. Offer faculty who integrate the book into the syllabus of one or more of their courses a course release, stipend, or some other reward. Offer EDI professional development credit for people who read the book and participate in a forum. Think about other ways to incentivize participation. Cap all of this off with a campus-wide event to be held during the semester that engages the campus -- including students, faculty, and staff -- in some of the bias training activities Eberhardt uses with police departments. (I'd imagine example activities would be readily available online.) Maybe this could even be a series of ""stations"" set up across campus that people can circulate among and get a ""check-in"" stamp at each one when they've completed it. Prizes for people who complete all the stations. Signal the extreme importance of this event by cancelling classes on that day so that you free everyone to participate. Incentivize everyone's attendance by offering food throughout the event, some kind of swag themed to EDI, and also by asking people to sign in at a reception desk to signal that participation is expected from every member of the campus community. Encourage faculty to make their students' attendance at this event mandatory for their courses. Enact this event as a campus-wide celebration of our learning community's commitment to inclusivity and equity rather than as a punishment or grim chore. "

"Why doesn't Schneider Hall have gender inclusive bathrooms? Every other building on campus does. Department personnel committees and chairs need more guidance on how to evaluate EDI on performance evaluations. As an example, simply having an underrepresented background doesn't mean you are working to advance the values of EDI at UWEC. We need guidance on how to evaluate effectively and consistently."

"- online flexibility for students to complete course requirements - flexible hours/opportunities for remote work for faculty/staff - increased funding per department and unit for professional development in EDI - diverse meal/beverage options - courses/student services re-imagined to reflect the changes in student life/experiences - increase in legal holidays to accommodate different religions - accessible resources (visual, written, and space) - increased mental health resources for students and on-site resources for faculty/staff - more diverse faculty and staff across all areas - faculty and staff of color mentoring program/ regular gatherings for community - CETL trainings on what intersectionality means (would like to see university leaders at trainings) - full implementation of the previous EDI plan - rather than having a rapid action task force, a collective that continues to work towards the goals - written policy with detailed ramifications about what to do when incidents occur on campus"

Create a training for advisors of student organizations about talking about EDI with their students. Have some sort of guide or documentation about expectations, good conduct and also what to do when something like this happens again. I wish I would have had some guidance or talking points to bring to my group or e-mail the students. That is one way I can support all students and help bring about change. We have many student orgs and advisors and this might be a more authentic way to have these conversations in the future.

"Immediate expulsion for an act of racism and/or hate speech/crimes Zero tolerance policy against all forms of racism/hate speech/crimes leading to immediate expulsion"

Hate speech should be an expellable offense every time. It makes marginalized groups on campus (which are relatively sparse) feel targeted. UWEC will begin to get a reputation amongst those marginalized groups who will just choose not to go here. Then we will become an even less diverse campus than we already are. Showing that these actions are not tolerated sends the right messages.

Required EDI training for new students during Welcome Week
I believe that all students need to be educated whether it's a speaker or a class, we all need to know the boundaries because depending on where you're from it's not properly talked about. By doing this, we would all be on the same page.
When a student or UWEC employee reports a bias incident, there should be a ticketing system so that the student can check to view the progress of the investigation and response. This could be accomplished using eforms--the victim logs in, reports the incident, and can monitor the progress to at least know who the report is routed to. The current system is more like a black hole.
EDI in the curriculum. I know this is a much bigger ask than is likely feasible by next academic year, but seriously, what we need is an opportunity for students to discuss EDI issues in an environment that's safe and familiar and, most importantly, isn't forced. My own viewpoints as a white male student at this university--the privilege I didn't even know I had--changed through courses I took here, with professors who understood the vital importance of these issues and integrated them tightly into their courses. No amount of diverse speakers, diverse events, online training modules, or anything like that can truly change the minds that most need to be changed. (That said, more diverse speakers and more diverse events are always welcome.) What we need are higher-level changes, not quick-and-easy fixes, because there aren't any. Change comes from within; it can't be imposed from outside. Students MUST be able to talk through these issues with peers, mentors, professors--especially with those who are different from them. We need to foster more connections like that. At minimum, scheduling class speakers (similar to the suicide prevention speakers that sometimes come into certain classes) or similar discussion days could allow for these conversations to begin within the classroom until larger-scale changes could be made. We're a university; what we do best is educate! So many of our faculty and staff are already leaders in this area. So many of our students, too. They need the chance to lead/teach/mentor/help us all grow.
"Some kind of course requirement for students (and an equivalent for faculty) that is intended to foster inclusivity and anti-racist sentiment. Majors like nursing and education, which deal directly with people in vulnerable situations, should have their courses on diverse peoples broken down more. ES 385 spends just two days on Native Americans, which is not nearly enough time. Also, Autism Speaks should not be supported by any campus organization or major. They are the equivalent of an autism hate-group and I do not know a single person with autism who approves of their approach to autistic people."
My suggestion is a Brewing Social Justice group for faculty beginning in September 2019, and meeting biweekly on the second and fourth Thursday of each month from 3:30 to 5. This informal event will be sponsored by the Chancellor and Provost's office, and feature libations of multiple types. The room with a fireplace on the 2nd floor of Davies would be the perfect venue. This informal group will support the retention of new faculty, invigorate our campus climate with hearty discussions of EDI, and improve morale amongst the faculty.
I think that the best way to do this would have to include some sort of monitoring of environments that are isolated from outside viewpoints and feeling (such as an all-male football team). This could be in the form of a coach who regularly talks to the players and tells them the importance of kindness and empathy towards others, or it could be an inside student who is known to be trustworthy. However, as I sit here writing this, I can see how this idea is unlikely to produce any real results because I know firsthand how toxic locker room culture can be. There would need to be a fundamental shift in culture for any long-lasting change.
I think, in the instance of the snapchat group, the students should either face an open forum where anyone who was hurt by the incident, or saw why it was hurtful could come up and speak to them, and tell the group how it affected them, or be removed from the university. It would show students who do these racist things that their words affect real people. Professor Erger brought it up in his sociology class, and it sounded like a good idea.
Please take the time to discuss the two incidents this year at January Orientation, for both new and transfer students. If the message comes direct from the Chancellor, it will set the right tone for how seriously we take these issues.
Reaching out to LGBT Students at Schools
I fully realize this may already exist and I am simply not aware, but I would love to see more opportunity for students, faculty and staff to show their support and solidarity to people who feel marginalized on our campus. Creating opportunities on campus for students, staff and faculty to get together and show their support for each other may help identify allies and make students feel included. For example, if BME, the Gender & Sexuality Resource Center, OMA, etc. had gatherings I (as someone that doesn't fit in to any of these groups) would love to attend just so that they know they are supported and cared about. Specifically if these gatherings could be held during the work day more faculty and staff

would be able to attend (I live 40 minutes from work so attending evening events is not possible). This would be an easy, free opportunity to show support for everyone on campus.

