University of Minnesota Duluth
Response Team Report of the Campus Climate
2019-2020

Background

Goal 2 of the UMD's strategic plan is to "Advance equity, diversity, inclusiveness, and social justice within the campus community." The Campus Climate Response Team was formed by the Campus Change Leadership Team in the summer of 2012. The Team was formed in order to respond to issues or incidents that degrade or threaten the campus climate and that require a response beyond that provided by established processes.

The CCRT website lists these among the team's responsibilities:

- The CCRT receives data from other processes and offices that also respond to campus climate incidents. CCRT conducts regular reviews of the data to analyze how incidents are handled on campus and to identify trends and patterns occurring over time.
- The CCRT designs and recommends strategies to improve responses to issues and incidents and addresses outcomes of data analyses. This includes recommendations for programming, education and other proactive approaches.

With regard to the first responsibility, Annalisa Peterson (Equal Opportunity and Affirmative Action) and Dr. Katie Jackson (Office for Student Conduct and Conflict Resolution) compiled data regarding incidents that occurred during the 2019-2020 academic year. All identifying data were removed from the incidents.

The data were presented in half year increments (July – December, 2019 and January – June 2020). A summary report is posted to the CCRT website. The CCRT met in January of 2020 to review the data provided, to identify and discuss trends and patterns, and to devise recommendations to the CCLT for programming, training, and other proactive approaches.

Updates on Progress on 2018-2019 Recommendations

The CCRT made the following recommendations to the CCLT for 2018-2019. Progress on each of the recommendations is reported.

Training for Supervisors

- In response to the trend of an increasing number of reports of harassment, the CCRT recommends training for all supervisors on:
    - Defining and recognizing harassment
    - Appropriate interventions for supervisors
    - Creating a positive culture as a means of preventing harassment
- The term "supervisors" includes Department Heads, Directors, and any other staff whose responsibilities include supervising others.
- Training for Graduate Assistants (especially those who teach) is also recommended.

Update on Progress: UMD learned that the systemwide training on preventing sexual misconduct will be expanded to include preventing harassment and discrimination. The module will be offered in spring 2021 to all UMN faculty and staff. System leaders for the project will include Susana Pelayo Woodward in the planning and implementation. The 2021 version will include a pre and post-module survey assessing learning and employee experiences.

Determine the Future of the EverFi Diversity, Equity and Inclusion Modules

- The CCLT fully supported Susana Pelayo Woodward and Paula Pedersen in their work to implement the pilot project for the introduction of the DEI modules at UMD.
- For next steps, the CCRT recommends the following.
    - The CCLT should review the outcomes of the pilot project with Susana and Paula.
    - The CCLT should provide input as to next steps with the modules, specifically with regard to whether the modules should become required of all students, faculty, and staff.

Update on Progress:
For faculty and staff: Susana Pelayo Woodward and Paula Pedersen completed a successful pilot of the EverFi modules *Diversity, Equity, and Inclusion* and *Managing Bias*. In spring 2020, Chancellor Black considered a proposal to require all faculty and staff to complete these EverFi modules. In July, he announced UMD's seven Diversity and Inclusion Action Steps. One Action Step related specifically to his approval of the proposal:

> "We will expand our ongoing commitment to training by implementing a requirement for all faculty and staff to complete the Diversity, Equity, and Inclusion and Managing Bias online modules. These modules will be a baseline training, and we will layer onto them anti-racism training beginning with supervisors. Completion of training will be tracked in the Training Hub section of MyU and monitored by supervisors in order to achieve 100% compliance with the training requirement.

For students: Susana Pelayo Woodward completed a successful pilot of the EverFi module *Diversity, Equity, and Inclusion for Students*. We were pleased to have 70% of students enrolled in UST complete the module. Susana and Paula prepared a curriculum guide for UST instructors to use to lead follow-up discussions. Susana also worked with Dean Wendy Reed and the Swenson College of Science and Engineering to provide a method for students not enrolled in UST 1000 to participate in completing the module.

Discussion of Incident Data
The CCRT discussion elicited the following themes.

