

Notice and Agenda

Sudbury Diversity, Equity and Inclusion Commission

Lived Experiences/Storytelling Project Sub-Committee Meeting
Saturday, February 19, 2022
3:00 PM Open Session

Please click the link below to join the virtual Diversity, Equity and Inclusion Commission Lived Experiences/Storytelling Project Sub-Committee meeting:
<https://us02web.zoom.us/j/83513599960>

For audio only, call the number below and enter the meeting ID on your telephone keypad.

Dial-in number: 978-639-3366 or 470-250-9358
Meeting ID: 835 1359 9960

Meeting Agenda

1. Welcome and open meeting by roll call vote.
2. Approval of minutes - 1/6/22
3. Appointment of Sub-Committee Chair and Minutes-Taker
4. Survey
 - Items to discuss:
 - a. Stories
 - i. Determine focus...race, nationality, gender, disability etc.
 - ii. Recipient and witness stories?
 - iii. DEI Focus specific to Sudbury (i.e schools, health, law etc)
 - iv. Population to submit stories (i.e. residents, visitors, employees etc)
 - v. Time frame (i.e. how far back for the stories)
 - b. Anonymity & Confidentiality
 - i. Anonymity is default...are we also offering to hold stories but keep them confidential?
 - ii. Public sharing of identity (only with permission)...or offer to reach out for in-person sharing in the future?
 - iii. Do we want a public component
 - c. Introduction to survey
 - i. How long it will take
 - ii. General information such as vocabulary used
 - iii. Include how this would have positive outcome

- d. Importance of making survey accessible to all
 - i. interview format; audio option for people to dictate stories
 - ii. option to contact a Commission member for alternative ways to participate
 - iii. How to assure confidentiality in all access models

5. Community Outreach

Items to discuss:

- Appoint outreach lead & team, define roles.
- Community mapping exercise
- Identify lead contacts per group, create outreach text -- general and/or per group.
- Identify local media for press release once link is live.
- Begin press release
- Update timeline with new task deadlines.

6. Website

Items to discuss:

- Appoint outreach lead & helpers.
- Buy website or add to community website:
- Identify potential resources for web developers
- Determine website style
- Update timeline with new task deadlines.

7. Public Comments

8. Next Steps

- Next meeting.
- Online work/deadlines in the meantime.

9. Adjourn Meeting by roll call vote.

“This listing of matters is those reasonably anticipated by the committee which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.”

DEI Commission Lived Experience Subcommittee Meeting
January 6, 2022
Meeting held via Zoom

Present: Janine Taylor, Sue Abrams, Stephanie Oliver, Katrina Fontes, Nalini Luthra, Joanna Steffey

Also present: Sylvia Nersessian, Nichole Argo (Presenter from Needham Lived Experience Project)

Agenda:

1. Welcome and open meeting by roll call vote.
2. Introductions.
3. Overview
4. Survey
5. Community Outreach
6. Public Comments
7. Website
8. Next Steps
9. Adjourn Meeting by roll call vote.

"This listing of matters is those reasonably anticipated by the Co-Chairs which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law."

1. Meeting was called to order on a roll call vote:

| | | | | | |
|----------------|-----|---------------|-----|------------------|-----|
| Janine Taylor | Aye | Sue Abrams | Aye | Stephanie Oliver | Aye |
| Katrina Fontes | Aye | Nalini Luthra | Aye | Joanna Steffey | Aye |

2. Introductions

3. Overview

- a. Nichole Argo reviewed the three major components of the project and the role of the lead for each.

- i. Survey
- ii. Outreach and Communication Plan
- iii. Website development and other deliverables

- b. Other details to be determined include timeline and other parameters that will impact/influence the project

4. Survey **Katina Fontes volunteered to take the Lead role**

- a. A draft, based on the Needham survey, was shared with the group.

