

# insights

For a Diverse Campus Community

## Holocaust Center gains full-time director

By Marsha Shoemaker, University Communications

SCSU's first full-time director of the Center for Holocaust and Genocide Education brings fresh perspectives to the position, along with plans for expanding its functions.

Bernard Reuter is a literary scholar whose studies and research into the causes, events and writings surrounding the Holocaust benefit his role as leader of an interdisciplinary center engaged in teaching, outreach and integration. He is knowledgeable about a broad range of writings and other resources that will aid him in raising awareness – not only of historical events, but also of social discourse that can fight discrimination and generalizations in whatever form they appear.

Reuter received his bachelor's degree in philosophy and classics and his M.A. and Ph.D. in German studies from the University of Minnesota, Twin Cities. He served as a graduate assistant to Stephen Feinstein, director of the U of M's Center for Holocaust and Genocide Studies, before coming to SCSU. Reuter has taught German and literature.

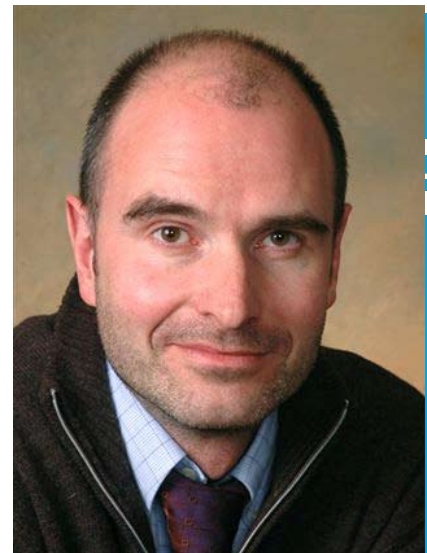
Reuter also applies the experience of growing up in Germany to his work. "It can be very helpful to have a German perspective of the Holocaust," he said. "This unique genocide that began with Kristallnacht was an orchestrated effort by an entire society -- culture, media, churches -- to annihilate an element of people who had been entirely assimilated into their society."

Reuter was reared in a German Catholic home in Rhineland, the Alsace region that historically has passed between France and Germany. His great grandparents fought for Germany's Kaiser Wilhelm II in World War I, and his grandparents sided with the French Resistance during World War II, helping to protect people at risk by hiding them.

As an academic and a native German who understands both the victims of the Holocaust and those who were caught up in Nazi activities, Reuter has broad knowledge of a field of research that is very personal to him. "You don't have to be Jewish to be passionate about this issue," he said.

In describing the circumstances that led to the Holocaust, German narratives have chronicled how the Nazis changed language and everyday life in Germany. With propaganda and power games, the Nazi leadership turned people against a group of

*Cont., pg. 2*



Bernard Reuter

### INSIGHTS ADVISORY BOARD

Joseph Edelheit  
Sharon Cogdill  
Larry Chambers  
Adam Klepetar  
Susan Moss  
Marsha Shoemaker  
Anne Zemek de Dominguez

Bill Huntzicker  
Robert Johnson  
Debra Leigh  
Owen Zimpel  
Mary Clifford  
Sarah Speir

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, if you want to react to one of our articles, or if you want to write or suggest a column.

[www.StCloudState.edu/affirmativeaction/insights](http://www.StCloudState.edu/affirmativeaction/insights)

people who had been an integral part of their culture.

“Religion was just a pretext,” Reuter said.

“What Nazis did was build on anti-Semitism very efficiently. They didn’t offer simple reasons such as ‘the Jews killed Jesus’. They made their accusations abstract.”

Reuter believes a significant aspect of the Holocaust for today’s students is the part this chapter in history played in the American immigration experience. About a million immigrants came to the United States as a result of the Holocaust – before and after – escaping the persecution that characterized the systematic mass murder of an estimated six million Jews under Nazi-ruled Europe between the years 1933 and 1945.

Holocaust-related immigrants have a different history than many others who came to America to overcome social hardships or to seek adventure and opportunity, Reuter said.

Reuter’s vision for the Center for Holocaust and Genocide Studies is threefold: teaching, outreach and integration. “The teaching part is clear and straightforward,” he said. “I will assist instructors who teach topics related to the Holocaust and to genocide in a variety of ways. I’ll provide teaching materials, help students with papers and other projects, and visit classes to give talks about single aspects of the Shoah (a Hebrew word for Holocaust) that are relevant to the specific classes.”

“Students are in particular always welcome to walk in or make an appointment in order to find out what there is out there in the context of the Holocaust, what is going on in terms of genocide today, and what different fields there are to be studied,” he said.

