WE ACHIEVE RACIAL EQUITY GUIDE

Questions & Training

WE ARE CRITICAL QUESTIONS

CONTINUE THE ARE JOURNEY BY ASKING

- What do we already know about the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma in higher education?
- How do we know this?
- What is our data telling us about the insights provided?
- Is this good enough?
- What do we need to find out about the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma?
- How might we do this?
- Do we have different interpretations of the data related to implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma?
- If so, why?
- What might we need to explore further?
- What open "good questions" should we ask about the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma?

NOTES:

If your initial assessment indicates that you are at the intermediate level of ARE competence, or if you know you are at the active and progressing stages of your ARE journey, consider some of these critical questions in order to initiate your progress.

WE ARE STRATEGIES FOR ALL

These strategies are strategically curated to illuminate critical aspects of racial equity, providing a lens through which we can envision a more inclusive and equitable educational environment. Below are **intermediate strategies** that can guide our actions, including Tool #11 for prerequisite tips before engaging some of the deeper work.

STRUCTURAL RACISM

Explore the concept of structural or systemic racism, which refers to the ways in which racial disparities are perpetuated through institutions, policies, and practices. Understanding how these systems operate and sustain racial inequalities is crucial for effecting lasting change.

CRITICAL RACE THEORY

Introduce critical race theory as an analytical framework that examines the intersections of race, law, and power. This theory can help participants better understand the historical and contemporary implications of racism.

WHITENESS AND WHITE FRAGILITY

Engage participants in discussions about whiteness as a social construct and how white individuals may experience discomfort or defensiveness when confronting issues of racism (white fragility). Understanding these dynamics is essential for creating inclusive dialogues.

RACIAL IDENTITY DEVELOPMENT

Explore racial identity development models to understand how individuals from different racial backgrounds may experience and process racism differently. This knowledge can help facilitate more empathetic and supportive interactions.

TOOL #9: WHAT TO DO BEFORE "GOING THERE"

APPROPRIATE STRUCTURE AND PROCESSES NEED TO BE ESTABLISHED

These trainings will only lead to sustainable change at the individual, team, or institutional levels, when we commit to taking actions that will allow us to consistently affect the different levels over a long period of time.

WE NEED TO DO SOME OF THE FOLLOWING TO GET GOING

Actively recruit culturally and ethnically diverse board members, executives, and managers.

Racial prejudice can be reduced if the staff becomes diverse and raises the awareness of each other, but racism is reduced when power is shared by the leadership.

- To move beyond racial prejudice and ensure inclusiveness, your organization's leadership team should reflect the communities or constituencies it serves.

- Talk to the people of color on your staff and ask them what barriers or attitudes they face at work. Examine your newsletter or other publications and look out for negative portrayals, exclusion, or stereotypes.

- Find out how you can improve your workplace for members from diverse racial and ethnic groups that work there. This will not only give you some practical ideas about what you need to work on, but it will also signify that the needs of every group is taken seriously.

- Look around at any artwork you have in your offices. Are any groups represented in a stereotypical way? Is there diversity in the people portrayed?

- Form a permanent task force or committee dedicated to forming and monitoring a plan for promoting inclusion and fighting racism in your workplace.

- Racial prejudice is reduced by developing relationships and ensuring that materials are culturally sensitive, but racism is reduced when there is a permanent group of people that becomes part of the governance structure to ensure inclusive and just institutional policies.

If you want to learn more about how to move more deeply into your ARE practice visit https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/reduce-prejudice-racism/main

WE ARE STRATEGIES: PROFESSIONAL TIERS

Staff, Instructional Staff, and Leaders/ Managers may have a different way of approaching and expressing a ARE strategies. Below are a few examples of ways in which these professional tiers demonstrate intermediate ARE competence.

▶ STRATEGIES FOR STAFF

Addressing Resistance: Discuss strategies for addressing resistance to anti-racism efforts and fostering productive dialogues with individuals who may be skeptical or resistant to change.

Intersectional Approaches: Deepen the understanding of intersectionality and its application in higher education settings. Discuss how multiple forms of oppression can intersect and compound, impacting students and staff.

Restorative Practices: Explore restorative justice practices as a means of addressing harm and building community in response to incidents of racism or discrimination.

▶ STRATEGIES FOR INSTRUCTIONAL STAFF

Inclusive Curriculum Design: Provide guidance on designing inclusive curricula that incorporate diverse perspectives, authors, and case studies. This can help students see themselves reflected in the material and engage with a broader range of perspectives.

Intersectional Approaches: Deepen the understanding of intersectionality and its application in higher education settings. Discuss how multiple forms of oppression can intersect and compound, impacting students and staff.

▶ STRATEGIES FOR LEADERS/ MANAGERS

Faculty and Staff Support: Discuss ways to support faculty and staff of color in higher education, including mentorship programs, professional development opportunities, and the creation of inclusive and supportive work environments.

Evaluating and Measuring Progress: Discuss methods for evaluating the effectiveness of anti-racism initiatives and how to measure progress toward creating a more inclusive campus.

Data and Research: Introduce participants to research and data on racial disparities in higher education, such as graduation rates, discipline disparities, and representation of faculty and staff. Analyzing this data can inform evidence-based strategies for promoting equity.

