

RC Racial Equity Committee 2/4/20 Meeting Agenda

In attendance: Damaris, Christine L, Kathryn, Teddi

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.*

I would like to acknowledge that we are on the traditional land of the first people of Seattle, the Duwamish people past and present and honor with gratitude the land itself and the Duwamish Tribe.

- Reflecting on the Chiefs being in the Superbowl and the use of Indigenous cultural items and cheers as cultural appropriation

Beyond territorial acknowledgments: <https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/>

- Focus on moving beyond just an acknowledgment, what comes next?

I'm Not the Indian You Had in Mind (Thomas King): <https://www.nsi-canada.ca/2012/03/im-not-the-indian-you-had-in-mind/>

- "An Inconvenient Indian" by Thomas King

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

- [Undocu Ally training recommendation](#)
 - Ensure that language about having undocumented students apply and how is on the website for all programs (look to Academy program page for guidance)
- Questions for program review
 - Alumni experience of moving through RC programs compared to peers who did not go through the RC
 - TS Spring quarter class guideline and limitations, why are certain classes restricted and are those restrictions still relevant? When can exceptions be

made (e.g. a student with some language proficiency wanted to take more of that language, Heritage language class option?)

- Talk to former RC staff about their experiences
- What other programs have been developed since TS began and who pursues those programs? (e.g. Running Start)
- Reviewing academics separately from social-emotional curriculum
- Spring Equity conversations planning
 - Could a focus for the conversations being on the current controversy with SPS programs?
 - Agreement that [Dr. Collins](#) and [Dr. Grantham](#) would be good guests to bring in
- Equitable support of students without assuming their lived experiences
- Training suggestions on class privilege
 - Students in TS feeling 'poor' because of class analysis/experience of peers
 - Removing language about fees and financial next steps from TS admission email
- Saturday program - are we reaching who we want to?
 - This should be our most diverse group of students
 - 47% of students requested financial aid from the 2018-19 programs and 2019-20 Fall and Winter class groups
 - Who are we reaching now? Pull more data
 - How does the current pool compare to previous years? Are we seeing shifts in who applies and attends? Pull data
 - Does this entry point lead to later RC/UW involvement?
 - Could we rotate days of week it is offered to give more access? What communities are being missed by having Saturday morning classes? Muslim students, Jewish students, etc.
 - Eliminate need to ask for aid
 - What does recruitment look like?
 - How do families learn about the program?
 - Could schools recommend students AND indicate who needs aid so families don't have to?
 - Option to select own tuition level - give 7 options that range in price down to \$0
 - How else do we eliminate/reduce barriers for entry?

Closing

- Set next meeting date and time: