The Trail of Tears - The Indian Removal Act

Click the link to watch the video https://youtu.be/-HZug6h8snU (Video Length: 2 minutes 56 seconds) Take notes as needed so you can answer the questions that follow. After viewing the video, complete the questions.

* Required

1. Please enter your FIRST name. *

Enter your answer

2. Please enter LAST Name. *

Enter your answer

3. Why was the trail nicknamed "The Trail of Tears?" *

Enter your answer

4. List one thing you learned or that stood out to you while watching the Trail of Tears video. *

Enter your answer

Submit

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The Naturalization Law of 1790

Please watch the following video and complete the questions https://youtu.be/597150Er59M

* Required

1. Please enter your FIRST name. *

Enter your answer

2. Please enter your LAST name. *

Enter your answer

3. What was the prerequisite for US Citizenship? *

Enter your answer

4. List one thing you learned or that stood out to you in the Naturalization Act. *

Enter your answer

Submit

Chinese Exclusion Act

Click the link to watch the video https://youtu.be/fWIAv7yTqLE (video length 2 minutes 19 seconds) Take notes as needed so you can answer the questions that follow. After viewing the video, complete the Reflection and Guided Questions form.

* Required

1. Please enter your FIRST name. *

   Enter your answer

2. Please enter your LAST name. *

   Enter your answer

3. Why did the railroad companies turn against the Chinese workers? *

   Enter your answer

4. How were the Chinese workers punished for striking? *

   Enter your answer

Submit

Women's Suffrage - 1920

Click the link to watch the video: https://youtu.be/WQLbisRfs20 (Video Length: 2 minutes 50 seconds) After viewing the video, complete the question below.

* Required

1. Please enter your FIRST name. *

   Enter your answer

2. Please enter your LAST name. *

   Enter your answer

3. List one thing you learned or that stood out to you while watching the Women's Suffrage video. *

   Enter your answer

   Submit

Mexican Repatriation Act of 1930

Click the link to watch the video: https://youtu.be/wqc7hlxRu2I (Video length 4 minutes 48 seconds)
Take notes and complete the questions.

* Required

1. Please enter your FIRST name. *

Enter your answer

2. Please enter your LAST name. *

Enter your answer

3.
List one thing you learned or that stood out to you while watching the video Mexican Repatriation. *

Enter your answer

4. Were any of the Mexicans repatriated, American-born citizens? *

◯ Yes

◯ No

◯ | Other

Submit

Terror Lynching in America

Click the link to watch the video, Terror Lynching in America https://youtu.be/aS61QFzk2tI
(Video Length: 5 minutes 18 seconds) Complete the questions below.

* Required

1. Please enter first name. *

Enter your answer

2. Please enter last name. *

Enter your answer

3. List at least three things you learned or that stood out to you while watching the video Jim Crow - The Terror of Lynching? *

Enter your answer

Submit

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Civil Rights Summary

Click the link to watch the video:https://youtu.be/nPfrcMeB86g
(Video Length: 5 minutes 21 seconds)
Complete the questions below and click submit to ensure your answers are recorded.

* Required

1. Please enter your FIRST name. *

   Enter your answer

2. Please enter your LAST name. *

   Enter your answer

3. What was the goal of the NAACP? *

   Enter your answer

4. Why did Oliver Brown sued his local school board? *

   Enter your answer

5. What did the governor of Arkansas do to prevent the nine black students from integrating schools in Arkansas? *

   ◯ Welcome the black students with open arms.

   ◯ Called in the state's National Guard to prevent the nine students from entering.

6. In Brown vs. Board of Education, did the Supreme Court rule that segregated schools were unconstitutional? *

○ Yes

○ No

7. What year was the Civil Rights law passed? *

| Enter your answer |

8. What was the purpose of the Civil Rights Act? *

| Enter your answer |

9. What was Freedom Summer? *

| Enter your answer |

10. What was the name of the student group that staged the sit-in during Freedom Summer? *

| Enter your answer |

11. What does the acronym SNCC stand for and what was their purpose? *

| Enter your answer |

12. What motivated Martin Luther King to plan a march to Selma to Montgomery, Alabama? *

| Enter your answer |

13. What is the meaning of Bloody Sunday? *

| Enter your answer |

Submit

Never give out your password.

LGBT Revolution

Click this link: https://youtu.be/LnA064FnTqY to watch the Video.
(Video length 3 minutes 12 seconds) Take notes and answer the question.

* Required

1. Please enter your first name. *

Enter your answer

2. Please enter your last name. *

Enter your answer

3. List at least three things you learned or that stood out to you while watching the video LGBTQ? *

Enter your answer

Submit

Never give out your password. <u>Report abuse</u>

The History of Disability Awareness

Click this link: https://youtu.be/xPkrH_tCUdA   (Video Length: 6 minutes 12 seconds)
After viewing the video, complete the question.

* Required

1. Please enter your first name. *

   Enter your answer

2. Please type your last name. *

   Enter your answer

3. List one thing you learned or that stood out to you while watching the History of Disability Awareness. *

   Enter your answer

Submit

Never give out your password. Report abuse

The Racial Divide - Inheriting Inequality

Click the link to watch the video, Inheriting Inequality https://www.youtube.com/watch?v=uf7-0oyvw5M
(Video Length: 2 minutes 22 seconds) Complete the questions below.

* Required

1. Please enter your FIRST name. *

Enter your answer

2. Please enter your LAST name. *

Enter your answer

3. How did the City of Austin plan discriminate against people of color? *

Enter your answer

4. What was the purpose of redlining? *

Enter your answer

5. How did redlining impact people of color?

Enter your answer

Submit

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MANAGEMENT ACADEMY

City of Austin Fundamentals Part 1

Agenda
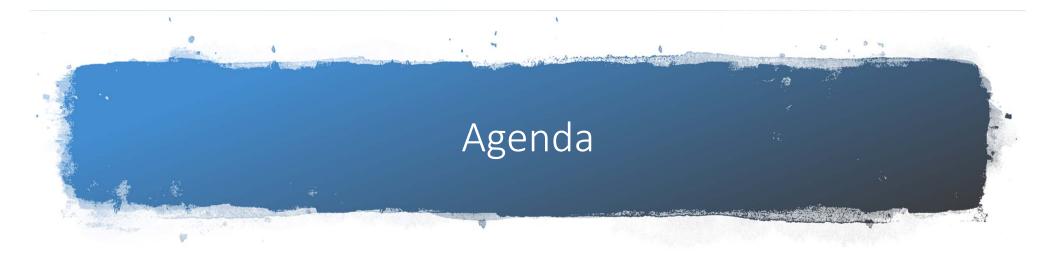
- Welcome and Introductions
- Introduction to Imagine Austin
- Introduction to the Equity Analysis Tool
- Example of Watershed Protection Equity Analysis Tool
- Overview of Budget to include SD2023
- Budget Activity
- Wrap-Up and Reflection on Learning

Objectives

- Introduce, review and discuss:
  - Imagine Austin
  - Equity Analysis Worksheet
  - SD2023
  - Budget Planning

IMAGINE AUSTIN
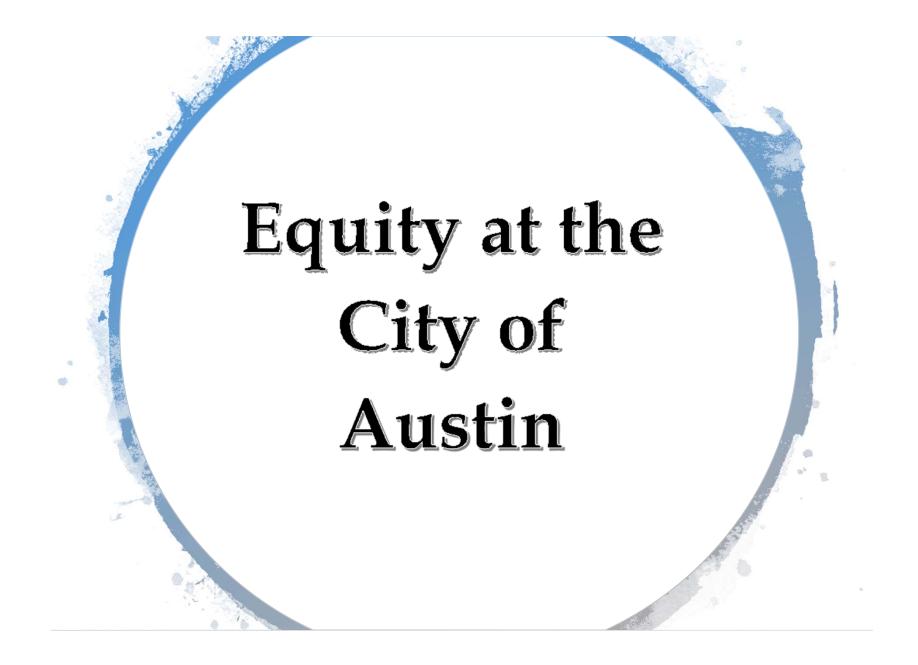
Vibrant. Livable. Connected.

Introductions

- Name

- Department

- How does Imagine Austin, Equity or Budgeting impact your job as a manager at the City of Austin?

Why should City of Austin managers NEED to know about Imagine Austin?

Equity at the City of Austin

Journal Prompts

EQUITY IN ACTION

PROJECT PRIORITIZATION

Are we choosing solutions with consideration to the Different ways in which communities are situated? Do solutions solve one problem while creating another?

Once we know where inequity exists, how do we prioritize funding to close those gaps?

How do we make sure our dollars are reaching the right communities in the right ways?

DATA

Are people of color in the community more likely to face adverse outcomes in relation to our department's missions?

How are we collecting data so that it can be disaggregated by race?

What are the best ways to measure, analyze, and predict outcomes?

ENGAGEMENT

How can we expand our model of public participation beyond public meetings?

How can we work with people already organizing in communities of color?

How do we make sure we are reaching more people in communities of color without creating "engagement fatigue"?

Cultural Competence: A Changing Perspective

City of Austin

SUPERVISOR ACADEMY

Human Resources Department

Organization Development

Overview

We have always lived in an ethnically diverse society; we are all operating in an increasingly culturally diverse environment where we need to interact and communicate effectively, build relationships, and work effectively with people from diverse, culturally and ethnic backgrounds.

To lead effectively, leaders must acknowledge the fact that employees are more than their professional identities. We can't assume that employees can leave their identities at home and dismiss the role of personal identities for effectively completing day to day work tasks. Leaders must understand themselves, how they react to others, and how others react to them, and more importantly, how to adapt to situations.

Ground Rules

- Listen and respect
- Stay engaged
- Speak your truth
- Expect to experience discomfort
- Expect and accept a lack of closure
- Participate

Objectives
Define, discuss, and identify micro-aggressions in the workplace and ways to address, and mitigate micro-aggressions.

Define, discuss, and uncover some of our unconscious bias and discuss strategies to address bias within ourselves and ways to make other's aware of their biases.

Policies this course addresses:

- Employee Conduct
- Discrimination
- Harassment

At your tables, provide reasons why the following scenarios could be problematic.
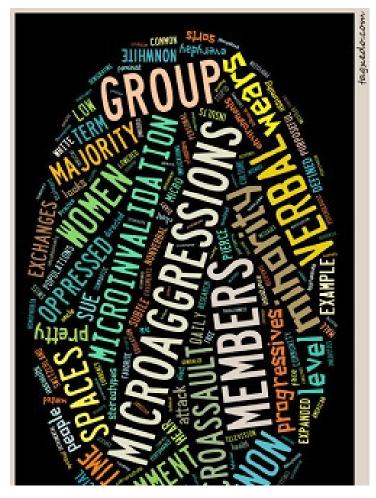
1. You have been asked to participate on an interview panel. The next round of the interview process involves a face-to-face interview with a candidate named April Vasquez. April has dark hair, dark eyes, and a tan complexion. One of the members of the panel asks, "Where are you from?" Dr. Vasquez responds, "Houston." The panel member then follows-up with, "No, I mean, where were you born?" Dr. Vasquez frowns. "Houston," she repeats with an edge to her voice.

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2. A committee is meeting to discuss the final list of candidates, which includes two men and one woman. During the discussion, a male committee member says, "I think we should hire one of the men. I don't want to work for a woman."

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3. During meetings, almost every time a female colleague tries to speak, she is interrupted by a male colleague. No one says anything when this happens. Finally, the female colleague stops trying to offer contributions to the discussion.

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4. A manager supervises a team of two black women, one white woman, and three white men. During a team meeting where the manager is assigning projects, the manager ALWAYS assigns projects dealing with vulnerable population groups to the black women and provides the white team members with projects that are most visible to Council and City Management.

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5. An HR manager is participating on an interview panel. There are four people interviewing for the position. Of the four, only one is wearing large hoop earrings and interviewee is wearing large hoop earrings. Professional.

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History

Micro-aggressions Defined:

Small daily insults and indignities perpetrated against **marginalized** or **oppressed** people because of their affiliation with that marginalized or oppressed group.

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What's the Harm?

Awareness of the overall negative effects of microaggressions is important because today's workforce is diverse. To promote an atmosphere of inclusion where all people feel valued for their contributions, it is important that City of Austin employees become familiar with the occurrence of microaggressions so that we can help foster a workplace where people feel valued and appreciated. There is a growing body of research that shows that internalized hurt and humiliation may result from these encounters.

Micro-aggressions are a reality to:

1. _____

2. _____

3. _____

4. _____

PEOPLE OF COLOR

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People with Disabilities

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"If all I am is the "disabled guy" or the "blind guy," then you are not seeing the real me. Blindness is only one of my many traits and yet is the one that people tend to identify most. It doesn't matter that watching me do things encourages or inspires you. Pressing the correct button on an elevator is not a super-human feat, but it invokes comments like, "Wow, how do you do that?" I'm single and live alone. Yes, I do my own grocery shopping. I clean my own house and cook my own dinner. I am perfectly capable of making a pot of coffee or wiping up a spill. Don't rush to my rescue". – **David Ondich**

LGBTQI

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Women

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Generational Differences

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Why are these comments and behaviors problematic?

- Effects are cumulative
- Impact morale / self-worth
- May lead to:
  - Anxiety
  - Shame
  - Depression

Words Matter…

- Words help us interpret our world
- Can be used to change the way we think and act
- Are ALWAYS at the heart of ALL of our PROBLEMS
- The BEGINNING of ALL our SOLUTIONS

This is most likely not the first time the person on the receiving end has heard these words. Words said intentional or unintentional matter. Words impact morale/self-worth. The cumulative effects of micro-aggressions may lead to health issues.

Micro-aggressions:

- **Constant reminders that you don't belong**
- **You are not worthy of the same respect others are afforded**
- **Keep you off-balance**
- **Keeps you distracted**
- **Hard to detect**
- **Small and can be easily explained away**
- **Subtle offenses**
- **Cumulative**
- **Perpetrated by many different people**

Microaggressions aren't always delivered in words:

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Small and can be easily explained away	Hard to address	Subtle Offenses
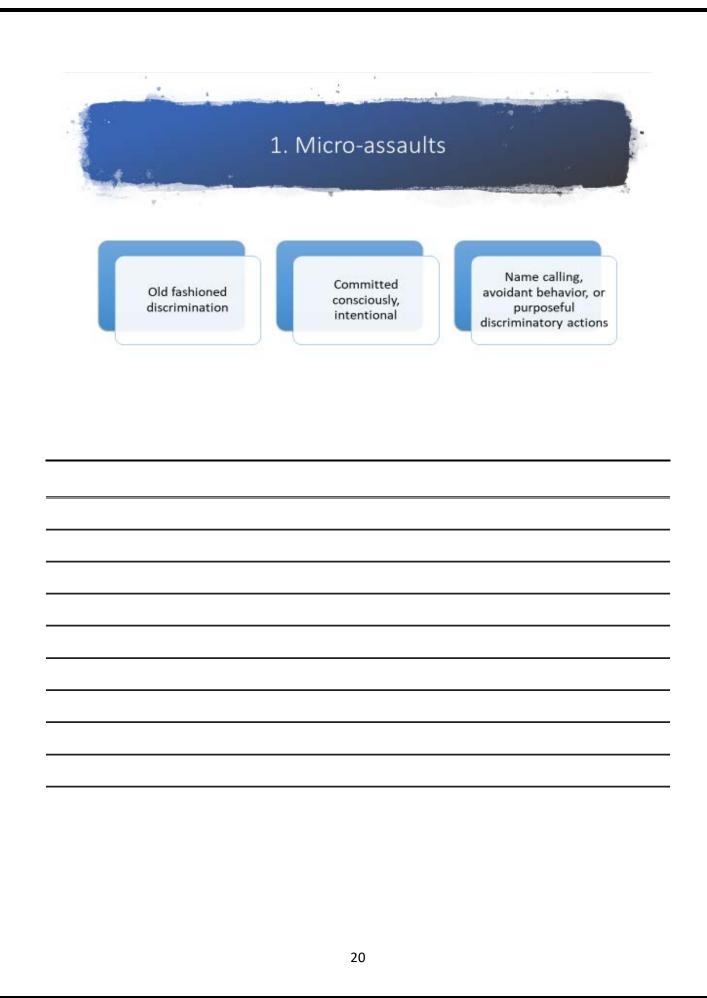
Cumulative	Perpetrated by many different people

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It may not seem like a big deal, but just like one random bee sting might be a big deal, a few random bee stings will have a definite impact on your relationship with bees and the quality of your life.

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Three (3) Forms of Micro-aggressions:

| 1. Micro-Assaults | 2. Micro-Insults | 3. Micro-invalidations |

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1. Micro-assaults

Old fashioned discrimination

Committed consciously, intentional

Name calling, avoidant behavior, or purposeful discriminatory actions

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2. Micro-insults

Convey stereotypes, rudeness, and insensitivity that demeans a person's identity

Subtle Snubs that communicate hidden insulting messages

Are frequently unknown to the aggressor
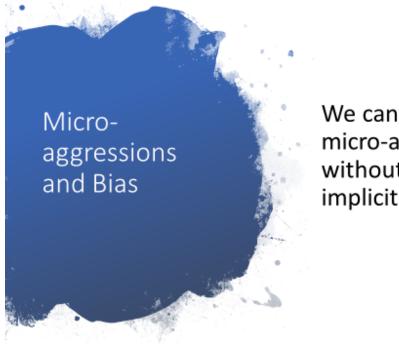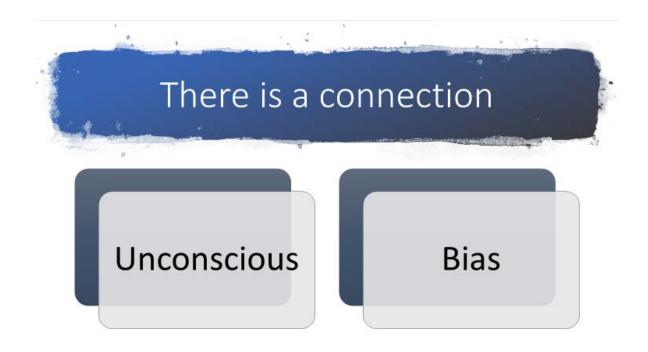
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3. Micro-invalidations

Disconfirming messages

Exclude, negate, or dismiss the thoughts, feelings or experiences of certain groups

May be the most damaging of the three micro-aggression

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Micro-aggressions and Bias

We can't talk about micro-aggressions without talking about implicit bias.

