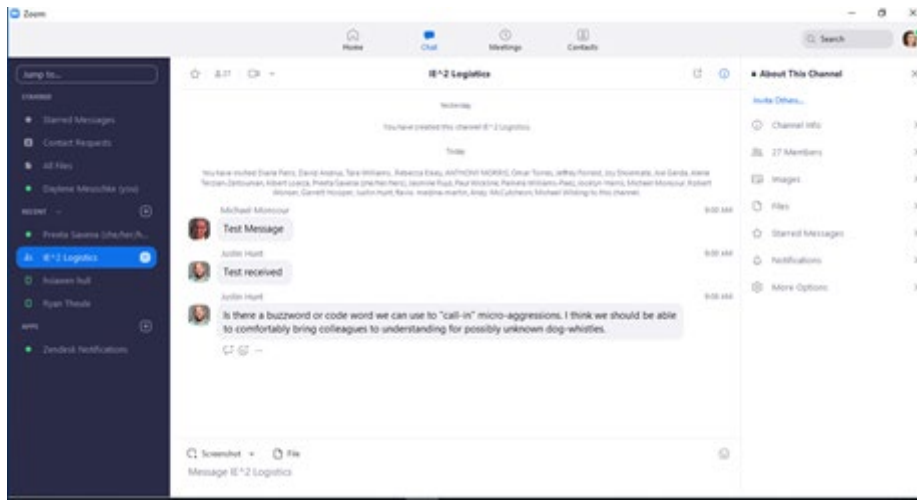




Institutional Effectiveness and Inclusive Excellence (IE)2 Annual Retreat "Playbook"
June 12, 2020 | 9am - noon

Zoom Logistics

- Genevieve McDonald will monitor security settings and muting/unmuting participants in the large group room.
- Genevieve will establish the breakout rooms based on the assignments noted in the "Breakout Room" section below. Genevieve will not assign Daylene or Ryan to a room so we can pop in and out of the breakout rooms as needed.
- Genevieve will "spotlight" speakers during the student panel.
- Chat will be disabled for participants.
- This planning team can chat with each other via the (IE)² Retreat channel in Zoom so that we do not accidentally chat to all participants in the Zoom meeting. In your Zoom App home screen you will see a "chat" icon at the top. Click on it and then on the left side you will see an "IE^Logistics" icon that is the "chat" channel for our group.



• **Meeting Login Details**

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93131108054>

Or iPhone one-tap (US Toll): +16699006833,93131108054# or +12532158782,93131108054#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 931 3110 8054

International numbers available: <https://cccconfer.zoom.us/j/93131108054>

Or Skype for Business (Lync):

[SIP:93131108054@lync.zoom.us](https://cccconfer.zoom.us/j/93131108054)

Meeting Notes

- Jocelyn Harris will record notes from the meeting.

Addressing Microaggressions/Hurtful comments

- Use of the word "Ouch" (Dr. Howard). This was brought up on our 6.11.20 planning call and has been incorporated into the guidance for breakout room facilitators below.

Agenda: (After you are done speaking, you can pass the mic back to me and I will transition to the next agenda item)

1. Welcome and Opening Comments (9:00-9:10am) – Daylene
2. Guidelines for Today's Time (9:10-9:15am)- Rebecca
3. Context Setting (9:15-9:25am)- Preeti
4. Guidelines for Today's Time (9:20-9:25am)- Rebecca
5. Student Panel (9:25-10:15am)– Facilitators (Jeff Forrest, Anthony Morris, Joy Shoemate)
Opening prompt: Can you share your experience as a black person in your educational institutions?
Confirmed Student Panelists:
 - Tatiana Smith (student)
 - Tahjeem Johnson-Rahmaan (TJ) (student)
 - Diamyn Davis (student)
 - Brandon Ashford (alum)
 - Sesley Lewis (alum)
 - Maxine Osunsanmi (student)
 - Maya Bellow (student)
 - Moises Haynes (student)
 - Alonzell Henderson (student)
6. Break (10:15-10:30am)
7. Breakout Rooms (10:30-11:15am)
Breakout room prompts – see notes below
8. Transition from breakout rooms (11:15-11:20am)
9. Highlights from Breakout Room Discussions (11:20-11:40am) - Jasmine
10. Reflection and Call to Action (11:40-11:50am) - Robert Wonser
11. Next steps and Resources (11:50-noon) - Daylene

