At the end of her book of essays, *Bad Feminist*, Dr. Roxane Gay states: “I would rather be a bad feminist than no feminist at all.” Through her dynamic and witty writing that examines American contemporary culture, Gay breathes new and vibrant life into what entails a feminist.

Admitting her love for pop culture, Dr. Gay expands the term *feminist* to incorporate the seductive power of movies, sports, celebrities, and music that have been considered damaging to the progress of women in society. In this way, she restructures feminism, flexing it toward not only further accessibility and inclusion, but empowering it into something that demands conversation, participation, and action. Her appeal to the younger generation with facility in digital media, encourages a new generation to consider, and to raise, relevant and nuanced questions. In this way, Roxane Gay is taking on the face of third wave feminism.

Her book *Ayiti*, published in 2011, is a collection of fifteen stories that shed light on the Haitian diaspora. Her writing can also be found in *Goodbye to All That, Best American Mystery Stories 2014, Best American Short Stories 2012, McSweeney’s, Tin House, Virginia Quarterly Review, NOON, The New York Times Book Review, Time, The Los Angeles Times, The Nation, The Rumpus, Salon* and many more. Dr. Gay also co-founded *PANK*, “the riskiest magazine on the literary scene,” which in 2010, through print and digital means, reached an audience of more than 100,000 in over 100 countries across the globe. Her second novel, *Hunger*, is due out from Harper later this year.

It is with great anticipation that the Luann Dummer Center for Women announces Roxane Gay as its 2016 Women’s History Month speaker.
In the fall of 2015, the LDCW organized and co-sponsored a series of memorable and well-attended events, including the 3rd Tommie Talks (Speed Mentoring for Women Students), the fall Chocolate Reception, Feminist Friday Talks, book discussions, Yarn Tamers’ weekly gatherings, “And Still We Rise” lecture series (co-sponsored with SDIS), and the “Tea Please” open house over the Family Weekend. These were just some of the highly educational, enjoyable, and often eye-opening regular programs and events.

I’ve been also overseeing the progress of three research fellowship students’ works on exciting projects, some of which are introduced in this issue of the newsletter. As usual, I have been happy to coordinate with other groups who share our goals of gender equity and social justice, such as the University Committee on Inclusion and Diversity, UAWF (University Advocates for Women and Equity), Women’s Studies, LGBTQ+ Allies, and WFLC (Women Faculty Leadership Council). I list them here to indicate the range of work that the LDCW has been involved in to advance and support the University’s mission.

With Luann Dummer’s endowment strong and secure, we at the LDCW are dedicated to working on what we are uniquely equipped to do, steadily, energetically, and efficiently.

At the end of the fall semester, the University was faced with a situation in which to think through and address the needs and aspirations of students of color in their educational and social lives here. This was also in line with national student movements demanding racial equity and justice across the nation. The LDCW was very keen on listening to and facilitating the discussion on these issues. After examining the issues at stake on campus, the board decided to devote a significant part of this issue to them. We asked colleagues and students to contribute to this forum, and we were very moved by the range of responses we have gathered here.

In addition, we give space to ARC-UST (Anti-Racism Coalition at UST), which was formed in the wake of the underrepresented students’ coalition, when the ARC representatives drafted an open letter to the president and the UST community. President Sullivan responded in kind, and we include her letter here as well. I think these all mark very important exchanges and give rise to a kind of forum to deepen and broaden our discussion on this important matter.

Another important matter to fall into the “unique opportunities” category is a story behind the 2016 LDCW’s annual Women’s History month lecture. For months, we had been planning our March lecture, and three weeks before the planned date, we received a cancelation from the speaker due to emergency. As luck had it, we were in negotiation with Roxane Gay for a possible lecture this spring or the next. She had one day that was open in the entire spring in her busy schedule of teaching and lectures, and we were able to make it happen for her to visit UST and give a lecture on her literary, autobiographical, and cultural take on feminism.

Due to the changes we have had to accommodate with our annual lecture, this issue is appearing late into the semester. But I think the form this issue takes will compensate for the long wait. I’d like to express my sincere thanks to those who participated in the special forum and to the LDCW advisory board. Also, many thanks are due to Christine Balsley, who filled in the temporary staff’s position in the winter beautifully and helped me put together this issue, the student worker team, and, of course, my on-going thanks to Jessie McShane, especially for her work in the process of planning and executing our Women’s History lecture.
SPECIAL FORUM: INTERSECTION BETWEEN GENDER AND RACE

Dr. Roxane Gay discusses how feminism helped her find her voice when it was lost, how writing gave her a window of expression that “stitched her back together.” In this issue of Many Voices, we are including a forum to give voice to the racial tensions that have been moving through our campus. Through this forum, we hope to give shape to concerns, to bring light to various opinions and experiences, so that, as the St. Thomas community heals, it reforms in such a way that not only celebrates its diversity, but bolsters and incorporates it into a rich, dynamic, and strong campus community.

The advisory board of the Luann Dummer Center for Women sent out the following questions to various staff, faculty, and members of the student body:

- What have you heard or observed regarding recent events that has resonated as important?
- In your opinion and expertise, what needs to be done to work toward racial equity?
- Where are the gaps in discussion of race (either on campus or more broadly)? What do you think needs to be said that has not been said?
- What does it mean to be an effective white ally?

We invite you to browse through the following pages and, through the following months, bring your own voice to the discussion, whether it be on campus, at home, or in the workplace. It takes many voices to build an effective and constructive conversation.

HOW CAN WE FOSTER RACIAL HEALING IN OUR NATION? We have to be comfortable with our discomfort when talking about racial and ethnic issues. We must make a commitment to one another that we will have conversations even if we have to struggle with the anxiety of not knowing the right words to say. We have to accept the reality that misunderstandings are part of the human process for building strong relationships and communities. We have to acknowledge the places we hold privileges that others do not have and make a concerted effort to widen access to opportunities, resources and positions of power for all people. As long as we continue to take risk and be vulnerable with one another, we are moving toward racial healing. In order to have long-lasting racial healing, we cannot shame, minimize or ignore each other’s history, culture and lived experiences. Since racial and ethnic issues are difficult to discuss, we have to offer one another forgiveness and mercy as we struggle and stumble together toward racial justice and equity. Let us embrace discomfort and begin the healing process.