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There is a connection

Unconscious
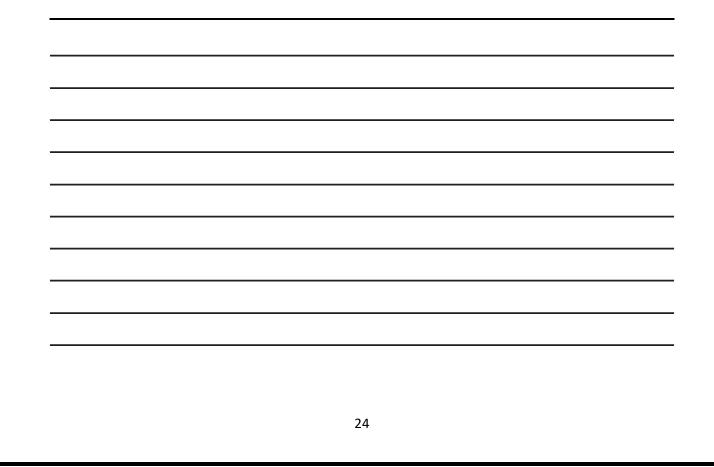
Bias
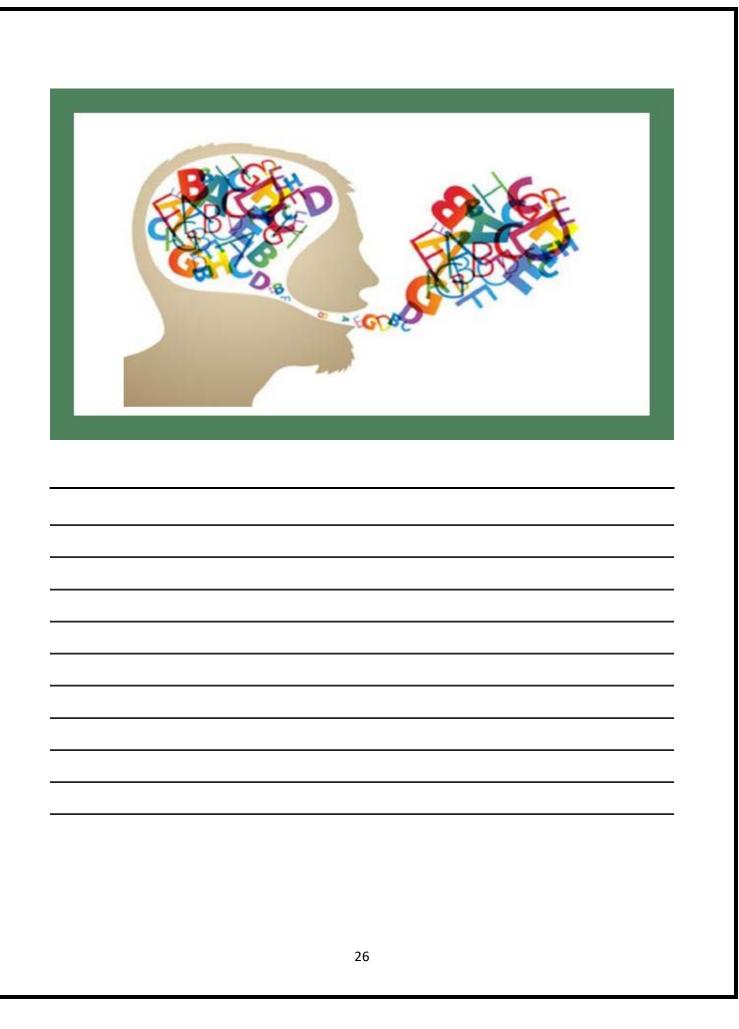
When the two words are used together it basically means that we lead conversations without being aware of our biases. We make statements similar to statements one might make when they are in a comatose state mixed with a little bigotry, unfairness and lack of tolerance.

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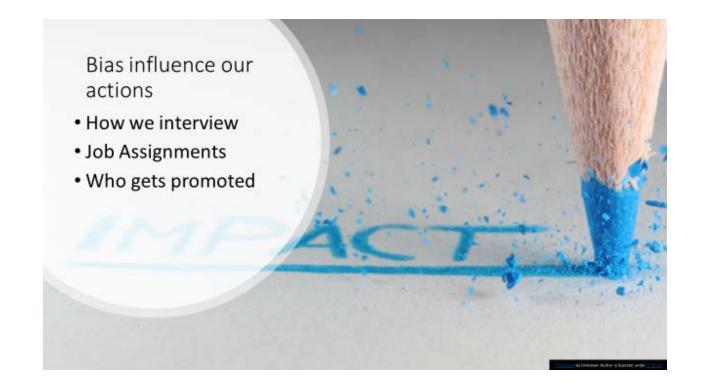
Unconscious bias comes from social stereotypes, attitudes, opinions, and stigma we form about **certain groups of people** outside of our own conscious awareness.

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Virtually every important decision we make in life is influenced by our biases, and the more they remain in the unconscious, the less likely we are to make the best decisions we are able to make.

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Bias influence our actions

- How we interview
- Job Assignments
- Who gets promoted

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you don't have to have
it all figured out to
move forward
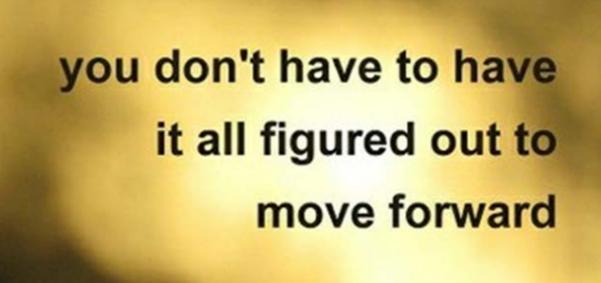
Table Discussion:
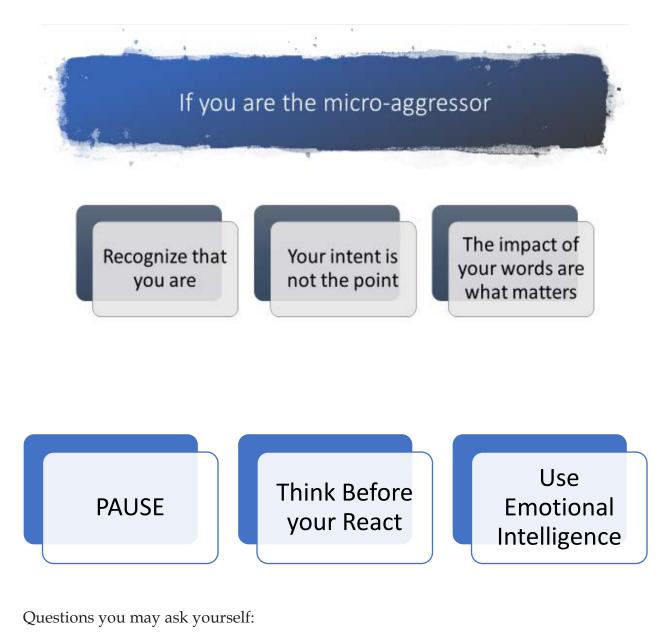
What could you do to move forward?

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If you are on the receiving end....

| PAUSE | Think Before your React | Use Emotional Intelligence |

WHEN SOMEBODY HAS PERPETRATED A MICROAGGRESSION against you, it can be hard to address. There is no guaranteed method for success that will make somebody realize what they are doing and stop, but here are a few strategies that work at least part of the time.

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When responding to a micro-aggression...

State	Ask	Ask	Reinforce
State what actually happened	Ask some uncomfortable questions	Ask some more uncomfortable questions	Reinforce that good intentions are not the point

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If you are the micro-aggressor

Recognize that you are

Your intent is not the point

The impact of your words are what matters

PAUSE

Think Before your React

Use Emotional Intelligence

Questions you may ask yourself:

- Am I still a good person?
- Do I treat people who are not like me, fair?
- Am I inclusive?
- Am I a bigot?
- What do people think of me?

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It's not just
this one
incident.

Remember: It's not just this one incident. Trust me, whatever it is you've done or said, has been done before. Once you realize this, APOLOGIZE. You've done something that hurt another human being.

Action Item:

- Start using the term and recognizing it in the workplace instead of making excuses for people's decision making and unfair treatment.
- Get Comfortable with Being Uncomfortable

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Intent vs. Impact

Statements:	Possible Interpretation	Possible Intent	Interpretation/Impact
"Do you live alone?"	People with disabilities are unable to care for themselves.	I need help.	All people with disabilities need to depend on others.
"That's so gay."			
"No, where are you really from."			
"You don't act Black."			

Organizational Intervention

Review	Create	Make
Review policies, practices, and procedures to ensure equal access and opportunity is allowed	Create a welcoming climate	Make accountability central

5 Responsibilities of a Supervisor (Supervisor Orientation)

1. Set and communicate expectations
2. Monitor performance and provide feedback
3. Administer policies correctly and fairly
4. Create a positive work environment
5. Support employee development
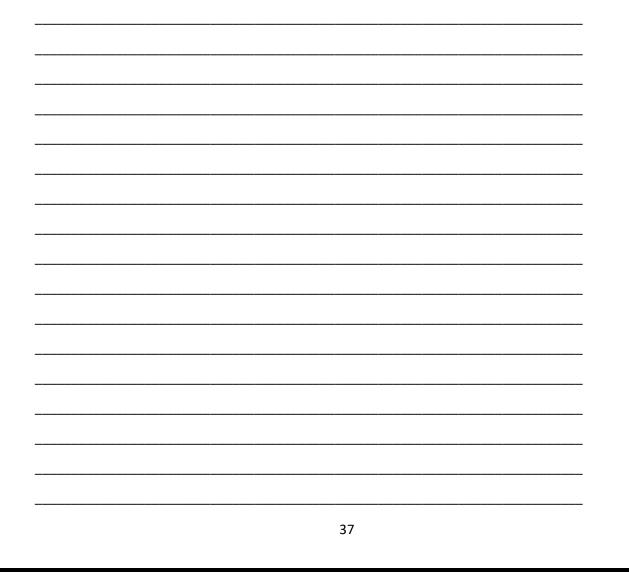
> "Not Everything that is faced can be changed, but nothing can be changed until it is faced."
>
> James Baldwin

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Journal Prompt:

1. Describe one insight you gained from today's session. How will this insight change the way you approach your role as a leader?

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2. Identify one previous situation you've experienced as a leader where the concepts covered today could have been applied. If you could relive that experience, how would you approach it differently?

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3. For the next 30 days, list microaggressions you witness.

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RESORCES

City of Austin Personnel Policies:

EQUAL EMPLOYMENT OPPORTUNITY AND ANTI-DISCRIMINATION

The City of Austin is committed to Equal Employment Opportunity and anti-discrimination. Discrimination, Harassment, and Retaliation based upon a protected class, in any form, as defined in federal, state or local law/ordinance, will not be tolerated. Protected classes include race, color, religion, creed, sex, gender, pregnancy status, genetic information, sexual orientation, gender identity, national origin, ethnicity, age, disability, and veteran status or other legally protected class.

Every employee is responsible for maintaining a professional environment free of discrimination, harassment, and retaliation, and for bringing to the City's attention conduct that interferes with providing a work environment free of discrimination, harassment and retaliation.

Findings of discrimination, harassment, or retaliation against an employee may result in discipline up to and including discharge.

Discrimination

The City is committed to providing a work environment that is free of discrimination. Discrimination is the unequal or different treatment of an individual in any employment and/or personnel action on the basis of a protected class.

Departments and Offices shall implement this policy through uniform and consistent employment practices. As an Equal Employment Opportunity (EEO) employer, the City will recruit, hire, train, compensate, discipline, provide benefits and promote without regard to protected class. It is the policy of the City to ensure:

- Equal Opportunity to all employees and candidates; and,

- That employees be selected and promoted based on merit and fitness and without discrimination. The City of Austin will employ positive business and personnel practices designed to ensure equal employment opportunity.

In addition, the City will not discriminate in employment decisions and/or personnel actions on the basis of an individual's AIDS, AIDS Related Complex, or HIV status; nor will the City discriminate against individuals who are perceived to be at risk of HIV infection, or who associate with individuals who are believed to be at risk.

Reasonable accommodations shall be provided for all employees and qualified applicants with a disability as defined by the Americans with Disabilities Act (ADA), as amended, COA Personnel Policies Page 2 provided that the individual is otherwise

qualified to perform the essential functions of the job and such accommodations can be provided without undue hardship for the City of Austin.

Harassment

The City is committed to providing a work environment that is free of harassment. Harassment is unwelcome verbal or physical conduct toward an individual or a group because of a protected class. Harassment can create a hostile work environment when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or otherwise adversely affects an individual's employment opportunities. An adverse action taken against an employee for filing a discrimination charge, testifying or participating in an investigation, proceeding, or lawsuit, or for opposing discriminatory employment practices is retaliation under Section I.4. Employees who engage in such conduct will be subject to discipline, up to and including discharge.

Employees shall not engage in conduct which could reasonably create a hostile work environment while on duty or on City premises, to include any work-related setting outside the workplace, such as business trips and professional conferences, etc. Such conduct will not be tolerated and may result in disciplinary action up to and including discharge.

Supervisors or managers receiving complaints of such harassment are expected to take appropriate action to stop the alleged conduct and to make departmental Human Resources aware of such complaints and/or conduct without undue delay. If the investigation shows evidence of harassment, the supervisors or managers shall take immediate and appropriate corrective action.

Prohibited Conduct:

This list of prohibited conduct is meant to give some examples of behavior that constitutes harassment and is not a complete list of conduct prohibited under this policy:

a. Use of epithets, innuendos, names, comments, foul language or slurs because of an individual's protected class;

b. Jokes, pranks or other banter, including stereotyping based on a protected class; or,

c. Distribution, display, viewing, downloading or discussion of any written or graphic material, including online content, voicemail, e-mail, text-messages, calendars, posters and cartoons, that are sexually suggestive or show hostility toward an individual or group based on a protected class.

We will not discriminate against any applicant or employee based on:

- Race
- Creed
- Color
- National Origin
- Disability
- Veteran status
- Age
- Religion
- Ethnicity

- Sex
- Gender
- Pregnancy Status
- Sexual orientation
- Gender identity
- Genetic information (GINA)
- AIDS or HIV status or perception

"To advance equitable outcomes, the City of Austin is leading with a lens of racial equity and healing. **Race** is the primary predictor of outcomes and it is time to recognize, understand, and address racism at its various levels: personal, institutional, structural, and systemic." -*City of Austin Strategic Direction 2023*

Key Triggers

There are some key triggers that we should avoid in our attempts to be inclusive – words and phrases that may be considered offensive, derogatory, or insensitive by different groups.

Blacks

"You are so articulate." - It suggests that the person is surprised and has a preconceived notion that black people are less intelligent than white people.

"You people." This perpetuates the "us- and – them" syndrome and suggests that the person addressed doesn't belong here. It also stereotypes by lumping all blacks together, implying they are all alike.

"When I look at you, I don't see color." We have been taught that it is best to be color blind and just treat everybody the same. Color blindness negates the person of color's identity.

American Indians

"Hey, Chief." If the American Indian addressed this way is not, in fact, a chief, this is considered insulting.

"Hold down the fort." Historically, forts in America were built to hold back the Indians. To an American Indian, this implies that Indians are on the "war path."

"Where are you from?"

"You speak good English."

"Can you recommend a good Chinese/Thai/Asian Vietnamese restaurant?"

Claims that Asians are not discriminated against because they are prevalent in professional occupations, such as doctors and IT professionals.

"You don't act very Asian."

"You all look alike."

Women

"Women are too emotional."

"Work-life balance is a woman's issue."

"Women are not as good in math or technical roles."

Women are more likely to be judged by their outward appearances than her contributions.

Latino/Spanish Speakers

"Do you speak Spanish, or do you speak English?"

"Your English is so good."

"Do you know a good landscaper or housekeeper?"

LGBTQ

"I never would have guessed you were gay?"

"I suspected you were gay."

"I have a gay friend you should meet."

"I'm sorry."

"What do gay people thing about _____?"

Disabilities

"What is wrong with you?"

"Were you born that way?"

"I don't think of you as a person with disabilities."

Speaking more slowly or loudly to a person in a wheelchair.

Assuming that a person with a visible disability wants your help.

Glossary

Awareness - Being mindful of, and interested in, one's surroundings; in terms of race, it also means being alert and thoughtful about race, racism, and injustice.

Bigotry – intolerance, and aggression towards others (typically toward other groups, but can be directed toward anyone).

Cultural Competence – an awareness of and respect for cultures that differ from our own; the ability to work effectively with others across cultures

Implicit Bias - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

LGBTQ – Lesbian, Gay, Bisexual, Transgender, Queer

Marginalized - underserved, disregarded, ostracized, harassed, persecuted, sidelined

Micro-aggressions - Small daily insults and indignities perpetrated against marginalized or oppressed people because of their affiliation with that marginalized or oppressed group.

Micro-aggressor – An individual who commits a micro-aggression

Micro-assaults – A blatant form of racism.

Micro-insults - A type of micro-aggression that disrespects or disparages the target.

Micro-invalidation - A type of micro-aggression that undermines the perceptions, feelings, and experiences of targets.

Oppressed - governed unfairly and cruelly and prevented from having opportunities and freedom

Overt racism – blatant racism; acts that are undeniably racist, discriminatory, or bigoted.

POC – people of color

Racism - For purposes of this training, we want users to know we are using the term "racism" specifically to refer to individual, cultural, institutional and systemic ways by which differential consequences are created for groups historically or currently defined as white being advantaged, and groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) as disadvantaged.

Works Cited

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Slide 1

Building a Positive Work Environment by increasing Cultural Competence
City of Austin
Human Resources Division
Organization Development

Logistics:

Cultural Competence: A Changing Perspective (8:30 - 12:30)

Minimum of two facilitators, one POC and one white person.

- No more than 24 participants
- Make sure no one is seated alone
- Each table should have sticky notes, pens, participant guide, marker
- Some participants may not have registered themselves for the training and may have no idea why they are here. For example, some managers register participants because they don't want to address issues related to cultural competency, and some departments register participants without reading the course descriptions.

