

WEBVTT

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00:03:18.210 --> 00:03:27.540

Margin Zheng (they/them): You will probably be a smaller crowds here on board because of the technical difficult. So maybe people will join us later.

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00:03:28.680 --> 00:03:33.420

Margin Zheng (they/them): Yes, yeah. Continue to introduce yourselves in the charts on

3

00:03:34.860 --> 00:03:45.630

Margin Zheng (they/them): My name is margin junk. Now you say to pronounce, and I am a pseudo Haverford um and I am one of the students co facilitators here um

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00:03:46.680 --> 00:03:48.450

And yeah material.

5

00:03:50.040 --> 00:03:50.850

Margin Zheng (they/them): Did you see yourself.

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00:03:52.140 --> 00:04:03.180

Mathilde Denegre: Hi, I'm a teal. I'm not pronounced how it's spelled. Sorry about that. I am a senior history major, and he her pronouns.

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00:04:05.340 --> 00:04:08.340

Mathilde Denegre: When the professors like to introduce themselves.

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00:04:08.940 --> 00:04:12.360

Chanelle Wilson: Hi I'm Chanel Wilson. I teach in the Bible education program.

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00:04:13.380 --> 00:04:17.070

Chanelle Wilson: She, her pronouns and happy to see everyone here today.

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00:04:19.020 --> 00:04:28.350

Allison Cook-Sather: I'm Allison cook safer also in the psycho education program and in our teaching and learning Institute, and as I put in the chat. I'm inspired by student leadership.

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00:04:33.240 --> 00:04:33.660

Margin Zheng (they/them): Okay.

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00:04:33.840 --> 00:04:34.140

Heidi Jacob: You just

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00:04:36.240 --> 00:04:36.720

Heidi Jacob: A margin.

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00:04:37.530 --> 00:04:40.860

Heidi Jacob: I'm Heidi Jacob I'm music faculty director by college

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00:04:41.640 --> 00:04:50.850

Heidi Jacob: Instrumental program and good to be here and no need to ever apologize for zoom. It's always messes things up. It can be crazy.

16

00:04:51.450 --> 00:04:52.800

Margin Zheng (they/them): Thank you for being here. Heidi.

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00:04:53.010 --> 00:05:07.500

Margin Zheng (they/them): Thank you. Your presence, delete, it's helping me I'm yes I'm home. Welcome to St. Chen um yeah on building relationships pedagogical partnership for equity and justice obey this

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00:05:08.040 --> 00:05:29.610

Margin Zheng (they/them): I'm teaching will be a lot of interactive like look like definitely go co creation of wording here as as I'm like we value in like partnerships. Um, I think, first, especially considering the kind of. It also happens with zoom. I'm just like to

19

00:05:31.260 --> 00:05:35.190

Margin Zheng (they/them): Start with just a moment of silence, just to center ourselves.

20

00:06:11.400 --> 00:06:11.820

Okay.

21

00:06:13.500 --> 00:06:14.010

Um,

22

00:06:22.980 --> 00:06:23.400

So,

23

00:06:28.110 --> 00:06:37.620

Margin Zheng (they/them): During this on the station on the query, SOMETHING LIKE IT'S LIKE JOHN you like all of us again to this on and they can always move

24

00:06:38.430 --> 00:06:49.740

Margin Zheng (they/them): On what about the partnerships before our have been in partnerships. Some of us might have just been like, oh, that sounds like an interesting. Interesting concept of the description, um,

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00:06:50.760 --> 00:06:51.450

Margin Zheng (they/them): So,

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00:06:53.370 --> 00:06:54.150

I think we, yeah.

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00:06:55.260 --> 00:07:11.910

Margin Zheng (they/them): We would like to start with the some individual rating first just just like to do, like, so we can think about like how how. Are we entering into this. I'm considering partnership. So like you could write like I'm

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00:07:13.140 --> 00:07:14.760

Margin Zheng (they/them): So, where, where do you

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00:07:17.550 --> 00:07:24.330

Margin Zheng (they/them): Where do you really feel like you feel that you are important ship. What does it look like and what does it feel like

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00:07:27.240 --> 00:07:31.200

Margin Zheng (they/them): What kinds of partnerships for equity and justice. Could you imagine forging

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00:07:33.060 --> 00:07:35.850

It from this moment or later on.

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00:07:39.270 --> 00:07:43.350

Just write this like anywhere on the kind of book or someplace.

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00:07:44.370 --> 00:07:45.600

Mostly just for yourself.

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00:07:47.340 --> 00:07:48.240

To ground ourselves.

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00:10:05.010 --> 00:10:08.070

If you want to also just to consider, like we have some

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00:10:09.390 --> 00:10:14.220

We have just a general calls for a session. Some questions and also just like

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00:10:15.510 --> 00:10:30.990

Listening. If you want to engage with like in your rating or or just say to have in mind these are just some, like, just some guiding questions in the chat. I've received a message in the chat on someone asking, What do you mean by partnership.

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00:10:32.280 --> 00:10:36.750

Margin Zheng (they/them): Well, I mean, that's one thing. I mean, that's probably what we're exploring here, but also

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00:10:39.180 --> 00:10:54.300

Margin Zheng (they/them): There is, um, it is not one particular definition and in a moment. I'm going to have like the to faculty facilitators give examples of partnerships that they've been

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00:10:55.410 --> 00:10:57.120

Margin Zheng (they/them): Part of I'm

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00:10:59.100 --> 00:11:00.540

Margin Zheng (they/them): Like there's no

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00:11:02.040 --> 00:11:12.420

Margin Zheng (they/them): prescription of what a partnership looks like everything's unique or world like unique human beings, their unique situations been advocating on

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00:11:17.910 --> 00:11:30.570

Margin Zheng (they/them): So it's really like I mean even the session is teaching is it's not so much. I'm like giving you giving any of us like answers separately, except except perhaps what we might

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00:11:32.490 --> 00:11:33.930

Create ourselves or

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00:11:35.220 --> 00:11:36.720

Margin Zheng (they/them): It's more of an exploration

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00:11:41.760 --> 00:11:47.850

Mathilde Denegre: Allison and Chanel do want to give your examples of partnerships now.

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00:11:49.530 --> 00:11:54.510

Chanelle Wilson: Sure. Do we want to share the Google Slides yet or we're going to wait on that.

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00:11:56.100 --> 00:12:01.350

Mathilde Denegre: We're going to wait on the app, we don't have anything like written for this part.

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00:12:02.430 --> 00:12:02.850

Chanelle Wilson: So,

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00:12:02.940 --> 00:12:04.020

Chanelle Wilson: Allison, you want to go first.

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00:12:04.980 --> 00:12:05.790

Alison Cook-Sather: You go ahead enough

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00:12:08.370 --> 00:12:11.850

Chanelle Wilson: Alright, so, so, so an example I've been

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00:12:11.850 --> 00:12:14.700

Chanelle Wilson: In different partnerships, specifically in my time here.

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00:12:14.880 --> 00:12:21.810



Chanelle Wilson: And the bike. Oh, the one that I'm currently engaged in. And I always forget to say this when I'm introducing myself.

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00:12:22.350 --> 00:12:26.970

Chanelle Wilson: But I'm also directing the Africana Studies Program. And so my current partnership is very

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00:12:27.930 --> 00:12:37.350

Chanelle Wilson: interesting and unique and other partnerships. I co taught with students, or I've had a student who was an observer in my classroom and it was my try consultant

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00:12:38.160 --> 00:12:47.850

Chanelle Wilson: In my pedagogical work specifically in a classroom space and I'm really excited. Our partnership, because it looks very different from the ones that I have been doing. And so I am

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00:12:48.240 --> 00:13:02.760

Chanelle Wilson: Working with the Africana Studies steering committee at Bryn Mawr College to deepen the infrastructure of the program and create processes for sustainability, so that it can be established well enough to at some point become

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00:13:03.360 --> 00:13:17.100

Chanelle Wilson: A major right now. It is just a minor and it has been for a long time and the potential for it to be a major is evident. But there are other processes in place. So I'm working right now with the student who is in Africana studies minor and who was helping me to

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00:13:18.300 --> 00:13:27.030

Chanelle Wilson: To really see from see and understand from a student's perspective what the program needs to be considering as we are working

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00:13:27.270 --> 00:13:38.250

Chanelle Wilson: To solidify it and so it's not just faculty thinking together and talking together and making decisions, but really inviting students into that conversation and a student who has gone through the process and so

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00:13:38.640 --> 00:13:47.700

Chanelle Wilson: I mean, we were part we do everything together. So she and I work together on the mission, the vision, the goals. The principles different programming events.

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00:13:48.150 --> 00:13:56.700

Chanelle Wilson: Social media outreach and different campaigns that we are that we were starting in our pausing right now in order to grow minor membership.

