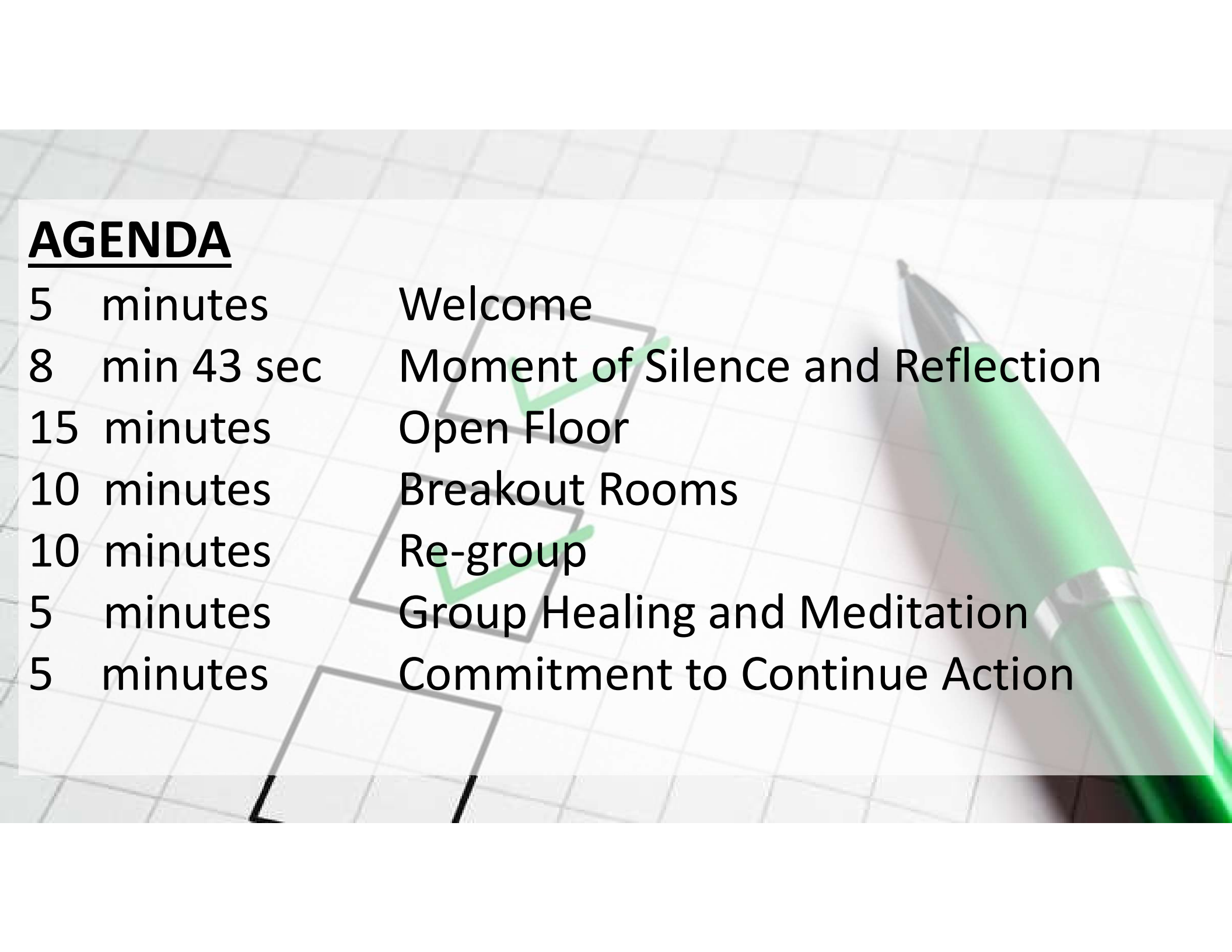




AGENDA

The background of the slide features a close-up of a green ballpoint pen resting on a sheet of white graph paper. A checklist is visible on the paper, consisting of several rectangular boxes. Two of these boxes are checked with a green checkmark. The text of the agenda is overlaid on the right side of the image, aligned with the rows of the checklist.

