

## Minutes

### REGULAR MEETING OF THE CITY OF GOSHEN COMMUNITY RELATIONS COMMISSION

Thursday, June 27, 2019 - 7pm.

Goshen City ANNEX CONFERENCE ROOM, 204 E. JEFFERSON ST.

CRC mission: Our mission is to foster a climate of positive community relationships and non-discrimination in which all Goshen citizens enjoy equal opportunity for education, employment, and access to public conveniences, accommodations and real property.

CRC members present: Yolo Lopez DeMarco, Glenn Null, Evan Miller, Sreekala Rajagopalan, AJ Delgadillo, Judith Davis

Absent: Michele Fanfair-Steury, David Araujo, Don Brown

Others present: Mayor Jeremy Stutsman and CRC consultant Darin Short

1. Call to Order & Opening: 7:01
  - a. Review of the CRC Mission and Principles
  - b. Introduction of visitors
  - c. Review the agenda
2. For the Good of the CRC (public comment) – There was one guest in attendance from the community, Jay Troyer, who offered his interest in and support of the work of the CRC.
3. May minutes were discussed briefly – Sreekala moved to approve, AJ seconded, approved unanimously
4. The CRC's newest commissioner, Yolo Lopez DeMarko, was introduced and welcomed to the CRC.
5. Mayor Stutsman attended the meeting so we could have a conversation regarding policing in Goshen and the role of the CRC in its communications about policing incidents. Police Chief Jose Miller was not able to attend due to a miscommunication about the schedule. Mayor Stutsman also shared that he attended the Indiana Civil Rights Conference earlier in June and suggested that CRC commissioners attend in the future. Gregory Wilson, director with the Indiana Civil Rights Commission, would like to extend support to Goshen. Evan and Mayor Stutsman will look into this possibility.
6. Project activities
  - Community Conversations:
    - The facilitator's report of the April 25 community conversation was discussed briefly (see attached). AJ moved to accept the report, Judith seconded, approved unanimously.
    - A proposal for next steps was presented. CRC commissioners provided several suggestions to enhance the proposal and the process of developing, facilitating, and following up on community conversations. Judith moved accept the proposal with the additions of including an evaluation, measurement metrics and plans for action as follow up to the conversations, Sreekala seconded, approved unanimously.
    - A subcommittee was appointed to oversee this next phase that includes Evan, Glenn, AJ, and Yolo
  - Next steps in revising mission statement

- Darin submitted a report summarizing the retreat and the conversations he had with individual commissioners that commissioners had an opportunity to review prior to the meeting (see attached).
  - A subcommittee was appointed to develop the mission statement that includes Evan, Sreekala, Michele, and Judith.
  - Report from Principles subcommittee – nothing to report
  - A Bystander Training Request for Proposal was presented (see attached). AJ moved to accept the proposal, Judith seconded, RFP was approved by a vote of 5-1.
  - Proactive violence prevention proposal – nothing was presented, will look at on Aug. 8
  - Goshen Middle School project follow up – update to come on Aug. 8
  - Review of Taste of Goshen report, open issues, and next steps was tabled until August 8
7. Future Agenda – Phil Thomas’ church has received contributions in honor of Phil and his passing and has suggested that these funds be passed on to the CRC.
  8. Preliminary budget conversation – Evan will meet with Mayor soon to discuss.
  9. Reports and Statistics – nothing to report
  10. Treasurer’s report
  11. Announcements by CRC members, closing comments, reflections on the meeting – Glenn reminded us to be careful of the language we use in email.

Adjournment 9:31

# Pilot Conversation Report – April 25, 2019

Compiled by Jes Stoltzfus Buller



## Introduction

The Goshen Community Relations Commission (CRC) and the Goshen Community Schools (GCS) began conversations in 2018 to brainstorm possibilities of partnership toward building bridges between diverse groups in Goshen community. Recognizing a changing demographic in Goshen, and diversity of all kinds throughout the city, they saw an opportunity for promoting tolerance, understanding and gratitude for all people. This led to the imagining and realization of a community conversation, *Growing Goshen Together*, April 25, 2019, held at Goshen High School, with the goal of bringing diverse groups together. The conversation was facilitated by Jes Stoltzfus Buller, a local expert on peacebuilding and community organization, in World Café model<sup>1</sup>. The event was announced publicly, however CRC and GCS organized a collaborative recruitment effort that sent out and confirmed 100 specific invitations, in the interest of assuring diversity.

This pilot conversation intended to function as a trial that would inform future community conversations. Participants were encouraged to fill out pre- and post- conversation surveys, as well as note themes that arose during table conversation. The information collected from the surveys and the conversations provide the data and context for the following report.

## Perceptions of Goshen

Of the 67 pre-conversation responses, 65 people said that it is very important for Goshen to welcome diversity<sup>2</sup> in the community. At close to unanimous, this desire across a broad spectrum of people is significant and hopeful as the community works at bridging differences. However, a mere 40% of those responses named Goshen as very welcoming to diversity. Most people (58%) believe Goshen is *somewhat* welcoming, noting that certain kinds of diversity may be welcome while others not, or certain pockets of Goshen may be welcoming but others not.

This reality is likely tied up with people's personal experiences. Half of the respondents affirmed that they have experienced prejudice or discrimination from other Goshen community members. The experiences noted specifically highlight religious discrimination, racism and sexism. While the total responses even out at 50-50 on discrimination, further analysis of the data gives deeper insight to what this discrimination looks like in Goshen community. Of 45 women respondents, 56% reported experiences of discrimination. Alternatively, only 37% of 19 male responses reported experiences of discrimination. The two largest racial/ethnic groups present were that of White and Latino. Of 22 white respondents, only 32% reported experiences of discrimination, while 56% of Latinos reported

