

2020

Interview with Judith Ramaley

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Portland State University

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Recommended Citation

Ramaley, Judith A. and Schade, Liza Julene, "Interview with Judith Ramaley" (2020). *Conflict Resolution Oral Histories*. 7.

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Name of Narrator	Judith Ramaley (JR)
Name of Interviewer	Liza Schade (LS)
Date and Location of Interview	5/22/2020 in Portland, Oregon
Date range of events described in interview	1990s-2020
Length of Interview	00:57:20
Name of Transcriber	Liza Schade
Date of Transcription	5/27/2020
Also participating in interview	Patricia A. Schechter (PAS), Cleophas Chambliss (CC)
Project keywords	Conflict resolution, peace studies, activism, higher education, administration
Specific keywords	Higher education, work reform, diversity, inclusion, representation, segmentation, COVID-19, Portland State University, student resource centers
Proper names mentioned	N/A
Audited by/date of audit	Carolee Harrison, October 2020
Headnote	<p>Dr. Judith Ramaley is a biologist, educator, and President Emerita of Portland State University. She has also contributed to a broad array of charitable organizations focused on the environment, higher education, and work reform. She served as President of Portland State University from 1990-97, President of the University of Vermont from 1997-2001, and later worked for the National Science Foundation and Winona State University before returning to Portland State's faculty in 2012.</p> <p>In this interview, Dr. Ramaley discusses her term as PSU President in the 1990s, which involved navigating budget cuts following the passage of tax-limiting Measure 5 in 1990, as well as broader campus issues including</p>

	<p>diversifying student and faculty demographics and creating a safer and more inclusive campus.</p> <p>Dr. Ramaley ponders questions such as: What does it mean to be “educated”? What are we (as educators and researchers) trying to achieve? What are ways the university can rethink the challenges of bringing a diverse community together, and operating on a reduced budget? This interview is a lively combination of question-and-answer and class discussion on issues at Portland State that have spanned generations, and the ways in which students, faculty, and the campus community can and do work together to enact healing and real change. The goal: to create a campus where all identities and groups come together and converse, rather than dividing them into separate cultural centers.</p>
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LIZA SCHADE: My name is Liza Schade, and today’s date is May 22, 2020. This is an oral history recording for Portland State University’s Public History Lab with Patricia Schechter. We are here with former President of Portland State University, Dr.... is it Ram-*a* [long *a*]-ley?

JUDITH RAMALEY: Correct.

LS: So I’m just going to start in with the first question, just super general, just to get us started. For the recording, can you state your credentials, for the recording?

JR: My credentials. [chuckling] My name is Judith Ramaley. I was President at Portland State from 1990 to ’97. I then became President of the University of Vermont; then led the Education and Human Resources Directorate at the National Science Foundation; then went to Minnesota

and led a place called Winona State University, which is a regional comprehensive. I returned to Portland in 2012, in theory retired; but in practice I'm not sure what that word means.

I am a Distinguished Professor of Public Service in the Hatfield School of Government, President Emerita, and I am now also a member of the Board of Trustees. My background is in the sciences; my doctorate is in anatomy, and I taught in medical schools until I moved into administration.

LS: All right. Thank you so much. That was a wonderful, thorough explanation. During your time as President of PSU, from 1990 to 1997, what was your sense of student needs on the campus? In other words, what kinds of challenges were on the forefront during that time?

JR: There were several. The first one was because, after I had been here about two months, the voters of Oregon passed something they called "Measure 5," which was a property tax measure. The result was that it began to move dollars out of higher education and into K-12. So, the first problem was that we were losing support for our entire mission. That also meant that there were reductions in state support for students who were attending college, and the particular array of federal programs did not support part-time students at all, for example.

So, we were already a complex institution with students who were trying to balance their educational agenda and pass through a lot of other life issues, and it became very difficult to figure out how to support them. We are going through that again, now, for a different reason, but there are interesting similarities that occasionally haunt me.

