



Deep Listening. Fostering Trust. Bridging communities.

Milwaukee Segregation Dinner Dialogue

November 3, 2016

--

Zeidler Report

Table of Contents

1.1. EXECUTIVE SUMMARY	6
1.2. SCHOOLS AND EDUCATION.....	8
1.3. HEALTHCARE	8
1.4. CHURCHES	8
1.5. LEGAL/POLITICAL	8
1.6. NAACP	8
1.7. YWCA	8
1.8. MIDNIGHT RUN.....	8
1.9. PROGRAMS IN OTHER CITIES.....	8
1.10. MISCELLANEOUS	9
2.0 ROUND 1: "BY SOME STATISTICS, MILWAUKEE IS CURRENTLY DESCRIBED AS THE MOST SEGREGATED CITY IN THE U.S. HOW DOES THIS STATEMENT CONFIRM OR DENY YOUR EXPERIENCE? TELL A STORY OF HOW YOU'VE NOTICED OR BEEN IMPACTED BY SEGREGATION IN THE GREATER MILWAUKEE AREA."	9
2.1. MILWAUKEE.....	9
2.2. HAD NO EXPERIENCE OF RACISM.....	9
2.3. I DID NOT REALIZE UNTIL.....	10
2.4. TREATED DIFFERENTLY	10
2.4.1 EXCLUDED	10
2.5. HARASSMENT.....	11
2.6. POLICE.....	11
2.7. LOW-HIGH MINORITY PRESENCE.....	11
2.8. GEOGRAPHIC BOUNDARIES	12
2.9. HOW IT FEELS.....	13
2.10. SOCIOECONOMIC LEVEL.....	14
2.11. MONEY AND POWER.....	14
2.12. EDUCATION.....	15
2.13. MARQUETTE UNIVERSITY	15
2.14. OVERCOMING	15
3.0 CONNECTED CONVERSATIONS.....	16

3.1.	MARQUETTE UNIVERSITY.....	16
3.2.	EDUCATION.....	17
3.3.	MILWAUKEE.....	17
3.4.	YOU CAN SEE THE DIFFERENCE.....	18
3.5.	BUSINESSES, JOBS.....	18
3. 6 – 3.10	18
3.11.	SOLUTIONS, SUGGESTIONS, ADVICE, ETC.....	19
3.12.	CREATIVITY IN COUNTERING RACISM.....	20
3.13.	CONVERSATIONS, CONNECTIONS.....	20
3.14.	THE LISTENING CIRCLE DIALOGUE PROCESS.....	20
1.1	SCHOOLS AND EDUCATION.....	29
1.1.2	AT MARQUETTE UNIVERSITY.....	29
1.2	HEALTHCARE.....	30
1.3	CHURCHES.....	30
1.4	LEGAL/POLITICAL.....	30
1.5	NAACP.....	30
1.6	YWCA.....	31
1.7	MIDNIGHT RUN.....	31
1.8	PROGRAMS IN OTHER CITIES.....	31
1.9	MISCELLANEOUS.....	31
2.0	ROUND 1: "BY SOME STATISTICS, MILWAUKEE IS CURRENTLY DESCRIBED AS THE MOST SEGREGATED CITY IN THE U.S. HOW DOES THIS STATEMENT CONFIRM OR DENY YOUR EXPERIENCE? TELL A STORY OF HOW YOU'VE NOTICED OR BEEN IMPACTED BY SEGREGATION IN THE GREATER MILWAUKEE AREA.".....	32
2.1	MILWAUKEE.....	32
2.2	HAD NO EXPERIENCE OF RACISM.....	32
2.3	I DID NOT REALIZE UNTIL.....	32
2.4	TREATED DIFFERENTLY.....	32
2.4.1	EXCLUDED.....	33
2.5	HARASSMENT.....	33
2.6	POLICE.....	34

2.7	LOW-HIGH MINORITY PRESENCE.....	34
2.8	GEOGRAPHIC BOUNDARIES.....	34
2.9	HOW IT FEELS.....	36
2.10	SOCIOECONOMIC LEVEL.....	37
2.11	MONEY AND POWER	38
2.12	EDUCATION.....	38
2.13	MARQUETTE UNIVERSITY	38
2.14	OVERCOMING	39
3.0	CONNECTED CONVERSATIONS.....	39
3.1	MARQUETTE UNIVERSITY	39
3.2	EDUCATION	41
3.3	MILWAUKEE	41
3.4	YOU CAN SEE THE DIFFERENCE.....	41
3.5	BUSINESSES, JOBS.....	42
3.6	FOOD ISSUES	42
3.7	CRIME	42
3.8	MONEY	43
3.9	POLITICS	43
3.10	CURRENT CLIMATE	43
3.11	SOLUTIONS, SUGGESTIONS, ADVICE, ETC.....	43
3.12	CREATIVITY IN COUNTERING RACISM	44
3.13	CONVERSATIONS, CONNECTIONS.....	44
3.14	DIALOGUE PROCESS.....	44
4.1	THE DIALOGUE EXPERIENCE	45
4.2	LEARNED SOMETHING	45
4.3	MARQUETTE UNIVERSITY.....	45
4.4	NEXT STEPS, COMMITMENTS.....	45

1.1. Executive Summary

On Nov. 3, 2016, Near West Side Partners including Marquette University co-organized a Dialogue Dinner at Redeemer Lutheran Church. The dialogue was facilitated by the Zeidler Center for Public Discussion. The dialogue was attended by 90 participants. Zeidler facilitators asked participants to respond to two questions during the event:

1. Pre-round (asked as participants were arriving, getting dinner and joining the table): Describe something of which you have been a part (a group, initiative, etc.) that you think was a positive response to racism and segregation in the community.
2. Round One: By some statistics, Milwaukee is currently described as the most segregated city in the U.S. How does this statement confirm or deny your experience? Tell a story of how you've noticed or been impacted by segregation in the greater Milwaukee area.

In addition, as time allowed, participants were invited to engage in Connected Conversation, guided by the following questions:

What do you see as the role of Marquette University, local high schools, and/or churches in the Near West Side in working on the issues of race and segregation? What's one concrete thing that Marquette University, local high schools, and/or churches could do moving forward that would indicate to you that they are dedicated to these issues in the Near West Side and throughout the city?

The pre-round question produced a wealth of positive stories from participants who overall demonstrated a history of involvement in efforts to challenge racism and segregation. These experiences occurred within the contexts of education, healthcare, the church, and political organizations as well as other civic groups. They ranged from spontaneous, informal happenings to sustained efforts in well-known programs connected to organizations such as YWCA and NAACP. Participants also described experiences they'd had in other locations before moving to Milwaukee.

Responses to the questions posed for Round One contained stories and comments that overwhelmingly confirmed Milwaukee's reputation as a highly segregated city. There were very few comments challenging this perception of the city. Many participants described the geographic division of the city into racially defined areas, and the extent to which citizens went to avoid crossing some of these boundaries. Participants often expressed surprise, even shock, at what they encountered when they did venture outside their prescribed areas, and unknowing newcomers or resisters who deliberately flouted these divisions attested to the fact that it was "easy to see" the "blaringly obvious" differences between neighborhoods.

Participants also commented on their experiences of living within a single-race environment inside a racially diverse city. They spoke of growing up in all-White or all-Black neighborhoods and schools, and of sometimes as an adult finding themselves to be the only person of their race at a workplace, airport, or restaurant. Participants spoke about being treated differently than others, being harassed or excluded, and about the difficulty and extra work involved in having to navigate the restrictions imposed on such a rigidly segregated community. They used words such as frightened, shocked, crestfallen, confused, guilty, invisible, disheartened, sad, and depressed to describe the feelings they experienced during these times. Their stories involved many aspects of life, from the workplace, church, and school to private and public transportation around the city, restaurants, parks, and socializing.

The Connected Conversation time revealed a significant amount of detail related to Marquette University, its students and faculty, and perceptions of its track record in segregation-related matters. Many comments mentioned the “Marquette bubble” and were directed toward advising on how it could be ameliorated. Marquette’s efforts to partner with various businesses and organizations in the area surrounding the campus were applauded by most, with some qualification. Other discussion during this part of the conversation revisited themes addressed earlier in the evening such as instances of differential treatment and the geographic separations within the city. Factors such as money, power, politics, socioeconomic level, and education were addressed and throughout, participants offered a number of suggestions and ideas. Some of these were specific in nature, others more general; some built on efforts that were already in place, while others involved new initiatives or actions. In particular, participants expressed a belief in ongoing conversation and connection as a means of challenging and improving on segregation.

Regarding the feedback, 64 participants turned back their feedback forms. The feedback form responses can be found at the end of the analysis. Overall, feedback form answers were reflective of the small group responses. An overwhelming majority of the participants (79%) stated feeling very comfortable coming to Marquette University’s campus while only 3% reported feeling very uncomfortable. In general, participants greatly enjoyed the format of the evening (panel, dinner and dialogue) and the presence of facilitators for the dialogue. Many participants shared a common concern regarding how to get more involved and what more to do for the community.

The Zeidler Center is excited to partner with Marquette University and Near West Side Partners on this event, and we look forward to continued partnership!

Questions about this report should be directed to:

Dr. Katherine Wilson
Executive Director, Frank Zeidler Center for Public Discussion
631 N. 19th St., Milwaukee, WI 53212
katherine@zeidlercenter.org, (414) 239-8555

Analysis

1.0. Pre-Round: (as participants are arriving, getting dinner and joining the table): “Describe something of which you have been a part (a group, initiative, etc.) that you think was a positive response to racism and segregation in the community.”

Participants responded to this question prompt with a variety of stories demonstrating involvement with a wide assortment of formal and informal groups, organizations, and initiatives. These generally included organizations in the educational, healthcare, church, political, and legal domains, along with groups in cities other than Milwaukee.

1.2.Schools and education

Many people spoke of working in their roles as educators to make a difference, helping their students “to see things from others’ perspectives” and even become “a changed person.” They were teachers, tutors, organizers, and volunteers, and some mentioned specific programs such as the Girls’ and Boys’ Clubs, and Milwaukee Succeeds. One literacy worker wrote, “it is not something you really understand until you walk into that center and people my age can’t read...you realize how those [issues] segregate people out of a quality of life.”

1.3.Healthcare

One participant spoke of the lack of diversity among medical professionals in Milwaukee and how this impacts her professional life as a nurse—“A lot of time, you’re like the only one, the only black one”—as well as the experience of minority patients, saying “with disparities, I know, like, a Black person going into healthcare versus a White, what’s the difference in how they’re treated.” Her newly formed group is Black Nurses of Milwaukee. A second participant talked about being involved with City on a Hill, which provides medical and dental services “for all,” as well as food, clothing, and other resources.

1.4.Churches

Churches were seen by some as models of unity and bonding, bringing change into a community.

1.5.Legal/political

One participant spoke positively of his/her Alderman Baumann Cold Spring Initiative experience, while another explained St. Vincent de Paul’s mission was to “accept or reject whatever laws...are being implemented that harm the community.”

1.6.NAACP

Two people mentioned their involvement with the NAACP, one enthusiastically describing a current program and the other expressing disappointment with the lack of discernable impact from the organization’s efforts.

1.7.YWCA

The YWCA’s Unlearning Racism program was recognized by two people, one of whom related that his/her presence at the speaking circles that evening was in part due to attending Unlearning Racism where s/he “realize[d] how by not acting, I was actually providing support to things I didn’t approve. So I’m here tonight.”

1.8.Midnight Run

According to one participant, this organization “focuses on building community between people and sharing a meal with people to make a connection with each other.” A coordinator and a student volunteer for this program were present at the speaking circles.

1.9.Programs in other Cities

People also described past experiences in places other than Milwaukee, including programs that:

- Provided “an intentional cooperation between public and private organizations” formed to “explicitly bridged the gap between African Americans and Latinos in the community.”
- Facilitated “bringing educated/adjusted mentors in to coach others in their day-to-day” in Boston
- Served as “a public radio weekly group of Blacks, Latinos, and Hispanic women that met over a 2-month period” in Madison.

1.10. Miscellaneous

Many other programs and organizations were mentioned, some with names and others without. More detailed descriptions of these can be found in Section 1 of the Annex.

The named included:

- 2911
- Dominican sisters
- Common Ground
- Father Groppi marches
- Social X
- United Milwaukee
- Urban Underground
- Woodson Week
- Milw. Neighborhood News Service
- Zeidler Police & Residents Listening Circles

2.0 Round 1: “By some statistics, Milwaukee is currently described as the most segregated city in the U.S. How does this statement confirm or deny your experience? Tell a story of how you’ve noticed or been impacted by segregation in the greater Milwaukee area.”

Responses to this question focused mainly on relating personal accounts of how segregation is played out in Milwaukee. Participants offered an abundance of stories that confirmed this statement about its segregation, and one person reported they felt their personal history both confirmed and denied the statement; only a few comments could be seen as supporting a denial. The subsections below group these personal stories by themes, starting with statements that reflect segregation as defining characteristic of life in Milwaukee.