Don't always have the same people chosen to serve on these types of committees/initiatives - having a larger scope of folks might help in creating better solutions. I've worked on this campus for 20 years and have never been asked or approached to partake in these types of committees. It was surprising to see who was selected to serve on this particular rapid task force committee.

Perhaps a required course/class/prequisite of a diversity and equity class.

Place the land recognition statement at the top (not the bottom) of the UWEC homepage.

"It would be nice to see more diverse artwork - especially in Centennial as those halls are so bland. Maybe even commissioning alumni or students to do murals showcasing their heritage. Or have art exhibits rotate through. No more video conferencing interviews for new hires - only phone interviews for round one. Then if a candidate can't come to campus, then move to video later in the process. I think an unconscious bias can come up in those more than people would like to admit. "

Place the land recognition statement and university seal on the main UWEC website page at the top of the page.

Students need to learn how to not be racist. They come in having learned biases and racism. They need to unlearn those biases. The easy route would be to have them complete a "tier 1" training such as faculty and staff had to do, but I doubt that would be anymore impactful for students than it was for staff. The harder, more effective way is to require courses (perhaps LE Core courses?) to include EDI content in them so students are continuously stripped of their biases and wrong thinking.

In addition to ongoing education and culture building, a zero-tolerance policy needs to be clearly made and strictly enforced.

Rebuild new student orientation from scratch. They aren't getting what they need and the things they do get are forgotten / ignored because it's too much too fast. Stretch it out and make the experiences more meaningful. This is inclusive of not only whatever diversity training they get but also everything else. We're not setting them up for success or for them to be a part of a community.

EDI book or movie discussion groups that include faculty, staff, and students together - not only to educate ourselves about EDI issues but to mix together different groups and foster community-building and empathy across campus. Perhaps this needs to be a requirement for incoming students or as part of required courses, but somehow it needs to be mandatory so that everyone is working on these skills, not just the same self-selecting people that already care and already attend the dialogues, screenings, forums, EDI sessions, etc.

Hey, it's me Goku!

UWEC has done a great job with EDI with the exception of those with disabilities. It is always our last thought and that is shameful. Just because those making the decisions do not have a disability does not mean that we should ignore the needs of those that do. If we did as much for those with disabilities as we do for our other EDI efforts then we would be making a name for ourselves in this regard.

"For BOTH UWEC and UWECBC, I think the following: Create a short EDI video that is in their Canvas and MUST BE WATCHED by each student before they can begin their semester. This is done with a clip about sexual misconduct at other institutions."

The univ. has to teach its students that racism is a wrong or an incorrect ideology. Parents and students should know that this is a part of the education that the univ will teach to its students. Teaching that racism is wrong should occur in more courses or places in the curriculum throughout the univ, as well as in athletic settings/events etc. When hate speech or hate expression occurs (by any groups), the univ should take actions immediately, legal actions or philosophical actions. I feel sad for those students who committed those acts that we have lost potential leaders in the future. If they are against certain groups or ideas, there are many different ways to express their opposition. Racism is no good and incorrect, coming from anyone/group against any races in our country, clear and plain. If racism is correct and defensible, Hitler would have one WWII.

"- Cameras in Housing + Residence life common spaces, such as hallways & lobbies. - Investigation into past and present grievances of students of color regarding Housing + Residence Life staff and administration - conducted by an entity outside of H + R Life. - Clear line of support for folks who have grievances with Housing + Residence Life to follow with the larger University (Dean of Students) and or another entity. There needs to be more accountability."

Appreciate republicans more and quit shaming us for not having the same views.

"Relationships are built from the heart. Although, not an expert in this field, this is the center of my research and writing - building trust and rapport through an education lens. Again, I am not professing that I am all knowing, but I do have suggestions. A major concern of mine is that EDI agenda and actions are often conducted on campuses so some (not all) faculty can promote and advance themselves. My question is this, ""When no one is looking, what do you do in your off time? Who are your friends? Who do you help? Which social injustices are you disturbed by? What do you do about it?"" And I ask myself, ""What can I do?"" Right now, I do not know. But, from an individual perspective, I reach out and try (and fail) to build relationships daily. Finally, I would like to say ""a-ho!"" (thank you) for all of you on this committee."

"Since Faculty/Staff are required to complete the EDI LawRoom training, should students be required to complete it too? Or at least student employees? A requirement in all FYS/FYE courses? A requirement to live in the university housing? I do not recommend placing a hold on students' accounts that would bar them from registering for courses, this would get them to do it, but I'm not sure how seriously they would take it, especially if they wait until the last minute to do it. There are already numerous holds that are barriers to registration, for good reason, but this should not be one of them. The College of Business requires all business majors to complete the Student Professional Development Program, a series of 4 workshops. Cost to students for all four workshops is about $100. Non-Business majors are not prohibited from signing up for these. It is a high-impact practice that better prepares students and ALL students could benefit. Perhaps this type of model would work if a more robust EDI component were included or a 5 workshop was created, but the EDI workshop cost would be shouldered by the University, NOT the students."

Prominently display the UWEC Land Acknowledgement Statement on the front page of the UWEC website. The visibility of the Seal and Land Acknowledgement statement will be a powerful statement to the community and to tribal nations that we are indeed committed to supporting them.

I think it would be great to give the GSRC a bigger space. Even if this is a bigger goal, announcing that commitment publicly would be really nice and would be really meaningful.

Maybe we should consider having IMC revise the official letterheads to include the UWEC Land Acknowledgement statement. I would want to keep the acknowledgement statement on top in a prominent location, though.

Make the land acknowledgement statement visible at the top of the main page of the website and be sure to include in significant campus events such as graduation.

I heard the Hibbard Penthouse will be a new culture center for latinx students. Maybe the campus can allocate funds to help support that project. Then, work to promote the work that is being done with that project.

"I believe that there should be a student (and faculty) code of conduct for behavior on campus and on social media. While I understand that there is a freedom of speech issue, the behavior on social media becomes an issue of bullying and harassment. Because social media reaches the campus, it is the same as behavior occurring on campus. I don't know if the students have to complete an online course on EDI, bullying, and harassment, like the one on alcohol. If not, they should be required to. And I fully support the requirement of a college course for all students on equity, diversity, and inclusiveness. I also think that extra-curricular groups from sports teams to Greek life should be required to make a commitment and show support in some way for EDI."