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00:13:57.570 --> 00:14:05.850

Chanelle Wilson: And really even so we text like 10 and 11 o'clock at night just different things that come to us in time. And then we have a time where we meet every week.

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00:14:06.090 --> 00:14:14.610

Chanelle Wilson: But it has been really great. I'm a person who I have a tough time making decisions and sometimes just like, Okay, I'll just do one in LA live with the rewards the consequences. That's how it goes.

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00:14:14.910 --> 00:14:20.520

Chanelle Wilson: So for me is really lovely to be able to be in conversation with someone and not to have that burden.

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00:14:21.450 --> 00:14:36.690

Chanelle Wilson: Of feeling is if I have all the power and that I have to have all the power. So thinking about this partnership specifically right now for equity and for justice and many ways I feel like we have created

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00:14:38.280 --> 00:14:44.130

Chanelle Wilson: A relationship where we do trust each other where she is able to say

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00:14:44.730 --> 00:14:53.040

Chanelle Wilson: I don't think that makes a lot of sense. And I'm just like, Okay, you tell me what to do. And so that that idea of both of us, bringing to the table what we have, but

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00:14:53.460 --> 00:15:02.520

Chanelle Wilson: But respecting what each other needs and respecting more so that common goal of growing the program has been great. And of course, we're like,

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00:15:03.210 --> 00:15:14.340

Chanelle Wilson: We're deep an anti racism decolonization and abolition, so that's always a theme for us. And I've, I've actually known her since her first year. So right now, we've got something really good going on and I'm really enjoying it.

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00:15:18.390 --> 00:15:27.210

Alison Cook-Sather: So I'll talk a little bit about me Chanel actually referred to the kind of partnership that I've been doing primarily since 2006 actually in the bike. Oh.

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00:15:27.510 --> 00:15:39.690

Alison Cook-Sather: Back in 2006 the administration at Bryn Mawr wondered why we didn't have any kind of formal support for students and faculty to be thinking about teaching specifically for faculty reflection.

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00:15:39.960 --> 00:15:45.690

Alison Cook-Sather: On their teaching. And I said, well, I would develop a program like that if students could be partners with me.

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00:15:46.140 --> 00:15:58.290

Alison Cook-Sather: If everything we did was students and faculty working together. So that's how this program came into being. And specifically, it came into being through some focus groups with students who at the time.

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00:15:58.680 --> 00:16:05.130

Alison Cook-Sather: Identified as feeling underrepresented and underserved by the college and I gathered a group of people

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00:16:05.850 --> 00:16:12.630

Alison Cook-Sather: Together group of students and said, What do you think this program should look like when we get started and who should be the first student partners.

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00:16:13.050 --> 00:16:21.780

Alison Cook-Sather: And they said the first student partners should be black students. And so we had five black students who worked with five different faculty members.

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00:16:22.350 --> 00:16:25.710

Alison Cook-Sather: And what they did with what Chanel referred to the students.

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00:16:26.160 --> 00:16:34.920

Alison Cook-Sather: Visited the faculty members classrooms sat into classrooms took notes on what was happening in the classrooms met weekly with the faculty to talk about

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00:16:35.160 --> 00:16:41.610

Alison Cook-Sather: What's happening in their classrooms and met weekly with me and each other to talk about what they see.

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00:16:41.850 --> 00:16:54.600

Alison Cook-Sather: And how those classrooms already are, and could be more responsive to the diversity of students who are enrolled in the class. So from the very beginning. Back in 2006 this program was committed to equity.

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00:16:54.840 --> 00:17:02.490

Alison Cook-Sather: And it was committed to listening to students experiences of their lives and of their learning and having that inform

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00:17:02.730 --> 00:17:09.510

Alison Cook-Sather: What happens in our classrooms. Right. And there are a number of you here who I know know this very well because you are student partners in the program now.

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00:17:09.900 --> 00:17:16.950

Alison Cook-Sather: Right. And that program has gone on a couple hundred students have been in that role. Couple hundred faculty have participated in it.

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00:17:17.550 --> 00:17:32.670

Alison Cook-Sather: And the goal is really become increasingly explicit in terms of working towards equity and justice when we started the language was about culturally responsive teaching right back in 2006 2007. That was the language we used

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00:17:32.970 --> 00:17:39.660

Alison Cook-Sather: And then we've moved and evolved into using much more explicit language around anti racist education.

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00:17:40.020 --> 00:17:44.520

Alison Cook-Sather: And it's been very interesting to see at least the rhetoric of the college has come in line.

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00:17:44.880 --> 00:17:54.000

Alison Cook-Sather: With the commitments to the program. And now what this is about. Clearly is bringing our practice more into line with the rhetoric and with a program

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00:17:54.360 --> 00:18:03.270

Alison Cook-Sather: Like this that has been all along, trying to create these kinds of spaces for partnership. So it's really about students and faculty working together to create the most

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00:18:04.710 --> 00:18:13.110

Alison Cook-Sather: productively challenging inclusive and equitable learning environment possible toward education for justice.

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00:18:17.040 --> 00:18:18.960

Mathilde Denegre: Thank you for sharing.

93

00:18:19.200 --> 00:18:22.410

Mathilde Denegre: And those of course are examples of the kinds of partnerships that like

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00:18:22.920 --> 00:18:38.010

Mathilde Denegre: consorted before them by people in even minor positions of power, who have the ability to kind of get the university to work with them and to like create opportunities and I want to thank you both for

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00:18:39.120 --> 00:18:52.680

Mathilde Denegre: Using positions to like bring like marginalized students along and spread the decision making power around. I think that's a very important thing for faculty to do

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00:18:54.780 --> 00:19:10.920

Mathilde Denegre: Okay, now we are going to discuss a few quotations that we all thought were very essential for kind of like grounding us and and we think like really well. Describe the

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00:19:11.400 --> 00:19:24.600

Mathilde Denegre: The colonial environment that we are all part of here in the United States and at a university is a margin. Do you want to share your screen share the slides. If not, I can

98

00:19:28.350 --> 00:19:29.010

Margin Zheng (they/them): Already share it.

99

00:19:29.310 --> 00:19:30.240

Mathilde Denegre: Oh yeah, it's good now.

100

00:19:31.290 --> 00:19:34.860

Mathilde Denegre: I was staring at the laptop page.

101

00:19:35.040 --> 00:19:36.030

Mathilde Denegre: Okay. Hi.

102

00:19:36.240 --> 00:19:36.660

I'm

103

00:19:38.160 --> 00:19:45.870



Mathilde Denegre: All right. Does anyone here want to read out loud this quote from a third university as possible.

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00:19:47.640 --> 00:19:57.840

Mathilde Denegre: And just like because it's shared I can't like see everyone. So just like either like raise your hand like through zoom or honestly just start reading. If you want to

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00:20:11.220 --> 00:20:22.650

Chanelle Wilson: My mission is impossible. A colonialist by of Empire. He colonizing desires. I am and maybe you are to produce colonialist

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00:20:23.160 --> 00:20:42.600

Chanelle Wilson: I am also a byproduct of colonization as a colonist scrap I desire against the assemblage that meeting this impossibility motivates this analysis, which seeks not to resolve colonialist dilemmas, but to acknowledge that they include specific machined privileges that may be put to work.

107

00:20:44.640 --> 00:20:45.300

Chanelle Wilson: My computer

108

00:20:45.510 --> 00:20:47.070

Chanelle Wilson: That would be put to work in the service of

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00:20:47.070 --> 00:20:47.940

Chanelle Wilson: Decolonization

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00:20:48.660 --> 00:20:50.670

Chanelle Wilson: In recognition of impossibility means to

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00:20:50.670 --> 00:21:02.370

Chanelle Wilson: theorize contingent Lee. That is my thinking is temporary, my right to think aloud is contingent on the apparatus of legitimated colonial knowledge production that ought to be abolished.

112

00:21:06.180 --> 00:21:06.960

Thank you.

113

00:21:09.750 --> 00:21:14.520

Mathilde Denegre: And we'll have a chance to discuss that in a second. But there's a second quote

114

00:21:16.890 --> 00:21:21.240

Mathilde Denegre: Chanel, would you like to read this one as well. Or does anyone else wish to for

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00:21:21.720 --> 00:21:22.890

Sovigne Gardner: I can read this one.

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00:21:23.070 --> 00:21:34.110

Sovigne Gardner: Awesome, thanks oppressed people, whatever their level of formal education have the ability to understand and interpret the world around them to see the world for what it is and to move to transform it.

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00:21:35.100 --> 00:21:49.140

Sovigne Gardner: You didn't see me on TV. You didn't see news stories about me, the kind of role that I tried to play was to pick up pieces or put together pieces out of which I hoped organization might come my theory is strong. People don't need strong leaders.

