Community Conversations
AGENDA

5 minutes  Welcome
8 min 46 sec  Moment of Silence and Reflection
15 minutes  Open Floor
10 minutes  Breakout Rooms
10 minutes  Re-group
5 minutes  Group Healing and Meditation
5 minutes  Commitment to Continue Action
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“The heartbeat of antiracism is self-reflection, recognition, admission and fundamentally self-critique... A racist when charged with racism will say, ‘I’m not a racist,’ no matter what they said or did. An antiracist would be willing to confess and recognize what they just said or did was, in fact, racist.”

IBRAM X. KENDI
AUTHOR OF HOW TO BE AN ANTIRACIST
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Engagement Option 1: In a Browser
Go to: pollev.com

Engagement Option 2: With the App
Username: stephany

Engagement Option 3: Via Text Message
Text 37607
Who's in the room?

Faculty
Staff
Undergraduate Student
Graduate Student
Alumni
Community Member
Other
Subtle aggressions

Brief (sometimes commonplace) verbal, behavioral, or environmental indignities, whether intentional or unintentional that communicate hostile, derogatory, or negative prejudicial slights and insults towards any individual or group, particularly those with marginalized identities.
These are examples of verbal microaggressions

You're good with numbers, right?

“Why do you sound White?”
What is a microaggression that you have experienced or witnessed at UConn?
Microaggressions in Engineering: Take a Closer Look
I remember a lot of guys coming up to me being like “Are you sure you’re not doing that wrong?” … “Do you need help?”

Weeks into the course, a guy sees a female student walk in and he’s like “Are you lost?” She says no. He says “This is physics, should you be here?”

When we’re doing group work, I’ll get the easy stuff even though I wanna do more… they’ll be like “Oh, you can just write this”

I offered a solution to a problem and they said “I don’t know about your answer.” Like I didn’t matter. At the end of class the TA came and said “She’s correct”
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Room 1: 
Recommended for non-Black participants
How will I be anti-racist?


Anti-Racist Action Plan Worksheet

Name:
Today’s Date:

Part 1: Where are you on the spectrum?
Use this link to identify what stage of [white/non-Black] identity development you are:

Part 2: Goal Brainstorm
List goals you have individually for self-reflection, learning or re-learning, and internal change.

Examples (you can use these):
1. Watch When They See Us on Netflix in order to learn more about systemic issues in the American criminal justice system.
2. Join EDOC’s discussion of Martin Luther King Jr’s Letter from a Birmingham Jail.
3. Revisit an email or conversation where a colleague expressed their pain/discomfort that I brushed off with words such as “I didn’t mean it that way” or “Not all ___ are like that” and reach out to the person with an apology, acknowledgement of errors, and support.
4. Meet with department chair(s) to create new policies for listening to student microaggressions or discrimination complaints.

Part 3: Accountability and SMART+ Goals
For each of the goals listed above use the following prompts (You can copy and paste this section for all of your goals):
Room 2:
Recommended for Black participants
Combating and Overcoming Anti-Blackness in the Black Community
Please type your name if you would like to be in Room 2 (Combating and Overcoming Anti-Blackness in the Black Community)
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It is our personal responsibility to strengthen our community. This is about making ALL of us strong and leaving a legacy of lasting change.