Actually handing out punishments for racist actions instead of giving the perpetrators a simple slap on the wrist might be a start. It might also help to actually listen and value the input of students of color. Just saying. This campus has had way too many racist incidents. There was even an incident that happened AFTER the task force was created, and there was a disappointing amount of action. It happened to a friend of mine and they were very hurt. UWEC has done a terrible job of protecting students of color, and this is coming from a white student. It's noticeable and it's embarrassing. Stop being afraid to punish racists.

Holding individuals in higher power to these expectations that the university quotes as being an inclusive community. I would also suggest that it would be an expectation to have posters that talk about EDI initiatives (what are microaggressions, etc.) that are all around campus and residence halls. This would be similar to the alcohol awareness posters and sexual assault posters that are posted on campus. I also feel that staff of color (whether they be faculty members or students) be supported even more so. This is because they are expected to provide resources to other students, but also need these resources for themselves.

I think half of the service learning requirement should be conducted in a diverse environment

We need a bigger Bridge for our LGBTQ+ students...the current one is wayyyyy too small and many students have to sit on the floor. It's embarrassing.

I do not think there should be a group sponsoring equity, diversity, and inclusivity, as the nature of this group is inherently discriminatory, which is quite ironic. Responding to the question: I think UWEC should do as little as possible to implement policies and changes in order to find equity, diversity and inclusivity. The fact that this group exists must mean that UWEC knows there are people that are above others and there are those that are disenfrachised and that the aim of this EDI is to prop those people above the current "group of people" that are better. I think the more policies that are made create a less diverse and equitable place. Equality of opportunity is the most desirable aspect to attain. On the contrary, equality of outcome is certainly undesirable. Never in history have people been equal and a primary reason is for the biological and differing behaviors of people. The best action to take is to insure that all people have the same opportunity to live, work and study. The fact that their are first generation students that get special assistance and classes is an example of this. Personally speaking, I do not know the ins and outs of this university and have to figure it out on my own due to the fact that my parents went to college. Yet someone whose other family members never have gone, making them first generation is given special opportunities and classes to push them ahead of their student peers. Is this the equality that UWEC is trying to achieve? It would seem that the university and all of its policy making has only enhanced the discriminatory nature that UWEC is trying to eliminate. I look forward to hearing from you

"Certain EDI trainings regarding diversity and cultural knowledge should be mandatory for every one on this campus (perhaps one a semester). And the trainings cannot be on-line because people will just skip through them without actually reading/listening. If the trainings are not mandatory, people will not view them as important and will blow them off. The people who need the training the most won't go. Do we know what best practices are for other campuses? Unfortunately, I'm sure we're not the only campus dealing with this. And until all people on this campus (students, University staff, academic staff and faculty) are treated with respect, nothing will change. We have a lot of problems with classism, ageism and sexism here, too."

Apply the same rigorous requirements for staff positions and student body for all persons regardless of ethnicity, sexuality, religion, creed, denomination, or other qualifier. STOP treating others differently.

I call to disband the task force as it is a waste of time and resources.

To be treated equally. Boss that tends to do things for other staff. Including products, equipment, being involved in some choices that effect the same kind employees.examples: staff having student workers, studying for classes at witc for a job not related to present job for most of their shift. Having proper equipment for all staff doing same job. Not for just one, or offering student worker help to all staff not just one. Letting our team have a voice, not just one person. Very unfair how the departments are ran in barron county, favorites by boss.

This can be addressed in the syllabus of each class and by the professors that racial discrimination can be a means for disciplinary action.

"After reflection upon the last four months, my observation is: The EDI work that had been completed prior to September 2019 was in good faith and accomplished much admirable work which should not be minimized. That said, many have provided the feedback that we have much work to do. Fair enough - my hope from the beginning of this tumultuous past semester would be that some good will prevail. I appreciate greatly the commitment the university has made to the EDI RATF, the Athletics Program Review, and the Strategic EDI group that will form early this year. These along with other efforts to be more inclusive, and responsive to bias issues, are again efforts in good faith and reflect an administration that cares, listens and acts. This is an issue of trust - students, faculty and staff have invested TRUST into this university and its administration via their enrollment and employment - like it or not. Many fail to acknowledge and stand behind that trust when the stakes are high and delicate ugly issues get thrust into the media for public consumption. I believe the university, conversely, has a right to ask those vested in this university, to TRUST. I TRUST, and I know many of my colleagues TRUST, but the louder voices always seems to be those that distrust. It has been stated in the last few months that our campus is reflection of society. This is a central fact that gets lost when emotions run high - unrealistic expectations abound and we will never be perfect. TRUST means the university has not only a right but a responsibility to educate its customers about what we can and cannot accomplish - while we are not perfect, the university has demonstrated its commitment to what will not be tolerated and stands behind it, showing an ongoing commitment to EDI improvements. Isn't it then fair to ask our customers to acknowledge that they are part of a community that, like society, has members from all backgrounds and beliefs and while IMPOSSIBLE to guarantee a campus free of bias, I choose this campus because it tirelessly works to be better than society at large? It IS possible to ask our campus membership to acknowledge TRUST. TRUST defined: as issues of bias surface, we all make a commitment to be accountable, use constructive dialogue, reasonable expectation and access to university resources and channels to address bias issues, rather than behavior and language that divides."

Whatever it is has to include all aspects of diversity including religion and political viewpoints

Address the appropriate use of NITR contracts.

Departments looking to make diversity cluster hires or any kind of specially granted diversity hire should be required to submit a plan to support their candidate once hired, including mentoring, DEP adjustments for SEI inequities, plans to protect new hire from the excess service demanded of faculty of color, etc.

More inclusion on the part of all faculty, staff, students and administrators.

"-reassessment of what qualifies a course for ""diversity"" requirement -"

"The list of demands found in the video below. https://www.youtube.com/watch?v=m2WmxEM2TQY&t=13s"

Train faculty better on the absence policy, and that they have freedom to excuse absences for a variety of reasons. That while they are required to take attendance, they are not required to use attendance as class points. This would increase opportunities for students with disabilities, mental health struggles, and when there are campus incidents or inclement weather issues, to not have their attendance take precedence over their well-being or feeling of safety. Obviously, this is balanced with students learning the material adequately, but many faculty don't feel empowered to say - something happened, class is cancelled. There's also a lack of sensitivity from some faculty when racist incidents occur, and that needs to be fixed. Giving more openness to the attendance policy will remedy some of that, and in addition: faculty should be required to complete EDI training - not optional Tier 2, but every year/semester requirements. This can be built to be pedagogical rather than philosophical, and crafted more specific to how to structure class and syllabi to increase access and equity. I think people outside of EDI need to understand what equity actually is, and can be in their classroom.

