Anti-Racism Campaign Brainstorming Meeting Notes
12.16.2015

Dean Norm Burnett and Dean Beth Olivares welcome the group and each person introduces themself, including affiliation. There are faculty, staff, and students from the College and Eastman in attendance.

Dean Burnett gives credit to the students for enacting change and being the impetus for the campaign.

Dean Olivares presents a short power point to frame the discussion:
• Charge from President Seligman-highlighted “creating” a campaign that could serve as a national model.
• Framework-charged with fighting racism, campaign must be visible, inclusive, educational, memorable, and sustainable across time.
• Emphasized that all ideas are welcome.
• Presented framing questions, for example, think about a campaign that resonated with you and why was it successful.

Open, large group discussion followed for the remainder of the meeting.

Kiara-What makes a campaign effective is promotion, it has to be catchy, publicized so people get used to seeing it-referenced the CARE network as a good campaign, suggested we speak to publicity team.

Terry-Need a forum for people to discuss issues-needs to be well facilitated and meet on a regular basis.

Glen-University’s “Go Green” initiative is long-lasting and ongoing, in contrast to “It’s On Us” that felt like a one time thing.

Jon-Campaign should focus on education-much bigger than boundaries of campus. Should not worry about reaching “right” audience, this campaign should be for everyone. Focus should be on getting the masses, particularly those who are indifferent, to buy in-this should matter to them. Not about replacing nothing with something, but replacing something with something better. Racism hurts you-White, male, middleclass person, this is hurting you and should matter. Advertising images-suggested White men being rounded up in the suburbs and being taken to drug court.

Claudia-Brought up the non-smoking campaign-short, sweet, catches attention with jarring images.

Indrani-Don’t talk about race-need to address ...
Sasha-Emphasized using the slogan “Racism Lives Here And So Do I” because it came from the students-something they have been using. Using real-life examples of how racism impacts student on campus-“Racism Lives Here and SO Do I...It Can’t Live Here.”

Beth-Mentioned another slogan for the campaign-“Racism, It Stops With Me.”

Thomas-Should include the scientific community-Bill Nye-not identify as a person, but how isms are related to race/come to be.

Kevin-There should be a response to the campaign-pledge, hash tag, something to say “I am a part of the community and I support this campaign.”

Terry-There should be multiple slogans, each one may resonate with different people.

Danielle-Any ad campaign for the university should also include the greater Rochester community. Coded language that each group uses in reference to each other, conversations happen about race-saying it but not actually saying it.

Miles-It is essential that we have a basic level of shared vocabulary and history, especially for White students-will help student connect with racial history. Suggested that some programming happen during orientation-address systemic racism, the broader issues of race, historic viewpoint.

Jon-Racism is not just in our history, it lives today-gave prison system as example.

Nick H.-Referenced “Human of New York” campaign and how impactful individual stories or examples of personal experiences can be-get an idea of how students on our campus have been injured by racism.

Marcy-Referenced the success of “I Too Am Harvard” campaign.

Tracie-Racism is not just a person of color problem-need to be sure to address issues of White privilege and echoed the need for a shared space where facilitated discussions can happen.

Beth-Campaign needs to be individually and systemically focused-in classrooms and organizations-include all spaces on campus, all levels. Not just focus on campus, but the world. Sometimes it feels like the University exists in a bubble-this campaign needs to transcend that bubble.

Nick V.-Suggested that, like Safe Space Training, where there is a spectrum of where people stand in their experience-that spectrum can be incorporated into this
campaign. Insert yourself on the spectrum based on your level of understanding and if it is not where you want to be then you can think about how you can get there. Kiara-Expressed that it is hard to have minority students speak about issues that they face every day, moment to moment. Need to think about how sharing stories will impact students, the toll it will take.

Delvin-Asked what the goals of the campaign would be.

Beth-Goal would be to create a sustainable, focused campaign about racism.

Norm-The charge from President Seligman particularly mentioned hate speech.

Larry-Thought the goal of the campaign should be to change thoughts that would eventually change behavior-a campaign against racism to ...

Tracie-What happens next?

Beth-This meeting is to discuss what needs to be in the campaign, need to do all of it, right now we need ideas-not constrained by money.

Indrani-Referenced a recent LBGTQ video where students were discussing the importance of pronouns-thought something like that could be impactful-include stories from White people too-how do they play into racism.

