I. Welcome and Introductions,
Interim Associate Provost and Chief Diversity Officer Sekile Nzinga welcomed Council members to the winter 2020 meeting

II. OIDI updates- Interim CDO and Associate Provost Nzinga
Interim Associate Provost and Chief Diversity Officer Nzinga provided an overview of the role. She discussed their continued commitment to Women’s Center and overall review of OIDI mission.

Mission of OIDI:
“To help to create and sustain a diverse, inclusive, and welcoming environment for all the Northwestern community members including students, staff, faculty and alumni.”

Nzinga discussed areas of focus for the role of Chief Diversity Officer and the distinct role of the Associate Provost for Diversity and Inclusion
-The CDO is charged with leading the institution and shifting culture. Chief Diversity Office is involved in advancing diversity and inclusion, as well as being brave enough to lean into the work of being better than it was previously. The CDO is not a singular person who facilitates the work, neither is the office in being singularly charged. Charged with transformational agency as the CDO facilitates the work; she inspires and hold folks accountable for the work.
-CDO has a role in sustaining the work with best practices, policies, and procedures and being in partnership with folks such as the UDC to do the work.

-Associate Provost has a distinct role from the CDO position. The Associate Provost connects the intellectual life of university. That person that is pushing university and being thoughtful
relating to various pedagogies, research methods and encouraging intellectual life of the university teaching and learning within campus and beyond the campus, and being charged with the intellectual life of university. While used interchangeable it is two separate things. Additionally, it touches areas that may not necessarily be charged with those aspects of the university.

-The approach taken by Dr. Nzinga, as she described it, is informed through the lens as director of Women’s Center and as a women/feminist, social justice educator, a Black queer woman, first generation middle income, and a survivor of sexual abuse. Both personal and professional experiences inform her lifelong work to transform educational institution to be more acceptable, equitable, and just.

-What it will mean to do the work within the interim capacity will focus on naming and defining the work during interim period. One, continue to do meaningful work, as OIDI is still young office within the institution. Reviewing, building skill and looking with discrepancy regarding the work that is being done. OIDI will be able to say yes with clarity regarding the work that is being completed. Work like the Native American and Indigenous, Women’s Center, Dream Week, Undergraduate Student Lifecycle, Faculty Pathways and utilize this time to clarify ‘what else?’ A part of this will be to organize the work being done within diversity and inclusion.

-A portion of the work will be used to spend time mapping the work of diversity and inclusion that is being completed across the university.
-Also asking who is leading diversity and inclusion across the university? What does the work look like? Who needs resources? Who needs support/guidance? We have no way of knowing who is doing the work of diversity/inclusion at Northwestern. There is currently no way in knowing who has the competencies in diversity and inclusion work, or no way of knowing if harm is being caused as the work diversity and inclusion work is being done.
-There are key questions that OIDI should asking, particularly financial questions relating to diversity and inclusion. Has diversity and inclusion been commodified?
-Are the outside contractors that we are being brought into the university properly vetted. These are questions that OIDI should be asking and knowing.
-Are the people most impacted by margins are they at the helm of diversity and inclusion efforts at Northwestern? Are they benefiting from this work? Are the ones who hold the most knowledge at the helm of the work of diversity and inclusion?

Comments made after initial presentation
-Gina Logan – This is an opportunity for collaboration and coordination regarding things that are being done in areas of diversity and inclusion. If there is something that is working, it will be a good opportunity to know about that (initiative) and share; if something is not working, it will a place to share that as well. It is not a critique of efforts, but a way to connect.

Mónica Russel y Rodríguez– The work of mapping is important. We are trying to work aware of the anxiety that is currently present, we are aware that there is a history and culture of appropriating the work that we want to avoid. The mapping that is being done by office, is not monitoring, and intends to provide an asset and accounting of the work being done at NU. How do we decolonize the work?
Sekile Nzinga – OIDI can be charged with the oversight of this work that is supportive, developmental. Where do the offices that do diversity and inclusion work go to ask for help? Where do they go to ask for support? I think we have to shift the way we think about this work. This work should not be competitive. We should remember doing this work in higher education and should not feel that we are under attack or under surveillance. This is not a territorial space, because there are people who are not in higher education who have been doing this work for quite some time and we are building upon that work.