Dr. Buffy Smith, Professor and Chair, Sociology and Criminal Justice

Dr. Angela High-Pippert, Political Science, Professor and Chair, Women’s Studies

A FEW YEARS AGO, I WAS TEACHING WMST 205: FOUNDATIONS OF WOMEN’S STUDIES. Students come to that class with a variety of perspectives and differing experiences with racism and sexism, as well as white privilege and heteronormativity. We work to develop a sense of ourselves as a learning community in every class that I teach, but it’s critical in this class, as we cover a lot of challenging material together. I will never forget one particular class session when my students demonstrated the importance of this sense of community and trust. A white student, who was typically a quieter voice in our discussions, was struggling to use correct (and recently learned) terminology when referring to African-Americans and Latinas. I think we could all see that she was attempting to come up with “women of color” but it came out of her mouth as “colored women.” As soon as she said it, she knew it was wrong, and I can still picture the look of devastation on her face, as she knew she had said the wrong thing and I am sure that she feared judgment. She was three seconds away from bursting into tears. Before I could swoop in with a gentle correction, a black student who sat in the front row put her hand up and signaled to me that she had this. She turned around, gently patted the desk of the white student, and said something along the lines of, “It’s okay. It’s okay. I think what you mean to say is ‘women of color.” As soon as she said it, she knew it was wrong, and I can still picture the look of devastation on her face, as she knew she had said the wrong thing and I am sure that she feared judgment. She was three seconds away from bursting into tears. Before I could swoop in with a gentle correction, a black student who sat in the front row put her hand up and signaled to me that she had this. She turned around, gently patted the desk of the white student, and said something along the lines of, “It’s okay. It’s okay. I think what you mean to say is ‘women of color.” The student nodded, exhaled, and the discussion continued. It’s a small but powerful example of what we need more of in our community: students talking directly to each other.
WHERE ARE THE GAPS IN DISCUSSION OF RACE? WHAT DO YOU THINK NEEDS TO BE SAID THAT HAS NOT BEEN SAID?

While I think there are indeed gaps in discussions of race and that the issue desperately needs to be addressed, I view the lack of productive and effective discussions of race on campus as far more problematic. I’ve witnessed and ultimately been disappointed by conversations that skim the surface, allow uninformed students to remain cozy in their comfort zone, and that end before the real discussion even begins, all of which result in leaving the difficult issues untouched and unresolved. As a woman of color intensely involved on campus with a desire to be challenged, challenge others, speak my mind and grow in eloquence and brilliance, I see St. Thomas perpetuating an academic and social climate that does not drive students to grow in understanding perspectives that are not familiar to them, remain critical yet open-minded, or recognize their responsibility or privilege in conversations of race and racism.

WHAT ARE THE GAPS IN DISCUSSIONS OF RACE? WHAT DO YOU THINK NEEDS TO BE SAID THAT HAS NOT BEEN SAID?

A number of years ago, I walked into the South African National Gallery and encountered three men sitting on a bench. They were pale—deathly pale, with horns protruding from their heads. They had faces like animals, with fused noses and muted lips. Their chests were jagged with scars, their hearts and spines having been torn out. They were disturbing to look at. Jane Alexander, a South African artist, sculpted these men in the 1980s, calling them The Butcher Boys. Some art historians have interpreted them to be the men who participated in the torture campaigns during the apartheid era, when South Africa was brutally segregated along racial lines. But when I looked into their blank, unfeeling eyes, it was like looking into a mirror. I immediately understood how racism harms all of us. Racism turns those of us privileged by the systems, as they stand, into monsters.

IN YOUR OPINION AND EXPERTISE, WHAT CAN COLLEGES AND UNIVERSITIES DO TO WORK TOWARD RACIAL EQUITY?

REIMAGINE EDUCATION

Now is the time to reimagine education by placing an explicit focus on leadership development and social justice advocacy. We can begin by transforming the classroom into a learning laboratory where students develop innovative solutions to the pressing social justice challenges of our time. My students and I worked in partnership with community members to advance racial equity through policy reform in the arenas of criminal justice, juvenile justice and education. What is in your hands to make a difference in the world? This leadership challenge extends beyond the constraints of the four walls of our classrooms to the homes, community centers, schools and public meeting spaces across the globe. We each have within our hands —power. The type of transformative power needed to address the social justice challenges of our time. The transformative power to look beyond race, tribe or creed to realize the stake in our common humanity and our shared destiny.
Jazzmine Jackson, English Major, COJO Minor, 4th Year Student

AFTER JUST ONE SEMESTER HERE AT ST. THOMAS, I FELT DRAINED AND LOST BECAUSE OF THE LACK OF DIVERSITY I had experienced from the student population. It’s exhausting walking around amongst 6,000 people every day and being able to count on one hand the number of people you see that day that look like you. Being around so many people who look alike and come from similar backgrounds and experiences made me stand out like a single brown dot among a thousand white ones. It was isolating and scary. I began losing my identity as a person of color as I tried to blend in with others out of fear of being treated differently because of the color of my skin. I do not wish these feelings on anybody, and, because of that, I have spent the last two years at St. Thomas actively challenging what the university has deemed a “diverse campus.” Other students tell me that this campus is diverse, but I wonder how we can be diverse when only 15% of our population are students of color. But diversity also means more than race; it is socioeconomic status, sexual orientation, gender, religion and nationality. Without diversity, we cannot grow. As humans, we must understand and accept those who are different and fill our hearts with love for those unlike ourselves, rather than hate and scorn. I urge the students of St. Thomas to open their hearts to difference and acceptance rather than just tolerance. Tolerance is no longer enough. We must coexist on this campus, and everybody has the right to feel safe and accepted in this community. Students of color must be included in this as well because we exist at St. Thomas, too.

Dr. Heather Shirey, Associate Professor/Director of Graduate Studies, Art History

AS AN ART HISTORIAN, A PRIMARY CONCERN OF MINE IS THE ROLE OF VISUAL IMAGERY IN CONSTRUCTING AND DECONSTRUCTING IDEAS ABOUT RACE AND ETHNICITY. Prior to the abolition of slavery, for example, minstrel shows, photographs, prints, and paintings served to reinforce a culture of white dominance. The legacy of this imagery still persists in visual culture today, and, I argue, we must confront racially-charged imagery from the past in order to understand its continuing impact.

Many contemporary artists of color also address the history of racially-charged imagery in their work. Some favorites of mine are Maria Magdalena Campos-Pons, Yinka Shonibare, Adrian Piper, Lorna Simpson, Kerry James Marshall, and Glenn Ligon. Artists use their work to scrutinize power and privilege, identity, and politics in contemporary society. Seeking to understand their work allows us to gain diverse perspectives, insights into experiences that may take us beyond our day-to-day realities, and with that, new ways to look critically at the structures of power we see around us.

