PRE
ACHIEVING RACIAL EQUITY
ARE
GUIDE

Questions & Training

PRE ARE CRITICAL QUESTIONS

BEGIN YOUR ARE JOURNEY BY ASKING

- What is going on here?
- For whom?
- Is this what is expected?
- What do I/we already know about this?
- How do I/we know this?
- What do I/we need to find out?
- What is a good question I/we should ask?
- Is this good?
- Should I/we be concerned? Why?
- What is race?
- How would I define racism?
- How do I define discrimination?
- What is ethnicity?
- Do I think I have biases? Why or why not?
- How would I define identity (identities)?
- How do I identify myself racially? How about ethnically?
- How do I distinguish between equity and equality in higher education?
- Are equity and equality the same thing?
- In what ways does having the majority of students from one dominant culture impact the University and classroom?

NOTES:

If your initial assessment indicates that you are at the foundational level of ARE competence, or if you know you are at the beginning stages of your ARE journey work through some of these critical questions in order to initiate your progress.

PRE 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 **fundamental strategies** that can guide our actions.

RACISM'S DIMENSIONS

Define racism - individual, institutional, systemic forms. Recognize covert vs. overt racism. Identify intersections with oppression (sexism, homophobia, etc.)

MICROAGGRESSIONS

Understand microaggressions - subtle, biased actions/comments. Recognize, address to nurture anti-racist campus climate.

HISTORICAL ROOTS

Grasp racism's historical roots - colonialism, slavery, segregation. Learn its impact on present inequalities.

CULTURAL COMPETENCE

Develop cultural awareness - respect diverse backgrounds, history, traditions.

IMPLICIT BIAS

Explore implicit bias - its impact on decisions in education. Address biases for inclusive learning environments.

INTERSECTIONALITY

Recognize social identity connections (race, gender, etc.). Understand challenges for those with multiple marginalized identities.

WHITE PRIVILEGE

Explore white privilege - advantages, disadvantages. Vital for equitable higher education promotion.

SELF-REFLECTION

Encourage personal bias and privilege reflection, fostering growth and anti-racist commitment.

PRE 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 foundational ARE competence.

▶ STRATEGIES FOR STAFF

Allyship and Advocacy: Encouraging active allyship and advocacy among faculty, staff, and students. Promoting strategies to speak out against racism and support marginalized individuals and communities.

Institutional Change: Recognizing the importance of systemic change to combat racism. This includes assessing current policies and practices that harm and/or promote diversity, equity, and inclusion within the institution.

▶ STRATEGIES FOR INSTRUCTIONAL STAFF

Inclusive Pedagogy: Integrating inclusive teaching practices that value diverse perspectives, experiences, and learning styles. Creating a classroom environment that welcomes and supports all students is crucial for promoting equity in education.

Decolonizing the Curriculum: Examining the curriculum to identify and challenge Eurocentric or biased perspectives. Incorporating diverse voices and perspectives from historically marginalized groups is essential for a more inclusive educational experience.

▶ STRATEGIES FOR LEADERS/ MANAGERS

Allyship and Advocacy: Encouraging active allyship and advocacy among faculty, staff, and students. Promoting strategies to speak out against racism and support marginalized individuals and communities.

Institutional Change: Recognizing the importance of systemic change to combat racism. This includes implementing policies and practices that promote diversity, equity, and inclusion within the institution.

PRE TRAINING GUIDE (FOUNDATIONAL COURSE)

The training is designed for all members of the Consortium, including staff, instructional staff and leaders/ managers. It is particularly relevant for those who work in or with marginalized communities. It will cover a variety of topics related to racism, implicit bias, microaggressions, white privilege, and cultural competence. The activities and discussions will be designed to help participants learn about these topics in a meaningful way and to develop skills for addressing them in their own lives.

▲ GOALS

- To increase participants' understanding of racism and its forms.
- To help participants develop strategies for addressing implicit bias and microaggressions.
- To encourage participants to reflect on their own experiences with racism and white privilege.
- To provide participants with tools and resources for promoting cultural competence and racial equity.

▲ LEARNING OBJECTIVES

By the end of the training, participants will be able to:
- Define racism and its different forms.
- Explain the impact of implicit bias and microaggressions.
- Identify their own personal biases and privilege.
- Develop strategies for addressing implicit bias and microaggressions.
- Promote cultural competence and racial equity in their work and personal lives.

▲ INTRODUCTION

Brief overview of the training's purpose and goals.
- **Staff:** Discuss the importance of understanding and addressing racism in the workplace.
- **Instructional Staff:** Discuss the importance of incorporating inclusive pedagogy and decolonizing the curriculum.
- **Leaders/Managers:** Discuss the importance of leading by example and transforming the institution.

