**Group 8**

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The focus of our conversation: We took the conversation from Dr. Long and Dr. Pollard’s presentation in relation to how we perceived/present ourselves versus the actions and ways we (our institutions) live.

* Within DEI work, the need to **sort through “competing priorities” and perspectives and priorities, to ensure true and full inclusion**
* How policies and procedures are put in place - how they affect our underrepresented populations
* **Why are we doing the work that we do?**
	+ We are here for our students to succeed not fail, we want to retain them to graduation for them to be successful in the workforce, and have further opportunities to success
	+ Importance of aiding students to thrive, growth mindset and be anti-racists residents
* **Meaningful relationship building** is essential as echoed throughout the institution and our group spent time getting to know each other through our professional experiences
	+ Being of service to our students, hearing their stories, listening and taking action.
	+ Radical inclusion
	+ Sharing our own lived experiences can help and retain our students. Students need to see us in them!
* In addition, we discussed the **flip coin concept of how our work should look among our stakeholders and as a collective**
* **Servingness in the practice of equity, inclusion and justice**
* The importance of having a motto to **anchor our institutional ethos**, which centers the work that we are doing as a collective
	+ **Showing** that we are a Multicultural - Diverse Institution
	+ Important to advance our paradigm to being an anti-racist institution not by name, but by action
		- This is important to reducing and eliminating the impact that the shadow culture could have within the DEI&J work
* **Organizing our structures so that they could intrusively advance equity, inclusion, diversity, and justice at the college**. For example, all students not only having an academic advisor assigned to them but having a student support specialist.
* Our**justice work needs to go beyond credentials** but preparing students to be allies and advocates in their communities and workforce. For instance, negotiating pay, navigating structures and cultures that reproduce inequities.
* **Accountability -** We need all to be accountable from the top down.
* Reflecting our **sphere of influence** and how we activate and leverage them