“Dr. Bernard Reuter assumes the role and responsibilities as director of the SCSU Center for Holocaust and Genocide Education at a critical moment of history. As this issue of Insights goes to print, the sovereign nation of Iran has just completed a two-day international ‘conference’ about the Holocaust as a myth! It is only 61 years since the camps were liberated and the reality of mass extermination was witnessed, yet we still experience the perversion of those who deny and alter the irrefutable truth of the Holocaust. Dr. Reuter brings a keen mind, a serious academic discipline and the kind countenance of a patient friend to our campus. With such a director our campus can become an even more serious beacon of justice and truth in the community, even as some continue to spew their vulgar statements that deny even the dead an honest realm of memory. Take the time to meet Dr. Reuter and renew your own awareness of our Center for Holocaust and Genocide Education.”

*Joseph A. Edelheit, Director of Jewish Studies, Chair of the Search Committee which brought Dr. Reuter to SCSU.*

In addition, Reuter will be visiting area public schools to offer similar services to the greater community of Central Minnesota. “I understand the outreach aspect including other institutions and community groups as well, such as churches and businesses. In regard to the latter there also is fundraising.”

“We want to reach students through guest lectures by invited experts and projects such as essay contests about their families’ memory about World War II or other conflicts if the students come from abroad,” Reuter said.

Finally, Reuter sees integration of the field of genocide studies into the curriculum and making it part of the learning experience at this university as a major role for the center. “In this sense we can help to shape the university’s image as a place where a crucial problem and phenomenon of modern-time civilization can be studied,” he said.

“In regard to this kind of education the center is focusing not only on students but on the entire SCSU community, as well as the greater St. Cloud area, in order to provide information, bring together interested groups and educate the public, raising awareness. This last part is of course especially important.”

## Student relishes study-abroad experience

By Nene Yang, Brooklyn Park, Graduate assistant, Multicultural Student Services

I had the most wonderful experience traveling to South Africa in March 2006 for the short-term study abroad program organized by Multicultural Student Services and the Department of Ethnic Studies. I had no idea what to expect when I signed up for this trip; I’ve never been out of the country before! Going to South Africa was definitely going to be a completely different experience for me. I was extremely excited.

Before going to South Africa I thought there were going to be monkeys running loose, or that South Africa was going to be desert-like. Boy, was I wrong! It was absolutely BEAUTIFUL. We were in Johannesburg for a couple of nights. We visited the Apartheid Museum and then headed to Soweto to see Nelson Mandela’s former house. After leaving Johannesburg, we headed to Port Elizabeth, where we stayed for most of our trip. We met with several students and faculty members from the Nelson Mandela Metropolitan University; everyone was so warm and welcoming.

Besides the beautiful scenery and all the activities that kept us busy, meeting all the people in South Africa is main reason why the trip was worthwhile for me. We had the opportunity to go into the townships, visit a high school in the townships, visit a nursery in the townships and eat in a shebeen with live

entertainment! I felt like it was definitely the heart of Africa when I was in the townships. The people are amazing – extremely friendly with such generous hearts. Talking with these people and getting to know a little bit about how life is for them was life-changing for me. Everyone was so excited to meet us and I know we were all excited to meet with them as well.



After being in South Africa for less than ten days, I did not want to come back so soon. In less than two weeks, I would have to say that I learned so much! It was a hands-on learning experience for me. Getting to meet and talk with people from a different culture – let alone a different country – from my own was the best part of the trip. The time and experience that I have from this trip will stay with me forever, and I would do it all again in a second!

# Jewish Studies director passionate about AIDS reform

By Marsha Shoemaker, University Communications

In 1986, when most of the world was just beginning to wake up to the gravity of the HIV/AIDS pandemic, Joseph Edelheit buried the first of 31 whose deaths would make the global tragedy a personal cause for him.

On SCSU's campus Edelheit is an associate professor of philosophy and director of the Jewish Studies program. But in the world of HIV/AIDS activism, he's a committed advocate and global reformer.

"I'm incredibly passionate about this," said Edelheit, who spent this past summer working to make a much-needed orphanage a reality in India. The orphanage is a project of the Living India Organization ([livingindia.org](http://livingindia.org)) that he and his wife, Mabelle Norling, founded in a country where she has family and he has had a growing interest through his AIDS work.

According to current estimates, more than one million children in India under age 15 have lost one or both parents to AIDS. The stated purpose of Living India, based in Hyderabad, South India, and the United States, is to create opportunities for multi-faith and government coalitions to serve and educate the people of India about HIV/AIDS.

Edelheit served five years on the Presidential Advisory Council on HIV/AIDS under President Clinton and continues to be active internationally in the cause. In August he traveled to Little Rock, Ark., to speak at the Clinton School for Public Service, and on Nov. 30, the day before World AIDS Day, he participated in a multi-faith forum in Minneapolis.

