Block 3, Goal 3
How to Invest in Student Antiracism Resources and Efforts.
11.2.22
3:30 – 5:00 p.m

Moderators Peony Fhagen, (PF), Ibrahima Wade (IW) and Amanda Bowman (AB)
Notetaker: Aju Fenn (AF)

FEC members present: 4
Other Faculty present: 5
Staff: 3

PF: We will start with overview of today's goal, open it up to participants to talk about what they have done on ADEI, what can we do to accomplish today's goal and what should some other goals be?

PF: Guidelines around engagement today will follow the Butler Center's guidelines for dialogue. (See end of document. No additions were made to the guidelines for this discussion.)

PF: The overall theme this year for Crown is the Antiracism Implementation Plan. Today's goal for our session: How to support students in ADEI. Overview of the Butler center, people and their roles in assisting students and campus. More details are available from the Butler Center website. The Butler Center is now on the other side of the second floor of Worner to create a better space for students.

PF: Academic programs have provided programs and updates on their ADEI progress.
    1. Barriers to entry faced by marginalized students to their departments and programs.
    2. Establishing internship and research opportunities to work on antiracism.

3. Providing grants for students to work on antiracism initiatives (least amount of work has been done in this area).

PF: Now open to the audience to share what is being done on goals 1,2 and 3 of the antiracism plan. What you do in the classroom is goal 5. Today's discussion pertains to what we do outside the classroom, curriculum revision and course design.

IW: If it is not already happening in your department, how can it happen? What are the barriers to making it happen?

After a long silence…
PF: This is a tough goal to talk about.

Person 5: The challenge is knowing what students need, outside the classroom.

Person 9: Some informal things exist. During a search, the sub-field of international relations has a troubling past in justifying and perpetuating white supremacy. Tough to find scholars in this field. Decouple the sub-field from racist paradigms by directing them to appropriate conferences. Students come back feeling empowered.

Person 1: Support minority student organizations with food and budget for them to get together. Students have brought their concerns to the department from time to time.

Person 9: Dept has a number of funded lecture series. One idea is to have students work through the Butler center to bring up relevant ADEI connected speakers.

PF: The Butler center can help with that; can also help support the local community on ADEI related work.

Person 4: Department has worked with the local community to set up an internship and research opportunities. Collaborative for Community Engagement can help make further connections.

AB: Are there other things that individuals and depts. can do to support students?

Person 4: Is there a risk of duplicating and overprogramming at the college and departmental level? For instance, augment PIFP (Public Interest Fellowship Program) who is already doing such work.

Person 6: Financial aid website has resources on different grants available for different types of research. This may be a good resource to direct students to.

Person 1: The Pathways to SCORE program pairs Bridge scholars in their second year with interested and available STEM faculty at CC over 4 blocks. Faculty do not get compensation but do get student involvement, which is paid for by the Bridge program.

AF: What can we do to invest in faculty who seek to invest in student anti-racism efforts? The impact falls disproportionately on BIPOC faculty.

IW: Can an academic unit give credit for service for such activities and mentorship of marginalized students?

Person 1: Department was talking to students about mental health. How do I get started? Would it be possible to have a liaison with the Counseling Center?

Person 6: The idea of a liaison with different college divisions and services would be useful. It lowers search costs for students and the faculty.

PF: There is a stigma associated with mental health.

PF: Discussion on mental health and how it intersects with the Block plan.

Person 3: The block plan is great, but it is not sacred.

Person 4: Some international block plan schools like Victoria, Australia have found a way to make a modular schedule work. Learning from other block plan institutions may be helpful.

Person 8: The block plan allows you to learn a lot of information in a short period of time and choose how to balance work and life. The big shift is the tuition increase. We are more of a service-based college and we cater to our students as customers. We are more results driven than ever before. Now grades are more important than ever. Full pay students are better at advocating for themselves and BIPOC students are not.

PF: How do we make the block plan work for students that are here now?

AB: Students want to do stuff outside of class and it is stressful for them to balance their busy co-curriculars with academics.

Person 5: We started with physical space, but can we now create space in the time available to a student's block, for students to thrive.

AF: Deemphasizing grades may help, especially in the first year.

Guidelines for engagement:

See attached handout from the Butler Center

Idea of incorporating ADEI into annual reviews/other forms of evaluation:

THE BUTLER CENTER GUIDELINES FOR DIALOGUE

1. Seek to understand before being understood; respect diverse opinions

2. Be aware of air time (share the space, listen, and be brief)

3. Assume best intentions; understand intent vs. impact

4. Maintain confidentiality: share the knowledge/learning, not the name

5. Take responsibility for your own learning; avoid leaning on target group members for your education
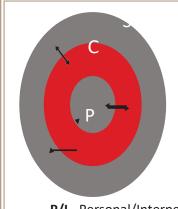
6. Expect to be uncomfortable as you lean into your learning zone (make room for growth)

7. Engage with the head and the heart

8. Honor individual experiences as real; there are no experts in social justice work

9. Practice self-care and exercise grace (be kind to yourself and others)

10. Remember that ideas and opinions can be fluid

11. Use "I" statements

12. Allow participants the "option to pass" assuming best intentions (rather than judgment)

The Butler Center invites you to engage in dialogue that acknowledges experiences, identities, ideologies, and power at 3 levels:

- Personal/Interpersonal
  - Cultural
  - Structural

P/I - Personal/Interpersonal: Acknowledges thoughts, attitudes, and behaviors.

C - Cultural: Acknowledges shared values and norms.

S - Structural: Acknowledges policies, practices, systems and institutional structures.

The Butler Center

Accessibility

Accessibility is the degree to which a product, device, service, or environment is available   to as many people as possible, including people with disabilities. Greater accessibility brings benefits to everyone and creates communities that are more inclusive.

White Supremacy

White supremacy is the institutionally enforced system of racism.   It is historically based on: 1) the theft and military conquest of native lands of North America; and 2) the economic exploitation of North American land through slavery.   Institutional racism/white supremacy is the network of institutional structures, policies and practices that create advantages and benefits for whites, and discrimination, oppression and disadvantage for people of color.

Anti-racist

"Being an antiracist begins with understanding the institutional nature of racial matters   and accepting that all actors in a racialized society are affected materially (receive benefits or disadvantages) and ideologically by the racial structure. This stand implies taking responsibility for your unwilling participation in these practices and beginning a new life committed to the goal of achieving real racial equality." (Bonilla-Silva, 2003)

Privilege

Systematic favoring, enriching, valuing, validating and including of certain social identities over others. Individuals cannot "opt-out" of systems of privilege; rather these systems are inherent to the society in which we live.

Identity

Refers to either (a) social category, defined by membership rules and (alleged) characteristic attributes or expected behaviors, or (b) socially distinguishing features a person takes a special pride in or views as unchangeable but socially consequential.

Diversity

Individual and social (group) differences that contribute to dynamic relationships and interactions. Understanding each individual is unique and recognizing our individual differences. Encompasses acceptance and respect.

Equity

Belief that people have basic needs that should be fulfilled; rewards should be spread evenly across the Community; and that policy should be directed with impartiality, fairness, and justice towards these ends. Creation of opportunities for historically underrepresented
and currently marginalized populations to have equal access to and participate fully in educational programs and other offerings that are capable of closing the gap in experience and achievement.

Inclusion

The act of creating involvement, environments and empowerment in which any individual   or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate with equal access to opportunities and resources embrace differences and offers respect in words and actions for all people.

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Taken from various sources. By the nature of the document, it is not complete and should not be considered comprehensive.