118

00:21:50.910 --> 00:21:51.630

Mathilde Denegre: Thank you.

119

00:21:54.180 --> 00:21:54.660

Mathilde Denegre: Okay.

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00:21:58.890 --> 00:22:13.110

Mathilde Denegre: All right, now we are doing a group discussion of the quotes I want everyone to choose phrases or terms that that resonate with you from the text.

121

00:22:14.130 --> 00:22:19.860

Mathilde Denegre: And please place them in the chat and we are also going to annotate these quotes as a group.

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00:22:24.780 --> 00:22:28.320

Mathilde Denegre: Um, do people know how to like annotate via zoom

123

00:22:30.510 --> 00:22:44.100

Mathilde Denegre: Okay margin. Do you want to like walk us through that or on before I do, so I reminded because of this quote, and we should have done this earlier. I just want to acknowledge that, um,

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00:22:44.160 --> 00:22:53.070

Margin Zheng (they/them): I think a lot of us are Latins have the monopoly um you publish additional homelands will not pay and I

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00:22:53.190 --> 00:22:57.060

Mathilde Denegre: Do want to recognize. I mean, this is when you're one of the

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00:22:58.620 --> 00:23:09.060

Margin Zheng (they/them): The demands for to have a French strike is to return the lines of the college to indigenous peoples and go to

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00:23:10.230 --> 00:23:23.580

Margin Zheng (they/them): Um, it's not just about as acknowledgement, but I'm recognizing that the wind up here and indigenous peoples on like aren't have been caretakers of lens.

128

00:23:26.010 --> 00:23:31.500

Mathilde Denegre: Thank you. You're right. We should have started with that. And then the specific like

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00:23:32.040 --> 00:23:46.920

Mathilde Denegre: Sort of policies and histories of a university threat def def native lands are actually discussed in a 30 university as possible, which we will be providing links to at the end of the session. And it was a very illuminating read, I would highly recommend it.

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00:23:48.600 --> 00:23:52.860

Chanelle Wilson: And all these links. I've also just been added to the spreadsheet to

131

00:23:53.460 --> 00:23:54.120

Mathilde Denegre: Thank you.

132

00:23:57.690 --> 00:24:12.690

Margin Zheng (they/them): In terms of zoom annotation with a quote on. So the top of the screen, you think, or what if you're on a computer employees, you should be able to see me like View Options.

133

00:24:14.160 --> 00:24:19.470

Margin Zheng (they/them): And there is an option to annotate and you'll be given some tools.

134

00:24:20.880 --> 00:24:24.360

Margin Zheng (they/them): That, for example, you can draw

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00:24:26.520 --> 00:24:28.530

Margin Zheng (they/them): Something like this.

136

00:24:30.750 --> 00:24:31.620

Margin Zheng (they/them): If you see that heart.

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00:24:34.140 --> 00:24:34.410

So,

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00:24:36.240 --> 00:24:41.910

Mathilde Denegre: If you who would like this is just one of the options. You can also share in the chat, some of your thoughts, you can

139

00:24:42.630 --> 00:24:59.430

Mathilde Denegre: annotate the text. Yeah, or write it down privately or if you want to speak aloud. That's fine. You can either just speak or like, like, raise your hand via participants and I will like call on you, though. I think it's fair to just have a big discussion often

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00:25:35.940 --> 00:25:41.610

Mathilde Denegre: That was meant to be an exclamation mark. I'm not brilliant at zoom annotating yeah

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00:25:43.500 --> 00:25:44.040

Mathilde Denegre: But yeah

142

00:26:15.450 --> 00:26:18.930

Sorry, I think I'm my computer.

143

00:26:20.070 --> 00:26:23.280

Margin Zheng (they/them): If you can't see the screen anymore than me. Okay.

144

00:26:25.980 --> 00:26:27.510

Mathilde Denegre: Moment, we can move to the

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00:26:28.620 --> 00:26:31.440

Mathilde Denegre: Like second quote to I just realized that it's not possible to

146

00:26:33.330 --> 00:26:37.290

Mathilde Denegre: Look at two to two sides of the ones which I guess I should have asked earlier.

147

00:26:38.280 --> 00:26:45.000

Chanelle Wilson: And what we can do. I forget who either material and margin. You can save this one. That way we can have keep

148

00:26:45.000 --> 00:26:47.400

Chanelle Wilson: Track of it and then clear it, and then we'll go to the next one.

149

00:26:58.530 --> 00:27:17.400

Mathilde Denegre: Yeah, I find the phrase by product, especially interesting because it really illuminates the way the Empire functions as a technology as a giant factory and the way like human lives are often just seen as like waste and byproduct, and that

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00:27:18.540 --> 00:27:19.560

Mathilde Denegre: Grief machine.

151

00:27:37.980 --> 00:27:41.430

Margin Zheng (they/them): Safety image if anybody else wants to

152

00:27:44.010 --> 00:27:48.810

Margin Zheng (they/them): Share like maybe why was something why something resonated with them.

153

00:28:09.030 --> 00:28:11.640

Okay, so we'll move on to the next quote

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00:28:23.700 --> 00:28:24.330

Same thing.

155

00:28:42.990 --> 00:28:51.660

Mathilde Denegre: Strong. People don't need strong leaders is so powerful. I wouldn't be surprised if it ends up underlined in every color of the rainbow.

156



00:29:36.150 --> 00:29:38.220

Want to be allowed in the chat.

157

00:29:44.100 --> 00:29:52.290

Margin Zheng (they/them): One says, I feel like this quote speaks to the contradictory existence of living in a colonial empire that you seek to deconstruct

158

00:29:59.160 --> 00:30:03.060

Mathilde Denegre: Yeah, I agree. Really lives and

159

00:30:04.890 --> 00:30:06.780

Mathilde Denegre: It looks at the paradox.

160

00:30:11.460 --> 00:30:14.520

Mathilde Denegre: Did the texture advantage advantage for anyone else.

161

00:30:14.610 --> 00:30:16.890

Margin Zheng (they/them): Yes. I don't know what's going on there. I'm

162

00:30:17.160 --> 00:30:17.850

I'm

163

00:30:20.760 --> 00:30:21.270

Margin Zheng (they/them): Okay.

164

00:30:24.930 --> 00:30:31.050

Margin Zheng (they/them): There it is. If used as a blank slide in between two slides that we have. Okay.

165

00:30:33.060 --> 00:30:33.420

Mathilde Denegre: Here.

166

00:30:33.480 --> 00:30:40.950

Margin Zheng (they/them): I see someone has noticed emergent strategy by AJ Murray branches, a great book on on

167

00:30:42.630 --> 00:30:50.520

Margin Zheng (they/them): Whoever put that there. I'm curious what what in this quote, did you see like resonate with with mercury strategy.

168

00:31:05.400 --> 00:31:22.440

Maria Bohan (she/her): Hi, that was me. I was thinking about, specifically the line like picking up pieces and putting together pieces. And I see that as essentially being emerging strategy. It's about these small

169

00:31:23.100 --> 00:31:29.880

Maria Bohan (she/her): Changes and small movements that put together create a larger movement. So I really do recommend everybody read that book.

170

00:31:36.810 --> 00:31:37.410

Margin Zheng (they/them): Thank you.

171

00:31:38.460 --> 00:31:50.460

Margin Zheng (they/them): I see here and that on various ticket pieces PUTTING TOGETHER, PIECES. It resonates to me with the other quote on the part about like colonialists scrap that like we are.

172

00:31:51.450 --> 00:31:59.160

Margin Zheng (they/them): Working importantly within systems, but like putting things together in in ways that we're attempting to create something new.

173

00:32:02.910 --> 00:32:03.990

Mathilde Denegre: Completely agree.

174

00:32:18.420 --> 00:32:19.800

Mathilde Denegre: All right, now we should

175

00:32:22.500 --> 00:32:36.660

Mathilde Denegre: Transition into discussing specifically how these the elements discussed in these quotes elements of the criminalization can help us transform

176

00:32:38.430 --> 00:32:39.780

Mathilde Denegre: Our relationships into

177

00:32:41.070 --> 00:32:42.270

Mathilde Denegre: Partnerships.

178

00:32:49.230 --> 00:32:56.490

Mathilde Denegre: Right. And we finally have an actual definition on the next slide. And so if y'all are ready for that.

179

00:32:57.870 --> 00:32:59.940

Yeah, this is just one

180

00:33:01.110 --> 00:33:04.740

Margin Zheng (they/them): Definition like I'm like a definition, in a sense.

181

00:33:06.960 --> 00:33:07.830

Margin Zheng (they/them): It's like, I guess.