Edelheit has a varied and extensive background in spiritual, academic and outreach endeavors. Before coming to SCSU in 2003 to develop the Jewish Studies program and open the Office of Jewish Communal Activities and Resources, Edelheit spent nine years as senior rabbi at Temple Israel in Minneapolis and had adjunct professor at the University of Minnesota, Holocaust Center and Genocide Studies and the Center for Healing and Spirituality.

He has a bachelor's degree in speech and rhetoric from the University of California, Berkeley (1968), a master's of Hebrew letters



Joseph Edelheit

(1973) and doctor of divinity degree (1998) from Hebrew Union College-Jewish Institute of Religion, New York City, and doctor of ministry degree (2001) from the University of Chicago.

Edelheit has a history of responding to the needs of those around him, but he said that after his retirement from Temple Israel, the largest temple congregation in Minneapolis, he decided to do more to address global issues. "The most serious challenge we face is indifference and apathy," he said of HIV/AIDS. "It's not OK to ignore the most serious health disaster in human history, for which there is neither vaccine nor cure."

His passion for the HIV/AIDS issue is directly linked to what he believes is the most important message of the Holocaust, that perpetrators count on the masses being bystanders. "I refuse to spend any part of my life confirming that axiom. I want to be a model to my five children."

He also believes that perpetuating activism in the social and health issues that plague the world is an important model for his students.

"We're living in an overly white, overly middle-class society here," Edelheit said of the environment in which his students grow and learn. "Talking about my work with AIDS is a way for me to relate to students the interdependence of 21st century globalism, to help them understand how to respond when some cosmic need provokes their concern."

# Taking care of the C.A.R.E. leadership team

By Mary Clifford, Associate Professor of Criminal Justice, C.A.R.E. team member

In February of 2003, President Roy Saigo commissioned the first Community Anti-Racism Education (CARE) Leadership Team.

With funding support from the Otto Bremer Foundation, the university, through the CARE team began to think about how the system at St. Cloud State University assists with efforts to ensure equity for all. One of the first activities to assist in this process was a weekend-long training for all of the members of this new team. Much concern was expressed to individuals about other individuals and whether or not they were really the kind of people who could do anti-racism work with success.

Issues about how well these individuals understood the issues at hand were identified behind the scenes and discussed among people on the team outside of meetings. When the time came for the first weekend training, to assist the team with efforts to build a working cooperative, the gloves came off, and people who had been working behind the scenes to develop an understanding brought their issues to the table.

Some said the process was a waste of time, and suggested from the beginning that the kind of work we were suggesting simply could not be done. Others were more optimistic, but markedly more naïve about what it would take to move the leadership team forward.

Still others were interested in taking decisive action on issues that were affecting the community right now, and as a result, became extremely frustrated with the idea that the team was an organizational body, with an organizing task, rather than a group of people who were intent on taking action to assist people in need right now. While the theme was consistent, and we all knew the plan was to move SCSU and the surrounding communities into an active anti-racist institution and community, it seemed everyone had different plans for how to make that happen.

Through the workshops, we defined the organizational tasks before the team. Two were identified as priorities: first, a compilation of a thorough history of racism at SCSU and within the surrounding St. Cloud community, and second, a detailed analysis of power dynamics at the institution and within the community.

While these ideas represented a primary and strategic organizational goal, much more was needed to ensure the work of the team. These differences, along with various personality differences, and differences in our own ideas about the likelihood of success created a four-day orientation and training workshop that was truly unforgettable.

Over the four days heated discussions gave way to difficult conversations as we settled on some common definitions, ideas and strategies. Some members of the original team might actually like to forget those days, but with time, much cohesion has come from the openness and willingness of this group of people to put their interests and ideas out in the open in such an authentic way.

As we look back and reflect, much of that time has become a part of the history we seek to better understand. Many of the team members will smile knowingly, as we discuss the past, acknowledging the early difficulties, but feeling really good about the future.

Just as the team members were clear about the team's goals and objectives and how

Cont., pg. 7

# Common language for a multicultural anti-racist institution

By Debra Leigh, Professor in the Department of Theatre, Film Studies and Dance, a founder of the C.A.R.E. Initiative

The Minnesota State Colleges and University System chancellor has released the Diversity and Multiculturalism Systemwide Strategic Diversity Plan for 2006 to 2010. This comprehensive plan is designed to help the colleges and universities "find ways to enroll and graduate many more students from populations historically underserved by higher education."