The second issue was we were not as diverse, ethnically or racially, then, as we are becoming now. We were less than ten percent anything other than Caucasian. So one of the large issues that I and my colleagues dealt with was: How do we begin to create ways for a more diverse campus community to develop? So the first multicultural center was started; not in a very good place. Patricia will be amused. We had to take the faculty lounge—which nobody lounged in—but it was in the basement. So it was not exactly... if you looked at all the unintended consequences, it sounded as though we did not care. In fact, we did care enormously, but that was the only space we had that wasn't already fully being used.

The third issue was student representation in helping to build the institution. So, we set up a student ambassador program, which continues on until now.

The final issue was—that I would list—is that Portland State was still seen as [in a muffled voice] "Portland State University"; in other words, spoken very softly... and the *Oregonian*

called us “pretty sorry university: PSU.” We weren’t pretty sorry. We, in fact, were already establishing ourselves as one of the first fully urban-serving institutions, but we didn’t have that identity officially as such; we developed that within that year.

If you think about the list I just reeled out at you, we have characteristics of all those today. We are much more diverse, yet we are not taking advantage of the incredible resources that has created. We are deeply woven into the community, but people tend to take us for granted or not notice us. Yeah, I can see Patricia going, “err, argh.” [chuckling] And I go through [...]. Money flows not to us, but to prisons and to other things. I still remember the numbers I was able to gather: How much does it cost that state in 1992, I think, to educate a student, compared to what it would cost to incarcerate someone in a medium-security prison? In those days, you could educate six Portland State students for each person that was incarcerated. I don’t know what the numbers would be now. It was a pretty powerful argument to make with the legislature at the time. It didn’t help. We still got cut, but I wanted them to feel bad about it.

LS: So, in terms of that... Sorry, I wanted to go back to this one question I had... You talked about the *Oregonian* calling PSU “pretty sorry.” In terms of that, compared to, for example, UO, is that what you are talking about, in that UO and OSU were getting all of the funding and attention?

JR: Well, that’s a complicated story, but basically, at that time, the then seven public institutions that were four-year, or undergraduate and/or graduate degree conferring, were held together in one thing called the OSSHE, Oregon State System of Higher Education. It was later decided that that was not a good term and they called themselves OUS, Oregon University System, but it was the same logic. The majority of the members of the board were from UO or OSU. I think I remember one person might have been from PSU; I don’t recall. I’m the kind of person that doesn’t remember detail; I just remember broad strokes, because I have to fill my head with the next set of details and hold onto it long enough to use it and then move on. So I don’t remember.

The challenge was that Portland State was sitting in the heart of Oregon’s population and its new high-tech economic capacity, because the extraction industries were already starting to fail. We shipped all of our timber abroad, instead of having value-added agriculture, for example. So we were already doing things at a public scale that, may I say, seemed stupid. Anyhow, Portland State was critically important, but it was sitting near the pot of gold at the end of the rainbow. UO and OSU were rapidly and effectively invading with the same programs,

to try and capture market share... sort of like that old phrase, “Why did Al Capone rob banks? Because that’s where the money was.” This is where the resources and the people were. That is, of course, much worse today than it was then. And it’s still an issue, and we no longer have any particular means to figure out what’s in the best interest of the institutions, each of them, and the state. The pandemic is clearly stripping away, at one level, any individual attempt to be successful; and at another level, it has made us so interdependent that we need each other and are sharing ideas all the time. I don’t know which of those two will prevail when the pressure begins to drop. It will be very interesting.

LS: Definitely. This is such a crazy situation.

JR: Well, it’s because it is the classic tale of two cities: “Best of times, worst of times.” We are behaving in ways that capture the richest part of our humanity, and at the same time, are getting nastier and more self-absorbed than ever. At the same time! I find this confusing.

LS: One of those paradoxes of life, you know? Well... let’s switch gears a little bit. Can you talk about your activism in higher education and work reform, and your goals with organizations like Second Nature and the Talloires Network?

JR: From very early on in my career—not so much when I was faculty full-time, but as I started moving into administration—I began to think about: What *does* it mean to be educated? At the time, I was starting to think about this in a new kind of way. The curriculum was still pretty much based on what people wanted you to know about their field. Not that that’s bad, but it missed a connection to the individual students’ interests and life experiences, and also did not frequently connect well to the problems that society was facing that a particular field could shed light on or help people explore. So that was problem number one.

