5/30/18 Meeting Notes

In attendance: Christine, Nancy, Kaila, Amanda, Curtis, Kathryn

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?)

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 only, ‘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

What is the current status of Race and Equity work at the RC

- Original goals
- Work in progress
- Reactions/comments

Do the RC goals align with the UW Diversity Blueprint?

- Yes, and they are also emergent.

Say more about the funding mandate for K-12 ed?

- New legislation from March 2018: section 105 of E2SSB 6362
- Focuses on identifying low-income students for gifted ed programs, doubled funding for gifted ed students
- Dr. Hertzog supports universal screening but not if it is only done through testing
- She also does not support local norming, especially with younger children, as their test reliability is not consistent
- RC can push for more equitable practices in relation to this mandate
- More funding for gifted ed programs is not supported throughout the ed field
● RC has been sought out for training around best practices in teaching and equitable identification

Teaching training
● Learning how to teach certain curriculum pieces versus self-reflection on implicit bias and personal growth
● What form should training take, how can it be mandated, applicable across disciplines and identities?
● RC has asked summer teachers to think about incorporating learning around inclusivity to parallel Special Olympics being on campus this summer
● Pilot idea to record teacher training podcasts that can be more easily shared out and utilized
● Huge vulnerability AND growth area for RC if summer/Saturday teachers are not trained in or required to think about their own growth and learning around racial equity as well as inclusive curriculum adjustments
● How will lead these trainings? Will they be self-directed learning? RC staff led? Outside trainers?
● RC has first focused on FT staff training first, continued share out of resources

Faculty/staff hiring
● RC has begun to implement suggestions from UW Staff Diversity Hiring Toolkit for some positions
● What questions can be asked to seek out candidates who want to/have been working on their own implicit bias?
● RC has added a required Diversity statement to required application documents
● Anti-bias tools
● Have different groups of people be involved in different stages of hiring to limit ongoing bias as a candidate moves through the hiring process
● Give clear resources on where/how bias can show up in all steps of the hiring process
● Limiting follow up questions can prevent certain candidates from being ‘wooed’ unfairly
● Expectations for racial equity focus for ALL roles hired (e.g. data admin asked how data can be presented that doesn’t reinforce stereotypes)
● What would it look like to move beyond anti-bias framework in hiring?
● RC wants to know if candidate pools have become more diverse since implementing some of the UW Hiring toolkit suggestions

How much input goes into enrichment curriculum design?
● Focus on needs of advanced learners
● How do staff/teachers think of/view “our” students, how do students and parents view this question?
● Suggest curriculum shifts (e.g. Science not based solely on Western/European models but also incorporate indigenous ways of knowing)
● Move away from idea of certain curriculum needing to be taught in one way (e.g. Math/science)
● Teachers can be aware of microaggressions but could also be teaching a Eurocentric curriculum
● Being clear with teachers that personal and curricular development around racial equity is an expectation, create teacher development plans in this area for all (meet where at)
• Where is this racial equity curricular work being done/researched/implemented at UW and how can RC tap into that?
• Seems positive that enrichment teachers have asked for training/support in these areas!

How can RC positively impact pipeline of job applicants?
• Our enrichment programs focus on pipeline of student applicants to our programs, is there anything that is applicable from this model?
• Offering teacher PD? Engage with teachers earlier in their career?
• Focus on TA development?
• Recruit from teacher training programs?
• How are we missing the candidates that ARE out there (not assuming the old mantra of “we would hire if they applied”)?
• Saturday/Summer teacher hiring as part of RC Outreach plan
• Look to UW Go-MAP and UW Instructional Center (connect with Dr. Mar for recs?)
• Look beyond UW grad students for applicants

Student experience/inclusivity
• Think about range of RC student experiences (some students have not encountered peers from outside their race until HS)
• Teacher bias may not be the main issue – could be peer or parental bias/racism
• Needs to go beyond a school having one safe space or safe person (e.g. many independent schools hire a ‘diversity person’)
• Can we support parental education/growth/learning while their students are in Saturday/Summer programs?
• Need to ask communities what they need/what barriers exist to having them attend RC programs (e.g. not assuming we know as happened with SeaMar connection around transportation as the main issue)
• Can students have/do they want caucus spaces?
• Interest in starting RC student leadership group next year
• Who is viewed as an RC student (by staff, teachers, peers, parents)?

Closing
• Check out: how are you feeling as we leave tonight?
• What work have you committed to doing before we met next?
  o Committee ask: if RC uses/tries out anything that is discussed – report back about it!
  o Committee members present feel ok if monthly meeting are less about goals/tasks and more a chance for conversation/ide incubation

Set next meeting date/facilitator/note taker: 6/26/18 7-8:30pm
• Agreement that we can rotate facilitators either of whole meeting or certain segments. *Anyone interested in taking this or a piece of the meeting for June?*

• **Focus areas for next time:** Outreach for students, student/faculty retention (not equal but equitable)