

1. **How will the college help to establish and support equitable and inclusive cultures within departments?**

There are many grassroots initiatives taking place throughout the college that will certainly continue. It's important to ensure we are not duplicating efforts but implementing actions at the most appropriate levels throughout the college. Cultural changes are often most effectively implemented at the department or program level. It's expected that those in leadership positions will engage in personal development and act as role models to create and maintain an inclusive and anti-racist culture in their units. The college's role will be to provide training, ensure accountability, provide incentives, and develop policies that encourage improvements in departmental cultures.

2. **If a student, staff, or faculty member refuses to take part in the action steps (i.e. implementing said things into their classroom, programs, and daily practice), what is CBS willing and going to do to hold that human accountable?**

Advancing diversity, equity, inclusion and justice (DEIJ) in the college, and specifically anti-racist efforts, is our collective work and responsibility. First and foremost, we want to set expectations and create environments that bring all of us into this work. The college will be more explicit in articulating expectations for behavior. To the extent that the behavior of individuals does not meet expectations, there are various ways to address this including through the annual review and merit process, formal warnings, complaints to EOAA, etc.

3. **What do trainings/conversations/growth/professional development about anti-racism look like for white folx vs Black, Indigenous, and People of Color communities? What do conversations about anti-Blackness for Black vs. non-Black folx look like?**

This is an opportunity to create space that brings all of us together to build trust and to share diverse perspectives and experiences. Training and learning will need to account for lived experiences and the broad spectrum of individual engagement in anti-racism work to date. As a predominantly white institution, we will need to ensure that BIPOC

individuals are not the sole educators in moving this work forward. CBS will need to seek advice from our University experts and create meaningful partnerships internal and external to the University to inform our work.

4. How will our anti-racist conversations be intersectional?

The collegiate working group divided our discussions to separately address issues faced by undergraduates, graduate students, postdocs, faculty and staff, acknowledging the academic hierarchy and power structures. The issues - and solutions - are different for each group. While the recommendations are intentionally focused on anti-racism, this does not diminish the intersectionality of identity (e.g., between race and gender) each individual member in CBS holds. The overarching goal is to build an environment in which every one of our students, faculty, staff and community members can thrive. This will require a nuanced, dynamic and open approach that will only benefit from wide participation across the college.

5. How will anti-racism training improve the quality of education for students in CBS?

Addressing racism in the curriculum, classroom, and CBS environments directly impacts the quality of education in CBS and is critical to creating a community where all students, faculty and staff can thrive. CBS has the first of its kind department of Biology Teaching and Learning that researches and implements evidence-based teaching practices to improve how students learn biology and is one example of our commitment to understanding, and strengthening, the learning environment for all CBS undergraduates.

6. What will accountability look like for a faculty member who is not creating a safe, inclusive work environment, or worse, exhibits racist behavior(s) and/or microaggressions?

We are encouraged that most faculty are deeply committed to creating a safe and inclusive work environment, and we have seen very strong interest in the programs we have been offering on inclusive teaching practices. We have several mechanisms to

ensure accountability including annual reviews, promotion and tenure, annual merit increases, not to mention formal complaints for particularly egregious cases. This is largely the responsibility of department heads to implement. CBS HR is available to speak with anyone having concerns about harassment of any kind, and we do have a formal system in place for complaints to be filed with the University.

- 7. Many of these goals are very vague and don't indicate who will be responsible for implementation. Many of these "actions" sound more like goals than actual, doable actions.**

The recommendations of the CBS Anti-Racism Work Group are a starting point meant to provide a shared understanding of the direction we are heading. From here, we will develop an implementation plan. The next step will be to appoint a number of action teams who will be responsible for translating these high-level goals into practical actions.

- 8. In science, I am increasingly worried about lack of representation from rural, religious, and republican groups as polarization widens. I am not sure if this is the right context to address these issues, but "Diversity" encompasses many unseen axes, and I am increasingly worried about society's ability to have respectful conversations with each other regardless of background.**

CBS is committed to building an environment where all voices are welcomed to the discussion, and the discussion needs to be both respectful and rational. I have high hopes for our students and young researchers who I have found to be honest, earnest, and passionate about making a positive difference. There is an increasing collection of resources to help facilitate these important conversations, such as:

Navigating Challenging Conversations:

https://docs.google.com/document/d/1IOliKdVOJ_HIK7qxiLrNHKQ7VaLVoiBrv1ZxafOg4NA/edit

OED education program resources:

<https://diversity.umn.edu/education/education-program-resources>

9. Weed-out policies are particularly impactful on students of color, specifically Black students. What is the college's plan in supporting Black students and ensuring safe and supportive classrooms?