The strategic directions include: a) increasing access and opportunities; b) promoting and measuring high-quality learning, programs, and services; c) providing programs and services integral to state and regional economic needs; and d) innovating to meet current and future educational needs efficiently. The goals recommend strategies for institutions as well as the Office of the Chancellor. Of particular interest is the institutional goal that establishes the directive for each institution to provide anti-racism and other appropriate anti-discrimination training to faculty, staff, and students.

Why is it necessary for a higher education system to include in its strategic plan a goal which provides anti-racism? The answer is simple: after more than 50 years, the expectations for racial justice and equity in higher education have not been attained and institutional racism still exists.

Although the laws intending to provide equal access have changed, many of the higher education institutional structures have not. The institutions of higher education constantly adjust to maintain systems of power and privilege that preserve advantages for white Americans.

## What is anti-racism education?

Anti-racism education means having or learning the self-awareness, knowledge, and skills—as well as the confidence, patience, and persistence—to challenge, interrupt, modify, erode, and eliminate all manifestations of racism within one's sphere of influence. It requires an analysis of racism's complexities and changing forms, and an understanding of how it affects people socially and psychologically. (Derman-Sparks/Phillips 1997)

Racism affects everyone, and so, too, anti-

Cont., pg. 10



# Q & A

## Introducing Timothy Gardner Interim director, GLBT Services

Q & A with Owen Zimpel, Director, Student Disability Services

**Owen:** For those who have not had the chance to meet you, can you tell us a little bit about yourself?

**Timothy:** Sure, I did my graduate work in ethnic and multi-cultural studies at MSU, Mankato, and finished my undergraduate work in psychology at Westfield State College in Massachusetts. I grew up in New England and lived in Boston two years working in the Boston Public School system. I have had some amazing cultural experiences working with students and youth through Legacy International's Global Youth Village in Virginia and Farm and Wilderness in Vermont. I am a wilderness guy at heart and like working with students in outdoor settings. In line with this, GLBT Services and Outdoor Endeavors took a group of students down the river on Oct. 28 for a fall "Queer and Ally Canoe Shuttle."

○ You have been serving as the interim director for Gay, Lesbian, Bisexual, and Transgender Services since November 2005. Can you describe some of the challenges and rewards you have found since coming to SCSU?

**T** Some challenges I faced when I arrived were the disenfranchisement within our community and the trouble with being an interim. The combination of a tough past mixed with current politics left the GLBT community in a bit of turmoil and, adding to that, a title that in and of itself means "temporary," did not help. However, it has been a challenging and rewarding experience building and rebuilding the bridges with our on-and off-campus communities. I have been on many Student Life & Development and other SCSU committees and sit on the St. Cloud GLBT Community advisory boards of St. Cloud Out and Element, our community GLBT youth group. It is rewarding to see our community building and to have the community show me that I am doing what is needed in St. Cloud. The community both on and off campus has been very supportive of the work GLBT Services is doing. We have done many successful events over the past year, including our current co-sponsored events for GLBT history and awareness month. It is because of our wonderful Gay, Lesbian, Bisexual, Transgender, Queer, Questioning, and Allied students, staff, faculty, and student groups that these events are able to happen and continue to support and educate our GLBTQQA community.



○ What sort of vision do you have of where the GLBT Services office can go in the future? Do you see any exciting developments on the horizon?

**T** I have a vision in which GLBT Services has a larger center, additional staff, and more programs of support for gay, lesbian, bisexual, transgender, queer, questioning, and ally students. In line with SCSU's global initiatives, I am currently researching opportunities for GLBTQ study abroad experiences and have begun conversations for a study abroad program on LGBT lives in Mexico. One constant in my vision is working toward a day when GLBTQQ students will be supported throughout all areas of campus, college life, and post graduation instead of the current model of GLBTQQ students surviving in spite of the institution.

○ No interview with you could be complete without mentioning your car. Can you tell us about the very small club you belong to here at SCSU?

**T** Yeah, when I'm not icebiking I drive a grease car. It is a 1982 240 Diesel Mercedes that runs on straight vegetable oil. Interestingly enough, I have found two other staff members on campus that run the exact same model on grease.

I pick up used vegetable oil from Sawatdee downtown, filter it, fill up the tank, and drive. It is a great feeling having a "green" car and doing my part to break our dependence on petroleum.

○ How do we find out more about what is going in the GLBTQQA community?

**T** To find out about more events, meetings, and information you can sign up for our electronic newsletter on our website at <http://stcloudstate.edu/glbtc>, stop in the GLBT Services Center in AMC B105, attend meetings of the SCSU's activist student group OutLoud!, attend meetings of the SCSU's GLBTA social student support group GLBT Alliance or visit <http://stcloudout.org/> for resources in the greater St. Cloud area.