Know yourself. Before facilitating a discussion about race. It is important that you consider your own biases or confusion surrounding the issue.

- How have you come to know what you know or think what you think?
- Why have you valued some information or sources over others?
- When seeking to help participants understand others or study historically
  sensitive topics, it is important to discuss the concepts of empathy and perspective.
- We are all products of our society and culture, and attitudes and values change.
- Sharing a moment when your own ideas changed may help model the open-mindedness and
  conscientious self-reflection that you hope to inspire.

Course Topics:

The four groups of people this class focuses on are:

- People of Color (POC)
- LGBTQI
- People with disabilities (visible and invisible)
- Women

If you feel that all protected classes can be classified as microaggressions, please do more research on the

subject to gain a better understanding of microaggressions.

Recommended resources for facilitators:

- **Austin Strategic Direction https://austinstrategicplan.bloomfire.com/posts/3301043-austin-strategic-direction-2023-final**
- White Fragility – Robyn DiAngelo
- Microaggressions in Everyday Life
- So You Want to Talk about Race
- Race Talk and the Conspiracy of Silence

Slide 2

Course Overview

In order to lead effectively, leaders must acknowledge the fact that employees are more than their professional identities. We can't assume that employees can leave their personal identities at home, and dismiss the role of personal identities for effectively completing day to day work tasks. Leaders must understand themselves, how they react to others and how others react to them, and more importantly how to adapt to situations.

We have always lived in an ethnically diverse society; today we are all operating in an increasingly culturally diverse environment where we need to interact and communicate effectively, build relationships, and work effectively with people from diverse cultural and ethnic backgrounds.

Effective leaders must acknowledge the fact that we are more than our professional identities. We don't leave

our personal identity at home, and dismiss the role of personal identities for effectively completing day to day work tasks. We must understand ourselves, how wereact to other and how other react to us, and, more importantly, how to adapt to situations.

Slide 3

A culturally competent leader understands policies that correlate with cultural competency.
Failure to have tough conversations and hold people accountable could possibly violate the following policies:
- Employee Conduct
- Discrimination
- Harassment

Slide 4

Review the ground rules.
- **Listen and Respect** - We agree to listen respectfully to each other without interruptions.
  Only one person speaks at a time. However, this does not mean we should ignore problematic statements. See information here on calling in and calling out. Both approaches are valid and can be done with care and respect, with the goal of helping each other learn.
  We acknowledge that we may be at different stages of learning on the content and discussion topics.

- **Stay Engaged -** The topics discussed are sensitive and may be uncomfortable, work through the discomfort, discomfort is part of growing.
- **Speak your truth** – If you can provide context regarding the topics discussed today, Please speak
  your truth.
- **Expect and accept a lack of closure** - Discussing race and protective classes is new, but needed. Remember, awareness of
- **Acknowledge -** We acknowledge that we are all systematically taught misinformation about our own group(s) and about members of other groups. This is true for everyone, regardless of our group(s).

Slide 5

Cultural Competence

- Cultural competence is **not a destination** but rather an **ongoing process** that requires a commitment to **individual** and **institutional** growth

Cultural competence **is not a destination** but rather an **ongoing process** that requires a commitment to **individual** and **institutional** growth. To advance equitable outcomes, the City of Austin, is leading with a lens of equity and healing.
 RACE is the primary predictor of outcomes and it is time to recognize, understand,
and address racism at its various levels: personal, institutional, structural and systemic.
– City of Austin Strategic Direction 2023.

Slide 6

Handout Blank Sticky notes and ask participants to (without cheating by googling or talking to others) define microaggression. Using the sticky notes, have participants to list one microaggression they've either heard or said. Provide no guidance, this activity is used to determine if participants have any idea about.

Ask: What is a micro-aggression?

Slide 7

Introductions

Name

Department

Describe an early memory of being taught difference.
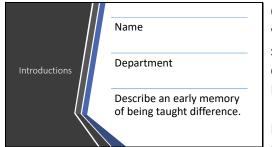
Our past experiences play a part in who we are today. This activity specifically focuses on early memories of being taught about differences. Here is one example.

I remember moving to a new neighborhood when I was seven years old. The first friend I made was a white girl. When the parents of the white girl found out about our friendship, they told their daughter she wasn't allowed to be friends with me.

Answer the following question:
Describe an early Memory of being taught difference.

Slide 8

Get Comfortable with Being
Uncomfortable

Slide 9

Assign each table a scenario that is listed in the participant guide on pages ….. Each person read the scenario and then list what's problematic, if anything
about the scenario.

Racism, sexism, and heterosexism are forms of oppression that unjustly persecute, subjugate and denigrate others through the cruel exercise of power over individuals and groups. When biases and prejudices become institutionalized and systemized into the norms, values and beliefs in society,
they are passed on to generations of its citizens via socialization and cultural conditioning.

Slide 10

Microaggressions | Small daily insults and indignities perpetrated against **marginalized** or **oppressed** people because of their affiliation with that marginalized or oppressed group.

Read the slide, and allow participants time to fill in the words, marginalized and oppressed within the definition. Read definition and have participants to write the marginalized and oppressed.

Ask: Who, in America are considered marginalized and oppressed.

Ask participants to compare the definition written on Sticky note, to the definition listed on slide.

Refer participants to the table assignment and remind them of the different examples of those who felt ostracized by the comments.

Slide 11

Slide 12

Microaggressions are a reality to:	People of color
	People with disabilities
	LGBTQI
	Women

Allow participants time to write the groups listed on the slide.

- A person of color experiences are different than white person's experiences
- Able-body is different from having a disability
- LGBTQI is different from heterosexual
- To be a man as defined by the dominant culture,
  is a different experience from being a woman

Say: Groups matter, but they don't matter naturally. We are often taught to believe a certain way about certain groups. We are taught that they matter and the social meaning ascribed to these groups creates a different lived experience. It starts in childhood and continues throughout our lives.

Note:
At this slide, you as the facilitator may experience anger and uneasiness with white people who feel they have been excluded; I encourage you to review White Fragility by Robin Diangelo. In virtually every situation or context deemed normal, neutral or prestigious in society, white people belong.
This belonging is a deep and ever-present feeling. Belonging has settled deep into the consciousness of white people. The experience of belonging is so natural that they don't have to think about it. The rare moments (like today's training course – in which they don't see white people listed on this slide) in which they don't belong racially comes as a surprise, and this surprise is unsettling.

Background information for Facilitators:

Though coined in 1970, the term "microaggression" was not widely used until this decade. Now, the term is so popular that Merriam-Webster added it to its dictionary in 2017.

- In 1970, Professor Chester M. Pierce coined the term microaggressions
  in reference to the insults he had regularly seen non-black Americans level on black people.
- In 1973, Mary Rowe expanded the definition to include aggressions towards women.
- In 2010, Dr. Derald Wing Sue's definition expanded the definition even further by
  including aggressions towards any marginalized group, including the LGBT community, people with disabilities, etc.

Slide 13

The Eyes Don't See What
the Mind Doesn't Know

Say: The Eyes don't see what the mind doesn't know. Historically, the people of color, people with disabilities, LGBTQI+ and women were discriminated against, and some of us may not know or may not have heard of laws designed that discriminated against groups of people.

Slide 14

We the People

Let's discuss how history shaped our views on society.

Note to Instructor:
I've added American history slides for naïve participants who little to no clue of how history has shaped our lives. It is Important to discuss history when facilitating training dealing with marginalized and oppressed people and when talking about race. History plays a huge role in the microaggression, so let's go back in time to see the role history played in ostracizing the groups.

Slide 15

Say: To understand microaggressions we must understand history. We won't have time to learn history but understand that those at the table made it clear through laws that if you were not of a certain standard you were considered less than, and treated as less than, and even though this acts of violence and exclusion happened a long time ago, they still impact our ways of thinking today.

"Freedom and equality—regardless of religion or class status—were radical new ideas when the United States was formed. At the same time, the US economy was based on the abduction and enslavement of African people, the displacement and genocide of Indigenous people, and the annexation of Mexican lands. Further, the colonizers who came were not free of their own cultural conditioning; they brought with them deeply internalized patterns of domination and submission." — White Fragility: Why It's So Hard for White People to Talk About Racism by Robin J. DiAngelo
http://a.co/3hjJtOB

Notes for instructors:
- **Native American Genocide -** the Indian Removal Act of 1830, which called for the removal of the Cherokee, Chickasaw, Choctaw, Creek, and Seminole from their territories in the Southeast. Between 1830 and 1850, the government forced nearly 100,000 Native Americans off of their

homelands. The dangerous journey to "Indian Territory" in present-day Oklahoma is referred to as the "Trail of Tears," on which thousands died of cold, hunger, and disease. Time and again, when white Americans wanted native land, they simply took it. The 1848 California gold rush, for example, brought 300,000 people to Northern California from the East Coast, South America, Europe, China, and elsewhere.

- **Enslavement of African Americans**
- **Jim Crow Laws** of mandatory segregation, black codes, bans on black jury service, bans on voting, imprisoning people, For unpaid work; medical sterilization and experimentation; employment discrimination, education discrimination, inferior schools, Biased laws, and policing practices; redlining and subprime mortgages; mass incarnation; racist media representation, cultural erasures, Attacks, mockery, and untold and perverted historical accounts

- **Chinese Exclusion Act** - Meant to curb the influx of Chinese immigrants to the United States, particularly California, The Chinese Exclusion Act of 1882 suspended Chinese immigration for ten years and declared Chinese immigrants ineligible for naturalization. President Chester A. Arthur signed it into law on May 6, 1882. Chinese-Americans already in the country challenged the constitutionality of the discriminatory acts, but their efforts failed.

- **People with Disabilities**
- **Women Suffrage**
- **LGBTQI**

Facilitator notes on United States History:

Within the United States, there is a strong belief in superiority of White Euro-American cultural heritage (history, arts, language, traditions, religion, values, etc.)In ethnocentric monoculturalism, White Americans may possess conscious and subconscious feelings of superiority. Because other racial/ethnic groups may differ significantly from the majority group, their cultural values, customs, traditions, language or linguistic.

Historical data for facilitators: Traits, and cultural/religious observances may be perceived as inferior.

Slide 16

United States Historical Timeline

Naturalization Act - 1790

Women's Suffrage Movement – 19th Amendment

Jim Crow Laws

Civil Rights Act - 1964

American Disabilities Act - 1990

LGBTQI+ Laws

Crown Act – 2019

Review the timeline to show how the standard of , the ways of the world have always favored white, cis-gendered, able-bodied males. The identities of those sitting at the tables of power in this country have remained remarkably similar: white, male, middle-and upper-class, able-bodied. The decisions made at those tables affect the lives of those not at the tables. Exclusion by those at the table doesn't depend on willful intent; we don't have to intend to exclude for the results of our actions to be excluded.

Slide 17

The metaphor of the United States as the great melting pot, in which immigrants from around the world come together and melt into one unified society through the process of assimilation is a cherished idea. Once new immigrants learn English and adapt to American culture and customs, they become Americans. In reality, only European immigrants were allowed to melt, or assimilate, into dominant culture in the 19th and 20th centuries, because. Regardless of their ethnic identities these immigrants were perceived to be white and thus belong.

Additional Notes:
The term "white" first appeared in colonial law in the late 1600's. By 1709, people were asked to claim race on the census, and by 1825, the perceived degrees of blood determined who would be classified as Indian. From the late 1800s through the early twentieth century, as waves of immigrants entered the United States, the concept of a white race was solidified. When slavery in the US was abolished

in 1865, whiteness remained profoundly important as legalized racist exclusion and violence against African Americans continued in new forms. To have citizenship – and the right citizenship imbued
– you had to be legally classified as white. People with nonwhite racial classifications began to petition the courts to be reclassified. For example, Armenians won their case to be reclassified as white with
the help of scientific witness who claimed they were scientifically "Caucasian." In 1922, Japanese could not be legally white, because they were scientifically classified as "Mongoloid." A year later,
the court stated that Asian Indians were not legally white, even though they were scientifically
classified as "Caucasian." To justify these contradictory rulings, the court stated that being white
was based on the common understanding of the white man. In other words, people already
seen as white got to decide who was white.

Slide 18

Naturalization Act

You don't have to share this video if you shared information on the previous slide.

Slide 19

Women's Suffrage

Ask: What do we know about women suffrage?
The woman suffrage movement actually began in 1848, when a women's rights convention was held in Seneca Falls, New York. The Seneca Falls meeting was not the first in support of women's rights, but suffragists later viewed it as the meeting that launched the suffrage movement. For the next 50 years, woman suffrage supporters worked to educate the public about the validity of woman suffrage. Under the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and other women's rights pioneers, suffragists circulated petitions and lobbied Congress to pass a constitutional amendment to enfranchise women. At the turn of the century, women reformers in the club movement and in the settlement house movement wanted to pass reform legislation. However, many politicians were unwilling to listen to a disenfranchised group. Thus, over time women began to realize that in order to achieve reform, they needed to win the right to vote. For these reasons, at the turn

of the century, the woman suffrage movement became a mass movement.
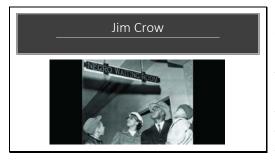
Background Information for Facilitators:
If being a woman denied you the right to vote, you ipso facto cannot grant it to yourself. And you certainly cannot vote for your right to vote. If men control all the mechanisms that excluded women from voting as well as the mechanism to reverse that exclusion, women must call on men for justice. You could not have had a conversation about women's right to vote and men's need to grant it without naming women and men. Not naming the groups the groups that face barriers only serves those who already have access; the assumption is that the access enjoyed by the controlling group is universal. For example, we are taught that women were granted suffrage in 1920, we ignore the fact that it was white women who were granted suffrage in 1920, we ignore the fact that it was white women who received full access or that it was it was white men who granted it. Not until 1960's, through the Voting Rights Act, were all women – regardless of race – were granted full access to suffrage.

Slide 20

Women Suffrage

https://youtu.be/WQLbisRfs20
If you discussed slide #20 then you do
not need to show this video.

Slide 21

Jim Crow
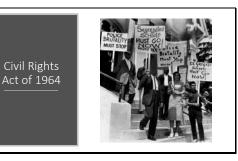
Under **Jim Crow**, African Americans were relegated to the status of second class citizens. **Jim Crow** represented the legitimization of anti-black racism. Many Christian ministers and theologians taught that whites were the Chosen people, blacks were cursed to be servants, and God supported **racial** segregation.

Jim Crow Laws of mandatory segregation, black codes, bans on black jury service, bans on voting, imprisoning people .For unpaid work; medical sterilization and experimentation; employment discrimination, education discrimination, inferior schools, Biased laws, and policing practices; redlining and subprime mortgages; mass-incarnation; racist media representation, cultural erasures, Attacks, mockery, and untold and perverted historical accounts.

Slide 22

Jim Crow

https://www.youtube.com/watch?v=X78AqbCnZ6Y&feature=emb_title

Slide 23

Civil Rights Act of 1964

The Act outlawed discrimination on the basis of race, color, religion, sex, or national origin, required equal access to public places and employment, and enforced desegregation of schools and the right to vote. It did not end discrimination, but it did open the door to further progress. Although the 13th, 14th, and 15th amendments outlawed slavery, provided for equal protection under the law, guaranteed citizenship, and protected the right to vote, individual states continued to allow unfair treatment of minorities and passed Jim Crow laws allowing segregation of public facilities.

Slide 24

The history of the ADA did not begin on July 26, 1990 at the signing ceremony at the White House. It did not begin in 1988 when the first ADA was introduced in Congress. The ADA story began a long time ago in cities and towns throughout the United States when people with disabilities began to challenge societal barriers that excluded them from their communities, and when parents of children with disabilities began to fight against the exclusion and segregation of their children. It began with the establishment of local groups to advocate for the rights of people with disabilities. It began with the establishment of the independent living movement which challenged the notion that people with disabilities needed to be institutionalized, and which fought for and provided services for people with disabilities to live in the community.

Slide 25

Historical Attitudes – Biases towards People with Disabilities	
Time Periods	**Attitudes**
1700s and earlier	Possessed by Devil; Result of sin
1800's – 1920s	Genetically Defective; Inferior
1930s - 1945	Polluting the race; Sterilization
1945 – 1990s	Object of Charity; Pity
1970s – Today	Independent: Dignity

Slide 26

LGBTQI+

Slide 27

Crown Act of 2019

California is now poised to become the first state to ban natural hair discrimination. Black women are challenging **workplace stereotypes** that pressure them to adopt white standards of beauty and professionalism that require women to wear their hair straight.

Crown Act (Creating a Respectful and Open World for Natural Hair prohibit employers and public schools from banning natural black hairstyles, including braids, cornrows, and dreadlocks. These hairstyles are considered "natural" because — unlike chemically straightened hair— they don't alter natural hair texture, which is considered a racial trait. A black woman was denied a job in Alabama because she **wouldn't cut her dreadlocks**. A black BP executive says **she was fired for wearing cornrows** to work. Then, in December, a referee **forced a New Jersey high-school athlete to cut his dreadlocks** or forfeit a wrestling match. The moment was captured on video and sparked viral outrage on social media. These are just a few examples of the ways American culture punishes black Americans.

don't conform to white ideals of professionalism at work and at school. Civil rights lawyers have long argued that such behavior is a form of racial discrimination. And policy makers are starting to pay attention.

Slide 28

Slide 29

Say:
Now that microaggression is defined, and we discussed the history of the four marginalized groups, here are some examples of microaggressions for POC (People of Color)
- "Are you the first person in your family to graduate from college?"
- "You graduated from UT, I thought you would have attended HT."
- "Is that your real hair, can I touch it?"
- "Are you an affirmative action hire?"
- "Wow, you speak English really well."

- "You aren't like other black people."
- "You listen to opera? I thought you were black."
- "Wow, you're so articulate."
- "Your name is too difficult for me, do you have a nickname."
- "Are you visiting this neighborhood?"
- "They write like they talk"
- "Becky is smarter than Keisha"
- "That fiery Latin blood."
- "You don't act very Asian"
- "Did you grow up in a teepee?"
- "Hey Chief"
- "Hold down the fort"
- "You don't look like a Latino"
- "Your accent is so adorable"
- The professor who asks to check your sources, and only your sources, "just to be sure."

Oluo, Ijeoma. So You Want to Talk About Race (p. 171). Da Capo Press. Kindle Edition. Oluo, Ijeoma. So You Want to Talk About Race (pp. 170-171). Da Capo Press. Kindle Edition.

