***Handouts***: Blank Paper, Agenda, Addressing Framework

**Sign In Sheet:** Affirmation that we are participating in these meetings, for the sake of transparency

**Introductions:** Name, Pronoun, how do you identified ethnically/racially, something significant, anything you want to be know about you and why we are here

Addressing Framework: Fill out the Addressing Framework activity sheet, self reflection for 5 minutes and discussion with partner at left with 2 highlights, how to decolonize our curriculum, how to walk with equity, challenge and think out of the box, use it in your classroom as a community building too and as a team building tool with staff team,

Charles Harvard professor, the theory of complimentary,

Students Contribution

* Stephanie: Bathroom Incident, Hate Crime Incident with Maximus (student)
* Dru: Redwood City Police Chief attempted to do dialogues in his community and adopted a community policing style, flyers on campus last week calling for a debate for the holocaust, called administration and the anti defamation league and police was there at the time it was suppose to have happened but it didn’t happen after all
* Steve: we are having a townhall without police there, we are having a world café,
* MaryAlice: The fundamental contract that is inherent in the constitution itself the protection and wellbeing of all citizens, On racist Speech with author Charles Lawrence III (African American Attorney) and reference to Brown vs Board of Education

Emotional injury

* Generational levels of stress may be compounded and manifested as PTSD
* Poverty shock

Powerpoint Presentation

* Idea: take this presentation to the DASB senate
* Equity vs Equality:
  + Anita’s example: equal resources or internet assignment, but one of those students may not have access to the internet or a computer, or is not safe to go to a local internet café and/or have to prioritize feeding their kids before doing their work
  + Dru’s example: it is about the access to the resources, the resource can be there but if you cant access then there is no point
  + Edmundo’s: thinking about it systematically, structurally, for the 1% the model of equality is not going to work, and folks in privilege may look at things from a “missionary” approach vs a conscious equity approach
  + David: 2 people in a starting line, 1 guy with a business suit with a smooth road vs a black women with weight lifts on her legs and her road has barb wire and quote said “what are you complaining about? We are going the same distance.
* Deficit Thinking
  + Steve’s example: athletic student who wants to be an athletic star and was not following directions and turned in 60% of assignments. How do I as a professor meet him halfway? Considering his attitude that I am a soccer star with entitlement to give him a good grade. We created a familia group model and he would be late to class and thus his group process
  + Emily’s example: The pushback I am getting back in my division. Statements like “I am fed up with equity because in the real world it doesn’t work.” Are we babying them?
  + Dru: need to pushback in the dominant culture, the division may be assuming that we need to continue things as is. Peer mentoring is a good model and we might not be using it to its full potential here on campus
  + Jila: has a network of Division 1 athletics connect with students and chat with players about how school is a priority and you need a 2.0
  + Letty: ESL student who doesn’t have knowledge of internet usage skills, so he can take the class and material online, students are struggling with English and grammar for 2 years to only struggle in the regular classes
  + David: can connect with students Letty was referring too to provide further resources, its not a metter of lower expectation it’s a matter that the students know that there is expectations and that they are high and that there is rigor and that the pedagogy is relevant and there is a relationship with faculty, staff and students
  + Jim: how do you become a good student? How do you develop their skills so they can be successful in class? For example, if we are not using group processes in the classroom, then they are not preparing students for real world like in the business field there s constant meetings, team planning. So if they try to question Equity they should look in the mirror and question their teaching. In general. At what point are we setting them up to fail?
  + Equity is not a handout, it should be the standard, it is paradigm shift, this should have happened since the beginning, having this courageous conversation, how do we do this strategically in the institution? We keep seeing the usual suspects (preaching the choir) but we need to see the new faces. Equity is a Hand up
* Equity Literacy Abilities and Thinking and Praxis
  + .

Dynamics of Power : idea is to look what role we have, in what context are we showing up as Dominant and Subordinate.

* Example
  + Teachers
  + Teaching assistant
  + Students
  + Student’s family
* For each position that we are in, we will be in a dominant role or a subordinate role
* You might be in a dominant role because of the title but because of the ISMs, you might be in the subordinate role, the intersectionality plays out different with every individual
* How much is the model buying into the hierarchal model? Lets maybe resist some of that, isn’t that buying into it
* Anita: in theory I should be dominant because I am in a dean. I am always been in a subordinate level, because I am here to serve. I have to call people out and need to research and put defense to call folks out that are doing things wrong beyond the argument that I am just a dean
* Dru: I am a certain age with ADHD, and with some development and a white male but I feel subordinate because I have had disabilities because it pushes me down. I should have had things because I am a white male. I am not at the top of my career
* The truths that makes it possible for us to make it forward, the president that believes in community engagement, the person that understand nonviolence, we have to start thinking about is what needs to be fixed and look at the deep problems and passion like BlackLivesMatter

The big group process does allow for inclusivity of our opinions so we did small groups

* How do we pass on the baton to students? Considering that we as faculty members do feel subordinate
* How do we come to a place to affect a student’s experience in appositive empowering equity way
* Human connection makes a difference, the education can be behind the workplace like Google and Facebook, acknowledging they have monies,
* Idea: to institutionalizing team building during flex days
* In the past: Fireside Lounge would do social hours with free coffee

Announcements

* Movie: Healing Voices at CIIS Thurs April 28, before we talk about mental illness, lets talk about being huan beings
* An Idea: bring to De Anza campus
* Equity Champion
* Student Interns: UnitCap is too low and it impacts and for tudents to be enrolled full time, some analysi was presented to senior staff, disabled students
* 5 units 5yers, average at 15 units at each quarter,
* Basic skills needs, ESL classes, STEM , a veteran got impacted because his military units were added up
* David position statement

Closure

* Mental health get away from medical hierarchal model but also here in school
* Spirit of the room
* Get bio reactions
* Peaches
* Deeper compassionate ideas solutions
* Continued to pass on baton for students to be dominant
* Reenergized continued to be challenged
* Put an advertising EAC is the cure for headaches
* ADDRESSING framework-similar to equity 101 privilege or oppression
* Nice to converse with intersection of students, faculty, staff
* Appreciate of how respectful we are of each others opinions

Equity Champions