5 minutes	Welcome
8 min 43 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

AGENDA

5 minutes

Welcome

8 min 43 sec

Moment of Silence and Reflection

15 minutes

Open Floor

10 minutes

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Re-group

5 minutes

Group Healing and Meditation

5 minutes

Commitment to Continue Action



AGENDA

5 minutes

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5 minutes

Commitment to Continue Action

The Johns Hopkins News-Letter

“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*

8 min 43 seconds

AGENDA

5 minutes

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15 minutes

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10 minutes

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5 minutes

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5 minutes

Commitment to Continue Action

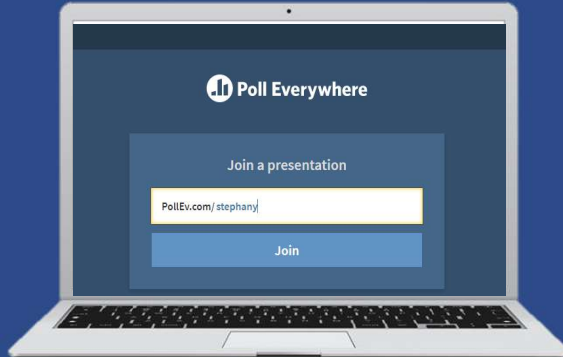


Poll Everywhere

Username: stephany

Engagement Option 1: In a Browser

Go to: pollev.com

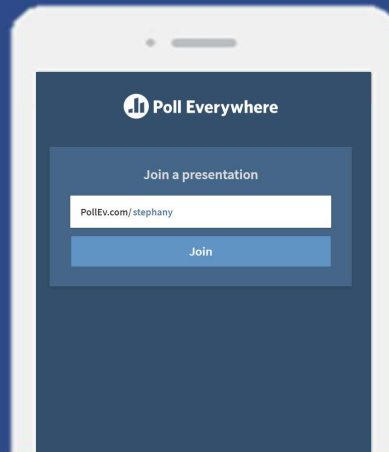


Engagement Option 2: With the App



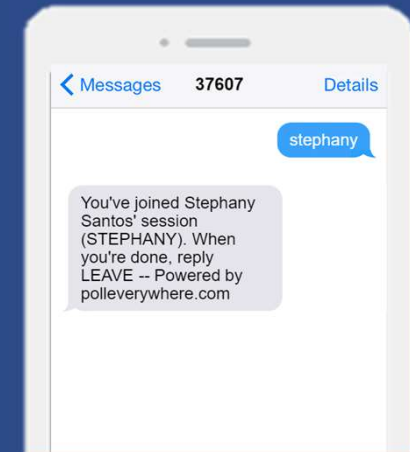
Download on the
App Store

GET IT ON
Google play



Engagement Option 3: Via Text Message

Text 37607



Who's in the room?

