

Equity Retreat
@
La Manzanilla Barn
www.lamanzanillafarm.com



“Each time a person stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he/she sends forth a tiny ripple of hope...and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.” – Robert F. Kennedy

**July 21 - 26, 2019
Alamosa, Colorado**

Retreat Contacts
[lilliangomez \(719-588-7557\)](mailto:lilliangomez@lamanzanillafarm.com)
[marcella.garcia \(719-588-9887\)](mailto:marcella.garcia@lamanzanillafarm.com)

Goals of the Equity Retreat

Professional development that enables leadership to eliminate the barriers created by race, class, gender, and other forms of bias, where faculty and staff will change practices that impede the learning of students from underrepresented groups.

Participants will increase their understanding of leadership and their capacity to:

- support their colleagues in the transformation of educational policies and practices that results in powerful teaching, advocacy for students, high student achievement, and equity.
- build relationships and alliances across and within race, class, gender role, and other forms of difference in order to identify and eliminate injurious practices and policies in educational settings.
- use methods that increase understanding of the role of emotional intelligence and emotional healing in achieving equity.
- facilitate meaningful and productive conversations that explicitly address issues of institutionalized oppression and individual bias that impact teaching, learning, and change.
- support universities and organizations to fully integrate diversity and educational quality efforts and embed them into the core of academic mission and institutional functioning.

What to Expect at the Equity Retreat

Topic groups will give participants the opportunity to discuss race, class, gender, and sexual orientation in depth, in an inclusive and safe environment.

Personal experience panels will provide insights on issues which the participants can talk about and reflect on in smaller groups. For example, panels might address: experiences with gender bias in education; how institutionalized racism affected them as students and what it is like taking leadership for equity. Panelists are asked ahead of time if they are willing to be on a panel and given questions to think about.

Presentations by Retreat facilitators will provide perspectives on issues, and effective strategies will be implemented to unpack privilege and oppression.

Discussion The Equity Retreat facilitators will provide the opportunity for participants to learn from the research literature and from each other.

Goal setting and planning sessions will provide a structure for participants to set goals, develop strategies and make specific plans to implement learning gleaned from the Equity Retreat.

Support groups will be used to deepen understanding and exchange emotional support. Meeting daily in support groups provides participants the opportunity to talk about their beliefs, successes and challenges, to strengthen collegial relationships, and to reflect on how their own learning experiences and their experiences with prejudice and discrimination affect them as people working in higher education.

Reflective writing will provide participants the opportunity to respond to specific prompts related to issues raised at the Equity Retreat. Through anonymous reflective writing, participants will have the opportunity to have their voices heard and opinions shared in a safe environment.

Daily Schedule

Sunday, July 21, 2019

10 – 12 pm	Registration/Check-in
12 – 1 pm	Lunch
1 – 2 pm	Equity Retreat Welcome/Introduction
2 – 5 pm	Getting Grounded in the Work
5 – 6 pm	Dinner
6:30 – 9 pm	National Coalition of Equity in Education Basics (NCEE)

Day	Date / Time	Topic
Monday	July 22, 8:30 a. m. - 7:30 p.m.	Classism/Privilege
Tuesday	July 23, 8:30 a. m. - 7:30 p.m.	Racism
Wednesday	July 24, 8:30 a. m. - 7:30 p.m.	Gender
Thursday	July 25, 8:30 a. m. - 7:30 p.m.	LGBTQAI
Friday	July 26, 8:30 a. m. – 1:00 p.m.	Team Networking Taking It Back to effect educational change. Organizations/universities will work in their teams.
<p>After the Equity Retreat, consultation to organizations/universities will be available upon request. Additional fees will be negotiated.</p>		