CBS is committed to understanding and strengthening the learning environment for all CBS students. A recent example of action taken is eliminating the “exam” at the end of the NOL orientation program. The exam created unnecessary competition between students and set a tone that we felt wasn’t inclusive, especially for BIPOC and first-generation students. The College is working to identify and remove barriers that prohibit students from fully engaging in CBS. For example, CBS is working to provide funding to ensure undergraduates have the opportunity for paid research experiences. In addition, it is critical that CBS students have an opportunity to shape action at the college level. Student representation on the collegiate Consultative Committee and Student Board Town Halls, are currently two avenues for students to provide input to collegiate leadership.

10. Could you address the issue that while these are great CBS goals, culture change and accountability will probably happen at the department level.

I think that culture happens where people meet in person regularly, and that is more likely to occur at the department or program level. There have already been many grassroots initiatives happening in departments and graduate programs and I would strongly encourage these to continue. Moving forward, our plan is for the college to convene a DEIJ Community of Practice, with representation from all of our departments, that meets regularly, shares best practices and lessons learned, and keeps the CBS community informed about ongoing DEIJ efforts. Culture change means using language that is inclusive and welcoming and encouraging bystander intervention, since these are likely to have the most impact. We will provide training opportunities and will expect

those in supervisory positions to act as role models in this regard.

- 11. How would you envision changing hiring/promotion/tenure guidelines in CBS to incentivize and reward DEIJ work, and to make it just as important as research productivity in hiring/promotion/tenure decisions?**

This is an important balance. Participating in DEIJ work can be part of faculty service and what we do as a college broadly. Doing the work could also include individual actions, such as ensuring your curriculum is representational and inclusive. These efforts will have to be integrated into the way we work, the way we teach and the way we do research. With the appropriate focus, attention and visibility, we can take many little steps that altogether will contribute to moving things forward.

- 12. I am curious to learn more about the no search exceptional hire process. Can this be used for staff positions?**

The no search exceptional hire process may be used to facilitate spousal/partner accommodations associated with recruiting or retaining faculty. This process is occasionally used to conduct a targeted recruitment of a specific individual for the purpose of increasing diversity. In general, advertising our positions widely, ensuring that we have diversity on our search committees, and providing our search committees with training on best practices is the process that we use to increase the diversity of our faculty and staff.

- 13. Is there a plan to collect information from each department/group that has started their own initiatives to then share out across the college to find any areas of overlap or areas still not being addressed?**

Absolutely, this is a top priority and an immediate action step for the college. What I've observed over the last year, is that I think we've all felt committed to wanting to do something. We want to be careful not to be redundant or duplicate efforts unnecessarily. There are also some things that make more sense to do at a departmental level than at

the collegiate level. For example, when we are talking about things like policies, procedures and structures, that's where the college can play a real role.

14. Can you elaborate more on the specific methods that will be used to gather feedback from students and measure success as we implement recommendations?

I meet regularly with the CBS Student Board and participate in their town halls. We also have undergraduate, graduate and postdoc representation on the CBS Consultative Committee, which is a good way for students to shape action at the college level. The other way students often share their feedback is through CBS Student Services, which is a very supportive group. We also have SERU surveys, though the lag time between survey and results reporting can be problematic. Students can continue to provide feedback on the recommendations through the feedback form on the [CBS DEI website](#). Identifying forms of measurement for each recommendation will be critical to transforming the recommendations into action.

15. You mentioned that we're making this work with our current budget and that in order to implement certain programs or structural changes it was implied that we would have to reallocate money from somewhere else. Are there ways to prioritize funding for these programs without "taking away" funding from something else?

Much of what we already do to support DEI is embedded in our normal operating budget. Examples include using best practices for hiring, implementing inclusive teaching practices in the classroom, having clear policies that prevent harassment, ensuring that speakers to our seminar programs represent a diversity of voices, and offering K-12 outreach programs aimed to diversify the pipeline of future students. CBS is committed to raising funds for scholarships, fellowships, paid research experiences for students and other initiatives that support DEI. These are examples of new money that would not require diverting funding from elsewhere. It has also been suggested that the college should hire a Diversity Officer. This would be an example of an initiative that would

require us to divert some of our existing funding.

16. What are the rates or statistics on BIPOC hires and how long they remain staff? Is there an issue with retaining these staff?

