

Which approach below is TWU Local 556 using?

My organization:

- ☐ Understands and communicates that reducing racial inequities is mission-critical
- ☐ Routinely collects, disaggregates, and analyzes data by race/ethnicity in programmatic and operational work
- ☐ Proposes targeted strategies that have been put through a racial impact analysis
- ☐ Views diversity as a value-added feature of organizations, and inquires about the cultural competence of staff and grantees to work with diverse groups
- ☐ Has mechanisms for management accountability for equity, diversity, and inclusion
- ☐ Has mechanisms for staff accountability for equity, diversity, and inclusion
- ☐ Supports the efforts of affinity groups working on issues of equity, diversity, and inclusion

Racial equity approach

My organization:

- ☐ Has some recognition that closing racial gaps is important to its work
- ☐ Collects and disaggregates data by race/ethnicity in programmatic work but is not sure what to do with it
- ☐ May have gone through anti-racism training but is unclear about what to do next
- ☐ May not appreciate the distinctions between equity and diversity/inclusion
- ☐ Has no management accountability mechanisms for equity, diversity and inclusion
- ☐ Has no staff accountability mechanisms for equity, diversity and inclusion
- ☐ Has an affinity groups working on issues of equity, diversity, and inclusion

Race-tentative approach

My organization:

- ☐ Does not collect, disaggregate, or analyze data by race/ethnicity in programmatic work
- ☐ Proposes "universal" strategies in grant making that are presumed to work for all people
- ☐ Invests in grantees who have racial/ethnic backgrounds similar to groups with whom they work
- ☐ Sees "diversity" as an important organizational consideration
- ☐ Has accountability mechanisms for diversity, but not for equity and inclusion
- ☐ Offers cultural competence training as well as opportunities for cross-cultural conversations and learning
- ☐ Supports the efforts of affinity groups working on issues of diversity and inclusion

Diversity-only approach

My organization:

- ☐ Does not collect, disaggregate, or analyze data by race/ethnicity in programmatic or operational work
- ☐ Proposes "universal" strategies that are presumed to work for all people
- ☐ Presumes that all grantees can work with all groups
- ☐ Does not see "diversity" as an important organizational consideration
- ☐ Believes that lifting up issues of race/ethnicity will only create conflict
- ☐ Has no accountability mechanisms for equity, diversity, and inclusion
- ☐ Discourages the formation of racial/ethnic affinity groups

Color-blind approach

Which Level are you? Is TWU Local 556?

Level I	Level II	Level III
<p>Staff should be able to:</p> <p>1. Exhibit cultural competency by:</p> <ul style="list-style-type: none"> knowing how to listen to/ability to hear and validate issues dealing with culture and various forms of oppression or 'isms' and being able to send and receive appropriate nonverbal and verbal messages and responses knowing one's own culture and position and being aware of personal biases or values that may affect others accepting and respecting others' cultures, practices, and beliefs; knowing implications of cross-cultural work; working in an authentic and respectful manner on behalf of other cultures and differences; Must possess or seek out specific knowledge and information about the particular group with whom s/he is working, and working toward mutually benefiting goals across diverse groups <p>2. Assess his/her own behavior as it is influenced by experiences of privilege and/or internalized oppression; modify that behavior to reflect better practices.</p> <p>3. Communicate effectively about issues of race, class, power, and other forms of oppression or 'isms' (e.g., demonstrating a comfort level with talking about these issues) and being able to send and receive appropriate nonverbal and verbal messages and responses.</p>	<p>Staff should be able to:</p> <p>1. Apply an equity lens to reveal biasness in an issue or situation. This includes:</p> <ul style="list-style-type: none"> identifying and addressing biased behavior toward target groups based on race, ethnicity, gender, sexual orientation, religion, and class, among others; being a good consumer of data by disaggregating data by race, gender, and class; identifying possible connections between RESPECT issues (race, class, culture, power, and any other form of oppression) and an issue/activity happening within a community and creating a theory of change; identifying grantees, consultants, and vendors of diverse backgrounds, as appropriate, to develop and support this area of work; and judging the quality, relevance, and appropriateness of resources for addressing issues of race, other forms of oppression, and equity in particular situations. <p>2. Help others develop competencies in areas of race, class, culture, power, and other forms of oppression or isms and support their work on these issues.</p> <p>A. The first level would be learning how to coach people of the same race, ethnicity, class, sexual orientation etc.</p> <p>B. The next level would be learning how to coach people of other racial ethnic, class, and sexual orientation backgrounds, among others.</p>	<p>Staff with advanced competencies on issues of race, class, power, privilege, and oppression should be able to:</p> <p>1. Infuse an equity lens over the areas of work/and points of discussion across the Foundation.</p> <p>2. Apply a clear analysis of 'embedded racial inequities' and accumulated advantage and disadvantage (privilege and racism) to the work of the Foundation at large and specific to a unit or program.</p>

Ground Rules

Try on new ideas

It is okay to disagree

It is not okay to blame, shame, or attack self or others

Practice "self-focus"

Notice "process" and "content"

Practice both/and thinking

Be aware of "intent" and "impact"

Be present – Turn off cell phones

Stay engaged

Assume the best

BRING A RACIAL JUSTICE LENS

What is a lens? An optical device used for magnification or in correcting defects of vision. Also a device used to focus or modify the movement of light, sound, electrons, etc.



An effective racial justice lens:

1. Includes a historical view

Key question: What historical events or factors have had a racial impact on this campaign/policy/practice/decision?

2. Focuses on outcomes/impact (versus intent)

Key question: Since different racial groups are likely to be differently situated, what is the probable impact of the campaign/policy/practice/decision on each?

3. Has a structural/systems analysis

Key questions: What factors may be producing and perpetuating racial inequities associated with this issue? Does this proposal address root causes?

4. Centers the voice & engagement of impacted People of Color

Key question: Who are the racial/ethnic groups affected by the campaign/policy/ practice/decision, and are they at the table?

5. Tracks racial inequities/patterns/trends

Key questions: Which racial/ethnic groups are currently most advantaged and most disadvantaged by the issues this proposal seeks to address? What quantitative and qualitative evidence of inequality exists?

6. Considers adverse & unintended consequences

Key question: How might this campaign/policy/practice/decision ignore or worsen existing disparities, or produce other unintended consequences?

7. Challenges us to look beyond our “default” lenses

Key question: How does “where I sit” (identity, position, experience, etc.) influence my perspective around this campaign/policy/practice/decision?

Racial Justice is the systematic fair treatment of people of all races resulting in equitable opportunities and outcomes for all.

A Racial Justice Lens is an analysis that is used for the deliberate magnification, focusing and highlighting of Racial Justice in our strategies, planning, actions, and conversations so we can achieve the systematic fair treatment of people of all races resulting in equitable opportunities and outcomes for all.