Sasha-What are the repercussions for people who do not participate? Need to review how we are reporting. What happens when people do not participate-what happens to faculty, staff, students?

Robin-From a psychological perspective, easier to change behavior first, then thoughts. Echoed interest in something to accompany the campaign-a pledge perhaps.

Nick H.-Change also needs to be curricular, perhaps beginning in intro level science courses like chemistry.

Maggie-If a curricular change is going to happen, then faculty and staff training needs to happen as well and be ongoing.

Kay-Res Life instituted a pledge in regards to race a few years ago, along with buttons, door stickers, etc. The pledge pertained to bystander intervention-pledged to interrupt jokes, not engage in hate speech, etc. It was important because it was a directive, gave students something to do.

Chris-It is important to define what success looks like, what metrics will be used as evaluation, whether it be a yearly climate survey, pledge, etc.
Jon-The long-term goal should be an elimination of racism-long lasting campaign, but also have an intermediate goal, recognizing microaggresssions for example. Racism hurts everyone, White people are just as hurt by racism as they are imprisoned by it, White ignorance, we need to confront it, no longer can we do nothing or just fall back on avoiding behavior.

Norm-We should be sure to include context, why are we doing this?

??-Impossible to talk about race without thinking about power and class—there exists some level of intersectionality.

Terry-In terms of a curricular approach, we should look to groups that have a shared interest, but are diverse—athletic teams, theatre, dance, other affinity groups, etc.

Delvin-There should be a campus and a national aspect to the campaign, as well as an educational piece that is unified across campuses. Have a piece that faculty, staff, and students can “plug into” nationally. Slogan, branding—how do we include educational piece for students, faculty, and staff that will change the culture at the UR? If there is a program during freshman orientation it needs to be specific and about race—cannot get lost.

Thomas-Must cause every person to ask the question, “How did I get into this mindset?” Freshmen are already programmed, hard to change their thinking—need a national campaign to address prospective students, families, everyone, even those who will never go to college.

Vicki-Important to recruit a dedicated core group of faculty allies; they have power and their voice can reach students.

Tracie-There is a tremendous opportunity with the One Community program. Use facilitators to do something more during the academic year—do not have to re-create the wheel.

Beth-One Community grew from conversations about race and has since become diluted. Want to give students in the room an opportunity to speak.

Steven-Students cannot be able to unsubscribe from this campaign. Students of color cannot unsubscribe from racism so this needs to be mandatory—so mandatory that it is annoying. Greek organizations need to be involved; hopefully there is learning and reflection that takes place along with a curricular component.

Lysa-What is the next step after education—how is campaign going to address people who do not see racism as a problem? This is a potential challenge. Sharing stories can have negative impact on the student—do not want to be seen as a victim.
Beth-Perhaps people can write their stories and have others read them or act them out-perhaps White students.
Lysa-White students experience racism too, there is a continuum.

??-The curriculum piece is important, will make people go to events.

Kiara-We have great ideas, but afraid we are focusing too much on the big picture, need to take baby steps. Need to break up into different subgroups-teams to work on different pieces. Student experience a lot of pressure and stress, so a team would help with that and make is so focus is not lost.

Robin-Have to be careful, it is easy to put people on the defense and then they shut down, perhaps microaggression is too hostile, think about using the word microinequities.

Claudia-It would be great to see White students, faculty, and staff reading stories, would take the pressure off students. There is a lot of pressure on students and sometimes that does not come across to faculty/staff because they do not realize how frequent things happen because they do not live here.

Jon-Some conflate race with academic ability-that is seen less in athletics and the military-those groups accomplish integration. What kinds of shared experiences do these groups have.

Matt-Campaign not to focus on fringe-public persuasion campaign-should be relevant to moveable middle. Point to words already in use, such as the UR mission statement-it is a call to action. Make us take our own words more seriously.

Norm-This campaign will not be able to affect everyone-should be meant for groups of people who don’t know what to do, not racists and bigots.

Terry-Staff should include custodians, need to get them involved in conversation, not very well off.

??-All employees should be involved-like the UR Medicine campaign, their commercials hit home with many of us, can identify with the stories, from own experience or someone close to us.

Thomas-When discussing race in a group, African-Americans can discuss race all day long, it is harder for Whites to discuss race, why is that? Is it fear; what prevents open dialogue, what causes strain so that someone says, “I don’t want to go there?” Why is it so tough?

