









Climate Case Study #10 -When Women’s Ideas are Co-opted

How to foster respect and inclusion in your unit when...

A faculty member offers an idea at a meeting, which is ignored by her colleagues. Later, another faculty member offers a variant of the same idea, and he is praised for his “innovative” idea.

The Climate Case Studies are organized around RISE’s [Eight Levers to Shift Climate for Respect and Inclusion](#) framework. RISE uses the eight levers above to think about the ways in which more inclusive, respectful, and civil climates might be intentionally cultivated in the higher education workplace context.

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
<div></div> <div>ENVIRONMENT</div>	Consider ways you can use your environment to send signals about the culture you are trying to create	<ul style="list-style-type: none">• Adjust meeting room layout as necessary to ensure that all faculty members can be heard/seen.• Intentionally highlight the diverse identities in the unit in pictures/art within the meeting space.
<div></div> <div>EXPECTATIONS</div>	Remind faculty of the norms and expectations in discussions	<ul style="list-style-type: none">• At the beginning of each meeting, remind faculty members of the shared unit values and norms and outline a range of concrete ways of working toward that goal, including acknowledging and respecting your colleagues’ ideas, giving credit to folks whose ideas we build on.• Outline expectations related to positive behavior in the meeting at the top of the meeting (e.g., remind colleagues to validate ideas shared in the meeting)• When sending out the agenda, remind colleagues of meeting expectations
<div></div> <div>INTERACTIONS</div>	Develop effective strategies for noting the oversight and making certain all ideas are acknowledged and heard	<ul style="list-style-type: none">• Acknowledge the first faculty member for coming up with the original idea, even as you acknowledge the variant offered by the other faculty member. Also, give the first member a chance to elaborate (if necessary).• Follow-up with the first faculty member to let her know that the input was heard/valued.• Think about interactions you could have with colleagues before, during, and after meetings to address this dynamic
<div></div> <div>LANGUAGE</div>	Consider how language can be a powerful tool to promote equity in your unit	<ul style="list-style-type: none">• Highlight how it’s great that a consensus is emerging (even as you give credit to the first faculty who originally offered the idea).• Use the original person’s name when responding to the second faculty member (A leader might say, “I appreciate what [First faculty member name] said...”).
<div></div> <div>MODELING</div>	Model the kinds of behaviors you expect from others	<ul style="list-style-type: none">• Actively listen to each faculty member’s contributions rather than being preoccupied with other tasks (e.g. replying to texts, checking email).• Recognize and apologize when you’ve overtalked or cut someone off, or failed to give credit where it is due.• Apologize to the ignored faculty member for having missed her idea earlier.
<div></div> <div>OPPORTUNITIES</div>	Consider the ways incidents create opportunities, e.g. to evaluate your unit’s values and to increase your unit’s engagement in building a climate of equity	<ul style="list-style-type: none">• Bring in a PEAR representative to host a professional development session on how to create healthy and respectful work environments that promote civility• Encourage your faculty to attend the CRLT workshop on facilitating conversations• At a future meeting, use this incident as an opportunity to discuss strategies to avoid certain colleagues getting credit for others’ ideas
<div></div> <div>ROUTINES & STRUCTURES</div>	Look toward long-lasting changes by examining routines and structures in your unit.	<ul style="list-style-type: none">• Designate a faculty who is not responsible of running the meeting to help monitor the conversation and intervene as needed.• Pause regularly during the meeting to summarize the ideas shared which will allow faculty to acknowledge and uplift the ideas.• Consider formalized speaking turns (e.g., microphone, talking pieces/ sticks) to increase attention to contributions
<div></div> <div>TIME</div>	Allocate time to address what happened and to identify measures that will prevent a similar situation in the future	<ul style="list-style-type: none">• If meetings do not typically allow for everyone to share their ideas, create mechanisms that promote opportunities for everyone to share before, during, and after meetings.• As the discussion concludes, summarize what decisions the group has reached - giving credit to those who offered the relevant ideas.

Additional Resources:

- [Prevention Education, Assistance & Resources \(PEAR\)](#)
- Center for Research on Learning and Teaching (CRLT) [Facilitation Workshops](#)
- Morgan Roberts, L., Grayson, M., & Dennard Rosser, B. (2023, May). [An Antidote to Microaggressions? Microvalidations](#). Harvard Business Review.

Prepared by the U-M ADVANCE Program Respect in Striving for Excellence (RISE) Committee: advance.umich.edu/RISE, August 2024.

Suggested citation: The Respect in Striving for Excellence (RISE) Committee. (2024, August). *Climate Case Study #10: When women’s ideas are co-opted*. University of Michigan ADVANCE Program.