Faculty

Staff

Undergraduate Student

Graduate Student

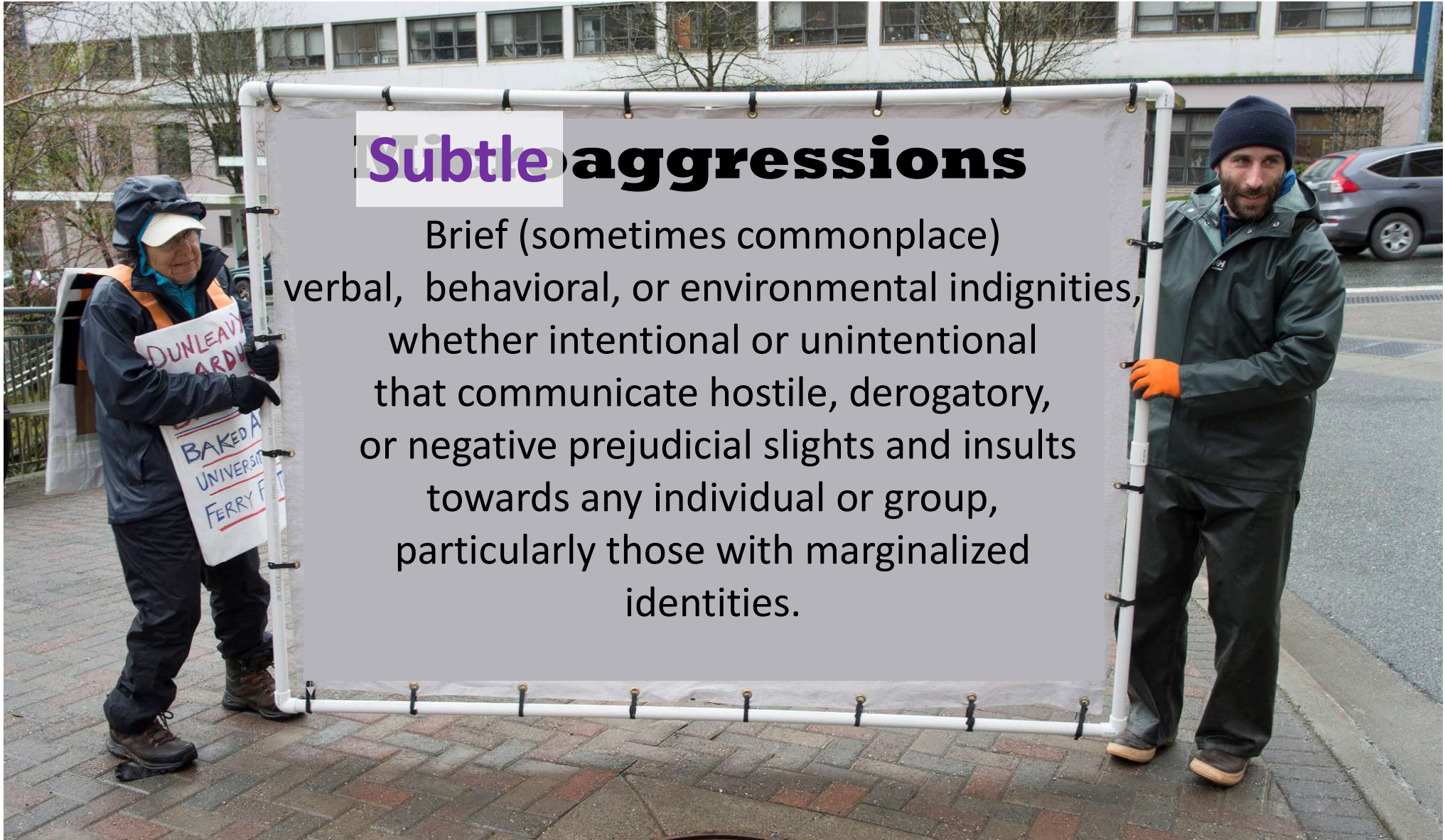
Alumni

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



When poll is active, respond at **PollEv.com/stephany**

Text **STEPHANY** to **37607** once to join

What is a microaggression that you have experienced or witnessed at UConn?

Microaggressions in



TAKE A CLOSER LOOK

In the classroom

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?"

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?"

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"

AGENDA

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5 minutes

Commitment to Continue Action

Room 1:

*Recommended for non-Black
participants*

How will I be anti-racist?

<https://bit.ly/AntiRacistActionPlan>

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:

<https://bit.ly/ScaffoldedID>

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/they 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

**ANTI-BLACKNESS MUST BE PULLED
FROM ITS ROOTS. WE MUST DO THE
WORK TO UPROOT THE SEEDS THAT
WERE PLANTED IN US LONG BEFORE
WE HAD A CONSCIOUS.**



When poll is active, respond at **PollEv.com/stephany**

Text **STEPHANY** to **37607** once to join

**Please type your name if you would like to be in Room 2
(Combating and Overcoming Anti-Blackness in the Black
Community)**