BREAKOUT ROOM – FACILITATORS GUIDE AND PROMPTS

Room	Room Facilitators	Additional Notes/Assignments
1	Preeta Saxena and Vida Manzo	Include student Tatiana Smith and up to 7 additional participants
2	Rebecca Eikey and David Andrus	Include student Sesley Lewis and up to 7 additional participants
3	Pamela Williams-Paez and Amy Foote	Include student Tahjeem Johnson-Rahmaan (TJ) and up to 7 additional participants
4	Alene Terzian and Alexa Dimakos	Include student Brandon Ashford and up to 7 additional participants
5	Justin Hunt and Garrett Hooper	Include student Maxine Osunsanmi and up to 7 additional participants
6	Anthony Morris and Joy Shoemate	Include student Maya Bellow and up to 7 additional participants
7	Albert Loaiza and Matt Crater	Include student Diamyn Davis and up to 7 additional participants
8	Andy McCutcheon and Michael Monsour	Include student Moises Haynes and up to 7 additional participants
9	Joe Gerda and Jasmine Ruys	Include student Alonzell Henderson and up to 7 additional participants
10	Diane Fiero and Flavio Medina-Martin	Include up to 8 additional participants
11	Hernan Ramirez and Juan Buriel	Include up to 8 additional participants
12	Larry Schallert and Catherine Parker	Include up to 8 additional participants

Guidance for breakout room facilitators:

- If you need assistance in your breakout room, you can send a message to myself or Ryan Theule and we will join your room.
- We will send a message to the breakout rooms when there is five minutes remaining for your time.
- Use the list of questions as you determine appropriate. There is not an expectation that you get through all questions.
- Please capture the highlights of the discussion in a Word document or email so you can share them during the large group report-out following the breakout session and email them to Jocelyn Harris (jocelyn.harris@canyons.edu) so she can compile all the highlights for our notes.
- Remind group that this is a safe/brave space and that information discussed should be honored as confidential and not recorded.
- Please let the room know that if something is said that is a microaggression or offensive in nature folks are encouraged to say "ouch" as a way to acknowledge the feeling stirred by the comment. This can also help foster more dialogue on why that comment was an "ouch" moment.

- Encourage group to use "I" statements, which focus on the feelings and beliefs of the speaker, rather than speaking in generalities.
- Remind group of the amount of time you all have and ask that people be mindful of ensuring that everyone that wants to has an opportunity to speak. Comments should not exceed 2 minutes (if possible). You can get a volunteer from the group to let you know when you are halfway done (if you think this would be helpful).
- Inform group that the discussion will remain focused on the Black community. While we acknowledge intersectionality and that other groups are discriminated against, we are focused on addressing the specific concerns around the historic and continued systemic/structural racism against the Black community.
- It is possible that someone in the breakout room will say "but all lives matter". Dr. Regina Stanback-Stroud offered a response that we want to offer you. She said we need to focus on the lives that most in danger right now.

Questions for breakout rooms: (Statement at the beginning of your breakout room session - We acknowledge that complex trauma, anxiety and frustration are part of the feelings. We want you to be able to share as you feel comfortable doing so.)

- Are there any experiences of institutional racism and microaggressions that you have experienced as a student or working in an educational setting?
- As we all acknowledge that George Floyd was one Black man murdered in a long list of others that lost their lives as a result of systemic racism and the attack on Black lives, ***what are you feeling/experiencing?***
- How do you (or can you) respond to family, friends, colleagues, etc. that challenge the need to focus on systemic racism in the Black community (in employment, education, healthcare, etc.)?
- What can you do about systemic/structural racism impacting the Black community in the spaces you occupy?

Guiding Principles (Rebecca will go over these in the beginning of the meeting)

Today we will stay focused on racism against Black People in the United States and how it affects our students at College of the Canyons. Discussions about racism can be awkward and messy at times. But they are a necessary part of the process of achieving understanding and healing. Giving us white people feedback on our racism is risky and can invoke trauma for Black People, so we can consider the feedback a sign of trust. To insure that those who will be sharing have a safe space in which to speak, we will abide by the following principles:

1. Be present and truly listen.
2. Listen with your heart and mind open.
3. Demonstrate humility.
4. Authentic anti-racism is rarely comfortable.
5. Discomfort is key to growth.
6. Check yourself.
7. Leave your ego at the door.
8. Don't make this about you.
9. Being good or bad is not relevant.
10. Don't colormute the language.
11. Don't hide behind the veil of collegiality.
12. We are all here to learn and ensure action.

Intent vs Impact - Regardless of the intent, there can be impact.

