

4/18/18 Meeting Notes

In attendance: Kaila, Amanda, Kathryn, Jason, Nancy, Christine, Anisa, Syne, Curtis, Teddi

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.*

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?)

Syne Mitchell, she/her, parent of Kai in TS

Curtis Hisayasu, he/his working at RC as 8 years for TS English instructor, 5 years UW Academy/EEP Director

Kaila, she/her, new advisory board member works at Rainier Scholars

Amanda, she/her, 12.0 Acad graduated in 2017

Kathryn, she/her, RC academic advisor

Jason Smith, alum TS 82, on board of directors

Nancy Hertzog, she/her, director of the Robinson Center

Christine Larson, she/her, parent of Sophie 15.0 Acad

Anisa Jackson, they/them, RC Staff

Dr. Beam Conroy, she/her, on the board, participated in the conference last year

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

Who's in the room and why are we here?

- Think about these questions:
 - What brings you to this work/why is it important to you?
 - What hopes/expectations do you bring with you to this committee?
 - What do we want to ask/expect of each other when we meet?
- In pairs or triads, share to your comfort level what you thought about or wrote down
- To the group, share out to your comfort level what your small groups talked about

Own personal work in race and culture, can bring race and equity lenses into teaching, harder time in administrative work - less trained, less time and space to think critically about this work

Ask for respect for vulnerability, to be able to talk about how wrong I've been

Emotional about inclusion, own experience with feeling othered, experience of 'headwinds' (racism, gender)

Promote equity in the RC

Become a better racial equity advocate and ally

Safe place to make mistakes

Honesty

Assume intent

Own experiences of stereotype and exclusion, also privileged to have parents who had time and resources to help process experienced racism

Generative

Broaden/democratize decision making processes/goal making

Relevant to all communities in RC

Acknowledge diversity of lived experience

Positionality

Be ok with discomfort

Decenter privilege

New to be within an institution, previous experience of “we don’t do that here or that way”

Explicitly name race in certain patterns

How to pay attention to power and privilege when treating everyone equally

Navigated educational pathways as a person of color, want to support other young people navigating similar pathways

Parents had to sacrifice to provide quality education (private) and how that is unequal as all couldn’t attend

Current work support students to have access and support

Give students secret codes!

Learn more about RC, be involved and help support what’s happening

Pool of shared meaning: get all ideas and thoughts in, speak truth and love

Listening: for intent and impact

Not trying to do too much

Speak up if something feels off

As person of color, raised to do twice as much or work twice as hard - no longer enough

Current presumption of people of color being criminal or not to be trusted - wanting to disrupt that because it is dangerous

Idea that there are no kids who need gifted ed in ‘those’ districts - not true, not enough being done to look at that/combat that idea

Asset based focus

Think beyond the obvious when thinking about the capital of students of color

Broaden definition of what it means to be a highly capable student

Own experience of growing up in more integrated area and having more recent realization of how ‘white’ life had become, does everything possible now to try to reach out and connect

Need to do internal work, then work on other white people, then do work in group to amplify voices that aren't always heard, what do I give up and what do I gain

Often go from zero to change the world, may always want to go deeper

More than just policies and procedures for the RC, be leaders inside university

Work in progress, whiteness to undo, may sit in shame if called out but ok with that

Rural WA, RC was way out, work with under-resourced schools to help with tech connection

Bring privilege to bare in ways that are helpful, new to activism but needs to be involved now

Do my part or give space to those who can

RC has unique place in education

Experience of living through civil rights era, experience in teaching in then recently integrated school with wide inequity, all children have potential and talent, focused on problem-based learning

Curriculum is a way to see talent and potential, asset-based curriculum

Wants to learn, seen many racial and cultural differences

Understanding socio-political context, constantly changing

Being respectful of each other and what we bring, also when we leave meetings

What is the current status of Race and Equity work at the RC - will look at for next time

- Original goals
- Work in progress
- Reactions/comments

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: **May 30th, 2018 7-8:30pm**