Dr. Mike Klein, Assistant Professor, Justice and Peace Studies

WHEN VOICES ARE RAISED ABOUT RACISM, the associated discomfort can lead us to blame and silence those who are speaking truth and asking for change. Instead, when we are discomforted by loud voices, let’s understand discomfort as a signal to listen. Let’s step into solidarity instead of stepping away. Let’s re-present those voices by raising our own. “In addition to identifying the presence of hegemonic constructs that infect our voice, we must also overcome self-censorship that limits our voice and leads to an absence of words and language that might challenge violence and domination in favor of democracy and collaboration. Entire cultures and classes of people have been silenced by misogyny, racism, hetero-normativity, ableism and colonialism. Democratizing leadership can identify absent narratives that need to be heard and integrated into discourse to amplify voice for people in dominated groups.”

WHAT DOES IT MEAN TO BE AN EFFECTIVE WHITE ALLY? Ally work is difficult, for a variety of reasons, not the least of which is lack of training for both those who want to act as allies, and those of a marginalized group who are rightly focused on speaking their own truth. Yet, if the goal is to change the dominant culture, then the creation of allies is an essential element in this process.

I would see the following as some of the essential qualities of an ally:

• **Allies are not paternalistic.** They are not helping those in need nor do they take the lead in the fight against bias.

• **Allies recognize that their own privilege is unearned.** While this does not always require renouncing one’s position, it does mean engaging in “preferential options” for the marginalized in decision making, and acting in solidarity.

• **Allies leverage their own unearned privilege.** They can point out instances of unconscious bias and stereotype-threat without being accused of acting out of self-interest.

• **Allies do not expect to be recognized.**

It is difficult to listen to members of a group expressing their anger over the status quo when you have worked hard to change it. The fact remains: not enough has changed, and there is still much work to be done.

**Ea McMillan Porter,**
Enrollment Advisor

WHAT DOES IT MEAN TO BE AN EFFECTIVE WHITE ALLY?

For me, an effective White Ally is one who pursues education and training on racism and white privilege. This Ally acknowledges that he/she benefits from white privilege without trying to offset it with a hard-luck-by-my-own-bootstraps story. White Allies speak up when they see unfair behavior. White Allies do not urge that one must “wait” or “understand that the offense comes from a place of ignorance” or tell us to “be less sensitive.” Effective Allies do not seek to “save” or “lead” but instead work alongside or, sometimes, even BEHIND persons of color.

**Jesse Langer,**
Adviser, Opus College of Business

KNOWING, UNDERSTANDING, AND ACCEPTANCE ARE KEYS TO ACHIEVING RACIAL EQUALITY.

Each person must know and understand his or her own racial identity whether Black, White, Latino, Asian, Native American, or any race. A White person must know and understand what it means to be White in society, just as those who are Black, Asian, Latino, or Native American understand what it means to be a person of color in society. We must understand race for the social construction it is and the superficial boundaries we create. We must acknowledge where privilege and oppression exist in society and validate the lived experience of all people as the human experience. We must recognizing race as an authentic experience - for people of color and White people. Knowing and understanding our own racial experience allows us to understand and accept the racial experience of others and move closer to racial equality.

**Iesha Abbajebel,**
First Year, Neuroscience Major

RACIAL EQUITY SHOULD BE A CONTINUOUS EFFORT.

There is always something that can be improved to strengthen equality. One thing that can be done on campus at St. Thomas is increasing diversity within different environments throughout the school community. This way, discussion can occur with many different perspectives present. Understanding and improvement cannot occur if both sides are not actively involved. I have seen many efforts made towards discussion on campus, but sometimes the settings are not diverse. These are where the gaps in discussion of race exist. When both sides are not present, you are most likely always going to see one perspective. This only strengthens division; it does not promote equality. Students need to step out of their comfort zone, put their opinions aside and listen to each other speak. Only then can we understand each other and understand the roots of various underlying issues inhibiting racial equity.
Dr. Kelli Larson, Professor of English/Academic Development Program Coordinator

I ENCOURAGE EVERYONE AT UST (FACULTY, STAFF, AND STUDENTS) TO ATTEND SESSIONS ON THE PLANNING AND DEVELOPMENT OF THE PROPOSED TWO-YEAR COLLEGE. And to make your thoughts, ideas, and concerns heard. I know that we are all terribly busy; however, this upcoming year will be crucial in exploring the direction and mission of this initiative which is designed, among other things, to encourage low-income, first-generation, minority and immigrant students to attend college. As a member of the Two-Year College Committee, I welcome your input as well at: kalarson1@stthomas.edu.

Henry Bishop, School of Law, Administrative Assistant

IN CONVERSATIONS ON RACE, oftentimes sexuality and gender discrimination, intersections of race+sexuality+gender, and the nuanced variations of privilege that can be granted or withheld based on our many identities, are overlooked. These conversations are neither easy nor casual. My blood pressure rises, my vocabulary vanishes, either in anger, frustration, or defensiveness. But I believe that we must have these conversations daily, in passing, both spontaneously and with intention. Silence breeds fear, and often fear breeds silence. As a community of learners and educators, we must challenge ourselves to have such conversations frequently, and over time we will communicate with more ease and less fear and hostility. However, my words alone cannot inspire those who do not desire change. This will only happen over time, one mind at a time, and many of us are tired of having these conversations and seeing little progress. But tired as I am of defending my gender-identity and sexuality, I have never had to defend my right to exist based on skin color and cannot know what that is like.

In order to be a true Ally, I must acknowledge my privilege as a White Ally, strive to understand my role in that light, and be vigilant in identifying that privilege, while simultaneously listening to LGBTQ voices of color and respecting that I should not always be part of the conversation. I have concluded that, in order to be an effective Ally, I must listen, self-educate, and acknowledge the impact of racial inequality first and foremost. There is much learning and work to be done, and I invite you to work alongside me.

We hope to continue our conversation in forthcoming issues. Please send us your thoughts and opinions.
THE ANTI-RACISM COALITION’S LETTER TO THE PRESIDENT AND COMMUNITY OF ST. THOMAS

ON MARCH 2ND, THE ARC-UST SHARED THE FOLLOWING LETTER WITH THE CAMPUS COMMUNITY, CALLING FOR INCLUSIVE- AND RACIALLY JUST-ORIENTED DIALOGUE, COLLABORATION, AND PROJECTS. PRESIDENT SULLIVAN RESPONDED TO THEIR CONCERNS AND ASPIRATIONS. BOTH LETTERS WERE CIRCULATED THROUGH THE NEWSROOM. HERE, WITH PERMISSION FROM ARC-UST, WE ARE PRINTING BOTH OF THEM.