182

00:33:08.670 --> 00:33:14.550

Margin Zheng (they/them): I'm thinking more like the like one facet of a of a gem perhaps one facet. If it's like

183

00:33:14.640 --> 00:33:20.280

Mathilde Denegre: Yes, we believe in a descriptive speech. Yeah, and not prescriptive.

184

00:33:21.810 --> 00:33:25.230

Margin Zheng (they/them): If someone wants to read aloud. I'm

185

00:33:27.150 --> 00:33:29.340

Margin Zheng (they/them): Like the definition here offer it's

186

00:33:41.820 --> 00:33:42.480

I can read it.

187

00:33:44.520 --> 00:33:50.790

Kate Scully: underpinned by the Commission's of respect responsibility and share responsibility pedagogical

188

00:33:51.240 --> 00:34:07.350

Kate Scully: Partnership is a collaborative reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways to curricular pedagogical conceptualization decision making implementation investigation or analysis.

189

00:34:13.410 --> 00:34:14.880

Thank you, um,

190

00:34:21.390 --> 00:34:28.770

Margin Zheng (they/them): As well, what, what does this would do. What does this like definition is offered here like

191

00:34:30.390 --> 00:34:35.040

vocab for for y'all. Um, are there things that you feel like

192

00:34:36.150 --> 00:34:40.830

Margin Zheng (they/them): I'm wrestling with what we were just the goal is being

193

00:34:42.180 --> 00:34:50.610

Margin Zheng (they/them): Discussed her is hated with like engaging with it with the quotes the PDS quotes just seemed like there were things that you have questions about

194

00:34:52.830 --> 00:34:55.260

Margin Zheng (they/them): Or even like possibly like adults like

195

00:34:56.490 --> 00:35:01.170

Margin Zheng (they/them): It is possible it is possible ever as possible in particular situations.

196

00:35:03.120 --> 00:35:06.840

Margin Zheng (they/them): If you want to offer something in the in the chat. I'm

197

00:35:08.130 --> 00:35:09.810

Margin Zheng (they/them): We can you can vocalize it

198

00:35:18.900 --> 00:35:34.590

Mathilde Denegre: And if you're not comfortable with speaking at a such a large group, we are about to create breakout rooms rooms for smaller discussions and then we'll come back as a big group. Once we have all a generated more ideas.

199

00:35:35.550 --> 00:35:38.820

Margin Zheng (they/them): Another option as far as going to make

200

00:35:39.120 --> 00:35:40.950

Margin Zheng (they/them): It all together is to

201

00:35:42.060 --> 00:35:47.910

Mathilde Denegre: Like directs my private message like either me where material and you can read

202

00:35:47.970 --> 00:35:49.620

Margin Zheng (they/them): About would you want to say.

203

00:35:50.640 --> 00:35:52.920

Margin Zheng (they/them): Honestly, honestly, um,

204

00:35:57.150 --> 00:36:03.750

Margin Zheng (they/them): Yeah, for me, like, looking at this quote. Like, it seems quite idealistic. I mean,

205

00:36:05.340 --> 00:36:17.670

Margin Zheng (they/them): Yeah, I mean it sounds very cool like a collaborative process, um, everyone in potential view it's equally other not necessarily the same ways. I mean, that

206

00:36:19.140 --> 00:36:20.280

Margin Zheng (they/them): Like, what does that mean

207

00:36:21.180 --> 00:36:21.750

Mathilde Denegre: Yeah.

208

00:36:21.810 --> 00:36:25.530

Margin Zheng (they/them): Like, what does it mean to contribute equally if like in the same ways

209

00:36:27.180 --> 00:36:34.800

Margin Zheng (they/them): How is how is it. How can things be equal help, um, because tell us as possible when

210



00:36:36.090 --> 00:36:39.930

Margin Zheng (they/them): When we're coming from different places or where

211

00:36:41.280 --> 00:36:42.480

Margin Zheng (they/them): A whole different like

212

00:36:43.650 --> 00:36:51.810

Margin Zheng (they/them): I'm like position ality. Is it is it is whether it's like differences in power, whether it's like sexualized or otherwise.

213

00:36:55.080 --> 00:37:04.470

Mathilde Denegre: Yeah, especially in the university under capitalism. There are so many rigid power structures that it can sometimes take all of our effort.

214

00:37:06.270 --> 00:37:14.700

Mathilde Denegre: To just have to burn them that there's no more room left over for like partnerships to emerge out of it.

215

00:37:37.530 --> 00:37:40.860

Mathilde Denegre: Would you like to support them other breakout rooms now margin.

216

00:37:44.130 --> 00:37:44.310

Margin Zheng (they/them): With

217

00:37:44.550 --> 00:37:49.320

Mathilde Denegre: That. Okay. All right. Actually, someone I just messaged me a question.

218

00:37:49.470 --> 00:37:50.640

Mathilde Denegre: Okay. All right.

219

00:37:52.080 --> 00:38:08.820

Mathilde Denegre: When we think a pedagogical partnership, are we thinking of it as one on one student and professor or is it more student body and faculty is groups with Allison or Chanel like to answer that I can read it again. I was do speedy

220

00:38:09.270 --> 00:38:10.350

Chanelle Wilson: Yeah, can you read it again.

221

00:38:10.470 --> 00:38:10.890

Sorry.

222

00:38:12.240 --> 00:38:24.030

Mathilde Denegre: Um, when we think of a pedagogical partnership, are we thinking of it as one on one student and professor or is it more student body and faculty as groups.

223

00:38:26.520 --> 00:38:27.420

Chanelle Wilson: Allison, you can take that

224

00:38:28.680 --> 00:38:36.900

Alison Cook-Sather: I would say both. I would say that, certainly there the program that I was talking about typically

225

00:38:37.320 --> 00:38:45.090

Alison Cook-Sather: Its individual students and individual faculty, but it's also collective because of the group of individuals who are working together at that time.

226

00:38:45.510 --> 00:38:53.190

Alison Cook-Sather: But for instance over the summer we had pairs of student partners working with cohorts of faculty to be thinking specifically about

227

00:38:53.820 --> 00:39:11.250

Alison Cook-Sather: trauma informed anti racist pedagogy, so it can also be more collective like that. And personally, I would love to see it as the guiding ethos of the institutions that everything we do is in partnership. So I think there are different levels that you can think about it.

228

00:39:12.120 --> 00:39:20.730

Chanelle Wilson: And I think I would add to that the way that I think about like pedagogy is the the doing of the teaching how it is happening.

229

00:39:20.970 --> 00:39:26.610

Chanelle Wilson: And I want to make sure that we understand that that is not only and solely the responsibility of faculty

230

00:39:26.880 --> 00:39:42.030

Chanelle Wilson: Students are right now. Students are teaching faculty. Yes, but students are also in positions where they're teaching each other. So this idea of partnership and people coming together is not something that necessarily has to be that faculty even have to exist in

231

00:39:43.830 --> 00:40:01.380

Chanelle Wilson: And I hope that we can remember that sometimes it is in the ways that we are in this colonialist way of thinking about education we think about it as someone who's maybe older or someone who has more experience or a particular degree as as the one who is worthy and

232

00:40:02.700 --> 00:40:06.960

Chanelle Wilson: Validated and producing knowledge and that is just not

233

00:40:07.830 --> 00:40:17.070

Chanelle Wilson: That's not real, for real life is real for the colonias way of understanding colonialist way of thinking. And so if we recognize that everyone has something to offer.

234

00:40:17.670 --> 00:40:23.790

Chanelle Wilson: No matter what their level of experience, no matter their age, no matter if they do or do not have a degree, which is why the Ella Baker.

235

00:40:24.780 --> 00:40:36.600

Chanelle Wilson: Quote resonates with me. It's not about formalized and traditional is education. It's about what someone has to offer and how willing are we to be in partnership to learn from them to understand and then also to contribute.

236

00:40:37.650 --> 00:40:39.960

Chanelle Wilson: In a contribute something as well.

237

00:40:55.170 --> 00:40:56.730

Mathilde Denegre: Thank you. I should now.

238

00:41:01.320 --> 00:41:05.010

Heidi Jacob: Can I speak briefly about what I've been doing for years.

239

00:41:05.130 --> 00:41:05.580

Mathilde Denegre: Yes, please.

240

00:41:05.940 --> 00:41:19.440

Heidi Jacob: Ponder music. I don't really do it in orchestra, but it always has had this element of partnership with my students. In fact, I always tell them that that when we work this

241

00:41:20.550 --> 00:41:27.090

Heidi Jacob: Is a little different with orchestra. But this I want their ideas I you know right margin.