The other problem was that most of the problems that were already pretty clear back in those days, which was the mid-1970s through the 1980s, were complex enough that no single discipline could possibly offer enough insight for anyone to figure out what to do. They would involve social, cultural, economic, environmental, political... and from that early point on, I did my best to start talking about “What does it mean to be educated? How do we create, at the undergraduate level, a different kind of experience? And at the graduate level, how do we create what you might call a T-shape, in which there is a deep set of roots—hence the tree

behind me, which is a Monet painting by the way, if you were wondering; I happen to like it—roots in a particular conceptual approach, whether it is a form of history, or anthropology, or engineering. It didn't matter. And across the top, the capacity at the graduate level to connect—particularly for the kinds of questions that most people are likely to ask—connect insights from other fields.

One of the efforts that I made, and I ended up having a lot of opportunity to do this, was we totally reinvented our general education curriculum at Portland State. We turned it into University Studies. That was my first chance, finally, to work with a group of people who were trying to think through a deeper educational philosophy. What are we trying to achieve? What kind of person would we like to represent us in the future? How would you know a PSU grad from any other institution, unless they wore their sweatshirt with their “Go Beavs” or “Go Viks” or “Go Ducks” on it? I never have liked ducks, even though I'm a bird watcher... [laughing] Anyway, so that's one form of reform. In the end, we got a lot of recognition for our efforts, and it became the base for what became Liberal Education & America's Promise [LEAP] that the AAC&U, the Association of American Colleges and Universities, developed. We are now two generations in. I am still part of that, because I'm a faculty member there. So that's one.

There were two others. One was that universities cannot prepare its graduates in the ways that we were figuring out through that first deep exploration of what it means to be educated, without connecting deeply into the community and learning *with* the community, not *servicing* it. So “service-learning” was a term I would not let cross my lips—either hyphenated or not, because there was a great argument in the academy about whether you hyphenate “service-learning” or not—anyhow, what we needed was some form of truly community-based learning, but also community-based discovery. And we are still, in higher education, realizing we can learn together rather than learning [separately] and then sharing what we figured out. So, that's another one that's still very much on my agenda, and I still care about very much: the connection to community.

The third one we've already touched on, which is the fact that our own country is becoming much more complex in its demography. The world is now opening up into a different world order, and of course, the pandemic shows that in ways that are indisputable. How do we move from language like “diversity, equity, inclusion” to actually having a community that has those qualities? I have been trying to sort all that out probably since I became a provost back in 1982. I didn't give you all that background, but I gradually tried over time to find kindred souls and ways to learn together. What does it mean to be educated? What does it mean to find out what your own strengths and gifts and interests are? How do you then decide the best way to share those with others, and receive theirs in return? I don't exactly have good answers to that one, but it's a worthy goal.

LS: It's an ongoing process, too. I really like what you say about not only changing the language, but actually *applying* it and enacting that social change and making it happen, not just standing back and saying, "Well, we need to do this and that and that." I think that was a really great point that you just made.

JR: Well, that's been a pet peeve of mine for many years. When I was just getting started as an American Council of Education fellow in academic administration, my first mentor said to me one day, in exasperation—he was a vice-president at the time, but the guy was giving me the most help—he said, "You know, faculty love to admire a problem and then they think they're done." Now, that's an unfair, nasty statement, but collectively we feel once we've named it, we're not sure how to turn it into how we behave, what we pay attention to. So, what I'm enjoying, actually, about our current situation, with all the tensions that go with being thrown into remote modes so quickly, is it's speeding up our ability to do this. Unlike most other institutions that I have connections with, what we are doing is trying to learn as we go, which is the essential piece that revs up the engine, that hardly anybody does. They tend to wait until the end, and they look at what they've got and go, "Oh! I think this means..." Instead, learn as you go, try it, tweak it, let it go and try something else... We didn't have any choice!

LS: That kind of makes me connect... What you just said really makes me see your scientist mind. Learning as you go, testing, applying, changing, you know... always trying to tweak it, like you said. I think that's cool how you connected that.

JR: Oh my, you've exposed how my mind works!

LS: Hey, it works; that's what matters, right? So, was there anything else about Second Nature or Talloires specifically maybe that you wanted to say before moving on?