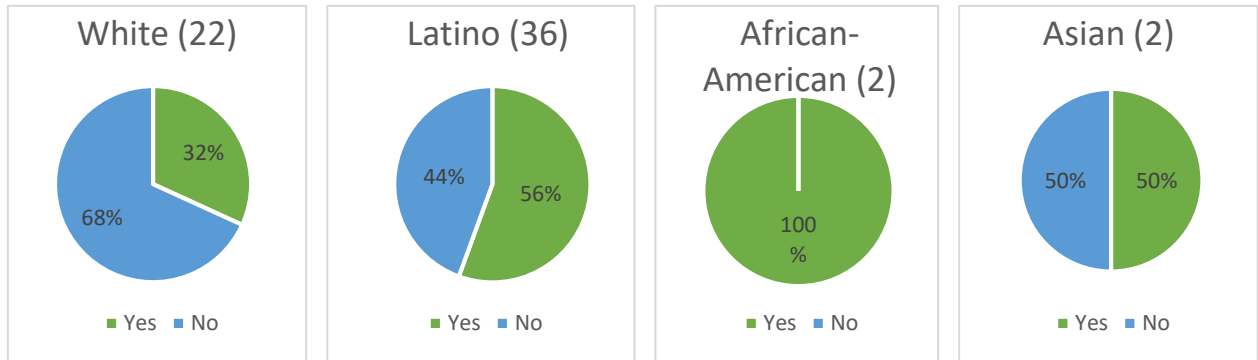
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<sup>1</sup>World Café is a method for dialogue that helps groups have healthy conversations around issues that matter. Groups of four sit around small tables in an environment modeled after a café and each can share with the group their perspective about a given question. The process includes three or four rounds, between which people shuffle around to different tables, allowing each conversation to happen with a new group of people and a new question. The process ends with a plenary session that highlights overall insights from the conversations.

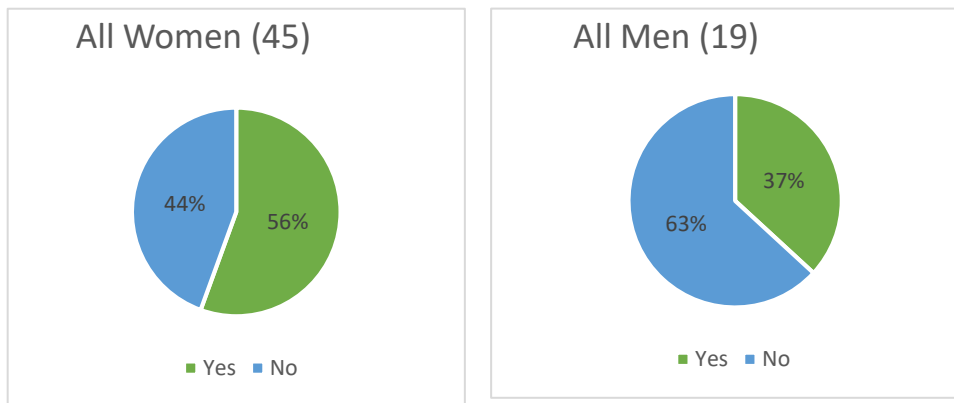
<sup>2</sup>It was made clear in written and verbal communication that participants were encouraged to reflect on diversity in multiple dimensions, such as political, racial, ethnic, socioeconomic, religious, gender, orientation, age or others.

experiences of discrimination. Asian and African American populations were much smaller. Of two Asian participants, one reported discrimination and one not. Alternatively, both African American participants reported experiencing discrimination in Goshen. See graphs below for this information in visual form.

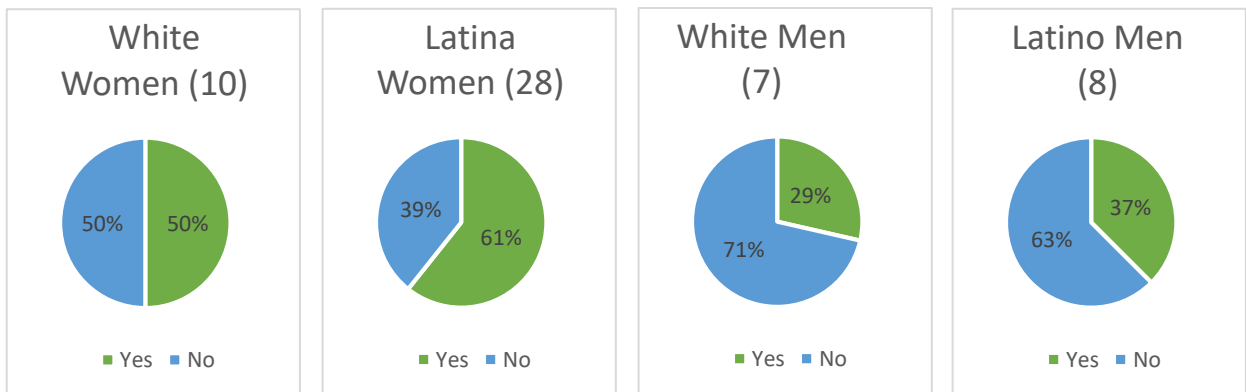
Graphs 1-4: Experienced discrimination by race/ethnic category.



Graphs 5-7: Experienced discrimination by gender.



Graphs 8-11: Experienced discrimination by gender and race/ethnic category.



Despite these experiences of experienced discrimination, 94% of all respondents reported feeling valued and included in the Goshen community, although multiple comments made clear a consistent reality with that of discrimination – it differs by subgroup. In some communities, different individuals feel welcome and included, while in others not.

## Table Conversations

In café style, three rounds of 20-min conversations were established, each with its own question to generate dialogue. The questions for the first two rounds were outlined as follows:

- ✚ Round 1: What do you appreciate about our community and where do you feel at home in Goshen?
- ✚ Round 2: Where is there healthy interaction happening between diverse populations in Goshen currently, and what are your dreams for how the community might flourish amid its diversity?

From the conversations generated around these questions, various themes arose worth noting.