2.1. Milwaukee

Milwaukee’s identity as a notably segregated city was confirmed by newcomers and lifelong residents alike. One participant reported, “I’ve lived in Milwaukee for only a few months but I’ve heard that moniker [most segregated city] many times,” while another commented, “I grew up in Milwaukee and the expectation was that you went to school and shopped in your neighborhood.” The absence of diversity was obvious and undesirable for many: “I don’t want to raise my children in Milwaukee because I want them to have diversity;” and “it’s really hard to find a place in Milwaukee where you can be around people who are diverse. I wish it were different.” One man talked about how segregation changes the urban experience on many levels, including dining out: “What struck me about Milwaukee is that as a person of color, my peers do not venture out to dining experiences after dark.”

Being known as a segregated community was characterized by most as unappealing. A long-time resident recalled how after moving to Milwaukee, s/he came to realize that “here my skin color did matter, and that was not a good thing for me or for the community.” A new Marquette “student of color” observed that while “I really like the Milwaukee I know...most of my peers do not agree” because of the segregation there.

There was evidence for the perception that the degree to which segregation is practiced in Milwaukee stands out compared to other cities with similar racism. One participant advised that “Milwaukee’s is a bigger problem. I’d like to see it change.”

2.2. Had no experience of racism

Very few participants felt their experience of Milwaukee did not confirm its reputation for segregation. One person asserted, “I haven’t experienced racism.” Another described their upbringing as a refutation of the area’s racist characterization: “I was raised in all white New Berlin. I never heard a bad word about other

racism from my family. I dated a black man and didn't feel the need to "warn" family the first time he came to pick me up. I had no problem from my family...When I worked at the Girls' and Boys' Club the children wanted to touch my hair because it was different. I loved these children."

2.3. I did not realize until...

For some residents, the segregated nature of the city was hidden to them for a time, until an event or life change revealed the reality to them. Some had to leave Milwaukee before they realized how different the city was. One person remarked, *"I didn't know I grew up in a segregated city until I went away to college."* Others who moved to Milwaukee from elsewhere experienced the reverse, not fully grasping the extent of city's racism until they had lived there awhile: *"It wasn't until we had been in our new home a few weeks before we realized how little diversity our new area had [Whitefish Bay]."* Still other participants disclosed they didn't understand the full meaning of segregation until something happened that revealed its larger context. One observed, *"When I hear segregated, I didn't know what that meant until high school at Milwaukee Tech;"* and another, after venturing into new parts of the city, disclosed, *"I had lived in [Greater] Milwaukee my whole life but I had never, never seen the brokenness I saw on that walk."*

2.4. Treated differently

Many participants shared stories about being treated differently—or noticing how others were—because of race. Housing was a common theme, as revealed by comments such as, *"It's hard to move in areas because they discriminate. A boyfriend couldn't get an apartment he wanted."* One woman described being turned away by a landlord who later rented the supposedly full apartment to a White person and another reported, *"when my parents went to buy a home there was always a reason to deny us."* A thoughtful participant commented, *"I notice it's not just segregation based on race, but also based on economics. I've been on the side of helping people get housing, and the process is drastically different for them, who are just blocks away from my friends (the friends have an easier time getting housing)."*

It was noted how socioeconomic factors combine with racial issues to contribute to the maintenance of a segregated community. A participant described how his/her condo association could not bring themselves to approach the homeless people who regularly congregated outside the building by a bus stop located there and work out a better arrangement for both groups involved. Instead of connecting personally and directly to resolve the issue, they chose the circuitous route of lobbying the transportation department to move the bus stop further away from the building. *"Shift the burden don't try to fix it,"* was how the participant described this approach.

In addition, red-lining was described as *"a huge issue"* in the past by one participant, while another described her quest to find affordable car insurance and added, *"We (African-Americans) were being charged much higher for our insurance than in other parts of the city."* Others talked about being ignored or treated differently when shopping around the city. One person described a characteristic shopping experience this way: *"When I'm at the counter, they say "Next" and look over me as if I'm invisible, asking who's next, like they don't know."* Another stated, *"When shopping, I get looked at."*

This kind of pointed scrutiny occurred in the workplace as well. A nurse talked about how easy it was to detect the skepticism exhibited by patients and their families as she carried out her professional responsibilities: *"Patients ask me where I went to school. I never hear them ask other people that question. Or if I'm giving them medications, they'll ask me what the medication is. I've had family visitors come in when I'm in the room doing things with the patient that a nurse does, like administering medication. When I walk out and the white housekeeper comes in, and they get asked how the patient is doing. I'm the one with the syringe and notepad!"*

2.4.1 Excluded

Participants also described a particular kind of different treatment that involved being excluded from places and events. Most of the time they were not directly confronted and asked to leave or told to stay away; rather, the actions of other people sent a clear message that access was denied. For example, one person told a story from his/her college years: *"We went to George Webb [on Howell Avenue near College*

Avenue], which is open 24 hours. When they saw my friends and I approaching the door they came to the door and locked it, and placed the CLOSED sign in the window. While we were standing there two Whites were let in. At this point we realized what was happening to us. We also watched as another group of Whites approached the restaurant and were also let inside.”

2.5. Harassment

Sometimes being treated differently escalated into situations involving harassment. A father attending an event with his son and a friend described what happened after their unruly horseplay outside the venue attracted attention, even though he had acted to subdue their behavior and they complied: *“Well, someone from the facility still called the police. The deputies arrived and immediately walked in and grabbed the branch and proceeded to try to remove my son and his friend. I explained that the boys were with me, and that they had been outside playing with the branch, and when asked to calm it down, they complied by coming inside...The owner of the place kept insisting that something should be done beside the fact that the boys had done no harm or wrong, and were simply playing around outside with a tree branch.”*

In a quite different context, another participant described the harassment she experienced at eight years of age when she joined in the Father Groppi marches as *“a defining moment in my life.”* She remembered, *“we crossed the bridge to the Southside with people yelling, throwing rocks and spitting,”* and shared, *“That has impacted me. I realized later that this was serious and that from now on I would be aware of how I am often being judged simply on the basis of the color of my skin.”*

2.6. Police

Several of the stories told to confirm Milwaukee’s reputation as a segregated city involved personal experiences with the police that were perceived as discriminatory, based on race. Some told of being stopped while driving for various reasons, including *“assertions that we had drugs in our possession,” “our music was too loud,”* and a non-functioning tail light. One person endured a five-hour roadside ordeal that resulted in no findings, with no repercussions for the officers involved. Another described how a policeman’s attitude changed substantially once he learned an off-duty officer was riding in the car. A third shared *“how worthless the experience had made her feel because of the pre-conception they had of who she was.”*

2.7. Low-high minority presence

Another overarching characteristic of participants’ descriptions of Milwaukee was the polarized racial make-up of attendance at any given place or event. Predominantly, all the people present were of the same race and only rarely, or under certain conditions, were multiple races present together. People often remarked on the total absence of any person of color in a certain setting, or conversely, the absence of any Whites. Cumulatively, their stories paint a picture of a ‘monochromatic’ existence in a city that in reality, is known to have a diverse population.

In talking about what this lived experience is like, some expressed surprise: *“I came to Milwaukee for my job and my first reaction was ‘Wow - I’ve arrived in White Land!’”* Others talk about the fear that inevitably resulted: *“My building sits right in the center of it all and yet inside we are completely white and frightened.”* Diversity becomes an unfamiliar experience when people have *“always lived in all white neighborhoods so diversity is very noticeable,”* and this strangeness impacts the next generation. Participants disclosed, *“I have a little one and he recognizes someone who looks different,”* and *“I noticed when I was in the airport how little young 2-3 years olds would stare at me in wonderment; it was as though they had never seen a person of color before.”*

One participant contrasted his bus commute in Milwaukee with the one he used to have in Chicago. He explained, *“I recently hopped a Milwaukee bus and boy, what a difference. In Chicago mass transit was the means to transit masses of people...every socio-economic, cultural, ethnic and religious faction was represented, often sitting side by side. Milwaukee’s mass transit system is the antithesis by comparison. On my journeys I have seldom seen diversity on any route... I see mostly poor people of color and not many of them. I saw no professionals heading downtown, no business suits boarding, nothing like the masses and diversity of the Chicago system on any route at any time of day or night.”*

One result of this stark segregation is the unavoidable occurrence of being the only person of your race in a given situation. One Black participant who enjoyed eating out noted, *“when I do go out I don’t see people of color dining at all like I do in so many other cities. Most downtown restaurants are white at night.”* A White couple who attend the games of the basketball team their son coaches at a school in a Black neighborhood found themselves to be *“the only ‘People of White’ who are in attendance.”* A professional whose work required extensive travel noted that *“many times I found myself being the only person of color”* in the Milwaukee airport terminal.

2.8. Geographic boundaries

Since segregation is maintained to such a great degree, it makes sense that Milwaukee is divided up into geographical regions, each known for its racial makeup in addition to other local characteristics. One person rattled off a list: *“South was Latino, North was African American, West was white suburbans, East was white gen Xrs and only slightly more integrated, at least at the pedestrian level.”* Another remarked, *“It’s still apparent by how we live in ethnic groups and most of us know where most of us live,”* and a third described how *“if you want to work with different demographic groups, you learn where to go in the city.”*

The consequences of living within these constraints were revealed in stories told throughout the evening. Sometimes they involved annoyances or extra logistical work, such as in one participant’s memory of *“wanting to plan presentations for families and I always had to plan two. Always one for Northside and one for Southside. One would not come to the other side.”* People struggled with the complexities of house-hunting: *“It was difficult to navigate the housing in Milwaukee. No one would go on the journey with me to help navigate neighborhoods,”* and described feeling stuck and immobilized within the geographic limitations: *“I was just another black person who could not move easily within the existing structures. Race was and is always an issue.”* At times, the effect of living in a geographically divided city was acutely painful, as illustrated by a participant’s tearful account of heading her church’s outreach efforts: *“I was the chair person and invited the outreach team to visit the neighbors nearest the church, also my neighborhood. The other members, not from this neighborhood and white, refused to participate. It has left me frustrated and sad.”*

2.8.1 A whole different world just a block away

Some found it startling to discover that markedly different communities exist in close proximity to their own. One disclosed, *“My family lived in temporary housing after we first moved and we went to a laundromat a few blocks from our temporary home [across the highway]. It was a completely different world half a block away.”* Another observed, *“I find it fascinating how one can go a couple of blocks one way and then a couple of blocks another way and it seems you’re in a totally different place or town.”* It is interesting to consider, then, how this fragmentation of space within the city might contribute to Milwaukee’s identity overall and impact each citizen’s sense of belonging to a bigger whole.

2.8.2 How people think

From some comments and stories, it could be noted how these lived geographical constraints appeared to impact the ways in which people thought about carrying out the activities of daily life. This different way of thinking then in turn contributed to the maintenance of physically separate spaces for Milwaukee’s residents. For example, the simple act of agreeing on a restaurant was complicated by an extra layer of restraining factors: *“When I say let’s go eat Mexican, they say Chichi’s and would never think of going 5th Ward, National or Greenfield Ave.”* One participant noted, *“it has to do a lot with how I think and the places I choose to go. When I think about it sometimes I am shocked, guilty for being shocked, and shocked because I am shocked. It’s the choices I make.”*

2.8.3 Physical structures

Oftentimes participants described the physical infrastructure or natural landmarks that defined geographical regions. Upon arriving in Milwaukee, one participant noted, *“I quickly noticed how there are highways and bridges that seem to segregate the city into race, class and color.”* Although they could change over the years, these divisions had historical significance, as in *“My mom spoke of the boundaries Blacks*

couldn't pass back in the 30s. Capitol [Drive] was the suburbs. Past Capitol [Drive] it was fields." And new development can still reflect and maintain these boundaries. One person from the healthcare field was told at work that "community health centers in Milwaukee need to be built every 6-7 blocks because people would not leave that area of the city."

2.8.4 Traveling around the city reveals it

It is interesting to note how choosing to cross these physical and symbolic boundaries brought a revelation for many concerning both the wonderful diversity of their city and the troubling extent of the segregation under which they live. Many talked of being unaware of both these factors until they ventured out of their designated geographical areas. Then, with their eyes opened, they saw a different Milwaukee. One exclaimed, "I took a bus tour of North Avenue, and the diversity of the avenue blew my mind! There is a very clear diversity line there that I'd like to explore and learn more about in the future." Another reminisced of a time during childhood when, "my family went outside of the neighborhood and I got to know people's lives on both sides." A jogger choosing to follow different routes over time found s/he "quickly entered dramatically different communities and cultures."

2.8.5 "You shouldn't be here"

Some of the most troubling stories confirming participants' experience of Milwaukee as a segregated city describe instances when they were told in one way or another that they didn't belong or weren't allowed in a certain area. These accounts ranged from receiving advice on how to stay 'safe':

- "Once I walked from Marquette high school to Marquette University and was later told I shouldn't have done that. I was struck by the city that I saw on that walk."
- "I've heard things like "this is called WhiteFolks Bay" and "don't go in that neighborhood at night."

to being coached or admonished about 'following the rules':

- "I was telling someone that I was thinking of moving to Whitefish Bay, and that person said to me, 'you've got to be aware of the optics on that.' I was shocked to hear someone say that out loud."