JR: Regarding Talloires, no, because I really haven't been involved in that for twenty-five years. I don't even know if they still exist. When it comes to other things like Second Nature, or Portland Audubon or all the other things that I have led, what I can say is that where you pay attention to a problem somewhat depends on how your mind works; and I used to try to

explain to people that I'm the sort that outgrows my pot quickly. Have you ever tried to grow a plant that just made you have to replant the darn thing?

LS: Mm-hmm.

JR: OK. Well, if you were to follow my entire career, I kept outgrowing my pot. When I was a faculty member, I could sort of see what the department chair was having to deal with. When I got to be a temporary department chair, I began to understand how the other chairs working with the college saw things. When I finally got to be an associate dean, I realized, "Oh, darn, I need to work with all the others." I just kept losing my perspective for the level I was at, because the usual model is, at that level, you support the people you represent. The problem I had was, I was thinking about everybody.

LS: Well, your perspective was evolving past...

JR: Well, it turns out I was always that way. It's just what life experience does; it helps you figure out who you are. I remember sitting with my parents one time, when I was a provost, actually, and they laughed and said, "You were that way as a child! It took you a long time to figure this out, my dear." I said, "Well, why didn't you tell me?" Well, you *can't* tell a kid these kinds of things, right? So, I forgave them on the spot, because by that time I had two sons and I totally got it.

Anyway, so it is interesting that I have chosen to give my volunteer time to organizations that connect as broadly as possible. Second Nature is a network of over 450 colleges and universities around the country all trying to create the capacity for climate action, to respond to climate change, and do it through their own example and their own carbon footprints and so on, but also through collaboration with communities where they have their primary operations, usually physically where they have a campus, but in some cases where they have clusters of people and some kind of virtual networks.

Portland Audubon is smaller. It's only basically Oregon and Southern Washington, but it's the same idea on a different scale. It's not just about climate action. It's about the environment and restoration of that environment to support all growing and living things. It makes me happy.

LS: It's all about clean living and...

JR: Well, not necessarily, but certainly not dirty living. As far as Workforce, that really had to do with a couple of things that are coming to the fore now. All the people who are necessary: first responders and necessary... all tend to be people who are poorly paid, are living in difficult conditions. We don't need to go through the whole list of things because you are probably all very familiar with them, but it illustrates the fact of... How do we find the worth of work? How do we find what it takes to be good at whatever you do?

When I was a senior scholar at the National Science Foundation, back almost twenty years ago now, I was very much looking at the research that was being done on just how complex it is to be an auto mechanic, to be a waitress, to be a checkout clerk at a grocery store. We were looking at the realities of the capacities that a person would have to have to read people, to interact with people, to remember eight different orders and who asked for what, I mean... This was all part of an effort to understand the deep structure of a community and what holds it together. During the pandemic, that's another thing that's being shown so starkly. Something I don't know because I'm not directly involved with it—I'm mostly an observer—is, will we learn from this? I don't know.

LS: That's the "\$64,000 question."

JR: Well, right now it's several trillion, but I get your point.

LS: Thinking about the worth... I love that statement—that question, I should say—How do we find the worth of work? It's so important, especially in this timeframe, like you said, because you have all of the... My husband works in a restaurant. I have fifteen years of the same thing.

JR: So you know exactly what I'm talking about.

LS: Absolutely, absolutely yeah. So, let's go back to Measure 5. When you left in 1997, you had guided Portland State through these difficult budget cuts. Can you talk about that Measure 5 and how you negotiated those budget cuts?

JR: Yes; I'm actually trying to persuade our current administration to apply some lessons from then, because we got through it with most of our skin intact. Basically, the first question is, How do you frame the problem? Almost always, when there is a severe downturn in resources, it's framed as: What do we cut? That is accompanied by everybody shrinking and trying to protect their part of it. That is generally associated with an unwillingness to try anything different or take any risks.