# Trends in students with disabilities

By Owen Zimpel, Director, Student Disability Services

Over the years the number of students seeking help from Student Disability Services here at St. Cloud State has grown. Along with the growth, the nature of the disabilities also has changed. Some students bring multiple disabilities to school with them, and any one of these disabilities could create a need for accommodation.

A quick look at the chart tells the casual observer that there has been a significant increase in the number of students with mental/emotional disabilities here at SCSU. These numbers reflect a nationwide trend. We are not alone in this climb.

When I share these numbers with people they often ask why there is such an increase. The truth is that I have no definitive answer. Reading the related literature and talking with other professionals in the field have given me some ideas that I can share.

The Americans for Disabilities Act, passed in 1990, has built awareness among disabled students and their parents that they have the right to accommodations in higher education. Even though most of what was required earlier under the Rehabilitation Act of 1973, the ADA is much more well known, and people think of the ADA when they talk about disabilities.

Advancements in medical technology have been helpful for students who have various disabilities, but advancements in medicines used to treat mental and emotional illnesses have had a great impact on many students with these particular disabilities. Advancements in medications that treat bipolar disorder and schizophrenia have helped many students for whom higher education was a much more limited possibility.

Another factor that I think affects the number of SCSU students who have disabilities is the nature of the world we live in. Gone are the days when a person can expect to earn a comfortable living with just a high school diploma. More and more, people understand that a higher level of education leads to a higher level

of income. It is not uncommon for me to meet with a student who is older than most other students.

Some of these non-traditional students are returning to school after layoffs or injuries have taken them out of their normal work roles. Some are seeking accommodations for a learning disability that was never diagnosed when they were younger, making higher education a difficult, disheartening task. Others are seeking accommodations for some other condition that had made a post-secondary degree just too hard to attain.

Our high school students are feeling the change as well. The Educational Testing Service reports that the percentage of students who take the SAT while in high school has risen from 33 percent in 1981 to 45 percent in 2001. Since the SAT is taken in preparation for higher education, the increase demonstrates that more students intend to move on to higher education than in the past.

When I first came to SCSU five years ago, Aspergers syndrome (defined as a neurobiological disorder on the higher-functioning end of the autism spectrum) was a relatively rare diagnosis among students. I had worked with only one student seeking services for Aspergers before coming to SCSU. In the last few years I have worked with several students whose main disability is Aspergers. As with other trends, the literature indicates that we are not alone. Many other schools are seeing an increase as well.

Regardless of why some students coming to SCSU may or may not have a specific disability, the simple truth is that we need to try to understand them and treat them well. They are our students.

If demographic forecasts and college recruiters are right, competition for the traditional student will become more and more difficult. Serving our students who have disabilities is an important part of retention. Besides, it is the right thing to do.

## Student Disability Services Breakdown of Disability by Year

Disability	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Learning Disability	130	179	217	214	242	161	183	156	170	157
ADD	NA	NA	NA	NA	NA	57	67	58	65	62
ADHD	NA	NA	NA	NA	NA	47	66	91	100	106
Hearing impaired	18	19	25	21	25	25	36	37	39	34
Visually impaired	15	10	9	11	12	15	16	17	18	13
Mental/emotional	9	12	38	37	48	55	69	77	95	103
Physical/mobility	83	80	100	88	93	99	106	72	74	64
Traumatic brain injury	NA	NA	NA	NA	9	12	18	18	21	18
Other	NA	NA	NA	NA	NA	6	14	39	48	55
<b>TOTAL STUDENTS</b>	<b>232</b>	<b>266</b>	<b>328</b>	<b>347</b>	<b>375</b>	<b>401</b>	<b>484</b>	<b>451</b>	<b>511</b>	<b>492</b>

(Note: The numbers in each column may not add up to the total at the bottom, reflecting the fact that some students have multiple disabilities. The drop in the LD category from 2000 to 2001 reflects the move of some students to the more accurate categories of ADD, ADHD, and TBI)



# Let it Snow, Let it Snow, Let it Snow!

## Perspectives of an international student

By Kirk Richards, Jamaica

Studying in America for some means getting used to the way classes are taught, the culture, the food and, for places like St. Cloud, a person also has to get used to the weather.

Classes were taught in a way that allowed me as student to comprehend topics as discussed in the assigned text. I came from a country where as a student you are often required to refer to outside sources to gain more knowledge about a certain topic. The culture at first required you to know the dos and don'ts. Getting a good grasp of the dos and don'ts took time but once understood everything else becomes easy.