But a few talked about being personally confronted about their presence:

- "I went to Brown Deer Park to scout out a location for our outdoor activities. While there I encountered two Caucasian women who kept questioning me and posing the question are you lost and do you need help. I assured them I knew exactly what they meant – translation: "What the hell are you doing in this part of the City?" I was taken aback and really crestfallen that they wanted me to justify my presence there in a public space."
- "When I first moved here, I was at a gas station getting gas on 74th and State and I was approached by a woman and she said "You shouldn't be here this time of day." I said, "Excuse me?" and she said, "You White and you should not be here this time of day."

2.9. How it feels

Participants used many words to describe how it feels to live in a segregated community. In the sample of excerpts below, words that portray the emotional impact of their lived experiences are bolded.

I did notice that the feeling of **trepidation** and **anxiety** around the issues of employment, housing, and starting my own business.

My building sits right in the center of it all and yet inside we are completely white and **frightened**.

When my wife and I attend the games we are the only "People of White" who are in attendance. Initially it made me and her **self-conscious** about our surroundings. Now that I have been attending the events and our son's teams games I feel part of the family.

I was completely **confused** by the space in between my high school bubble and college bubble in [Greater] Milwaukee.

I was completely **confused** when I moved to Milwaukee from another city [Providence, Rhode Island].

I was **surprised** and **shocked** by this statistic. When I'm on campus it's a culture shock for me.

When I think about it sometimes I am **shocked, guilty** for being shocked and shocked because I am shocked. It's the choices I make.

One day when I was younger, I was walking down the street with two African American friends and an older white woman we passed looked at me and quipped "Shouldn't mix." At first we all were **speechless!** Then we had tons of things we "shoulda" said.

I was **taken aback** and really **crestfallen** that they wanted me to justify my presence there in a public space.

When I'm at the counter, they say "Next" and look over me **as if I'm invisible**, asking who's next, like they don't know

She was let go, but shared how **worthless** the experience had made her feel because of the pre-conception they had of who she was.

I became **invisible** and **unimportant**.

It's **disheartening** when I pass some disadvantaged people of color and I get that look - like I am 'other'.

It has left me **frustrated** and **sad** (she was crying by this time).

It is a little **depressing** though, seeing all the boarded up houses...I can't imagine, the morale *must* be really low?

2.10. Socioeconomic level

Along with the personal experiences of living with segregation, participants discussed some of the community factors that accompany and feed into the segregated lifestyle. One of the most impactful was socioeconomic level, which was frequently seen to work hand-in-hand with race in contributing to segregation and at the same time was viewed as, in part, the result of race.

Housing seemed particularly representative of the effects of socioeconomic level combined with race. One Black participant related how, since his wife was White, looking for a place to live had been "a very interesting experience. Right now we're living in the 3rd Ward which is very diverse, which shows you that much of this is a class issue because these are educated people who can afford the rents of the neighborhood." A suburban resident asserted, "we are not trying to keep people of color out of our suburban community. Economics and education is in part what is causing segregation."

Others remarked on the community around them, such as the participant involved in helping people find housing who observed, "I notice it's not just segregation based on race, but also based on economics." Another concurred, saying, "I agree with Dr. Fuller, there are many pockets of poor neighborhoods that represent class segregation!"

2.11. Money and power

Along with socioeconomic level, the combination of money and power was also identified as contributing to segregation. One participant stated, "I noticed that where there is money there is good housing and power. That has to change." Another argued against the idea that "money and power is the thing that will make the difference, because we may get the money, but not be given the power."

Most agreed on the impact of having money and its inherent power: *“you can live where you want. For the most part, people treat you well if you have money...if you have money, you’re there, and most people are cordial to you.”* However, there seemed to be less certainty about the power dynamics at play in Milwaukee politics. One person addressed local gerrymandering saying, *“you’d think that they’d want a black person there, who looks like the people, to represent people,”* while another commented, *“There doesn’t seem to be enough political will to say that we want to level the playing field. I see the priority going to certain groups.”*

2.12. Education

Education was counted among the factors that impact segregation, similar in some ways to socioeconomic level. Differences in perceptions of others related to educational level were most marked in comments regarding Marquette University (see sections 2.13 and 3.1). However, education in general also featured in conversations about segregation in Milwaukee. For example, one college participant was confused by some of the question asked by the students she was tutoring until *“she realized that none of those high school students had even known anyone who had been to college.”*

Others discussed the ways in which their personal educational experiences had impacted their perspective on race: *“School sisters taught me that there’s no such thing as race,”* and *“I know segregation is real I grew up on 22nd and Center Street and I was part of the Chapter 220 program. I was bused to South Milwaukee High school freshmen through senior year and graduated.”*

2.13. Marquette University

Participant responses during this round that referenced Marquette all confirmed the experience of a segregated Milwaukee. Some participants had found their university experience to be, in the words of one student, *“somewhat of a culture shock to say the least.”* And while others appeared more aware of and prepared for racial imbalance, overall the university appears to continue to struggle with issues of race: *“I’m a Marquette student of color and while I’m new to Milwaukee, I really like the Milwaukee I know...but most of my peers do not agree.”*

Participants did report that Marquette was making progress, *“taking the initiative to make change.”* One apparent major issue is the difference between life inside *“the Marquette bubble”* and outside, in the rest of Milwaukee. This topic was explored at greater depth during the Connected Conversation part of the evening. However, comments during this round made it apparent that those who had ventured outside the university tended to agree with the second year student who claimed, *“I can definitely see segregation.”*

2.14. Overcoming

Finally, while not a focus of the conversations during the evening, there were some indications of brave acts of overcoming in the stories people told. Whether taking organized action:

“We [the Black Students on Campus 1975] formed ad hoc groups and committees to address some of the challenging issues and situations which confronted students of color on campus. We were very successful in gaining attention from all of the student body, which in my opinion contributed to a modicum of successful changes that were instituted during and subsequent to my graduation.”

sticking with a determination to participate:

“Initially it made me and her self-conscious about our surroundings. Now that I have been attending the events and our son’s teams games, I feel part of the family.”

or following an inner voice:

“I was intentional about trying to find where in Milwaukee I could move – it was an ethical issue for me.”

These people made the kinds of choices that challenge the status quo of segregation in Milwaukee. Through their sharing and example, perhaps more people will be able to follow the example of one participant who, *“defied segregation and was able to establish my own comfort level.”*

3.0 Connected Conversation

“What do you see as the role of Marquette University, local high schools, and/or churches in the Near West Side in working on the issues of race and segregation?”

“What’s one concrete thing that Marquette University, local high schools, and/or churches could do moving forward that would indicate to you that they are dedicated to these issues in the Near West Side and throughout the city?”

3.1. Marquette University

One of the most common themes concerning the Marquette experience was expressed quite well this way: “Our students do stuff on campus but we seldom go outside...and most outsiders do not find our campus too welcoming.” It is easy to see how this unfortunate combination could contribute to the City’s segregationist reputation. There were a number of references to students of different races being treated differently at Marquette. For example, one participant asserted that “African American students labor under a level of scrutiny that white students don’t [on the Marquette campus].”

3.1.1 Sharing resources, equal partnership

In terms of answering the question posed for this section of the conversation, many felt Marquette could have a more positive impact “by sharing some of their resources” and several suggestions were made about specific ways in which the university could help. One participant confirmed that Marquette’s efforts to date in partnering with area businesses had been effective, achieving “a major impact that none of them could achieve on their own.”

However, others cautioned that past partnerships had been troubled by some degree of power imbalance. For example, one person felt “It is suggested that both the high school and the university are basically isolated from the lives of those in the various Milwaukee neighborhoods and that more efforts do not address that isolation but reinforce it through ‘benevolence’ and ‘charity’ programs that give experience but don’t change the equation.” Another suggested that Marquette “engage residents and get ideas and successes that have existed for years and not impose ‘solutions’ from above onto residents.”

3.1.2 Marquette student service program

There was a good deal of discussion about Marquette students’ service work which was required as part of the university’s mission. One participant reported that “MU students have logged over 450,000 hours of charity,” and another told of working “at a number of programs for homeless, hungry, etc.” as a Marquette student.

However, much was also made of the perception that the university students were very selective about the areas of the city where they performed their service work, as “the involvement tends to be in so-called ‘safe’ communities, but not in 53206, for instance.” They were urged to “try to engage more into the community,” and some participants were especially keen for Marquette students to serve in schools across the city:

“MU could help the school increase quality of education and providing mentorship support the City. The students need to learn about economic systems.”

“I think the students should tutor and mentor at high schools so everyone can have an experience that opens their eyes as to the people in the communities and how it affects them.”

Others proposed that Marquette “incentivize getting out in to the city more and try things like riding the bus;” indeed, bus riding was mentioned by more than a few participants as a way for students to “get out and experience the real Milwaukee,” which is interesting considering that so many accounts of bus rides during the evening described a very homogenous passenger population.

Other participants agreed with the idea of expanding student involvement, but advised some caution with this approach to make sure students were appropriately supported. They suggested newer students might be paired with upper-classmen on these excursions into the city, and emphasized the importance for those involved to “see positive parts of Milwaukee” as well as places in need of assistance. In addition, as their service was meant to augment their education, students should be prepared for their urban Milwaukee experiences with appropriate training: “Students can learn their roles and understand before they go out there looking. Teaching them how to approach a diverse group of people and get comfortable with it.”

3.1.3 Progress at Marquette

Participants recognized Marquette’s past efforts—“it may only be scratching-the-surface exposure for the students, but it’s still exposure”—and affirmed the progress the university had been making, especially in challenging “the bubble”. People noted “things [are] improving” and “The university is addressing a lot of the concerns of the area, such as trying to break down that ‘bubble’.” One participant observed, “Marquette has come a long way since it was run by Jesuits. It’s so much more involved with the community now that the president is non-Jesuit. In the past, it has tried to expand that ‘bubble’ rather than break it down. It’s so refreshing to see that change in philosophy in the administration.

3.1.4 Pedagogy

Some comments referred to the pedagogy and curriculum being offered at Marquette as being instrumental in making improvements in the area of isolation and segregation. One person remarked, “Ignatian Pedagogy [God of all things and God of action] can play a huge roll in the racial issue because it can provide the opportunity to the students to do a deep dive into it,” while others advised the university to diversify its curriculum to expand its students’ understanding.

3.1.5 Supporting Marquette student diversity

Participants also asked the university to tend to its own minority students by staying aware and meeting the needs of those who “come from different backgrounds and may have a little trouble getting in the groove” or who “have been trained differently on how to focus and study.”

3.1.6 Suggestions specifically for Marquette

Other advice from participants included suggestions that Marquette should diversify its leadership and either require or incentivize students to participate in more diversity activities. One person challenged university employees, stating, “Issues of race need to be explicit in a way that’s uncomfortable in pointing out something that is racist! The institutions and how they (universities) are contributing, and what does faculty/staff have to say about it?” Another participant suggested reversing the outward flow of students into the community by instead having “community people coming into the Marquette community for opportunities to interact or find training opportunities.”

3.2. Education

Along with discussion specific to Marquette, there were also comments about education in general, just as in Round One. These touched on “education equity for students of color,” diversity in history curricula, and the role of educational achievement in a landscape of segregation.

3.3. Milwaukee

Comments concerning the city of Milwaukee during Connected Conversation again focused on the geography, with observations such as, “the population of Milwaukee is shifting north.” The geographic divisions discussed in the previous round were highlighted as before, with one student commenting, “I have had inherently uncomfortable encounters with people in the city. It is good that Wisconsin Avenue runs

through campus because it makes us confront this,” and another calling on urban planners to “allow things to be much more free and fluid” to counteract the “invisible walls dividing Milwaukee.”

3.4. You can see the difference

During some points during these conversations about navigating the physical boundaries between segregated areas in the city, participants related their own personal experiences, expressing how easy it was to “see the difference” between neighborhoods:

“There is a difference in the quality of houses and buildings. It was blaringly obvious.”

“I ride the bus and that experience can be very interesting! Once, while riding down Wisconsin Ave to 60th street...I could see the various race of people (getting off) and it is very easy to identify (obvious) lines that are drawn, as far as class of people...it is easy to identify! Easy to see proof!”

“It challenges you. You can’t ignore the experience.”

However, others reminded the group that while these observations reflect a certain reality, they do not have to be accepted as the ultimate ‘truth’ about Milwaukee in the sense that “perception is not reality, it is only perception,” and “within the arena of segregation we create our own realities. We see what we want to see or not.”

3.4.1 Impact of the media on perception

The issues of truth and perception can be especially blurred by today’s media, and participants noted the need to differentiate between the community’s actual identity and the public’s perception: “what they see on the news...how they see us and what they think of us.”