Equity Retreat Site



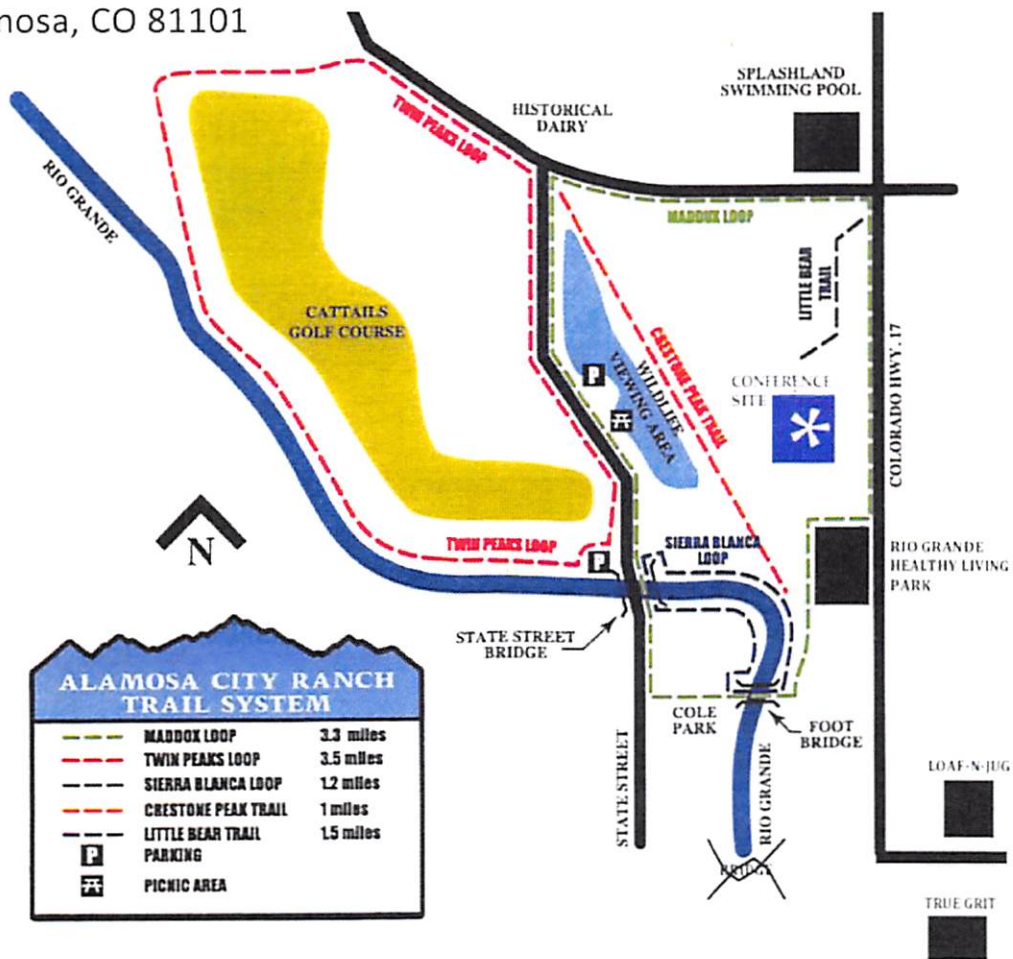
CAUTION!

DO NOT USE YOUR GPS System to locate the venue.



Retreat Site: La Manzanilla Barn

6491 State Hwy 17
Alamosa, CO 81101



Equity Retreat Facilitators



Barbara Catbagan is a retired Associate Professor from Naropa University. Her dedication to education has evolved through the intersections of her daily practice, her K-12 teaching background and her association with the National Coalition for Equity in Education. Along with her university teaching, she works with institutions of higher education on issues and initiatives of equity, social justice, and personal and professional development. The opportunity to work with and learn from excellent colleagues at her own and other institutions informs her thinking and writing about the intersections of contemplative pedagogy and culturally responsive teaching. With a varied professional background, which includes school teacher, human rights director, mediator, life coach and academic, Barb experiences life as a sojourner through the morass that is our delicate, beautiful and resilient multicultural world. Barbara presents locally and nationally on topics germane to cultural responsive teaching, social justice and transformative leadership. She earned her M.Ed. with an emphasis on administrative leadership from Colorado State University.



Scott Van Loo is a building administrator at Dillon Valley Elementary, Dual-Language school in Summit County, Colorado. He has over 20 years of experience in public education including elementary and high school teaching and central and building-level administration. Scott is a former Director of the Cesar Chavez Cultural Center at the University of Northern Colorado. He is a faculty member with Passage Works Institute and the National Coalition for Equity in Education. (NCEE) and has trained with several national-based diversity programs. As a consultant, Scott is passionate about creating transformational experiences that promote and challenge participant's growth, thinking and relating. This passion has allowed him to work with Colleges, Universities and school districts across the mid-West. Scott's creative passion is music and he has traveled and played in over fifteen countries with the United States Armed Forces Entertainment Unit and most recently got to play music and give away instruments in Cuba. Scott completed a B.A. in Interdisciplinary Studies, an M.A. in Special Education, Educational Leadership/Principal License and is currently enrolled in a Doctoral Program in Organizational Development. Scott is a proud father of two young men.



