



Report of the Campus Climate Response Team
2020-2021

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 2020-2021 academic year. After Annalisa Peterson departed UMD in March, 2020, staff in the system Office of Equal Opportunity and Affirmative Action completed the compilation of data for the remainder of the year. All identifying data were removed from the incidents.

The data were presented in half year increments (July – December, 2020 and January – June 2021). [A summary report is posted to the CCRT website.](#) The CCRT met in August, 2021 to review the data provided, to identify and discuss trends and patterns, and to devise recommendations to the Campus Climate Leadership Team (CCLT) for programming, training, and other proactive approaches.

Updates on Progress on 2019-20 Recommendations

The CCRT made the following recommendations to the CCLT for 2019-2020. Progress on each of the recommendations is reported.

Recommendation 1: 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

Update on progress, additional diversity, equity, and inclusion training:

The 2020-2021 academic year was particularly challenging due to the ongoing COVID-19 pandemic. Despite the challenges, a number of units made progress in developing and implementing additional diversity, equity, and inclusion training.

College of Education and Human Service Professions

- CEHSP initiated a research collaboration of BIPOC students and faculty working to analyze library holdings to ensure appropriate representation in Education texts available. This project supports student and faculty research, and is funded through a Grant-in-Aid, and is seeking funding through a Social Justice Impact Grant.

Labovitz School of Business and Economics

- An internal Diversity Dialogue panel discussion event was held in Fall 2020. Dr. Nik Hassan and Dr. Bedassa Tadesse were among the five panel speakers who provided personal perspectives on DEI issues. Dean Hietapelto moderated the event.
- An Industry Diversity Dialogue was organized in Spring 2021 where the Change Team invited five business executives with diverse backgrounds from Minnesota companies such as 3M, Mayo Clinic, and the Minnesota Twins. They shared their personal experiences with racial discrimination, challenges they'd encountered, and how they overcame those challenges in their personal and professional lives.

Swenson College of Science and Engineering (SCSE)

- A group of faculty established a “pod” focused on action through their [professional society](#) to unlearn racism. The focus is to create action plans for colleges and universities to promote anti-racism. Data from this program was recently reviewed in [Nature Communications](#). The pod planned to meet with senior leadership in the college to share what they have learned and help lead change.
- SCSE also held a training for inclusive pedagogy in summer 2021. Twenty-eight (28) faculty engaged in a week-long summer institute to transform teaching to be more inclusive.
- SCSE Unit Change Team partnered with the faculty and staff senate and hosted the UMD AntiRacist Learning Community, with more than 200 staff and faculty participants.

Student Life

- The Student Life Unit Change team [developed several modules in canvas for staff](#) as part of their monthly Lunch with a Mission workshop.
- The Student Life Directors team read two books in 2020-2021: *How to Be an Antiracist* by Ibram X. Kendi and *A Good Time for the Truth: Race in Minnesota*, edited by Sun Yung

Shin. Book discussions occurred at the group's annual retreat, with several ideas for action emerging.

Finance and Operations

- UMD PD completed new learning objectives required under the Crisis, Conflict, Community and Diversity category. These focused on mental health, serving those with autism spectrum disorder, implicit bias, suicide prevention and persuasion and de-escalation. The department has also updated their policy on interactions/assisting with persons with disabilities, including those who may be non-English speaking victims or victims with communication disabilities.

Other projects that crossed departmental and divisional lines also supported this recommendation.

- The annual **UMD Summit on Equity Race and Ethnicity** was hosted virtually March 2-4. This first ever virtual Summit was very successful overall. The summit was sponsored by the Commission on Equity, Race, and Ethnicity (CERE). A total of 1,452 people registered on the Canvas site for the summit. Because of the virtual format, event planners were able to bring in prominent speakers: Tim Wise for the opening talk and Professor Ibram X. Kendi for the keynote event. More than 700 people attended these events live and many more viewed the recordings later.
- About 200 faculty and staff from across the campus participated in the **Anti-racist Learning Community**. Participants were invited to read the book *Caste: The Origins of our Discontent*, by Isabel Wilkerson. One of the main goals of the community was the following: "As a learning community, our goal is to turn our understanding and discoveries into calls for action." The organizers of this project were members of the SCSE unit change team (Christina Gallup and Jim Rock), Faculty Senate (Jennifer Moore) and Staff Senate (Laura Schnell and Matt Duffy).