3.5. Businesses, jobs

The impact of segregation on business and jobs in some areas of the city was noted, but no detailed discussion on this theme took place. Problems such as employee theft, customer service issues, and restrictions on business loans were identified. Participant comments characterizing business areas serving upper and lower socioeconomic levels appeared to go unchallenged. For example, one person described areas with “stuff that appeals to lower income people...attracts certain people” as unattractive to him/herself, while another advised recruiting new business for another area of empty shops, saying “and I don’t mean nail and hair shops, but maybe fine dining or higher scale of dining in the area.”

3.6 – 3.10

A number of smaller themes featured in wide-ranging Connected Conversations, and these involved the following topics:

Food issues – food deserts and the price/availability of fresh, healthy food in segregated Milwaukee

Crime – the impact of crime on specific neighborhoods and the progress being made in recent years through business partnerships and other initiatives

Money – the relationship between money and segregation, privilege, and resource distribution; the power of wealth and of the wealthy

Politics – the role of politicians in creating change, and the need for persistent caucusing

The current climate – from affirmative action to Black Lives Matter; overcoming the apathy and aggression of the current times; the Obama effect

3.11. Solutions, suggestions, advice, etc.

Throughout their Connected Conversations, participants made abundant suggestions for resolving issues, making progress, improving conditions, and challenging segregation. Some of these encouraged the continuation of efforts already in place, while others involved new ideas for specific issues and situations (education in particular) or more general advice. Representative samples of these comments are provided in the sub-sections below.

3.11.1 Already in place

- MU should continue their service outreach programs.
- Keep providing service learning.
- Churches are good at bringing people together.

3.11.2 Specific ideas

- Housing for mixed income and more institutional development would help.
- At American University in Egypt we formed teams and involved parents. I'm not sure it would work here. Maybe young kids could go to school in different neighborhoods as a group?
- Invite people to your home and go visit theirs.
- It would be good to empower the ones with concrete ideas to move forward.
- We need to get young people out there organizing and informing the community on what's available and how we can work together for the other needs.
- Design a plan where people who are not homeowners feel they have a stake in moving forward.

3.11.3 General advice

- Active intent
- True collaboration with allies
- As a society we need to find a way to increase the pipeline for more people of color in professor positions. This is not a Milwaukee issue, but nationwide.
- Awareness is most important.
- We need to get out of our element to understand other cultures.
- Providing leadership [in schools and churches] that understands the issue and works to make changes based on that understanding.
- Within and out of the black community, there are stereotypes. We need to change the perceptions and stereotypes about black people.
- Segregation reinforces negative values, and as a society we must become more society integrated to remove some of the legacy baggage that been left behind due to racism and the issues of segregation.

3.11.4 Education-related suggestions

- The people coming to teach are bringing their baggage with them. We need psychological testing of teachers.
- I think people whose kids have made it, they're at private schools. So unless we change parents advocating for our kids, saying what they get to learn and when, (nothing will change). People need to take care of their own if you want a fair and balanced education.
- People live up to their expectations. Teachers need to believe that all kids can learn.

3.12. Creativity in countering racism

The creative use of the arts in addressing racism was a theme noted during the Connected Conversation time. Participants commented on murals they had observed, and felt creating more neighborhood art could be helpful, perhaps awakening others' curiosity and inviting them into community "spaces that attract diversity". One person reminded the group that "embracing cultures – not just ethnicity" could be a creative experience for students, and another proposed a partnership between Marquette and Milwaukee High School of the Arts.

3.13. Conversations, connections

Throughout this round, people mentioned connection and conversation as particularly beneficial tools which can "go a long way to truly understanding 'other' as self," along with serving a number of other purposes. One participant urged others to "be part of conversations and support those people who have ideas," while another advised, "we can achieve more together."

A "conversation in order to find out how similar we are" was also recommended: "Once we find out how similar our struggles are, we can move forward. The pain of the race issue is one we all share." Finally, the listening circle dialogue process itself, as a form of conversation and connection, was encouraged: "I think there should be more involvement between church and schools. We should have more gatherings like this to get to know one another better and collaborate with ideas that would be useful for the community."

3.14. The Listening Circle dialogue process

There was substantial support for engaging in the listening circles process, and affirmation of people's positive experiences that evening. One person commented on how their dialogue had helped to dispel misguided impressions of others: "When you sit at a table like this, it's natural to try to figure out who's who; and until you find that out, you make up the story and, unless you hear it from the person, you carry your made-up story with you about who that person is, whether it's right or wrong." In addition, people were appreciative of learning about numerous programs and resources during the course of the evening.

In contrast, one person expressed little faith in any concrete outcome from the evening, saying, "We have all of these discussions, you take your notes, but we don't even get to see the summary of them. I'm not very hopeful of what's going to come out of this." However, another thought the dialogues were "a good start" and looked forward to seeing documentation from the information collected during the circles to "see what actions we can take from the results of this dialog."

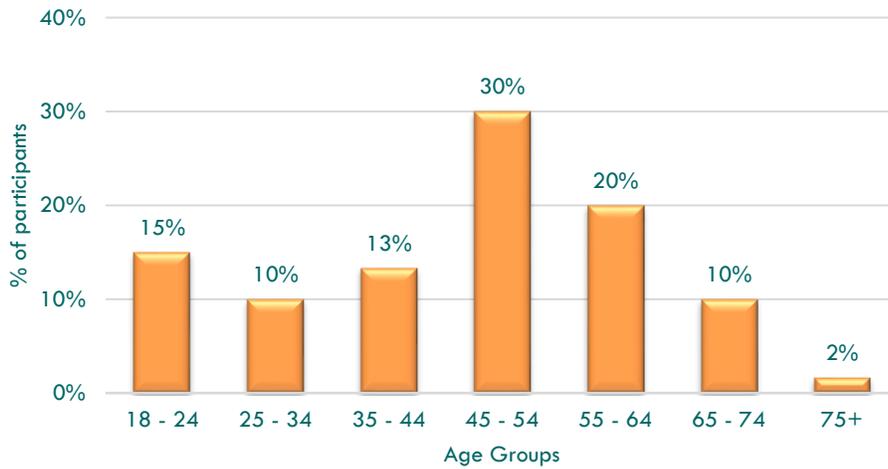
4.0 Parting Words

During this final round, participants gave further impressions of their evening's experience, including "warm," "hopeful," and "enlightened." One noted and appreciated the diversity of the participants who attended, while others complimented Marquette's decision to host the circles.

One inspired participant made a final analogy as a way of looking forward to the next steps, saying, "Fighting racism and segregation is like fighting a war. We must learn how to fight this kind of war learning both its weapons and tactics, and how to defend against it in order to move forward." Another stated, "it's on us to act," and a third quickly listed some of his/her own next steps as a teacher, including "I will be thinking about solutions."

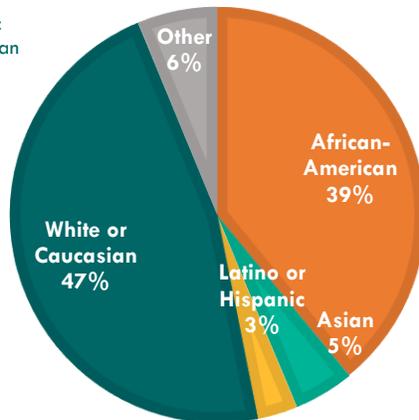
Feedback Forms

Demographics - Age Groups



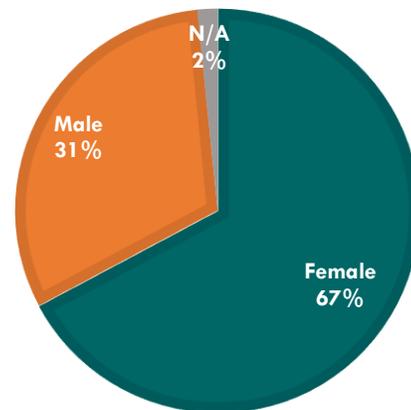
Demographics - racial & ethnic identity

- African-American
- Asian
- Latino or Hispanic
- White or Caucasian



Demographics - gender

- Female
- Male
- N/A

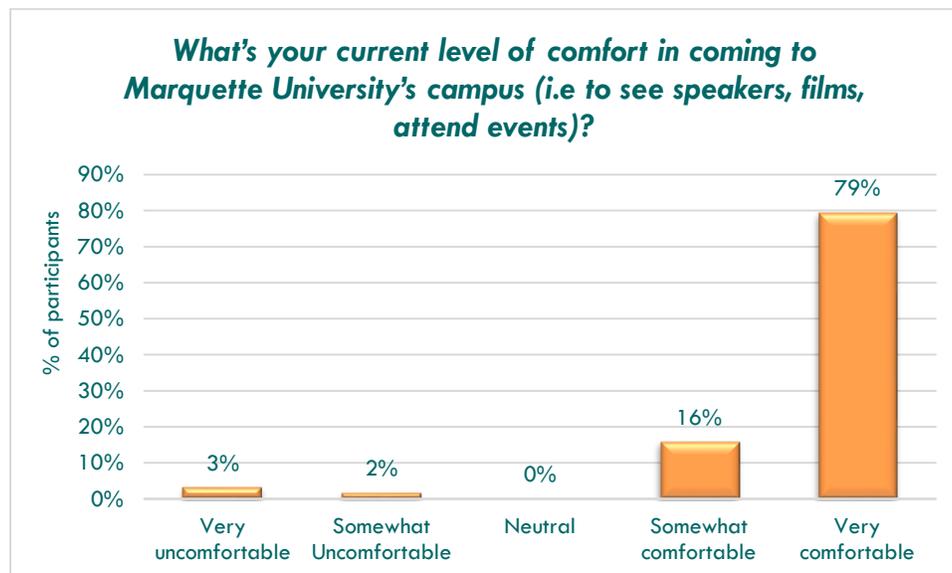


What is one concrete thing that Marquette university local high schools and churches could do?

- Apply pressure to politicians & other officials, who have the ability to entire change in the education system & having economic development, to make change in all neighborhoods & not just those that benefit white people.
- Be honest about what are ways they contribute to hostile practices of race and segregation. Determine how they can identify ways to revise those
- Be intentional about working in the community, not just the surrounding community around Marquette but the inner-city or Southside communities.
- Be more into school or put on leadership submit on campus
- Be used as a model for providing resources and building trust

- By promoting/organizing more culturally aware events/programs open to numerous/all people in the community.
- Community between residents and institutions
- Continue interfacing dialogues and don't forget the residents!
- Continue the conversations which will lead to relationships and actions.
- Continue the dialogue to create the vision to achieve safe, thriving communities and families. And do it in partnership with other orgs/individuals in new partners.
- Continue these dialogues, make and follow through on action plans
- Continue to be a constant point for dialogue.
- Continue to create events & opportunities that bring people here-walking tours farmer's market, retail development, restaurant
- Continue to follow through on initiative & dedicate concrete resources, better support students and young people in the city
- Continue to have these dialogues, but also work and put their goals in action
- Continue to offer courses with service learning.
- Continue w/the near Warf 5 & partners. Create opportunities to get people & collaborate in projects that impact the comments
- Continued investment it can't plateau or dialogues, panels, working groups -all needed but I hope movement can be made to climate changes in policy advocacy. Hosting community event to bring people together beyond regional communities.
- Dialogue often
- Execute the plan to draw more industries into the plan
- Focus on micro-aggressions that students experience in school, college etc. That reduce motivation.
- Focus on working, 201 community partners to create action- planning & execution is very important.
- Get more students to come to events like this
- Get to the hearts + minds (intentionally) of all mu students
- Have a quarterly opportunity to come together with local level leaders to pursue solutions to our issues & to elaborate our services
- Have more of these kinds of forums
- Hire people from news create programs to better schools in the neighborhood & prepare them for entering mu, & other z&4 colleges
- Humanize the marginalized through creative artistic expression. Using students to initiate
- I have to think about this a bit more.
- Incentive students to go to events throughout the city to break down preconceptions.
- Incorporate ethnic education of African-American pre slavery of kings and queens and inventors etc.
- Increase the network of volunteer area - more places in the city. Bring community leaders into the university for feedback.
- Look at the demographic breakdown of leadership.
- More events planned to have people interact together
- MU can partner directly with high schools to provide resources to promote college readiness bring a grocery store to the neighborhood
- MU could work on diversifying the student body faculty
- Near west side community service day
- Prominent organization in the inner city to see how they can volunteer and help.
- Promote these discussions
- Promotion of the virtues of Milwaukee to the outside world work on housing
- Provide opportunities for community to come together to work on issues

- Provide opportunities for diverse communities to get together
- Provide opportunity for minority students - enrollment - support
- Provide structured experiences where students dialogue w/he "other" - on immersion experience vs superficial - can even do this thru churches in Milwaukee. - also, teach students about "power" & civic engagement -
- Provide training to under sourced communities to strengthen political empowerment and collective impact
- Set action plans rather than just talking
- Shall power with residents!
- Sponsor events. Form anti-racism teams that include the highest paid employees to lowest paid and students. Continue to talk about improvements, hold events that people can build on (e.g. the people continue to meet in order to build upon prior meetings in order to come up with greater ideas)
- Student involvement in nearly surrounding community - "chip away at issues"
- Take action after this gathering
- Talk about it - call people out or being scared of going places in Milwaukee
- Teach history of all cultures as the norm.
- Teaching classes on important race issues and taking the initiative to explore options to become more inclusive-i.e. building teams multi-racial finding creative ways to have fun together.
- We could foster dialogue between college & IG students with community leaders to empower stud
- We had a woman in our grade that had participated in the YWCA's unlearning racism program. It would be great to have sessions for each at these groups.
- Weekly, monthly, one some kind of group that meets often to talk about race / segregation.
- Welcome community members on campus
- Work to have regular safe spaces for people to meet each other and humanize/harmonize
- Work with the community to be good neighbors.