So, there's a pattern that follows logically from "What will we cut?" I chose instead to say, "What are we going to do with what we are likely to have?" Now, that sounds awfully simple. It's like half empty / half full, but it leads to other points quickly. If we are going to talk about what we are going to do with what we have, then we need to understand what we actually have and its value. We need to figure out, "How can we do better with less?" Not *more with less* or give up stuff. Which then leads to the model we use. The principles are: What are we going to do with what we have? How can we get more from what we have? How can we do better with less? How can we allow a reasonable amount of risk?

Now, risk itself means four different things. There's economic—think of it as a rectangle, or maybe even a square if you want each to be roughly comparable—one is your economic exposure. One is legal issues. For instance, if you have several representative groups; you have unions, you have a number of elements considered there, but there are other kinds of legal issues. The third one is really public opinion. How are people going to react to what you say and do? And the fourth one is the hardest, but it is—in my mind—central: the integrity of the institution itself.

LS: Absolutely.

JR: You want to be able to take risks that are acceptable. So what we did was—I don't remember, I think it was still called OIRP, the Office of Institutional Research and Planning—I think we had OIRP create a portrait of each unit, and that could be a department, it could be a support unit. We asked, "How many people does it have? If it is revenue-generating, how does it do so?" If it is an active unit, it could be through credit-hour production, it could be through external contracts and grants, it could be through these or services; similarly with the other

units that you worked out. You figure out what is in each package. One of the things that you looked at with respect to academic units was: How many students does that unit serve: as graduate students, undergraduate students—with undergraduates, majors versus service courses of one kind or another. With respect to other units, there are different questions, but there are a set of four or five questions. So you've got a portrait. You then give each unit their portraits, so they can dispute it if you got it wrong, and some did. Then you say, "We noticed you haven't had a graduate in eight years." And we say, basically, "Show cause. Talk to us about what you could do differently to become more attractive, or become more engaged, or to generate a way to offset costs," and so on.

We didn't have a long time to do it, but we then had a group of people—and I don't remember now how they were constructed—but we did that in cooperation with different representative groups, like the Faculty Senate. We listened to each unit present its case. There were still things we had to get rid of, but even where we did, we kept the parts that could develop. For example, we had a college of physical education and recreation [College of Health and Human Performance]. We eliminated that college, but we kept the part that eventually became part of the College of Urban and Public Affairs. By the end of it, we had to declare "exigency," but we only had to lay off eleven people. We set up ways for each of them to get help. Everyone got at least as good a job somewhere else. A few did better. I was embarrassed by that, a little bit.

Now, the times are different. The depth of the impact is even worse. We were looking at a 20% reduction in state general fund support, potentially, at that time. We're looking at something more complex than that now, but the idea that you try to work on the... well, the classic language is "the better angels of your nature." You try to figure out: How could we use the remarkable assets that we have, that we have not paid enough attention to, that we have not connected up in ways that are attractive and needful? We've already got early signs of ways to do that. The Board of Trustees heard about four new programs that the committee I'm on, Academic and Student Affairs, approved back in April. It feels like the last century, but I think it was only a couple of months ago... [LS' cat walks in front of the camera] Ha! I love it! ...That carry the elements of the future we are going toward. I won't go into the details of what those are; it's not appropriate for this conversation. In fact, very little of what I'm talking about is, probably...

LS: No, no, no, it is!

JR: Anyway, there are ways to do this. It's not easy. It requires people to be more receptive to each other, to recognize the richness of possibility, to discover—back to the same issue as

Workforce—to discover the real worth of each other. Who knows where the idea is going to come from that opens the door to something better? We're trying to involve some of our students in this, and connect back to what our faculty know about learning, and back to what all the people who support the institution and help it function know and can do. There are an awful lot of us, and we're probably missing some beautiful ideas that we don't know how to reach, but there's a real effort. I'm part of two of those at present, and President Percy's PSU Next and PSU Better initiative and his remote learning project.

Most of what is going on in Students First and a couple of other initiatives of the Office of Academic Innovation... there's now an effort. How do we put all this together to create a rich portrait of who we are? It's amazing. We need a couple of historians on this, because there are lessons—looking right at you, Patricia—there are lessons that you would not apply directly, but that offer insights in other times and other places. The lesson from our own origin story and our own history is pretty powerful.