Information about additional training opportunities developed by unit change teams are found in the unit change team/commission [2020-21 Annual Reports](#).

Update on progress, employee onboarding:

UMD HR has been developing a campus level onboarding process for new employees that includes information about diversity, equity, and inclusion opportunities and expectations. Once final revisions are complete, this onboarding package will be made available on the HR website's New Employee page and Supervising at UMD page.

Recommendation 2: Regarding 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

Update on Progress, module completion:

UMD does not have the module completion data.

Update on Progress, Duluth-specific results:

UMD has yet to receive the Duluth-specific results from the pre- and post-module assessments that were part of the Preventing Harassment and Discrimination modules. Once they are received, they will be reviewed and analyzed. Possible action steps will be identified.

Recommendation 3: 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

Update on Progress:

A pilot project was implemented with Civil, Industrial, and Mechanical Engineering majors. The SCSE Bridging the Gap volunteer mentors were invited to complete the Diversity, Equity, and Inclusion module. Faculty and staff had follow up conversations with students after they completed the modules.

Discussion of Incident Data

The CCRT reviewed the [2020-2021 summary incident data](#). The three incident types with the most reports are sexual harassment (21), sexual misconduct (19), and discrimination or harassment on the basis of race (17). The 2021-2022 recommendations for the CCLT will include suggestions related to these areas of concern.

The CCRT noted several trends with regard to the incidents reported in 2020-2021.

First, the majority of incidents reached some form of resolution, either formally or informally. The majority of cases in 2020-2021 were resolved through informal processes. That happens for several reasons:

- Complainants choose an informal resolution.
- Incidents do not rise to a policy violation, but still need to be addressed. Informal resolution opportunities (notice and coaching, conversation with professional staff, removal of offensive signs, etc) can provide education to students, faculty, or staff who have engaged in harmful behavior.

Cases do not resolve for a variety of reasons. For example, a case might not be resolved when the identity of a respondent or respondent is unknown. A case might not be resolved when the

complainant indicates they want no follow-up or does not respond to outreach from EOAA or the Office of Student Conduct and Conflict Resolution. The following table depicts the types of resolutions achieved in 2020-2021.

Resolutions	July - Dec., 2020	Jan. - June, 2021	TOTAL
Informal process	24	18	42
Formal process	6	4	10
No resolution	11	23	34
TOTAL	41	45	86

Second, the CCRT observed that on a number of occasions, the appropriate office received no response after reaching out to members of the campus community who may have experienced a harmful campus climate incident. This happened most frequently when someone other than the complainant made a report on behalf of the person who experienced the harm. An absence of a response from a complainant meant that a resolution to the issue was difficult to achieve. The following table depicts the responses from complainants in 2020-2021.

Response from Complainant	July - Dec., 2020	Jan. - June, 2021	TOTAL
A response was received from the complainant(s)	31	24	55
No response was received from the complainant	10	21	31
TOTAL	41	45	86

When the identity of a complainant is known, in all cases they are provided with options for formal reporting, resources, and an invitation to meet with staff who can provide support. This is true in cases where a third party makes a report for someone else, or when a complainant files the report but doesn't respond to further attempts at contact.

Finally, social media continues to be a vehicle for harmful campus climate incidents. In 2020-2021, 5 incidents occurred over social media. While this was less than the previous two

years (9 in 2018-2019 and 8 in 2019-2020), incidents that occur over social media are concerning and difficult to address.

Recommendations

The CCRT makes the following recommendations to the CCLT for 2021-2022.

- UMD should continue to offer alternative, informal incident resolution options in addition to formal processes. The Office of Student Conduct and Conflict Resolution (OSCCR) developed a series of conflict resolution options, as illustrated on the OSCCR "[Opportunities for Resolution](#)" website. It might be worthwhile to have clear information for faculty and staff as to what options for informal resolution are available to them as employees.
- The CCRT continues to support the creation of an Ombuds position. Such a role could provide additional support for faculty, staff, and students as well as assistance with implementing informal resolutions.
- UMD should consider exploring a way to make the schedule for diversity, equity, and inclusion training for students, faculty, and staff more easily available.
- The CCRT supports the effort currently underway to improve the UMD community's understanding of how to report a campus climate incident.
- UMD should consider exploring ways to help members of the community deal with harmful social media. Student Life's new [Freedom of Expression](#) website might provide a vehicle for education (through the Discern page).

Questions about this report may be directed to:

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