I took an EDI, Microaggression Workshop and really enjoyed it. The subject is difficult and awkward. The movies presented at the beginning were funny yet completely cringeworthy and made great points. The short videos helped to break the ice, get people talking, and broach offenses that would be otherwise difficult to talk about. If you had EDI training for students using these videos in the style that the fac/staff have taken FERPA/Title IX/computer security videos, that may be a way to open the dialogue in the short time and mass-communication manner that you need. Best wishes and full support, LM

I don't presume to know the exact solution, but I think that UWEC should provide tangible support for faculty and staff of color. Counseling, a support group, lines of communication to administrators, some sort of process to respond to micro- and macro-aggressions, etc. If possible, the task force could solicit input from faculty and staff of color and begin to triage solutions based on greatest need.

Make this available for students to have access to. Few of the incidents we have had that I am aware of are from people who work for the university, whereas a majority of the issues come from students themselves. I tried going in and getting information on how to receive a training for myself and fellow student employees and I was rejected because I am a student. EDI is required for all campus faculty and staff, I work for EPC in Davies and this is my second year as a student. I have had 1 training and since then about half of the crew has been replaced, these rules exist and yet I feel that I have to jump through loopholes to receive these mandatory trainings.

"-require a diversity course for all students to take (i.e. ES 385) -require faculty and staff go through an EDI training as part of their yearly evaluation -offer to help cover at full or part of the cost for faculty/staff to participate in the Civil Rights Pilgrimage trip "

"I think every student should have to take a course or multi-day ""workshop"" on the history of racism and its systemic effects on our society and POC. "

"1. Implement policies that protect students & faculty who report bias incidents from retaliation. Publish information about these policies in locations that are accessible for both students and faculty. 2. Increase awareness of resources students and faculty can use to report bias incidents. 3. Disseminate policies that outline consequences for members of the campus community who commit acts of bias and discrimination. I understand there are limits to the disclosures the campus can make about consequences given to specific students. Policies that outline the consequences are public information, which can be made more accessible to the campus community."

Find an out-of-the-box training module to get going on EDI training for campus. There must be something decent to choose from out there even if it's not perfect. Don't let great be the enemy of good here. We are not unique in the need to improve our climate and any step forward is better than none. The idea about building this into curriculum and using our excellent faculty to help educate is a fantastic one but it will take time - make that an aspiration or start planning that soon. There has been discussion about making one ourselves but this will take time, limited resources already dedicated to other priority work, and much collaboration that often stalls progress on this campus. Make that another time using the curriculum created by our faculty if we want to be the subject matter experts on the training. Another

idea would be to start recording the wonderful training sessions from EDI Tier 2 and making them (and any slide decks and handouts) widely available. They are best when attended in person but why limit the exposure to outstanding content at this point? Thank you for all you are doing on behalf of this important cause.

Requiring all first-year students take part in mandatory online and in-class EDI training to ensure all Blugolds have a basic understanding of the diverse people who call UW-Eau Claire home.

"1) We need to move beyond the ""gotcha"" stage. That just makes people, mostly white people, who are already fragile and uncomfortable, disengage and shut up for fear of making a mistake. I am fragile and uncomfortable but I'm working on it and am still in the game but I have white colleagues and students who are not anymore. 2) We can't forget where most of our students come from. They come from racialized spaces. Most everyone they know is white. Most everyone they've ever spoken to are white. Most everyone they know is not engaged or even equipped to be engaged in the conversations about race that we need to be able to have on this campus. I just described where I came from, and what I see in my own family when I go home to visit. White people. White lives. No clue. We can't forget the lived experience for many of our colleagues and students didn't prepare them well to recognize, let alone help tackle racism. 3) I'm a white male boomer. Whatever the problem is, people like me created the problem, didn't fix the problem, or are the problem. But I'm in the conversation now. I'm learning. I'm listening. Don't forget folks like me who are ham-fisted to be sure but want to help. "

"Student input has to be increased. This task force is in the right direction but we need more than an emergency based one. Such as a student focus group for Academic Affairs, HOUSING, and other facets of this university. When there is decisions being made students should be given positions and opportunities to share their voices and ideas. I think we should have students present when administration and the university are planning on programs and approaches toward EDI. An example of this is the students helping to reform the disgraceful class of BSAD 300, students are reworking the material and creating a brand new course. Something that should be more commonly used when trying to revamp or redo EDI practices. Bring in students! We also should maintain an intersectional approach. We have divided our student's identities into separate entities and can not fully fulfill the needs these complex experiences have. We need to also approach the disparities within our student body. There seems to be larger drifts being created the more polarizing incidents that occur on campus. This is not a time to gatekeep and exclude based on personal bias but communicate/discuss/educate and create foundations that will allow for equitable and sustainable community building to occur. We need teach ins/sit ins/protest/demonstration of civil disobedience something that has been a staple of the university from 1960-1980s. Bringing back these practices with full support of administration/prof so we can allow for more opportunities to create forums/environments meant to allow for the sharing of ideas Hopefully this is some helpful input! "

It is hard to say what could be done because despicable people have a talent for hiding it from the leadership of the place that they work or study. They count on the "your word against mine" scenario to work in their favour. You'd have to have surveillance everywhere, and that still might not catch everything. As horrible as it is for ugly behavior to exist at the university (and I've seen it firsthand), would the university be truly preparing students for the real world if it blocked all of these things from happening? Isn't learning the consequences of your own actions, and learning how to be part of a community the most important part of attending a university? Perhaps freshman should take a class on how to let go of the prejudices of their parents and their hometown and forming their own ideas. Perhaps the counseling center should be expanded and every student should be required to attend at least 1 session per semester. I wish that I thought that anything I could suggest would really make a difference, but when hateful people run our country, it's hard to imagine that anything could ever change for the better.

Including a15 minute lecture each quarter for every class to continually talk about equity. Online and in person. This 15 minute lecture/seminar is balanced over the semester to all colleges. Yes student in multiple lectures will get it more than once. Is it such a bad investment to keep people mindful of respecting others. Do you go to church every week? Is it a burden? Communication if only with a few will far outweigh the investment of time by a formidable department on campus that can be hired into to a accomplish the task.

Expel racists

I honestly think this is unnecessary and I am not paying for any extra classes that you guys want to add onto my curriculum. You guys need to stop being so sensitive.