- b. Role of the Lead for Survey

- i. Consolidate feedback
- ii. Compile stories, assure there is no identifying information, create graphs for data
 1. This job could be accomplished by an intern, trained by Nichole, or a job for a few of the committee members
 2. Based on Needham's experience, it would take around 40 hours over 4 weeks

5. Community Outreach

- a. Role of the Lead for Community Outreach...This is a big role and could be split between the public face of the report and the mapping role
 - i. Identifying groups to reach out to
 - ii. Who are groups that are likely to be directly affected by identity-based mistreatment in Sudbury (e.g., discrimination, profiling, violence)
 - iii. Formal organizations that exist in the community that include or support these groups (e.g. trade unions, civic organizations, volunteer organizations, advocacy organizations, mutual aid societies)
 - iv. Informal organizations in the community that include or support these groups (e.g. Facebook groups for parents)
 - v. Faith communities that might have links to these groups
 - vi. Other influential groups in your community? Who do people listen to? Who has a large platform?
 - vii. Information spreaders (e.g, Facebook group moderators)
 - b. Other issues to be considered
 - i. Timeline
 - ii. Press releases for local media
 - iii. PSA for local cable access
6. Public Comments
- a. There were no public comments.
7. Website
- a. Role of the Lead for the website... ideally this would be a local person with website development skills...a BIPOC...Nichole has some resources (Identify as soon as possible)
 - i. Determine where the information will go
 - ii. Identify formatting
 - iii. Assist with development of the Commission's report
8. Next Steps
- a. Survey
 - i. Stories
 - 1. Determine focus...race, nationality, gender, disability etc.
 - 2. Recipient or witness stories
 - 3. DEI Focus specific to Sudbury (i.e schools, health, law etc)
 - 4. Population to submit stories (i.e. residents, visitors, employees etc)
 - 5. Time frame (i.e. how far back for the stories)
 - ii. Confidentiality
 - 1. Confidentiality is default
 - 2. Public sharing (only with permission)
 - 3. Do we want a public component
 - iii. Introduction to survey
 - 1. How long it will take
 - 2. General information such as vocabulary used
 - 3. Include how this would have positive outcome
 - iv. Discussion

1. Importance of making survey accessible to all
 - a. audio option for people to dictate stories
 - b. interview format
 - c. option to contact a Commission member for alternative ways to participate
 - d. How to assure confidentiality in all access models

DRAFT

Sudbury Lived Experiences

Start of Block: Intro

Q1 **Welcome to 'Lived Experiences'!**

What are we about? Storytelling for change. We believe that for Sudbury to be a place of belonging, it must be a place of equity. Lived Experiences collects local stories to document experiences with all forms of racism and identity-based prejudice IN SUDBURY--from people who live, study, visit, or work in Sudbury. Our survey is anonymous, and--if you want it to be, confidential--so that anyone who has a story to tell can tell it without fear. Our goal is to...XYZ

Important: Only those stories that respondents have designated as "okay to share publicly" will be included on the website, and potentially shared on other platforms such as the Sudbury Lived Experiences Facebook page, town webinar discussions, etc. On the other hand, if YOU would like to share your story at a future event, you can--let us know in the survey.

Why should you participate in Lived Experiences? Because stories have the power to transform cultures and power systems, as they have in the #MeToo movement. We know that asking someone who has already had to endure bias and discrimination exacts a further emotional effort from them, but we believe telling one's story is also EMPOWERING. And it creates CHANGE. Your story can help transform our community by re-setting the agenda, triggering awareness, prompting reflection and dialogue, building new relationships across groups, and shifting norms--from complacency and resignation to responsibility and agency, from hiding and secrecy to inclusion and upstanding.

Who leads Lived Experiences? The Lived Experiences Project in Sudbury was created by XYZ. Before being made public, this survey was reviewed by a racially diverse group of Sudbury residents with expertise in XYZ.

To participate, click -->.

Page Break

Q56 *Share your story, or a story you witnessed. You can also tell a story on behalf of someone else.*

When you tell your story, we ask that you make all aspects of your story anonymous. If identifiers are given, they will be omitted before we make the final report available to the public.

This form will ask you:

- If the story you are sharing happened to you, or if you are sharing it on behalf of someone else;
- If you'd prefer we keep the story confidential, or if the story you are sharing can go on public record (and if you'd be interested in sharing it in a future forum);
- To write about what happened (where, when, how, etc.);
- How others responded;
- How the experience made you feel, and/or impacted your life;
- How you wish the experience would have played out, and,
- What sort of change you'd like to see in Sudbury; and,
- Demographic questions.