WE ARE TRAINING GUIDE (INTERMEDIATE COURSE)

This training is designed to be a comprehensive and interactive learning experience. The activities and discussions will be designed to help staff, instructional staff, and leaders/managers learn about these important concepts in a meaningful way. The training will also provide consortium members with opportunities to reflect on their own experiences and to develop personal commitments to anti-racism.

🔺 GOALS

- To increase participants' understanding of structural racism, implicit bias, microaggressions, white fragility, and racial identity development.
- To help participants develop strategies for addressing implicit bias and microaggressions, and for promoting racial equity in higher education.
- To encourage participants to reflect on their own experiences with racism and (white) privilege, and to develop a personal commitment to anti-racism.

🔺 LEARNING OBJECTIVES

By the end of the training, participants will be able to:
- Define structural racism, implicit bias, microaggressions, white fragility, and racial identity development.
- Explain the impact of these concepts on higher education.
- Identify their own personal biases and privilege.
- Develop strategies for addressing implicit bias and microaggressions.
- Promote racial equity in higher education.
- Reflect on their own experiences with racism and white privilege.
- Develop a personal commitment to anti-racism.

🔺 BIG PICTURE

Brief overview of the training's purpose and goals.
- Welcome and overview of the training's focus on achieving racial equity in higher education.

- Emphasis on the importance of critical self-reflection and open conversation.

WE ARE TRAINING CON'T

SESSION 1: WE ARE GUIDING QUESTIONS (ALL PARTICIPANTS)

Self-Reflection: Participants reflect on their own experiences with implicit bias, microaggressions, and racial trauma in higher education.

Conversation: Participants discuss what they know about these barriers and obstacles, and the data that informs this knowledge.

Activity: Participants work in small groups to identify instances of structural racism in higher education

SESSION 2: UNDERSTANDING STRUCTURAL RACISM (ALL PARTICIPANTS)

Presentation: Instructor provides an overview of structural racism and how it manifests in higher education.

Activity: Participants participate in a simulation to experience the effects of structural racism.

Discussion: Participants discuss the implications of structural racism for higher education.

SESSION 3: EXPLORING CRITICAL RACE THEORY (ALL PARTICIPANTS)

Presentation: Instructor provides an overview of critical race theory and its relevance to higher education.

Activity: Participants engage in a critical race theory analysis of a real-world scenario.

Discussion: Participants discuss the implications of critical race theory for higher education.

If you want to learn more about the concepts covered here for your particular professional tier, the trainings on pages 54-82 of the full Implementation Guide and resources following each will complement this training and your learning on this ARE topic.

WE ARE TRAINING CON'T

SESSION 4: UNPACKING WHITENESS AND WHITE FRAGILITY (ALL PARTICIPANTS)

Presentation: Instructor provides an overview of whiteness and white fragility.

Activity: Participants participate in a guided reflection on their own identity in relation to whiteness.

Discussion: Participants discuss the implications of whiteness and white fragility for higher education.

SESSION 5: EXPLORING RACIAL IDENTITY DEVELOPMENT (ALL PARTICIPANTS)

Presentation: Instructor provides an overview of different models of racial identity development.

Activity: Participants engage in a journaling activity to explore their own racial identity development.

Discussion: Participants discuss the implications of racial identity development for higher education.

SESSION 6: ADDRESSING RESISTANCE & INTERSECTIONALITY (STAFF)

Self-Reflection: Staff reflect on their own experiences with resistance to anti-racism efforts in serving students or campus community.

Conversation: Staff discuss the interplay of multiple forms of oppression.

Activity: Staff participate in a role-play activity to practice addressing resistance to anti-racism efforts in their professional practice.

If you want to learn more about the concepts covered here for your particular professional tier, the trainings on pages 54-82 of the full Implementation Guide and resources following each will complement this training and your learning on this ARE topic.

WE ARE TRAINING CON'T

SESSION 7: INCLUSIVE CURRICULUM DESIGN AND ADDRESSING RESISTANCE (INSTRUCTIONAL STAFF)

Presentation: Instructor provides an overview of inclusive curriculum design and strategies for addressing resistance.

Activity: Instructional staff work in small groups to design an element of inclusive curriculum (e.g., lesson, segment of syllabus, learning outcomes)

Discussion: Instructional staff discuss the implications of inclusive curriculum design for higher education.

SESSION 8: RESTORATIVE PRACTICES AND SUPPORTING FACULTY/STAFF (LEADERS/MANAGERS)

Presentation: Instructor provides an overview of restorative practices and how they can be used to support faculty and staff of color.

Activity: Leaders/managers participate in a simulation to experience the effects of restorative practices.

Discussion: Leaders/managers discuss the implications of restorative practices for higher education.

SESSION 9: ADDRESSING RESISTANCE & INTERSECTIONALITY (STAFF)

Lecture: Instructor provides an overview of methods for evaluating the impact of equity initiatives and engaging with data.

Activity: Leaders/managers work in small groups to develop a plan for evaluating the impact of equity initiatives at their institution.

Discussion: Leaders/managers discuss the implications of evaluating progress for higher education.

SESSION 10: PERSONAL REFLECTION AND COMMITMENT (ALL PARTICIPANTS)

Guided Reflection and Personal Commitments: Participants set actionable goals for promoting racial equity.

Follow-up
- Reiteration of the importance of continuous learning and action in achieving racial equity.
- Encouragement to carry forward the knowledge gained and implement change within their roles and the institution.