Each year, the college works with the Office of Equity and Diversity to review our employee metrics, DEIJ initiatives and goals for the year ahead. It is very difficult to interpret faculty and staff statistical data in the college as our numbers of BIPOC employees are quite low. We have a lot of work to do here. Although the numbers are small, and thus the statistics unreliable, to my knowledge we have not had cases of BIPOC staff leaving the college because of a hostile working environment.

17. What is an example of a disciplinary action if a formal complaint is made against a faculty member for racist behaviors/microaggressions?

In terms of disciplinary action, there isn't a one-size-fits-all. The action should be commensurate with the seriousness of the complaint and could include, but is not limited to, conversations, written warnings, formal complaints, and in the most serious cases, termination.

18. I understand the desire to increase racial diversity, but what specific policies and/or structures in CBS reinforce systemic racism? In other words, what is the basis for these anti-racist initiatives?

Part of our work moving forward is to review the systems and processes in CBS through an anti-racism lens. We know racism has been perpetuated in academia and we haven't fully identified all areas in CBS where our policies or structures may be reinforcing this, but we are learning from the growing literature on this topic (see, for example: <https://science.sciencemag.org/content/369/6510/1440.2>). For example, we've heard from students that racism can show up in group work in the classroom, and from faculty that the tenure process undervalues DEIJ-related service. Whereas many aspects of CBS are reflective of general society, we all need to be much more intentional about

how we improve representation and promote an inclusive climate. We need to continually question what we do and how we do it to ensure that our BIPOC students, staff and faculty can share their talents fully to advance science.

- 19. Will there be a committee to review complaints and recommend further training? Or will this be handled by the proposed DEI officer? I would propose a reporting and review structure the same as sexual harassment that can be independently and annually reviewed. What is the route for anonymous complaints?**

We will not be establishing a new committee in CBS to review complaints. Complaints of this nature should be reported to CBS HR. Depending on the type and severity of the complaint, University resources would be brought in. For example, EOAA is a resource to handle any complaint related to a protected class. However, we are not mandatory reporters for situations that are not sexual-misconduct complaints, so complaints about other forms of harassment may not always get to the office. Regardless, EOAA can be helpful in assisting with investigations, informal problem-solving, consultation, and education/training, and can provide recommendations that are consistent with actions taken in similar situations across the U. The Office of Conflict Resolution offers both formal and informal conflict resolution services. In addition, individuals can always file anonymous complaints with Ureport.

- 20. Words such as incentive and reward come up quite a bit throughout the document, I am wondering how we account for BIPOC folx lived experiences in this process?**

The intent with the recommendations is to protect certain individuals, in particular those identifying as BIPOC, from pressure to engage in extensive service duties needed to educate the rest of the CBS community and to provide appropriate recognition and support for this work. We recognize that BIPOC faculty, staff, and students do more of this work, and the current structures do not tend to adequately recognize that effort. This issue will be taken up by the appropriate action team.

21. We all are at different parts in our journey and how will we honor the development and growth of all humans present?

This is part of changing the culture and bringing each other onboard. It is probably most effectively achieved through encouragement rather than mandate and can be approached in different ways. For example, we could start by normalizing DEI conversations (e.g., by taking time before starting a meeting or class to talk about a DEI related topic or recent event). We need to accept that not everyone is an expert on these issues and create spaces to have safe conversations so that we can learn from each other, acknowledging we're all at different points in our learning.

22. Many of our ideas about professionalism and scholastic prestige were designed in ways that systemically marginalize BIPOC individuals. How will the University expand its definition of evaluation and development to account for such?

While unable to speak for the University as a whole, we are committed in CBS to both recognizing how our policies and practices may marginalize BIPOC individuals and making changes that eliminate such marginalization. This is where we need the perspectives of the CBS BIPOC community to help identify exactly where and what changes are needed. One step we have taken recently is to stop requiring the GRE for admission to our graduate programs.

23. With respect to BIPOC faculty, one of the barriers to bringing folks on board is the assumption many make that “diversity” and “quality” are exclusive to each other. Beyond implicit bias training for hiring committees, what sort of training/conversations do you envision for our larger community to overcome structural challenges that are systematic?

Whereas there is a compelling body of literature demonstrating that diversity is a key component of excellence (e.g., more diverse teams are more effective at solving problems), this attitude unfortunately still prevails among some individuals. In addition to providing appropriate training, increasing representational diversity at all levels (and

showing the many benefits that doing so brings) is probably the best way to dispel the myth that diversity and quality are at odds.