LS: Well, I think there's so many... there are a lot of similarities with public history to what you're saying. People need to be receptive; we need to change narratives; we need to open new doors. You know, all these things that you're saying really do apply to our field as well. So it makes sense that they can go together. I think we have one more question, or two, possibly.

In what ways have you seen Portland State University change from the early 1990s when you were there, to coming back and being President Emerita today?

JR: Well, it's interesting, because when I got here, we were often thought of as—I told you—as “pretty sorry university,” which still makes me growl when I think about it. We emerged as this pathbreaking urban research university that had completely rethought the core of undergraduate education in the form of University Studies. So, we've carried that reputation ever since, and we are certified “innovative,” when in fact we're not. We're only kind of, sort of innovative, but where we are is so promising that, if we can learn from it and figure out how each of us with different mindsets, different ways of looking at things, different experience and expertise... If we can all begin to figure out what a truly engaged university, that connects scholarship with learning, with application, where all three take place collaboratively across fields as well as within them, and across the university and the community... If we can pull that off, we will become a very sort of grand reflection or interpretation of what we sort of already are—but only sort of. We flicker. Oh, you think so too? OK.

LS: Everyone is nodding. Yeah, yeah.

JR: That flickering is so hopeful.

LS: It really is. I mean, that's why I love PSU, because of the multicultural-ness about it, because of so many different kinds of people coming together. The idea that we can learn to think for ourselves, and analyze for ourselves, instead of having information shoved into our heads, is a big thing for me too. So, I'm glad that that was your influence on that. Did you have anything, any other changes that you might notice? I don't want to push you on that question.

JR: Well, I notice all things, but I don't think they're earthshaking. I just wonder whether your format allows your colleagues to ask me questions?

LS: Yeah! I think we can probably get to that point now. We are at a good stage.

JR: Because I have to put my Trustee hat back on shortly before two... so we're going to go to, I think, 1:45.

LS: So, does anybody else have any questions?

JR: Comments, reactions, whatever!

CLEOPHAS CHAMBLISS: I do. I know that there are some issues about equality and equity for students of color at PSU.

JR: Yes.

CC: Quite a few feel like they are not being seen, or are having challenges with their professors. My daughter... she was a student at PSU for a number of years and she ended up dropping out because she didn't feel like she belonged. I can feel that. I feel that when I'm on campus as well, that there's this air of... The last term that we were there, I think it was, last time I was there was fall term, and there was a lot of racist stuff going on on campus that was affecting people differently, and I wonder what we can do make PSU more inclusive, and empowering people to have a voice about their concerns and the issues they're facing in the classroom. And also just being on campus, living on campus. Living on campus for a person of color is very difficult. A number of people have come to me and we've talked about it, but it seems to be a challenge. Just because you have all these different people from all these different places, and they bring all of their preconceptions and prejudices and all of that, like, in your face. So, what can we do make the campus more inclusive?

JR: That's actually one of the reasons I'm looking forward to connecting you up to the people at AAC&U, because they are trying to explore answers to that question with several institutions that are part of that effort. We're not part of that effort, but there are several that are. My own response to your question is probably two pieces at the moment. One is that we are asking more people to participate in talking through where we are headed and what that might entail, and I think... well, I know, for instance, the university is deliberately asking people to include a range of different backgrounds and people in those conversations. It's small. It's a tiny drop in a large group of people, but we have several students and several faculty who have formed cohorts of people they know to talk regularly through the spring term, as it remains, and then put their collective thoughts together to send in as a record of experiences, but also what people are learning. So, that's the beginning of an answer, because many of the people I know, that I have managed to talk to who have had difficult experiences on campus, are never asked about that.

CC: Well, they're not, especially... we have quite a large population of Muslim Americans that attend PSU. Those women, they're awesome. Nobody really asks them how they're doing. I think that's something that needs to change—that we all need to feel like we belong to PSU—because the more diverse *anything* is, the more it represents the population of the United States, the better it is. We have all this microaggressions coming at you, from a systemic racism institution... because there are systems in place still at PSU that need to be changed.

JR: I agree.

CC: [inaudible] ...education, and you don't trust... you start not to trust the institution.