There is nothing like having authentic food from your culture. I found the food in America to be very different in flavor, but nothing a little hot sauce couldn't fix. The weather to this point is still hard to get acclimated to; even students that were born here still have not gotten used to the weather. I guess it is just one of those circumstances a person just has to accept – knowing that the weather will be the same every year for at least four months. As an international student I can say that, even though I dislike the cold, I still look forward for that first snowfall.

*Taking Care, cont. from pg. 4*

the organizational tasks were moving into play at both the University level and within the surrounding St. Cloud community, the two-year terms for the members of the leadership team were coming to a close.

In September 2006, with President Roy Saigo again presiding, the CARE Leadership Team enjoyed a re-commissioning. Many people new to the team were interested in the CARE team activities and willing to move toward addressing the tasks identified for the future. In an effort to get the new team members up to date with the activities of the past, a second team-building and organizational retreat was held last Aug. 6-9.

The new leadership team, both new members and returning members, met together for another four-day working meeting. This time, the goal was to integrate the new people as easily as possible, while also helping the new people review and renew their commitment to the leadership team effort.

With the help of Karen McKinney of Bethel University, whose research area is active learning strategies, the moderators put the group through several trust-building exercises.

The games and techniques quickly became the center-point for much collective conversation and dialogue. While many hesitated at participating in active learning exercises, the overall goal was building team cohesion, getting to know the new members, having the new members begin to feel part of a team where many of the members have been working together for two years, working with focused attention of the tasks established by the efforts of the team in the past two years. These goals were brought out in the history and power analyses used to build upon the experiences of racism and activities of resistance brought to the leadership team by many people and groups across campus over the last several decades.

The Community Anti-Racism Education Leadership Team is a strong group of people who work hard and focus

significant amounts of time on efforts to move this community toward anti-racist practices. The goal before us now is to follow up on our strategic plan, to integrate the work of the team with work being done by other university and community groups to address similar concerns, to continue to host anti-racism workshops for the campus and surrounding community, and to train trainers who are prepared to assist with the needs of the community.

An excellent example of a collaborative effort was the recent community conversation about race, sponsored by Create CommUNITY, where over 550 people participated in a discussion over lunch about how race and racism impact our community. Members of the CARE Leadership Team were well prepared to step in and help facilitate those table conversations. In the last two years, the CARE Leadership Team has offered several workshops and provided a set of clearly outlined tools for helping us talk as a community about racism and the impacts of race in our world today.

# Affirmative Action challenges

By Anne Zemek de Dominguez, Special Adviser to the President

I had been the special adviser to the president for less than one year when our interim affirmative action compliance officer went on leave and subsequently resigned. President Saigo appointed me acting affirmative action officer effective in June 2003, and I was privileged to serve in this capacity until June of this year when Susan Moss accepted the position on a permanent basis.

I inherited an office that had no full-time manager but found it was very ably staffed by international students, all of them Asian. I knew quite a bit about the workings of an affirmative action office because at my prior place of employment that office reported to me. However, learning the St. Cloud State system on short notice was quite a challenge. Three-minute tai chi exercises and authentic Asian cuisine impromptu lunches interspersed with Chinese vocabulary lessons turned out to be unexpectedly pleasant perks of the job.

In February of 2003, the university entered into a class action settlement, which helped provide direction about how we hire faculty, particularly fixed-term faculty.

Working with the provost and others, I began the articulation and implementation of what are now referred to as the “Zmora roll over rules,” which govern how and when a fixed term faculty member can “roll over” into the position for subsequent years without a search. Love them or hate them, I think I can claim those rules as my affirmative action legacy. I think I brought consistency and evenness to that process, as well as the enforcement of our overall hiring process.

The last three years have been a great learning experience for me. The office oversaw between 300 and 400 searches. I met faculty members that I would not normally have an opportunity to interact with. Some of them were greatly offended by the tedious hiring process; some of them were terrified of making mistakes; and others just wanted to have a good time looking for the best candidate to hire. People asked me dorky questions, but there was always someone lying in wait with a million dollar question (the kind that really does make you go, “hmmmm”), or they might decide their search would go better if they called me non-stop. At one point, for a period of several months, I was certain I was being stalked by an over-zealous search chair.

The hiring process, as outlined in the hiring manual, can be confusing and convoluted, but in the final analysis, I think it gives us a nice framework to ensure that hiring decisions are as fair as possible, taking into account human foibles. Lots of mistakes were made but virtually everyone

muddled through the process in good faith and with the best of intentions. They all tried very hard to do the right thing. Acting with integrity and accountability, almost everybody I came in contact with tried to do the very best they could for the university in the search process. It was impressive and we should have confidence in ourselves and the process.

