

**UMD Collective Wisdom,
SUM '17 Faculty-Staff Brown Bag Series
August 9th Table Discussion**

Question: What will you say or do regarding LT Collins's murder when students return to campus?

Acknowledgement/truth telling

- I will use language that honors the reality. It was not an "incident" or "situation." It was a murder based on race.
- Identify it as a murder and collaborate across campus to ensure it does not happen again
- Call it a "murder" not just "incident" or "what happened."
- Point out how this is a specific incident but one with long systematic links
- The truth- that it was hate-based crime that was racially motivated. It is important to me that we don't erase those facts because we are uncomfortable by them
- Remind people this is one incident among many
- This tragedy is difficult for me to process (still). It's okay if you're not "over it."
- Make sure students understand this is not the result of behavior/thoughts of the majority of students. Try to make students feel safe
- Acknowledge it directly as part of the context of conversations on diversity/identity
- Acknowledge that it is painful and unacceptable. Offer support and resources
- Acknowledge. Empathy.
- Acknowledge Lt. Collins. Speak his name. Recognize that this makes many people afraid and others not
- Acknowledge, engage. Be candid about the change it has made in the climate, especially for people of color

Listen

- I will listen more than I will talk
- Support and listen to how students are processing their feelings
- Listen first. Hear the words they are saying. Students haven't had the chance to process this as much as some faculty/staff who were on campus all summer
- Listen to students of color. Provide space
- Be a listener and let [students] take a lead
- Hear them out. This will be the first time for many students to express their feelings about this incident. They will want to be heard. Be fully prepared for mixed reactions and emotions
- Empathize
- Be there to listen

Invite dialogue and share resources

- Start a conversation about this terrible event and educate them on how to develop a language to communicate about these issues of race and discrimination
- Give students time and space to discuss together
- Let them share and hold any opinion, but teach them to reflect critically on all of their opinions
- Let them be angry/hurt/sad and be okay with that discomfort.
- Talk about steps we have made to increase security and awareness
- Share resources. Inform. Encourage.
- I will share its impact on me. Share my commitment to hold a space for students to process and have support. Open opportunity for dialogue in/outside classroom
- Invite discussion but allow students to determine degree (how much).

- Make sure it is spoken about in a formal setting. Help students process feelings and acknowledge the feelings of others around them
- Ask students how they feel. What they'd like to see the university do to change. How they might be able to help create an environment where all people are safe.
- I will be as understanding as possible to the student's emotions and try to engage in conversations that lead to growth and opportunity
- I won't shy away from the conversation. Encourage students to reflect on how their opinion can affect other group of people
- I will ask students what they are thinking and feeling. Give them the opportunity to express their anger, confusion, fears, etc.
- Have an open discussion about it, allowing students to voice their concerns, ideas, hopes and then actively show that their inputs are being utilized
- I will talk about it and help students channel their frustration towards implementing solutions
- On first day of class, reaffirm our commitment to the learning and success of all our students. Then keep on acting on it
- Offer open processing space with assistance of Counseling Center
- Help students be informed about resources available to them, such as counseling services
- Bring students to the site and facilitate dialogue
- Emphasize the importance and value of engaging and dialogue across different relationships

In the Classroom

- Incorporate vision and students role in creativity and student culture into semester
- I will talk about it on the first day of class and include a statement about hate crimes and mental health resources in my syllabi
- Incorporating reading on social justice and racial violence in syllabi, and discussing in orientation
- I will restructure my syllabus to examine the social construction of race and look at how white supremacy works

In the Workplace

- I will engage colleagues in the conversation about this
- Provide training for having difficult conversations as they arise on a regular basis
- Facilitate dialogues with student staff and encourage them to center inclusiveness in the work, and demonstrate this myself
- I work off campus (Extension) but we are hosting a "Civil Discourse" training in October for faculty and staff
- I will encourage students who I work with to think about ways to respond
- I will make sure that my UNIV students are aware of the campus climate, provide resources, explain they have the power to help make this a safe/welcoming place
- The University Career Center will create safe dialogue sessions for our student employees when they return. Would like to support additional student populations

Guidance

- I am not sure at this point. I am very disappointed regarding the lack of direction provided by the president's office
- I would like to address Lt. Collins' murder with my students and staff, but I really still don't know how
- I am ashamed that after 55 years on campus I have failed miserably