- **Good Education** was heavily named as an important and affirmed aspect of Goshen community. Multiple conversations mentioned education as a place where positive interaction is currently happening between diverse populations in Goshen. It was commented on that our schools look much different than the broader Goshen community, because integration between diverse groups is more explicit and natural in the school setting. Differences are not noted as much and staff is positive about embracing differences. At the same time, it was noted that instruction lacks cultural competency to serve all students well.
- **Safety** was a topic touched on by many. Many named the friendliness and small town feel that Goshen has, which elevates a sense of security and comfort for many. However, several comments noted that it is also a place that does not feel safe to everyone all the time. In regard to the Police force, there was both a gratitude for their helpfulness as well as a recognition that there is significant anxiety around interactions with Police.
- **Parks, downtown and schools** were repeatedly named as spaces that feel like home to Goshen residents. Other places such as churches and coffeehouses were also named minimally. It was also highlighted at multiple conversations that some people do not feel comfortable anywhere in Goshen.
- **Diversity** was a major theme of conversation, noted as a strength and as a weakness of Goshen community. It was clearly named that an openness to diversity has grown and is improved across the community. Some reported experiencing Goshen as warm, open, kind and helpful, creating a real sense of community for residents. At the same time, multiple comments referred to missed opportunities in bridging divides and a recognition that judging and stereotyping between races still exists. There was concern raised about why the African American population does not feel welcome living in Goshen and it was noted many times that positions of power lack diversity.<sup>3</sup> First Fridays and athletic events were frequently mentioned as places the community manages diversity well.

## Where to go from here

The third round of conversation led to the collective construction of ideas that would improve the Goshen community and help build bridges. The third question discussed at tables is as follows:

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<sup>3</sup> Examples given were government, factories, library and teachers.

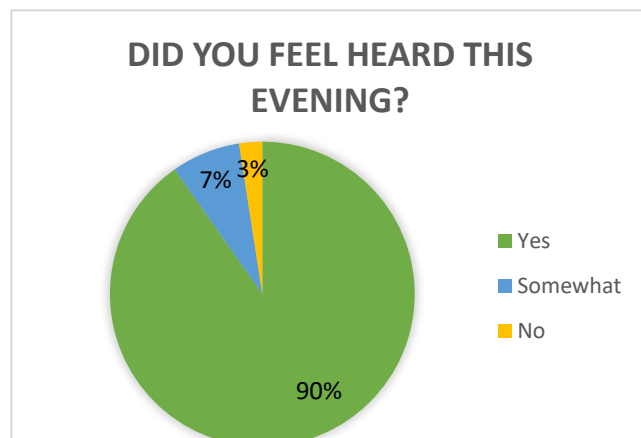
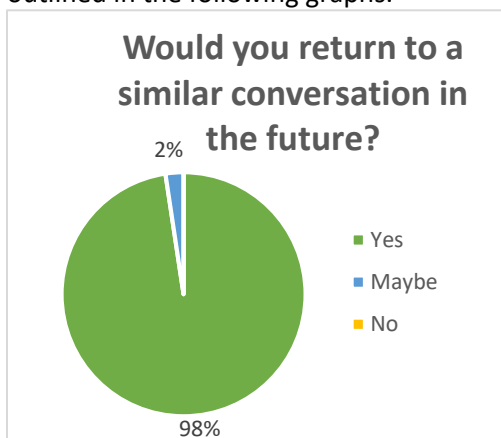
- ✚ Round 3: Where is there still room for bridge-building across divides in Goshen and what factors might contribute to positively overcoming those differences, so that it can become the community we dream of?

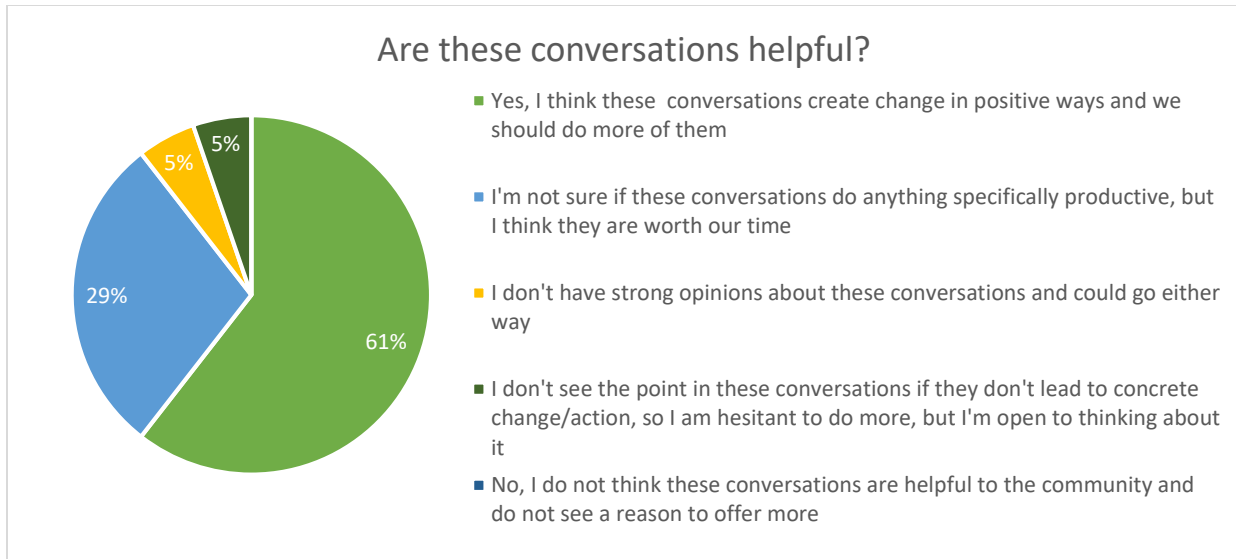
From this question, brainstorming established a number of ways the Goshen community might strengthen.

- **Language learning** was repeatedly named as a way to build bridges. There is a major desire for more English and Spanish classes for adults. One table even dreamed of Goshen becoming an entirely bilingual community.
- **Power sharing** was an idea repeated at multiple tables. There is a desire to hire a more diverse representation of Goshen community into government positions. There is also hope that the teaching population would match the diversity of the student population in Goshen’s schools so that more bilingual teachers or teachers of color would be hired. Another related solution was providing education for teachers on cultural competency and Spanish language learning.
- **Fostering relationships** was a goal of many. It was commented that neighborhoods are often divided into subgroups and do not represent the diversity of the entire community. There are not many spaces where people talk together and learn about each other, so creating opportunities for relationship building is key. Community events were recognized as positively affirming the Goshen community and offer spaces for healthy interaction between people who don’t often meet.
- **Action steps** were requested from many. There was excitement around the conversation, but there was also expressed hope that changes would result from the conversation.