AGENDA

5 minutes

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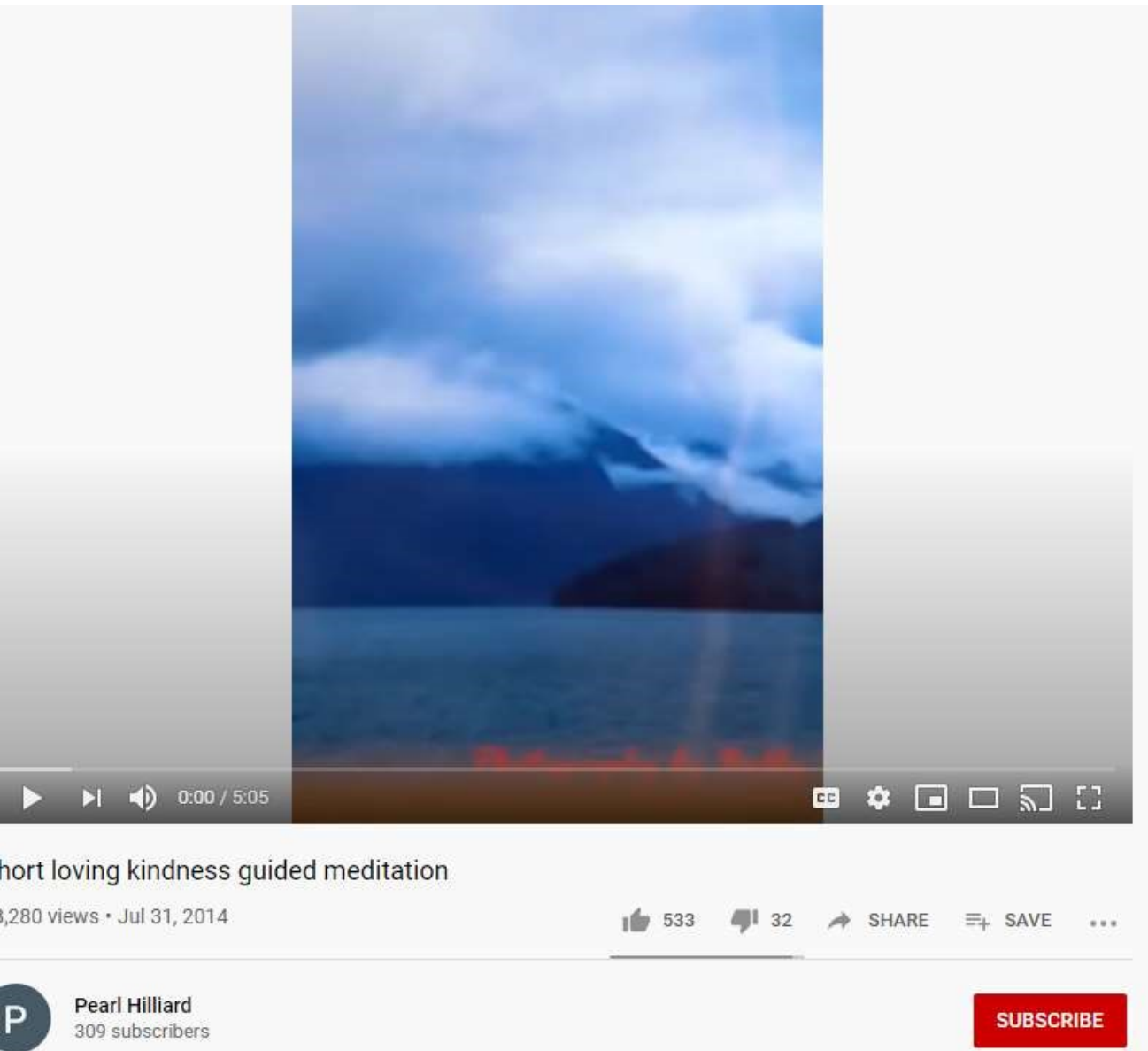
Re-group

5 minutes

Group Healing and Meditation

5 minutes

Commitment to Continue Action



<https://bit.ly/5MinHeal>

AGENDA



The background of the slide features a light gray grid pattern. A green ballpoint pen is positioned diagonally on the right side. Several rectangular boxes are drawn on the grid, some of which contain a green checkmark. The agenda items are listed in a two-column format, with the duration on the left and the activity on the right.

5 minutes	Welcome
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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***

<https://edoc.engr.uconn.edu/building-anti-racist-communities/>