Maggie-Wanted to note that the Asian population has not been mentioned at all, our UR population is changing, and they have not been included in this conversation.
Melissa-Incorporate campaign into WRT 105-everyone can read the same book, maybe something like *The Invisible Man*. Many student have different perspectives now than they did when they entered college, would be good to hear their stories.

Miles-Beginning of WRT 105, ask “What does race mean to me?” Include some introspection. Move away from, “You are a racist, this is how you uphold racism.”

Ashley-Not every instructor is ready to have this type of conversation-can go left.

Vicki-What does it take to “on board” allies-they might not know what to do or how to do it, so effort needs to be ongoing and systematic-need a framing mechanism.

Marcy-Some of our spaces are not safe spaces for students of color; it is not “those people” it is us.

Delvin-Don’t want to make students feel like they have a “Black man’s burden” to educate the White man about their experience. Need to educate people on why we are taking a stance and stand firm on that stance.

Thomas-Campaign needs to be a propaganda campaign-propaganda can be used negatively, but also can be used positively, if used positively, will uplift people as a whole.

Beth-We only have 15 minutes left, so let’s use this time to brainstorm potential tag lines for the campaign.

Ashley-Campaign should include more than just scholarly information, other things are just as powerful. Suggested documentary, “Hidden Colors.”

Claudia-“It’s About Us”

Jim-From Rochester and thought that UR was full of rich White kids; we have students from 83 nations and 48 states. When interviewed a Syrian student, friend said “be careful,” highlights the stigma that exists. We are one community.

Larry-Don’t hinge everything on a tagline.

Terry-“All Race Is One Community”

Kiara-“It’s Not Race It’s Culture”

Matt-Logo-race and care have same letters, so maybe we can piggyback off of the success of Care campaign.

??-Race is a funny construct, we are all part of the human race.
Sasha-“Racism Lives Here and so do I”

Thomas-Perhaps a song, like Salt-N-Peppa’s “Let’s Talk About Sex” in response to the AIDS crisis, "Let’s Talk About Race.”

Indrani-“Racism Lives Here And So Do You”

Danielle-“Racism Lives Here And So Do We”

Kevin-“Racism Can’t Ride”

??-“It Ends Here”

Jessica-“Racism: You Can't Unsubscribe”

Miles-“Let’s End All Racism Now” (LEARN)

Delvin-“It Ends Here”

Beth-“It Ends With Me”

Danielle-Logo like with CARE, but with different taglines-helps with people who are more hostile to the message-one LOGO so we can have different taglines that may resonate with different people.

Larry-Important to realize people have assumptions about other people and getting them to change those assumptions is a process-not it ends now or here-but a process. Think about planting a seed, soft and subtle, then walk away. Assumptions are hard to bread down, but facts are hard to dispute-these are difficult conversations.

Chris-“Future Isn’t Black And White”

Larry-Need to define audience, who are we most trying to reach. We cannot reach everyone, so who is our primary, secondary and tertiary audience.

Beth-Need multiple approaches.

Jim-Sometimes images are more powerful than taglines, for example when Pee Wee Reese put his arm around Jackie Robinson; should include images and photographs.

Nick H.-Perhaps instead/addition to WRT 105 we should look to other professors who teach, they can be powerful role models; if a Supreme Court Chief Justice cannot understand race...
Beth—Role models are important—for example when Jim Johnson brought his baby to the recent Town Hall Meeting about Yik Yak.

