

# insights

For a Diverse Campus Community

## Becoming an ally against racism

By Marsha Shoemaker

Noted author and speaker Paul Kivel, writer of the widely used textbook, *Uprooting Racism: How White People Can Work for Social Justice*, gave a presentation on "The Complex Dynamics of Racism" to a packed audience of students, faculty and staff on Sept. 21.

Kivel offered lessons in becoming an ally in the struggle to confront racism and being an advocate for communities of color. Important questions to ask ourselves, Kivel said, are "What do you stand for?" and "Who do you stand with?" It's not enough to be a good person who doesn't act out racist behavior, he said.

A true ally stands with persons of color in the struggle against racism, recognizing that society doesn't offer a level playing field, Kivel said. Discrimination, still prevalent in criminal justice, housing, education, and other ways, remains a problem that is tearing apart the fabric of our country, he said.

Kivel said institutional racism is manifest in biased and historically distorted curricula, teaching staffs that are not multiracial, racial profiling and other injustices. Non-whites who enter a white "culture of power," Kivel said, often change their dress, speech, and demeanor to feel accepted – or to figure out how to survive. "Whites don't have to adapt," he said.

Kivel reminded listeners they weren't responsible for the problems of racism in society. "You didn't create racism in our society," he said. "But I'm responsible for what I'm going to do about it."



Kivel's suggestions for becoming an ally to those who are victims of racism included:

- Support – be a voice, listen and exhibit trust and humility; recognize you come from a group with power and privilege
- When a person of color is attacked, step up, speak up, and be an ally always – not just when there are people of color in the room
- Get rid of and protest against racist graffiti
- When hate crimes occur, talk about them, bring them to others' attention and show solidarity
- When professors in the classroom are not completely accurate about what they're saying about race, talk to the professor and the administration, investigate and bring in alternative resources, ask what those who are feeling marginalized need
- If faculty of color are not staying long, come together and strategize, examine practices of hiring and firing and organize support

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*INSIGHTS* welcomes your ideas for making this new publication a more comprehensive and interactive tool for communication about diversity issues and activities on the SCSU campus. Please contact [Insights@StCloudState.edu](mailto:Insights@StCloudState.edu) if you have suggestions or comments, or if you want to write or suggest a column.

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# welcome NEW DIRECTORS



## Profile: Steven Cirrone

DIRECTOR OF GAY, LESBIAN,  
BISEXUAL, TRANSGENDER  
(GLBT) SERVICES

Steven joined the SCSU staff this fall and brought a wealth of diverse academic, journalistic and human rights advocacy experience to his new role as GLBT Services Director. Previously he served as associate professor of

English at Tidewater Community College and as editor of QSF Magazine (GLBTA magazine) in San Francisco. He is an accomplished playwright and author of several short fiction stories as well as scholarly and magazine articles. His Ph.D. from Claremont Graduate School is in Shakespeare and Renaissance Literature, his master's in English is from Claremont, and his bachelor's from SUNY Binghamton is in English and Russian. He is the 2002-2004 president of Hampton Roads Pride.

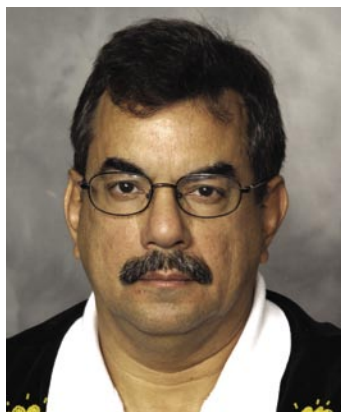


## Profile: Susan Motin

DIRECTOR OF CENTER  
FOR HOLOCAUST AND  
GENOCIDE EDUCATION

Susan has been a coordinator in Learning Resources and Technology Services and has taught through the Center for Information Media since 1990. She has extensive educational and research experience in teaching

the Holocaust and using various media to provide information to others about Holocaust issues. She has attended a summer seminar at Yad Vashem's International School for Holocaust Studies, Jerusalem, Israel, and presented at an international conference at the prestigious institution. She received her master's in library science from the University of Michigan and her bachelor's from Albion College.



## Profile: Jim Knutson- Koldzne

DIRECTOR OF AMERICAN  
INDIAN CENTER

Jim joins SCSU from the University of Wisconsin-Eau Claire, where he taught in the psychology department for eight years and was a guest lecturer in the American Indian Studies program. Most

recently he finished an 18-month internship in the Academic Affairs Office as the interim assistant to the provost at UW-Eau Claire. For 12 years he has been involved in Indian education in Wisconsin and Minnesota and has developed relationships with tribal and educational leaders that will be valuable in his new position as leader and advocate for the American Indian Center at SCSU and the students it supports.