Dear University of St. Thomas community,

As staff and faculty at the University of St. Thomas, we write this open letter in solidarity with our students of color who have courageously asserted their vision for an equitable and inclusive education that affirms their dignity as part of our human family. In concert with the growing student activist movement across the nation, St. Thomas students of color have been in dialogue with the administration about their experiences of inequity on campus, and have clearly identified a list of recommendations that begin to address these matters.

These recommendations are the most recent in St. Thomas’ history of anti-racism activism, some of which has achieved important changes, though not yet resulting in an environment where all students thrive. We have an opportunity now – at a time when our strategic plan for 2020 prioritizes diversity and an inclusive culture, and when the Embracing Our Differences as One Human Family Task Force has put forth their recommendations – to deeply hear what our students are saying is necessary for them to succeed at St. Thomas. It is incumbent on us to enact changes at every level of the university if we are to impact their experiences.

In reviewing the students’ recommendations and hearing directly from many of them, it is clear that they have taken our mission to heart. Indeed, they are prompting us to deepen the ways that we work to promote the development of “morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.” For them, the mission takes on added resonance when they must learn in classrooms where they have had to educate their peers on matters of race with little support from peers or faculty; where they have felt alienated when they have been the only students of color in their classes; where they have had to endure and speak against racist rhetoric. As we see it, our students’ experiences reflect visible diversity that conceals an unfortunate inhospitality that arises too frequently. Rather than fully enriching our educational community with their gifts of intellect, creativity, and ways of being, our students have expressed feeling like unwelcome guests, rather than claiming full membership in the St. Thomas community that they have earned.

We respectfully call on our administration – whose leadership has offered a vision of a 21st century St. Thomas education that privileges diversity and inclusion – to begin immediate implementation of near-term projects that will have an impact on our students’ educational endeavors, and a long-term strategy to become an intentionally anti-oppressive and racially just community. These recommendations have not been created in isolation; rather, they reflect just how connected our human family is in continuing to face the intergenerational sequelae brought on by the history of slavery and indigenous land dispossession and the hidden ideologies we have inherited. Across the nation, students are calling upon us to increase faculty and staff diversity, meaningfully embed topics of diversity within the academic experience, and create more spaces for students of color to gather and support each other.

In addition to recommending long-term strategies that would transform the university into a more equitable and inclusive place, our students have presented three immediate goals. They would like (a) a safe space to meet in the Anderson Student Center; (b) ongoing diversity training for faculty, staff (including upper administration), and students, along with measurable goals to make sure that the training is effective; and (c) proactive educational efforts across campus combating racial injustice (some of these areas of action include curricular matters, residence life, and campus climate).

While we recognize the importance of each of the recommendations that our students have put forth, we wish to highlight the issue of space in what we hope will be one step among many toward long-term institutional change because it would have an immediate beneficial effect for our students at St. Thomas. We cite the suc-
cess of other campuses that have multicultural spaces dedicated to students, such as Vassar’s ALANA Center and Stanford’s ethnically dedicated residence halls. Edward Pittman, writing for Black Issues in Higher Education in 1994, stated: “By necessity, students of color must be multidimensional in order to survive academically and socially, and the cultural center often complements this developmental process.” We also note that space can have a deeply cultural significance. For instance, space is as culturally organizing for American Indians as time is for Euro-Americans.

We suggest that other dedicated spaces for students on campus, such as the Living and Learning Communities for sustainability, Aquinas Scholars, and wellness, serve as models for the kind of shared interests, educational opportunities, and social support our students of color can also directly benefit from, and that additionally can have an impact on the experience of all St. Thomas students.

As we stand with our students who are urging us to work with them to close the gap between our vision for our human family and the lived realities on campus, we are particularly encouraged to see the various endeavors that the strategic task force on Embracing Our Differences as One Human Family has undertaken to address the campus-wide racial inequity issue. We believe a more active, positive, and transparent approach is an essential step to ensure its success. We also share the concern of the strategic task force about assessing the effectiveness of these efforts, both short- and long-term. We encourage the task force to continue to work closely with our student representatives on the recommendations, including creating and assessing training workshops for our community. In closing, we reflect on President Sullivan’s view of our university’s role in preparing ourselves for the contemporary needs in the world. Let us be the bridges to bring our community together to realize our collective capacity to advance the common good.

Sincerely,
University of St. Thomas Anti-Racism Coalition

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**PRESIDENT JULIE SULLIVAN’S RESPONSE TO THE ANTI-RACISM COALITION MARCH 2, 2016**

I want to thank members of the St. Thomas Anti-Racism Coalition for their thoughtful and urgent letter calling for the administration, faculty and staff to work together with students to ensure that our university achieves its vision of providing an equitable and inclusive education. It is an absolutely necessary goal mandated by both our convictions and our mission to pursue the common good, and a goal that the administration and I fully support.

The coalition asks that we act on three immediate goals developed by Students of Color: Claim Our Seat. The goals are a safe space to meet in the Anderson Student Center, ongoing diversity training for faculty, staff, administrators and students, and proactive educational efforts to combat racial injustice. The coalition’s letter reiterates and reinforces messages shared with me and other members of the administration beginning in November, when a number of students of color met with me, executive vice president and provost Dr. Richard Plumb, vice president for student affairs Dr. Karen Lange, and interim officer for diversity and inclusion Dr. Artika Tyner. The meeting was prompted by the students’ concerns over Undergraduate Student Government funding of student clubs and organizations, and broadened into a wide-ranging discussion over how St. Thomas could be a more welcoming and inclusive university. Discussions since have continued between students and the administration (including myself).

We are well aware there is work to do to ensure that every member of our university community feels welcomed, respected and included. This is particularly true for our students of color, who historically have been underrepresented here. We agree with the coalition’s calls for both “a more active, positive and transparent approach” and an ongoing assessment of the effectiveness of our efforts.