In my three years I also found a very limited number of lapses of integrity, honesty, and good faith on the part of people who should know better. I suppose everywhere you go you will find there are presumptuous people who are so sure that the rules don't apply to them. I managed to identify and call out a few of them here. But what is important is that there is still a very limited number of people on our campus who do enter into the search process with preconceived notions of who will be hired (or not hired), and they know how to manipulate the process.

President Saigo was very direct with me that subverting the process cannot and will not be tolerated, and he was very supportive in empowering me to take appropriate action where necessary. During our discussion about issues I encountered, he invariably was able to identify the inequities and hidden advantages to seemingly innocent deviations from our rules.

Still, we need a written process for censuring, disciplining and/or removing search committee members for entertaining conflicts of interest, violating confidentiality, and committing otherwise unethical practices. These behaviors wrong us all.

What would be even better is a sincere voluntary commitment from everyone who serves on a search committee on behalf of St. Cloud State University that equal employment opportunity efforts will require objective confidential assessment of each candidate based on articulated qualifications and criteria that benefit the university. The committee fulfills its charge and its obligations if it is able to provide a written summary of impartial strengths and weaknesses on this basis to the hiring manager. Based on my three years as interim, we are almost there, and it is my hope that Dr. Moss will be able to finish this important project.



# Lawrence lawn art offers international welcome

By Marsha Shoemaker, University Communications

A welcoming art installation by Twin Cities artist Janet Lofquist went up on the front lawn of Lawrence Hall at the end of August. The artwork consists of a granite base on each side of the main sidewalk, each partially covered with a stainless steel panel bent like a loosely unfolded map. The surface of one is covered with the word “echoes” etched in 51 different languages, and the other with 51 translations of the word “reflections.”

The project is part of the Minnesota Percent for Art in Public Places program and was selected by a campus committee organized by the Minnesota State Arts Board. Committee members included faculty member Shawn Jarvis, Department of Foreign Languages and Literature; Steve Ludwig, vice president for administrative affairs; and Chunsheng Zhang, former associate vice president for academic affairs/international studies.

The languages etched into the artwork represent those spoken on campus today, said Jarvis. “The two words, echoes and reflections, were chosen from a ballot that was conducted in Lawrence Hall with Center for International Studies, Foreign Languages, and all the residents,” she said. “Faculty, staff, students and community members contributed. Over 80 people were involved.”

“Both words represent the materials and nature of the artwork, the idea of the intellectual and university endeavor, and

acknowledge the constant and necessary dialogue between cultures and languages,” Jarvis said. “Reflections suggests to reflect on where we have been and where we are going,” she said. “It is both a visual idea (light reflecting off the surface of the artwork) and the mental process of reflection. Echoes suggests how something (knowledge, information, cultural dialogue) is sent out and returns to the sender, changed, but still recognizable. Echoes and reflections are dynamic processes undergoing constant change.”

The Minnesota State Legislature enacted a law in 1983 that formed the basis for the Percent for Art in Public Places program, which is supported by the Minnesota State Colleges and Universities system (MnSCU). MnSCU guidelines call for projects for major building projects to include funds for art installations at those buildings of up to one percent of the budgeted construction contract amount, not to exceed \$100,000.

According to MnSCU guidelines, “Percent for Art funds must be used only for art to be exhibited in areas of a building or its grounds accessible, on a regular basis, to members of the public.” The Miller Learning Resources Center, for example, has a 950-square-foot glass art installation by artist Kenneth Von Roemm suspended from a steel cable in the library’s atrium.

## Banner reminds us to celebrate differences

A new banner bearing a single but significant word, “Coexist,” was hung on the east side of Atwood Center in October.

The black-and-white “Coexist” message is spelled out on the banner beginning with the half-moon symbol for Islam forming the “C;” the Star of David symbol of Judaism in the center of the word, and the cross symbol for Christianity forming the “t” that ends the word and completes the imagery. While the symbols reflect three major religions, the message they spell out is intended to be broader – to remind us that we can be different and live together in harmony.

This image was part of the Coexistence poster series that was hung in Atwood’s theatre gallery three years ago, and many of the exhibit’s 30 posters have been shared in offices across campus. The posters were copies of the traveling “Coexistence” exhibit from Museum on the Seam in Israel. This poster was created by Polish artist Piotr Mlodozieniec. The Coexistence series examined diverse ways of bridging the differences among various groups in society and for creating understanding.



