• To make change, hang out with the cool people.
• A leader is anyone who is willing to help, anyone who sees something that needs to be changed and takes the first step toward that change.
• “Proceed until apprehended.” (vs proceed with caution)
• Guidelines:
  o Open hearts. Open minds.
  o Share the air: speak and listen
  o Create a “brave” space (vs “safe” space, which is not really possible). Support others taking risks/speaking up to help us grow
  o Challenge isms
  o Offer your knowledge in a way that helps people grow. When in doubt, reframe the statement or question. Use “I” statements.
  o Listen deeply. Phones away.
  o Respect confidentiality
• How do we get past the “Safe” conversations and events? How to we connect on a REAL level?
  o How do you create community? What might you or others do to improve climate on campus for women of color?
  o How is this particularly challenging for minorities in a “majority” location like Minnesota? (Minnesotans are so nice and will give you directions anywhere...except to their home.)
• Karen Hanson – Provost
  o One challenge is isolation. We need to be attentive to it and work against it.
  o Mentorship is key. (Despite barrier of competitiveness.)
  o Academia/Higher Education is an exciting and inherently useful/important field, and we must work hard to make it “work” and promote success for ourselves and others.
  o Kaler’s priorities: create a more diverse workforce; promote an environment of success
  o Qs from group
    ▪ The U does a good job of promoting diversity and recruiting, but how does it make it sustainable, how does the U “do” diversity?
      • The U needs to show support of faculty’s areas of interest and research (e.g.: diversity) because we learn from those diverse areas of research.
      • The Qs (aka research areas) that women and people of color have need to be ratified (validated?) by their peers and colleagues.
      • Recruiting and retaining underrepresented populations is one way of “doing” diversity. Also KEY is to educate those who are
traditionally majority about their own privilege and their role and responsibility in diversity. BUILD ALLIES.

- We talk about updating curriculum to include required coursework for students around the concepts of diversity. What about making the same true for faculty and staff?
  - Hanson: there is mixed data on the effectiveness of mandatory trainings, but perhaps there are other ways (holding people accountable; other interventions)
- How does change happen in the Provost’s Office? Is one voice enough? Do people need to come in groups?
  - Hanson: One person can make a difference. But...connect with others (others with the same issues or others who are sympathetic). Collectives are efficacious politically. Leadership may not see the deleterious effects of a certain situation without the help of a group.

- Kris Lockhart
  - Assumptions and contextual grounding: She is defined as white and female, but she is asked to speak on behalf of others with whom she does not share experiences and identities.
  - It is important to recognize that she speaks her own observations, and they may not be someone else's truth. So, her speaking must be done with utmost care and respect for the lives and experiences of others.
  - Our society is still racist and sexist. Race, gender identity, and gender expression, ethnicity have complex intersections, especially for people with multiple identities.
  - We need to educate white people. We need to learn about others and learn how to work with and support people with other identities. Our intent should be to better understand one another.
  - Her presentation on top three issues women of color (but with caveats: the three issues she lists may not be all applicable to every woman of color and they may also be applicable to others who are not women of color.) Top Three Issues:
    - Isolation – from those with similar lived experiences within the institution (shared histories, shared world views, shared lived experiences)
    - Marginalization – often most acutely within one’s own work/school environment and by those with different backgrounds and experiences. Devalues the work and opinions of women of color
    - Deprivation of/or separation from experientially relevant resources that are both critically necessary for the successful attainment of one’s
potential, and are generally more available to others. This is critical for maximizing success and achievement for women of color (and for all).

- How does OED do their work?
  - Historically, their offices (Women’s Center, GLBTA, etc.) are designed to help underrepresented populations, and some are geared towards compliance (Disability Services, EEOA, etc.).
  - They are open to having conversations about how their offices can be more impactful and work with people to find solutions.
  - Goals (aspirational, aka works in progress) are in three areas:
    - Individual comes to us and we work to help them work safely through a problem toward a solution that will not negatively impact them in the future.
    - Work with departments, units, colleges, and campuses on both specific and strategic initiatives related to problems and/or diversity. We meet them where they are.
    - Work institutionally to deconstruct barriers at the University level. Work is done through an educational model (whether programmatic or discipline-based).
  - How can we work across perspectives/differences or, even better, to capitalize on those perspectives toward achieving your highest aspirational goals?