Slide 30

Video – Pt 1 Dr Sue discusses Microaggressions PBS News Hour (video length 1:14:61)

Dr. Sue is a world-renowned microaggression expert from Columbia University.

Slide 31

People with disabilities

Slide 32

- David Ondich

If all I am is the "disabled guy" or the "blind guy," then you are not seeing the real me. Blindness is only one of my many traits and yet is the one that people tend to identify most. It doesn't matter that watching me do things encourages or inspires you. Pressing the correct button on an elevator is not a super-human feat, but it invokes comments like, "Wow, how do you do that?" I'm single and live alone. Yes, I do my own grocery shopping. I clean my own house and cook my own dinner.
I am perfectly capable of making a pot of coffee or wiping up a spill. Don't rush to my rescue.

"Were you born that way?"
"What happened to you?"
Offering assistance

Slide 33

Learning Disabilities:
ADD
ADHD
OCD
Dyslexia

When we refer to ourselves as having OCD, that could very well be offensive to
someone who has been diagnosed with OCD.

Disabilities can be:
Visible or Invisible
Temporary or Long-term
Chronic or episodic

At birth or later in life
Multiple disabilities
No one size fits all
Variety of social factors that
contribute to the construction of
disability.
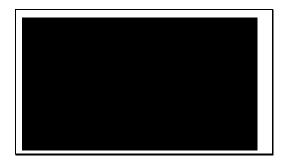
Slide 34

LGBTQ
"That's so gay/Queer"
"You're not a typical gay guy"
"I suspected you were gay"
"I have a gay friend you should meet"
"I'm sorry"

Slide 35

Slide 36

Slide 37
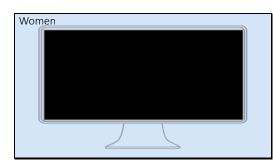
This slide is not included in the participant handouts. Review the slide to show how women were and still are to this day depicted.

Slide 38

According to the research, 64% of women are still exposed to this form of
discrimination, with non-white women experiencing it the more than anyone else.
Though defined simply in the report as "everyday sexism and racism," microaggressions are generally more elusive than overt discrimination, meaning
they have often gone unnoticed and unreported – until now.

Slide 39

People often comment, What's the Harm?

People often suggest that micro-aggressions are not a big deal since everyone experiences
small slights or indignities at one time or another. However, there is a growing body of research
that shows that internalized hurt and humiliation may result from these encounters.

Regular exposure to microaggressions causes a person of color to feel isolated and invalidated. The inability to predict where and when a microaggression may occur leads to hypervigilance, which can then lead to anxiety disorders and depression.
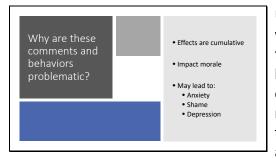
Oluo, Ijeoma. So You Want to Talk About Race (p. 169). Da Capo Press. Kindle Edition.

Slide 40
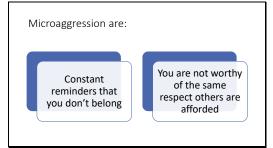
Video – Pt 2 Dr Sue discusses Microaggressions PBS News Hour (video length 1:11:78)

Slide 41

Why are these comments and behaviors problematic?

• Effects are cumulative

• Impact morale

• May lead to:
  • Anxiety
  • Shame
  • Depression

Until we recognize microaggression, we will forever be in the mind-set that these statements and actions are no big deal and with no ill intent. I've often heard from the receivers of microaggression that they are often told that the perpetuator didn't do anything maliciously or told "That's just the way that person is."

Slide 42

Microaggression are:

Constant reminders that you don't belong

You are not worthy of the same respect others are afforded

Microaggressions are constant reminders that you don't belong, that you are less than,
that you are not worthy of the same respect that other people are afforded.
• They keep you off balance, keep you distracted, and keep you defensive.
• They keep you from enjoying an outing to the Domain or a day at the office.
• The assumption that a Mexican-American woman doesn't speak good English keeps her from a promotion.
• The assumption that someone with a disability is not smart, prevents a hiring panel from hiring a person with a disability.
• The assumption that the school someone attended makes them unqualified for a job.
• The decision to not assign projects working with LGBTQ affinity groups to heterosexual
   males because you don't want to make the heterosexual males feel uncomfortable,
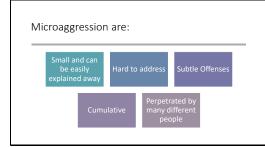
yet it is ok to assign a person of color to all projects working with marginalized groups.

Oluo, Ijeoma. So You Want to Talk About Race (p. 172). Da Capo Press. Kindle Edition.

Slide 43

Microaggression aren't always words...

Microaggressions aren't always delivered in words.
- It's the woman who grabs her purse as you walk by.
- The store clerk following you around to see if you need "help."
- The customers who assume you are an employee.
- The not-so-random, random security checks at airports.
- Assuming that a person with a visible disability wants your help.
- It is the stares received by others when you identify as LGBTQ person.

Oluo, Ijeoma. So You Want to Talk About Race (p. 171). Da Capo Press. Kindle Edition.

Slide 44

Microaggression are:

Small and can be easily explained away	Hard to address	Subtle Offenses
	Cumulative	Perpetrated by many different people
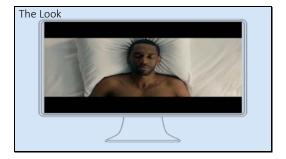
Microaggression are hard to address because they seem harmless on the surface. Because microaggression are so subtle, they may be easily disregarded.

Many people do not consciously know that they are perpetrating a microaggression against someone. Much of our oppressive actions are done in complete ignorance of their effect, or subconsciously—where we aren't fully aware of why we are acting aggressively toward someone. This is often the case with microaggressions.

Oluo, Ijeoma. So You Want to Talk About Race (p. 170). Da Capo Press. Kindle Edition.

Slide 45

The Look

Slide 46

Employee Conduct…
- According to City of Austin policy, the City of Austin defines **bullying** as persistent conduct that is **malicious** or **unwelcome**, that **harms, intimidates, offends, degrades** or **humiliate** an employee, whether **verbal, non-verbal, physical, psychological,** or otherwise

So let's look at why it's important to share this information with the City of leaders. Committing microaggression are against policy. What I find when facilitating classes, is that microaggression are committed daily. Some people may not even realize what they are doing, for others it is normal behavior.

What is also striking is the fact that many leaders are not even aware of the term. The City of Austin's policy on harassment covers microaggression. While microaggression are not specifically mentioned within the policy, look at the words, bullying, unwelcoming, degrading , humiliating, verbal and non-verbal these are ways in which microaggression are played out in the workforce. If a person is not aware that they are, in fact, offending another person then how might this be addressed?

The City is committed to providing a work environment that is free of harassment. Harassment is unwelcome verbal or physical conduct toward an individual or a group because of a protected class. Harassment can create a hostile work environment when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or otherwise adversely affects an individual's employment opportunities.

Note: Often times when facilitating microaggressions, white men make statements like, "What if I am called a redneck, or trailer trash? Is that not a

microaggression?" The answer is no. It is degrading and humiliating, but white men are not marginalized or oppressed, and by definition, microaggressions are small daily insults and indignities perpetrated against marginalized or oppressed people because of their affiliation with that marginalized or oppressed group.

Slide 47

We will not discriminate against any applicant or employee based on:

- Race
- Creed
- Color
- National Origin
- Disability
- Veteran status
- Age
- Religion
- Ethnicity

- Sex
- Gender
- Pregnancy Status
- Sexual orientation
- Gender identity
- Genetic information (GINA)
- AIDS or HIV status or perception

Slide 48

Microaggressions and Bias
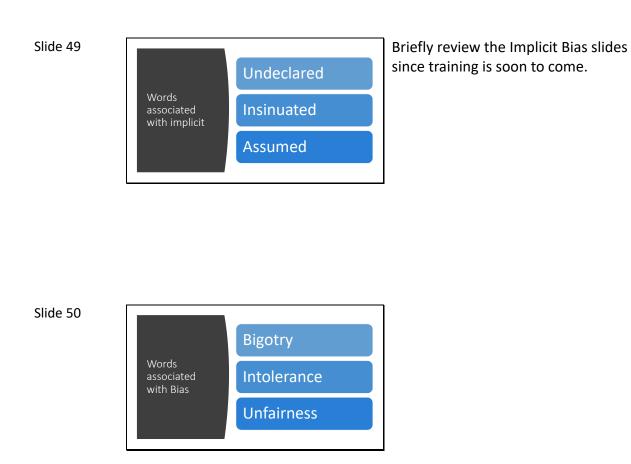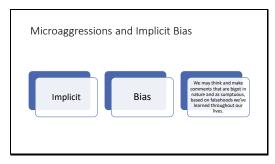
We can't talk about microaggressions without talking about implicit bias. Much of our oppressive actions are done in complete ignorance of their effect, or done sub-consciously – where we aren't fully aware of why we are acting aggressively toward someone.

Slide 49

Words associated with implicit

Undeclared

Insinuated

Assumed

Briefly review the Implicit Bias slides since training is soon to come.

Slide 50

Words associated with Bias

Bigotry

Intolerance

Unfairness

Slide 51

Microaggressions and Implicit Bias

Implicit

Bias

We may think and make comments that are bigot in nature and as sumptuous, based on falsehoods we've learned throughout our lives.

When committing microaggressions, we may think and make comments that are bigot in nature and as sumptuos.

Slide 52

Biological Reasons for Unconscious Bias

Eliminating bias is an unattainable goal.

Slide 53
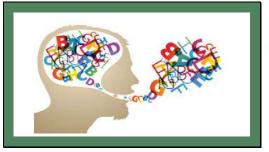
Our Unconscious biases are the beliefs that sit in the back of our brains that informs our actions without our explicit knowledge. Instead, to be more effective, we need to recognize and understand our biases and their impact on how we see and operate. We can only do that by acknowledging that we have biases in the first place. Encourage participants to take the IAT test.

Slide 54

We learn bias from life experiences, they are formed in the sub-conscious and are second nature to us.

Slide 55

If we aren't aware of our unconscious bias, what has played in our minds time and time again, **will eventually come out of our mouths**.

Slide 56

In organizational life, they influence how we interview people, whom we hire, whom we give job assignments to, whom we promote, and whom we're willing to take a chance on. In fact, they make their mark upon virtually every aspect of organizational life.

- How we interview
- Job Assignments
- Who Gets Promoted

Microaggressions are a serious problem beyond the emotional and physical effects they have on the person they are perpetrated against. They have much broader social implications. They normalize racism. They make racist assumptions a part of everyday life. The assumption that a black father isn't in the picture reinforces an image of irresponsible black men that keeps them from being hired for jobs. The assumption that a Latinx woman doesn't speak good English keeps her from a promotion. The assumption that a child of color's parents wouldn't have a college degree encourages guidance

counselors to set lower goals for that child. The assumption that black people are "angry" prevents black people from being taken seriously when airing legitimate grievances. These microaggressions help hold the system of White Supremacy together, because if we didn't have all these little ways to separate and dehumanize people, we'd empathize with them more fully, and then we'd have to really care about the system that is crushing them.

Oluo, Ijeoma. So You Want to Talk About Race (pp. 172-173). Da Capo Press. Kindle Edition.

Slide 57

Moving Forward…

Be aware that microaggression are a problem

Remember, microaggression come from a place of unconscious bias

The microaggressor must be confronted

How do we move forward?
First, we need to actually be aware that there is a problem. After hearing this presentation, how many of you have heard or witnessed some of the microaggression discussed?

Addressing microaggression is a challenge because microaggression come from a place of unconscious bias.
In order to move forward, we must confront the microaggressor and **if we** are the microaggressor we need to recognize that we are.
Often times, people don't know what they don't know. Admit that microaggression exist. Many people deny the existence of microaggression.
When we deny the true nature of microaggression, that's the wrong way to handle microaggression.
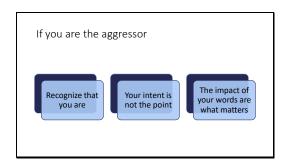
Slide 58

If you are the aggressor:

PAUSE	THINK BEFORE YOU REACT	USE EMOTIONAL INTELLIGENCE

Slide 59

If you are the aggressor

Recognize that you are	Your intent is not the point	The impact of your words are what matters

Slide 60

But I'm a good person

That's not what I meant

You're being too sensitive

Defensiveness

Say: Once you are confronted, you may think you are a bad person, that's not what you meant, or you may even believe the other person is overreacting or too sensitive.

Slide 61

If you are the aggressor….

Pause

Ask yourself some uncomfortable questions

"Do I know why I said that?"

"Why did I clutch my purse?"

"Would I have said this to _____?"

If you are the person who committed the microaggression, and you want to understand. Here are some tips:

Pause.
It is very easy to be overwhelmed with emotions when you are called out. Before you respond at all, pause and catch your breath and remember that your
goal is to understand and to have a better relationship with the person you are talking to.

Ask yourself:

"Do I really know why I said/did that?"
Think for a moment—why did you choose
to make that comment? Why did you clutch at your purse? If you can't think of a good reason,
this is a good sign that you should examine this more in yourself.

Ask yourself:
"Would I have said this to somebody of my race or someone who was heterosexual, without disability, or didn't have accent?

Ask yourself if you were feeling threatened or uncomfortable in the situation, and then ask yourself why.

Slide 62

Intent VS.

IMPACT

Slide 63

If you are the on the receiving end

PAUSE | THINK BEFORE YOU REACT | USE EMOTIONAL INTELLIGENCE

WHEN SOMEBODY HAS PERPETRATED A MICROAGGRESSION against you, it can be hard to address. There is no guaranteed method for success that will make somebody realize what they are doing and stop, but here are a few strategies that work at least part of the time.

Oluo, Ijeoma. So You Want to Talk About Race (p. 173). Da Capo Press. Kindle Edition.

Slide 64

Perceived Minimal Harm of microaggression:

Just let it go | You are overreacting | It's not a big deal | That's how he is with everyone

If you are the person, responding to microaggression in the workplace, do your due diligence in addressing the issue, and do not let people convince you
that they the person on the receiving end is being overly-sensitive, disruptive or divisive. What is harmful and divisive are the acts of aggression that are being perpetuated against marginalized groups of people and are allowed to happen often, without consequences.
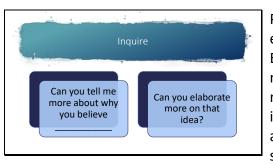
Slide 65

Possible Stories you may have…

Did that just happen?

Maybe they didn't mean it that way.

Did they just say that because I am…?
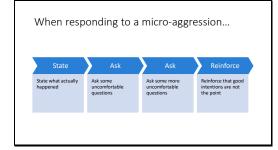
Say: You may even begin to question whether or not you witnessed the action or behavior of the other person

Slide 66

Inquire

Can you tell me more about why you believe _____

Can you elaborate more on that idea?

Purpose: To have the aggressor explain more his/her way of thinking Example phrases: "Can you elaborate more on that idea?" "Can you tell me more about why you believe (insert idea here)" How this helps: Gives the aggressor a chance to elaborate on specific feelings or emotions, occasionally allows the aggressor to realize the implications of his/her comment

Slide 67

When responding to a micro-aggression…

State — State what actually happened

Ask — Ask some uncomfortable questions

Ask — Ask some more uncomfortable questions

Reinforce — Reinforce that good intentions are not the point

Here are a few strategies that may work some of the time:

- State what actually happened. Some things just need to be called what they are. "You just assumed that I don't speak English."

2. Ask some uncomfortable questions. Because microaggression occur in the sub-conscious questioning the action may cause someone to examine their motives.
   "Why did you say that?"
   "I don't get it"

3. Ask some more uncomfortable questions,
   "Would you have asked that same question to a male?"
   "Why do you interrupt me in meetings"
   "Is this something you would have said this to a white person"
   "How exactly was I suppose to take that?"
   "You may not have meant to offend me but you did"
   "I can see you are uncomfortable but this is a real problem that needs to be addressed.

4. Reinforce that good intentions are not the point. "You may not have meant to offend me, but you did."
"I can see this is making you uncomfortable, but this is a real problem that needs to be addressed."

Oluo, Ijeoma. So You Want to Talk About Race (pp. 173-174). Da Capo Press. Kindle Edition.

Slide 68

It's not just this one incident

Remember: it's not just this one incident. Trust me, whatever it is you've done or said, has been done before. Once you realize this, apologize.
You've done something that hurt another human being. We need to start using the term and recognizing it in the workplace, instead of making excuses for people's decision making and unfair treatment.

Oluo, Ijeoma. So You Want to Talk About Race (p. 177). Da Capo Press. Kindle Edition.

Slide 69

DO NOT Force People to Acknowledge your Good Intentions

Don't force people to acknowledge your good intentions. What matters is that somebody was hurt. That should be the primary focus. The fact that you hurt someone doesn't mean that you are a horrible person, but the fact that you meant well doesn't absolve you of guilt.

Slide 70

Organizational Interventions

1. Review policies, practices, and procedures to ensure equal access and opportunity to all.

2. Create a welcoming climate

3. Make ACCOUNTABILITY central.

Slide 71

"Not Everything that is faced can be changed, but nothing can be changed until it is faced."

James Baldwin

As City of Austin leaders, think about microaggression. Pay attention to the words spoken by members on your team
and perhaps maybe even yourself. Engage people, particularly those unconsciously inflicting microaggression. Some people
may not understand how hurtful they're being or why you're being "so sensitive."
No one deserves to feel attacked or inferior for being different. If anything, these traits should be embraced and celebrated.

Talking about microaggressions is hard. It's hard for the person constantly having to bring up the abuses against them, and it's
hard for the person constantly feeling like they are doing something wrong. But if you want this to stop—you have to have these conversations.

Slide 72

imagine
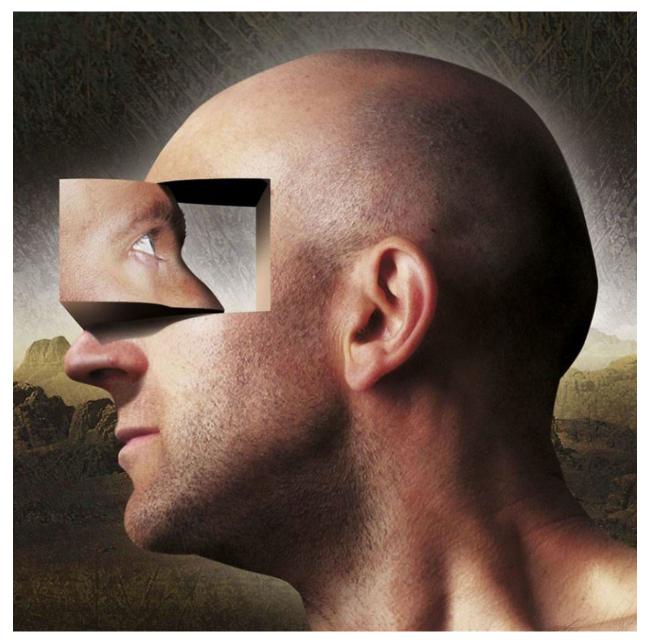
Return to your scenario and using some of the methods discussed today, work with your table mates to determine how you might best respond to the scenario.