Sustained Increase in Reporting
The CCRT has been tracking campus climate incidents since 2012 and has compiled 8 years of data. The number of incidents has steadily increased over this time period, as depicted in Table 1. As noted in the 201-2019 report, UMD efforts to encourage reporting seem to continue to

have a positive impact. The increase is notable in light of the impact of COVID-19 on campus. For the last quarter of the 2019-2020, nearly all campus activity occurred virtually.

Table 1: Campus Climate Incidents Reported from 2012-2020

Year	Number of Incidents Reported
2012-2013	50
2013-2004	28
2014-2015	47
2015-2016	51
2016-2017	70
2017-2018	97
2018-2019	124
2019-2020	134

Reports of Harassment Continue to Increase

The CCRT noted that reports of harassment continue to increase. The table below summarizes the data from the last 7 years, focusing on the three types of harassment most frequently reported in 2018-2019 as well as summary data for all harassment reports..

Year	Reports of Sexual Harassment	Reports of Racial Harassment	Reports of General Harassment	All Reports of Harassment
2012-2013	4	6	5	20
2013-2014	5	2	0	9
2014-2015	11	1	0	12
2015-2016	9	2	1	15
2016-2017	17	3	1	25
2017-2018	31	6	3	51
2018-2019	35	7	11	57
2019-2020	54	8	4	73

The CCRT noted that a large number of reports of harassment (31) in 2019-2020 were related to offensive comments written on campus residence hall/apartment white boards as well as other common areas in housing.

- The staff in Housing and Residence Life (H&RL) attribute this phenomenon to training for RAs on recognizing and documenting these incidents in order to be able to effectively address them and prevent their recurrence. In other words, H&RL staff do not have the sense that there was an increase in such incidents. Rather, there was a change in approach to more systematically document and address these incidents in an effort to improve climate in campus residences. RAs are trained on the procedures as well as having opportunities to role play responses. Additionally, H&RL training on diverse identities helps provide context for why some students might react to things differently than those coming from majority identities.
- In addition, the H&RL Guidebook for residents notifies students that doors and windows are considered public facing areas and that staff would address concerns on those areas that might have negative impacts on the community.
- Each incident was addressed by H&RL staff to the fullest extent possible. As part of the response, if the markings are attributed to a student room, such as on a marker board, the staff attempted to connect with the student(s) in the room to check in with them. Part of that check in was to make them aware of the item of concern, serving two purposes:
    - The student might not be aware and may want to process in the moment and be part of removal, and
    - In some cases the student themselves may have drawn or written the item of concern. Such cases allow the staff to provide education about the impact on campus climate and notice to the student that staff address these matters.

  After the incident, the student is invited to participate in a “Caring Intervention” if appropriate. Caring Interventions are not mandated, and most of these cases the students do not engage in the process. However, those students who might have been targeted or impacted by this action often DO participate. Depending on the situation, it is possible that conduct action and/or damage charges could also be an outcome.
- The number of reports significantly declined from fall (26) to spring (5). H&RL staff attribute the decline to two reasons.
    - As H&RL staff addressed behavior systematically in the fall semester, students became familiar with our expectations and hopefully understood the impact of such actions, resulting in fewer instances as the academic year progressed.
    - Spring semester 2020 was cut short due to COVID-19 for students, with the majority of resident students moving out.

Recommendations

The CCRT makes the following recommendations to the CCLT for 2020-2021.

Building on the aforementioned UMD Diversity and Inclusion Action Step 2:

- Develop and implement additional diversity, equity, and inclusion training

- Embed expectations and opportunities for diversity, equity, and inclusion training in UMD onboarding more consistently

Rearding the systemwide training *Preventing Harassment and Discrimination, to be offered in Spring 2021:*

- Fully engage the campus to ensure completion of the module by all employees
- Develop a plan to analyze the Duluth specific results from the pre- and post-module assessments
- Use the analysis of the results to drive additional actions

For student engagement in the Diversity, Equity, and Inclusion for Students module:

- Finalize plans to include opportunities for students not enrolled in UST 1000 to participate

Questions about this report may be directed to:

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