- Qs from group
  - Is there an unintentional dampening of the issues because people are scared to admit “I’m scared” or “I don’t understand” or “I don’t know” since higher education cultivates silo system and expertise. How can we help this process? Or, is it even helpful?
    - Example is from department that has created a faculty safe-space model of lunch conversations with a high level of confidentiality so that they can talk about issues.
    - Response: I have comfort in saying “I don’t understand” but I also realize that who I am (inherently) reduces my credibility.
    - Kris: notion of vulnerability is huge. We must feel comfortable saying “I don’t understand” or “I feel ______”
      - She worked with an equally credentialed woman of color, but witnessed the presumptions that Kris had “earned” the job while the other woman was “given” the job, and witnessing the differences in the way that they were accepted. Kris could say, “I’m not sure, I’ll check into it.” But the other woman had to constantly prove herself.
Q: from student - What about tokenism in the state of Minnesota and in the University? We seem to be recruiting people of color from other states, but not doing well to recruit and retain native Minnesotans of color. How to fix?

- HR at UMD: If people of color self-identify in the application process, their names are specifically forwarded to the hiring department. If those candidates are not chosen, the hiring department must identify in writing why the candidate was not chosen (before any external applications are even provided to the department). If your strategic plan has this in mind, you must do something along those lines.

- For job applications, if the minimum requirements are met by an applicant, why are the preferred qualifications the standard for hiring? If the job requires a BA, don’t hire a PhD.

• Panel of Women in Governance Positions
  - Kim Swain Simon – find a point of interest and get connected to those areas of governance (committee positions, etc.).
  - Per KSS – University Senate is “open” and all can come and listen or even speak (everyone gets three minutes). Take the opportunity to listen and learn.
  - KSS notes that there is a distinct lack of males of color, persons with disabilities, and GLBT reps (unless they openly identify in some way)
  - Lolita Davis Carter – She set up a personal action plan for 6 months, 12 months, and three years. Worked with her supervisor and did her own research to decide which areas she wanted to pursue. She listed out pros and cons for each committee, and felt that Social Concerns would be the best fit.
    - She used OED training to get experience and certification, and how to navigate conversations and systems.
    - Ask! Try! Don’t have fear, and don’t wait. Use your director and your manager to help you with guidance and support, but you have to do the legwork yourself!
  - Peh Ng – Faculty governance perspective. Being on a governance board can be a daunting task, but it can be fruitful and have successful aspects. Patience is a virtue at this University, so value it. (Joke is that things happen faster in a cemetery than at the University.) You may not see a fast outcome, but ultimately things/changes do happen.
    - Ex: It took 10 years of work to get clearer policies to allow women faculty to pause their tenure clock for parental reasons; to get same-sex domestic partners permitted on U health plans; etc.
We want a lot, we want it fast, we want it now (McDonald’s mentality), but it takes time and patience.

Choose your committee work. You can’t be on every committee, so pick and choose those that are most important to you and devote your energy to that. It is ok to say “no.”

Questions for the Panel

- P&A job class and Civil Service may merge into one job class in the distant future.
- How do you balance the workload out?
  - Talk with your supervisor and put an action plan in writing. If it is not in writing, then it probably won’t happen.
  - Say “no” when it gets to be too much.
  - Try to make connections with your core duties/office duties and the committee work you are doing. Sell it to your supervisor, if you need to.
  - For faculty, the committee work is part of service, so it is expected. For P&A, you do the work until it is done.
  - For others, supervisors must support this and should see it as a “win-win” for the department.
  - Use the President’s Letter of support for all staff to be a part of governance.
  - Use your performance evaluation to talk about professional development goals and then show back the next year the progress and success connected to that.

- What do you do if your supervisor says “no?”
  - Take people to lunch. Wear them down.
  - Bring a wealth of knowledge to support your position.
  - If egregious, go to EOAA.

