**Workshop 3 – Building Shared Understanding of Equity: Key Terminology**

**Learning Objectives**

* Gain an increased understanding of a racial equity framework, including definitions of key terms such as (1) racial equity, (2) implicit and explicit bias, and (3) individual, institutional, and structural racism.
* Learn about examples of structural racism and the relationship between structural racism and sustainability.
* Consider opportunities to use your work on sustainability to move a racial equity agenda in your own city.

**Pre-Workshop Prep –** Participants should read the following background document: [GARE Resource Guide](http://racialequityalliance.org/newsite/wp-content/uploads/2015/02/GARE-Resource_Guide.pdf), pages 7-20

| ***Time*** | ***Agenda Item*** | ***Facilitator Notes*** |
| --- | --- | --- |
| 15 minutes | Welcome, objectives and introductions | Welcome and facilitator introductions  Welcome, everyone. It’s our pleasure to be here with you all today. We appreciate your interest in the work to advance racial equity.  *Facilitators briefly introduce yourselves and share why you’ve volunteered for this effort. Distribute* ***Agenda with Group Agreements on the back (Attachment 6).***  Objectives  *Share the workshop objectives.*  Hopefully you all had the opportunity to do the pre-reading. In today’s discussion we will be digging deeper into some of the ideas in the Resource Guide. If you didn’t have a chance to read it beforehand, we encourage you to read it afterwards.  The workshop has a mix of different activities; we have designed it to be interesting, engaging and useful for our work. We know that race can sometimes be an uncomfortable topic. We know that doesn’t have to be the case. Today’s workshop is designed to help you build shared understanding of equity.  The objectives of the workshop are:   * Gain an increased understanding of a racial equity framework, including definitions of key terms such as (1) racial equity, (2) implicit and explicit bias, and (3) individual, institutional, and structural racism. * Learn about examples of structural racism and the relationship between structural racism and sustainability. * Consider opportunities to use your work on sustainability to move a racial equity agenda in your own city.   Participant introductions  Ask participants to share: name, role, whether they attended any previous sessions, and one thing they hope to gain from the workshop.  Announcements   * Make sure your cell phones are off or on vibrate. * Restroom locations. * Any other pertinent announcements. |
| 5 minutes | Group agreements | Before we begin we want to establish some group agreements. These are on the opposite side of your agenda. Let’s read them aloud. Can I have a volunteer start with #1? (*then proceed going around either to the right or left of the initial volunteer).*   * Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe. * If, when in racially-mixed groups discussing race, you usually hold back, speak up. If, when in racially-mixed groups discussing race, you tend to speak often, take a pause. * Expect and accept non-closure on long-term issues; the work is ongoing. * Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting. * Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.   *Share a personal take on why one of the group agreements is important to you.*    Can I ask for a show of hands to indicate your willingness to use these group agreements? |
| 20 minutes | Paired sharing: experiences in the work place relating to race | Now we’re going to do an activity that will help us think about race and racial equity. As a reminder:   * We’ll have questions that we’ll be discussing, starting with self-reflection, with everyone taking a few minutes to jot down their personal responses to the questions. * Then we will get in pairs. Each person will have about 2½ minutes each to share their response to the questions. One person talks, the other person listens, without interrupting. If the person talking runs out of things to share, it’s okay to be silent. Additional thoughts may come to you. The other person does not talk until I call “time,” at which point you will switch, the talker becomes listener and the lister becomes talker. * We will then have 2½ minutes for cross-talk where you can have an interactive conversation.   We want to intentionally interrupt some patterns that sometimes play out in our communications.   * We often don’t take time for self-reflection prior to talking. * Rather than listening to the other person, we often think about what we’re going to say. * There can be unequal participation – one person dominates and/or one person holds back. * We can have discomfort with silence. Silence is OK.   So, does everyone understand both the directions and the reason for the structure? Now, start your self-reflection and jot down your answers to the questions.   * What is your experience working in a multi-racial environment?   + Does race impact your work today? If so, how? If not, why not?   Now, get into pairs, and decide who is going to go first.  *Call time after each 2 ½ minute segment, and then call the large group back together.*  First, let me ask, raise your hand if 2 ½ minutes felt like a long time to talk. Okay, for how many did it feel short? And did the structure feel comfortable?  Anyone have any insights to share about how racism impacts your work today?  *Facilitate open-ended conversation (10 minutes). Major themes you will want to cull out include:*   * Some of our workplaces may have become more integrated over time, but many have not. Many of our job classifications continue to be somewhat segregated, either by function or hierarchy. * We live in a highly racialized society – i.e. race matters. We know that some progress has been made over the years when it comes to racial equity. Yet, if we look at any measure of success (income, education, health, criminal justice, etc.), significant differences in outcomes based on race remain deep and pervasive. We’re having this conversation because of these inequities, because of our desire to create equitable outcomes where everyone can succeed. * We aren’t just talking about individual acts of bigotry, we are talking about institutions and systems that perpetuate inequity. We are all a part of institutions and systems. Sometimes there is a tendency to focus on personal acts of racism. Instead, we want to focus on the institutions and systems that continue to impact people based on their race. We are all a part of systems and institutions. We need to analyze why inequities continue to persist, and to develop practical changes that result in different outcomes.   *One person facilitates and the other writes up themes on the flip chart.* |
| 30 minutes | **Presentation and video**  Deepening understanding | *Watch the first 12 minutes of the video, pause the video when “Initiatives for racial justice” comes on the screen and ask the following questions:*   * What are the key differences between individual, institutional, and structural racism? * How did the elements of structural racism play out in Crystal Wade’s story?   *8 minute discussion*  *Continue to watch the video until the end (5 minutes), then pose the following questions:*   * What resonated? What do you still have questions about?   *5 minute discussion* |
| 40 minutes | **Racial Equity Definitions – applied learning** (large and small group discussion) | Now we are going to dig a little deeper into the differences between implicit and explicit bias at the individual and institutional levels. We’re going to start with some criminal justice examples. Because police departments have been in the news, it is an area with which you may collectively be familiar. After walking through the criminal justice example, you’ll have time to talk about your own work places.  *Distribute* **Attachment 7: Building Shared Understanding of Equity Handout** *with examples of individual, institutional, implicit and explicit bias from the criminal justice system. Walk participants through these examples (10 minutes)*   * **Institutional / Explicit –** These are policies that explicitly discriminate against a group. These are of course now illegal, so we are less likely to see them nowadays. An example would be a police department refusing to hire people of color. * **Institutional / Implicit –** These are policies that negatively impact a group unintentionally. An example is the police department focusing on street-level drug arrests. Research shows that white people and people of color use drugs roughly equally, with some drugs being more or less prevalent for some groups. However, every single step in the criminal justice system results in more and more racial disparity, starting with who gets arrested, and continuing on to who gets charged, who gets prosecuted, who gets convicted, the sentences received, and the time served. So we start with equivalent drug use, and end up with huge racially disparate outcomes of who is coming out of the prison system. Starting with the beginning is important – who gets arrested. It turns out there are some different patterns that play out. How are white people more likely to deal drugs? (responses likely to be -- o*ut of their homes, at parties, office towers).* So, if we know that focusing on street level drug arrests leads to a disproportionate arrest rate of people of color, that is the very beginning of where the disproportionality starts. (*You might want to acknowledge the complexity of street level drug dealing, if needed. Street level drug dealing can have a negative impact on many people in communities, police are often responding to calls, etc.)* * **Individual / Explicit –** This is where prejudice is put into action, or discrimination. An example would be a police officer calling someone a racial slur while arresting them. This is often times where we see the media focus. Even though individual / explicit biases can be “seductive,” e.g. easy to get pulled into, this is not the biggest opportunity for us to leverage opportunities for change. * **Individual / Implicit** – These are the unconscious attitudes and beliefs. An example would be a police officer calling for back-up more often when stopping a person of color. What is important for us to remember about individual / implicit is the cumulative impact of patterns. Frequently, it isn’t just an individual officer or cashier acting out of implicit bias, but many people. When we gain awareness of these patterns via either formal research or observation, there is a great opportunity to make sure there is an appropriate institutional response. For instance, research has shown that officers are more likely to call for back-up when the suspect is a person of color. Police departments can address this individual pattern that manifests within the institution with an institutional response, such as training about implicit bias and development of policies and procedures for when officers should call for back-up.   Now it is your turn to think about individual / institutional and implicit / explicit when it comes to your own work. Let’s get into groups of four or five, and have a small group discussion coming up with examples in all four columns. It’s okay if your example in the institutional / explicit column is historical. Please have someone serve as a recorder, and someone else a reporter.  *After about fifteen minutes, do a check-in to make sure that the groups have come up with at least one example in each column and given them five more minutes to wrap up. Pull the large group back together and ask for a few examples, focusing on institutional implicit bias.*  *10 minute discussion* |
| 10 minutes | Closing | Thank you for your participation today. We have focused on some key terminology about race. We want to close out our time today by doing a go-round with each of you sharing one of the following:   * What is one thing that excited you today (concept, conversation, etc.)? * What is one thing you are grappling with, want to know more about?   *Express your appreciation for their engagement. Ask participants to complete the evaluation (if you are doing one) and encourage them to use the worksheet from the USDN website as homework to further explore the topics from this session.* |