## Profile: Stephen Cassanova

DIRECTOR OF  
NEW MULTICULTURAL  
RESOURCE CENTER

Stephen has been part of SCSU's Ethnic Studies Program faculty since 1998, teaching Chicano/a studies and ethnic studies. As the first director of this important new

resource center, he will provide leadership to organize the center and establish cooperative relationships with others on campus and with external communities. He has extensive experience planning and developing educational programs and research projects involving youth, the arts, curriculum development and grant writing, particularly in relation to Chicano and indigenous communities. His Ph.D. and master's are in educational policy studies from the University of Wisconsin-Madison, and his bachelor's is in occupational education (journalism).

SEE PAGE 3 FOR A CONVERSATION WITH DIRECTORS CIRRONE, MOTIN AND KNUTSON-KOLDZNE



A MEMBER OF THE MINNESOTA STATE COLLEGES AND UNIVERSITIES SYSTEM

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# NEW DIRECTORS OF DIVERSITY CENTERS SHARE PLANS

New directors of three of the SCSU campus centers that are involved with diversity issues got together one September morning for a lively conversation about their areas of expertise, their aspirations for the centers they are directing, and their plans for engaging campus and community constituencies in their activities. Joseph Edelheit, director of Jewish Studies, facilitated the discussion.

Participants were Susan Motin, director of Holocaust and Genocide Education Center; Jim Knutson, director of American Indian Center; and Steven Cirrone, director of GLBT Center.

“The campus will be immeasurably better because of you,” Edelheit told the group after hearing their interaction and their plans for working together and drawing on one another’s skills, knowledge, and resources. “It sounds like you all come to your positions with enthusiasm,” he said.

What follows is an abridged transcription of the conversation:

## Question:

What do you want to celebrate in your new roles as directors of centers that deal with diversity issues?

### MOTIN:

It’s hard to use the word celebrate with Holocaust and genocide issues. I’ve been concentrating on celebrating the lives of the people we’ve lost so the tragedy of this loss won’t be forgotten. I’ll be working to make people aware of different cultures and traditions.

### KNUTSON:

I want to get across the concept that there is no one Indian way. Differences in tribes and elders’ opinions exist within the same Indian community. We’re not just one big group of Indians, we’re 562 religions, languages, cultures. When students look at Indians, I want them to realize they’re looking at multicultural differences within one racial group.

### CIRRONE:

I’d like to celebrate the fact that I’m here. It’s pretty amazing that a position like mine was created in this community. Students are very passionate, and I believe they should celebrate each other as equals.

### KNUTSON:

There has been a long political history and rationale on how to save the Indians. The majority culture has always tried to communicate to tribes why it’s necessary for their kids to go to our colleges. Finally our government recognizes that we are dealing with sovereign governments. With the realization that American Indians make up such a small percentage of the population makes it evident that allies in government and education are needed to have Indian education issues on the front burner. The director’s position will help bring these issues to the campus and the American Indian Center. We had the place, and we needed a director to help us mix better within the Indian community.

### MOTIN:

I’m excited about working with all the different cultural centers. Through dialogue and interaction, we can become partners in encouraging conversation and understanding.

## Question:

How do you keep in focus that centers have political agendas which may run perpendicular to curriculum and administrative decisions?

### CIRRONE:

I learned through experience we need to wade carefully. I’ve worked in many cities and all places have political agendas that I don’t feel are uniform for everybody. The political side is separate from the kind of validation and support that a position like mine would be able to provide students. I want to be a mentor and adviser, to help with materials and resources. I’ve always been a crusader. I believe some battles should be fought on principle and others we should walk away from. There are times to do something demonstrative or write a letter, and times to do something different. We engage kids’ passions to shape a more productive end. It’s part of my job to make sure they are productive, but not in a way that’s destructive to their mission.

### KNUTSON:

It’s been a long history of trying to save Indians and communicate to tribes why it’s necessary for kids to go to college. Governments dealing with governments. For us to have issues on the front burner we need allies. We need directors to help bring issues of the Indian Center forward. Building relationships helps us move forward. How tribes see us affects our growth.

### MOTIN:

Wade in cautiously and look at what’s going on. I’ve learned to pick my battles very carefully. I want to educate and inform primarily students but also the community about the Holocaust that occurred and those genocides that are still happening.