### Future conversations

There was an overwhelming sense that these kinds of community conversations are helpful in creating spaces to listen and know one another. Of 41 people who filled out a post-conversation survey, 98% reported that they would return to another community conversation. In table conversation, **having more of these conversations** was frequently highlighted as one solution moving forward. The conversation was affirmed as a way of understanding differences, hearing one another’s experiences and interacting with different people from the community. 90% of participants reported feeling heard in their conversations in a post-conversation survey question. Furthermore, respondents were asked to reflect on if these kinds of conversations are helpful and if more should be offered. These responses are outlined in the following graphs.





Multiple themes were highlighted as potential topics for future conversations. Some of the more frequently named were as follows:

- How to make Goshen a welcoming place for African Americans
- The gap between Police and the Hispanic community
- Housing needs for different sectors of the community
- Addressing covert discrimination in Goshen
- The gap between political and socioeconomic divides
- Brainstorming what concrete action steps might look like
- How institutions and businesses can better serve marginalized groups
- How the school system is serving the population
- Realities of school experience between students and teachers
- Employment
- Public transportation
- More young people present to understand the differences of experience between generations
- How National patterns and conversation affect our community
- Systems in place that need to be changed

#### **Next Steps**

A subcommittee of the CRC and GCS is working to create a plan moving forward to offer more of these conversations, available to all the public. It is proposed that for the Fall of 2019, a series of community conversations be established, addressing some of the themes highlighted in this initial, pilot conversation.

## Written notes collected from table conversations – April 25, 2019

Compiled by Jes Stoltzfus Buller

\*Underlined comments were repeated multiple times

### What do you appreciate about our community and where do you feel at home in Goshen?

- Safety
  - Family friendly, but don't always feel safe
  - Small town feel
  - Police – Anxiety, Helpfulness
  - Friendliness
- Resources we appreciate
  - Good education
  - Local businesses
    - Collaboration between businesses and government
  - Abundant natural resources
  - Arts scene
  - Diverse food options
  - Events
    - Seasonal/occasional
    - Dance/food/music
  - Strong faith options
  - Clean city
- Places that feel like home
  - Parks/trails
  - Downtown
  - Schools
  - Churches
  - Coffeehouses
  - Some people don't feel comfortable
- Diversity
  - Recent Mayors have been welcoming to diversity
  - Warm, open, kind, helpful
  - Missing opportunities
  - GCS invests in diverse populations
  - Sense of community
  - Although improved, judging and stereotyping between races still exists
  - Latino children are accepted at school
- Things that are missing
  - Dog parks
  - More community events like First Friday
  - ESL and Spanish classes for adults
  - Recreation center for young people
  - Activities for people under 21



### **Where is there healthy interaction happening between diverse populations in Goshen currently?**

- Schools
  - Our schools look much different than Goshen community
  - Differences don't matter
  - Staff is positive about embracing differences
  - Instruction lacks cultural competency to serve all students
  - Goshen College
  - School clubs
- First Fridays
- Sports
- Crisis: In times of need, the community has rallied to pursue the greater good.
- Small businesses, Restaurants, English Class, CRC, Library, certain grocery stores

### **What are your dreams for how the community might flourish amid its diversity?**

- Having more conversations
  - Understand differences: cultures, customs, traditions, experiences, etc
- Get diverse groups together more often
- Respecting different opinions
- More diversity in teaching population
- Increase diversity of city employees and government
- Women in positions of authority
- Increase parent involvement from all cultures
- A bilingual community
- Genuine interaction between groups, not just sharing the same spaces
- For everyone to feel comfortable and safe
- Acknowledge contributions of immigrants more

### **Where is there still room for bridge-building across divides in Goshen?**

- African American population: why don't they live in Goshen?
- Positions of power lack diversity
- Factories: engage in community more and publicly honor contributions of their employees
- Library: the board is all white, serving a diverse community
- Generational difficulties in changing practices and perspectives

### **What factors might contribute to positively overcoming these differences, so that Goshen can become the community we dream of?**

- Language learning
  - Social media
  - Free Spanish and English classes
- Power sharing
  - Hire diverse people for positions of power in government
  - Teaching population should match student population

- Children
  - Seating charts to ensure kids mix
  - Listen to students' lead
- Grow leaders and work to keep them around
- More community events
- Foster relationships
  - Anglos need to move to more diverse neighborhoods
  - Create spaces where people can talk together, learn about each other and celebrate differences
  - More of these conversations
- Involve churches
- Projects to generate intergenerational interactions
- Orientation for people arriving to the community

## Plenary Comments

- Everyone wants to be united and be a community
- Everyone at table said they loved the community, though it still needs improvement
- Places like this are important to hear and interact with people you don't know
- Students asked about action following this meeting – what will *happen*?
- Hope that after this we can reflect on if we ready to make some of the changes happen that we are talking about; there has been some change, especially with Latinos – it's been forced but has happened. The African Americans are coming but they are leaving – why? What will we do?
- Diversity of the school and the community – in school diverse people come together but in the community it is a lot different. With this conversation there is more awareness about it and we can see thoughts and ideas from both adults and students.
- Exciting to hear students share – Goshen schools is doing a great job – students are our teachers also. The format worked well because each rotation there were different conversations. A Zumba instructor has been able to grow and change though not 'educated' traditionally; stuff is going on that we are not aware of it in different communities. We need to start sharing about what is happening in the different groups of people.

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## **CRC Mission**

**June 27, 2019**

**Follow up to Individual Feedback and Retreat on April 27**

### **Introduction**

The CRC is at a critical juncture. From the purpose of the founding of the CRC's predecessor (the Human Relations Commission), through the various initiatives of the CRC over its entire existence, to the gradual realization of a broad diversity of commissioners, the CRC has come almost full circle. The juncture at which it finds itself at now provides an opportunity that has not existed in the past. As it relates to the mission, there has been at least some level of appreciation for and understanding of the mission statement as it currently reads. However, the lack of clarity and understanding of the mission statement has not provided the inspiration and specificity that is necessary to foster a broad sense of ownership among the CRC commissioners. Although it is not accurate to say there is absolute consensus around the emerging purpose and mission of the CRC, it is accurate to say the tide has shifted and that discrimination, education for the community, and youth are broadly supported topics to be incorporated into a new mission focus.