"How about a campus community book or film program? Film and literature promote empathy. We could have shared programming, discussions, shared vocabulary, a shared experience on which to build and connect. We could even have the Forum series connected to this effort, and probably have better attendance and engagement with the speakers. A second idea (connected or not to the first) is this: develop a structure of small groups or ""families"" or circles made up

of diverse members of our community that would meet occasionally for discussion, meals, events, etc., to connect and learn about each others' experiences and perspectives. Everyone on campus would be in one. Each group, or family, would comprise faculty/staff/students, ideally a diverse makeup, who would get together to discuss a reading or an issue or something. We should schedule no-conflict times in the semester for these groups to meet. The idea is to create community out of these smaller communities. We are all starved to talk with each other but don't necessarily have the diverse friend circles to make it meaningful. We need to have discussion, and we need people trained in facilitating difficult discussions to help us. One more idea, let's NOT do an online training.It will create resentment, not empathy."

Actively promote a culture of kindness and forgiveness and individual responsibility. That is difficult in this age of social media. We are all so quick to assume a posture of self-righteousness - and judgement is swift and harsh. Who among us has not transgressed with our tongue and thoughtlessly hurt another? Who among us can truly cast the first stone in this culture where nothing goes unpunished and we are all so rabid in our desire to shame another? Where is forgiveness? Kindness? Second chances? It's good to educate someone who may not understand the experience of someone else. And it is equally good to promote forgiveness and resilience and kindness in all directions. If someone is unkind or disrespectful - that is that individual's transgression - not the transgression of a group of people. We should not be predisposed to judge any individual by the actions of any other individual. Nor should we be prejudiced toward an entire group of people based on the actions of a few. None of us is without fault. But we are all individuals and it's time to put to rest the group identity trap. It is not helpful to assume the worst in people. Far more helpful to look for the good. Another thing - in a training on this campus I was told that a person's intent does not matter. I couldn't disagree more. It matters MOST where a person's heart is. And we all falter at times. Forgiveness - because we ALL need it. Hey - if someone says something that hits me wrong - but I know they MEAN well, then all is well. Humility is a good thing for all of us. Humility, kindness and forgiveness.

I think it would be really useful to begin next semester with a campus wide book club, where everyone, including students, faculty, and staff read and discuss (in smallish groups) the book How to Be an Anti-Racist by Ibram Xendi. It might get all of us thinking about the collective work we need to do as a campus community to openly address racism and engage in the active work that we all need to to do root out racism in all its guises.

Create more classes that require inquiry of differences. Make sure these classes are up to date and allow students the opportunity to ask questions. When I was taking classes to fulfill my LE qualifications most of the options we outdated and focused on history. By creating classes that focus on today's society it resolidifies that diversity is very much still an important topic. It also allows students the opportunity to see how it affects their lives today.

I believe that some form of more advanced EDI training or professional development should be compulsory for all staff and students. For students, it should be wrapped into their coursework, not just in the form of special topics courses, but also within their program courses. For staff, the focus should be on identifying and implementing practical EDI measures within their unit. I have participated in some of the Tier II sessions, and found the experience to be beneficial. Unless these activities are required as a part of regular employment, I believe the impact may be limited. If required, all staff should be allowed adequate time away from other activities to participate fully and productively in EDI training.

UWEC might contact ASDIC (Antiracism Study Dialogue Circles) out of Minneapolis/St.Paul area and seek some advice, as they specialize in building relationships and community and offer facilitator training. Here's a link: https://www.asdicircle.org/who-we-are

First semester of Freshmen year, include a course which covers the benefits of diversity, analysis of bigotry w/historical & current event context (inclusive of race, gender, religion, etc.), and perhaps a section on ethics. Make this course a required gen-ed, which requires a letter grade of C or above to pass.

"recruit and accept more diverse nursing students increase faculty and IAS salary to retain workforce regular round table with divers faculty and students"

Implement a diversity class policy in which we try to maximize the number of minorities in each class section.

We need to change the "anonymous" reporting of bias incidents to a "confidential" way to report incidents. This may prevent false accusations, and allow the 'confidential listener' to ask follow-up questions that would help the truth to come out.

It's good enough. The chat that caused this was clearly an attempt at a joke with no threat of violence. Everyone making a big deal out of it needs to get their heads out of their asses. Quit being an SJW and let people have their first amendment right. Do I condone what they said? No. Do I think they should be punished? Hell no. It's a joke, learn to take one. This task force is a waste of time.

I think that this task force is silly and Shouldn't exist. The only equitable thing we need to worry about is equality of opportunity. Colleges, especially UWEC, should be focused on making sure everyone is viewed in objective manner. Race and sexuality should have nothing to do with campus life, but this club makes it more prevalent and problematic. If we stopped the discussion of how to get more equality of outcome and focused on equality of opportunity to succeed, this campus would be better off. I think this group needs to stop talking about race and sexuality and start acting like they are equal to everyone else rather than victimizing people.

Students should be required to take a class on the oppression of non-whites.

Get rid of students of color breakfast. Its weird. Its uncomfortable. And its a lot more isolating than inclusive. It also comes off a lot more aggressive than you realize. Thanks.

"Create various initiatives on campus: -New research and programming cluster in race, indignity, gender, and sexuality, invest resources into hiring, retaining, and recruiting faculty, staff, and students of color from black, Asian American, indigenous, and Latin communities. -Start a ""Dismantling Racism"" week at UWEC, invest financial resources to this area of programming -Change policies in University Housing to allow students of color and students of various religious backgrounds to practice their religion (under religious freedom for indigenous students)"

I'd add in education or class material on the power of kindness and the effects it can have on a community. I believe the easiest way to show appreciation is through kindness and a lot of people would agree but we live in a society that doesn't promote that. Look at the news 90% of the stuff on it is negative. So I think to have something on campus that not only teaches kindness and kind acts but encourages people to be kinder to each other and do daily acts of giving, we would have a more inclusive culture at UWEC. I believe educating people on diversity and inclusion is great but inclusion stems from kindness. By including someone and being open to learning about someone others culture starts with an act of kindness. That act of kindness is actually listening to someone. It's a little sad but someone actually taking the time to listen to what you have to say and not being on their phone these days is an act of kindness and I think it's the first step.

I believe that courses need to be a requirement in order to graduate that are specifically geared towards making campus a more inclusive place. While parts of our requirements to graduate have the option to take courses that educate the topics of diversity and inclusion, I believe there needs to be more specific courses. Potentially having multiple different professors to ensure that the things being learned are as accurate as possible may also help with the classes as well as having it a discussion based class (which I think is beneficial in smaller groups because the classes tend to grow closer) to ensure that everyone's voices are heard and questions are answered

I really think that all freshman should be required to go to something similar to Sex Signals but an EDI version. I'm an RA and we go through a ton of training on things like microagressions and obviously we try to educate the residents as much as possible however we shouldn't be the only source of this! Maybe on the first day of classes professors could even have a brief discussion or presentation on this as well. This would ensure that every student is hearing the information and being reminded of it every semester- not just when terrible racist incidents occurs.

