3/12/19 Meeting Notes

In attendance: Deenie, Kathryn, Curtis, Nancy, Michael, Amanda, Christine T, Christine L, Kaila

Opening practice
  How do we refer to you? (Name, gender pronouns used, etc.)
  What is your connection with the RC?
  How are you arriving at today’s meeting? (How are you feeling? What’s on your mind?)

Land acknowledgement: The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

- American Indians in Children’s Literature: https://americanindiansinchildrensliterature.blogspot.com/2019/03/are-you-planning-to-do-land.html?m=1
- On Being: https://onbeing.org/land-acknowledgment/
- Importance of going beyond just reading the statement
- Need to understand history of land we are on, history of place, even if complicated to understand
- Recommend books by native authors, share resources, amplify voices
- Education for our community on indigenous learning, teaching, knowing (college of Ed contacts)
- Time Immemorial curriculum now required for public schools
- Add more to RC website land acknowledgment with resources
- Consider how POC communities have engaged in or with violence against Indigenous communities
- How to do self reflection, pushing beyond academic learning
- Multiple histories of land and who has been displaced from it over time (e.g. reading land acknowledgment in the Central District)
- Must move beyond acknowledging land by actively working to correct injustice, thinking about how indigenous people could be here at this meeting but maybe aren’t, why?
- Move beyond intellectual, to personal
- When we say “We are on ______ land…” who is the ‘we’?
- Workshops from 350 Seattle: exploring own history in relation to racism and colonialism

Context for this committee

- Committee acknowledges the fact that the work of race & equity isn’t only for staff to be thinking about, it’s something that parents, students, community members, alumni etc. are affected by, have experiences with, and should be part of this work that involves our larger community.
- ‘We’ not as RC Staff, ‘We’ as RC community.
• Field of gifted education has been working on equity for years, RC as part of that conversation, advocating for access to gifted education

For discussion

• RC updates
  ○ Summer registration process updates
    ■ Registration opens at 8am but by 10am, most of the classes are full
    ■ Loved idea of opening registration in the evening - will try for future cycles
    ■ Were able to hold some spaces in all classes for students who are eligible for Free or Reduced Lunch
    ■ Didn’t want to allow earlier registration for returning families as this wouldn’t help with new families joining
    ■ UAA tech support offered to us if system crashes (even if late at night)
  ○ Equity Study
    ■ Looking at access to advanced learning opportunities in different school districts
  ○ Othello programming
    ■ First session only had one family, but worth it! (Creativity) K-2
    ■ Second session had 7 families (Mancala), served food from local restaurant, K-5
    ■ 2 more upcoming: Philosophical Thinking (4/25, 5-6:30pm: 5-8th graders) and Historical Thinking (5/16, 5-6:30pm: 9-12th graders)
  ○ Race and Equity goals
    ■ Spent All-staff meeting revisiting and future planning in smaller teams
    ■ 2018-19 RC goals:
      2018-19 Racial Equity Goals:

      Staff/Faculty Hiring
      • Continue work to advertise positions through search engines, affinity groups, and other affiliates that would encourage more diverse applicant pools
      • Develop regular process for creating unbiased application and interview rubric.
      • Develop regular process for generating diverse hiring committees, including anti-bias training for staff involved in hiring process.
      • Look to recruit faculty for outreach programs from outside the UW, in other associations or communities.

      Access/Admissions
      • Continue to seek out partnerships with local advocacy groups and sustained engagement with racial diverse schools and districts (NW Educators for Social Justice?).
      • Investigate options for providing accessible transportation for families to outreach programs.
      • Translate outreach documents, advertising materials, and application instructions.
      • Reassess “readiness” criteria in early entrance program admission process, to avoid “deficit model.”
Inclusive Community
● Investigate increased partnerships with campus organizations that support non-traditional or marginalized student populations.
● Continue to explore opportunities to engage our student community in discussions of race and equity (speaker series?).
● Provide financial support for students who are pursuing scholarly growth and professional experience in workshops/conferences/research opportunities.
● Be more aware of minority/women-owned businesses in purchasing processes

Curriculum/Awareness
● More culturally-responsive teacher training in summer/Saturday faculty orientations.
● More professional development opportunities for outreach instructors related to race and equity in the classroom
● Make racial equity a priority into curriculum for coming school year
  ○ Transition School Faculty planning meeting
  ○ More courses in outreach that connect to themes of race, social justice, equity, etc

■ Asked teams to think about questions for RE Committee
■ TS social justice goals in curriculum
■ TS service learning at Othello Commons (new this year), partnering with local organizations
■ Diversify teacher workforce, including TAs, hiring for summer TAs currently: advertise with UW IC

● Committee structure, expectations and purpose review
  ○ Some meetings have smaller workgroups, this meeting had more updates than questions for the group
  ○ Move meeting location to other spaces (Othello), free or cheaper parking! (or can we cover costs)
  ○ Missing Teddi!
  ○ Appreciate the way our meetings have shifted over time - from updates/information sharing to committee offering feedback, to feedback loop - helpful to see how things that are discussed are useful and put into practice
  ○ Helpful to RC staff to reflect on our questions and what we need support on, what we are doing
  ○ Bring more people of color into this space
    ■ Center and amplify voices of professionals of color in the field: here are some Black professionals who have doctorates in G&T Education or related fields:
      ● Dr. Joy Davis,
      ● Dr. Donna Ford,
      ● Dr. Shawn Anthony Robinson,
      ● Dr. Renae D. Mayes,
      ● Dr. Erik Hines,
      ● Dr. James L. Moore III,
Dr. Kristina Collins

- These are accomplished, published professionals, whose work I'd like the Committee to center, as they have many relevant recommendations related to your work on racial equity in advanced learning.
  - How to bring more RC students in? Appointed position? Quarterly commitment? One from each student program? Different time of day?
  - We are seeing implementation of equity ideas - yay!

- Addressing questions from RC Teams
  - Hiring practices
    - RC Diversity prompt (sent to all permanent staff)
      - Link to examples
      - Ask this of all hires!
      - Careful with buzz words (inclusive, equitable, diverse), define what we mean by each
      - Gives hires a sense of importance of this work to us
      - What does it mean for a POC to complete a diversity statement (avoid performing hardship), ask to speak to skill sets and competencies instead
      - Mention work we are already doing and what our current struggles are (name specifics)
      - Not credential based (good)
      - Many seasonal staff are returning, how to address here? Still needs to happen, may weed out as necessary
      - How to evaluate? Based on job description or resume? Assessment guidelines (beginner/advanced, has or doesn’t)? Alignment with mission as evaluation, find people on the journey of growing

- UW Toolkit checklist
  - Great that we do these things!
  - Use with all hires

- Trainer ideas for staff retreat

- Upcoming trainings/workshops in the community
  - Seattle Equity Summit: April 26th, 2019
  - Our People Gonna Rise: March 3, April 7, and May 12, all from 2 pm to 8 pm

Closing

- Check out: how you feeling as we leave tonight?
- What work have you committed to doing before we met next?
Set next meeting date/facilitator/note taker: April 23, 7-8:30pm UW - Othello Commons
(waiting for location confirmation)