Slide 73

Insights and Reflection

Slide 74

Micro-aggressions:

Making the Invisible Visible

LIFELONG LEARNING ACADEMY

CITY OF AUSTIN
FOUNDED 1839

Overview

In today's rapidly changing world, cultural competence is critical. There is a critical need to develop employees not only to understand but to be sensitive to others who are not like them.

Developing "cultural competence" answers this need. Developing cultural competence allows one to grow mentally and professionally. Increased cultural competence generates awareness and sensitivity.

Ground Rules

- Listen and respect
- Stay engaged
- Speak your truth
- Expect to experience discomfort
- Expect and accept a lack of closure
- Participate

Objectives:

Participants will:

- Define micro-aggressions and how they occur in our everyday lives
- Reflect on ways they have experienced micro-aggressions in their lives
- Explore ways to counteract micro-aggressions on an individual and societal level

Policies this course addresses:

- Employee Conduct
- Discrimination
- Harassment

Competencies this course addresses:

- **Cultural Competence**
- Customer Service
- Effective Communication
- Problem Solving

Cultural competence **is not a destination** but rather an **ongoing process** that requires a commitment to **individual** and **institutional** growth.

i've heard that before...

Keep in mind; micro-aggressions may be based on **socioeconomic status, disability, gender, gender expression or identify, sexual orientation, race, ethnicity, nationality, or religion.** The following are offered as examples for reflection to raise awareness and sensitivity toward creating a more inclusive and supportive work environment.

Place a check mark next to the statements or phrases you have either heard from someone else or have said yourself**.**

- Failed to learn to pronounce or continue to mispronounce the names of employees after they have corrected you.
- Scheduled events, meetings, or project due dates on religious or cultural holidays
- Disregarded religious traditions or their details. (Ex. Impacts of fasting)
- Set low expectations for residents from particular groups, neighborhood.
- Assigned employees tasks or roles that reinforce particular gender roles.
- Used inappropriate humor in the workplace that degrades employees from different groups.
- Expressed racially charged political opinions in the workplace, assuming that the targets of those opinions do not exist within the City of Austin.
- Used the term "illegals" to reference undocumented people.
- Denied the experiences of employees by questioning the credibility and validity of their stories.
- Used sexist language.
- Used heteronormative metaphors or examples in the workplace.
- Assumed the gender of any employee.
- Continued to misuse pronouns even after an employee, transgender or not, indicated their preferred gender pronoun.
- Assumed all customers have access to and are proficient in the use of computers and applications for communications about work-related activities.
- Assumed that employees of particular ethnicities must speak another language or must not speak English.
- Complimented people of color on their use of "good English."
- Made assumptions about employees and their backgrounds
- Featured pictures of employees of only one ethnicity or gender on the organization's website.

Micro-aggressions defined:

Small daily insults and indignities perpetrated against marginalized or oppressed people because of their affiliation with that marginalized or oppressed group.

What's the Harm

Awareness of the overall negative effects of micro-aggressions is important because today's workforce is diverse. To promote an atmosphere of inclusion where all people feel valued for their contributions, it is important that City of Austin employees become familiar with the occurrence of micro-aggressions so that we can help foster a workplace where people feel valued and appreciated. There is a growing body of research that shows that internalized hurt and humiliation may result from these encounters.

Micro-aggressions are a reality to:

1._____
2._____
3._____
4._____

According to City of Austin policy, the City of Austin defines **bullying** as persistent conduct that is **malicious** or **unwelcome**, that **harms**, **intimidates, offends, degrades** or **humiliate** an employee, whether **verbal**, **non-verbal**, **physical**, **psychological** or otherwise…

City of Austin Policies

Prohibited Conduct:

This list of prohibited conduct is meant to give some examples of behavior that constitutes harassment and is not a complete list of conduct prohibited under this policy:

a. Use of epithets, innuendos, names, comments, foul language or slurs because of an individual's protected class;

b. Jokes, pranks or other banter, including stereotyping based on a protected class; or,

c. Distribution, display, viewing, downloading or discussion of any written or graphic material, including online content, voicemail, e-mail, text messages, calendars, poster, and cartoons, that are sexually suggestive or show hostility toward an individual or group based on a protected class.

Harassment

The City is committed to providing a work environment that is free of harassment. Harassment is unwelcome verbal or physical conduct toward an individual or a group because of a protected class. Harassment can create a hostile work environment when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or otherwise adversely affects an individual's employment opportunities.

We will not discriminate against any applicant or employee based on:

- Race
- Creed
- Color
- National Origin
- Disability
- Veteran status
- Age
- Religion
- Ethnicity

- Sex
- Gender
- Pregnancy Status
- Sexual orientation
- Gender identity
- Genetic information (GINA)
- AIDS or HIV status or perception

The Equity Office....

"To advance equitable outcomes, the City of Austin is leading with a lens of racial equity and healing. **Race** is the primary predictor of outcomes and it is time to recognize, understand, and address racism at its various levels: personal, institutional, structural, and systemic." *-City of Austin Strategic Direction 2023*

As Chief Equity Officer I'll be committed to facilitating dialogue and organizational practices that support the development and adoption of equity as a shared value. I serve as the technical expert in addressing equity as it is applied to city-wide policies, programs, practices and budget decisions with an overall vision to make Austin the most livable city for ALL.

— Brion Oaks, Chief Equity Officer, City of Austin

PEOPLE OF COLOR

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People with Disabilities

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Quote
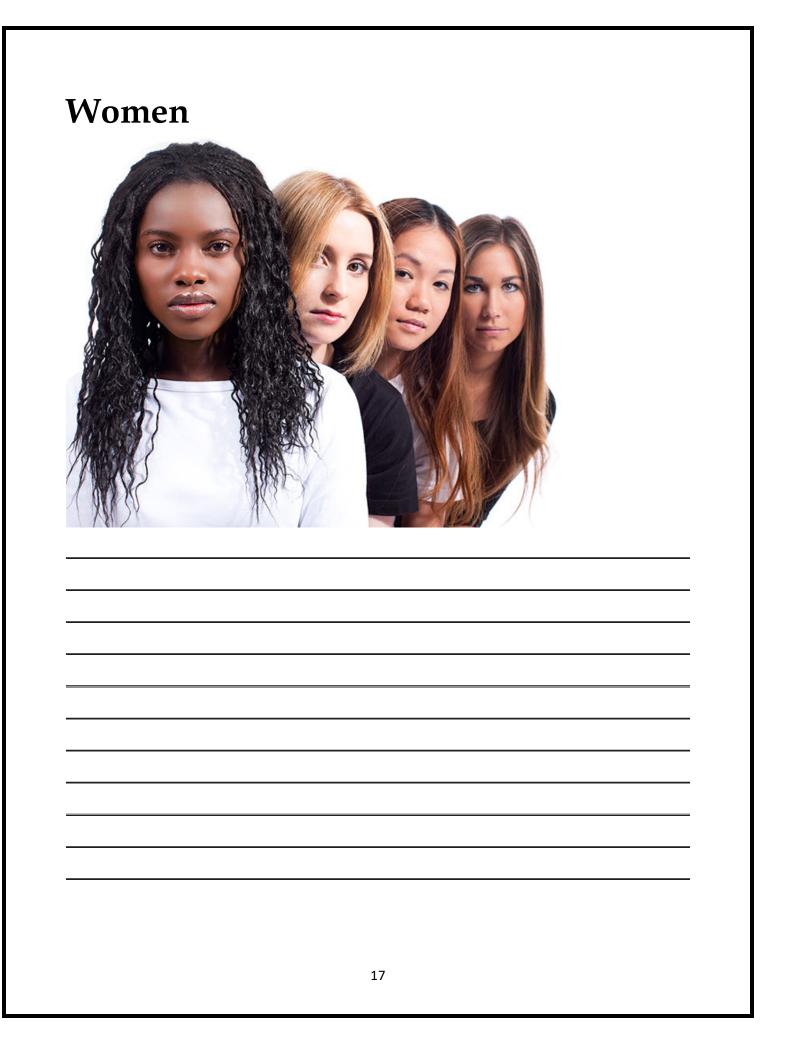
"If all I am the "disabled guy" or the "blind guy," then you are not seeing the real me. Blindness is only one of my many traits and yet is the one that people tend to identify most. It doesn't matter that watching me do things encourages or inspires you. Pressing the correct button on an elevator is not a super-human feat, but it invokes comments like, "Wow, how do you do that?" I'm single and live alone. Yes, I do my own grocery shopping. I clean my own house and cook my own dinner. I am perfectly capable of making a pot of coffee or wiping up a spill. Don't rush to my rescue". – David Ondich

Invisible Disabilities

not every disability
is visible

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It's important to understand generational differences

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Micro-aggressions are harmful to the person on the receiving end.

Why are these comments and behaviors problematic?
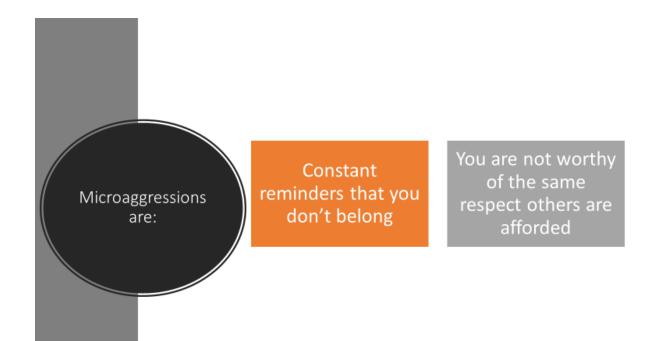
- Effects are cumulative
- Impacts morale / Self-worth

May lead to:
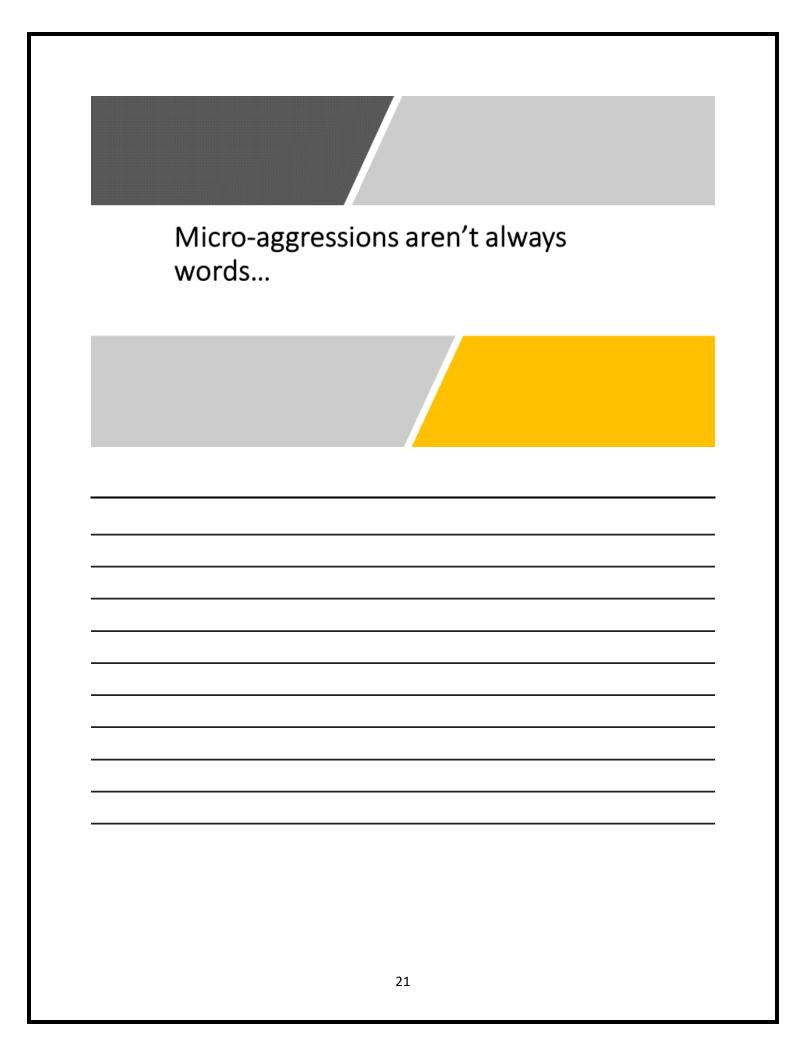
- Anxiety
- Shame
- Depression

Microaggressions are:
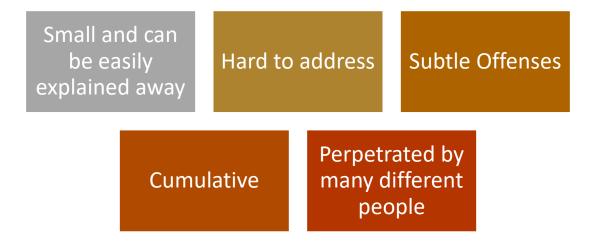
Constant reminders that you don't belong

You are not worthy of the same respect others are afforded

Micro-aggressions…

- Keep you off-balance

- Keeps you distracted

- Hard to detect

- Small and can be easily explained away

- Subtle offenses

- Cumulative

- Perpetrated by many different people

Micro-aggressions aren't always words...

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Notes:

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Micro-aggressions are:

Small and can be easily explained away

Hard to address

Subtle Offenses

Cumulative

Perpetrated by many different people

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Micro-aggressions

Micro – Small

Aggression – hostile, violent behavior or attitude toward another person.

Are often unacknowledged

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It may not seem like a big deal, but just like one random bee sting might be a big deal, a few random bee stings will have a definite impact on your relationship with bees and the quality of your life.

3 Forms

Micro-assaults

Micro-insults

Micro-invalidations

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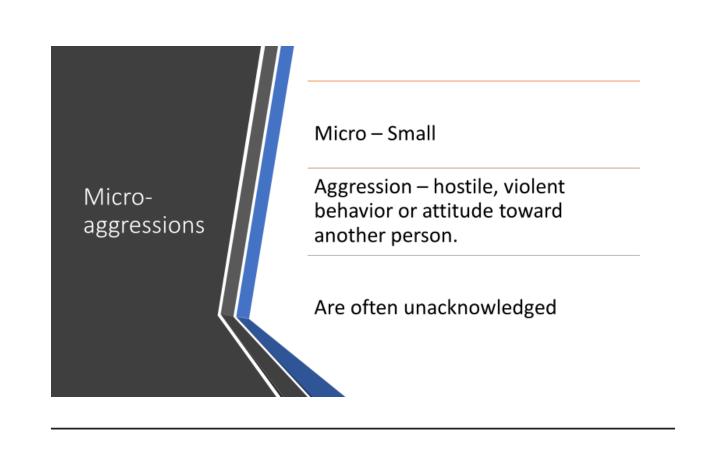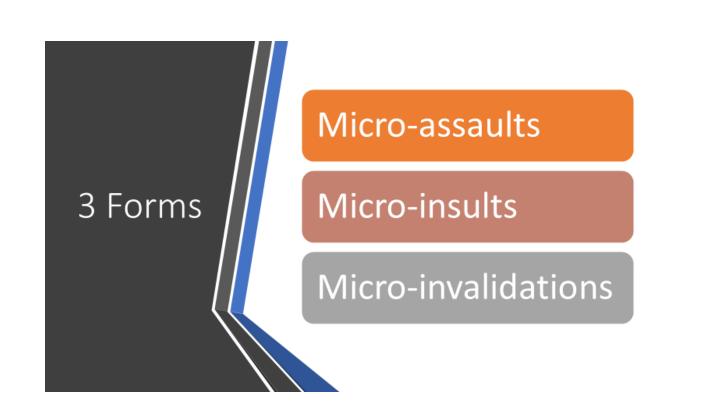
Micro-assaults- Blatant forms of racism

Old fashioned discrimination
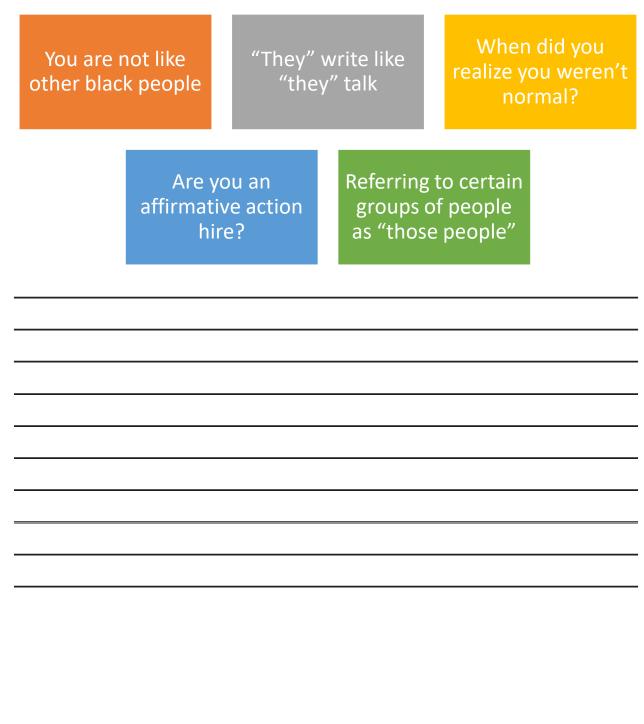
Committed consciously

Name calling, avoidant behavior or purposeful discriminatory actions

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Micro-insults - A type of micro-aggression that disrespects or disparages the target.

You are not like other black people

"They" write like "they" talk

When did you realize you weren't normal?

Are you an affirmative action hire?