PRE TRAINING GUIDE CON'T

SESSION 1: UNDERSTANDING RACISM AND ITS FORMS (ALL PARTICIPANTS)

1. **Definition of Racism:** Explanation of individual, institutional, and systemic racism.
2. **Overt vs. Covert Racism:** Differentiation and examples (see Tool # 10).
3. **Intersectionality:** Introduction to how racism intersects with other forms of oppression.

Self-Reflection:

- **Staff:** Reflect on your own experiences with racism in the workplace.
- **Instructional Staff:** Reflect on your own teaching practices and how they can be more inclusive.
- **Leaders/Managers:** Reflect on your own leadership style and how it can be more anti-racist.

SESSION 2: EXPLORING IMPLICIT BIAS (ALL PARTICIPANTS)

1. **Implicit Bias Defined:** Explanation of implicit bias and its impact.
2. **Educational Settings:** How implicit biases affect decision-making in academia.
3. **Strategies for Addressing Implicit Bias:** Interactive activity and discussion.

Conversation:

- **Staff:** Discuss how implicit bias can impact your work interactions.
- **Instructional Staff:** Discuss how implicit bias can impact your teaching practices.
- **Leaders/Managers:** Discuss how implicit bias can impact your leadership style.

If you want to learn more about implicit bias for your particular professional tier, the implicit bias the trainings on pages 54-82 of the full Implementation Guide will complement this training and your learning on this ARE topic.
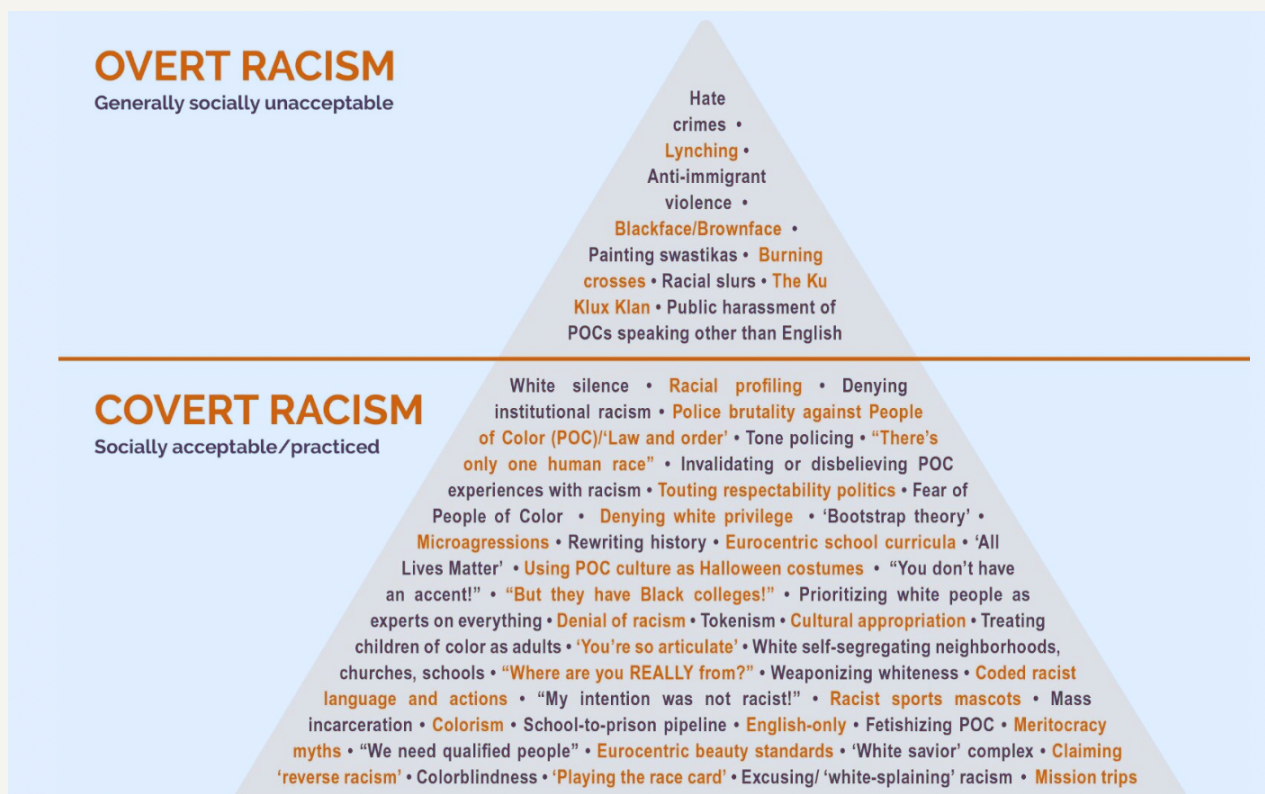
TOOL #8: OVERT VS. COVERT RACISM

OVERT RACISM IS ONLY THE TIP OF THE ICEBERG

More often, racial discrimination is disguised and shows up in subtle ways (covert racism) such as implicit biases, microaggressions, and racially coded language. Often, people who say and do these things are unaware of the racism that informs them.

