6/26/18 Meeting Agenda

In attendance: Kathryn, Christine, Kaila, Jude

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, 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

Share out

- ASV final report - great! Might it happen again?
- RC mission - not much of the work we are doing around Race and Equity is in there, need to craft something that is inclusive of this work
    - Bring updated version for next time
    - Bring welcome statement to turn into action steps

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

- Outreach for students
    - What does it currently look like?
    - Students coming from schools that already know about us (HCC pgms)
    - Why no one person who does outreach or admissions?
    - Parents learning from word of mouth, kids who needed more academic depth or challenge
    - Letters sent from RC

    - Thinking we are doing enough when cohorts fill up, not looking at who is missing out, create access, needing to look at demographics to see who isn't being represented
    - Looking at attrition of certain groups of students in programs - create focus or initiative to address discrepancies
    - Having to do research into boundaries that exist for different communities
    - Where else to go? What/who are we missing?
    - Certain communities have no problem with word of mouth
    - Supporting students who need more connections to make it through the process
    - Recruiting students who will also be competitive applicants
    - Summer programs with no admission or tuition instead of at UW and needing scholarships - how to build trust in new communities
    - El Centro de La Raza, Pinehurst, Bitter Lake
    - How to pay? As enrollment grows, use money to fund free programs, apply for grants
    - How to build network - positive word of mouth, have to let youth program staff know so they can refer students and be aware of our program
    - Outreach for youth work staff and teachers
    - Not one student's responsibility to 'make' a school, there are more than one or two strong students in all schools so we are not ruining a school if a few students leave
    - Finding students who live in districts without HCC or were never identified
    - Focus on families having many educational options, also wanting to take those options (do programs feel supportive if students will be only poc in group?)
- Student/faculty retention (not equal but equitable)
    - How do we support students who are not traditionally in our programs?
    - How do we ensure students don't miss out on EOP, IC at UW?
    - How do we ensure students come here and feel safe?
    - Why do students leave? - longs commutes, stereotype threat, not doing as well in stem
    - Who isn't successful in TS?
    - "Whistling Vivaldi" by Claude Steele (addresses stereotype threat)
    - Connecting with OMAD so we don't duplicate their work
    - How to talk about these topics with students early on and ongoing (Bridge + more)?
    - Instructional Center - a beautiful place to learn and feel connected, but students have to qualify to access
    - Need to be sure students are connected with all resources on campus
    - What lenses are we using to look at and understanding our students?
    - How many faculty are hired each year?

    - Go back to Soc of Educ for Acad seminar (talk about stereotype threat)
    - Can TS faculty bring in guest lectures, do more in the curriculum - anytime we have a chance to bring someone in, make it a person of color, here's where we have influence
    - Do review of syllabus for who is being read
    - New R & E part of performance review for all staff
    - Need to recruit more staff of color for summer/Sat, more curriculum that is broad and diverse
    - WA-BLOC: students who are attending the Freedom School (Kaila has connection)
    - More TAs coming from outside RC
- Diversity statement for the RC - move beyond welcome statement, need to have more action words, acknowledge that gifted ed has not always been open to all

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: 7/30/18