Require all students to sign an EDI statement upon admittance. It could be an electronic statement, but have it include consequences. Of course every student is entitled to their own beliefs even if that includes racism, but they are not entitled to use their beliefs to target hate towards individuals and/or groups on campus. This campus embraces EDI and if a student doesn't agree with that, perhaps this isn't the best institution for them. At the very least. require students participating in NCAA programs to sign an EDI statement. Staff should also sign an EDI statement.

You can't make UWEC a inclusive place. I hope y'all try your best to at least just make it comfortable

I don't have simple answers. I think educating all of us as students, faculty and staff about working and living with people whose backgrounds and beliefs are different than our own is key. I hope we can use what research says is effective to do this, as opposed to trying ideas that sound good or are popular.

Stop making all of these safe spaces for people, all you're doing is creating diversion.

Every semester in evals and informal discussion students completing WGSS 100 say, "This course should be required." Formerly Women's Studies, this little program has encouraged critical thinking and used gender, race, and class theory to promote inclusivity and understanding of diversity. On a campus that claims an EDI identity, the program is underfunded and often overlooked. Faculty in this program are trained to do this work well. Let them lead. Take a look at the affiliates list to WGSS. Let them lead. These are professionals who care deeply about social justice. Stop trying to reinvent the wheel and utilize the people on this campus who are steeped in the theory, literature, scholarship and activism of privilege and oppression. Fund them, promote their courses, engage them in campus wide initiatives. Let them lead.

I see pros and cons to utilizing yet another training module, on top of the many modules that we as faculty, staff and students already need to complete intermittently throughout the year or before coming to campus. However, I think the idea of one more module USED IN CONJUNCTION with existing EDI course offerings and whatever breakthroughs I am confident your task force will discover is of a benefit to this university to continue to demonstrate efforts to becoming more inclusive. While I think it would be a good idea for EVERYONE to complete an EDI module and while we ALL susceptible to biases, stereotypes and racism, I feel a module for incoming students would help prepare them for the environment of and the expectations at the university they are about to become a part of. Good luck!

A more robust commitment to writing, as a high impact practice, to create more empathetic approaches to problem solving across all disciplines. If we are going to fight the systemic nature of racism and other forms of injustice, we need to support spaces like the Center for Writing Excellence (CWE) and the future of writing-across-the-curriculum on campus. While expanding this campus' approach to the mentoring and teaching of writing will take years, UWEC could provide more visibility to such academic support services, like the CWE, as a space for students to come and write and share writing in the service of social change.

"One of the ideas I have is to create a compulsory Equity and Diversity training program for students. Many of the EDI initiatives seem to have missed the mark by targeting faculty and staff. While many of them are good initiatives, they have not reached the general student population. I believe a compulsory training course, much like the Title IX mandatory training for students would help. The goal of the training would be to share positive side of diversity. One example might be a Boston Consulting Group study that found more diverse companies outperformed less diverse companies by a staggering average of 19%. For details, see story at: https://www.forbes.com/sites/annapowers/2018/06/27/a-study-finds-that-diverse-companies-produce-19-more-revenue/#6b50422f506f I think it would be important to make one of the options for completing the training program completely online. This would allow not only for distance learners to take part, but also has the added benefit of catering to those that do wish to engage in a larger group setting. Other topics that the training could touch on are: oMicroaggressions discussion/presentation oWatching videos, e.g. The Hate you give oRead short essays on EDI oImportance of standing up and speaking out (See something, Say Something) Finally, the training would be capped off with a 4-page cited paper on an EDI topic. Topics could include: oValue of diversity oHow Microaggressions can affect work environment oDiversity related personal story and how it changed their perspective oMicroaggressions and how to deal with them oSee something, Say something oEDI topic of their choice While a compulsory training course may seem like an over dramatic response, I think to get the point across to students that this issue is important and that the university is serious about dealing with the topic, we need a serious response."

"UWEC needs to be more intentional in giving a voice to underrepresented groups, without falling into tokenism, perhaps by allocating more resources (administrative support, marketing resources, funds, visibility) to those groups. I don't think this can happen fast, though. I don't have an idea for the short-term other than a campus-wide event with an organized march, a social event (a dance, a concert?)… something that could bring diverse people together based on similar interests (this would have to be organized by diverse groups of people). I feel that UWEC has done a good job with LBGTQ communities, but less so with communities of color. I am not sure what I feel that way: that's just my perception. Perhaps comparing the resources and attention given to the Gender & Sexuality Resource Center with those given to OMA, and see what models need to be adapted/pushed could help. Surely there is no recipe/model that would work for both groups, but maybe something could be gained in the short term. I know a great deal of work has been done, and a lot more needs to be accomplished. We need to be patient and UWEC needs to communicate regularly with students to let them know that work is being done, and explain what type of work is being accomplished (and not just communicate on the matter when an incident occurs)."

Offering more cultural classes

Make courses that teach edi topics more important within the curriculum of every UWEC student on campus.

"Racism happens at every university across the Midwest - even though we don't hear about it in the mainstream media. We have received a lot of negative criticism, because of the most recent events. The critics are ignoring the fact that this happens where they are. People of marginalized identities are afraid to confront it for fear of retaliation. Marginalized populations have been loud at UW-Eau Claire about racist events that have happened this semester. It may not seem like it, but UW-Eau Claire leading the way by providing a safer space for people of color to let their voice be heard. Please keep this momentum going - letting voices be heard and taking action."

I feel that our EDI initiatives need to be something that are focused on from the very beginning of a students career at UWEC to the end. From the information they receive when they apply, to orientation, FYE, meeting with advisors,

classes, and through graduation. EDI needs to be entwined in everything we do. We need to spend the time during orientation with students and families to explain what EDI is and why it is so important to us as a University.

Simple, mandatory single credit course for all incoming students, no equivalence accepted, that specifically addresses inappropriate language, cultural appropriation, and racist and bigoted behavior. We need to be very clear about what is acceptable on campus as freedom of expression and also need to clearly define exactly what we do not accept and allow here. Because of our unique campus life, this needs to be required for all incoming students, whether they are freshmen or transfers.

I think it would be a good idea to hold training for sports and all clubs regarding the plan to make UWEC better. Additionally, there should be harsher punishments for people who do not follow the correct policy. What has happened so far is an atrocity and should not be the way our university is represented.