Why?

- 30+ years
- Access
- Am uncomfortable after dark (anywhere)
- Area has changed somewhat
- Because I have had previous experiences, some good and some not so good.
- Because I live in the neighborhood I know it be a good place
- Board member/alumna
- Comfortable enough living here for four years
- Familiar with the area, parking poor
- Familiar with the campus and know stuff and students
- Former student of MU
- Good colleagues, facilitators made me comfortable
- I am a Marquette student
- I am engaged in my community.
- I am open minded.
- I live here
- I was a student at MU
- I work here
- I work there
- I work there
- I'm a current student @ MU
- I'm a student at Marquette
- It's a college campus- its populated, well-lit and safe. No problem
- It's a university
- It's near my workplace. I like being on college campuses.
- I've studied @ Marquette
- Lack of strong relationships.
- Marquette students don't mix
- Marquette or its location
- Openness, transparency
- Redeemer is my church
- Simply the experience of talking with people I don't know
- Staff member
- Student
- Why not? I lived here for a few years. Now, I work here.
- Work at Marquette and grew up in the area
- Work there, and am comfortable
- Worked in this neighborhood

What did you like about the dialogue dinner?
--

- Able to express yourself about racism
- All of it - talk/food
- An opportunity to learn about other perspectives
- As a freshman, I do not often get the chance to discuss race and segregation.
- Being able to address the issue of race and hearing what other people have to say

- Conversation then dialogue table
- Conversation
- Discussion with awesome people
- Diversity in thoughts / some economic
- Engaged discussions
- Enjoyed the round table
- Enjoyed the structure panel - dinner/ dialogue
- Everything: meeting new people the panel was great.
- Excellent food, dialoging with others, having others listen to me, having a facilitator at each table.
- Food & fellowship
- Food and conversation
- Genuinely diverse space
- Good conversation
- Good start need more
- Got to hear some interesting stories
- Great conversation with great people
- Great discussion
- Great format
- Great questions
- Had a chance to hear others concerns about their community
- Hear about other thoughts on this problem
- Hearing from a wide range of people w/ a wide range of experiences
- Hearing from others
- Hearing others' journeys growth
- Honest conversations
- I got to meet a lot of new people and be exposed to new ideas & perspectives
- I liked the openness to discussion
- I love daddy's. Facilitator was excellent. I enjoyed the process
- I love hearing the range of diversity of everyone's experiences w/ segregation & cuisines
- I love how much people shared and the respect shown amongst participants.
- Issues w/ group
- It was excellence.
- It was great to connect with people interested I finding solutions to this topic.
- It was powerful - wish we had more time.
- It was wonderful to connect w/ community member
- Learning from other people
- Learning something new
- Learning the diversity of experience & willingness to serve,
- Learnt a lot about the city and its issues. Had a great time meeting new friends.
- Listening to other people's experiences
- Love it. Met interesting people
- Meeting new people
- Nice. The dinner made it more comfortable setting to speak.
- Open discussion about experiences with racism & segregation
- Open frank discussion.
- Opportunity to meet & talk w/ people I didn't know
- Opportunity to hear others speak and the ability to listen

- Panel discussion and conversations following dinner
- Sharon is a fantastic facilitator! Diverse and interesting crowd
- The dinner, & the fact that this conversation is happening
- The exchange of information
- The facilitator was nice touch because it naturally made people comfortable to talk & have people to listen. It also prevents one person from dominating the conversation.
- The food and the people
- The honest camaraderie
- The open discussion of the people at my table
- The opportunity to share thoughts and ideas
- The people and their comments/ideas.
- Very effective in solving problems

What questions are you leaving with?

- Action needs to part of the result
- Are changes really going to be implemented?
- Are we ever going to get serious about this conversation? Token gestures irritate me.
- Curious to see what happen
- How can I contribute further to strengthen my neighbors from my posters?
- How can I help to make a positive difference?
- How can I personally help bring equality between neighborhoods in Milwaukee?
- How can we continue the dialogue?
- How did my biases play out tonight? (towards others in the room)
- How do I take action to move this forward?
- How do we seize the momentum? The momentum + make progress.
- How do you create action initiatives?
- How many other cities nationwide struggle w/ segregation like Mke?
- How to build on this conversation?
- How to get the Marquette students involved in the community in other part of the community?
- How u can help.
- How when where who?
- How will we continue these discussions?
- I would like more audience participation with the panelist.
- In what ways can I continue to make a difference?
- More chances to be in a diverse group.
- More follow-up - continued dialogue.
- Marquette needs to take action and stop talking about but doing it.
- Much more needs to be done.
- None.
- Open to suggestions.
- That we have a lot way to go.
- To what degree is our problem 1) structural and economic b/or 2) a function of our judging gone amok?
- Ways we can continue to dialogue.
- What are the next steps? What can we do?

- What can I do to make sure we go to the next level of problem solving?
- What can we do to begin?
- What can we do?
- What change will come from this event & others like it? What can I do to help bring change?
- What concrete steps can be taken & implemented to see real change?
- What concrete thing will come out of the discussion?
- What more can I do?
- What more can I do? Where can I find more events? How can I become really involved?
- What next?
- What work can I do?
- What/where I can do?
- What's next? How do we move from dialogue to action?
- When can we do this again?
- When will we do this again
- Where do we go from here?
- Where do we start?
- Where should these conversations take place? In the affected neighborhoods or the neighborhoods that never think about it? Both?
- Will it change and when? How can we help others appreciate the problems and acknowledge change?
- Will there be follow-up?
- Will we have the opportunities to know the results of these conversations?

What topics do you think Marquette University should cover in future dialogues?

- Anything & everything
- Bias.
- Business & economics trace dialogue for students on campus
- Community issues and involvement
- Continue these dialogues
- Cost of school. Why is it keep going up?
- Development opportunities
- Diversity
- Economic & health disparities and how to overcome those?
- Economic and educational disparities
- Education food environment jobs safety
- Exchanges of the need for psychological testing the content of tests. Explore and explain white privilege
- Gender/sexism/racism
- Health issues
- Homeless, lower economics, police relations
- How can MU students help minority school students in the neighborhood?
- How do you make a difference in local gov't and in encouraging business grow with jobs of worth of significance?
- How MU can & will MU include Milwaukee in to their further plans.
- How race affects with issues such as housing, education, & employment.

- How to bring job opportunities & businesses into the community.
- How to expand the industrial force.
- How to team build this community.
- Human trafficking? Homelessness.
- I have to come more often.
- Income inequality.
- More conversations around race and how to dismantle white supremacy.
- Open to suggestions.
- Policing.
- Preparation for life - Marquette partnering to help raise up future students.
- Privilege -access - disparity & why? History.
- Race & police relations.
- Real change political advocacy
- Respect & kindness. Show a kindness & respect every day. Treat others as you would want to be treated.
- Schools / employment / and culture diversity.
- See above response.
- Sexual orientation differences.
- Social justice movement going too far.
- Start to narrow down & try to discuss real solutions.
- We have talked, and what next? What can we do to move forward?
- Wellness
- What has been done already to change segregation?
- What Marquette's role / they are going to do at their campus to change race and segregation.
- What MU can do to be more accessible to the community?
- What we can do to get to, then surpass, the next level.
- White fragility. Period.
- White fragility, systematic racism
- Youth purposes

Individual bullet points in the Annex represent individual contributions/quotes by dialogue participants.

1.0. Pre-Round: (as participants are arriving, getting dinner and joining the table): Describe something of which you have been a part (a group, initiative, etc.) that you think was a positive response to racism and segregation in the community.

1.1 Schools and education

- I try to get people to understand that the world is bigger than they. I work in education and tell students to see things from others perspectives. I told a student that white people died for black people to have rights.
- I teach a diversity class and I say to my students, 'You may walk out of here a changed person.
- I worked with the Girls' and Boys' Clubs until they closed Urban Day School.
- I participate in the Milwaukee Succeeds which is a program that looks at low grades in reading and math and works towards high school readiness and college readiness. The program is successful in thirteen schools and the challenge is a scale issue – how to have the resources to do that [make it successful in other Milwaukee schools].
- We met in the home of an African-American woman to decide what we want the program to be. We decided that it would consist of education in the morning, and athletics at night. This school became the combined effort of Campion, Marquette University, UW-Milwaukee, and UW-Extension to have an opportunity to go to a school that would lead to an opportunity for quality post-secondary education. 150 Black boys went, and attended through eighth grade.
- I also tutored at 24th & Locust.
- I volunteer a illiteracy center are really know it downtown and they serve and they serve the near west communities are below the poverty line in income...it is not something you really understand until you walk into that center and people my age can't read...You realize how those segregate people out of a quality of life. Out of jobs...that can create the loss of job potential that can lead to segregation. How they can read a bus schedule and stay in their little communities because they can't get out. How through their illiteracy the opportunity for people to take advantage of you because you can't read.

1.1.2 At Marquette University

- I've done Marquette Forums and found them valuable.
- A few years ago on MU campus "I started an interracial book club." "I am thinking about possibly starting one again."
- I work for the Marquette Tribune. We've done lots of pieces on race and segregation and minimum wage.
- As Director of Diversity for Dental Admissions I have an unfair advantage to this answer.
- My job is to locate students of color for our dental school so I travel a lot and find my Marquette Credentials often help open doors to access students
- Moved here a little more than a year ago and became provost at time of a flashpoint issue. A controversial mural had been overpainted and I was to "provide the healing." What happened was this... now the 3rd of 10 forums culminating in March with Angela Davis... what will become remains to be seen. I'm taking personal action to make this happen but the real bedrock proof will be if it induces action.
- 21 yrs in Milwaukee from St. Louis. I studied journalism and got a job at channel 4 in Milwaukee. Later I taught at MU.
- I was homecoming queen (first black queen) faced huge racism from no prizes, booed at game, no endorsements or the car. So I split my strategic communication class in two and had half study de-

escalation procedure in this case while the other handled the crisis management.

- Journalism, Brook Scholar, Near West Side. I try to engage my friends and colleges to pierce the Marquette bubble... just by going to a neighborhood eatery or coffee shop we were trying to form community bonds and understand life outside the Marquette Campus.
- I am a recent graduate of Marquette and I was involved in Student Government. I think as an Institution our challenge is to provide minority back up groups because they don't have such a great experience on campus. I made it a priority personally and Student Government to include everyone. Everybody is doing something but not together as should be.
- I am with AHEC and racism does exist. We took a group of students who are studying in the Health Field around different parts of the city to give them exposure to the care available, different cultures, sites, etc. We wanted them to learn from different professionals in the field.
- I appreciated that the Center for Peacemaking Distinguished Peacemakers Series at Marquette brought Professor Kristin Shrader-Frechette, from Notre Dame, to talk about environmental racism. The professor shared concrete examples of stories of her experience working in East LA and told students what they could do to research the environmental impact of companies around where they live.
- I run Future Milwaukee at Marquette University. I put together a diverse group of students, and am very straight forward in talking about issues in the City.

1.2 Healthcare

- I'm part of the Black nurses and we've been having discussions about segregation and health care. A lot of time, you're like the only one, the only black one. So with disparities, I know like a black person going into healthcare versus a White, what's the difference in how they're treated? We're (The Black Nurses of Milwaukee) in the early planning stages of what to do.
- "City on a Hill" is located in the old Good Samaritan Hospital building. On the second Saturday of the month they host a resource center for all people. Health care, flu shots, dental care with Marquette dental students for all. There is food, clothing suggestions for shelter and education. Professionals volunteer their services.

1.3 Churches

- The local church at one time was an anchor in the community that represented unity, bonding and were united in their faith
- "I did a case study at an inner-city Lutheran church at 35th / Garfield that was involved as a 'model' of how to be a change in the community."
- I have attended several community gatherings @ GESU Church where they brought in speakers and lots of people participated who were Interfaith and I enjoyed the activities.
- Being a member here [Redeemer] is a very positive experience.

1.4 Legal/political

- I participated in Alderman Baumann Cold Spring Initiative and I thought that went well.
- I'm with St. Vincent de Paul. What we do is find out which laws are being implemented that harm the community. We try to accept or reject whatever laws exist.

