

7/30/18 Meeting Agenda

In attendance: Amanda, Christine, Kathryn, Curtis

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

For discussion

- UW land acknowledgment
 - When read, it feels like "it's said, we're off the hook"
 - Is there a different way to do this acknowledgment?
 - Experience of being in Sydney, AUS shared - land acknowledgment is everywhere and said before every public event, indigenous history is studied in schools as young as pre-K
 - Saying a land acknowledgment is common in activist circles
 - The Duwamish are not named in this acknowledgment - they are unrecognized by the fed government, money and politics are behind their name being left out, not the place of non-indigenous folks to call out tribal politics or what should or should not happen between tribes
 - When doing a land acknowledgment, it is important to know whose land we're on (e.g Tacoma is not Duwamish land)
 - Could more be added? Action steps?
 - Add time to reflect, think, imagine after the statement is read?
 - What can the RC do?
 - Read before all events

- Add to printed documents and email signatures
 - Add summer class about indigenous history
 - Adjust RC curriculum to include indigenous ways of knowing, history and current state of indigenous people
 - Pause for reflection after statement is read, invite people to bring this statement into the present (“Indigenous people are still here, this is not just about the past”)
- RC mission statement - new version
 - Newly created Outreach mission last year - wanted to incorporate some of it into RC mission
 - Hope is not to lose any of the Outreach mission - where can it ‘live’?
 - When we say increase access, are we thinking about funneling more people in to a small doorway/gateway or can we think about what internal work we need to do to break down barriers to what we can offer?
 - What do we mean by service - partnering in local communities, PD sessions, RC as resource for students, parents, schools, community
 - Need to go out into the communities that we have not historically served and build relationships as a first step (this will take time)
 - What do we mean by access and outreach? - Is it a “bring them in” model?
 - People feel comfortable in their communities. Not about busing in to UW
 - New Othello space? Could outreach staff work out of this space a few days a week?
 - Satellite locations? Start with relationship building
 - Building relationships leads to knowing the best spaces for satellite locations in communities which leads to knowing what community needs are
 - Must be patient, forgiving, flexible
 - How can our outreach shift within current job roles? Opportunity for Saturday person to be out in the community more?
 - Example of two summer students noticing immediately that “there were no black kids in their particular classes again this summer” - is this noticed by RC? How is it addressed? Not true for all classes.
 - We collect data on who we are serving - do we look at it? Race, income, languages spoken at home, location, etc.
 - What language are we using to describe who isn’t showing up or being served? Marginalized, underrepresented, etc tends to be very negative
- RC Welcome statement - turn into action steps
 - *The Robinson Center is committed to providing a safe and welcoming space to people of all genders, religions, national origins, races, disabilities, sexual orientations, ethnicities, and documentation statuses. We will not tolerate discrimination or harassment of any kind.*
 - Great start
 - Welcome vs what actions might be happening (disrespect, discrimination, harrassment), policies

- What if discrimination happens? What should students do? (staff and/or [UW bias reporting tool](#))
 - Labeling identities vs labeling wanted or unwanted actions
 - Could we add a link to our website with resources? Include ‘what if’ scenarios? (e.g. I just experienced a microaggression...)
 - Say what you want to have happen instead of what you don’t (respect vs no disrespect tolerated)
 - “This is the kind of community we are committed to building: ___”
 - Cultural routine to start all classes - here is the statement, how will we enact it?
 - Survey students to ask what makes a space feel welcoming and safe - post responses around the center and on website
 - Daily/quarterly check-in on how students are feeling in class
- Suggestions for RC retreat in Sept?
 - Share out all notes from RE meetings
 - Think about how to move into action
 - Daily behavior leads to action leads to policy
 - How do we interact with each other as part of this? Not just towards students/parents
 - Come up with questions or support requests to bring back to RE committee
 - If any ideas generated by RE committee are tried, share a report-back
- Thoughts on Oct parent program on [Race and Parenting](#)?
 - Seems like a good idea
 - Ask Prof. Joseph for grad students to facilitate
 - Need well-trained facilitators
 - Agreed that facilitators should not be either only white or only POC
- Plans for Fall - how often to meet, share roles?
 - Monthly meetings feel like a manageable commitment
 - 7pm feels like a good start time
 - Group members are happy to share in note-taking
 - Could attempt to schedule all meetings for 1 quarter

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: October TBD