## on the WEB

To view all the Coexistence posters or for more information on the Coexistence poster series, visit

[http://www.mfa.gov.il/MFA/MFAArchive/2000\\_2009/2001/12/Museum%20on%20the%20Seam-%20Posters%20on%20the%20theme%20of%20coaxis](http://www.mfa.gov.il/MFA/MFAArchive/2000_2009/2001/12/Museum%20on%20the%20Seam-%20Posters%20on%20the%20theme%20of%20coaxis)

racism benefits everyone. Because the structural relationship to racism differs for white Americans and for people of color; however, the specific issues and steps in becoming anti-racist also differ. People of color learn how not to collude in their own oppression; Whites learn how not to be oppressors. (Tatum, 1995)

James Addington, co-director of the Minnesota Anti-Racism Collaborative, explained in a recent Community Anti-Racism Education Initiative training that “the term anti-racism suggests there is a need to counter racism with a solution that acts like an anti-virus.” An anti-virus acts in such a way that prevents a poison, parasite, germ or disease from further spreading into a system and taking over the system. Likewise anti-racism works in a way to prevent the spread of institutional racism and eliminates the embedded systemic operation of racism.

Anti-racism presumes that race is not another form of prejudice and discrimination. Race is not just simply another form of discrimination, but it has been a fundamental organizing principal in our society. It has economic, political and social implications. It places us in artificial categories that break the bonds of community. The term anti-racism must be one of the strategies that begin to rebuild community.

### Why is learning anti-racism important?

Many people at St. Cloud State University have asked “Why is learning anti-racism important?” Many people think racism is really about the cultures of people of color. Some people assume they are being blamed for the racist acts of others or of their ancestors. Some people are clearly racists, but they don’t know how, why, or when they became racists and are in denial. No one, whether white or a person of color, fully anticipates what actually happens when a university community maintains a conviction to struggle with the effects of being raised and educated in a racist society. But we do know that society will only change only if we choose to take deliberate actions and to be the creators of that change.

Racism is often seen as a problem of persons of color. In reality, it is a problem for white people as well. Racism keeps many white people in America fearful of people of color; stifles the building of deep relationships, keeps stereotypical thinking in place, and promotes an embedded need for an underclass of people. The anti-racism approach emphasizes racism as a problem we must solve together because white people and people of color are equal stakeholders in building a just society.

### How does anti-racism differ from diversity?

In the MnSCU system, policies for diversity and anti-racism are the result of embedded institutional racism. Diversity strategies often turn to dialogues about statistics rather than racism. Diversity without an analysis of embedded racism within an institution leads to a number game with no real systemic, cultural, or institutional change.

The MnSCU systemwide diversity defines some of the terms commonly used throughout the document including diversity, underserved students and underrepresented students. The document states:

Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among

human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, gender, sexual orientation, marital status, disability, religious beliefs, creeds and income. Minnesota State Colleges and universities system’s commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies.

The MnSCU definition of diversity is very broad (as it should be) and is inclusive of white Americans. However, the term diversity is a buzz word that is often misused in different ways by various groups of people. For example, when the word diversity is used by white Americans it is often meant to describe the experiences of people of color rather than the experiences of people who are white. “Diversity” is used when referring to people of color to avoid naming a specific group or naming issues that may actually be the results of racism. People often misuse the term diversity when referring to issues of racism or race as if racism and diversity are the same things.

People of color also misuse the term diversity in the same way. For example, explains Dr. Leon Rodriguez, Special Assistant to the President of Bethel University, when people of color find themselves in situations where they are one of few or the only person of color in the workplace, [classroom, or other situations] they will often misuse the term diversity to refer to groups or experiences of people of color in order to maintain a level of comfort with and for their white American counterparts.

Diversity is also a term used as a way for people to talk about the things we share in common. It seems like a safe way to build a stronger sense of community. But for people of color, who find themselves being treated differently every day because of race or ethnicity, talking about our commonalities fails to talk about much of the experiences in their lives. Talking about commonalities also ignores the fact that white Americans are treated differently than people of color. The experience of walking through life without being the target of racial prejudice is not a norm; it is actually a unique experience only certain people share. There is a need to balance our knowledge of racial differences with human universals. In that way, the full experience of white people in America and people of color is honored. (Parker/ Chambers 2005)

There are many approaches to addressing what our system calls diversity. Equal employment opportunity is one which is intended to ensure compliance with anti-discrimination laws. Cultural competency is another approach which is intended to teach the cultural mores of religious, ethnic, and racial groups. Both approaches fall short when there is an overt-emphasis on how people are the same or fail to address power imbalances among various groups.

Anyone who goes to college will gain cultural competence. They learn how to get along, what words mean in different contexts, what’s valued and what isn’t. But relatively few become cultural practitioners. Cultural practitioners analyze the influence of the norm; name the unspoken beliefs and other cultural behavior to determine what needs to be addressed to effect change. To cultivate an attitude that values student success, it is essential to address aspects of institutional culture.