### CIRRONE:

Students come to my office from the community. There’s only one GLBT center in town, and I’m sitting in it. This is a whole new dimension to this directorship I haven’t been aware of.

*Continued on pg. 6*

## The Office of the Chancellor seeks campus input on Minnesota State Colleges & Universities position of Associate Vice Chancellor, Equal Opportunity and Diversity

The Office of the Chancellor recently disseminated a survey seeking input as they prepare to hire a new Associate Vice Chancellor, Equal Opportunity and Diversity. The purpose of the survey is to determine ways to increase the effectiveness of the position in the future. The results of the survey will be shared with the Diversity Task Force to achieve better alignment with the interests of the colleges and universities. The job responsibilities and priorities for the individual selected for the position.

### Survey questions:

1. What Equal Opportunity and Diversity (EOD) services has your campus used in the past that you would like to continue to have available from EOD?
  2. What diversity expertise, experience and service is your college/university able to share with EOD and/or other parts of the System?
  3. What services would you like to have available from EOD in the future?
- To help you with question 3, here's a list of possible EOD services to your campus. Please rank, on a scale of 1 to 5 (1=strongly disagree, 5=strongly agree) how important each of the following possible EOD services are to your campus.
- A. Recruitment of diverse candidates for employment positions.
  - B. Recruitment of diverse students.
  - C. System representation at college/university fairs.
  - D. System presence/representation at significant cultural/ethnic events. (e.g., Rondo Days, Cinco de Mayo, Hmong New Year, etc.)
  - E. Demographic data development, analysis.
  - F. Consultation, expertise on ethnic/racial issues, hate crimes, discrimination charges, etc.
  - G. Speaker services.
  - H. System spokesperson on diversity issues.
  - I. Policy development (affirmative action, disability accommodation, discrimination, etc.).
  - J. Consultation with campuses on diversity plan development.
  - K. Resource bank on diversity development, information (i.e., best practices, new approaches, problem solving, etc.).
  - L. Training on diversity issues for campus faculty, staff and students.
  - M. Investigation assistance, consultation for I.B.I complaints, etc.
  - N. Develop and foster relationships with targeted businesses.
  - O. Develop and foster relationships with underserved populations, communities.
  - P. Develop, implement and analyze accountability measures.
  - Q. Local, state and national presence for the System.
  - R. Identify, address and utilize national trends in diversity-related matters.
  - S. Work with state and federal authorities on diversity-related issues (e.g., ADA, EEOC, Human Rights, etc.).
4. Please feel free to provide any additional comments or feedback not addressed in this survey in your response.

Responses should be e-mailed to Vice Chancellor Bill Tschida at [bill.tschida@so.mnscu.edu](mailto:bill.tschida@so.mnscu.edu) by **Friday, October 15, 2004**, and copy Don Mercado, Director of Human Resources, at [don.mercado@so.mnscu.edu](mailto:don.mercado@so.mnscu.edu) in the Office of the Chancellor.



### SCSU poet relates personal Holocaust survivor stories

By Marsha Shoemaker

During an on-campus presentation Oct. 5, St. Cloud State University poet Steve Klepetar offered readings from his works of poetry and discussed the tragic influence the Holocaust had on his family and on his resolve to keep their stories alive.

In 1939, when Hitler's Germany invaded Czechoslovakia, Klepetar's father was expelled and emigrated to Shanghai, China, while his mother was transported first to the Terezin

concentration camp, then to Auschwitz, where his paternal grandparents and maternal grandmother all perished. His mother was later transported to the Oederan labor camp near Dresden, and was finally liberated by the Russians in 1945.

Klepetar's parents were reunited and married in Shanghai in 1947, and he was born two years later, shortly before the family moved to the United States.

The event was sponsored by SCSU's Center for Holocaust & Genocide Education and Learning Resources & Technology Services.

### THE SPELLS OF EARTH by Steve Klepetar

I beat the green drum, tightly stretched skin of body's words.  
 I call on motion. Let it stream electric, soul of wind.  
 I cast the spells of earth.  
 Grandfather, I cast the spells of earth.  
 I embrace your thin hands, against my cheek  
 I embrace your sunken flesh, your rags, the ruin of your  
 white hair.  
 Grandfather, dead at Auschwitz, I cast the spell of earth.  
 My face bleeds tears.  
 I climb into your torn pocket, crawl back deep into your  
 broken life.  
 I breathe your smoke into my lungs. At Birkenau I cast the  
 spells of earth.  
 At Auschwitz and Terezin I cast the spell. I beat the green  
 drum, the body's words, your daughter's strong life thread  
 tenacious in the wind.  
 I cast the spells of earth.  
 Grandmothers, I cast the spells of earth.  
 I call you from the furnace, I call your blood from ash heaps  
 and your bones from mass graves.  
 I cast the spell of earth.  
 I call up your faces from photographs, I call your bodies from  
 story's breath,  
 I conjure your names: Herta and Theresa.  
 I call up your touch from past's black night.  
 Tears stream in the dust. I kneel and cast the spells of earth.