I think it would help a great deal with the issues we are dealing with on campus if the classes where students earn their Cultural Diversity credits had a minimum grade of a B for students to earn the Cultural Diversity Credits. Too many times in the classes I teach which all of the classes offer 3 Cultural Diversity Credits students ask up front what grade they need to pass teh class. Unfortunately they are only checking boxes to graduate in 4 years and not learning anything about Cultural Diversity. To many times I have students that pass the class with a C-, D+, D and D- in which they are not achieving the benchmarks of the class and American Indian Studies Program and being given 3 Cultural Diversity Credits with no Cultural Diversity learned. I feel this would be a great step forward in combating the racial issues we are experiencing on campus by letting student know we are serious about Cultural Diversity and students must exhibit the ability to apply what they have learned in the campus setting or the R1 part of the class. .

Disband this waste of time please.

What are our plans for our students with physical disabilities when you rip out the only two fully accessible dorms on campus? This question has been posed to chancellor jim multiple times and each time it has been ducked and avoided. We are not out of line in wanting to know, especially seeing as how the campus is not always even accessible for students who do not have physical limitations. Like what? We gonna stuff em in AsMo?? Like first let's talk about how it's a fire hazard and literally everybody in there is going to die if that bad boi goes up. Straight up. But more importantly, that building is not fully accessible for students with physical limitations. The whole apartment is a claustrophobic hallway and there's not enough room to fit wheelchairs around those apartments. What other options are being considered? Putting these students in Haymarket? A mile away? Or on upper campus? Up a very formidable hill? We have a right to know.

Try to limit the amount of liberal ideals that are being forced on us by teachers, basically condemning conservative values. It's not very inclusive at all for conservatives on campus. We are people too and the media makes us seem like monsters. We care about people. If a teacher doesn't acknowledge that there are other views on an issue, and that there is only one right way, it's brainwashing students who aren't as informed into a very ignorant kind of view. I don't like politics in a classroom. Especially not in music or the sciences. Political science is the one exception, but even that should present all sides. I understand not all bias can be eliminated. A lot of people talk about safe places. If you want to make campus a safe place and inclusive, stop excluding conservatives. We are inclusive contrary to popular belief. Just have different ways of thinking.

I have no suggestions.

"I don't know. I want to suggest not hiring or admitting cis straight white men, but that's probably off the table. My second unlikely to happen suggestion is to get rid of the things that attract them - like the school of business and comp sci. One way I think of the problem here. All the sensible things that improve campus climate I think work at the margins - they help take students who are already open to not being assholes and help them do that. Learn how not to engage in clumsy microaggressions. Diversity content in required courses for example. What I see is a lot of young people with basically the right goals but who have been brought up in environments where they haven't been provided with the skills or information they need. Especially small town Christian white women. And programming and education works great with them. Those things are good, you already know what they are and you should do more of them. But the problems this year are from people who are actively trying to be assholes. I mean, the students who wrote those things on people's doors and sent those chat messages weren't confused about what they were doing - they were doing it with the intention of creating a more hostile campus. And measures to make campus more inclusive aren't going to change their minds - it's that very inclusivity they're angry about. What do you do about the nazis is basically the question here and I don't know. If you figure it out, tell the country, I guess. Good luck!"

Require all staff to include their pronouns (examples: she/her/hers or he/him/his or they/their/theirs) in university email signatures.

when it comes to racism attacks on campus like we have experienced recently i believe that when/if the university finds who is accountable that they should be suspended and required to take a wellness/respect course (similar to the 'GEN 250' course for suspended students) the following semester if they wish to continue at this university. the class could include racial, gender, and LGBTQ+ related biases that American society is encountering every day to educate the people responsible for disrespect.

Expectations that every instructor uses inclusive language in the classroom and in their curriculum. I also believe that just about every class at UWEC should include activities that investigate the benefits of differences and how to best serve these differences professionally. I believe that people will need some help in doing this and I don't think the people that really need help with this are likely not voluntarily attending Tier 2 programs. We could develop short (15 minute) educational presentations that could be part of department meetings. Chairs or DPC's would need to follow-up and make sure that inclusiveness became a way of life within their department. Some ideas would be: 1) examples of how changing names or settings in cases or assignments makes them more inclusive, 2) identifying implicit bias in news stories or textbooks, 3) looking at historical quotes or stories and identifying how inclusiveness and appreciation of differences is not a new concept. I am giving a presentation at an upcoming MBA meeting on the use of storyline in a diversity course. Our hope is that more MBA instructors use interactive activities to do this.

Training for faculty on how to best support our colleagues of color.

"How about new language for this campus, such as ""promote peace in all aspects of this campus and the greater Eau Claire community; be kind, accept all individual uniqueness; we are created uniquely and we should live and behave humbly according to this knowledge"". Do not live by the example of the broken divisions of our current national government; lead and be ""the"" example that UWEC can be recognized by, such as the suggestions noted above. Thanks for asking for campus participation."

We should be adding something into both student and staff/faculty orientations regarding EDI basics. I do not think this should be an on-line training either. It should be an in-person training allowing for questions and interaction. This is being done on other campuses, so it shouldn't be hard to come up with some successful examples.

Provide more training for Department faculty that can be implemented during Department meeting times. Make these last about 40 to 45 minutes. I have trouble getting to the training sessions through CETL as most of the time something comes up to stop me from going. If possible during these Department training sessions, provide us with "things" that we can do in our classes to promote EDI. If EDI exercises are implemented in a significant number of classes, rather than in just a few required classes, then students are more likely to realize that supporting EDI is the normal way to think and interact with the world around them.

Scholarships for students of color, LGBT+ students, and give fair punishment (suspension or expelling) to people who do racist, sexist, and homophobic actions that hurt students.

