NCORE -2017
Fort Worth, TX
Conversations on Social Issues
2017 Seattle Central Cohort

Alyssa Jocson Porter - Instructional Resource Services, Library

Carolina Forero - Basic & Transitional Studies, Faculty

Christina Taylor - International Education Programs

Dana Maestas - Science and Mathematics, Instructional Support

Jessica Norouzi - Associate Director, Seattle Central Foundation

Lawrence Willis - Seattle Vocational Institute, PACT program

Mahim Lakhani - Public Information Office, Web Manager & Development

Melanie King - Arts, Humanities & Social Sciences, Faculty

Vanessa Unti - Student Support Programs, Student Parent Support Coordinator

Veronica Barrera-Kolb - Arts, Humanities & Social Sciences, Faculty
What is NCORE and Why Go?

National Conference on Race & Ethnicity in American Higher Education

Fort Worth, Texas
May 30 thru June 3, 2017
Main takeaway themes

1. Communicating through Social Justice
   a. Courageous Conversations
   b. Strategic Questioning
   c. Addressing Resistance to Social Justice & 5 ways to advocate for Cultural Competency

2. Eliminating racism & Systems Change
   a. Equity in Hiring & Awareness of Implicit Bias
   b. Campus support for 1st gen students, Muslim students, faith & spirituality

3. Arts & Programming for Social Justice
   a. Art & Storytelling as means for healing, student expression & Social Justice
   b. Social Justice Major and student-led classes

4. Strategies to Stay Sustained
   a. Its importance
   b. Tips
Effective Communication = Social Change

The art of mindfully communicating with those who are different than ourselves

- What I heard you say was
- Tell me more about what you meant by
- What angered you about what happened?
- What hurt about you what happened?
- What's familiar about what happened?
  - How did that affect you?
  - How does it affect you now?
- What do you need or want?

Strategic Questioning

- First level: describing the issue problem (Focus questions or statement, observation questions, analysis questions, feeling questions)
- Second level: strategic questions, digging deeper
- Visioning questions: identifying one’s ideals, dreams, values
- Change questions: questions that help lead to action and change
Effective Communication = Social Change

"In the end, we will remember not the words of our enemies but the silence of our friends." MLK, Jr.

Four Agreements:
1. Stay Engaged
2. Experience Discomfort
3. Speak your truth
4. Expect/Accept Non-Closure

Six Conditions:
1. Personal, Local & Immediate
2. Isolate Race
3. Social Construction & Multiple Perspectives
4. Monitoring Agreements & Establish Parameters
5. Working Definition for Race
6. Examine Whiteness

Courageous Conversations

Courageous Conversation is the utilization of the Four Agreements, Six Conditions and Compass in order to engage, sustain and deepen intra-racial, and inter-racial dialogue about race, racial identity and institutional Racism; and is an essential foundation for examining schooling and improving student achievement.
Resistance to Social Justice & 5 Approaches

Resistance - when unwilling to engage in a process that challenges current beliefs. Often in response to perceived threat to person’s self & world view.

Approach A: Umbrella Lens - illustrate social identities and explores those of privilege & power and those oppressed. Goals is to interrupt oppression; Limitation can be polarizing.

Approach B: Social Identity Development Lens - examines individual, psychological development in which cultural competency is a multistage process. Goal is individual interruption of oppression; Limitation, does not look at systemic inequity
Resistance to Social Justice & 5 Approaches

Approach C: The Understanding Cultural Differences Lens which focuses on appreciating cultural differences and behavior. Goal is increased cultural understanding and conflict mitigation; Limitation is not connecting or acknowledging privilege and social justice.

Approach D: The Managing Diversity Lens which focuses on helping employees work more effectively thereby increasing profits and organizational excellence; Limitation social justice is not valued for equity sake.

Approach E: The Multicultural Organizational Development Lens focuses on overall organizational change, structures, policies, and procedures that are socially just and equitable; Limitation is that it does not focus on individual growth.
Aligning with Seattle Central’s Strategic Plan

Address institutional racism and achieve equity and inclusion

Equity in Hiring

- Staff/Faculty reflecting student population
- Implement policies for search committees
- Confronting personal biases

Support for new hires
Arts & Programming for Social Justice

Social Justice Major

Student led classes:

- Students being the creator of information and not just consumer

Using storytelling and the Arts in campus spaces
Storytelling & Social Justice

Alma, Corazon y Resistencia: Testimonios & Folklorico

Las Cafeteras: Finding commonality in our shared identities and creating space to promote social justice.

Raptivism: -Challenging apathy with awareness.
           -Challenging oppression with expression.
Social Activism in the Classroom

- "I'm worried that students will take their obedient place in society and look to become successful cogs in the wheel - let the wheel spin them around as it wants without taking a look at what they're doing. I'm concerned that students not become passive acceptors of the official doctrine that's handed down to them from the White House, the media, textbooks, teachers and preachers."

Howard Zinn, American Historian

- Historically, classrooms have been the stage for social change, providing a venue to promote and accelerate new ideas*.

Chile (2011-2013), Iran (1999), Tiananmen Square Protests, China (1989).

* Black Lives Matter 101: Bringing Social Activism to the Classroom (NCORE 2017) ; Carol L. Bennett, William Chaney
Understanding Black Lives Matter 101 *

- Black Lives Matter as an Interdisciplinary Course: Intersection with History, Political Science, Music, Media Studies, Journalism etc.
- Black Lives Matter Syllabus by Frank Leon Roberts.
- Understand that everyone may not see the issues in the same way.
- Be respectful of triggers.
- Everyone has a different learning style.

* Black Lives Matter 101: Bringing Social Activism to the Classroom (NCORE 2017); Carol L. Bennett, William Chaney
Outcomes*

- Critical Consciousness.
- Cultural Competency.
- Recognition of Privilege and Oppression.
- Social Justice.

* Black Lives Matter 101: Bringing Social Activism to the Classroom (NCORE 2017); Carol L. Bennett, William Chaney
Challenges *

- Lack of Faculty/Administration Support.
- Lack of Student Support.
- Campus Climate and Campus Politics.

* Black Lives Matter 101: Bringing Social Activism to the Classroom (NCORE 2017); Carol L. Bennett, William Chaney
Strategies to Stay Sustained

Mele Murals.


The importance of finding peace, joy and stress relieving activities