Creating a more inclusive atmosphere that truly becomes part of our DNA requires awareness, intention and a commitment by every member of our community to embrace our convictions, our strategic priority of Embracing Our Differences as One Human Family and our goal of extending radical hospitality to every person on this campus. This a formidable challenge, evidenced by the fact that similar calls for change are occurring across the entire country, and it is a challenge that we must ceaselessly and persistently pursue every day. We need to make fundamental changes that will endure long beyond our years at
St. Thomas, and that our students can carry far beyond our campus boundaries as they become the leaders of tomorrow. Do we have the awareness, intention and commitment to make the fundamental changes required to move forward effectively? I believe we do. Over the past year, we have stepped up our efforts to increase diversity and institutionalize inclusion at St. Thomas. We started by identifying diversity and inclusion as a strategic priority. The strategic plan task force on Embracing our Differences as One Human Family has identified many measures to achieve greater diversity and inclusivity. I am encouraged the coalition recognizes the task force’s good work.

Since November, we have been working earnestly with Dr. Lange, Dr. Tyner, strategic planning task forces and many others to identify the best steps to take in the short term and the most appropriate foundation to build to affect lasting change.

OUR ACTION STEPS TO DATE ON THE STUDENTS’ IMMEDIATE GOALS INCLUDE THE FOLLOWING:

- **Space.** By the end of this month, plans will be in place for diverse clubs and organizations to have dedicated space in the Frank and Judy Sunberg Student Leadership Center on the third floor of the Anderson Student Center. We will continue to assess and explore options for space dedicated to building multicultural community.

- **Diversity Training.** Dr. Tyner has provided diversity training for a dozen administrator, faculty and staff groups, including the President’s Cabinet, Student Affairs, Residence Life, Leadership Academy courses offered by Human Resources, new faculty orientation last fall and monthly orientation sessions for new staff members.

Our Faculty Development Center (FDC) has organized multiple workshops for faculty this year, including a three-part series on “Classroom Techniques to Discuss Race and Racism” and a workshop on “Common Mistakes of White Teachers in Multiracial Classrooms” (including discussion of unconscious bias and micro-aggressions). In the fall, the FDC co-sponsored with International Student Services a session offering faculty training on working with our international students, titled “One University; 59 Countries.” The FDC’s J-Term three-day workshop, “Course Design for the Common Good,” provided techniques for enhancing success for under-represented students. In March and April, the FDC will offer two workshops, one on managing conflict and creating intentional cultures of dialogue and another on recognizing unconscious bias.

Thus far, 90 faculty members, both full time and adjunct, have participated in these workshops and 70 already are registered for remaining sessions. We are committed to ongoing and expanded training for our community and to meaningful assessments of our training.

- **Proactive Educational Efforts.** Two strategic planning task forces – Embracing our Differences as One Human Family and Educating for the Future – are working in partnership to explore curricular changes. We also have appointed advisory boards of undergraduate and graduate students to work with the Strategic Planning Oversight Committee on key issues. Last fall, we introduced five “living and learning communities” for first-year students, and in our discussion of the development of additional communities, we are exploring themes such as global interests and Muslim-Christian dialogue.

These activities, and many more, reflect a desire to find ways to better enable students to fully enrich our community “with their gifts of intellect, creativity and ways of being,” as the coalition states. It troubles me greatly that any student would feel unwelcome at St. Thomas. All students are full members of our community, and this administration is fully committed to ensuring this is a lived reality. So, we have much more work ahead.

I can’t do this alone, of course, and I am grateful that I have never felt alone in this endeavor. I was impressed the first time I stepped on this campus more than three years ago with the spirit of openness and goodwill, and I always have felt a universal desire exists to make our university a place where everyone can thrive. I am grateful to the Anti-Racism Coalition for its call to action and join with the coalition to be “the bridges to bring our community together to realize our collective capacity to advance the common good.” I also ask you to join us in this effort.

Sincerely,

Julie Sullivan
**LDCW FEMINIST FRIDAY TALKS**

Dr. Nekima Levy-Pounds

**“THE TIME FOR JUSTICE IS NOW”**

In this inspiring talk, Professor Levy-Pounds discussed her experiences as a woman leader in law, politics, and social activism. She addressed the leadership role she played in #BlackLivesMatter demonstrations and the #Justice4Jamar campaign following the officer-involved shooting of 24-year-old Jamar Clark at the hands of Minneapolis Police. She discussed her journey toward becoming a lawyer and professor as well as her commitment to racial equity in both her professional and personal life. This talk challenged those in attendance to do their part in fighting for freedom, justice, and equality.

An award-winning professor of law and civil rights attorney, Professor Levy-Pounds is a nationally recognized expert on a range of civil rights and social justice issues at the intersections of race, public policy, economic justice, public education, juvenile justice, and the criminal justice system. She has a heart for the people and works towards achieving justice on behalf of those whose voices are often unheard within society. A great deal of her legal work, scholarly writing, and advocacy focuses on identifying and implementing solutions for improving the quality of life for African Americans in general, and young African American men, in particular.

To that end, she is co-founder and board chair of Brotherhood, Inc., a nonprofit organization geared towards young African American men ages 16-24, who have been involved in the criminal justice system or gangs or who are at risk of such involvement.

Dr. Nekima Levy-Pounds received her BA Degree from the University of Southern California in African American Studies. She received her JD Degree from the University of Illinois at Champaign-Urbana. She also received a Mini-Masters in Business Administration from the University of St. Thomas.

Dr. Levy-Pounds attended the University of Wisconsin-Stevens Point for her B.A. and did her masters at University of Wisconsin-Stout. She completed her doctorate from the University of St. Thomas in 2015 in Organization Development. She is married with two children: her daughter graduated from St. Thomas in 2012 with a degree in neuroscience and will complete her doctorate in Occupational Therapy this May; and her son is pursuing his doctorate at UW-Madison in genetics.

Dr. Karen Lange

**“SISTERHOOD IN LEADERSHIP”**

In this discussion, Dr. Karen Lange and Dr. Geraldine Rockett will address their journeys as women leaders at the University of St. Thomas.

Dr. Karen Lange, Vice President for Student Affairs, started working at St. Thomas in 1986 as a Residence Life Coordinator. In 1994, Dr. Lange moved to the Dean of Students Office as the Associate Dean of Students where she oversaw student conduct, orientation, and the commuter center. In 2001, she became the Dean of Students, where she oversaw many departments within Student Affairs and remained in that role until she became Vice President in January 2015.

Dr. Lange attended the University of Wisconsin-Stevens Point for her B.A. and did her masters at University of Wisconsin-Stout. She completed her doctorate from the University of St. Thomas in 2015 in Organization Development. She is married with two children: her daughter graduated from St. Thomas in 2012 with a degree in neuroscience and will complete her doctorate in Occupational Therapy this May; and her son is pursuing his doctorate at UW-Madison in genetics.