Referring to certain groups of people as "those people"

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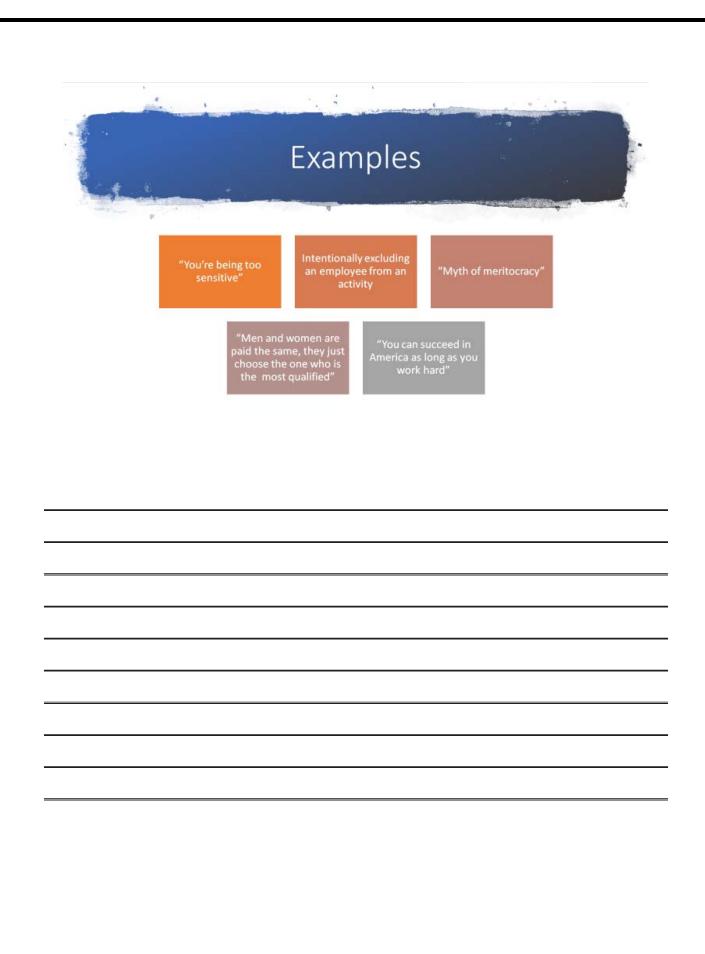
Micro-invalidations – A

type of micro-aggression that undermines the perceptions, feelings, and experiences of targets.

Micro-invalidation

Disconfirming messages

Exclude, negate, or dismiss the thoughts, feelings or experiences of certain groups

May be the most damaging of the three

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Examples

"You're being too sensitive"

Intentionally excluding an employee from an activity

"Myth of meritocracy"

"Men and women are paid the same, they just choose the one who is the most qualified"

"You can succeed in America as long as you work hard"

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Micro-aggressions and Bias

We can't talk about micro-aggressions without talking about implicit bias.

Words associated with implicit:

Words associated with bias:

Notes:

_____
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When the two words are used together, it means that we lead conversations without being aware of our biases. We make statements similar to statements one might make when they are in a comatose state mixed with a little bigotry, unfairness, and lack of tolerance.

Biases

- Social stereotypes
- Attitudes
- Opinions
- Stigma we form about CERTAIN GROUPS of people outside of our own conscious awareness

Notes:

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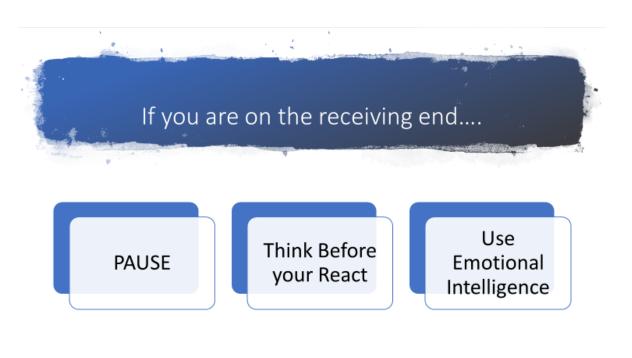
How might our upbringing and the media influence our biases?

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Implicit Bias
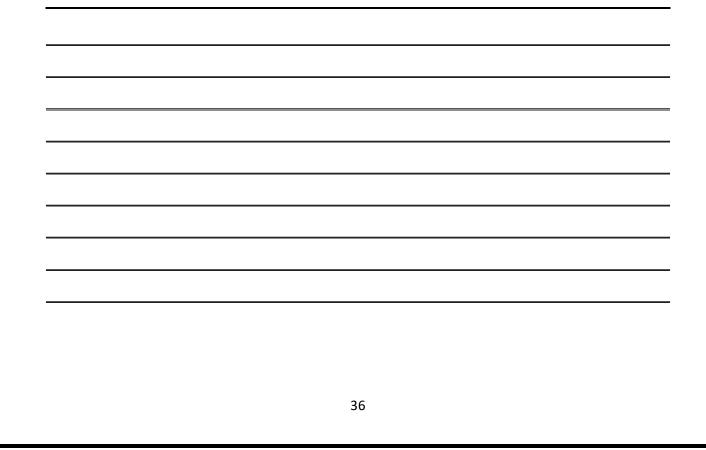
Notes:

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Implicit Bias

Notes:

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If you are on the receiving end....

PAUSE

Think Before your React

Use Emotional Intelligence

WHEN SOMEBODY HAS PERPETRATED A MICRO-AGGRESSION against you, it can be hard to address. There is no guaranteed method for success that will make somebody realize what they are doing and stop, but here are a few strategies that work at least part of the time.

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When responding to a micro-aggression...

State	Ask	Ask	Reinforce
State what actually happened	Ask some uncomfortable questions	Ask some more uncomfortable questions	Reinforce that good intentions are not the point

State what actually happened. Some things just need to be called what they are.
Example: "You just assumed that I don't speak English."

Ask some uncomfortable questions. Because micro-aggressions occur in the sub-conscious questioning, the action may cause someone to examine their motives.
- "Why did you say that."
- "I don't get it."

Ask some more uncomfortable questions.
- "Would you have asked that same question to a male?"
- "Why do you interrupt me in meetings."
- "Is this something you would have said to a white person."
- "How exactly was I suppose to take that?"
- "You may not have meant to offend me, but you did."
- "I can see you are uncomfortable, but this is a real problem that needs to be addressed.
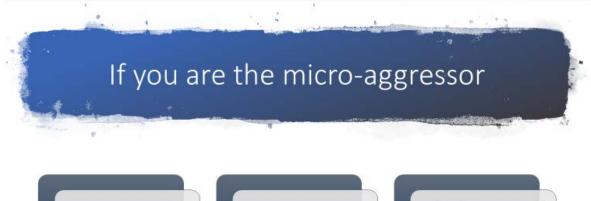
Reinforce that good intention is not the point.
- "You may not have meant to offend me, but you did."
- "I can see this is making you uncomfortable, but this is a real problem that needs to be addressed."

Oluo, Ijeoma. So You Want to Talk About Race (pp. 173-174). Da Capo Press. Kindle Edition.

If you are the micro-aggressor:

If you are the micro-aggressor
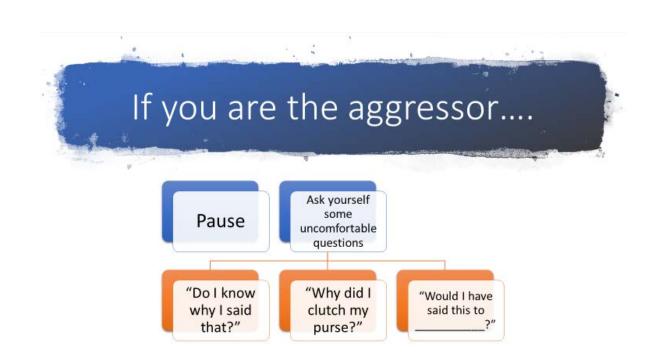
| Recognize that you are | Your intent is not the point | The impact of your words are what matters |

29

Questions you may ask yourself:

- Am I still a good person?
- Do I treat people who are not like me, fair?
- Am I inclusive?
- Am I a bigot?
- What do people think of me?

If you are the aggressor....

Pause

Ask yourself some uncomfortable questions

- "Do I know why I said that?"
- "Why did I clutch my purse?"
- "Would I have said this to _____?"

Notes:

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It's not just
this one
incident.

Remember: It's not just this one incident. Trust me, whatever it is you've done or said, has been done before. Once you realize this, APOLOGIZE. You've done something that hurt another human being.

Action Item:

- Start using the term and recognizing it in the workplace instead of making excuses for people's decision making and unfair treatment.
- Get comfortable with being uncomfortable

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Intent vs. Impact

Statements:	Possible Interpretation	Possible Intent	Interpretation/Impact
"Do you live alone?"	People with disabilities are unable to care for themselves.	I need help.	All people with disabilities need to depend on others.
"That's so gay."			
"No, where are you really from."			
"You don't act Black."			

The Way Forward:

Institutions can begin to institute initiatives, programs and activities intended to

1. Decrease the manifestation of micro-aggressions and harm to marginalized groups by allowing them to voice their concerns, form coalitions that allow them to validate one another, and provide programs such as mentoring that allow them to understand and eventually enter the "corridors of power,"
2. Educate the male, straight, and heterosexual workforce in the awareness, recognition, and impact of racial, gender, and sexual orientation micro-aggressions.
3. Employees must begin to acknowledge their hidden biases and become motivated to change their perspectives, thoughts, beliefs, and behaviors.

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> "Not Everything that is faced can be changed, but nothing can be changed until it is faced."
>
> James Baldwin
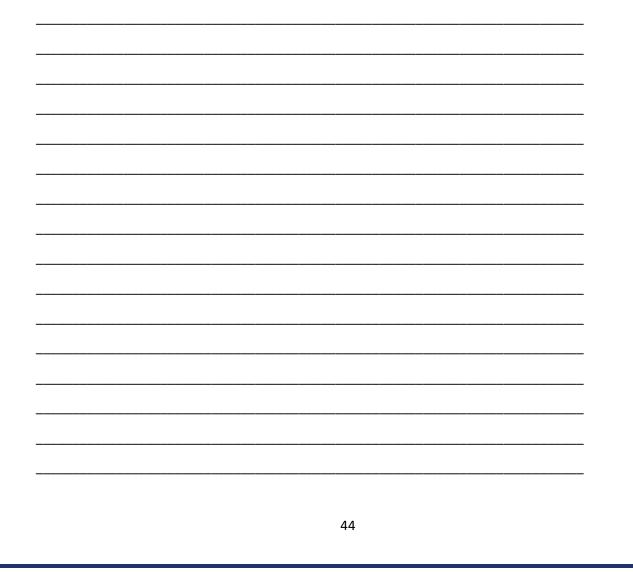
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Journal Prompts:

1. Describe one insight you gained from today's session. How will this insight change the way you approach your role as a leader?

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2. Identify one previous situation you've experienced as a leader where the concepts covered today could have been applied. If you could relive that experience, how would you approach it differently?

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3. For the next 30 days, list micro-aggressions you witness.

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City of Austin Personnel Policies:

EQUAL EMPLOYMENT OPPORTUNITY AND ANTI-DISCRIMINATION

The City of Austin is committed to Equal Employment Opportunity and anti-discrimination. Discrimination, Harassment, and Retaliation based upon a protected class, in any form, as defined in federal, state or local law/ordinance, will not be tolerated. Protected classes include race, color, religion, creed, sex, gender, pregnancy status, genetic information, sexual orientation, gender identity, national origin, ethnicity, age, disability, and veteran status or other legally protected class.

Every employee is responsible for maintaining a professional environment free of discrimination, harassment, and retaliation, and for bringing to the City's attention conduct that interferes with providing a work environment free of discrimination, harassment, and retaliation.

Findings of discrimination, harassment, or retaliation against an employee may result in discipline up to and including discharge.

Discrimination

The City is committed to providing a work environment that is free of discrimination. Discrimination is the unequal or different treatment of an individual in any employment and/or personnel action on the basis of a protected class.

Departments and Offices shall implement this policy through uniform and consistent employment practices. As an Equal Employment Opportunity (EEO) employer, the City will recruit, hire, train, compensate, discipline, provide benefits and promote without regard to protected class. It is the policy of the City to ensure:

- Equal Opportunity to all employees and candidates; and,

- That employees be selected and promoted based on merit and fitness and without discrimination. The City of Austin will employ positive business and personnel practices designed to ensure equal employment opportunity.

In addition, the City will not discriminate in employment decisions and/or personnel actions on the basis of an individual's AIDS, AIDS Related Complex, or HIV status; nor will the City discriminate against individuals who are perceived to be at risk of HIV infection, or who associate with individuals who are believed to be at risk.

Reasonable accommodations shall be provided for all employees and qualified applicants with a disability as defined by the Americans with Disabilities Act (ADA), as amended, COA Personnel Policies Page 2 provided that the individual is otherwise

qualified to perform the essential functions of the job, and such accommodations can be provided without undue hardship for the City of Austin.

Harassment

The City is committed to providing a work environment that is free of harassment. Harassment is unwelcome verbal or physical conduct toward an individual or a group because of a protected class. Harassment can create a hostile work environment when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or otherwise adversely affects an individual's employment opportunities. An adverse action taken against an employee for filing a discrimination charge, testifying or participating in an investigation, proceeding, or lawsuit, or for opposing discriminatory employment practices is retaliation under Section I.4. Employees who engage in such conduct will be subject to discipline, up to and including discharge.

Employees shall not engage in conduct which could reasonably create a hostile work environment while on duty or on City premises, to include any work-related setting outside the workplace, such as business trips and professional conferences, etc. Such conduct will not be tolerated and may result in disciplinary action up to and including discharge.

Supervisors or managers receiving complaints of such harassment are expected to take appropriate action to stop the alleged conduct and to make departmental Human Resources aware of such complaints and/or conduct without undue delay. If the investigation shows evidence of harassment, the supervisors or managers shall take immediate and appropriate corrective action.

Prohibited Conduct:

This list of prohibited conduct is meant to give some examples of behavior that constitutes harassment and is not a complete list of conduct prohibited under this policy:

a. Use of epithets, innuendos, names, comments, foul language or slurs because of an individual's protected class;

b. Jokes, pranks or other banter, including stereotyping based on a protected class; or,

c. Distribution, display, viewing, downloading or discussion of any written or graphic material, including online content, voicemail, e-mail, text messages, calendars, posters, and cartoons, that are sexually suggestive or show hostility toward an individual or group based on a protected class.

We will not discriminate against any applicant or employee based on:

- Race
- Creed
- Color
- National Origin
- Disability
- Veteran status
- Age
- Religion
- Ethnicity

- Sex
- Gender
- Pregnancy Status
- Sexual orientation
- Gender identity
- Genetic information (GINA)
- AIDS or HIV status or perception

June 28, 2019

Update on Wednesday, July 3: Gov. Gavin Newsom signed the bill into law.

California is poised to become the first state to ban racial discrimination against people based on their natural hairstyle.

The State Assembly voted unanimously on Thursday to approve the measure, which the State Senate approved in April. It now heads to the desk of Gov. Gavin Newsom, a Democrat, to be signed into law.

The bill would update the definition of race used in existing law to be "inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles."

"In a society in which hair has historically been one of many determining factors of a person's race, and whether they were a second-class citizen, hair today remains a proxy for race," the bill says. "Therefore, hair discrimination targeting hairstyles associated with race is racial discrimination."

The measure, known as the Crown Act — an acronym for "Create a Respectful and Open Workplace for Natural Hair" — was introduced by State Senator Holly Mitchell of Los Angeles, a Democrat. Governor Newsom's office did not immediately respond to a request for comment on Friday.

"This is a fundamental issue of personal dignity and personal rights," Ms. Mitchell said in an interview on Friday. "This bill has truly struck a deeply personal chord with people because there is something so deeply personally offensive when you are told that your hair, in its natural state, is not acceptable in the workplace."

Ms. Mitchell said the bill seeks to ban employers and schools from enforcing grooming policies that claim to be race neutral but in reality have a disproportionate impact on people of color.

She said she had been stopped on the street or had received letters from black people, many of them parents, who had shared stories of themselves or their children being singled out by bosses or by teachers because of the texture or style of their hair.

"I have heard from parents whose children have been sent home from school because they were told their hair was unruly," Ms. Mitchell said. "Or even more comically from my perspective, that their hair was a distraction to other children. Other children are distracted, so you have to leave."

The bill points to the history of anti-black racism in the United States and the role it has played in shaping Eurocentric beauty standards and ideas of what constitutes a professional appearance.

"Professionalism was, and still is, closely linked to European features and mannerisms, which entails that those who do not naturally fall into Eurocentric norms must alter their appearances, sometimes drastically and permanently, in order to be deemed professional," the bill says.

The bill also highlights what it calls a shortcoming of anti-discrimination law: Federal courts have ruled that the law protects African-Americans when they are discriminated against for wearing their hair in Afros, but not when they wear it in other natural hairstyles, or in braids, twists or locks.

A proposal to ban discrimination on the basis of hair in the workplace, housing and public schools was introduced in the New Jersey Legislature this week. That measure was in part a response to an episode last December when a black high school wrestler was forced to cut his dreadlocks ringside or else forfeit a match.

In February, the New York City Commission on Human Rights issued new guidelines that banned discrimination on the basis of hair or hairstyle at work, at school or in public accommodations.

Ms. Mitchell, who has worn her hair in a natural style for 20 years, said she recently found a picture of herself and her mother at her 1982 high school graduation. In the photo her hair was styled naturally.

"Thirty years ago when I was in high school in Riverside, a pretty conservative, predominantly white school, there was never a question as to whether or not my hair was appropriate," she said. "Here we are years later and black girls are being sent home for their hair being a violation of school dress code. I am not sure how that happened, but now it hopefully won't anymore."

Key Triggers

There are some key triggers that we should avoid in our attempts to be inclusive – words and phrases that may be considered offensive, derogatory, or insensitive by different groups.

Blacks

"You are so articulate." - It suggests that the person is surprised and has a preconceived notion that black people are less intelligent than white people.

"You people." This perpetuates the "us- and – them" syndrome and suggests that the person addressed doesn't belong here. It also stereotypes by lumping all blacks together, implying they are all alike.

"When I look at you, I don't see color." We have been taught that it is best to be color blind and just treat everybody the same. Color blindness negates the person of color's identity.

American Indians

"Hey, Chief." If the American Indian addressed this way is not, in fact, a chief, this is considered insulting.

"Hold down the fort." Historically, forts in America were built to hold back the Indians. To an American Indian, this implies that Indians are on the "warpath."

"Where are you from?"

"You speak good English."

"Can you recommend a good Chinese/Thai/Asian Vietnamese restaurant?"

Claims that Asians are not discriminated against because they are prevalent in professional occupations, such as doctors and IT professionals.

"You don't act very Asian."

"You all look alike."

Women

"Women are too emotional."

"Work-life balance is a woman's issue."

"Women are not as good in math or technical roles."

Women are more likely to be judged by their outward appearances than her contributions.

Latino/Spanish Speakers

"Do you speak Spanish, or do you speak English?"

"Your English is so good."

"Do you know a good landscaper or housekeeper?"

LGBTQ

"I never would have guessed you were gay?"

"I suspected you were gay."

"I have a gay friend you should meet."

"I'm sorry."

"What do gay people thing about _____?"

Disabilities

"What is wrong with you?"

"Were you born that way?"

"I don't think of you as a person with disabilities."

Speaking more slowly or loudly to a person in a wheelchair.

Assuming that a person with a visible disability wants your help.

Glossary

Awareness - Being mindful of, and interested in, one's surroundings; in terms of race, it also means being alert and thoughtful about race, racism, and injustice.