242

00:41:28.020 --> 00:41:47.070

Heidi Jacob: It's, it's not it's not about me telling them what to do, but it's more an exploration. Here is what we're doing. They always have one hour of student led rehearsals. Right. So, and that is just, I've been doing that for over 20 years on, so

243

00:41:48.150 --> 00:42:00.090

Heidi Jacob: Yeah, I feel like I've. This is a very important process. And I think one of the things that it provides partnerships provide a real intellectual personal growth.

244

00:42:00.750 --> 00:42:11.040

Heidi Jacob: So if you allow people to speak up. I also have sometimes problems with internally within the music groups of some people being more dominant

245

00:42:11.220 --> 00:42:12.750

Mathilde Denegre: In the student that rehearsals.

246

00:42:13.410 --> 00:42:21.000

Heidi Jacob: So that's an interesting thing, how to make it equal is is is an interesting process.

247

00:42:22.800 --> 00:42:25.980

Heidi Jacob: But I think it's very important, and always have

248

00:42:27.060 --> 00:42:37.110

Heidi Jacob: Asking my students, their ideas and giving them opportunities to make the decisions within the chain.

249

00:42:38.670 --> 00:42:46.530

Heidi Jacob: Sick lessons. So I don't know if margin. You want to comment on that because they have been part of my chamber music groups. So that's personally what I've done.

250

00:42:50.280 --> 00:42:53.790

Heidi Jacob: Also, you know, it looks like Biden has one, do we just get the nose. Yeah.

251

00:42:53.850 --> 00:42:57.360

Mathilde Denegre: So yeah, I was about to. I was like, do I interrupt.

252

00:42:57.840 --> 00:43:03.750

Mathilde Denegre: And especially because like we're in Pennsylvania. So it's, it's pretty exciting.

253

00:43:04.410 --> 00:43:07.830

Heidi Jacob: Some of this because a friend of mine called so I was on the phone. All right.

254

00:43:08.010 --> 00:43:10.470

Mathilde Denegre: Okay, yeah, my phone has been blowing up.

255

00:43:11.010 --> 00:43:14.430

Heidi Jacob: That's it for now. People can. Yeah, yeah.

256

00:43:15.300 --> 00:43:20.670

Mathilde Denegre: I want to read that thing that that someone in the chat room.

257

00:43:21.180 --> 00:43:34.230

Mathilde Denegre: Everyone has a lifetime of experience to draw from. We are species that learns and learns and relearned as our nature. And I think that's so important. And I think that the structure of education in this country under capitalism.

258

00:43:34.620 --> 00:43:49.230

Mathilde Denegre: Like really wants us to believe that we stop learning. Once were like 25 and we know everything. But now we learn until the day that we die. And I think that is so essential to remember

259

00:43:57.840 --> 00:44:01.410

We're going to offer. Oh wait, did we

260

00:44:04.620 --> 00:44:10.080

Mathilde Denegre: Did we have something else. No, I think this was a point where we were going to break off.

261

00:44:10.320 --> 00:44:11.610

Mathilde Denegre: Into breakout rooms.

262



00:44:11.970 --> 00:44:13.530

Mathilde Denegre: To discuss it in small groups and

263

00:44:13.530 --> 00:44:15.120

Mathilde Denegre: Then return

264

00:44:15.240 --> 00:44:16.050

Mathilde Denegre: Yeah, I'm

265

00:44:18.420 --> 00:44:19.230

Mathilde Denegre: A big group.

266

00:44:19.650 --> 00:44:21.540

Margin Zheng (they/them): Yes. Okay, so I'll make the

267

00:44:22.020 --> 00:44:23.640

Mathilde Denegre: Paper call yeah we'll have like

268

00:44:25.980 --> 00:44:29.790

Mathilde Denegre: I'm based breakout rooms. I think if I people each.

269

00:44:32.250 --> 00:44:36.180

Chanelle Wilson: In our breakout rooms are we discussing, they were discussing these goals. These here.

270

00:44:37.020 --> 00:44:38.370

Mathilde Denegre: Yes, yes.

271

00:44:39.000 --> 00:44:46.500

Chanelle Wilson: I'll just put them here in the chat and people can copy and paste them to take it with you when you go into your rooms.

272

00:44:46.740 --> 00:44:48.960

Margin Zheng (they/them): Wait, it is I'm actually not the

273

00:44:49.140 --> 00:44:50.670

Mathilde Denegre: Host So I don't do

274

00:44:50.700 --> 00:44:51.600

Margin Zheng (they/them): Yeah, oh yeah.

275

00:44:51.780 --> 00:44:52.530

Okay.

276

00:44:53.610 --> 00:44:59.640

Chanelle Wilson: Here are some questions that you can consider suggestions. Of course you can, you can talk about whatever you'd like.

277

00:45:00.300 --> 00:45:10.200

Chanelle Wilson: But just if you need something that will guide your conversation. And if someone can take notes and type those notes out sometimes in breakout rooms I hand write my

278

00:45:10.530 --> 00:45:17.730

Chanelle Wilson: Notes and then I realize I'm supposed to put them in the chat and then it just takes forever. So if someone can type those those that'd be great. And then when you come back.

279

00:45:18.690 --> 00:45:24.930

Chanelle Wilson: You can type it into the chat so that we all have access to ideas, even if we don't get a chance to talk about them all out loud together.

280

00:45:25.560 --> 00:45:33.990

Mathilde Denegre: Okay cool and fellow breakout rooms will have the facilitators and them. So we will watch

281

00:45:57.090 --> 00:45:59.340

Mathilde Denegre: I guess we aren't included. Hello.

282

00:46:05.220 --> 00:46:07.560

Mathilde Denegre: Okay, so I guess we aren't included a breakout room. What's up,

283

00:46:08.940 --> 00:46:11.820

Margin Zheng (they/them): Well, I am in a brick home just not leaving. I'm

284

00:46:12.000 --> 00:46:12.510

Mathilde Denegre: Okay.

285

00:46:12.570 --> 00:46:13.080

Margin Zheng (they/them): Cool, yeah.

286

00:46:13.350 --> 00:46:18.840

Mathilde Denegre: I'm gonna be completely Beyonce, but I've never like hosted a zoom meeting that had Ray Got it was before.

287

00:46:19.470 --> 00:46:19.860

So,

288

00:46:21.720 --> 00:46:22.080

Margin Zheng (they/them): Um,

289

00:46:23.220 --> 00:46:23.550

Margin Zheng (they/them): Yeah.

290

00:46:27.840 --> 00:46:30.510

Margin Zheng (they/them): I don't know. I think maybe we're being a little bit tooth ache.

291

00:46:31.440 --> 00:46:36.570

Mathilde Denegre: Yeah, I don't know how to be more specific, though. It's kind of a big topic I'm

292

00:46:37.890 --> 00:46:40.620

Mathilde Denegre: Also its way smaller than the other.

293

00:46:42.090 --> 00:46:43.830

Mathilde Denegre: meetings have been

294

00:46:43.950 --> 00:46:44.580

Mathilde Denegre: You think

295

00:46:44.880 --> 00:46:56.850

Mathilde Denegre: Alice Lee think that's just because it's a Saturday morning. And also, since they just called it from. I didn't expect a bunch of people have have eaten to like go call their parents or get drunk or whatever. Um,

296

00:46:58.110 --> 00:46:58.530

Mathilde Denegre: But

297

00:46:59.790 --> 00:47:05.400

Margin Zheng (they/them): I think maybe when we come back I should like not to like the speaker view and gallery view, maybe they'll be a little bit easier.

298

00:47:05.430 --> 00:47:07.770

Mathilde Denegre: Yeah, yeah, I think. Yeah.

299

00:47:15.120 --> 00:47:15.540

Mathilde Denegre: I'm

300

00:47:15.900 --> 00:47:16.980

Margin Zheng (they/them): Let me stop the recording.

301

00:47:31.560 --> 00:47:34.650

Margin Zheng (they/them): Yes analysis started. Yeah, like we can

302

00:47:35.670 --> 00:47:36.120

Margin Zheng (they/them): I'm

303

00:47:37.200 --> 00:47:39.240

Margin Zheng (they/them): A share in the chat. I'm

304

00:47:41.070 --> 00:47:41.580

Like would

305

00:47:44.550 --> 00:47:48.000

Margin Zheng (they/them): Well, thanks. Kim. Kim evolving. You're in a breakout rooms.

306

00:48:04.680 --> 00:48:18.210

Margin Zheng (they/them): So we'd like to welcome anyone to read allow like a phrase where something that's in the chat. Especially something that someone else has posted and something that resonates with you.

307

00:48:38.160 --> 00:48:40.950

Margin Zheng (they/them): Focus on creating connections trauma informed.

308

00:48:46.110 --> 00:48:48.660

Mathilde Denegre: Chanel. Could you expand on on what

309

00:48:50.190 --> 00:48:53.250

Mathilde Denegre: trauma informed teaching looks like.