There needs to be a lot of work within EDI to improve the University but I think a good place to start is talking directly to the populations that are being directly impacted by the hateful actions of others. I know the BME put forward demands that the University should put into effect. There are other populations that are not being heard, specifically those who are Native American. The incident that occurred early in the fall semester didn't have any true action taken to help heal the student. There needs to be more focus on the Native American community on campus. I believe the task force should speak directly to those in the community and see what their needs are. In addition, our University is founded on the lands of the Ojibwe nation and there is little to no recognition of this. Occasionally if there is a presenter or a film being shown, there will be acknowledgement of the lands but on the whole it is something that is ignored and erased. I have heard others mention this and I think it is completely within reason to allow Native American students, from any nation or tribe, to study at the University free of charge or at an extremely discounted rate. A University is a place to provide opportunities to the next generation and if, as Eau Claire is, the University is on the lands of a people that are marginalized and oppressed through many layers of racism, classism, colonialism, and white supremacy, then those that are a part of that population shouldn't be further marginalized by their lack of access to higher education. We are an inherently racist and white campus. This is something we need to acknowledge. We need to stop saying "this isn't us" when incidents like the two we saw happen this semester occur. This is who we are, we are white, we are racist and continuing to ignore or brush under the rug negative actions continues and enables these beliefs and actions. There should be mandatory training by staff, students, and faculty. Specifically within the business department and the athletic department. This training shouldn't be online but needs to be created with the collaboration of those who have been impacted the most. Specifically, minority groups including racial, sexual, gender, class, and able-ism. There should also be discussions in classes of these racist incidents regardless of the class type. Classes are a time to learn and I only had discussions within my WGSS classes, not my other classes even though it is just as important. These should all be

seriously considered, not just focusing on how it will affect the University from an administration viewpoint but how it can impact and provide help and opportunities to those that have been historically oppressed.

Please stop using the same pictures over and over of our minority students on the web and in literature. I know that these students feel exploited. This is false representation of who we really are at UWEC.

"UWEC prides itself on welcoming diverse populations on campus. While doing so, they also promote segregation. Integration to campus, then segregation while here! Why are there so many 'pigeon holes' created on campus? SO MANY Examples: Black Cultural Center, BME, Hmong Student lounge, LBGTQ lounge, Hispanic lounge. It's like the campus wants (almost promotes) students to be divided. Aren't we trying to prepare all students for the real world. "

"First, remember that you cannot change anyone else. We can only change ourselves. So, for the people who already embrace diversity and inclusion and want to be able to do something, offer training in how to be allies. Not aggressive, evangelical allies. But, give them the tools so that when they see bigotry or racism, they feel equipped to say something or act on the spot. Not necessarily to fix it, but perhaps to diffuse it or provide refuge. This takes role playing, because no one wants to draw fire in a situation like that unless they feel a little bit prepared. Second, I offer this quote from The Book of Joy (2016, Dalai Lama and Desmond Tutu with Douglas Abrams): "I asked what we must do about intolerance and fanaticism, which was flaring all around the world. 'Education and wider contact are really the only solutions,' the Dalai Lama replied." I know you don't want big complex ideas, but really, 'wider contact' is the study abroad and immersion experiences that UWEC already encourages and offers. Perhaps more promotion of these ideas."

I believe that every class on campus could have a diversity component and if there is not a way to integrate it with class content I believe that every class should have a lecture or class period devoted to it along with a mandatory assignment. Professors could adapt the diversity lesson and assignment to fit within their specific field. An example would be providing a lecture in a math class that discusses important woman, POC and/or LGBTQ+ persons that history may have glossed over or excluded. Showing the achievements of diverse individuals is possibly the easiest, effective way to incorporate diversity education into our campus.

"equitable - better recognize service of faculty in annual reviews somehow. I think service is not as evenly distributed across faculty because although it is a component of review criteria there really is no apparent consequence for those that provide little service compared to those that provide much more. It has been shown in studies that women perform the bulk of service in the departments while men more likely opt to devote that time to scholarly activity, which is the work that leads to greater promotions and other monetary rewards. the actionable item might be to develop some sort of scoring rubric that is just one component of the review process but that allows a quantitative recognition of service."

thank you for serving on this RATF committee and asking for my feedback. I really would like this committee to seriously come up with a tool of outcome measurement that the whole campus can use to measure our future progress in the recommendations from this committee. Our University is lacking a specific outcome measurement for EDI's work on campus. Until our institution has a baseline and an outcome measurement tool we will not be able to see where we are at and where we are heading. Our talks/efforts today will only be "lip services" self-serving work, if we ignore a measurement outcome tool.

I really liked the idea proposed in University Senate of a cluster hire of diverse, underrepresented faculty of color ACROSS all disciplines. There would need to be some minimum number for this to be relevant - it can't be just a few. But I'll leave this determination for those who have much greater understanding of such things than I.

Immediate action with long term consequences.

"Do NOT make mandatory the completion of bias trainings or interventions for students, faculty, and/or staff. There is very little research evidence to suggest these interventions work at all (https://www.bloomberg.com/opinion/articles/2020-01-04/implicit-bias-training-isn-t-improving-corporate-diversity). People who find them useful and important typically have positive and inclusive attitudes about diversity to begin with. This means those who are apathetic to EDI are likely not benefitting from this at all. The worst case scenario is it may just increase their negative attitudes toward EDI. If you eventually make mandatory certain trainings or interventions anyway, the university should start collecting data on whether such trainings ""move the needle"" at all. Pay particular attention to whether these interventions are effective for everyone. For instance, do they make already pro-EDI individuals even more pro-EDI, but do nothing for those who are neutral- or anti-EDI?"

"provide departments and faculty members time and money and space to provide support to students of color and other marginalized students. we have great ideas but no time to develop them because we are already doing so much with so little and are already so underpaid and overworked. there needs to be a lot more emphasis put into everyone's DEPs - tenure, promotion, PTR, staff regularly yearly reviews, admin reviews, etc. on EDI metrics - this should be in

teaching evals and advising evals but also every department should be getting student faculty and staff feedback on how the department university and college is doing in these areas don't forget about faculty and staff of color and the marginalized and underrepresented faculty and staff too. yes the students are important but the faculty and staff are too recognize the faculty and staff that already provide support to students of color and other marginalized students. i already spend a lot of time and energy doing this, and it is exhausting and i don't really have time for it, but i do it because the students need me, because they trust me, because they come to me, because i reach out them, because they find me and my office and my classroom to be a place they feel safer and more welcomed. i'm not doing it for the reward or recognition, but i would still love to be rewarded and recognized, both with a formal letter for my portfolio, a note from admin, and continue with the recognition letters from OMA and GWRC and SSS that tell me a student said I made a difference - these are what keep me here and keep me going Give monetary bonuses to people excelling in the areas of EDI and make sure you take into account their history. Too often, new money gets rewarded to newer people and not those of us who have been in the trenches for 10-20 years and through the worst financial hits. And we might be too exhausted to start huge brand new shiny EDI programs, but we've been doing the important work silently all along Please don't make certain departments and people go through the same basic and even intermediate training/education when there are many of us who teach and use these EDI concepts everyday. I'm not saying to exempt us - I'm saying to have advanced and appropriate alternatives that are a good use of of time. Students also want certain departments to have a lot more EDI training because they need it. Students tell me all the time which depts need the most training but I'm not putting that info here"