Dr. Geraldine (Jeri) Rockett is the Director of Counseling and Psychological Services and has worked at St. Thomas since August, 1987. She started as a staff psychologist and became Associate Director of Counseling and Career Services in 1990. Dr. Rockett was named Director of Personal Counseling in 1995 when the two departments were divided administratively.

Holding a doctorate in Counseling Psychology from the University of Pennsylvania, Dr. Rockett did her master’s degrees in Counseling and in Community Health Education at Southern Illinois University. She is married to John Hershey, the former UST Neighborhood Liaison, for over 30 years, and has two young adult sons who both live in New York. Following family tradition, they work in counseling and education. For about 6 years, they had worked as on-call catering staff, which meant that all four family members worked for St. Thomas!
WOMEN’S STUDIES NEWS

Dr. Sue Myers, Chair of Women’s Studies; Dept. of Theology

WOMEN’S STUDIES FOCUS: ES ON THE INTERSECTION OF RACE, CLASS, AND GENDER The first academic Women’s Studies programs began in the United States almost forty-five years ago. Throughout the time that this academic field has existed, there has been an emphasis on studying the intersection of race, class, and gender in the lives of individuals and groups. Not only do we examine stereotypes and assumptions regarding gender and their ramifications in people’s lives (including implications for work, health, relationships, safety, etc.), but we also shine a light on the double-whammy of race as well as gender in determining the outcomes of behavior. If Sandra Bland had been a white man who chose to smoke in his car, would he have met the threat “I’ll light you up” (with a taser) when he politely declined to extinguish his cigarette? Would he have been pulled out of his car and slammed to the ground? When the reality of financial resources (or lack thereof) is added to the mix, the difference in value granted to different lives is unmistakable. Women’s Studies has long been on the front lines in addressing the question of equity and insisting on the dignity of all persons.

NATIONAL WOMEN’S STUDIES ASSOCIATION ANNUAL CONFERENCE Two faculty members and three students—Sarah Havlicek, Melanie Kraemer, and Hannah Wagener—attended the 2015 NWSA conference in Milwaukee. All spoke eagerly of the things they learned: the connections between Disney princess culture and gendered violence; the precarious lives of indigenous women, as well as their self- and community-affirming participation in sports; activism regarding body acceptance; and the question of gender expectations and robotic bodies, among many other topics. Next year’s conference will be held in Montreal from November 10-13, 2017.

FACULTY BOOK DISCUSSION All faculty members affiliated with the Women’s Studies program are welcome to attend a dinner and discussion of a common text. The event will be held in early April and offers a wonderful opportunity for UST faculty members to meet colleagues from other ACTC schools (Augsburg, Hamline, and St. Kate’s) for lively discussion and great food. More information to follow.

WOMEN’S STUDIES STUDENT CONFERENCE: MARCH 4, 2016. This year the conference was held at UST (but includes individuals from Augsburg, Hamline, St. Kate’s, and other schools). The conference provides a fabulous opportunity for students who are interested in questions related to gender to share their prior research and allow the rest of us to learn from them. Everyone—faculty, staff, students, and all our friends—may attend the annual ACTC Women’s Studies conference, and it is not necessary to be a Women’s Studies major or minor to propose a paper or presentation. For the last two years, UST has been tying with St. Kate’s for the most papers and the most attendees. Contact Dr. Susan Myers (semyers@stthomas.edu) for more information.

The Women’s Studies program at UST offers several opportunities for faculty, staff, and students to examine issues related to gender, race, and class.

March 2016 Book Club Meeting
**REPORT ON THE UAWA (University Advocates for Women and Equity)**

Liz Dussol, Academic Counseling

**UNIVERSITY ADVOCATES FOR WOMEN & EQUITY SPRING RECEPTION AND AWARD CEREMONY** The University of St. Thomas community is invited to attend the UAWE spring reception, which will be held on Thursday April 7 from 3:30-5:00 in the McNeely Hall Great Room (MCH100). At the annual spring reception, the UAWE will honor the recipients of our signature awards:

- **Good Sister Award** Honors the recipient for showing readiness to help and support, in formal or informal ways, the women around her on campus.

- **Pauline Lambert Advocacy Award** Honors the recipient for taking initiative in challenging problems that exist around gender issues.

- **Sister Pat Kowalski Women’s Leadership Award** Recognizes those whose clarity of vision, courage of convictions, and generosity of spirit encourage others to see that working on behalf of the women at St. Thomas may be a source of joy and life.

**WE ARE EXCITED TO ANNOUNCE THE 2016 AWARD RECIPIENTS:**

**GOOD SISTER AWARDS**

- **Dr. Buffy Smith** (Sociology and Criminal Justice)
- **Beth Murphy** (Donor Relations)
- **Ciara Parks** (undergraduate, Justice and Peace Studies major)

**PAULINE LAMBERT ADVOCACY AWARD**

- **Dr. Susan Alexander** (President’s Office)

**SISTER PAT KOWALSKI MEMORIAL WOMEN’S LEADERSHIP AWARDS**

- **Jazzmine Jackson** (undergraduate, English-Writing major)
- **Martha McKinley** (undergraduate, Justice and Peace Studies major)

**GREETINGS FROM LGBTQ+ AND ALLIES!**

Dr. Vanessa Cornett-Murtada  Henry Bishop

LGBTQ+ and Allies held our open meeting on January 20. The purpose of this meeting was to include the greater UST community in dialogue regarding Spring Semester events and activities, celebrate the year’s accomplishments to date, and allow community members to help create and staff a new list of subcommittees. We successfully created 6 new subcommittees, which encompass the following areas:

- Website
- Ally Training
- Mentor Training
- Structure and Strategic Planning
- Gender-Inclusive Restrooms
- Events

Spring events of interest include: Pride Week, April 11-15, an April 25 lecture by filmmaker Jose Antonio Vargas, and more to be announced over the coming weeks.