- Are women of color actively using action plans? How does that work?
  - Lolita: Start with simple steps and, if you are helping others, meet them where they are. Identify what you value, and start there to build an action plan. Build goals from that. Lots of examples online.
  - Her plan:
    - 6 months – pass probation, focus on core duties
    - 12 months – probation passed, now focus on training
    - 3 years – join a governance committee and make an impact in various ways
Women Status at UMN Panel – started with three main questions and all panelists answered
  o What is your vision of a University that supports women of color? What does it look like? How does it operate?
    ▪ Mentoring; Action Plan assistance
    ▪ Career Services
    ▪ Development plan assistance – make sure we are part of committees and offices, make sure they are diverse visually and otherwise to avoid “professional loneliness” (people can feel invisible or disrespected if they are the only person of color on a committee)
    ▪ Diversity should be honored, not invisible or patronized
    ▪ Don’t assume that people of color all have the same experiences and cultures. Learn about each other, and work to find common goals.
    ▪ Be aware of intersecting racism (gender and race, age, seniority in position at University, etc.) and the particular challenges therein
    ▪ Work and Social Wellbeing should be high institutional priorities for high job satisfaction and engagement for women of color
      ▪ ex: budget/management constraints impact minority groups more acutely)
      ▪ ex for faculty – hiring “one” faculty of color but not doing anything else leads to “failure on the vine”
      ▪ ex for faculty – single faculty of color cannot institute change and may get negative evaluations
      ▪ ex for faculty – woman of color faculty is tenured but is not compensated accordingly (Equally), and is asked to serve on multiple committees as well as being expected to be top achiever in all other areas (teaching, research, etc.). Takes a toll on wellbeing.
    ▪ Negative examples: raising your hand in class and not being called on, other micro-aggressions in class, not being able to have an active student group because the advisor is overburdened and too busy = feeling unsupported
      ▪ It is twice as hard to always have to prove yourself and to force self to be extra-outgoing and extra-prepared. It is exhausting. The safe haven space (ex: Ethiopian Student Center/Office) is the place where the student can relax and be herself; make connections with others.
2nd Annual Summit for Women’s Equity Leaders
Notes (Adapted from Noelle Noonan’s notes - thanks Noelle)

- “The system breaks you down.” There are things about me as a Muslim and as a woman of color and immigrant that I didn’t even think I would have to deal with here, but I did.
- Positive examples from other institutions: having safe spaces and structures that support your culture (e.g. prayer spaces, Ramadan breaking fast suppers, organizations)
- We need to better pass on the information gained and relationships built to the next generation. How can we make it more systemic so that students don’t have to start out lost and confused and then “figure out” how to get resources and access? Each group that comes in has to go through all the same work and steps again, but we can make it easier for them if we are strategic and systemic.
  - What are the first steps?
    - Focused and deliberate hires of women of color
    - Reward women of color financially
    - Reward in non-financial ways, too – including nominations for awards and recognition
    - Push people through/to professional development
    - Protect the labor of women of color faculty
    - Mentor women of color faculty and value their scholarship
    - Track experiences of our women of color faculty and their career paths
    - We can make policies that change how we measure success, admissions metrics, identify leadership, etc. We don’t have to follow what the “Big 10” schools do. These policies can set us apart from other schools. (i.e., we don’t need to have a requirement of a 28 ACT score)
    - “Do not go calmly into tomorrow.”
  - What advice can you give to our white allies?
    - White Privilege Conference – Intense experience about confronting reality, especially understanding internalizing racism. Go to it and learn from it.
      - Overcoming Racism (overcoming racism.org) is local conference this fall (since White Privilege Conference is moving and may not be local/available easily)
    - You (white counterparts) have to feel uncomfortable enough to understand what it is like for others, embrace diversity, and appreciate differences.
    - We need more opportunities to interact cross-culturally/cross-affinity groups (e.g. workshops). It can be frightening and challenging for ALL parties to do this.
Oppressed people need to stand up together to overcome the system, but the system also needs to adjust to accommodate the students and to promote tense, uncomfortable, and challenging conversations.

Ricky Hall – Importance of cultural spaces, diversifying staff, and mentorship.

• Working lunch and groups – final notes provided to summit leaders.