Meeting – Called to order at 9:00 am on 10/27/20

Chair: Jon Jeffryes

Minutes: Alisha Davis

Guests: Relando Thompkins-Jones

Documents for the meeting:

* Draft Minutes for the September 29, 2020 Meeting (coming soon)
* Resources on President’s Executive Order and Resources from moving from Ally to Accomplice
* Election 2020 website

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| **Voting Members** | Present | Joshua Sheffer (CCPS, W 2021) | x |
| Elizabeth Arnold (CLAS, W2023) | x | Joel Wendland-Liu (BCOIS, W2023) | x |
| Caitlin Callahan (CLAS, W2022) | x | Thomas Willey (SCB, W2021) | x |
| Alisha Davis (CHP, W2023) | x | **Ex-Officio Members** |  |
| Jon Jeffryes, co-chair (UL, W2022) | x | Ellen Schendel (AVP Provost’s Office) |  |
| Nabeeh Kandalaft (Padnos, W2022) | x | B. Donta Truss (VP Enrollment Development |  |
| Josita Maouene, co-chair (CLAS, W2022) | x | Takeelia Garrett (Student Ombuds) | x |
| Anne McKay (KCON, W2023) | x | Marlene Kowalski-Braun (AVP I&E) | x |
| Lisa Perhamus (CoE, W2021) | x | Dana Munk (Pew FTLC) | x |
| Anal Shah (CLAS, W 2021) |  | Julian Sanders(Student Senate) |  |
| Alexys Neal (Student Senate) |  |  |  |

I. Motion to approve agenda – Joel Wendland first, Josita Maouene second

II. Motion to approve minutes – Tom Willey first, Joshua Sheffer second

III. a. President Mantella’s response to the executive order on 10/19

Jesse Bernal: points in the order were clarified; doesn’t impact academic courses or co-curricular or extracurricular activities; we will continue as we have – with no changes; small changes will be made to courses given in the community for extra protection.

What if faculty are attacked in class for messaging? Working through UAS and Inclusion/Equity to stand by the rights of faculty with academic freedom. Follow up with Jesse if needed.

IV. a. Teach-In Planning (recording the training for others to view)

Presenters: Relando Thompkins-Jones (director of social justice education; relandothompkinsjones.com) and Destyni Davis – social justice education grad student

Acknowledges the heaviness that we may all be feeling with what’s occurring nationally and locally; we may be intimately impacted by it all; it’s important to note that

Reiteration of the purpose of the Teach-in and objectives

Topic: Shifting the narrative in higher ed - Recognize superior messaging and interrupt them the best that we can

Safe space vs brave space

* For those who hold marginalized identities: recognition that sitting during these discussions about inequity may mean feeling vulnerable, exposed, frustrated, angry. There is no choice to only be safe. Recognition of the added weight that people may feel as we illuminate the work we have yet to do.
* For those with privilege: Learning to give up of a former condition for a new way of doing things. Stepping out and engaging in a conversation even when there is fear of getting it wrong. Accepting feedback about being told about an insensitivity, and uninformed perspective, or a microaggression. Elevating the voices of those that live in a place of underrepresentation/marginalization is critical-their “knowing” is paramount.

What is racism?

* Peggy McIntosh (1988) – “In my class and place, I did not recognize myself as a racist because I was taught to see racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.”

Root of White Defensiveness – Individual (not systemic), must be conscious, intent (purpose and motive) – used to resist and not accept responsibility

Racism

* system of social structures that provides or denies access, safety, resources and power based on race categories, and produces and reproduces race-based inequities.
* It affects us individually, is built into our institutions and is woven into the fabric of our culture.
* Power = access to resources and participation in society
* Prejudice = beliefs, attitudes, and actions based on stereotypes
* Racism – Prejudice + Power or racism = racial prejudice plus institutional and systemic power to dominate, exclude, discriminate against or abuse targeted groups of people based on race.
* “a whole interacting and developing processes which operate so normally and naturally and are so much a part of the existing institutions of society that the individuals involved are barely conscious of their operation” – James Boggs, *Racism and the Class Struggle* 147-148

Distinguish btwn personal prejudice and personal acts vs systems and structures (institutional)

*How to be an Anti-Racist* book – Ibriam Kendi – prevalent conversation currently; looking at outcomes; shifting narratives

Dealing with Whiteness

* White privilege: the **concrete benefits of access to resources and social rewards and the power to shape the norms and values of a society** which whites receive, unconsciously or consciously, by virtue of their skin color in a racist society. Ex.s include: the ability to be unaware of race, the ability to have a job hire or promotion attributed to their skills and not affirmative action
* Collusion: thinking and acting in ways that support the system of racism, ex. Telling racist jokes, remaining silent when observing a racist incident or remark.

White supremacy

* “A political, economic and cultural system in which whites overwhelmingly **control power and material resources**, conscious and unconscious ideas of **white superiority and entitlement are widespread,** and relations of **white dominance and non-white subordination are daily reenacted** across a broad array of institutions and social settings.” – David Gillborn, Critical Race Theorist and Scholar (2018)

Why People of Color Need Spaces Without White People Article

* The values of whiteness are the water in which we all swim. No one is immune.
* Those values dictate who speaks, how loud, when, the words we use, what we don’t say, what is ignored, who is validate and who is not.
* Unless we are actively and persistently dismantling these constructs, we are abiding by them.

Ethnocentric monoculturalism (the master narrative)

* is when a person believes that one group, specifically the white group is superior to other races and the lifestyle of this superior group should be imposed upon all other races or cultures
* 5 components – belief in superiority, belief in the inferiority of others, power to impost standards (possession of power), manifestation in institutions, and the invisible veil

Difference & Cultural Hegemony

* Difference – dominant group use difference to maintain their privileged social position, while simultaneously denying the presence of difference (including power dynamics) to maintain their privileged status in society.
* Cultural Hegemony – Control of a culturally diverse society by dominant groups, maintained through manipulating the societal culture (beliefs, explanations, perceptions, values) so that the dominant group’s worldview is imposed as the societal norm, which is then perceived as a universally valid ideology and status quo beneficial to all of society, when it really only benefits the dominant group.

Historical Erasure – erasure is not knowing the real history of racism in our country

Resource in the chat: Canadian Ted Talk about first nations & higher ed erasure: https://www.youtube.com/watch?v=PksoJG-U0cw

Cycle of Socialization – Bobbie Harro

* “…human beings are different from each other in many ways based upon gender, ethnicity, skin color, first language, age, ability status, religion, sexual orientation…”
* These, “…social identities predispose us to unequal roles in dynamic systems of oppression. We are then socialized by powerful sources in our worlds to play roles prescribed by an inequitable social system. The socialization process is pervasive (coming from all sides and sources), consistent (patterned and predictable), circular (self-supporting), self-perpetuating (intradependent) and often invisible (unconscious and unnamed).”
* Cycles – the beginning, first socialization, institutional and cultural socialization, enforcements, results, direction for change, actions, core

What is discourse? Cultural (how we talk…frame problems…define success or failure), technical (how we organize our time and work), outcomes (can either reproduce or transform…); shifting from discourse 1 to discourse 2

V. Updates:

* 56 people registered as of last night; Hosts still needed

Move to adjourn – Josita Maouene first, Caitlin Callahan second