Bennet Goldberg- Thinking through the best practices in higher education. The work of diversity and inclusion comes from a place of opportunity. It is important to maintain a path of partnership, compliance and practice, opportunity that higher education folks react to the work of diversity/inclusion, doing the work is an opportunity

Sekile Nzinga- This is certainly important in asking why we are doing what we are doing and being in partnership. We are committed to shifting the culture and doing transformational work. We are in partnership with areas such as the Office of Equity and shared focus and intention were actually the same.

III. Wellbeing - Francesca Gaiba and Steven Adams Presented the Change Makers Task Force work-in-progress

Sekile Nzinga - Change Makers is an important aspect of the work that has been done by the Women’s Center. The Women’s Center has taken up a large portion of the work and taken the lead of diversity and inclusion work at Northwestern, even before Northwestern had a Diversity and Inclusion office.

- Francesca Gaiba provided an overview of the work of Change Makers. Change Makers is a program that takes on the intergroup model, with the goal of facilitating discussion across various groups that covers aspects of racial and ethnic differences, gender, sexual orientation, class, religion, etc.

The charge of the committee, which consists of a variety of individuals from almost every area of the university, is to review the current components of Change Makers and how the program is working.

- Gaiba described monthly meetings that began with ground rules for engagement and provided a foundation of understanding of the issues of diversity, inclusion and equity at Northwestern.
- Samir Desai (Director of Learning and Organization Development) was invited to present issues focused on staff and the issues identified in the staff survey.
- During the December meeting, Samir Desai mentioned within Learning and Organization Development conducted benchmarking regarding d/I efforts and found:
  - there are programs that is open to various individuals
  - there are one day, ‘a diversity day’ programs where the whole university participates in aspects of diversity
  - there are programs that are open to many people,
  - there are programs with targeted efforts focused on smaller group learning and theories of change.
During the month of January, the work group began to dive into reviewing the Change Makers program.

Steve Adams discussed the progress of what will take place during the following months. Particular area of continued research phase took place and a series of themes were identified. These themes will focus on:
- selection process
- format content and engagement
- goals evaluation and impact
- relationship to the university and impact of university
- benchmarking across universities across the nation

Change Makers Committee Timeline
- Research in February and March
- April meeting alternative models, work on literature review and look at peer institutions, and review other models from different schools (from our peers and beyond)
- May – comparing Change Makers and alternative models
- June – Write and present findings

Questions regarding Change Makers
-Bennett Goldberg – The timeline does not seem to align with FY2021 request of resources, are you able to elaborate on the integration of financial requests?

-Sekile Nzinga – There is hope that there will be some financial resource allocation for fiscal year 2021.

-Mónica Russel y Rodríguez noted that she included in the 2021 budget a request for the Change Makers program or the equivalent recommended by the Task Force.

Lisa Corwin – Would like to make sure that when we are listing the names of schools that we are also providing a connection to the academic mission and access and be part of the conversation. I would also like to make a comment regarding the sharing of diversity and inclusion initiatives and that they are scatter shot that lack benchmark and strategy is critical. The work is critical and why this needs to be a priority and at the level of trustees. Without this work we cannot be called a top research university. We need concrete and measurable forms focused on diversity and inclusion. This work cannot be just an add-on versus a way of being. It is critical that the work is trickled up, not down.

-Steve Adams – We need to select for these values and make it a priority, such that we communicate when you work here at Northwestern, you are coming to place where you are coming to work at an institution that is inspiring, that is inclusive, that is diverse and equitable.

-Sekile Nzinga – Thank you all for your comments. As we continue to review this work, it is okay to slow down and refine the strategy of this work and be able to pitch for more resources. A key part of this work is to review the work of Change Makers and how we scale up. It is okay to be slow and intentional, and refine the work.
IV. **Access - Sekile Nzina presented the GQNBT Task Force updates and outcome**

Provided formal presentation during the recent Provost Office meeting. A review of the task Force recommendations. (Note: Dr. Héctor Carrillo was unable to attend)

Héctor Carrillo and Sekile Nzinga served as chairs of the task force. The task-force was an intergenerational, gender diverse, racially, ethnically, diverse in sexual orientation group of people. Participants came from faculty, staff, undergraduate, graduate and post-doc level. This group of individuals were really committed.