### **Executive Summary**

As a Community Relations Commission you have a great opportunity to set the direction of the CRC, *and therefore the community*, for the foreseeable future by revamping the mission of the CRC. The purpose of this report is to identify the themes that emerged from the retreat on April 27, 2019 and the follow up conversations with individual CRC commissioners so that the CRC can incorporate these themes into a new mission statement. There seems to be significant alignment among CRC members around the broad themes that have emerged during the retreat and the follow up individual conversations. Those themes center around the topic of discrimination, a desire to provide education on the topic of discrimination, and supporting youth in the Goshen community.

As with many great opportunities, the opportunity before the CRC comes with a potentially great challenge. The challenge lies both within the CRC itself *and* the broader Goshen community and is, simply stated, bridging differences. Although there seems to be broad (i.e., not absolute) interest in including discrimination as part of the mission of the CRC, there is still differing ideas about the prevalence of discrimination in Goshen, the impact a focus on discrimination might have in the community, and how to go about engaging the community on the topic of discrimination. There are many different ideas and approaches that can be used to address this challenge but fundamental to this challenge is how it is framed. As you will see in the following pages, I am suggesting that this challenge be framed in the context of all that is good in Goshen as this has become a core identity for Goshen and indeed, is part of the reason many are choosing to make Goshen their home.

### **The Goshen Context and the CRC's Challenge**

"Common good. Uncommonly great." This has been Goshen's branding identity for almost 10 years. North Star, the branding advisor hired to help reveal Goshen's heart and soul says Goshen residents are focused "more on the greater good than on themselves." Indeed, for the past several years "The Good of Goshen Stories" have highlighted good people doing good things. There is a positive vibe in Goshen and one could argue this vibrancy is due in part to the focus on uncommonly great people doing good

things for the community. The “Good of Goshen”, a primary initiative that has evolved from this branding initiative, has become an identity for many in Goshen. It is part of the ethos of the community.

At the same time there are many in our community who feel discriminated against. As part of the Goshen Community Schools- and CRC-sponsored community conversation on April 25, 2019, half of the respondents to the pre-conversation survey revealed that they experienced discrimination from other Goshen community members. The respondents to this survey were identified as Latino, African-American, Asian and White. Participants were also able to identify as female or male. Respondents from each of these identities reported that they experienced discrimination. What is interesting and important to note is that 94% of the respondents also reported “feeling valued and included in the ‘Goshen community.’”<sup>1</sup> What might appear to be a disconnect (i.e., feeling discriminated against while also feeling valued and included), is actually at the crux of the challenge for the CRC: What should the mission of the CRC be in the context of good people doing good things amidst the reality of people being discriminated against?

Can the CRC build community and support existing efforts to create community resilience while naming and addressing discrimination as part of the reality in Goshen? Can the CRC hold the stories of discrimination and change them so that they reveal the Good of Goshen?

### **Summary of Retreat and Individual Conversations**

Following are the themes that have emerged during the CRC retreat in April and the follow-up conversations I have had with you as individual commissioners as well as issues that should be addressed.

#### **Themes**

- There is broad (i.e., not absolute) belief that discrimination exists in Goshen and that discrimination should be at the core of the CRC mission
- Education through many forms, venues, methodologies, topics, and presenters is desired
- There is significant concern for youth of color and how they feel as minorities in Goshen, especially in the school system

#### **Issues to address**

- The CRC is far from consensus on how prevalent discrimination is in Goshen and how much of the CRC’s resources should be deployed to address discrimination
- Clarity of and consensus around terminology used when addressing discrimination is lacking
- Diversity of perspectives on the topic of discrimination in the community needs to be considered as the mission is developed
- Concern that discrimination will be the only lens through which the CRC looks at Goshen
- Concern that education around discrimination will devolve into division in the community
- Question about whether the mission should be current and short-term focused, or long-term focused

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<sup>1</sup> Pilot Conversation Report – April 25, 2019, compiled by Jes Stoltzfus Buller. These percentages and numbers should not be considered to be a valid scientific study of the Goshen population.

## **Analysis**

Too often in the realm of racism and discrimination discussions many people are stereotyped and categorized as part of a monolithic other. For example one might think, “They are     (insert race/gender/sexual orientation/education/socio-economic level/etc.)     so they must be     (insert adjective)    . No matter what side of the issue or what angle an individual utilizes to approach the conversation around racism and discrimination, individuals and groups frequently over-simplify their understanding of the other. This may seem rather fundamental and basic to most people on the CRC but I mention this because I have observed CRC members (and even myself) over-simplifying a particular “other” on the CRC. I have discovered as a result of my individual conversations with you about the mission of the CRC, that each of you are complex individuals. As well, each of you are representatives of the complexity of whatever group someone might assign you to. All that to say, what has become clear in these individual conversations is that, although there is broad recognition of the existence of racism and discrimination within the Goshen community, there is also a broad range of perspectives across race, gender, sexual orientation, education and socio-economic levels as to how significant racism and discrimination are and how much attention they should receive from the CRC. For example, one person said, if we focus on racism and discrimination “we might see racism where it is not.” Another person said, we need to focus on discrimination more broadly (i.e., not just on the existence of discrimination based on race). Still another person said, we must focus solely on racism. This broad spectrum of perspectives on racism and discrimination seems to be held within and across any “group” you might assign a particular CRC member to. In other words, we can’t assume that a Black person thinks “this” and a Hispanic person thinks “that” and still a White person thinks “this”. The diversity of perspectives among CRC members is significant and something that should be acknowledged and regarded as an opportunity.