JR: I understand and agree. The efforts we've been making, for example, with our multicultural centers, that have gradually added components to capture different life experiences, is a start. I don't know much of what that conversation is about, that is to say the Provost or the Students First people, but I think we have a chance now to open some of these pathways. I realize that we're barely touching the surface of what you're talking about, but we've *got* to figure it out now. I'm not sure what all to do. If I knew, if I had direct experience with this, I would happily try to compare notes. All I know is, being open, listening, and trying to understand is a first step. The second step is involving those people in finding a response.

CC: Exactly, because we all have our different groups. You have your multicultural department. Then you have your different cliques. Personally, I think for some people it works, but for me, I feel that we are being separated, not inclusive.

JR: I understand.

CC: I would like the other students—the other European students—to come and visit those centers and not feel like they don't belong, because if we don't come together and have discussions together as a group... it's crazy, because I really feel like everything is separate. We're separate and we don't come together, and we need to be, we need to have... I'd like to have a discussion with Jake. So he could come over to some center and we sit down and talk. There needs to be an inclusive center that everybody can come in and we can talk about issues like race, or racism, or what the school really needs, and what people are challenged with and how they're doing, and that's something that I saw and I experienced that... I feel like everybody's separated. Even the Queer [Resource] Center, you know, everybody—the women—the Queer Center, everybody can come together and have a discussion, or just hang out together. That's how we create community, and that's the thing that's missing. It's that community, that we feel we are all connected.

JR: Well, that's starting. There's been a group for three or four years now called the Cousins that is made up of people representing different parts of the student experience. They swelled up to something like sixty people in their calls each week. Part of my role in all this has been interviewing some of those people. I think where we are at this point is the first step to what you're talking about. The multicultural centers, for instance, have one space that is a mutual space. Let's think about how to use it.

Secondly, a lot of the people that we would like to have in the conversation can't come to campus for events and things. What they've done while being remote is they've created lounge spaces, or... they've used various language for different ones. For instance, the Queer Center has a virtual lounge, and they've got something like three times as many people coming to interact with each other in that lounge as they've ever had in the space occupied in Smith [Memorial Student Union]. There's potentially a lesson there.

LS: That is interesting.

CC: Yeah, that'd be nice if we could all have a lounge, you know...

PAS: It's so interesting—if I could just jump in—it's so interesting because students experience—and I'd say it's significantly driven by racism in our society—students experience different levels of physical safety on campus and on public transportation. It's hugely significant. I think it would be a fun fact for CC and everyone here that it is one of our Conflict Resolution recent graduates in the master's program, a guy named Ahmed al-Mansouri, who is of Egyptian background, who is a new Muslim student, a person within the multicultural center firmament. So, go Conflict Resolution... that's great. And I'll also say that this notion of inclusion through segmentation, which is, I think, what Cleophas is talking about: the university is really good at that. So, when we have an upset group of people, we just make a tent over here, and... you know. It's bigger than all of us, but to notice that, that in general the university includes through segmentation.

JR: That is true.

PAS: And it is hardly alone. It's hardly alone in terms of how the structures of the United States have attempted to be pluralist, OK? But that's not enough. It's just not enough. But anyway, there's a little happy story about CR, and Cleophas wants to go on for her master's. This is all an advertisement for graduate school... that we place our students precisely in these roles. CR graduates run the Women's Resource Center. They're in the Multicultural Center. You know, it's fabulous. Absolutely fabulous. Anyway, just so you know where all your work went to in the nineties: CR's running the university right now. Sorry... just: news flash!

JR: I wish you really were. You know, we're just at the point of getting interesting. This is the kind of conversation that I wish we could have. We've totally taken over your trip and we're out of time... Maybe there could be another opportunity, Patricia, to have a conversation with some of your students. I hope that you would be a part of it. You are now exposed as the kind of person who needs to be at the table. So, I need to get more information. You'll send me the contact, right? Thank you, everybody. This has been wonderful.

LS: Thank you, so much. Much appreciation and a big thanks for being here; we've learned so much. You were so helpful, really.

CC: I'm sorry we didn't have time for other questions, but thank you all. Have a great day!

PAS: Have a great day, have a great Memorial Day weekend! Guard your health, everybody. We'll see you next week.

LS: Bye!