Beth—Called meeting to a close, will post minutes on website, collect emails, and make plans to take next step after break.
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- Having good marketing campaign
- Make sure it includes on everyone at UR
- Tap into history of Rochester
- Make all of the people who are indifferent realize that this affects them
- Having shocking images – white guys in the suburb being brought to drug court because it was easy to get them. Hard hitting
  o Like the anti-smoking commercials that have come out
- Racism need to be in the tag line
- Eliciting a response from people who view the message and agree with the message. Is it a pledge? Hashtag? Say you are a part of this community, you support these efforts. Make the person take action, take ownership
- HSBC have multiple slogans that might appeal to different people.
  o Like what Rocky did- have one include the community. A lot revolves around race but people don’t want to say that. Want the Rochester community as a whole. Learn, Discover… in an anti-racist way
- Advertisement campaign, persistent dialogue. Have basic level of shared vocabulary and understanding of history. As white student who has come to somewhat of an understanding of racism- know about slavery, Jim Crow, etc. There has been a disconnect with history and what's happening now. **Should have it during orientation.** What does racism mean as systematic oppression.
  o Need to also focus on what we do at the university, department, office, school levels. Not pretend it doesn't affect us. Need this in orientation, in specific offices, in residence halls
  o It’s not history- we have an issue of race within the penal system.
    Tend to look away but it’s everywhere. Embedded racism everywhere
- Humans of New York- brings the individuality into it. People are individuals so having examples of individuals giving their experiences (this is how I was affected/injured/etc) it may be more impactful . having minority students talk about their experiences on this campus, in our classrooms
  o Like “I too am Harvard”
  o In addition to that, we need to make sure we don’t make it a POC problem. Need to address white privilege. When we use the term anti-racism it uses the definition of racism which is systemic which people benefit from. When we talk about racism, we talk about allies.
- Like safe space training- Realize that coming in you are at a certain point and giving a spectrum to talk about where you are on this issue. Progression over time.
- It would be hard to get minority students to talk about their issues because it’s an everyday thing, every hour, wherever you are. Need to think about how it will benefit the student. It may help the campaign but be a detriment to the student’s mental health. It makes the student think about their reality.
- What are our goals? Maybe it should be change thoughts to change behaviors. “Create a campaign against racism that affects everyone, in order to…” Need to make sure we are creating a campaign that changes behavior.
- Hearing personal stories is great but we also need to consider having a story that resonates with them. It is everybody’s stories. “This is a way that I upheld racism…”
- What are the repercussions? Is there a way to report it? We can have a campaign… but there are things that we have done in the past that goes through a cycle- dialogue then a few years later the same conversation.
- Could it be part of the campaign to sign a pledge? I am going to do what I can
  - Residential Life- bystander intervention. Not stand by racism/hate speech. Buttons, stickers, banner. Important to have an action for students
- Curricular- might all be curricular. As part of the honors program at another school- talked about how as a white male he was sitting in the classroom on the backs of slaves
  - Also needs to be part of the faculty training. All staff as well- need to bring them into the conversation
    - Make this all employees
- Important to find a way to measure success. What does it look like? Yearly climate survey, how many people sign up to do the pledge. Set benchmarks to show what we are doing has
  - Long term goal: eliminate racism. Many fights in the past have last decades so we are at the beginning
  - Short term- many people may not know that what they are doing are microaggressions. Racism affects everyone. Prison of white ignorance that is the mindset of many people on this campus students/staff/faculty. When people are called out, they stop talking and avoid it completely
- In the education- there needs to be some aspect of intersectionality. Can’t separate power, class, race.
- Athletic teams, theatre teams, dance teams. Affinity groups about something that all the people have in commons- tend to be well integrated so that may be easier to have these conversations when there is a sense of rapport.
- There should be an educational speech, there should be a consistent way to take action of all the university. Have slogan/name, we can do branding and think about how we include the education piece. This needs to change UR
culture so when students come to campus they know that it is a racially inclusive space. Have a broad campaign that

- How have I gotten into this particular mindset? By the time that someone is here as a new student, they have been thinking a certain way for 18 years. National campaign should affect people at all education level. Anyone anywhere should understand what is happening and how it impacts them

- Making sure that we recruit a dedicated core of faculty allies- expertise, voice, reach with students, power in their departments. Find those people and get them on board at an early point

- Have a tremendous opportunity with the One Community dialogues- look at that and think about how you can train those facilitators to do more? How can you make sure that the conversation continues throughout the academic year? Maybe you don’t need to reinvent the wheel
  - This has come out of students of color wanting a place to talk about intersectionality. Many people think of it as diluted. Maybe it needs to be revised

- Students cannot be able to unsubscribe from this. Students of color can’t do this so white students should not be able to either. This should happen every semester. Should be to the point that it’s annoying. Student “I’m so sick of seeing this, why do I need to see this? Do they think that I need to see this?”

  Yes. The more the merrier

- Also need to include Greek organizations

- How is this going to make people realize that this is not an issue? Need allies but need to focus on the people who don’t see it as an issue. Sharing stories will have negative effects on students- have other students look down on them
  - Something that we could do: people could write their stories and have others act them out. So students write their stories and have white students act them out
  - White students experience a different form of racism

- Have a lot of ideas and focusing on the bigger picture- need to have baby steps. If we have curriculum, need a team. Promotion- need a team. It’s a lot of pressure and stress for everyone who is taking this on.