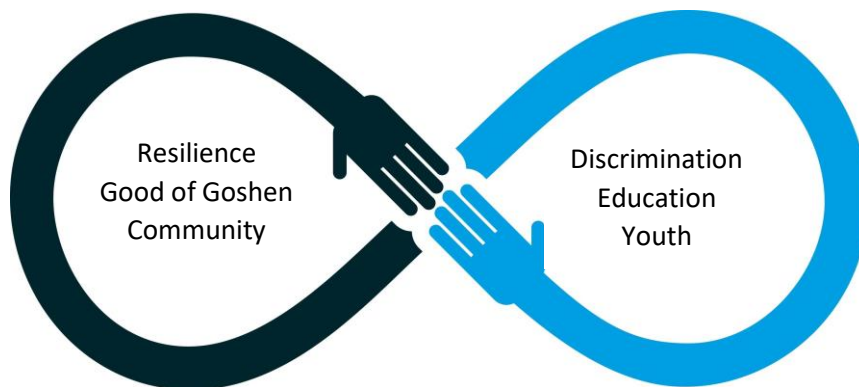
Closely related to the idea of the complexity of perspectives around racism and discrimination is the reality that there are many different categories of people who can feel discriminated against. One CRC commissioner said it well when saying, “We can’t focus on a specific racial group because some are feeling left out of the conversation.” There are many people who carry a particular identity, or are assigned a particular identity by “the other”, that truly are discriminated against. Although this is not an exhaustive list, discrimination can be carried out against any race, gender, sexual orientation, religious group, educational level, or socio-economic status. When we fail to recognize the discrimination that an individual experiences, even when they are also discriminating against others, we fail to view their experience as legitimate and any conversation we have around discrimination will quickly unravel. In her [Ted Talk](#), Eugenia Cheng makes a compelling case for the existence of a “hierarchy of privilege” (or a “hierarchy of oppression” depending on your perspective). Ms. Cheng’s theory is that there are layers of privilege that are dependent upon your gender, race and wealth. For example, a rich, white male is at the top of the hierarchy of privilege while a poor, lesbian woman of color would be near or at the bottom of the hierarchy and there are many layers of privilege in between. We many times forget to recognize that even though one individual might have more privilege than another this same person might have less privilege than others. This hierarchy of privilege also provides a framework for understanding that one’s experience of discrimination is not equal to or the same as another person’s experience. It is important for everyone, but especially the CRC should the CRC ultimately name discrimination and education as central to its mission, to be mindful of this hierarchy of privilege.



Ultimately this will allow more people, no matter where they fall on the hierarchy of privilege, to enter into the conversation of discrimination.

Although there is broad affirmation for the idea of naming discrimination and education as central to the CRC mission, there is also a significant range of perceptions about how pervasive racism/discrimination is and how much attention should be given to it. What is very important to note about this range of perceptions is the fact that the full range of perceptions cuts across both people of color in the group and white people in the group. In other words, don't think that all people of color on the CRC perceive that racism/discrimination is significant and that one hundred percent of the CRC's attention should be given to it, or that white people in the group think that racism/discrimination is not significant and therefore shouldn't be given much attention. One truly cannot assume that an individual CRC commissioner with a given race, gender or socio-economic status has a particular belief and opinion about racism and discrimination.

Back to the Good of Goshen and the reality of discrimination. Given the diversity of perspectives among CRC commissioners regarding the prevalence of discrimination and the concern about what focusing on discrimination might do to our community, the CRC is in a great position to start reconciling the ethos and identity of the Good of Goshen with the reality of discrimination. Given the history of discrimination in Goshen being either mostly overlooked or discounted, or being a dividing wedge in the community, the CRC has an opportunity now to place discrimination firmly alongside the "Good of Goshen" and using this ethos and identity as a framework for addressing discrimination. Any mission that attempts to address discrimination must also hold the vibrancy, resilience, and Good of Goshen as part of our reality because it is unlikely that only one of these will continue on into the future of the Goshen community (i.e., it is likely both "good" and discrimination will always exist in Goshen to varying degrees). The CRC, unlike any other organization or entity in the community, is in a position to incorporate into a continuous path, the desire and identity of Goshen residents to live and work in a community that is "good" along with the desire of Goshen residents to educate the community about discrimination and the desire to live free from discrimination.



#### **Highlights from 1-on-1 conversations**

- Broad (not absolute) affirmation of the need to focus on educating the community about racism and discrimination

- Although the CRC cannot expect that everyone will want to be a part of the conversation or receive education about racism and education, there is broad support for using methodologies and creating environments that don't turn people away from participating and, instead, that bring people along. The wrong methods can devolve into an "us and them" environment.
- Teachers/administrators don't take student complaints seriously and youth don't feel they can trust teachers/administrators
- If we don't address discrimination as interpersonal violence, it becomes abstract or structural violence (i.e., difficult to understand or make a connection with)
- Education must happen within and through diverse groups coming together so that relationships across difference can be built at the same time learning is happening
- Even though CRC is no longer responsible for receiving or monitoring discrimination complaints the CRC still needs to know about calls and complaints
- There is some support for the idea of the CRC playing more of an "advisory" role in the community
- CRC should be solutions focused – What is the issue? What need is discrimination creating? What are the resources that can help the CRC create a solution?
- Continued support for community conversations

**What will happen if we focus on racism and discrimination:**

- More Awareness
- Better understanding of anti-racism and racism
- Goshen will be a more welcoming community
- Hiring will be based on qualifications
- There will be opportunity for ALL
- Better quality of life for ALL (i.e., health and wholeness, which is more than just access to employment, education, public conveniences, owning property, and elimination of segregation or separation)
- We will know better where discrimination is happening
- We will see more willingness to discuss differences (e.g., community conversations)
- Perpetrators will have an "off ramp" or "on ramp" to wholeness (i.e., bias hurts oneself)
- People of color will feel safe
- We might see racism where racism doesn't exist
- It can lead to more division
- More voices will be heard

**What will happen if we don't focus on racism and discrimination:**

- CRC should disband
- People of color and minorities will not feel there is any place to go to be heard or seek support

**Steps forward:**

- Address the question about whether racism should be the focus of the CRC's emphasis on discrimination or if a broader focus should be utilized (i.e., all of the other isms and reasons an individual or group might be the victim of discrimination)