Self-Reflection:

- **Staff:** Reflect on your own experiences with overt and covert racism in the workplace.
- **Instructional Staff:** Reflect on your own teaching practices and how overt and covert racism might show up inadvertently.
- **Leaders/Managers:** Reflect on your own leadership style and times or instances when it has been impacted by overt and covert racism.

OVERT RACISM
Generally socially unacceptable

Hate crimes • Lynching • Anti-immigrant violence • Blackface/Brownface • Painting swastikas • Burning crosses • Racial slurs • The Ku Klux Klan • Public harassment of POCs speaking other than English

COVERT RACISM
Socially acceptable/practiced

White silence • Racial profiling • Denying institutional racism • Police brutality against People of Color (POC)/'Law and order' • Tone policing • "There's only one human race" • Invalidating or disbelieving POC experiences with racism • Touting respectability politics • Fear of People of Color • Denying white privilege • 'Bootstrap theory' • Microaggressions • Rewriting history • Eurocentric school curricula • 'All Lives Matter' • Using POC culture as Halloween costumes • "You don't have an accent!" • "But they have Black colleges!" • Prioritizing white people as experts on everything • Denial of racism • Tokenism • Cultural appropriation • Treating children of color as adults • 'You're so articulate' • White self-segregating neighborhoods, churches, schools • "Where are you REALLY from?" • Weaponizing whiteness • Coded racist language and actions • "My intention was not racist!" • Racist sports mascots • Mass incarceration • Colorism • School-to-prison pipeline • English-only • Fetishizing POC • Meritocracy myths • "We need qualified people" • Eurocentric beauty standards • 'White savior' complex • Claiming 'reverse racism' • Colorblindness • 'Playing the race card' • Excusing/ 'white-splaining' racism • Mission trips

If you want to learn more about overt vs. covert racism visit
https://www.r2hub.org/library/overt-and-covert-racism

PRE TRAINING GUIDE CON'T

SESSION 3: MICROAGGRESSIONS AWARENESS (ALL PARTICIPANTS)

1. **Microaggressions Defined:** Understanding subtle actions that reinforce bias.
2. **Identifying Microaggressions:** Interactive scenarios and group discussion.
3. **Addressing Microaggressions:** Strategies for responding effectively.

Activity:
- **Staff:** Participate in a role-play activity where you experience a microaggression.
- **Instructional Staff:** Analyze a sample curriculum for microaggressions.
- **Leaders/Managers:** Brainstorm strategies for addressing microaggressions in the workplace.

SESSION 4: HISTORICAL CONTEXT & WHITE PRIVILEGE (ALL PARTICIPANTS)

1. **Historical Roots of Racism:** Overview of colonialism, slavery, and segregation.
2. **White Privilege Defined:** Explanation of white privilege and its implications.
3. **Promoting Equity:** Interactive activity on dismantling white privilege.

Self-Reflection:
1. **Staff:** Reflect on your own experiences with white privilege.
2. **Instructional Staff:** Reflect on how you can incorporate discussions of white privilege in your curriculum.
3. **Leaders/Managers:** Reflect on how you can use your position to dismantle white privilege in the institution.

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

PRE TRAINING GUIDE CON'T

SESSION 5: DEVELOPING CULTURAL COMPETENCE (ALL PARTICIPANTS)

1. **Cultural Competence Explained:** Recognizing, respecting, and valuing diverse backgrounds.
2. **Incorporating Cultural Competence:** Strategies for promoting inclusivity.
3. **Small Group Activity:** Sharing and discussing cultural experiences.

Activity:
1. **Staff:** Create a list of resources for learning more about cultural competence.
2. **Instructional Staff:** Brainstorm ways to incorporate cultural competence into your teaching practices.
3. **Leaders/Managers:** Develop a plan for promoting cultural competence in the institution.

SESSION 6: SELF-REFLECTION AND COMMITMENT (ALL PARTICIPANTS)

1. **Self-Reflection Exercise:** Guided reflection on personal biases and privilege.
2. **Commitment to Anti-Racism:** Encouragement to take actionable steps.

Conclusion:
1. **All Participants:** Recap of key learnings and next actionable steps.

Follow-up:
- **All Participants:** Acknowledgment of participants' commitment to achieving racial equity.
- **All Participants:** Encouragement to continue learning and taking action.