310

00:48:56.100 --> 00:48:56.820

Chanelle Wilson: Kelly.

311

00:49:03.960 --> 00:49:04.890

Kelly Wilcox (she/hers): I couldn't, I couldn't find

312

00:49:06.540 --> 00:49:07.620

Kelly Wilcox (she/hers): My computer's slow

313

00:49:10.710 --> 00:49:13.860

Kelly Wilcox (she/hers): I'd mentioned one of the partnerships was to expand.

314

00:49:15.390 --> 00:49:26.670

Kelly Wilcox (she/hers): work in partnership unless silos around student, there's been more attention recently in student affairs in terms of trauma informed student affairs work and trauma informed pedagogy and

315

00:49:29.280 --> 00:49:33.960

Kelly Wilcox (she/hers): Wanted to have to be more universal approach and and partnership.

316

00:49:35.310 --> 00:49:48.720

Kelly Wilcox (she/hers): And that includes partnership between faculty and staff as well as our students and their perspective. So I don't want to gloss over a really important topic, but that was the overview of that initial conversation and thought process.



317

00:49:51.930 --> 00:50:12.570

Margin Zheng (they/them): Yeah, I just wanted to name that a lot of the trauma that I'm that like came comes to light in the traditions were just in general, um, have to do with systemic racism this generation, a lot of the generational trauma that I'm locking people of color.

318

00:50:14.160 --> 00:50:37.050

Margin Zheng (they/them): It Carrie, I'm starting to recognize that, like we like even even white people like carrying trauma from from, like, I'm like, there's, there's also a trauma in in imposing violence invite like I'm perpetuating violence on on to others, not like it's like you

319

00:50:38.070 --> 00:50:46.320

Margin Zheng (they/them): Told me. When from that know if there's trauma in in all of this, and me personally, I noticed

320

00:50:48.510 --> 00:50:51.120

Margin Zheng (they/them): Like a lot of a lot of times

321

00:50:52.620 --> 00:51:08.130

Margin Zheng (they/them): We all are carrying a lot of hurt him like various different things. I mean not. I mean, like, yeah, it's like, like the systemic things on generational things also personally and it can be very hard to carry and and sometimes

322

00:51:09.570 --> 00:51:11.790

Margin Zheng (they/them): Sometimes like like don't know

323

00:51:12.210 --> 00:51:17.730

Margin Zheng (they/them): How to deal with this hurt you can lead us to more hurt or just simply

324

00:51:18.990 --> 00:51:21.660

Margin Zheng (they/them): It means it's really hard tonight and that's

325

00:51:22.980 --> 00:51:40.560

Margin Zheng (they/them): Oftentimes I guess what, like this, the challenges of what like relating to to one another in like exploring like potential partnership, given the these this heart. These hurts that we carry and also given

326

00:51:41.580 --> 00:51:42.150

Margin Zheng (they/them): Given that

327

00:51:44.910 --> 00:51:45.600

Margin Zheng (they/them): That like

328

00:51:47.820 --> 00:51:48.300

Margin Zheng (they/them): I'm

329

00:51:51.270 --> 00:52:01.740

Margin Zheng (they/them): As I mentioned, yeah like different position entities or like it's a very to be very different experiences that that we, that we have

330

00:52:03.120 --> 00:52:05.430

Margin Zheng (they/them): And yet still trying to

331

00:52:07.140 --> 00:52:07.860

Margin Zheng (they/them): See the is

332

00:52:10.050 --> 00:52:11.190

Margin Zheng (they/them): Is there a way to

333

00:52:12.360 --> 00:52:14.070

Margin Zheng (they/them): Communicate to collaborate

334

00:52:16.950 --> 00:52:27.570

Margin Zheng (they/them): And interestingly, I, I've been like, I've just been thinking through this recently. Like is this actually possible. I'm like partnership.

335

00:52:29.640 --> 00:52:31.380

Margin Zheng (they/them): I mean like even just like I'm just

336

00:52:32.790 --> 00:52:34.620

Margin Zheng (they/them): Want to name it here. I feel like

337

00:52:35.730 --> 00:52:48.930

Margin Zheng (they/them): Like this teaching like a lot of like in like was other teachings this teaching has a lot of white people in it. I mean, that's not necessarily a fault. It's just, I'm it's an observation and I'm observing that that like the language, a partnership.

338

00:52:50.580 --> 00:52:56.760

Margin Zheng (they/them): Um it. I mean, there are different languages sometimes I'm talking about like different like different approaches.

339

00:52:58.680 --> 00:53:01.830

Margin Zheng (they/them): It can seem like like a

340

00:53:05.250 --> 00:53:12.450

Margin Zheng (they/them): Something that's harder to talk about a harder to access for people who are marginalized or or who

341

00:53:14.160 --> 00:53:24.960

Margin Zheng (they/them): don't already have, like, access to like institutionalized power are privileged to like deconstruct that like me. That's it. That's great. To do that, that's necessary.

342

00:53:27.450 --> 00:53:27.870

Margin Zheng (they/them): I just

343

00:53:29.160 --> 00:53:33.360

Margin Zheng (they/them): Think it might not be totally coherent here for the seven some thoughts.

344

00:53:33.900 --> 00:53:43.260

Chanelle Wilson: Can I add some thoughts. So I'm thinking about trauma informed practices. And oftentimes, I'm thinking about K 12 schooling. Oftentimes people

345

00:53:44.700 --> 00:54:00.030

Chanelle Wilson: consider trauma informed practices as, like, oh, students bring all of this stuff with them and we have to now fix them and and rarely see the trauma that students experience in those academic spaces and don't take account for it and

346

00:54:01.200 --> 00:54:10.890

Chanelle Wilson: And thinking specific like schools in general colonized schooling, but also academia. It's very traumatic for many people, like the culture is you leave your family.

347

00:54:11.340 --> 00:54:15.840

Chanelle Wilson: You come to this new place you stay in this new place with new people who you do not know.

348

00:54:16.080 --> 00:54:24.900

Chanelle Wilson: And if you're a black indigenous person of color, not yours. You stay in this oftentimes at a predominantly white institution hostile place with the people who you do not know away from your family.

349

00:54:25.140 --> 00:54:37.500

Chanelle Wilson: People congratulate you for leaving your family and making it to this space and then treat you as if you don't belong there. Many people, students, faculty and staff really don't think that

350

00:54:38.280 --> 00:54:41.790

Chanelle Wilson: That these students belong there. So that is traumatic and as Martin said like

351

00:54:42.120 --> 00:54:52.320

Chanelle Wilson: Putting creating that space of violence is not something that only the traumatized person experiences. And so when we think about partnership.

352

00:54:52.590 --> 00:55:00.030

Chanelle Wilson: Like I've been in in my original partnership group there were some people in there who were really resistant to the idea of partnership and that was just faculty

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00:55:00.300 --> 00:55:08.040

Chanelle Wilson: And and I didn't understand it because I'm all about working with other people, but probably what was happening, they were bringing their trauma to that space and

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00:55:09.090 --> 00:55:15.660

Chanelle Wilson: They were mostly it was mostly white. It was mostly white in that room, but they were bringing that the trauma that they had experience in

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00:55:15.660 --> 00:55:17.130

Chanelle Wilson: Academia to that place.

356

00:55:17.310 --> 00:55:25.530

Chanelle Wilson: Which made them resistant to building trust or building relationship with their student partners. And so it makes it inhibited.

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00:55:26.700 --> 00:55:33.930

Chanelle Wilson: Partnerships and margin, you're right and and us making sure to remember that it's not going to be easy.

358

00:55:34.380 --> 00:55:41.970

Chanelle Wilson: And that there is work that needs to be done on the part of the person who holds this institutionalized conception of power.

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00:55:42.300 --> 00:55:49.590

Chanelle Wilson: And the person who oftentimes is marginalized, or does not have hold as much power because we're all bringing our own stuff to it and we have to be

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00:55:49.920 --> 00:55:58.890

Chanelle Wilson: Thinking about what does it mean to confront it. What does it mean to name it. And once we begin to do that within we can think about healing. But even now during the strike. There's so much

361

00:56:00.060 --> 00:56:07.440

Chanelle Wilson: I'm very frustrated by all of the faculty resistance that I'm hearing and seeing and and I know that

362

00:56:07.830 --> 00:56:12.780

Chanelle Wilson: Those people are experiencing trauma, because they've never been told by someone else, what to do.