1.5 NAACP

- I've tried actively [to participate in NAACP activities], but maybe I am too harsh of a critic. I see no impact.
- Yesterday I spent the whole day as part of the NAACP national program emphasizing leadership in the African-American community. Twenty-two states in the U.S. are participating. A couple of hundred of people from widely diverse backgrounds met. Testimonies by a member of the groups involved.

1.6 YWCA

- I participated in a six-week group with the YWCA titled “Unlearning Racism.” We got to share our belief systems from our upbringing. I didn’t know about a lot of the institutional racism that goes on in their homes where they learn racism.
- Member of YWCA Lutheran Synod at the end of a workshop on what can we do around racism. I learned about intergenerational racism and realize how by not acting, I was actually providing support to things I didn’t approve. So I’m here tonight.

1.7 Midnight Run

- I also participate in Midnight Run coordinating student volunteers to work at hunger and homelessness sites. It’s community building.
- I participated in Midnight Run through campus ministry. We go to specific service sites around the city, like the St. Ben’s Meal program. The program [at St. Ben’s Community Meal] focuses on building community between people and sharing a meal with people to make a connection with each other. It’s not just me doing work and checking off a service box.

1.8 Programs in other Cities

- I participated in a collective impact initiative city-wide [in another city] which explicitly bridged the gap between African Americans and Latinos in the community and increases academic success of Latino Students in college. It is an intentional cooperation between public and private organization to improve the community as a whole.
- I went to a school in Boston that was committed to mentorship programs. Bringing educated/adjusted mentors in to coach others in their day to day. It felt like community... we need more of there.
- I was homecoming queen (1st black queen) faced huge racism from no prizes, booed at game, no endorsements or the car. So I split my strategic communication class in two and had half study de-escalation procedure in this case, while the other handled the crisis management.
- In Madison 15-yrs ago I was part of a public radio weekly group of...Blacks, Latinos and Hispanic women that met over a 2-mos period. It was a very diverse group.

1.9 Miscellaneous

- A month ago Jasmine Johnson did something at 2911 in response to a reporter from the New York Times on race and segregation in Milwaukee, and the lack of upward mobility for Blacks here.
- I’m on an anti-racism team and worked with Dominican sisters to create a multi-cultural situation.
- Also involved with Common Ground which works towards identifying and solving problem in various communities around Milwaukee.”
- I participated when Father Groppi led the marches. He provided a vision, a model and action steps that everyone could agree on to implement. That approach could be re-created today. North and Southside became united after that. Before these marches blacks were not allowed on the Southside, since that time it has become well integrated. We can overcome.
- In 2012 my friends and I started Social X to host events for young people aged 24-39. We have a garden party, vanity fair and a fit club, among other activities. 900 people are on the contact list. It’s not activist, just social.
- A program called United Milwaukee brings together a wide variety of people to find space that is inclusive and to build relationships that endure.
- I worked at Urban Underground
- At my college as an undergraduate, I was involved in a cultural program, Woodson Week, named after Carter G. Woodson to commemorate African American Heritage.
- At seventeen I had the wonderful opportunity to take in a youth camp. Youth from all around the world attended which gave me a different perspective of people and culture. Being around other youth from different culture and ethnicity gave me hope. I realized there is a wider world outside of my little neighborhood and people are the same worldwide.

- I work with the Milwaukee Neighborhood News Services a journalist and talk to people around the City.
- I participated in a Police and Residents Listening Session at Washington Park. The officers are trying to build relationships with the community. The responses were over all good but there was some bad.

2.0 Round 1: "By some statistics, Milwaukee is currently described as the most segregated city in the U.S. How does this statement confirm or deny your experience? Tell a story of how you've noticed or been impacted by segregation in the greater Milwaukee area."

2.1 Milwaukee

- Being in the city [Milwaukee to attend Marquette] has been an eye opener.
- I grew up in Milwaukee and the expectation was that you went to school and shopped in your neighborhood.
- I don't want to raise my children in Milwaukee because I want them to have diversity. There needs to be more development in the City. I live in Midtown where there are empty buildings.
- I had lived in [Greater] Milwaukee my whole life but I had never never seen the brokenness I saw on that walk. I was completely confused by the space in between my high school bubble and college bubble in [Greater] Milwaukee.
- Other cities have it too but Milwaukee's is a bigger problem. I'd like to see it change.
- Milwaukee bus riders were socially subordinate to their suburban peers... economically, socially, educational.
- I'm a Marquette student of color and while I'm new to Milwaukee, I really like the Milwaukee I know... but most of my peers do not agree. I even get told "why haven't you moved out?" too often.
- What struck me about Milwaukee is that as a person of color, my peers do not venture out to dining experiences after dark
- But it's really hard to find a place in Milwaukee where you can be around people who are diverse. I wish it were different."
- I've lived in Milwaukee for only a few months but I've heard that moniker [most segregated city] many times.
- When I moved to Milwaukee about twenty plus years ago, it took me a while to realize that here my skin color did matter and that was not a good thing for me or for the community

2.2 Had no experience of racism

- I haven't experienced racism.
- I was raised in all white New Berlin. I never heard a bad word about other races from my family. I dated a black man and didn't feel the need to "warn" family the first time he came to pick me up. I had no problem from my family. I have lived internationally...When I worked at the Girls' and Boys' Club the children wanted to touch my hair because it was different. I loved these children.

2.3 I Did not realize until...

- I didn't know I grew up in a segregated city until I went away to college.
- When I hear segregated, I didn't know what that meant until high school at Milwaukee Tech.
- It wasn't until we had been in our new home a few weeks before we realized how little diversity our new area had [Whitfish Bay].
- I had lived in [Greater] Milwaukee my whole life but I had never, never seen the brokenness I saw on that walk.

2.4 Treated differently

- It's hard to move in areas because they discriminate. A boyfriend couldn't get an apartment he wanted. When shopping, I get looked at.
- Our condo association was so put off by the homeless that congregated outside our building near a

bus stop that rather than confront the people or call the police, they snapped pictures of them, posted negative clips about them on the building's list serve and finally got MPTS to move the bus stop down the block to get the people out of sight. Shift the burden don't try to fix it.

- after I came home my mom was so glad I hadn't gotten into the back seat with that black boy because she was so concerned that all the neighbors would see.
- Members of Milwaukee was red-lining in car insurance. I was a young female with a perfect driving record. We (African-Americans) were being charged much higher for our insurance than in other parts of the city. I was also a tester for open housing. In my case, I went to try to rent a house on the south side. A woman peeked out her window, saw me, and she said there weren't any openings. Then a white woman came up and it was suddenly available.
- Unemployment is high for black boys.
- was lookin' for fabric on the South Side. When white people came into the store, the cashier would go up to them and ask them if they needed help, and, like, I was in there before them. It was kinda obvious. She avoided me. Even after I laid stuff up there (on the counter), she still didn't look at me. So I walked out. I probably should have complained but this happens so often. This happens in other places, like at the grocery store. When I'm at the counter, they say "Next" and look over me as if I'm invisible, asking who's next, like they don't know. The line's straight!
- Patients ask me where I went to school. I never hear them ask other people that question. Or if I'm giving them medications, they'll ask me what the medication is. I've had family visitors come in when I'm in the room doing things with the patient that a nurse does, like administering medication. When I walk out and the white housekeeper comes in, and they get asked how the patient is doing. I'm the one with the syringe and notepad!
- One of my main sites I go to quite often is Hospitality House. I notice it's not just segregation based on race, but also based on economics. I've been on the side of helping people get housing, and the process is drastically different for them, who are just blocks away from my friends (the friends have an easier time getting housing). Hopefully, I'm advocating for them to fight for housing to be safe and also affordable.

2.4.1 Excluded

- We went to George Webb [on Howell Avenue near College Avenue], which is open 24 hours. When they saw my friends and I approaching the door they came to the door and locked it, and placed the CLOSED sign in the window. While we were standing there two Whites were let in. At this point we realized what was happening to us. We also watched as another group of Whites approached the restaurant and were also let inside.
- At 5yr of age when my parent went to buy a home there was always a reason to deny us. Redlining was a huge issue at that time...
- I am a black woman, now 60. Now, I am experiencing more 'age' discrimination than race at my job. I have been offered different positions before, but when I reach 60 I was given no more options for promotion or movement. I became invisible and unimportant.

2.5 Harassment

- I explained that the boys were with me, and that they had been outside playing with the branch, and when asked to calm it down, they complied by coming inside. The owner of the place kept insisting that something should be done beside the fact that the boys had done no harm or wrong, and were simply playing around outside with a tree branch
- A defining moment for my life has been the Fr. Groppi experiences when as an 8 year old girl and we crossed the bridge to the Southside with people yelling, throwing rocks and spitting. That has impacted me. I realized later that this was serious and that from now on I would be aware of how I am often being judged simply on the basis of the color of my skin.

2.6 Police

- We began our drive back to our Inroads event, and were pulled over by police. They made assertions that we had drugs in our possession. They made us sit on the curb, and tore up my friends seats over the course of five hours. After finding nothing they didn't apologize or anything. They just let us go, and [they] were never reprimanded or anything.
- Someone from the facility asked them to calm it down, and they did, and even came inside and put the branch away by me, so I had it in my possession. Well, someone from the facility still called the police. The deputies arrived and immediately walked in and grabbed the branch and proceeded to try to remove my son and his friend. I explained that the boys were with me, and that they had been outside playing with the branch, and when asked to calm it down, they complied by coming inside.
- I have been pulled over by police in Oak Creek for no reason. Officer said our music was too loud. My mother said he was not in Oak Creek, but in Greenfield. And she said she was a police officer. The officer changed his attitude.
- A young girl driving is stopped by the police. She has a hooded sweatshirt on and the police address her as 'Sir.' 'Sir, please step out of the car.' She tries to convince them that she has done nothing and is not male. (information available at the time said the police in this community were looking out for young black males). She had a tail light that was not functioning. She was let go, but shared how worthless the experience had made her feel because of the pre-conception they had of who she was.

2.7 Low-high minority presence

- When my wife and I attend the games we are the only "People of White" who are in attendance.
- I was raised in Winneconne. There were five people of color in my high school of 500.
- I grew up on the lower east side. At the time there were no minorities.
- The number confirms my experience. I went to schools that were diverse. But schools are not diverse any more
- I came to Milwaukee for my job and my first reaction was "Wow - I've arrived in White Land!"
- I have a little one and he recognizes someone who looks different.
- I'm only 21 with no experience with diversity until I came to Marquette. It's very white. I've always lived in all white neighborhoods so diversity is very noticeable to me.
- I used to live/work in Chicago. I regularly rode public transportation as did many folks. I recently hopped a Milwaukee bus and boy what a difference. In Chicago mass transit was the means to transit masses of people... every socio-economic, cultural, ethnic and religious faction was represented, often sitting side by side. Milwaukee's mass transit system is the antithesis by comparison. On my journeys I have seldom seen diversity on any route... I see mostly poor people of color and not many of them. I saw no professionals heading downtown, no business suits boarding, nothing like the masses and diversity of the Chicago system on any route at any time of day or night.
- My building sits right in the center of it all and yet inside we are completely white and frightened.
- And when I do go out I don't see people of color dining at all like I do in so many other cities. Most downtown restaurants are white at night.
- By population there are just more White's living in Wisconsin than Blacks.
- My experience has been interesting, I moved here five years ago. For the first few months I had to travel back home because I wasn't able to relocate my family right away. I noticed when I was in the Airport how little young 2-3 years olds would stare at me in wonderment, it was as though they had never seen a person of color before. Many times I found myself being the only person of color in the building.

2.8 Geographic boundaries

- I have not been back in MKE for long, during my absence I have resided on the East Coast and The South. While there, I did notice that the feeling of trepidation and anxiety around the issues of employment, housing, and starting my own business. I was born and raised in MKE and I have chosen to

live in the house where I was raised [18th and Locust]. I did a stint with WISN Channel Twelve here in MKE. . .