Lillian Gomez, Adams State University Executive Director of Title V Initiatives, has over 30 years in federal grant administration and 40 years of teaching experience in K-12 and higher education. Lillian has overseen the successful development and implementation of multiple Title V Initiatives at ASU. She is deeply committed to improving the retention and degree completion of Hispanic and low-income undergraduate students. Gomez' commitment has been in transformational leadership that is grounded in her PreK-16 teaching background and her association with the National Coalition for Equity in Education. During her work with Adams State University she has assisted and facilitated the yearly Equity Faculty and Staff Retreats for over 20 years. Her deep commitment to the notion that "leadership is taking responsibility for what is important to you" has guided her enthusiasm for building diversity advocacy, equitable treatment of underserved student populations and supporting courageous equitable conversations.

Lillian is a fluent Spanish Speaker who deeply values her Hispano Cultural Heritage. During summer 2015 Adams State University and Title V Institutional Grant Office presented Ms. Gomez with an honor that stated "presented by your colleagues in recognition of your extraordinary passion, dedication and leadership in championing inclusive equity and opportunity for all students".



Marcella J. Garcia is the Activity Director at Adams State University for the Title V Caminos Grant, *Increasing Access to Education and Opportunity in the Upper Rio Grande Region*. Her dedication to education and issues of equity have evolved through personal experiences, her K-12 background in teaching and school administration and Directorship of Title V programs including the Hispanic Serving Institution STEM grant at ASU. She has been

through formal training with the National Coalition for Equity in Education and is passionate about issues and initiatives of equity, social justice, and personal and professional development. She earned her Bachelor of Arts and Master of Arts degrees in K-12 Special Education. She also completed post graduate work in the Administrative Leadership program at ASU, earning an Administrative License. She served as an Elementary School Principal and School District Superintendent before retirement from the public school sector. Marcella and her husband are the proud parents of three sons and the joyful grandparents of one grandson.

Retreat Fee and Registration Process

Registration	Lodging	Travel	Meals
On Time Registration on or before July 1, 2019 \$2000.00	Lodging arrangements are made and paid for by participants. Retreat rates have been secured at Comfort Inn of Alamosa. (see below)	Travel arrangements are made and paid by the participant.	Lunch and dinner are included in the registration fee.
Late Registration after July 1, 2019 \$2,200.00			
Registration details: www.lamanzanillafarm.com			

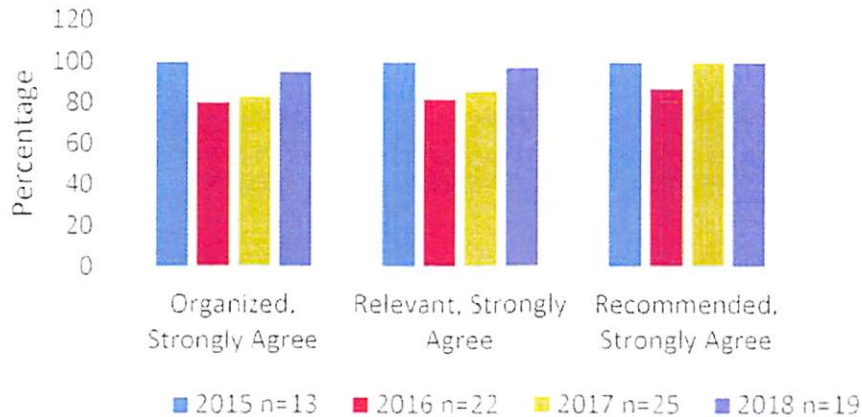
Register ASAP as there are a limited number of participant slots available.

Registering as an organization/university team of four to five participants is highly encouraged.

1. Register for the Equity Retreat at www.lamanzanillafarm.com
 - Participant Name
 - Organization and address
 - Preferred method of contact (email/phone)
 - Payment made to
Hwy 17 Jack Farms LLC
Equity Retreat @ La Manzanilla Barn
6491 State Highway 17
Alamosa, Colorado 81101
2. Upon receipt of payment a registration confirmation will be electronically sent.
3. Do not delay in making your lodging arrangements. Retreat rates have been secured at:
 - Comfort Inn
6301 US 160
Alamosa, Colorado 81101
719-587-9000
4. Travel Questions?
Nearest airports to Alamosa, Colorado are Denver International Airport (DEN) or Albuquerque International Sunport (ABQ).
Connecting flights to Alamosa, Colorado from Denver are available through Boutique Air. Alamosa is a four hour drive from Denver, Colorado and also from Albuquerque, New Mexico.