This questionnaire will take ~10 minutes to complete (depending upon how long it takes to write your story). We will provide question prompts to help you tell your story and you can share up to two stories with each entry.

We invite you to share your experience if you:

- Have experienced or witnessed identity-based mistreatment on the basis of your race, ethnicity, religion, partisanship, national origin, religion, socio-economic status, (dis)ability, gender, gender-identification, age or sexuality gender;

AND

- You are: A Sudbury resident, or a person who works, goes to school in, spends time in, or often travels through Sudbury.

End of Block: Intro

Start of Block: Story 1



Q349 Thank you for contributing to the Lived Experiences Project!

Before we begin, are you telling this story on behalf of yourself or someone else (e.g., a child, family member, friend, etc.)

- Myself (1)
- Someone else (Please write what your relationship to them is below, e.g., son/daughter, friend, etc.) (2) _____

Page Break

Q53 All stories told here are anonymous, meaning nobody will know your name or the names of others involved. Still, sometimes people worry that the story itself could make them identifiable. For this reason, we are offering to keep some stories confidential (and to store them on a secure server).

How would you like us to use your story?

- My story can be shared publicly. (0)
- Please keep my story confidential. Do not share the details of my individual story publicly. (1)

Page Break

Q179 Below, please write about your story. Your story should tell about a local experience with racism and/or prejudice. As you write, try to include the following information:

- **Describe the event.** What happened, who was involved (without using names), and in what sequence did the event/s unfold?
- **Describe the setting.** Where did it happen? (e.g., if in school, in the hallway/classroom/field, etc?)
- **When did it happen?** (e.g., approximate month, year, day of week, time of day)
Reminder: Do NOT use names when describing yourself, your friends or anyone else in your story.

Page Break

Q180 Did anybody else see what happened, and/or were there bystanders or others involved?

Yes (1)

No (0)

Display This Question:

If Did anybody else see what happened, and/or were there bystanders or others involved? = Yes

Q181 Who were these bystanders (without using names)? How did they react? *Did they do nothing? Did they side with the perpetrator? Did they lend you support or encouragement?*

Page Break

Q182 How did this experience make you feel?

Page Break

Q184 How do you wish this experience would have ended? (e.g., In an ideal world, what should have happened?)

Page Break

Q183 How has this experience changed you and/or your loved ones (if at all)?

Q185 To help us organize the stories that we receive, please tell us which of the following categories best describes **WHO** mistreated you?

Note: You can select more than one option.

- School authority figure (e.g., teacher, counsellor, coach, etc.) (1)
- School students (2)
- Store/restaurant employee (3)
- Home service provider (4)
- Public official (5)
- Neighbor (6)
- Sudbury Police or law enforcement (7)
- Housing authority (8)
- Medical professional (9)
- Resident, or member of the public (10)
- Other (11) _____

Q186 Which of the following categories best describes the **TYPE** of mistreatment you experienced?

Again, you can select more than one option.

- Verbal (e.g., name-calling, verbal abuse or attacks, micro-aggression) (1)
 - Physical (e.g., being chased, pushed, hit, etc.) (2)
 - Procedural, or process related (e.g., being overlooked or un-prioritised in an application process, being targeted or profiled as a law breaker, etc.) (3)
 - Programmatic (e.g., lacking information or access to programs, being offered programs with lesser value) (4)
 - Other (5) _____
-

Q54 Would you say the type of mistreatment you experienced was due to... ?

- Race (1)
 - Religion (2)
 - Culture/nationality/ethnicity (3)
 - Gender or gender identification (4)
 - Sexual orientation (5)
 - Age (6)
 - Disability (7)
 - (Social) Class (8)
 - Partisan identity (e.g., liberal, conservative, etc.) (9)
-

Start of Block: Demographics 1

Q44 *Before we close, we have just a few more questions for you.*

Q45 What best describes your relationship to Sudbury?

- I live here. (1)
- I work here. (2)
- I study here. (3)
- Other (e.g., visiting, commute through Sudbury, shop here, etc.). *Please write what brings you to Sudbury:* (4) _____

Display This Question:

If What best describes your relationship to Sudbury? = I live here.