**Workshop 3 Agenda – Building Shared Understanding of Equity: Key Terminology**

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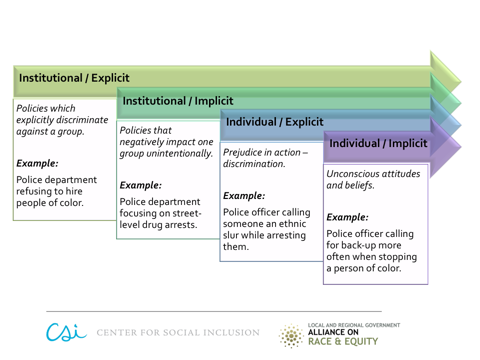
**Pre-Workshop Prep –** Read the following background document: [GARE Resource Guide](http://racialequityalliance.org/newsite/wp-content/uploads/2015/02/GARE-Resource_Guide.pdf), pages 7-20

| ***Time*** | ***Agenda Item*** |
| --- | --- |
| 15 minutes | Welcome, objectives and introductions |
| 5 minutes | Group agreements |
| 20 minutes | Paired sharing: experiences in the work place relating to race   * What is your experience working in a multi-racial environment? * Does race impact your work today? If so, how? If not, why not? |
| 30 minutes | Presentation and video  Building Shared Understanding of Equity: Key Terminology |
| 40 minutes | Group discussion – Racial Equity Definitions |
| 10 minutes | Closing |

**Group Agreements**

1. Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe.
2. If, when in racially-mixed groups discussing race, you usually hold back, speak up. If, when in racially-mixed groups discussing race, you tend to speak often, take a pause.
3. Expect and accept non-closure on long-term issues; the work is ongoing.
4. Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting.
5. Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.

**Attachment 7: Building Shared Understanding of Equity Handout**

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