

**1. Welcome**

**2. Review Agenda**

**3. Institutional Courage**

**a. Case Studies**

- i. University of Oregon (UO): The [ringleader \(perpetrator of sexual assault\)](#) had a similar incident at another school. Why was this person allowed to be enrolled at UO and why was he allowed to play basketball? There is a public safety alert in our society for gas leaks and let's say a stranger. However, we don't get an alert if there is a known perpetrator on campus and THAT is case of a cover up.
- ii. University of British Columbia (UBC): sexual harassment case: [100 faculty wrote open letter to](#) apologize to students and committed to doing something about it in a non blaming way
- iii. [Faculty Against Rape](#): good models of accountability and resistance
- iv. Students are the most radicalized and courageous, but it should not all be on our students
- v. [False Memory Syndrome Foundation](#): an organization founded by Dr Freyd's parent to challenge her work on child abuse

**b. Questionnaire**

- i. What are ways we can UNDO these questions?
- ii. What are strategies we can do to UNDO one of the betrayals listed?
- iii. What are the boundaries of covering?
- iv. What are best practices of how we talk about when something bad happens?

**c. Summary of Keynote**

- i. Measures: turns into specific actions
- ii. What is the best practice of providing information?
- iii. What is the line of covering up?
- iv. Target those that are not on the boundaries

**d. Dialogue on Institutional Betrayal**

- i. Policy on Healing: Does it rise to the level of immediate threat? who decides that? what does that look like? for whom? Statistically we are a safe campus? Then a micro event occurs, can we speak to how we navigate some of that? How do we speak on the betrayal and healing?
- ii. Student Role: We would ask students. The hate crime can do profound damage to people. Collect data (numbers/testimony) to match college procedures with intention. Anonymous survey. Our president agreed to do that on campus. An example, Maximus collected stories, he requested to do art installation by drawing quotes from the stories, where would it be safe to install? Maybe solicit ideas from students?
- iii. Labeling and Cover up: "everything is fine" is the usual response. How do we not minimize student experiences? We looked at labeling as an issue? Researchers need to measure things that don't depend on how we labels things
- iv. Facilitation: People don't like the word betrayal, How do we explain with compassion and truth, Need to consider the "cherry tree" in our efforts. What is important is that

- the labeling does not suggest the victim is at fault (legal system does suggest victim is at fault or “blame” many times)
- v. Policy: How to remedy the disconnect of misconduct and victim of violence? It is a euphemism for higher ed to use. Sexual violence does not fit into misconduct framework. What happens to students found guilty of sexual misconducts? and we should not use the term. There are colleges that have changed the language. *Which campuses are they?*
  - vi. Policy: We have to remove the process of how we respond out of “student conduct,” to “adjudicate” puts it in a criminal justice framework, it loses sight of the civil rights part and the lived experience, was it technically a crime?
  - vii. Current Policies: [Title IX](#) and [Title V](#) are great resolutions, Universities make stuff up including what is confidential or not
  - viii. Things to consider: How do engage in institutional courage at De Anza? How are we willing to take risk vs. damage control, i.e. *I have the power to do it and get beyond insecurities*. How do we engage in institutional integrity? You have the power to make the changes
  - ix. Example at De Anza campus: I felt betrayed when I experienced hate speech and high level officers of administration were also berated and I asked police to intervene, and their reasoning was that they were afraid that they were going to be sued if they intervene
  - x. Student Feedback: they feel validated coming from the education, immigrant background with values that education is suppose to be there as a mechanism to make it, as refuge, however, the classroom experience is very different, it is validating that there is a way to or acknowledge that the institutions function is not always to the benefit for the people,
  - xi. Institutional Corruption (Larry lassig sp?): an institution can be corrupt even without individual corruption
  - xii. Institutions have histories that are bigger than the individual, by walking down to a certain path and performance, people are getting paid millions of dollars for activities that are contradictory to institutional values
  - xiii. Is this aligned with our college mission?
  - xiv. Normalization: When things are so pervasive here that we stop seeing it

#### 4. Closing

- a. Change Policy Language
- b. Places of accountability, from my role what can i do?
- c. How do we turn into giving back?
- d. Challenge normalization
- e. Tools on how to be a good listener
- f. Naming the power of words

#### 5. TASKS

- a. Powerpoint by Dr. Jennifer Freyd: Tony
- b. Open Faculty Letter: Roseanne

## 6. NEXT STEPS

- a. 1st Step - Attending first to our hurts
  - i. We need to see the powerpoint
  - ii. What kind of healing I need to have at a personal level so I can get courageous again?
  - iii. What needs to be in place for battle fatigue?
  - iv. What gift do we give to ourselves to heal enough and do this work?
- b. 2nd Step - Learn how to hold the space
  - i. rapid response team -- [transformative justice](#)
  - ii. movement to end interpersonal violence
- c. 3rd Step - Organizational
  - i. ECT's as emotional response teams
- d. 4th Step - Action
  - i. open letter from faculty/staff
- e. 5th Step - Identify the venues/elements that foster toxic masculinity

## 7. NEXT MEETING

- a. Wed., March 9th 2:30pm @ MCC

## RESOURCES

<https://www.youtube.com/watch?v=XIFBts9s56o&noredirect=1>

[www.npeiv.org](http://www.npeiv.org)

<https://batjc.wordpress.com/resources/>

<https://leavingevidence.wordpress.com/>

<http://www.fmsfonline.org/>

<http://thelinknewspaper.ca/article/international-activist-layel-camargo-speaks-at-concordia>

<https://www.youtube.com/watch?v=MMKlvv5p164>

<http://www.creative-interventions.org/tools/toolkit/>

<https://brokenbeautifuldownloads.wordpress.com/>

<http://dualpowerproductions.com/on-the-road-to-healing-men-against-sexism/>

<http://zapagringo.blogspot.com/2010/06/challenging-male-supremacy-project.html>

<https://prezi.com/sswfmk5l0b52/tradiitional-csa-intervention/>

[http://www.generationfive.org/wp-content/uploads/2013/07/G5\\_Toward\\_Transformative\\_Justice-Documents.pdf](http://www.generationfive.org/wp-content/uploads/2013/07/G5_Toward_Transformative_Justice-Documents.pdf)

<https://inciteblog.wordpress.com/2013/08/27/transformative-justice-and-the-trayvon-martin-case-a-consideration/>

[https://soundcloud.com/nia\\_audio/transformative-justice-and-the](https://soundcloud.com/nia_audio/transformative-justice-and-the)

<https://batjc.files.wordpress.com/2014/06/tj-ca-one-pager.pdf>

<http://www.organizingupgrade.com/index.php/modules-menu/community-care/item/712-furthering-transformative-justice>

<http://nymag.com/news/features/42368/>

<http://www.transformativejustice.eu/wp-content/uploads/2010/11/Taking-Risks.-CARA.pdf>

[http://incite-national.org/sites/default/files/incite\\_files/resource\\_docs/6685\\_toolkitrev-cmyacc.pdf](http://incite-national.org/sites/default/files/incite_files/resource_docs/6685_toolkitrev-cmyacc.pdf)

<https://docs.google.com/file/d/0B1JeBfMXIK6WNIJtZ3YzbnY5dlU/edit>

<https://challengingmalesupremacy.files.wordpress.com/2011/03/challenging-men-changing-communities1.pdf>

<https://abolitionistpaper.wordpress.com/2012/02/06/issue-16-spring-2012/>

**Equity Action Council, Office of Equity at De Anza College**

**Meeting Notes | Wed. Feb. 24, 2016**

*Guest: Jennifer Freyd*

*Facilitator: Veronica Neal*