Bigotry – intolerance, and aggression towards others (typically toward other groups, but can be directed toward anyone).

Cultural Competence – an awareness of and respect for cultures that differ from our own; the ability to work effectively with others across cultures

Implicit Bias - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

LGBTQ – Lesbian, Gay, Bisexual, Transgender, Queer

Marginalized - underserved, disregarded, ostracized, harassed, persecuted, sidelined

Micro-aggressions - Small daily insults and indignities perpetrated against marginalized or oppressed people because of their affiliation with that marginalized or oppressed group.

Micro-aggressor – An individual who commits a micro-aggression

Micro-assaults – A blatant form of racism.

Micro-insults - A type of micro-aggression that disrespects or disparages the target.

Micro-invalidation - A type of micro-aggression that undermines the perceptions, feelings, and experiences of targets.

Oppressed - governed unfairly and cruelly and prevented from having opportunities and freedom

Overt racism – blatant racism; acts that are undeniably racist, discriminatory, or bigoted.

POC – people of color

Racism - For purposes of this training, we want users to know we are using the term "racism" specifically to refer to individual, cultural, institutional and systemic ways by which differential consequences are created for groups historically or currently defined as white being advantaged, and groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) as disadvantaged.

Works Cited

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Sue, D. W. (2015). *Race Talk and the Conspiracy of Silence.* Hoboken: John Wiley & Sons, Inc.

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https://www.nytimes.com/2019/06/28/us/natural-hair-discrimination-ban.html

WELCOME TO ORIENTATION – WE WILL BEGIN AT 9AM!
FOLLOW THESE THREE TIPS FOR A GREAT MEETING….

1) Be sure to turn off your camera and microphone throughout the presentation.

2) Use the chat box to ask a question.

3) Make sure you can hear music playing right now and turn off your VPN if you have one.

CITY OF AUSTIN

NEW EMPLOYEE ORIENTATION

OBJECTIVES

- Help you integrate into a large organization

- Explain all of your benefits

Organization
Development

AGENDA

Morning

9:00 – 9:30	Overview of the City
9:30 – 9:40	Performance Management
9:40 – 9:50	Employee Development
	BREAK
10:00 – 10:15	Integrating into Your New Job
10:15 – 10:20	Opportunities to Give Back
10:20 – 10:35	Diversity and Inclusion
10:35 – 10:50	Strategic Direction 2023
	BREAK
11:00 – 12:00	Personnel Policies

Afternoon

1:00 – 1:30	Safety Training
1:30 – 2:00	AFSCME
	BREAK
2:10 – 2:35	Employee Retirement Overview
2:35 – 3:00	Deferred Compensation
	BREAK
3:10 – 4:30	Benefits Overview
4:30 – 5:00	Benefits Enrollment

O^D
Organization
Development

EMPLOYEE BADGES

These departments DO NOT need badges:

- Austin Convention Center
- Austin Energy
- Austin Fire
- Austin Police
- Austin Public Library
- Austin Resource Recovery
- Austin Water Utility
- Aviation
- CTECC
- EMS

Where & When

- City Hall at 301 West 2nd Street
- The day after NEO from 1:30pm to 3:30pm
- Other times require lots of forms
- Check-in at security desk on first floor
- Your new badge will get you free parking

O D
Organization
Development

OVERVIEW OF THE CITY

Organization Development

CITY COUNCIL

Composition:

(1) mayor elected at-large

(10) council member districts

Functions:

- make ordinances & policies
- allocate money
- use commissions, boards & task forces

CITY MANAGER

Council-Manager Form of Government

Manages Day-to-Day Operations

Spencer Cronk, City Manager

Serves more than 920,000 people

Oversees 45 departments

O^D

Organization Development

CITY BUDGET

REVENUES

FY 2019-20 All City Funds Sources of Funds ($4.2 billion)

EXPENDITURES

FY 2019-20 All City Funds Uses of Funds ($4.2 billion)

- Austin Water 14%
- Internal Service Operations 7%
- Other Expenses 5%
- GO Debt Service 5%
- Aviation 4%
- Convention Center 3%
- Watershed Protection 2%
- Austin Resource Recovery 2%
- Public Works 2%
- Austin Transportation 1%
- Austin Energy 31%
- General Fund Operations 24%

Organization Development

GENERAL FUND

FY 2019-20 General Fund Uses of Funds ($1,088.6 million)

Police 39.9%

Fire 18.4%

Parks and Recreation 9.0%

Emergency Medical Services 8.5%

Austin Public Health 7.9%

Transfers & Other 8.0%

Austin Public Library 5.0%

Municipal Court 2.9%

Animal Services 1.4%

Planning and Zoning 0.9%

Neighborhood Housing and Community Development 0.7%

Organization Development

MANAGING YOUR PERFORMANCE

Organization Development

SSPR
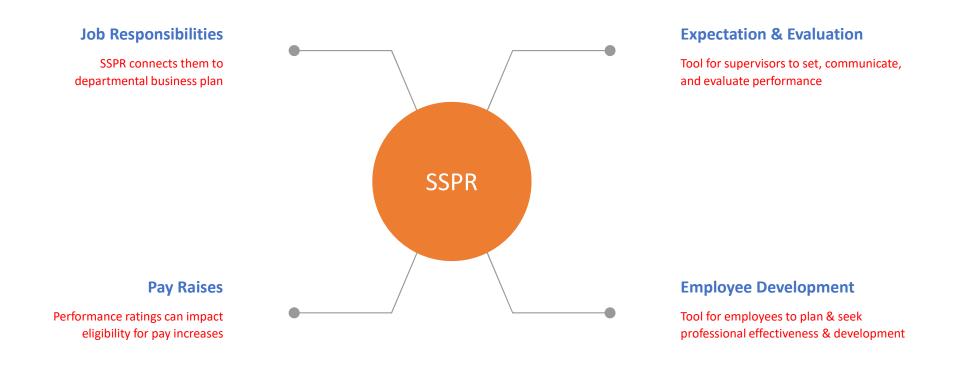
Success Strategy Performance Review

Success Strategy Performance Review

Job Responsibilities

SSPR connects them to departmental business plan

Expectation & Evaluation

Tool for supervisors to set, communicate, and evaluate performance

SSPR

Pay Raises

Performance ratings can impact eligibility for pay increases

Employee Development

Tool for employees to plan & seek professional effectiveness & development

The benefits of performance appraisal

- **Boost communication** between managers and employees
- **Give employees insight** into how they are doing in their jobs
- **Increase productivity** by correcting performance issues
- **Improve morale** by clarifying goals and expectations
- **Reveal training needs** for the team and department

Other Benefits of SSPR

- **Recognize employees** for their achievements
- **Help employees develop their knowledge and skills**
- **Intervene** before performance issues spin out of control

SSPR benefits the City of Austin

- Provide a framework for making equitable decisions about:
  - Compensation
  - Promotions
  - Professional development

Performance Ratings

5-Point Scale

5 Outstanding

4 Commendable

3 Successful

2 Needs Improvement

1 Unsatisfactory

INTEGRATING INTO YOUR NEW JOB

Organization Development

Sanitation workers Angelo Bruno and Eddie Nieves worked together for nearly ten years on the same garbage route in Manhattan's West Village.

YOU HAVE A LOT TO LIVE UP TO....

Let's talk about how to get off to a good start!

Organization
Development

- Smile

- Talk to as many people as possible

- Listen and observe

- Show interest in everyone and the organization

- Leave with a good attitude

EMPLOYEE DEVELOPMENT

CITYSPACE

cityspace.austintexas.gov

LinkedIn Learning®

OPPORTUNITIES TO GIVE BACK

Organization
Development

TYPES OF OPPORTUNITIES

- Employee Associations & Committees

- Regular Volunteer Opportunities

- Yearly Events

- One-Time Activities

DIVERSITY, EQUITY & INCLUSION

Organization
Development

DIVERSITY

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued.

EQUITY

Ensuring **EVERYONE** has access to the same opportunities. Realizing that we don't all begin on a level playing field and working to compensate for that fact. Achieving equity in the workplace requires actively correcting for the disparities or inequities of advantages enjoyed by others.

JULY 2020 - AUSTIN CITY COUNCIL DECLARES

INCLUSION

Authentically bringing traditionally **excluded** individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

SPENCER CRONK

" I want you to know our organization not only values diversity, but that we are more enriched because of it. I am committed to the social equity principles that sustain a diverse, healthy, safe, and vibrant workforce. We will continue supporting and advancing the City's work around undoing racism and unconscious bias training so that the experiences of some will be understood by the many and we build a better understanding of how institutional racism impacts the quality of life for communities of color."
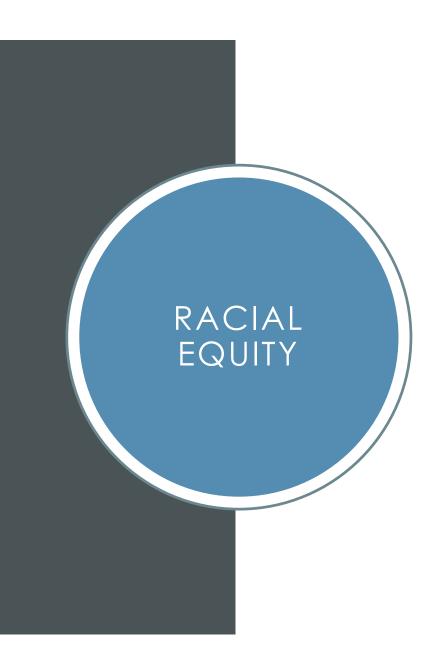
MAYOR'S TASKFORCE ON INSTITUTIONAL RACISM AND SYSTEMIC INEQUITIES
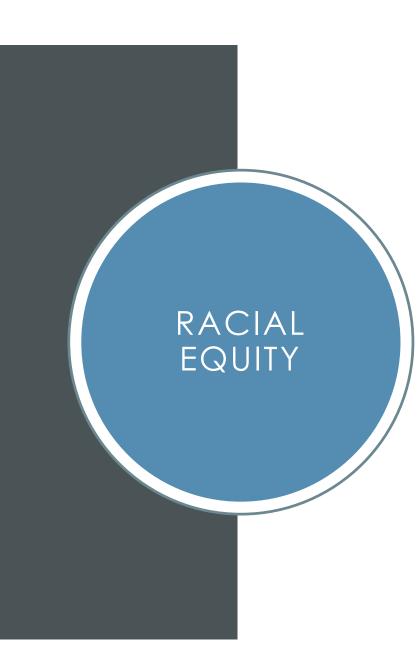
RACE

The City recognizes that *RACE* is the primary determinant of social equity.

HISTORICAL AND STRUCTURAL DISPARITIES

The City of Austin recognizes **historical and structural disparities** and a need for the alleviation of these wrongs by critically transforming its institutions and creating a culture of equity.

RACIAL EQUITY

Racial equity is the condition when race no longer predicts a person's quality of life outcomes in our community.

RACIAL EQUITY

As we measure performance, we segment data by:

- Race/ethnicity
- Age,
- Gender
- Income
- Geography

TRAINING

- Undoing Racism
- Beyond Diversity Training
- Groundwater Analysis

CITY OF AUSTIN PERSONNEL POLICIES

- Discrimination
- Harassment
- Prohibited Conduct

TRAINING COURSES

- **All Employees**
  - City Diversity
  - Microaggressions: Making the Invisible Visible
  - Implicit Bias (Coming Soon)
- **Supervisors and Managers**
  - Cultural Competence: A Changing Perspective
  - Building a Positive Work Environment
    - Self-Awareness
    - Cultural Continuum
    - Implicit Bias
  - City of Austin Fundamentals Part 1
    - Austin's History
    - Community Grounding and Accountability
    - Equity Analysis in Action

Strategic Direction 2023 (SD23) Overview

Imagine Austin

Adopted June 2012

🌿 **Grow as a compact, connected city**

🌿 **Integrate nature into the city**

🌿 **Provide paths to prosperity for all**

🌿 **Develop as an affordable and healthy community**

🌿 **Sustainably manage water, energy and other environmental resources**

🌿 **Think creatively and work together**

The Purpose of Our Strategic Plan

Inspired by the Imagine Austin Comprehensive Plan, focused on improving quality of life in the Austin community, Strategic Direction 2023 (SD23) guides the next 3 to 5 years and outlines imperatives to advance equitable outcomes across Austin

COA Planning Timeline

Imagine Austin
30 years

Long-Range Community Vision

Strategic Plan
3-5 years

Organizational Focus Areas

Altitude Level

Budget Document
1 year

Horizon (time)

ECONOMIC OPPORTUNITY & AFFORDABILITY
Having economic opportunities and resources that enable us to thrive in our community.

MOBILITY
Getting us where we want to go, when we want to get there, safely and cost-effectively.

SAFETY
Being safe in our home, at work, and in our community.

HEALTH & ENVIRONMENT
Enjoying a sustainable environment and a healthy life, physically and mentally.

CULTURE & LIFELONG LEARNING
Being enriched by Austin's unique civic, cultural, ethnic, and learning opportunities.

GOVERNMENT THAT WORKS FOR ALL
Believing that city government works effectively and collaboratively for all of us—that it is equitable, ethical and innovative.

City Values

When supporting this plan and everything we do, we must focus on
each of the following

Equity
To advance equitable
outcomes, the City of Austin
is leading with a lens of
racial equity and healing

**Sustainability &
Resiliency**
To protect Austin's
quality of life now, and
for future generations

Strategic Outcomes

Affordability
To experience the necessities of
life as affordable and accessible,
so families, businesses, City
employees, and all generations
can thrive

Proactive Prevention
To respond to emerging
challenges while also focusing
on efforts to prevent
problems on the front end

Innovation
To exercise human-centered and
future-oriented decision making
when addressing pressing challenges

**Community Trust &
Relationships**
To create opportunities
for civic engagement that are
easy, meaningful, and inclusive

Department Alignment to Outcomes

Assistant City Managers are assigned by Outcome and lead departments in their commitment to the Strategic Plan

NOTE: Departments may contribute to additional Outcomes

City Manager

City Attorney

HEALTH & ENVIRONMENT

CULTURE & LIFELONG LEARNING

Assistant City Manager

Austin Parks & Recreation

Austin Public Health

Austin Resource Recovery

Animal Services

Austin Public Library

SAFETY

Assistant City Manager

Austin Police

Austin Fire

Austin-Travis County Emergency Medical Services

Austin Code

Watershed Protection

GOVERNMENT THAT WORKS FOR ALL

Deputy City Manager

Management Services

Human Resources

Financial Services

Communications & Technology Management

Communications & Public Information

Building Services

ECONOMIC OPPORTUNITY & AFFORDABILITY

Assistant City Manager

Economic Development

Development Services

Planning & Zoning

Neighborhood Housing & Community Development

Small & Minority Business Resources

Telecommunications & Regulatory Affairs

Real Estate Services

Austin Convention Center

MOBILITY

Assistant City Manager

Public Works

Austin Transportation

Aviation

Fleet

Employee Alignment

Each Employee is aligned through their Department to SD23

Understand your Alignment
- Check with your supervisor to understand how your position supports the department goals
- Look for opportunities to make a difference

Set Clear Priorities
- Know your SMART team goals
- Understand how your goals support dept objectives

Schedule 1:1 Check-In's
- Take the initiative to set a meeting with your supervisor
- Meeting is a 2-way dialogue
- Track your progress

City
Department
Team
Employee

https://cityofaustin.sharepoint.com/sites/OfficeofPerformanceManagement

QUESTIONS?

Welcome… NEO starts at 9:00 AM

1. Mute Camera and Sound
2. Click on link in chat to sign roster

3. Type name, department, and a FUN FACT about you.

4. You should hear music, if you don't like a track, PLEASE DON'T MUTE ME.

CITY OF AUSTIN

NEW EMPLOYEE ORIENTATION

OBJECTIVES

- Help you integrate into a large organization

- Explain your benefits as a City of Austin employee

AGENDA

Morning

9:00 – 9:50	Overview of the City – Part 1
	BREAK
10:00 – 10:20	Overview of the City – Part 2
10:20 – 10:50	Employee Safety
	BREAK
11:00 – 12:00	Personnel Policies

Afternoon

1:00 – 1:30	AFSCME
1:30 – 1:55	Employee Retirement Overview
	BREAK
2:05 – 2:30	Deferred Compensation
2:30 – 3:00	Benefits Overview
	BREAK
3:10 – 5:00	Benefits Enrollment

OD

Organization
Development

EMPLOYEE BADGES

These departments **DO NOT** need badges:

- Austin Convention Center
- Austin Energy
- Austin Fire
- Austin Police
- Austin Public Library
- Austin Resource Recovery
- Austin Water Utility
- Aviation
- CTECC
- EMS

Where & When

- City Hall at 301 West 2nd Street
- The day after NEO from 1:30pm to 3:30pm
- Other times require lots of forms
- Check-in at security desk on first floor
- Your new badge will get you free parking

PLEASE TAKE A MOMENT TO FILL OUT THE ONLINE FORM

OVERVIEW OF THE CITY

CITY COUNCIL

Composition:

(1) mayor elected at-large

(10) council member districts

Functions:

- make ordinances & policies
- allocate money
- use commissions, boards & task forces

CITY MANAGER

Council-Manager Form of Government

Manages Day-to-Day Operations

Spencer Cronk, City Manager

Serves more than 919,606 people

Oversees 45 departments

O D Organization Development

Austin Metro Area 2020 Population Estimates

*The 2020 population estimates do not incorporate the official 2020 census count
Source: U.S. Census Bureau, 2020 Population Estimates

Austin Metro Area 2020 Population Estimate

2,295,303

The Austin Metro Area is the 29th most populous metro in the country.

% Population Change 2019-2020

3.02%

The Austin Metro Area grew faster than any other large metro in the country.