# Fall 2004 Southside Service Program

SCSU international students are interacting with local schoolchildren through several volunteer opportunities open to them through the Southside Service Program. Our students from other countries gain insight into American culture and share their own cultural perspectives with young people as they mentor, tutor, teach, and play with them at elementary schools and youth programs such as Kidstop and Boys & Girls Club. International students who take part in these teaching and learning programs earn cultural service hours as a part of the Academic & Cultural Sharing Scholarship.

## Talahi Elementary School

**TIME FRAME:**  
7:30 a.m.-2 p.m. (regular school day)

**LOCATION:**  
Talahi Elementary School – On the corner of Michigan Ave. & 15th St. SE (take bridge by Halenbeck across the river and continue away from campus – about a 10-15 minute walk from campus)

**SERVICE OPPORTUNITIES INVOLVE:**

- Reading with children
- Tutoring in a variety of subjects
- Working with English language learners
- Special projects depending on your skills and interests

**SITE CONTACT:**  
Mary Cornell, Assistant Principal,  
mary.cornell@isd742.org

## Talahi Kidstop

**TIME FRAME:**  
Monday - Friday, 2-6 p.m.

**LOCATION:**  
Talahi Elementary (see directions to left)

Kidstop is an afterschool program for ages 5-12, children divided into groups (5-7 year olds and 8-12 year olds.)

**SERVICE ACTIVITIES:**  
Playing physical games, homework help, and leading activities in a variety of “clubs” such as frisbee / golf / journal writing / arts & crafts / singing / soccer / foreign language learning

**SITE CONTACT:**  
Tami Jelley: [tjelley@bgcmn.org](mailto:tjelley@bgcmn.org)

## 21st Century Kids' Club

**TIME FRAME:**  
Monday - Thursday, 2-4 p.m. for 11-13 yr olds

**LOCATION:**  
Talahi Elementary School (see directions above)

The 21st Century Kids' Club: An after school grant funded program. The program targets at-risk youth, but is open to all children in fifth and sixth grade at two District 742 locations. Talahi and Discovery Elementary are currently offering the program, which provides academic support with licensed teachers, work study students, paraprofessionals, and volunteers. The program also offers art activities with the Paramount Theater, sports with the Boys' and Girls' Club, and social recreation with the Boys' and Girls' Club. The program runs Mondays through Thursdays for two hours after school.

**SITE CONTACT:**  
Heather Ebnet (tel.) 251-7551, ext. 5164,  
[heather.ebnet@isd742.net](mailto:heather.ebnet@isd742.net)

## The Southside Boys' & Girls' Club

**TIME FRAME:**  
Monday - Friday, 2-9 p.m.

**LOCATION:**  
Take 12th or 13th St. (near Halenbeck Hockey Stadium) away from campus and go to 6th Ave. It's a large brick, school-like building on 6th Ave. between 12th & 13th streets.

The Boys' & Girls' Club is an after school program for youth in grades K-12. Programs run Monday-Friday 2:15-9 p.m. Youth are separated into three age categories: Cadets (5-8); Juniors (9-11) and Seniors (12-17) and are offered a mix of structured and unstructured activities throughout the evening. Programs take place in 5 Core Program Areas: Education and Career Development; Character and Leadership Development; Health and Life Skills; the Arts; and Sports, Fitness and Recreation. Service opportunities exist in all 5 Core Program Areas. The greatest need at this time is in the Learning Center helping our members with their homework. Most volunteer positions work with members on a one-on-one or small group basis. Volunteers are never alone with members. Volunteers are also welcome to help prepare, serve and clean up after our evening meal.

**SITE CONTACT:**  
Erin Smith, Volunteer Coordinator,  
[esmith@bgcmn.org](mailto:esmith@bgcmn.org)

For more information on any of the above programs, contact: Center for International Studies (CIS), Lawrence Hall 103, St. Cloud State University, St. Cloud, MN 56301-4498  
Tel: (320) 308-4287 / Email: [intstudy@stcloudstate.edu](mailto:intstudy@stcloudstate.edu)



**Question:**

What's the role of the director in linking campus and off-campus consciousness?