Equity Retreat Data

Overall, I Found the Equity Retreat to Be....



Anonymous Reflections 2015-2018

Discussion Topic: Classism/Privilege

"I felt so connected to everyone. We're all different, but the same..."

"Something that struck me about today was the amount of emotion that came out of my group, including myself, during our support group. I realized how much I don't know about other people. I don't know what other people are going through. Everyone is struggling with something so one should be kind to everyone."

"Reflections of today's session was the realization that classism is present in our educational system, whether intentionally or by default. Acknowledging this, I am better equipped to counter its negative impact on those most affected by classism."

"It's amazing to realize the bias within me. I am generally a very open and embracing individual, so finding new areas where I can be sensitive is wonderful. The intersectionality of class and classism was also very illuminating."

Anonymous Reflections, Continued

Discussion Topic: Racism

"Today I learned that I have some deep feelings about the racist history of my hometown and I am disgusted by the racism that is still demonstrated in my family."

"One way or another, to a greater or lesser degree, the implications of will and life seem buried deeply and implicitly in people who are seemingly unaware of what they say and do. So the complexity challenges the consciousness to remain sensitive and aware."

"Today, I learned that I still have a long way to go to learn more about myself in order to understand the discrimination I have suffered in my life. The knowledge gained today will help me help myself and others in the future."

Discussion Topic: Gender

"I've expended a lot of psychic energy but holding up fine. Hearing the stories of others brings out strong emotions; inspiration, empathy, and indignation. I'm gratified and happy to be part of this group. I feel like we have really bonded which is a testament to the staff."

"I appreciated the presentations today. The organization, thought and explanation helped me to understand better how to support the LGBTQAI community. Thank you."

"The personal experiences related in the Personal Experience Panels and dyad structures are extremely rewarding to my own personal/professional growth."

Discussion Topic: LGBTQAI

"Today my thinking came to a place where I finally understand the dynamics of the LGBTQAI. Not just the definitions, the distinctions, the diversity, but the trials and tribulations of these communities and individuals."

"Today my thinking was grown in digesting the spectrum of the greys. I find the metaphor to be extremely representative and understandable. I would love all of our campus students and employees to have this experience."

"I am challenging myself to think of ways to apply what I have learned this week to my institution. I can figure out how to examine my own practices but the challenge is bringing others in and cultivating change in them."

Recommended Readings

- Adams, M. Bell, L. (Eds.). (2016). *Teaching for diversity and social justice*. (3rd Ed.). New York: Routledge.
- Ayvazian, A. (1995). Interrupting the cycle of oppression: The role of allies as agents of change. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States, 9th ed.* (pp. 672-678). New York, NY: Worth Publishers.
- Barfels, S.E. & Delucchi, M. (2000). A class above the rest: The hidden curriculum of work in higher education. *Research in Post-Compulsory Education, 5*, 63-75.
- Juro, R. (2011). Why transgender identity matters. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States, 9th ed.* (pp. 283-285). New York, NY: Worth Publishers.
- Kendall, F. (2013). *Understanding white privilege: creating pathways to authentic relationships across race. 2nd Ed.* New York: Routledge
- Kim, R. (2010). Against "bullying" or on loving queer kids. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States, 9th ed.* (pp. 465-467). New York, NY: Worth Publishers.
- Mantsios, G. (2012). Class in America—2012. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States, 9th ed.* (pp. 189-204). New York, NY: Worth Publishers.
- Patton, T. O. (2004). *In the guise of civility: The complicitous maintenance of inferential forms of sexism and racism in higher education.* *Women's Studies in Communication, 27*(1), 60-87.
- Pincus, F. L. (2000). *Discrimination comes in many forms: Individual, institutional, and structural.* In M. Adams, W.J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 31-35). New York, NY: Routledge Press.
- Sklar, H. (2012). Imagine a country. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States, 9th ed.* (pp. 324-333). New York, NY: Worth Publishers.
- Tatum, B. D. (1997). *Defining racism: "Can we talk?"*. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States, 9th ed.* (pp. 125-132). New York, NY: Worth Publishers.
- Weissglass, J. (1998). *Ripples of Hope*, Center for Educational Change in Mathematics and Science, U.C.S.B. Santa Barbara, CA

Equity Retreat 2018