- I grew up in MKE just west of Washington Park. I am of European descent and my son is an instructor and Basketball Coach at The Math & Science School located on 22nd and Kilbourne.
- It was difficult to navigate the housing in Milwaukee. No one would go on the journey with me to help navigate neighborhoods
- I live in 'the Marquette bubble', but if you leave the bubble, you are confronted with it [Milwaukee's segregation]. I've been trying to leave it, but it's surprising how few students do that. And if they do, they go downtown where it's hard to notice segregation.
- I have lived for 35 years in Concordia which is full of urban pioneers moving into beautiful, old homes. The neighborhood has gone through a full cycle of ups and downs and is now coming back. The neighborhood has congealed to be a very connected one, coming together to deal with safety concerns, and trying to encourage greater diversity in home ownership.
- It's still apparent by how we live in ethnic groups and most of us know where most of us live.
- If you want to work with different demographic groups, you learn where to go in the city. Last and this year, I've been trying to get to different places in the city. So I want to work here and teach art classes, or to MCFL. I know if I'm working at La Causa, I'm with a different sort of demographic.
- At a Bible study at our church we were talking about 'outreach' to the community in the central city. I was the chair person and invited the outreach team to visit the neighbors nearest the church, also my neighborhood. The other members, not from this neighborhood and white refused to participate.
- I was just another black person who could not move easily within the existing structures. Race was and is always an issue.
- I remember wanting to plan presentations for families and I always had to plan two. Always one Northside and one for Southside. One would not come to the other side. That's when I noticed segregation.
- I think for people who come here to school they should get more exposed to the surrounding neighborhoods and the community. I am still living in the Avenue West Area even though I have graduated. I want my family and kids to have exposures to lots of people, places and things.
- Not surprising to me! I am a new resident to Milwaukee, I live and work downtown in a diverse and safe (so I think) area?
- The way it was! I'm aware *Milwaukee* is segregated...I've lived in Glendale for 35yrs and in the last 5yrs I've noticed a more mixed Glendale. I live in a mixed neighborhood...if your neighborhood was mixed in the past your housing value (\$) would go down and people would move!

2.8.1 A whole different world just a block away

- My family lived in temporary housing after we first moved and we went to a laundromat a few blocks from our temporary home [across the highway]. It was a completely different world half a block away.
- The highway across the valley I feel is segregated, I find it fascinating how one can go a couple of blocks one way and then a couple of blocks another way and it seems you're in a totally different place or town.

2.8.2 How people think

- When I say let's go eat Mexican, they say Chichi's and would never think of going 5th ward, National or Greenfield Ave...
- I think my first notice of segregation was 4 years ago and I think it has to do a lot with how I think and the places I choose to go. When I think about it sometimes I am shocked, guilty for being shocked and shocked because I am shocked. It's the choices I make.

2.8.3 Physical structures

- My mom spoke of the boundaries Blacks couldn't pass back in the 30s. Capitol [Drive] was the suburbs. Past Capitol [Drive] it was fields.
- Through my work with a local hospital, I was told that community health centers in Milwaukee need to be built every 6-7 blocks because people would not leave that area of the city. It makes people insular and segregated by neighborhood.
- I quickly noticed how there are highways and bridges that seem to segregate the city into race, class and color.

2.8.4 Traveling around the city reveals it

- I took a bus tour of North Avenue, and the diversity of the avenue blew my mind! There is a very clear diversity line there that I'd like to explore and learn more about in the future.
- My family went outside of the neighborhood and I got to know people's lives on both sides
- It confirms because segregation is apparent as I've gotten to know the City. I got to go into different areas, 300 hours at a part-time job on 48th and Fond du Lac. I'm the only white girl on the bus, I know how I'm going to appear and I adjust and get used to it.
- just by selecting the route I quickly entered dramatically different communities and cultures. South was Latino, North was African American, West was white suburbans, East was white gen Xrs and only slightly more integrated at least at the pedestrian level.
- In order to get around I generally drive along Center St., North Ave or Burleigh...my neighbors think I'm nuts! They would rather drive wayyyy south and go around, than drive through *those* neighborhoods. It is a little depressing though, seeing all the boarded up houses...I can't imagine, the morale *must* be really low?

2.8.5 "You shouldn't be here"

- I went to Brown Deer Park to scout out a location for our outdoor activities. While there I encountered two Caucasian women who kept questioning me and posing the question are you lost and do you need help. I assured them I knew exactly what they meant – "translation" "What the hell are you doing in this part of the City" I was taken aback and really crest fallen that they wanted me to justify my presence there in a public space.
- Once I walked from Marquette high school to Marquette University and was later told I shouldn't have done that. I was struck by the city that I saw on that walk.
- I've heard things like "this is called WhiteFolks Bay" and "don't go in that neighborhood at night." I hear that it is the most segregated but don't know how this was determined. I live in Cudahy where it's fairly diverse - maybe it's not diverse in the suburbs
- I was telling someone that I was thinking of moving to Whitefish Bay, and that person said to me, 'you've got to be aware of the optics on that.' I was shocked to hear someone say that out loud."
- Back in the 60s, you didn't go to the South Side if you had dark skin.
- If there's not affordable housing, you're forced to live in a part of the city if you look a certain way.
- When I first moved here, I was at a gas station getting gas on 74th and State and I was approached by a woman and she said "You shouldn't be here this time of day", I said excuse me and she said "You White and you should not be here this time of day."

2.9 How it feels

- I did notice that the feeling of trepidation and anxiety around the issues of employment, housing, and starting my own business
- When my wife and I attend the games we are the only "People of White" who are in attendance. Initially it made me and her self-conscious about our surroundings. Now that I have been attending the events and our son's teams games I feel part of the family.
- I was taken aback and really crest fallen that they wanted me to justify my presence there in a public space.
- My son is naïve or hopeful of not being identified as a Black male.

- I took a bus tour of North Avenue, and the diversity of the avenue blew my mind!
- I feel like I don't care and it doesn't matter.
- It makes people insular and segregated by neighborhood.
- I was "dropped into" the city of Milwaukee – dropped in from one protective bubble to another.
- was completely confused by the space in between my high school bubble and college bubble in [Greater] Milwaukee.
- I was completely confused when I moved to Milwaukee from another city [Providence, Rhode Island].
- The racism is so hyper that you don't notice it.
- I was surprised and shocked by this statistic. When I'm on campus it's a culture shock for me. Even restaurants surprise me.
- I regularly rode public transportation as did many folks. I recently hopped a Milwaukee bus and boy what a difference
- My building sits right in the center of it all and yet inside we are completely white and frightened.
- It's disheartening when I pass some disadvantaged people of color and I get that look - like I am other.
- When I realized it was the man I knew, I said I'd go talk to him... and it was as if I'd have slit my wrists, the way they looked at me... brave or silly enough to actually confront someone
- one day when I was younger, I was walking down the street with two African American friends and an older white woman we passed looked at me and quipped "shouldn't mix" ... at first we all were speechless... then we had tons of things we "shoulda" said
- I was telling someone that I was thinking of moving to Whitefish Bay, and that person said to me, 'you've got to be aware of the optics on that.' I was shocked to hear someone say that out loud."
- When I'm at the counter, they say "Next" and look over me as if I'm invisible, asking who's next, like they don't know
- She was let go, but shared how worthless the experience had made her feel because of the pre-conception they had of who she was.
- It has left me frustrated and sad (she was crying by this time).
- I became invisible and unimportant.
- When I think about it sometimes I am shocked, guilty for being shocked and shocked because I am shocked. It's the choices I make.
- It is a little depressing though, seeing all the boarded up houses...I can't imagine, the morale *must* be really low?

2.10 Socioeconomic level

- I grew up in a middle class family, but that never changed the interactions I've had
- Now years later as my neighborhood becomes more problematic and racially/ economically diverse
- I'm married to a white woman and looking for a place to live and that's been a very interesting experience. Right now we're living in the 3rd Ward which is very diverse, which shows you that much of this is a class issue because these are educated people who can afford the rents of the neighborhood.
- When I worked at Penfield, there was a case where 12 children died in a fire. There were 2-3 families living in a house and they couldn't afford heat, so they used kerosene, which was an open flame. And thank God that hasn't happened since, I think that was in the 80s
- One of my main sites I go to quite often is Hospitality House. I notice it's not just segregation based on race, but also based on economics. I've been on the side of helping people get housing, and the process is drastically different for them, who are just blocks away from my friends (the friends have an easier time getting housing). Hopefully, I'm advocating for them to fight for housing to be safe and also affordable.
- We live in the suburb but we are not trying to keep people of color out of our suburban community. Economic and education is in part what causing segregation.

- I am confirmed, we come together to community events like this...then we all separate and go into our little class areas of comfort
- I agree with Dr. Fuller, there are many pockets of poor neighborhoods that represent class segregation!"

2.11 Money and power

- I noticed that where there is money there is good housing and power. That has to change.
- I don't think money and power is the thing that will make the difference, because we may get the money, but not be given the power.
- But I don't think it's so bad if you have money--you can live where you want. For the most part, people treat you well if you have money. In terms of entertainment, there are the Bucks and Admirals, and it's the same thing—if you have money, you're there, and most people are cordial to you.
- In terms of politics, there's so many people vying for seats. If a seat comes up, you'd think that they'd want a black person there who looks like the people to represent people, but they redrew the district lines (gerrymandering)
- There doesn't seem to be enough political will to say that we want to level the playing field. I see the priority going to certain groups.
- This upbringing has made me more aware of the division between the haves and have nots that impacts the black community more than others, but is a common thread across the different racial groups.

2.12 Education

- As the college student asked follow up questions, she realized that none of those high school students had even known anyone who had been to college.
- It was important to me to have strong public schools for my children, because I am a product of public schools.
- School sisters taught me that there's no such thing as race.
- I know segregation is real I grew up on 22nd and Center Street and I was part of the Chapter 220 program. I was bused to South Milwaukee High school freshmen through senior year and graduated. They stopped that program and now you have to go to a school in your neighborhood unless MPS authorizes it.
- I come from a single-family low-income household, and ended up in the best private schools!

2.13 Marquette University

- Marquette University. Where I found it to be somewhat of a culture shock to say the least.
- MU has historically had issues. They are taking the initiative to make change. They try to get small businesses generated and going to improve this neighborhood.
- I'm a Marquette student of color and while I'm new to Milwaukee, I really like the Milwaukee I know... but most of my peers do not agree. I even get told "why haven't you moved out?" too often.
- I live in 'the Marquette bubble', but if you leave the bubble, you are confronted with it [Milwaukee's segregation]. I've been trying to leave it, but it's surprising how few students do that. And if they do, they go downtown where it's hard to notice segregation. I do some volunteer work as a way to reach out, but more needs to be done by Marquette students.
- I'm a Burke scholar at Marquette and it's a 4 year scholarship based on service. I really wanted to learn about Milwaukee. This is my second year here. I can definitely see segregation.
- I was one of four black students at Brown Deer High School. I was the only black person on my dorm floor at Marquette. I became the floor dorm monitor and ruled it by running a tight ship.

2.14 Overcoming

- Initially it made me and her self- conscious about our surroundings. Now that I have been attending the events and our son's teams games I feel part of the family.
- We [the Black Students on Campus 1975} formed ad hoc groups and committees to address some of the challenging issues and situations which confronted students of color on campus. We were very successful in gaining attention from all of the student body, which in my opinion contributed to a modicum of successful changes that were instituted during and subsequent to my graduation
- I feel like I don't care and it doesn't matter.
- I was intentional about trying to find where in Milwaukee I could move – it was an ethical issue for me.
- I know I make a difference through my work, but I wonder how my family can make a difference [with the issue of race in Milwaukee].
- At 5yr of age when my parent went to buy a home there was always a reason to deny us. Redlining was a huge issue at that time, so when my father was able to find a home to buy that home buying experience left alone lasting impact on our family.
- I 'defied' segregation & was able to establish my own comfort level (status).
- I work in the theatre and I'm from Los Angeles...I live and work downtown...so I *pretend* that it's diverse!

3.0 Connected Conversations

What do you see as the role of Marquette University, local high schools, and/or churches in the Near West Side in working on the issues of race and segregation?

What's one concrete thing that Marquette University, local high schools, and/or churches could do moving forward that would indicate to you that they are dedicated to these issues in the Near West Side and throughout the city?

3.1 Marquette University

- Our students do stuff on campus but we seldom go outside...and most outsiders do not find our campus too welcoming.
- I have experienced that African American students labor under a level of scrutiny that white students don't [on the Marquette campus]. One African American professional said that when he visits Marquette he intentionally wears Marquette University "gear" to identify him as with the school so police and others don't harass him
- Fortunately with my Marquette credentials I seem to get a pass on the double standard... so it's not too much a problem but I totally see what you are saying.
- [In my experience as a professor] White students are never conscious of the white race and African American people are always conscious of the white race. [Facilitator reminded of not speaking in general terms for groups of people].
- I graduated from UWM. Students there have a negative attitude toward MU.

3.1.1 Sharing resources, equal partnership

- They (MU) could engage the City by sharing some of their resources.
- Marquette working with other businesses in the area has had a major impact that none of them could achieve on their own.
- MU makes nice events but there need to be follow through and devoting resources.
- It is suggested that both the high school and the university are basically isolated from the lives of those in the various Milwaukee neighborhoods and that more efforts do not address that isolation but

reinforce it through 'benevolence' and 'charity' programs that give experience but don't change the equation.

- Marquette can engage residents and get ideas and successes that have existed for years and not impose 'solutions' from above onto residents.