Tool: Interrupting Microaggressions

MICROAGGRESSION EXAMPLE AND THEME	THIRD PARTY INTERVENTION EXAMPLE	COMMUNICATION APPROACH
<p>Alien in One's Own Land To a Latino American: "Where are you from?"</p> <p>Ascription of Intelligence To an Asian person, "You're all good in math, can you help me with this problem?"</p> <p>Color Blindness "I don't believe in race."</p>	<p>"I'm just curious. What makes you ask that?"</p> <p>"I heard you say that all Asians are good in math. What makes you believe that?"</p> <p>"So, what do you believe in? Can you elaborate?"</p>	<p>INQUIRE Ask the speaker to elaborate. This will give you more information about where s/he is coming from, and may also help the speaker to become aware of what s/he is saying.</p> <p>KEY PHRASES: "Say more about that." "Can you elaborate on your point?" "It sounds like you have a strong opinion about this. Tell me why." "What is it about this that concerns you the most?"</p>
<p>Myth of Meritocracy "Everyone can succeed in this society, if they work hard enough."</p> <p>Pathologizing Cultural Values/Communication Styles Asking a Black person: "Why do you have to be so loud/animated? Just calm down."</p>	<p>"So you feel that everyone can succeed in this society if they work hard enough. Can you give me some examples?"</p> <p>"It appears you were uncomfortable when ___ said that. I'm thinking that there are many styles to express ourselves. How we can honor all styles of expression—can we talk about that?"</p>	<p>PARAPHRASE/REFLECT Reflecting in one's own words the essence of what the speaker has said. Paraphrasing demonstrates understanding and reduces defensiveness of both you and the speaker. Restate briefly in your own words, rather than simply parroting the speaker. Reflect both content and feeling whenever possible.</p> <p>KEY PHRASES: "So, it sounds like you think..." "You're saying... You believe..."</p>
<p>Second-Class Citizen You notice that your female colleague is being frequently interrupted during a committee meeting.</p> <p>Pathologizing Cultural Values/Communication Styles To a woman of color: "I would have never guessed that you were a scientist."</p>	<p>Responder addressing the group: "___ brings up a good point. I didn't get a chance to hear all of it. Can ___ repeat it?"</p> <p>"I'm wondering what message this is sending her. Do you think you would have said this to a white male?"</p>	<p>REFRAME Create a different way to look at a situation.</p> <p>KEY PHRASES: "What would happen if...." "Could there be another way to look at this..." "Let's reframe this..." "How would you feel if this happened to your ___..."</p>
<p>Second-Class Citizen Saying "You people...."</p> <p>Use of Heterosexist Language Saying "That's so gay."</p>	<p>"I was so upset by that remark that I shut down and couldn't hear anything else."</p> <p>"When I hear that remark, I'm offended too, because I feel that it marginalizes an entire group of people that I work with."</p>	<p>USE IMPACT AND "I" STATEMENTS A clear, nonthreatening way to directly address these issues is to focus on oneself rather than on the person. It communicates the impact of a situation while avoiding blaming or accusing the other and reduces defensiveness.</p> <p>KEY PHRASES: "I felt ___ (feelings) when you said or did ___ (comment or behavior), and it ___ (describe the impact on you)."</p>
<p>Second-Class Citizen A woman who is talked over.</p> <p>Making a racist, sexist or homophobic joke.</p>	<p>She responds: "I would like to participate, but I need you to let me finish my thought."</p> <p>"I didn't think this was funny. I would like you to stop."</p>	<p>USE PREFERENCE STATEMENTS Clearly communicating one's preferences rather than stating them as demands or having others guess what is needed.</p> <p>KEY PHRASES: "What I'd like is..." "It would be helpful to me if...."</p>

Adapted from Kenney, G. (2014). *Interrupting Microaggressions*, College of the Holy Cross, Diversity Leadership & Education. Accessed on-line, October 2014. Kraybill, R. (2008). "Cooperation Skills," in Armster, M. and Amstutz, L., (Eds.), *Conflict Transformation and Restorative Justice Manual*, 5th Edition, pp. 116-117. LeBaron, M. (2008). "The Open Question," in Armster, M. and Amstutz, L., (Eds.), *Conflict Transformation and Restorative Justice Manual*, 5th Edition, pp. 123-124. Peavey, F. (2003). "Strategic Questions as a Tool for Rebellion," in Brady, M., (Ed.), *The Wisdom of Listening*, Boston: Wisdom Publ., pp. 168-189.