- It’s easy to put people who need to talk about this on the defense. Started using micro-inequities instead of aggressions.

- Not putting pressure on students to tell their stories, maybe we can have faculty/staff reading the stories in a video. This is something that is happening on our campus but staff/faculty will also realize that this is a bigger problem than we thought

- Racial identity with achievement/academic attainment. Hard to get rid of it. There are situations (sports/military) where it isn’t as big of an issue when
you have to depend on someone. Need to think about shared experiences that we can put students through together.

- Society is segregated, students are coming from schools more segregated than in history.
- Looking at public persuasion- need to make it relevant. Need to focus on the person in the movable middle. Needs to point to the words that we already use. If we can use the university’s mission statement/motto, it will be taken more seriously.
- Not realistic to think that we can affect everyone. Need to focus on the people that we can affect
- Hard to get white people to talk about race. Need to figure out what the fear is that keeps you from having open conversation. What holds people back from saying what they want? Why is this so tough to discuss?
- Need to make sure to include Asian students
- Writing 105- is there a way to include that? If everyone has to read the same book? That’s the only mandatory class.
- Having white students talk about how they have changed their perspective over time- have more of a consciousness
- Students who come from a background that is not diverse- if you start asking the questions, the introspection might have an effect. Not “you are racist” but something that you are doing is feeding into the racism of society. Reflection in the beginning of Writing 105
  o If you introduce it in the classroom, you also need to make sure that faculty/staff have understanding and training to have that conversation.
- Think about what it takes to onboard allies. Need to be more than being in the middle, may not know how to do it. This is really complicated stuff. Need to make sure to have an ongoing training mechanism for people who are ready to be part of this. Students need to keep this in their demands.
- Thinking a lot about the statement – our offices are not safe spaces for students of color. It’s hard for student affairs professionals
- Need to make sure we don’t put the responsibility on students of color to educate. Need to take a stance that we are not educating you, but educating you on why we took the stance
- Sense of propaganda. Everyone graduating from here should feel a sense of pride of who they graduate with. Need positive propaganda
- No race but the human race. Shared vocabulary, shared history. Tend to focus on the academic piece- there is a documentary “Hidden Colors” will add more to the discussion of race and development of the curriculum
- Sometimes this is about people being here too long. 83 nations, 40-something states. Some people think is our stigma, maybe it should be our strength. We are all one community, we look different.
- Tagline can be helpful—need images, audience, goals, what we want people to think/do
- (Jay is adding this) Finding a way to get people to acknowledge the ways in which they are privilege. Plays into intersectionality. Used a lot in queer theory but may also be of use here.
- Important to realize that people have assumptions of other people. Take a lifetime to learn these assumptions—“it ends here” doesn’t talk about this as a process. It’s not how it works. There is something to be said about planting a seed. Assumptions are hard to break down. Hard to teach history of race. It’s all very personal. Difficult conversations. Everyone will digest this in different ways.
- The broader the audience is harder the job. Need to focus on who we are trying to reach the most. A person who can hear that is ready for it, but someone else will put a wall up. Primary, secondary, tertiary audiences. If you are trying to reach everyone, it will likely be unsuccessful. Maybe use humor—disarm people.
- 1947 when Jackie Robinson was breaking into baseball and taking abuse. Image of peewee with him. Images of different people together.
- The people who are teaching the intro classes have a lot of power. Have them act as role models.

IDEAS
It can’t live here
Let’s talk about it
Racism hurts you
Australian—“It stops with me”
  ➢ Racism lives here, and so do I
    This cannot be diluted. What are we going to do about it
  ➢ Racism lives here, and so do you. Racism lives here, and so do we.

UR Medicine campaign—we can all think about that person that their family member was affected by an issue. Something that has a wider reach.
Short and sweet—“It’s on us” maybe “it’s about us”
All race is one community
My culture is not a costume
RACE > CARE
  Human race = care
Let’s talk about sex > let’s talk about race
Racism can’t ride
Let’s end all racism now
It ends here
    Racism it ends here. It ends with me.
You can’t unsubscribe from this
Come up with a logo but use different taglines. Make it pervasive, ongoing, fresh
The future isn't black and white

GOALS
- Create an anti-racism campaign
- Include everyone at the university
- Create a campaign that changes behavior