Dr. Nzinga provided a review of the first four recommendations. She noted that within Women's Center, we are discussing how we are going to respond to the recommendations outlined within the report.

Also, asking staff of OIDI, although we are a sponsoring unit of the report, OIDI is implicated within the report. What are we going to do and address areas of the report?

-**Recommendation 1: Respecting and Affirming Names and Identity**
-**Recommendation 2: Creating a Gender-Inclusive Learning and Working**
-**Recommendation 3: Expanding Gender-Inclusive Facilities**
-**Recommendation 4: Expanding Health Services and Supporting Well-Being**

Bennett Goldberg – Searle has yet to have a formal conversation regarding Recommendation 2, but overlaps with the area of Searle Center and looking at faculty and their learning environment. Together with other areas in the Office of the Provost, are working to create an aspirational definition or goal of what an academic culture looks like, so that when we think about programming, strategizing and capacity building and implementation that we have something we can aspire to and aim for. It is something we can collective work toward.

Sekile Nzinga – It is beneficial to sit in multiple spaces and integrate the work.

Celina Flowers – Able you able to talk about the next steps?

Sekile Nzinga – The whole enterprise is in transition. The four folks who sponsored the Task Force and led this charge are no longer within the institution. So we are in this period on deciding on how to move forward. We are thinking about the planning process and who should be part of the group that moves many aspects forward. The Office of Equity, HR, Global Marketing as to be part of the group that helps move forward the conversation about gender. The formal and informal leaders have to be part of the group and who are the experts on knowing the challenges that are being faced. Those that have institutional power and those who have the power of knowledge shall work together. Charge to the partners in this work is to look at the report and determine where the report touches within your specific unit and how you might take up this work at the unit level. Language is one area in which can be examined closely. Changing the website for gender inclusive language; there are many acceptable ways for this work do be done. Determining the small wins that can be done so that the larger pieces can also be done. Next steps can be done at two levels. At the unit level, it can be focused on
holding ourselves accountable. At the university level, looking at ways at which this can be central. Shining a light on the work that the units are doing and the work that students and student groups that are doing, as many student leaders are informed of the work. What I am sadden about is that we didn’t have the same study done for faculty and staff, but that is the next step.

Gina Logan – It is certainly useful to know what is being done. An example of that, is the work that is being done within SESP and the advocacy that is happening is important to the goals of the work.

Sekile Nzinga – The advocacy that is happening around the campus is very helpful. It keeps us going and on our toes. An important part is the research, somethings it is the library and other times it is different units across campus. Sometimes it also involves the research on how to do the work. Being able to prioritize the decisions. It is important to do better job in the messaging of the priorities and communicating.

Report also identified three additional areas of recommendations:
- Recommendation 5: Increasing University Resources
- Recommendation 6: Creating Gender-Inclusive Residential
- Recommendation 7: Strengthen Community, Connection and Collaboration

Task Force recommends that the Sponsoring Areas focus on the following recommendations:
Office of Provost: Recommendations 1 – 7
Human Resources: Recommendations 1, 2, 4, 5
Student Affairs: Recommendations 5, 7

Co-Chairs Recommendations
- Disseminated GQNBT Task Force Report
- Convene University Action Leaders
- Appoint Implementation Team
- Update progress of GQNBT Task Force during All Staff Provost Meeting

Dr. Nzinga concluded: Héctor Carrillo and I want this report to be a living document. We wrote it in a way that speaks to culture shifting and there are ways in which the culture shifting can begin now. The work that is being done. Shine the light that is being done by the various units across the university.

The Charge to the UDC and the University: During your next staff meeting, have the staff read the report, the section in which the unit is implicated and take up the work. It is the responsibility of everyone at the university to take up diversity and inclusion work. The report has narrative and recommendations to go along with the narrative. Tell us what your offices/units are doing in relation to the report.

V. 4:00 Updates
VI. Reception in honor of our Interim CDO

Next meeting- June 3, 2020 3-4:30pm in Hardin Hall