**Thursday, April 7**

We hope that you will be able to join us to help celebrate these wonderful women!
LDCW GRANT OPPORTUNITIES
The Luann Dummer Center for Women is pleased to offer several grant opportunities for faculty, staff, and students. Information for all grants and awards is available on our website:

2015-16 AWARD RECIPIENTS:
UNDERGRADUATE RESEARCH FELLOWSHIP:
Taylor Ryshavy, Marketing Major
“Tweeter Advertising: Tweets Intentionally Target Women”

GRADUATE RESEARCH FELLOWSHIPS:
Aura Wharton-Beck, Leadership, Policy, and Administration
“‘Government Girls’: Survival of the Fittest”

MARY BUNGERT, LEADERSHIP, POLICY, AND ADMINISTRATION
“Invisible Leaders: Catholic Women Engaged in Lay Ecclesial Leadership”

LDCW STUDENT LEADERSHIP GRANT:
Emma Kopp, Women’s Studies; American Culture and Differences Major

CURRICULUM DEVELOPMENT GRANT:
Dr. Erika Kidd, Catholic Studies for the prospective course, “Mary, Mother of God”

WOMEN’S STUDIES FACULTY PROJECT DEVELOPMENT:
Dr. Kari Zimmerman, History and Women’s Studies
For establishing WMST Alumni Network and organizing a speaker for the direction of feminism and WMST in academia

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LUANN DUMMER CENTER FOR WOMEN UNDERGRADUATE RESEARCH GRANT
Taylor Ryshavy, Marketing Major
I was honored to receive a grant from the Luann Dummer Center for Women for my research on gendered campaigns in Twitter-based advertising. With my mentor, Dr. Emily James of the English Department, I analyzed the Twitter accounts of several large corporations. In order to quantify my research, I used several analytical models. As Dr. James and I sifted through this data, we discovered that large retail companies such as Target and Walmart use particular terms that appeals to target mothers on Twitter—an unusual finding considering that Twitter tends to attract a younger crowd. Throughout the project, I learned about marketing research as well as new research methods that are relevant to both English and Marketing.

“Invisible Leaders: Catholic Women Engaged in Lay Ecclesial Leadership”
Mary K. Bungert
In the Catholic Church, the development of lay ecclesial ministry (LEM) as a career field began prior to the Second Vatican Council with a burgeoning lay apostolate, but professionalization of various ministries coincided with a decline of ordained and vowed religious beginning in the 1960s. Laywomen, who first replaced nuns in school classrooms, found themselves directing parish religious education and sacrament formation programs for children.

These numbers hint at the significance of women in parish ministry, but numbers do not tell the story of their contribution to today’s successful Catholic schools, religious education programs, pastoral outreach, stewardship initiatives, justice and service advocacy, and worship. The purpose of my doctoral research, Invisible Leaders: Catholic Women Engaged in Lay Ecclesial Leadership, has been to give voice to some of these stories in order to explore the meaning women LEMs ascribe to their own leadership. The Luann Dummer Graduate Student Fellowship has provided me with the resources I needed to provide a research environment that honors and respects the leadership of the women who participated in my research, as well as engage sound methods and practices in that research.

Today, more than 37,000 lay ecclesial ministers provide direct ministry in U.S. parishes, with women serving in 80% of those roles

(Gray, Gaultier, & Cidade, 2011, p. 59).
Christine Balsley, MFA, LDCW staff

MY FEMINIST EDUCATION: A SEASON AT THE WOMEN’S CENTER

My time spent at the Women’s Center provided an education for me on feminism—its history and how the ripples of that history move women today. I was never one to directly call myself a feminist—partly from past implications and assumptions, but more so because I didn’t really know if I qualified, because I didn’t know what it meant.

My education started in October, as I prepared for my job interview with Dr. Young-ok An, director of the Luann Dummer Center for Women. Through my research of the LDCW, I grew increasingly impressed. And curious. I read about scholarship and mentor opportunities for female students; book clubs centered on literature that pressed on feminist ideals; lectures, one Friday a month, given by women addressing such topics as non-fiction comic books featuring female protagonists, the role of Girls Scouts in creating leaders, and the hazards of feminine beauty ideals. There was even an annual Chocolate Reception to introduce the LDCW’s mission and programs to newcomers. An entire Center devoted to raising up women—something in me stirred.

My education revolved around exposure and general inundation. One of my first tasks was distributing a New Yorker article on Gloria Steinem—I found myself entrenched in her story, inspired by her confidence and her voice. Within my first week, Dr. An welcomed me to co-lead the November Book Discussion on The Last Report on the Miracles of Little No Horse by Louise Erdrich. As a recent MFA graduate and lover of books, I eagerly agreed and dove into researching Ms. Erdrich, her intricacies of writing, and how her bloodlines influence her work. The book group was comprised of engaged, contemplative women who plunged into thought-provoking and brave discussion on gender relations and identity as well as Catholicism, prompted by Erdrich’s tale. At the November Feminist Friday, Dr. Alexis Easley captivated me with her presentation on Eliza Cook, a Victorian writer whose masculine dress and bold stories shifted and cracked open perspective on female writers of the time. Later, I needed to compile a list of potential speakers for Women’s History Month 2017. This required two days of researching influential women around the world who are creating social change. Two days. Talk about inspiration and motivation. When I asked LDCW student worker Shannon Twiss for her input, our conversation turned to the different waves of feminism throughout the generations, and I, once again, found my scope of feminism expanding. In order to create effective promotion of Nina Totenberg’s potential visit, I needed to learn her story and understand her profound influence on accountability within the Supreme Court. This lead me to reading Sisters in Law (another LDCW book club book), digesting the stories of Ruth Bader Ginsburg and Sandra Day O’Connor and the walls they broke down for women, not only through legislation, but in the career scope of female lawyers.

In preparation for our 2016 Women’s History Month Speaker, Roxane Gay, I just finished reading her novel An Untamed State and am well into her book of essays Bad Feminist. In both her bio and her book of essays, she claims herself to be a bad feminist, partly because of her love for movies, music, and other pieces of our culture that may not portray women in a respectful and progressive light. Gathering up her words, along with all I have learned in the last few months, I too find myself inside this complex term feminist and am inspired to take my place, to continue learning and contributing toward building a strong, progressive community, of and for, women. I thank the Luann Dummer Center for Women for all it has taught me and for shedding light on a way of thinking that I will incorporate throughout my life.

Jazzmine Jackson; English Major, COJO Minor

FEMINIST BOOT CAMP REPORT

Over J-term, I had the opportunity to spend a week in New York City attending Feminist Camp, put on by Soapbox. Feminist Camp is exactly what it sounds like: a weeklong camp full of young women discussing feminist values and ideologies and what feminism means to us.
The week I spent in New York was an exciting blur of meeting feminist philanthropy foundations, lawyers specializing in human trafficking and reproductive justice, activists of all sorts, and everyday women who seek to empower other women through art. We learned how feminism can function in the workplace. I took copious notes, writing down advice on how to survive as a female in a male-dominated space, different kinds of activism, and many encouraging words of advice to persevere in anything you choose to do in life. But one thing I couldn’t help but notice in my week in New York was the theme of “living your truth” that popped up in almost every session we attended.