- CRC should define and adopt a definition for key terms: discrimination, racism, privilege, etc.
- Prioritize and determine which additional questions should be addressed that were raised during retreat on April 27, 2019 (see Appendix 2)
- Explore focus on youth in collaboration with other youth-supporting organizations (e.g., schools, Boys & Girls Club, Goshen Youth Soccer Organization, etc.)
- Create educational opportunities for the community:
  - Stories through media about people, bridging organizations (e.g., Center for Healing & Hope, etc.)
  - Plays, skits from youth
  - Scenarios, case studies
  - Movies
  - As part of our monthly agenda with special invitation to the public for this part of our agenda; focus on one area of discrimination each month (e.g., racism, sexism, LGBTQ-isms, homelessness, etc.) and invite persons from these groups to participate
- Town hall meetings

**Other:**

- CRC needs to work harder to get agenda out each month to different audiences
- Include on CRC webpage and Facebook page information about why CRC was created
- Post results of community conversation on CRC webpage and FB page

## Appendix 1

### **Questions CRC members identified as a priority (green dots) during the April 27, 2019 retreat:**

What is definition of racism? (3)

What does discrimination look like? (2)

Why is it important for CRC to address racism? (1)

What is difference between racism and discrimination? (1)

Is it important for CRC to address racism? (1)

Is "sexism" (and other "isms") important for CRC to address? (1)

What does "community relations" mean? (1)

How to measure equal opportunity for kids in Schools? (1)

If we don't know where discrimination is happening how can we address it? (1)

What is involved in a climate of positive community relations? (1)

What do we mean by "non-discrimination"? (1)

How to make more than a house feel like home? Especially if "I" am different? Will this happen if we achieve mission? (1)

How to foster interactions? (1)

What dose foster mean? Is it correct word? (1)

How does our definition of racism and discrimination affect our actions/response to a climate of non-discrimination? (1)

### **Questions CRC commissioners chose to answer and their responses during the April 27, 2019 retreat:**

How does our definition of racism and discrimination affect our actions/response to a climate of non-discrimination? Our definitions of racism and discrimination will dictate what we dress or dismiss as we endeavor to create a positive climate

What is racism? Denial of basic human rights to an individual or group on the basis of color and/or national/ethnic origin

What does discrimination look like? See answer to previous question plus denial of employment, housing or educational opportunity

What does "Community Relations" mean? There are multiple "Goshens". Can we ensure that there are routine, healthy ways for these communities to connect that produce education, employment, public conveniences, accommodations, and access to real property. (This is the task I am here for.)

Does CRC Address "Isms"? No. We should.

Interpersonal harm + Bias = outsourced; Bias + structural power = structural violence.

How to address ism's: Education and Celebration and Connection; and Empowering Communities, helping folks organize, encouraging cooperatives.

Why is it important for CRC to address racism? Racism is what CRC was founded on. Is it related to discrimination? Seems like both go hand in hand. Bringing people of all cultures together with activities helps to educate and hopefully encourage to people to be comfortable.

How to measure equal opportunity in schools.? Talk to the kids during breaks, then to teachers and the principal. When kids complain to the teachers, teachers and principal should listen and not ask for proof, as kids are afraid to give proof, hence do not complain, and deal with the best way they know.

What does foster mean? Encourage - Promote  
Is it the correct word? NO. I like create and support.  
Where is the help to foster? Church, school

What does discrimination look like? Historic, structural and systematic rules (laws, etc.) aimed at keeping certain groups of people who share characteristics from achieving their full potential or from sharing societal power.

What is racism? Discrimination based on race.

How can we learn more? From people who experience discrimination/racism now. From History.

Is it important for CRC to address racism? Yes we should. We need to define racism, then educate Goshen communities about Racism. CRC can lead Goshen City by helping to identify racist activity.

What is the difference between racism and discrimination? Racism is when someone's skin color is not accepted by another. Discrimination is when someone's idea or choice is not accepted by another.

How to make public places feel like home for people who feel different? Educate + experience - create opportunities for dominant and non-dominant groups to create meeting places. What is the Latino or African American equivalent of the Electric Brew? And then make them warm and inviting to others.

Is \_ism important for CRC to address? Yes - people find all kinds of ways to separate and divide – gender/ethnic/education/wealth. Why can't we all get along?

Where is there a need for improved relations?

- Schools (school officials: Parents, teachers, students)
- Public Events (First Fridays, parks and Recreation)
- Neighborhoods (neighborhood meetings, Knocking door to door)

Find others that can help us conduct a survey; Where do people hang out?

If we don ' t know discrimination is happening how can we address it? Where is it happening?

- Police department
- Counselors, Therapists
- Ask employers and employees
- Student input

We need to gather documentation of discrimination and create learning opportunities at those places.

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## Appendix 2

### **Priority questions that weren't answered:**

If we don't know where discrimination is happening how can we address it? (1)

What is involved in a climate of positive community relations? (1)

What do we mean by "non-discrimination"? (1)

### **Other (non-priority) questions identified during group exercise that weren't answered:**

Where is there need for improved relations?

What to do about access to real property?

Why is it just Goshen citizens?

Is there a difference between positive and constructive?

What defines equal opportunity? Are there laws within Goshen that prevent equal opportunity?

Hispanic community (and other cultures) and whites are separate: How do we educate ourselves about each other?

How to foster interactions?

What is our control verb?

What does accommodations mean?

What is meant by "enjoy"?

What does citizen mean?

What does "climate" mean?

Are there instances of discrimination?



## **Request for Proposal for Bystander Training**

**Proposal Deadline: August 2, 2019, 5:00 PM**

Proposal submissions should be emailed to [communityrelations@goshencity.com](mailto:communityrelations@goshencity.com)

### **Background**

The Goshen Community Relations Commission (CRC) is a group of 9 volunteer residents appointed by City Council and the Mayor to focus on the “people issues” of our town. We are mothers, fathers, business people, educators, immigrants and native born Americans who share the vision of a vibrant, dynamic Goshen. The CRC has a twofold purpose: (1) to eliminate segregation or separation based solely on race, religion, color, sex, disability, national origin or ancestry, since such segregation is an impediment to equal opportunity, and (2) to foster communication and understanding within the diverse cultures in the community. Additional information about the CRC can be found on the [CRC webpage](#).