Q46 For how long have you lived in Sudbury?

- Less than a month (1)
- Less than a year (2)
- 1-2 years (3)
- 2-5 years (4)
- More than 5 years (5)

Display This Question:

If What best describes your relationship to Sudbury? = I work here.

Q47 For how long have you been coming to Sudbury for work?

- Less than a month (1)
- Less than a year (2)
- 1-2 years (3)
- 2-5 years (4)
- More than 5 years (5)

Display This Question:

If What best describes your relationship to Sudbury? = I study here.

Q48 For how long have you been coming to Sudbury to study?

- Less than a month (1)
- Less than a year (2)
- 1-2 years (3)
- 2-5 years (4)
- More than 5 years (5)

Page Break

Q46 In your view, what do you think needs to happen for Sudbury to become a more welcoming, inclusive and equitable community?

Page Break

Q3 What is your age?



Q6 With what gender do you identify?

- Male (1)
 - Female (2)
 - MtF Female (3)
 - FtM Male (5)
 - Genderqueer (6)
 - Other (4) _____
-

Page Break

Q243 What is your race/ethnicity? *Please select as many as you identify with.*

- White (1)
- Black or African American (2)
- American Indian or Alaska Native (3)
- East Asian (4)
- South Asian (9)
- Southeast Asian (8)
- Native Hawaiian or Pacific Islander (5)
- Hispanic or Latinx (6)
- Other (7) _____

Q92 With what religion do you identify?:

- Evangelical Christian (1)
 - Catholic (10)
 - Muslim (2)
 - Jewish (3)
 - Hindu (4)
 - Buddhist (5)
 - Mormon (6)
 - Atheist (7)
 - Agnostic (8)
 - Other (please write it in) (9)
-

Page Break



Q9 What is the highest level of education that you have completed?

- Some high school or less (1)
 - High school graduate (2)
 - Trade or technical school (3)
 - Some college (4)
 - College graduate (5)
 - Post graduate degree (6)
-

Q47 How would you rate your relative household income, as compared to the median Sudbury income of \$XYZ?

- My household income is lower than the median income. (1)
- My household income is approximately the same as the median income. (2)
- My household income is higher than the median income. (3)

End of Block: Demographics 1

Start of Block: Feedback

Display This Question:

If All stories told here are anonymous, meaning nobody will know your name or the names of others in... = My story can be shared publicly.

Q54 Earlier in the survey, you said that 'Lived Experiences' can share your story publicly. At some point, we might begin organizing public discussions or events meant to encourage recognition and discussion of lived experiences in Sudbury . **Would you be interested in sharing your story at a future event? (e.g., a webinar discussion, Facebook live event, etc.)**

- Yes (If so, please enter the best form of contact for you below)

- No

Page Break

Q257 You have almost completed the survey!

Do you have ideas for events you'd like to see organized using these stories? Please also feel free to share any questions or feedback for us below.

Q53 Lastly, would you like to get involved with the Lived Experiences Project, or learn about other initiatives working to fight racism in town? If yes, please include your contact information here and we will reach out.

Page Break

Q96 Thank you for sharing your story, and being a voice for change in Sudbury! We believe this collection of Sudbury-based lived experiences can be an important part of raising the awareness of our town members and leaders.

Please feel free to copy the blurb below and paste it into an email or Facebook message encouraging your network to participate in the survey:

*I told my story to amplify our voices and create equity in Sudbury. **You can too!** Take the Lived Experiences Survey: [\[link\]](#)*

Below, we include a list of legal, psychological, and health assistance resources that may be helpful in relation to the story you've shared here.

Massachusetts Attorney General

<https://docs.google.com/document/d/145ERvrm51h4Sw51YjcXp9b9wEYtfQxYll6rUJwabf0/edit>

ACLU - Reporting and Intake <https://www.aclum.org/en/seeking-legal-help-aclu>

Lawyers for civil rights <http://lawyersforcivilrights.org/gethelp>

NAACP <http://naacpboston.com/services-2/>

Sudbury Health and Human Services [\[link\]](#)

End of Block: Feedback