**MOTIN:**

I know I will have connections with Joseph and the Jewish Studies office and the University of Minnesota Center for Holocaust Studies, and they will be good resources. But I also realize through this discussion that I have fellow directors on campus facing some of the same challenges.

**KNUTSON:**

I am honored to have developed good relationships with some of the people around Minnesota in Indian education and in other educational leadership roles. I'm looking forward to meeting with tribal educators and helping them to create ownership in the education of their students. A portion of my job is to travel to Indian communities and ask them what they want instead of telling them what they need.

**CIRRONE:**

I know there are community organizations here and in Minneapolis. I visited Pride in Duluth. That kind of nurturing will go on all the time for me. The only way to effect change is through one-on-one relationships, getting to know each other on a personal level, then prejudices disappear. Something's only a problem for you if you make it a problem. I hope to effect change not by demanding it but by meeting people and talking about it over coffee.

**Question:**

None of you is new to university and college communities, and you bring a wealth of life experience. What one or two things are you going to draw on from that experience in your first year?

**CIRRONE:**

I'm not a very patient person but my answer would be patience and faith. These are two things in which I will need to see growth and mission – both personal and the school's. I'm learning to have faith in myself and what I'm doing is Right with a capital R. I believe ultimately in the goodness of mankind.

**MOTIN:**

Draw on the fact that I need to listen and really hear ... and also the opposite need to be a good communicator. That's vital to such a large campus with such a diverse group. I will go back to listening and work on communicating. I agree with Steve that it's right we're educating about differences and then celebrating them. Let's not always learn about the negativity of people. Let's celebrate all the wonderful contributions all different people have given humanity.

**KNUTSON:**

I have taught people how to take a risk – getting out of your comfort zone and getting used to the feeling of uncertainty and queasiness. Try to make friends with that feeling; it's going to come back often. It doesn't matter if you fail; what does matter is that you try and that you get used to the fear and go on. Oct. 2 was a major challenge for students, faculty and staff to get out of their comfort zones and to see another perspective.



## Thai social justice activist to present workshops

SCSU Asian Students In Action will present a series of workshops and discussions featuring noted author and activist Ajarn Sulak Sivaraksa Oct. 13-20.

Ajarn (which means "teacher" in the Thai language) Sulak is a teacher, scholar, lawyer, publisher, activist, advocate for women's rights, environmentalist, founder of various organizations, as well as author of more than a hundred books and monographs in Thai and English. He was nominated for the Nobel Peace Prize in 1993 and 1994. Ajarn Sulak comes to us from Bangkok, Thailand, to host workshops and discussions on social justice, gender issues, Buddhism, and globalization.

### Schedule for presentations:

**OCTOBER 13, WEDNESDAY**

"BUDDHISM & SOCIAL JUSTICE"  
6-8 p.m., Cascade Room, Atwood Center, SCSU  
Organized by UNIITE

**OCTOBER 14, THURSDAY**

"WHAT IS BUDDHISM?"  
4-5 p.m., Glacier North, Atwood Center, SCSU

**OCTOBER 15, FRIDAY**

"BUDDHIST VISIONS: Can Buddhism Change the World?"  
2-3 p.m., Glacier North, Atwood Center, SCSU

"GLOBALIZATION & SOCIAL JUSTICE"  
4-6 p.m., Sawatdee Thai Restaurant  
Organized by P.O.E.T.S.

**OCTOBER 19, TUESDAY**

"IMPERIALISM & GLOBALIZATION IN THAILAND/SIAM"  
10-10:50 a.m., Cascade Room, Atwood Center, SCSU  
Organized by P.O.E.T.S.

"U.S. INFLUENCE IN SOUTHEAST ASIA"  
12-12:50 p.m., Cascade Room, Atwood Center, SCSU

**OCTOBER 20, WEDNESDAY**

"GENDER AND BUDDHISM"  
10-10:50 a.m., Glacier North, Atwood Center, SCSU

"GLBT ISSUES IN THAILAND/SIAM"  
1-2 p.m., Glacier North, Atwood Center, SCSU

"BUDDHIST IDEALS IN A POST 9/11 WORLD"  
3-4 p.m., Glacier North, Atwood Center, SCSU

"SOCIAL JUSTICE AND WORLD RELIGION: Common Issues"  
5-8 p.m., New Horizons United Methodist Church, St. Cloud