I met a girl named Haley at Feminist Camp who is a poet and journalist. Upon meeting, we connected immediately through our shared love of writing and Amy Poehler. Haley was the first one to tell me to “live my truth.” I was confused at first: how could I live anything but what I know to be true? It seemed both obvious and ambiguous. But as the week progressed, and I met dozens of women who had decided to live their truths in vastly different ways, I began to understand. One woman had decided to live her feminist truth by providing grants to young girls and women of color. Another woman lived her truth by providing a voice in theater to those who had been assaulted or abused. Another woman pursued her truth by seeking justice for women trapped wrongfully in the criminal justice system.

Each person I met throughout the week shared a common desire to uplift and empower women, but no one person pursued this simple truth in the same way. I began reflecting on what truth I want to live and how. It has been over a month since I returned from Feminist Camp, and I still don’t have a clear idea of how I hope to live my truth. But that’s okay. I’m young and still learning who I am and who I want to be. Feminist Camp taught me that our life is a long winding path in which we have many opportunities to grow and impact those around us. My feminist truth is grounded so well in my personal identity and work ethic that I know no matter where I go in life or what I do I will be living my truth.

There is something reassuring and peaceful knowing that I have a set of values based on empowering others that cannot be compromised.

I met a girl named Haley at Feminist Camp who is a poet and journalist. Upon meeting, we connected immediately through our shared love of writing and Amy Poehler. Haley was the first one to tell me to “live my truth.” I was confused at first: how could I live anything but what I know to be true? It seemed both obvious and ambiguous. But as the week progressed, and I met dozens of women who had decided to live their truths in vastly different ways, I began to understand. One woman had decided to live her feminist truth by providing grants to young girls and women of color. Another woman lived her truth by providing a voice in theater to those who had been assaulted or abused. Another woman pursued her truth by seeking justice for women trapped wrongfully in the criminal justice system.
Yarn Tamers is an opportunity for faculty, staff, students and outside community members to spend a relaxing hour working on yarn projects. During the academic year, we meet from 12-1 pm on Tuesdays in the Luann Dummer Center for Women (OEC, Room 103). During the summer, we meet on Tuesdays and Thursdays from 12-1 p.m.; weather permitting, the group meets on the lawn between O’Shaughnessy Educational Center and O’Shaughnessy-Frey Library. (Bring a lawn chair:)

If you enjoy knitting or crocheting, or would love to learn how, swing by for lively conversation and crafting! Everyone is welcome to bring lunch or a beverage to enjoy during the meeting. To learn more about Yarn Tamers, visit: http://www.stthomas.edu/ldcw/eventsprograms/yarntamers/

Yarn Tamers is currently seeking 9 x 9 inch yarn squares for their annual service project. The squares can be knit, crocheted, or woven and will be sewn together into blankets for Alexandra House, a safe haven for victims of domestic and sexual abuse. Do you sew? Yarn Tamers is also seeking sewers to help stitch the squares together.

Socially-minded but unable to join us? No worries. Feel free to drop off your squares at the Luann Dummer Center for Women and the Yarn Tamers will be sure to incorporate them into a blanket. While we drop off a batch of blankets during the holiday season, squares are accepted throughout the year.
SPRING 2016 CALENDAR OF EVENTS

WE WELCOME YOU TO ANY OR ALL OF OUR REGULAR PROGRAMS AND CO-SPONSORED EVENTS. SEE THE LDCW WEBSITE FOR INFORMATION ON ADDITIONAL EVENTS AND ACTIVITIES. (ALL EVENTS ARE HELD AT THE LDCW, OEC 103, UNLESS OTHERWISE NOTED.)

Jan. 27 (W) .................. LDCW Book Club, Pioneer Girl, Noon-1 p.m.
Feb. 2 (T) .................. JPST Speaker, Mary Jean Friel, 12-1:15 p.m. (Co-sponsored by LDCW)
Feb. 12 (F) .................. LDCW Open House/Chocolate Reception, 2-4 p.m.
                        (Fireside Lounge, TMH 450, Minneapolis)
Feb. 12 (F) .................. Feminist Friday, Nekima Levy-Pounds, 3-4 p.m. (Fireside Lounge, TMH 450)
Feb. 17 (W) – 19 (F) ...... SDIS 2nd Annual Slam Poetry Week:
Feb. 18 (TH) .................. Poetry Workshop with Sister Outsider, Noon (MHC 204)
                        Sister Outsider Performance, 7:30 p.m. (ASC Woulfe North)
Feb. 24 (W) .................. LDCW Book Club, Sisters in Law, Noon-1 p.m.
Feb. 25 (TH) ............ “And Still We Rise” SDIS Speaker, Dr. Tanya Gladney, 5:30 p.m.
                        (Co-sponsored by LDCW)
                        Noon-1 p.m.
Mar. 30 (W) .................. LDCW Book Club, Her Honor, Noon-1 p.m.
Apr. 6 (W) .................. 2016 Women’s History Month Speaker, Roxane Gay, 5:30 (ASC Woulfe Alumni Hall)
April 11 (M)-15 (F) ....... LGBTQ+Allies Pride Week
April 12 (T) ............... LGBTQ + ALLIES, Film, “Do I Sound Gay?” (5:30pm, ASC)
April 15 (F) ............... LGBTQ + ALLIES, Day of Silence and Night of Noise (Co-sponsored)
April 22 (F) ............... Mary Sharratt, “Shakespeare’s Sister?: Aemilia Lanier, Poet and Muse,”
                        3-4 OEC Leather Room (Co-Sponsored with English)
April 25 (M) .................. LGBTQ + Allies, Lecture by Jose Antonio Vargas (TBA)
Apr. 27 (W) .................. LDCW Book Club, Radioactive, Noon – 1 p.m.
May 5 (Th) .................. Cuban Film “Maestra” showing (on Literacy Movement) with Felipe Cruz
                        (Co-sponsored with CELC)
May 6 (F) .................. Reception for the LDCW Grant Recipients and WMST Graduating Seniors,
                        Noon-1:15pm
May 25 (W) .................. LDCW Book Club, The Long Loneliness, Noon – 1 p.m.
Luann Dummer Center for Women
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Saint Paul, Minnesota 55105 USA

HOURS:
Monday - Thursday 9 a.m. - 6 p.m.,
Friday 9 a.m. - 4:30 p.m.

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