### **CRC Mission**

The CRC is in the process of revamping its mission statement. The current mission statement reads as follows:

The CRC mission is to foster a climate of positive community relationships and non-discrimination in which all Goshen citizens enjoy equal opportunity for education, employment, and access to public conveniences, accommodations and real property.

We anticipate the future mission of the CRC will be focused on the broad topic of discrimination along with education on the topic of discrimination.

### **CRC Vision**

Goshen is a vibrant, dynamic community. Together we strive to:

- Strengthen our social and economic resources
- Promote vitality, safety, and wholeness
- Engage, embrace, and celebrate our cultural commonalities and differences
- Address challenges to our common good

### **CRC Guiding Principles**

- Respect for each other and respect for each other’s rights
- Open communication and engagement
- Honesty

- A safe community
- Acceptance that change has positive and negative consequences
- Tolerance of differences
- Support for equality and freedom from discrimination

These principles and additional background are included herein.

### **Bystander Training Objectives**

The primary objective of this training will be to provide an opportunity for the CRC, the Mayor of Goshen, and the Goshen City Council (1) to learn about the need for bystander training, (2) to learn bystander terminology and intervention methods, and (3) to develop bystander intervention skills. A secondary objective will be for this training to provide an opportunity for the CRC to critique and evaluate the training for potential use in the future in other venues and contexts in the City of Goshen. Should the CRC decide to use this training going forward the CRC would like to offer this to the community at large (i.e., for general social and interpersonal situations), to the Goshen Police Department, and to Goshen Community Schools, subject to said organizations' willingness and interest in the training. Ultimately, we want these trainings to foster community responsibility for the respectful treatment of all the people who reside in or visit Goshen.

### **Bystander Training Defined**

Bystander training is based on social science principles that prepare individuals or groups to address a situation of verbal, physical or any type of harassment. A bystander is anyone who observes a situation; an active bystander realizes what's going on and chooses how to respond.

### **Bystander Training Proposal**

The CRC expects this bystander training to:

1. Be 90-120 minutes in length
2. Be deliverable to groups ranging in size from 10-25 persons
3. Include definitions for discrimination, micro-aggressions, racism, sexism, heterosexism, genderism, classism, ableism, nativism, sizeism, ageism, and any other type of group-based discrimination the facilitator deems important.
4. Describe the different types of aggressions that might be reflective of discriminatory behavior (e.g., physical, verbal, innuendo, jokes, etc.)
5. Provide different types of interventions that can be used safely when one observes aggressions or discriminatory behavior
6. Describe how to interact with the perpetrator
7. Describe how to interact with the victim, whether the victim be a minor or an adult
8. Provide examples of how not to interact with the perpetrator and/or victim

### **Trainer Qualities**

1. Be an excellent communicator, both orally and in writing
2. Demonstrated experience of facilitating trainings
3. Ability to think strategically about how to facilitate the training
4. Experience with instructional design
5. Ability to be patient and respectful towards all and to respond positively to questions that challenge the need for such training, and to potential resistance of the training



6. Be without bias towards any one person or any group (we expect a wide range of participants with significantly different backgrounds and perspectives)

### **Trainer Requirements**

1. Attend CRC monthly meetings during the period of this engagement
2. Consult with CRC Bystander Training Subcommittee as needed during the period of this engagement
3. In collaboration with the CRC Bystander Training Subcommittee create an evaluation for participants to complete after the training
4. Willingness to learn as much as possible about the participants prior to the training (i.e., the CRC, the Mayor, the City Council)

**Timeframe:** The first training with the CRC, The Mayor, and the City Council will take place on a date agreed to by all parties, preferably on or before September 30, 2019.

**Compensation:** To be determined

**Please Note:** Although not required, priority will be given to Bystander Training facilitators who are bilingual in Spanish and English. Also, we desire someone who can communicate effectively with a broad audience made up of widely varying perspectives and experiences.

The CRC will make a final decision on the chosen trainer on August 8, 2019 or on September 10, 2019 at the latest, both dates of which are the CRC's regularly scheduled monthly meetings.

If you have questions about this RFP, please send an email to [communityrelations@goshencity.com](mailto:communityrelations@goshencity.com) or call 574-238-5514. We will email or return your call within 24 hours.

### **Proposal Submission**

In light of the above, please plan to **submit the following** with your proposal:

1. A general outline of your proposed training
2. A description of the facilitation methodologies you plan to use
3. A description of your experience
4. 2-3 samples of your work, and, if appropriate, names of clients that you have served
5. Comments from 2-3 of your clients regarding the work you have done
6. Expected compensation, including at a minimum a general outline of the basis for this compensation and the hourly rate at which you typically bill for such services.

Your proposal should be submitted to [communityrelations@goshencity.com](mailto:communityrelations@goshencity.com)



## **Community Relations Commission (CRC) of Goshen CRC Statement of Principles**

As a Community Relations Commission and as individuals, we celebrate the community that is Goshen. We believe in Goshen, which is why we have made it our home. We also want Goshen to be a place of positive community relations in which all residents can enjoy equality as well as life, liberty and the pursuit of happiness.

At the same time, we recognize that our community is experiencing challenging times and we have observed significant demographic, social, and economic changes over the past 10 years. All of us, regardless of background, are encountering realities that we have never encountered before. During times such as this it is important to name and claim basic principles that remind us who we are and what we aspire to be so that all people can lead lives of dignity and peace. We view this as an important step toward achieving positive community relations.

Therefore, in recognition of our similarities and differences, both within the Commission and the broader Goshen community, the CRC declares its commitment to the following principles:

**Respect for each other and respect for each other's rights**

**Open communication and engagement**

**Honesty**

**A safe community**

**Acceptance that change has positive and negative consequences**

**Tolerance of differences**

**Support for equality and freedom from discrimination**

As the Community Relations Commission, these are the principles we aspire to be known for. We encourage others to embrace these same aspirations. While we recognize that it is important to actively pursue these principles, we will be mindful of the potential need to review and adjust this set of principles from time to time.

Adopted December 8, 2009