3.1.2 Marquette student service program

- Marquette students get the mission of the university through their service work.
- Other comments were made about the Community Service programs at Marquette that each student is required to be part of. One of the participants as a student at Marquette U. had worked at a number of programs for homeless, hungry etc.
- MU students have logged over 450,000 hours of charity.... I think they should try to engage more into the community
- MU could help the school increase quality of education and providing mentorship support the City. The students need to learn about economic systems.
- I think the students should tutor and mentor at high schools so everyone can have an experience that opens their eyes as to the people in the communities and how it affects them.
- One helped a student grasp a concept.
- One concern about the Marquette involvement with students and others is that the involvement tends to be in so-called 'safe' communities, but not in 53206 for instance.
- How can Marquette incentivize getting out in to the city more and try things like riding the bus.
- MU students should travel on the buses more, approach homeless people and engage rather than turn away. Too often students stay in the bubble... we need to get out and experience the real Milwaukee.
- Freshman fear of going off-campus and being in a rough neighborhood... the danger of unknown... fear... is too much for most of my friends and me. Maybe MU can have upper classmen adopt a freshman night and haul some guests to explore Milwaukee.
- It is also important to see positive parts of Milwaukee [not just have students only go to their service sites which are places in need]. How do the students who have already had a broader tour of Milwaukee share this with others?
- It's really important that students be provided with the tools to go deeper in conversations and not be distracted by all that surface information. Right now, the deep conversations happen late at night, when kids are hanging out together in lounges and the like. We need to give them opportunities to have those conversations at other times, too.
- I see my role as an educator (trainers of people). Students can learn their roles and understand before they go out there looking. Teaching them how to approach a diverse group of people and get comfortable with it.

3.1.3 Progress at Marquette

- I work at Marquette and see things improving.
- The university is addressing a lot of the concerns of the area, such as trying to break down that 'bubble'.
- Marquette has come a long way since it was run by Jesuits. It's so much more involved with the community now that the president is non-Jesuit. In the past, it has tried to expand that 'bubble' rather than break it down. It's so refreshing to see that change in philosophy in the administration.
- The school does a lot of outreach...it may only be scratching-the-surface exposure for the students, but it's still exposure.

3.1.4 Pedagogy

- Ignatian Pedagogy [God of all things and God of action] can play a huge roll in the racial issue because it can provide the opportunity to the students to do a deep dive into it.
- European history is the only history taught at Marquette. It's denigrating to teach only about slavery. You need to teach African history prior to slavery.

- Marquette Univ is a faith based community, incorporate college into establishing initiatives where students can participate with urban studies.
- The curriculum is key. Everyone needs to learn everyone's heritage, including American Indian.

3.1.5 Supporting Marquette student diversity

- I think we should offer support for first generation students who come from different backgrounds and may have a little trouble getting in the groove.
- I think everyone should have good point advantage provided. Everyone deserves equal opportunity because some have been trained differently on how to focus and study.

3.1.6 Suggestions specifically for Marquette

- One suggestion suggested turning the flow around with community people coming into the Marquette community for opportunities to interact or find training opportunities.
- Leadership has to be diverse sometimes; give others opportunity to lead while you offer your resources and connections.
- Ask how we can capitalize on that at Marquette.
- Create credit incentive for students to become more engaged in dialogue events like this?
- Issues of race need to be explicit in a way that's uncomfortable in pointing out something that is racist! The institutions and how they (universities) are contributing, and what does faculty/staff have to say about it?
- Force students to participate in community engagement sessions!
 - Universities and churches not forcing students to participate, but provide a 'structured exposure' to urban studies.

3.2 Education

- There has to be education equity for students of color.
- Another issue is the cost of educating people and teaching people what is healthy. I try to teach student. I will continue educating.
- We need to learn more modern history in school about diversity - not just ancient history.
- As a Black family, education was very importance. They wanted us to have many opportunities which were the proof that we could make it and looked down on those without an education, whether they were White or Black.

3.3 Milwaukee

- We stopped at the juice kitchen [on 15th and North].
- We stopped and went into the shop on 55th and North that sells stuff on Amazon.
- The population of Milwaukee is shifting north.
- Since I have lived in Milwaukee [as a student on Marquette's campus] I have had inherently uncomfortable encounters with people in the city. It is good that Wisconsin Avenue runs through campus because it makes us confront this.
- There are "invisible walls" dividing Milwaukee – people avoid places in Milwaukee. We need urban planning in Milwaukee to allow things to be much more free and fluid. The power of transportation is key (cars allow you to avoid places and buses have the power to connect locations).

3.4 You can see the difference

- There is a difference in the quality of houses and buildings. It was blaringly obvious. These things were pointed out to us by our tour guide, but we could see the differences as we passed through.
- I ride the bus and that experience can be very interesting! Once, while riding down Wisconsin Ave to 60th street...I could see the various race of people (getting off) and it is very easy to identify (obvious) lines that are drawn, as far as class of people...it is easy to identify! Easy to see proof!
- The uncomfortable encounters are important. It challenges you. You can't ignore the experience.

- Perception is not reality. . . It is only perception
- Within the arena of segregation we create our own realities. We see what we want to see or not.

3.4.1 Impact of the media on perception

- We are perceived in northern areas based on what they see on the news, and that's how they see us and what they think of us.
- For every negative story there needs to be an equally good story on the news.
 - That doesn't sell.

3.5 Businesses, jobs

- Midtown has stuff that appeals to lower income people. It attracts certain people. I don't go there because there is nothing that appeals to me except Starbucks.
- Businesses leave because employees are stealing. People with disposable income go elsewhere.
- Training and customer service issues.
- There should be more opportunity for business loans and less restrictions.
- There's a wellness commons on North Avenue. I'm interested in seeing how they work.
- We need to continue to utilize small businesses in the area. Places like Marquette and congregations could use catering and other local services to help the local economy. The challenge is that there aren't a lot of local businesses that have the resources [Marquette] needs.
- I think we should find out how we can reach out to the businesses in the community.
- I think we need to recruit more businesses to locate themselves in those vacant buildings. I don't mean nail and hair shops but maybe fine dining or higher scale of dining in the area.

3.6 Food issues

- Neighborhoods could regulate the number of fast food places. We need more fresh fruits and vegetables. Maybe another coffee shop.
- Cheaper food is bad. How do people eat healthy in a food desert.
- I am excited about bringing fresh food to the Near West Side of Milwaukee. This has been over a two year process with different businesses working together to work with the grocery store industry to find someone who will take a chance on this project. Marquette believes this will work [there is a high demand] but it doesn't fit the business model of grocery stores who profile neighborhoods.
- I think we need to recruit more businesses to locate themselves in those vacant buildings. I don't mean nail and hair shops but maybe fine dining or higher scale of dining in the area.

3.7 Crime

- When a major crime happens, on the news they say "Oh, this [kind of a thing] doesn't happen in our neighborhood." [That statement makes me think to myself] "Then why is there a police/sheriff department in your area? Crime is everywhere."
- Businesses leave because employees are stealing. People with disposable income go elsewhere.
- Marquette is actively working on perception of the area and safety. In the past two years, there has been an increase in safety in the neighborhood and a decrease in crime. The North Westside Partners have reported similar findings. The neighborhood is much safer than people perceive it to be.
- Issues of crime brought these groups together.
- If the four large partners in the area plus the smaller organizations each are responsible for a 2 block radius from their respective locations, 80% of the Near West Side is covered. This has allowed real change to occur, including fighting a change in the law [closing a loophole in the law], and fighting the tobacco lobby [to close a smokeshop which was a gathering place for drug dealing]. None of us would have had success alone, but together we have seen real change.

3.8 Money

- Unfortunately everything doesn't have to be about money.
 - But it is. That is the root of capitalism.
- I see segregation in Milwaukee as economic.
- Distribution of privilege is about the distribution of resources
- I think we should provide support in helping people to use power, strength and political voice of the wealthy. The wealthy can act as facilitators and help develop agenda to do that.
- Gesu has hundreds of wealthy people who would love to get involved. There is an abundance of people with wealth and we have to get them engaged.

3.9 Politics

- Politicians to pressure the big players for change.
- My friend said most of the City board is black.
- This has allowed real change to occur, including fighting a change in the law [closing a loophole in the law], and fighting the tobacco lobby [to close a smokeshop which was a gathering place for drug dealing]. None of us would have had success alone, but together we have seen real change.
- We need to do more caucusing and being faithful about it. I meet with groups regularly.
- I think we should provide support in helping people to use power, strength and political voice of the wealthy. The wealthy can act as facilitators and help develop agenda to do that.

3.10 Current climate

- Black Lives really do matter
- How can we really get to know each other in the current climate?
- Affirmative Action never went over - I don't know how outreach is done now.
- My concern is: how do we fight the apathy?
- What is power and civic engagement? If there were more civic engagement sessions, we would not be having this political environment!
- Since we've had a Black president, things are out in the open. For the first time, people are aware of the government.

3.11 Solutions, suggestions, advice, etc.

3.11.1 Already in place

- MU should continue their service outreach programs.
- Keep providing service learning.
- The Park Initiative is trying to alter that perception.
- Churches are good at bringing people together.

3.11.2 Specific

- Housing for mixed income and more institutional development would help.
- At American University in Egypt we formed teams and involved parents. I'm not sure it would work here. Maybe young kids could go to school in different neighborhoods as a group?
- Invite people to your home and go visit theirs.
- It would be good to empower the ones with concrete ideas to move forward.
- We need to get young people out there organizing and informing the community on what's available and how we can work together for the other needs.
- Design a plan where people who are not homeowners feel they have a stake in moving forward.

3.11.3 General

- Active intent
- True collaboration with allies
- As a society we need to find a way to increase the pipeline for more people of color in professor positions. This is not a Milwaukee issue, but nationwide.
- Awareness is most important.
- We need to get out of our element to understand other cultures.
- Providing leadership [in schools and churches] that understands the issue and works to make changes based on that understanding.
- Within and out of the black community, there are stereotypes. We need to change the perceptions and stereotypes about black people.
- Segregation reinforces negative values, and as a society we must become more society integrated to remove some of the legacy baggage that been left behind due to racism and the issues of segregation.

3.11.4 Education-related

- The people coming to teach are bringing their baggage with them. We need psychological testing of teachers.
- I think people whose kids have made it, they're at private schools. So unless we change parents advocating for our kids, saying what they get to learn and when, (nothing will change). People need to take care of their own if you want a fair and balanced education.
- People live up to their expectations. Teachers need to believe that all kids can learn.

3.12 Creativity in countering racism

- Milwaukee High School of the Arts and Pastor Lisa said if we can produce more art for people of this neighborhood to see [it will help improve conditions].
- We saw the murals in Black Cat Alley at I-43 and North Avenue.
- Schools need to allow teachers to be more creative with students instead of keeping them in this little box. There is not much positive about embracing cultures – not just ethnicity.
- I suggest that MU partner with Milwaukee High School of the Arts, and follow those kids and help to shape how they see the world.
- We go to spaces that attract diversity.

3.13 Conversations, connections

- Be part of conversations and support those people who have ideas.
- We can achieve more together. Marquette working with other businesses in the area has had a major impact that none of them could achieve on their own.
- Fully engaging in honest remembering discussions will go a long way to truly understanding other as self.
- He said we need to have more action, but before that, I think we need to have the conversation in order to find out how similar we are. Once we find out how similar our struggles are, we can move forward. The pain of the race issue is one we all share.
- I think there should be more involvement between church and schools. We should have more gatherings like this to get to know one another better and collaborate with ideas that would be useful for the community.

3.14 Dialogue process

- Having those conversations may breed more racism. People may walk away from the conversation asking, "How did they get it?" We have the same education and goals as you, but we are not accepted."

- Discussions like this are a good start. It will be good to collect the information from this discussion and look at the items, facts and stories and see what actions we can take from the results of this dialog.
- When you sit at a table like this, it's natural to try to figure out who's who; and until you find that out, you make up the story and, unless you hear it from the person, you carry your made-up story with you about who that person is, whether it's right or wrong.
- On the value of structured dialogues: It's really critical that people have the opportunity to find out how someone developed their views and attitudes, and that's not going to come out of a casual conversation.
- We have all of these discussions, you take your notes, but we don't even get to see the summary of them. I'm not very hopeful of what's going to come out of this.
- Considerable discussion about the value of this conversation in making everyone aware of different programs and resources,

4.0 Parting Words

- Fighting racism and segregation is like fighting a war. We must learn how to fight this kind of war learning both it weapon and tactic, and how to defend against it in order to move forward.

4.1 The dialogue experience

- Warm
- Hopeful
- This is a diverse crowd, which is important. There is a range of experiences needed to find solutions.
- There's hope when people are gathered together like this. It would be good to meet on a regular basis.

4.2 Learned something

- Enlightened
- I'm glad to hear about the Milwaukee Neighborhood News Service.

4.3 Marquette University

- It's nice to see MU start this conversation. MU has the power and respect. They could catapult change.
- Lots of student organizations on campus hold cultural events and welcome everyone. We should support these efforts.

4.4 Next steps, commitments

- I will be thing about solutions. What can I do differently, or how can I get students to think about long-term goals. How can we meet basic needs. I will take these ideas to my leadership team.
- People genuinely care about this issue. It's on us to act.
- The energy has to be consistent and involve ongoing commitment and creativity.