363

00:56:13.170 --> 00:56:19.830

Chanelle Wilson: Especially the a person who do they don't think holds any power and they don't think should have that level of power, what trauma has that

364

00:56:20.130 --> 00:56:36.750

Chanelle Wilson: These faculty experience that is making them be so resistant and then in their resistance. What further trauma. Are they causing on students who began this strike. Anyway, as a as a as a resistance to the trauma. So yeah, it's all their

365

00:56:40.740 --> 00:56:43.830

Chanelle Wilson: Other. Other thoughts, people who aren't facilitators who want to pull

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00:56:54.720 --> 00:56:55.830



Chanelle Wilson: Out loud or in the chat.

367

00:56:56.100 --> 00:57:06.570

Mathilde Denegre: Yeah, everything. The people have been writing in the chat has been very insightful. So if anyone wants to read their or their mates comments are allowed. I think that would be great.

368

00:57:09.660 --> 00:57:19.980

Taj Aurora (she/they) Bi-co Post-Bacc Education: I'm just curious, is there a way to like like poll the students. I'm a post back and I feel very, very disconnected from the undergraduate students, but I'm so curious because

369

00:57:20.670 --> 00:57:30.270

Taj Aurora (she/they) Bi-co Post-Bacc Education: Even in just this little bit of discourse over the past couple of days. I keep hearing the same names of the faculty members I you know I haven't been here since 2016 and it's

370

00:57:30.840 --> 00:57:41.190

Taj Aurora (she/they) Bi-co Post-Bacc Education: Within the STEM fields. It's the same people. So there's like a predictable pattern of behavior and trajectory. If we want to get, you know, scientific about it and it's like

371

00:57:42.390 --> 00:57:51.120

Taj Aurora (she/they) Bi-co Post-Bacc Education: I try very hard not to come at this from a place of anger and come at this from like a more solution oriented approach, but

372

00:57:53.130 --> 00:57:59.100

Taj Aurora (she/they) Bi-co Post-Bacc Education: Yeah, the word that keeps coming up is like accountability, which we have students here all the time. So it's like

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00:57:59.670 --> 00:58:11.010

Taj Aurora (she/they) Bi-co Post-Bacc Education: If, if we're going to be holding students so highly accountable, like we would hope that there's some accountability with the professors and if we're going to be understanding about students and allowing them space to

374

00:58:11.550 --> 00:58:21.780

Taj Aurora (she/they) Bi-co Post-Bacc Education: To mess up sometimes and not learn perfectly because learning is such a messy and imperfect process then like, you know, I try to temper my anger by

375

00:58:22.830 --> 00:58:35.250

Taj Aurora (she/they) Bi-co Post-Bacc Education: By, you know, trying to say, Well, I want professors to be understanding with my imperfect learning, like I would like them to do that too. So trying to sort of in Compute confuse some

376

00:58:36.630 --> 00:58:49.440

Taj Aurora (she/they) Bi-co Post-Bacc Education: Now, confused, I'm combined compassion and accountability and how we approach this because it's, it's, I haven't been in the collagen and like four years and it's still really predictable so

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00:58:50.520 --> 00:58:52.620

Taj Aurora (she/they) Bi-co Post-Bacc Education: So yeah, I just, I feel like

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00:58:54.240 --> 00:59:03.090

Taj Aurora (she/they) Bi-co Post-Bacc Education: I would really be curious to like do some polling and figure out how to how to pull students in like like figure out what like who is being

379

00:59:03.690 --> 00:59:11.640

Taj Aurora (she/they) Bi-co Post-Bacc Education: Marginalized specifically and how it's happening and what teachers, it's coming from and when and why and what circumstances because that stuff can be

380

00:59:12.630 --> 00:59:22.920

Taj Aurora (she/they) Bi-co Post-Bacc Education: Defined to not just talked about, more broadly, but we can kind of hone in and then maybe have more information to know how to address it. So it's so that the the teachers that are falling through the cracks.

381

00:59:24.420 --> 00:59:26.550

Taj Aurora (she/they) Bi-co Post-Bacc Education: Stop doing so and stop.

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00:59:27.750 --> 00:59:40.890

Taj Aurora (she/they) Bi-co Post-Bacc Education: Like negatively pulling down departments where there are people who want to learn. And there are people who maybe they just haven't seen the right sort of way models, but they're like willing to to learn some

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00:59:42.270 --> 00:59:43.500

People. Those are my thoughts.

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00:59:46.800 --> 00:59:56.280

Mathilde Denegre: I know that there's some resistance to pulling among students because we are very used to be ignored by the poll givers and right people run plenary or stuff. So like

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00:59:56.670 --> 01:00:02.880

Mathilde Denegre: A lot of people just don't answer the polls that show up in our emails anymore. I think the last one that got good coverage was the

386

01:00:04.710 --> 01:00:07.830

Mathilde Denegre: Openness one from a couple of years ago.

387

01:00:11.580 --> 01:00:18.840

Taj Aurora (she/they) Bi-co Post-Bacc Education: Just for information that's good to know that there's going to be some like self selecting based on trust.

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01:00:18.870 --> 01:00:30.840

Taj Aurora (she/they) Bi-co Post-Bacc Education: And who responses. But, and who responds. Um, but, like how I guess my, my question is a little like a like logistical how, how would I go to to access the

389

01:00:32.100 --> 01:00:33.690

Taj Aurora (she/they) Bi-co Post-Bacc Education: Email database if I

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01:00:34.680 --> 01:00:41.010

Chanelle Wilson: Good create a survey and send it out to the student you meet you heard this from me. I don't care.

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01:00:42.330 --> 01:00:49.680

Chanelle Wilson: And just send it out to the send it out to the student list, sir. But of course, there'll be two different list serves or Bryn Mawr, and for Haverford

392

01:00:50.010 --> 01:01:03.540

Chanelle Wilson: You can get the student listserv information from the dean's office at Bryn Mawr, I imagine the dean's office here would also have the the specific, you know, just like that username or whatever, like the specific address for the listener.

393

01:01:05.220 --> 01:01:17.970

Chanelle Wilson: And students a habit for it at the beginning of the strike. They sent out a survey that was not necessarily sanctioned by the school and the school made that clear, but it's not

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01:01:19.080 --> 01:01:24.840

Chanelle Wilson: As far as I know, it's not like illegal and may be frowned upon, but whatever. Yeah.

395

01:01:25.410 --> 01:01:27.030

Mathilde Denegre: We aren't really here to talk about

396

01:01:28.110 --> 01:01:29.070

Mathilde Denegre: Logistics

397

01:01:30.540 --> 01:01:31.140

Mathilde Denegre: Later on,

398

01:01:35.340 --> 01:01:36.450

Chanelle Wilson: Allison, were you gonna say something

399

01:01:51.600 --> 01:01:52.170

Mathilde Denegre: Um,

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01:01:54.090 --> 01:02:08.430

Mathilde Denegre: I realized we only have a few minutes left, so if anyone else wants to either share something that the discussed or share a commitment to action that they hope to take with them from this session, now's the time to do so

401

01:02:19.530 --> 01:02:28.650

Elena Marcovici: One thing I guess I've been thinking about throughout this is like a really small thing is when I'm confused in class to just vocalize it

402

01:02:29.760 --> 01:02:31.650

Elena Marcovici: I think a lot of times when

403

01:02:32.670 --> 01:02:42.060

Elena Marcovici: Other students say things or even the professor says stuff. I don't really know what's going on. And I think it's taken me I'm a senior now but it's taken me three years to realize that it's not just me.

404

01:02:42.810 --> 01:02:59.160

Elena Marcovici: Who's confused because I always felt like if I was the only one who didn't understand. And I should just get on board, somehow, but I think vocalizing that and then just asking the professor to start over or to put a student's comment in context.

405

01:03:00.210 --> 01:03:07.350

Elena Marcovici: Might get add some of that equity stuff because we aren't all coming with the same knowledge, even if we all have something to contribute.

406

01:03:08.460 --> 01:03:10.350

Elena Marcovici: We don't have that same basis.

407

01:03:13.320 --> 01:03:19.110

Heidi Jacob: You know, it's interesting coming from music. One of the things we did talk a little bit about on our breakout room is

408

01:03:19.920 --> 01:03:27.810

Heidi Jacob: Making things more inclusive for people who don't have a background right we're talking in an acapella and the Jazz Ensemble and of course

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01:03:28.170 --> 01:03:34.860

Heidi Jacob: I tried to do. I've been doing that for years in my orchestra, but it actually does create some tension. It's interesting.

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01:03:35.490 --> 01:03:48.840

Heidi Jacob: To see because I have students who have less experience. I always say the word not, you know, they aren't as good. Always use less experience. I always use that in all of my communication about what I do.

411

01:03:49.710 --> 01:03:55.080

Heidi Jacob: But it's always like, you know, there's always this tension, but also when it comes to making mistakes.

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01:03:55.440 --> 01:04:09.300

Heidi Jacob: Just try music were always everybody makes mistakes. It's kind of intro. We all have to get used to make mistakes and it's okay because in music. You just can't be perfect. I mean, so it's kind of interesting. I feel music is a bit different.

413

01:04:11.070 --> 01:04:28.080

Heidi Jacob: how I go about things and how we go about things as a performer, we're kind of on the outside to we've always been a little bit on the outside of the academic cannon being performers. I want to say that so it's it's it's been interesting. So I don't know if that's helpful or not.

414

01:04:29.190 --> 01:04:39.720

Heidi Jacob: But I'm surprised it's it's hard. I feel bad when students can't say it'd be are afraid right to say to say things

415



01:04:40.890 --> 01:04:55.680

Heidi Jacob: Because everybody's making mistakes and orchestra every single person. So we have to rehearse right margin. I don't watch. And if you want to weigh in on this because you come from that background too. So we're a little bit different.

416

01:04:57.480 --> 01:04:58.800

Heidi Jacob: And Beatrice. I see some other

417

01:05:01.890 --> 01:05:10.410

Heidi Jacob: Is Lily here too. I saw, I saw where were some other members of the orchestra. So I don't know if they want to weigh in on some of these things. It's interesting.

418

01:05:10.710 --> 01:05:14.190

Margin Zheng (they/them): Yeah, I mean, we only have a couple of minutes here.

419

01:05:14.430 --> 01:05:16.020

Heidi Jacob: Maybe this is important. Yeah.

420

01:05:16.830 --> 01:05:17.400

Margin Zheng (they/them): I guess I

421

01:05:19.530 --> 01:05:24.780

Margin Zheng (they/them): Did offers making the child. And if anyone else wants to, it can just, um,

422

01:05:26.850 --> 01:05:27.300

Sick.

423

01:05:29.400 --> 01:05:29.910

Margin Zheng (they/them): I

424

01:05:31.710 --> 01:05:38.820

Margin Zheng (they/them): Like I really do believe that, like, all, all of you here. I mean, there's reason why you joined here like you're all doing

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01:05:40.320 --> 01:05:43.740

Margin Zheng (they/them): Great work. If really wanting you

426

01:05:44.790 --> 01:05:56.760

Margin Zheng (they/them): Believe in what you're doing. I'm in many ways I think like the strike and you're like, just like the I'm

427

01:05:59.340 --> 01:06:06.750

Margin Zheng (they/them): Just at this moment is a challenging us to to think, what, how can I think about what I'm doing differently.

428

01:06:07.650 --> 01:06:17.760

Margin Zheng (they/them): Um, it's pretty much like what sorts of knowledge, like arts or creativity, or the practices are just ways that ways of being do we value.

429

01:06:18.420 --> 01:06:35.760

Margin Zheng (they/them): Like how do you say like less experienced vs vs on like, I don't know, they cannot go to something like that like it. Like, even though it might it it is definitely an improvement upon the alternative. It also implies itself. A second set of standards.

430

01:06:36.330 --> 01:06:37.020

Mathilde Denegre: And I think

431

01:06:37.440 --> 01:06:40.350

Margin Zheng (they/them): A lot of like with like partnership work. There's a

432

01:06:41.460 --> 01:06:41.940

Margin Zheng (they/them): Um,

433

01:06:43.710 --> 01:06:53.460

Margin Zheng (they/them): There's like there's this part of, like, what, what I think, like, um, if there's opportunity to explore partnership work. It's like what are other things.

434

01:06:54.090 --> 01:07:06.360

Margin Zheng (they/them): That we can we can value different like different Lee, especially because colonial like systems. Couple of systems will value certain certain things for others.

435

01:07:12.000 --> 01:07:16.410

Margin Zheng (they/them): I think I just, I'm relating to that. I just want to add something into the

436

01:07:17.550 --> 01:07:35.340

Margin Zheng (they/them): Channel. So, um, this is sort of like an interweaving of various different quotes, it's because I mean like we're all in there. And in this work like interweaving like things. Um, yeah, like again like there's there's pieces, putting together, um,

437

01:07:36.390 --> 01:07:40.290

Margin Zheng (they/them): And you know the great, it gets. Yeah, we're not perfect.

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01:07:41.490 --> 01:07:45.060

Margin Zheng (they/them): We're not necessarily aiming for perfection. Um,

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01:07:46.350 --> 01:07:48.540

Margin Zheng (they/them): But the process.

440

01:07:49.680 --> 01:07:50.280

Margin Zheng (they/them): And

441

01:07:51.660 --> 01:07:54.090

Margin Zheng (they/them): Doing and also just naming

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01:07:55.170 --> 01:08:07.950

Margin Zheng (they/them): Like they close it and what is put to the chat, because it's naming that like, like this, like students at because teachers approaches. It's the we are we are focusing on anti racism focus on decolonization

443

01:08:09.000 --> 01:08:10.290

Margin Zheng (they/them): Breaking down white supremacy.

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01:08:12.510 --> 01:08:18.150

Margin Zheng (they/them): The which is light to a more radical elsewhere. And what does that mean i mean it's, I don't know.

445

01:08:19.560 --> 01:08:26.760

Margin Zheng (they/them): We all have we all you all have amazing powers of imagination and

446

01:08:27.810 --> 01:08:32.070

Margin Zheng (they/them): And like schooling and stuff and and colonialism and like

447

01:08:34.350 --> 01:08:36.660

Margin Zheng (they/them): this broken world tells us that it's

448

01:08:39.210 --> 01:08:44.790

Margin Zheng (they/them): We don't have that power but like you do you do your magical

449

01:08:48.000 --> 01:08:50.160

Mathilde Denegre: Um, before everyone has to head out.

450

01:08:50.190 --> 01:08:52.680

Mathilde Denegre: The Strike organizers asked me to

451

01:08:53.310 --> 01:08:56.460

Mathilde Denegre: Put in a survey about speaking of surveys about how the

452

01:08:57.720 --> 01:09:01.170

Mathilde Denegre: Session went so I will paste that into the

453

01:09:03.870 --> 01:09:23.910

Mathilde Denegre: Chat and then I will also paste in the really, really great list of resources that are professors put together like this is such a good syllabus for like anti racist, anti colonial education. I would especially like to

454

01:09:25.200 --> 01:09:33.750

Mathilde Denegre: Stand up a person and Eve tuck. Both of them have like sort of changed the way I think about the world.

455

01:09:35.580 --> 01:09:38.370

Mathilde Denegre: Or the form of Facebook. Thank you. I did not realize that I was just

456

01:09:40.290 --> 01:09:53.460

Mathilde Denegre: Sending that whole thing and all right and if anyone wants to talk about this further, or get more resources or get like the recording or anything, please email any of us and we will pass the information along

457

01:09:54.780 --> 01:09:55.650

Chanelle Wilson: And I just want to

458

01:09:56.160 --> 01:10:04.740

Chanelle Wilson: One more. I'm just going to put it here. One more time. This quote that we thought of as we were planning is an African proverb now quite sure which culture.

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01:10:05.340 --> 01:10:13.050

Chanelle Wilson: But, but they use it all over the continent. So if we if you want to go fast, go alone. If you want to go far, go together. And I hope that that's something that we can

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01:10:14.670 --> 01:10:22.200

Chanelle Wilson: Take in and embody and all that we do there is there is another person there or there are other people who that who we can be working with

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01:10:22.950 --> 01:10:36.360

Chanelle Wilson: To move farther along and if we know that and we recognize it and we continue to seek it out. Then we absolutely will move far so hopefully throughout our time and however long the strike persists. We are working together, or we're creating

462

01:10:36.960 --> 01:10:41.550

Chanelle Wilson: The possibilities for us to to speak in and with and through other people

463

01:10:45.930 --> 01:10:51.180

Chanelle Wilson: Thanks so much everyone for being here. I don't know if that's if we're that I get to see the final word. I didn't want that, but

464

01:10:53.070 --> 01:10:54.000

Mathilde Denegre: Go ahead. Yeah.

465

01:10:54.750 --> 01:10:57.450

Margin Zheng (they/them): Yeah. Testers are seeking final words.

466

01:11:03.270 --> 01:11:03.990

Janice Lion: Thank you.

467

01:11:05.730 --> 01:11:06.630

Sovigne Gardner: Thank you.



468

01:11:07.110 --> 01:11:07.620

Yeah.

469

01:11:08.940 --> 01:11:09.660

Heidi Jacob: Thank you.

470

01:11:25.980 --> 01:11:26.910

Chanelle Wilson: Amazing job.

471

01:11:27.060 --> 01:11:27.990

Mathilde Denegre: I'm gonna stop recording

472

01:11:28.230 --> 01:11:29.730

Alison Cook-Sather: Yeah. Yep.