Austin Metro Total Population and Percent Population Change, 2010-2020

4.2 BILLION-DOLLAR BUDGET

REVENUES

FY 2019-20 All City Funds Sources of Funds ($4.2 billion)

Charges for Services 14%
Austin Water Utility Charges 14%
Sales Taxes 6%
Net Transfers In/Dept. Billings 5%
Property Taxes 17%
Interest & Other Revenue 4%
Other Taxes 4%
Austin Energy Utility Charges 33%
Fees, Fines, Permits 3%

EXPENDITURES

FY 2019-20 All City Funds Uses of Funds ($4.2 billion)

- Austin Water 14%
- Internal Service Operations 7%
- Other Expenses 5%
- GO Debt Service 5%
- Aviation 4%
- Convention Center 3%
- Watershed Protection 2%
- Austin Resource Recovery 2%
- Public Works 2%
- Austin Transportation 1%
- Austin Energy 31%
- General Fund Operations 24%

MANAGING YOUR PERFORMANCE

Success Strategy Performance Review

SSPR

Success Strategy Performance Review

Job Responsibilities

SSPR connects them to departmental business plan

Expectation & Evaluation

Tool for supervisors to set, communicate, and evaluate performance

SSPR

Pay Raises

Performance ratings can impact eligibility for pay increases

Employee Development

Tool for employees to plan & seek professional effectiveness & development

ONGOING PERFORMANCE MANAGEMENT CYCLE
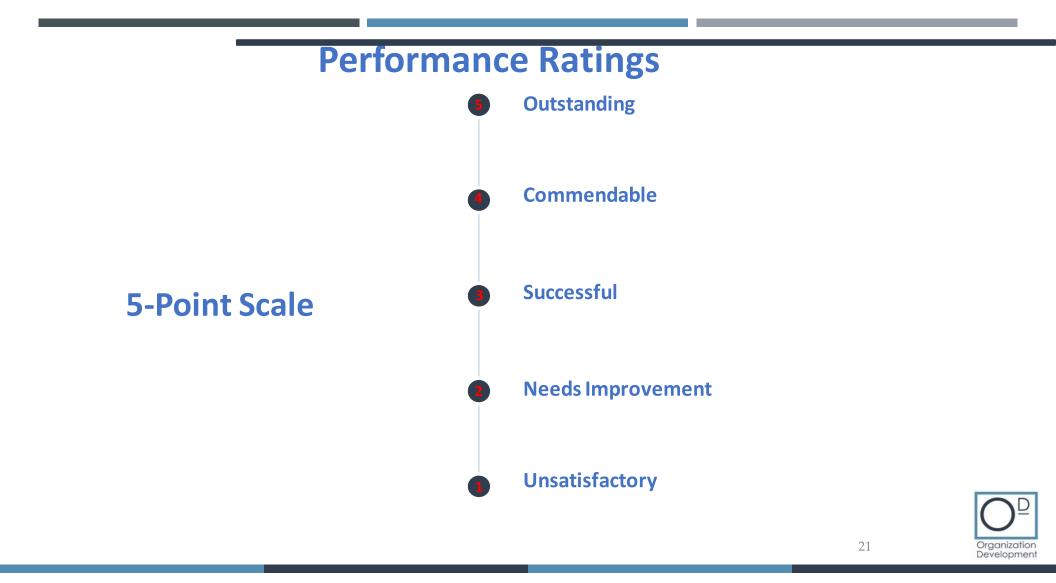
INITIAL PLANNING
MEETING

ONGOING FEEDBACK

FORMAL SSPR
MEETING

- **Boost communication** between managers and employees
- **Give employees insight** into how they are doing in their jobs
- **Increase productivity** by correcting performance issues
- **Improve morale** by clarifying goals and expectations
- **Reveal training needs** for the team and department

Organization
Development

Recognize employees for their achievements

Help employees develop their knowledge and skills

Intervene before performance issues spin out of control

Performance Ratings

5-Point Scale

5 Outstanding

4 Commendable

3 Successful

2 Needs Improvement

1 Unsatisfactory

SSPR TIPS FOR NEW EMPLOYEES

- You are on a six-month probationary period

- If your manager has not scheduled one–on–one meetings, PLEASE take the initiative and schedule check-ins.

- Make sure you understand performance and behavior expectations.

EMPLOYEE DEVELOPMENT

DEVELOPMENT OPPORTUNITIES

Conferences & Seminars

Outside Training

Cross-Training & OJT

Communications & Technology
Management Training

Tuition Reimbursement

Human Resources
Department Training

Healthy Connections Classes

Other Departmental Trainings

Organization
Development

CITYSPACE

cityspace.austintexas.gov
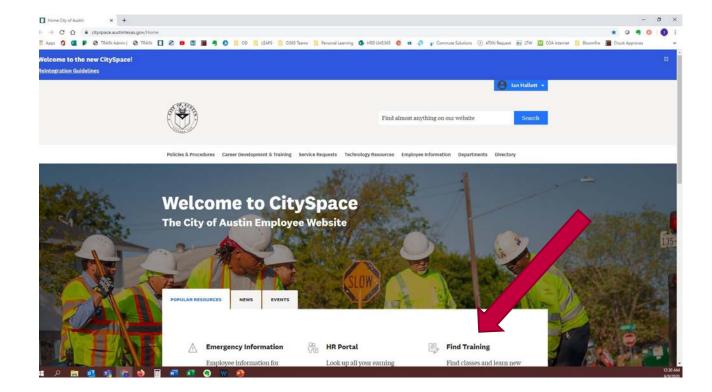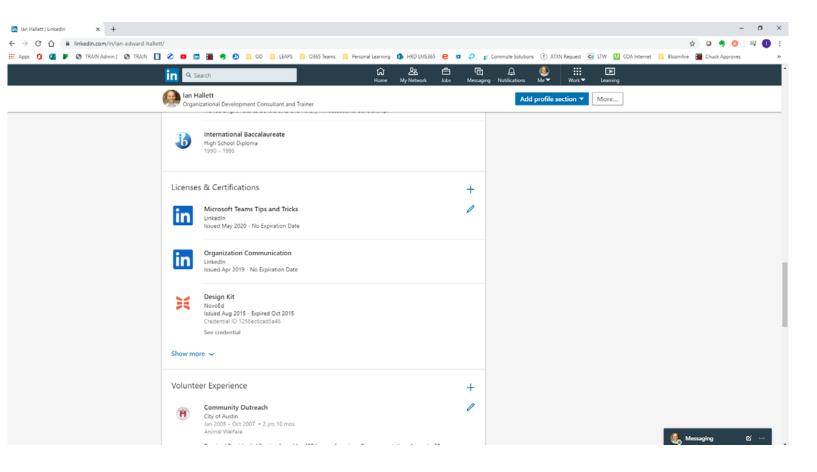
LinkedIn Learning®

INTEGRATING INTO YOUR NEW JOB

Organization
Development

Let's talk about how to get off to a good start!

Organization
Development

MORE NEW EMPLOYEE TIPS

- Ask questions when you don't understand

- Talk to as many people as possible

- Listen and observe

- Show interest in everyone and the organization

- Remember you are a Public Servant, the way you act matters on and off the clock

- Take notes on processes you feel can be improved, and share with your manager

- Workplace Culture matters

OPPORTUNITIES TO GIVE BACK

TYPES OF OPPORTUNITIES

- Employee Associations & Committees
- Regular Volunteer Opportunities
- Yearly Events
- One-Time Activities

DIVERSITY, EQUITY & INCLUSION

Organization Development

DIVERSITY

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued.

EQUITY

Ensuring **EVERYONE** has access to the same opportunities. Realizing that we don't all begin on a level playing field and working to compensate for that fact. Achieving equity in the workplace requires actively correcting for the disparities or inequities of advantages enjoyed by others.

INCLUSION

Authentically bringing traditionally **excluded** individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Forbes | 2017
AMERICA'S
BEST LARGE
EMPLOYERS
POWERED BY STATISTA

A CITY PLAN
for
AUSTIN, TEXAS

CITY OF AUSTIN
FOUNDED 1839

KOCH & FOWLER
consulting engineers - 1928

O^D
Organization
Development

SPENCER CRONK

" I want you to know our organization not only values diversity, but that we are more enriched because of it. I am committed to the social equity principles that sustain a diverse, healthy, safe, and vibrant workforce. We will continue supporting and advancing the City's work around undoing racism and unconscious bias training so that the experiences of some will be understood by the many and we build a better understanding of how institutional racism impacts the quality of life for communities of color."

Racism is a public health crisis.
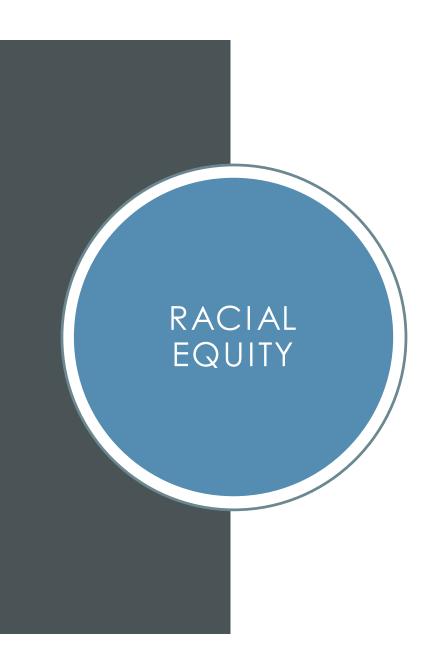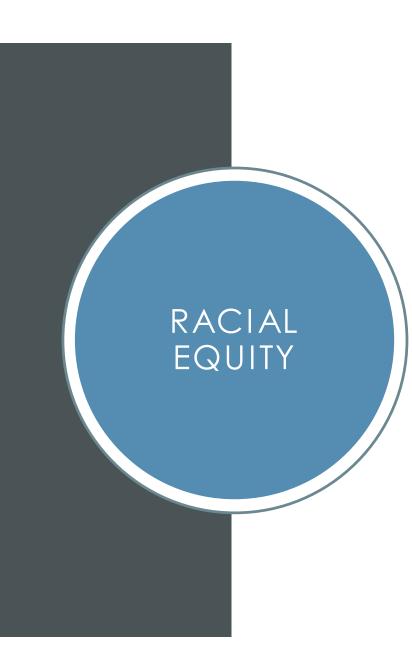
CITY OF AUSTIN
STRATEGIC DIRECTION

A CITY PLAN
for
AUSTIN, TEXAS

KOCH & FOWLER
consulting engineers · 1928

RACE

The City recognizes that *RACE* is the primary determinant of social equity.

HISTORICAL AND STRUCTURAL DISPARITIES

The City of Austin recognizes **historical and structural disparities** and a need for the alleviation of these wrongs by critically transforming its institutions and creating a culture of equity.

RACIAL EQUITY

Racial equity is the condition when race no longer predicts a person's quality of life outcomes in our community.

RACIAL EQUITY

As we measure performance, we segment data by:
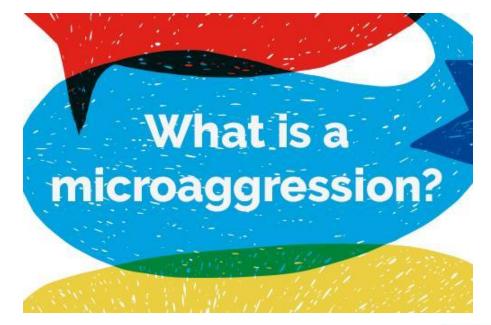
- Race/ethnicity
- Age,
- Gender
- Income
- Geography

CITY OF AUSTIN TRAININGS:

Cultural Competency

What is a microaggression?

CITY-WIDE EQUITY TRAINING

Implicit Bias – Spring 2022

Undoing Racism – Offered Virtually

Groundwater Analysis – Offered Virtually

CITY OF AUSTIN PERSONNEL POLICIES

- Discrimination
- Harassment
- Prohibited Conduct

QUESTIONS?

Strategic Direction 2023 (SD23) Overview

Imagine Austin

Adopted June 2012

- 🍃 **Grow as a compact, connected city**
- 🍃 **Integrate nature into the city**
- 🍃 **Provide paths to prosperity for all**
- 🍃 **Develop as an affordable and healthy community**
- 🍃 **Sustainably manage water, energy and other environmental resources**
- 🍃 **Think creatively and work together**

The Purpose of Our Strategic Plan

Inspired by the Imagine Austin Comprehensive Plan, focused on improving quality of life in the Austin community, Strategic Direction 2023 (SD23) guides the next 3 to 5 years and outlines imperatives to advance equitable outcomes across Austin

COA Planning Timeline

Imagine Austin
30 years

Long-Range Community Vision

Strategic Plan
3-5 years

Organizational Focus Areas

Budget Document
1 year

Altitude Level

Horizon (time)

ECONOMIC OPPORTUNITY & AFFORDABILITY
Having economic opportunities and resources that enable us to thrive in our community.

MOBILITY
Getting us where we want to go, when we want to get there, safely and cost-effectively.

SAFETY
Being safe in our home, at work, and in our community.

HEALTH & ENVIRONMENT
Enjoying a sustainable environment and a healthy life, physically and mentally.

CULTURE & LIFELONG LEARNING
Being enriched by Austin's unique civic, cultural, ethnic, and learning opportunities.

GOVERNMENT THAT WORKS FOR ALL
Believing that city government works effectively and collaboratively for all of us—that it is equitable, ethical and innovative.

City Values

When supporting this plan and everything we do, we must focus
on each of the following:

Equity
To advance equitable
outcomes, the City of Austin
is leading with a lens of
racial equity and healing

**Sustainability &
Resiliency**
To protect Austin's
quality of life now, and
for future generations

Strategic Outcomes

Affordability
To experience the necessities of
life as affordable and accessible,
so families, businesses, City
employees, and all generations
can thrive

Proactive Prevention
To respond to emerging
challenges while also focusing
on efforts to prevent
problems on the front end

Innovation
To exercise human-centered and
future-oriented decision making
when addressing pressing challenges

**Community Trust &
Relationships**
To create opportunities
for civic engagement that are
easy, meaningful, and inclusive

Department Alignment to Outcomes

Assistant City Managers are assigned by Outcome and lead departments in their commitment to the Strategic Plan

NOTE: Departments may contribute to additional Outcomes

City Manager

AustIn **WATER**

City Attorney

AUSTIN ENERGY

HEALTH & ENVIRONMENT

CULTURE & LIFELONG LEARNING

Assistant City Manager

Austin Parks & Recreation
Austin Public Health
Austin Resource Recovery
Animal Services
Austin Public Library

SAFETY

Assistant City Manager

Austin Police
Austin Fire
Austin-Travis County Emergency Medical Services
Austin Code
Watershed Protection

GOVERNMENT THAT WORKS FOR ALL

Deputy City Manager

Management Services
Human Resources
Financial Services
Communications & Technology Management
Communications & Public Information
Building Services

ECONOMIC OPPORTUNITY & AFFORDABILITY

Assistant City Manager

Economic Development
Development Services
Planning & Zoning
Neighborhood Housing & Community Development
Small & Minority Business Resources
Telecommunications & Regulatory Affairs
Real Estate Services
Austin Convention Center

MOBILITY

Assistant City Manager

Public Works
Austin Transportation
Aviation
Fleet

Employee Alignment

Each Employee is aligned through their Department to SD23

Understand your Alignment
- Check with your supervisor to understand how your position supports the department goals
- Look for opportunities to make a difference

Set Clear Priorities
- Know your SMART team goals
- Understand how your goals support dept objectives

Schedule 1:1 Check-In's
- Take the initiative to set a meeting with your supervisor
- Meeting is a 2-way dialogue
- Track your progress

City

Department

Team

Employee

https://cityofaustin.sharepoint.com/sites/OfficeofPerformanceManagement

CITY OF AUSTIN

NEW EMPLOYEE ORIENTATION

Organization Development

OBJECTIVES

- What it means to be a Civil Servant

- How our City works

- Explain all of your benefits

Organization
Development

AGENDA

Day 1

10:00 – 11:00	Overview of the City
	BREAK
11:10 – 11:30	Cybersecurity
11:30 – 12:00	Employee Retirement Overview
	BREAK
1:00 – 1:30	Deferred Compensation
1:30 – 2:30	Personnel Policies
	BREAK
2:40 – 5:00	Benefits Presentation

Day 2

9:00 – 9:15	Welcome
9:15 – 9:45	Safety Presentation
9:45 – 10:15	AFSCME
10:15 – 12:00	Benefits Enrollment

O D
Organization
Development

EMPLOYEE BADGES

These departments **DO NOT** need badges:

- Austin Convention Center
- Austin Energy
- Austin Fire
- Austin Police
- Austin Public Library
- Austin Resource Recovery
- Austin Water Utility
- Aviation
- CTECC
- EMS

Where & When

- Before/during live class tomorrow (Tuesday) 5202 E Ben White Blvd, Suite 500
- Starting at 8:30am
- Free parking

PLEASE TAKE A MOMENT TO FILL OUT THE ONLINE FORM

After filling out the form, please introduce yourself in the chat:

- Name
- Department you are joining
- A favorite food

WELCOME!

10 Reasons it's great to be a City Employee

1. Excellent Benefits: health, dental, vision, legal, and more

2. A commitment to continuing education

3. Pension and Retirement Savings Plan

4. Wellness Programs earn you Time Off and/or $$

5. Employee Assistance Program

6. Childcare Assistance Program – weekly $$ allotment

7. Commuter Services including transit passes, vanpool, MetroBike, and more

8. Employee Affinity Groups

9. Free Parking at City Hall (after hours)

10. Meaningful work that makes a difference

O D
Organization
Development

OVERVIEW OF THE CITY

THE FUTURE

What do you want in your ideal city?

Answer in the chat

O^D
Organization
Development

IMAGINE AUSTIN (2012)

Austin is a beacon of sustainability, social equity, and economic opportunity; where diversity and creativity are celebrated; where community needs and values are recognized; where leadership comes from its citizens and where the necessities of life are affordable and accessible to all.

- **Livable:** affordable housing, well-maintained, schools, libraries, parks, hospitals

- **Natural and sustainable:** parks, water protection, green energy

- **Creative:** innovative, arts, culture, buildings and places

- **Educated:** safe and stable schools, neighborhood schools and libraries, diverse populations in schools

- **Mobile and Connected:** accessible, reliable, reduced congestion, public transit, bicycle and pedestrian friendly

- **Prosperous:** innovation, equitable opportunities for all, training and good jobs

- **Values and Respects Its People:** government is transparent and accountable, equal rights, history is preserved for future generations

Organization Development

THE PRESENT

Now that we know what we'd love in our city…

what are some of the challenges getting there?

Answer in the chat

O^D
Organization
Development

IMAGINE AUSTIN (2012)

Key Challenges:

- **Livability:** healthy, safe, beautiful, and affordable

- **Transportation**

- **Economic Disparity**

- **Green/Sustainable**

The population of Austin has been doubling every 20 years, for the last 100 years.

CITY COUNCIL

Composition:

(1) mayor elected at-large

(10) council member districts

Functions:

- make ordinances & policies
- allocate money
- use commissions, boards & task forces

CITY MANAGER

Council-Manager Form of Government

Manages Day-to-Day Operations

Spencer Cronk, City Manager

Serves more than 919,606 people

Oversees 45 departments

OD

Organization Development

4.5 BILLION DOLLAR BUDGET

REVENUES

FY 2021-22 All City Funds Sources of Funds ($4.5 billion)

- Charges for Services 13%
- Austin Water Utility Charges 13%
- Property Taxes 22%
- Sales Taxes 6%
- Net Transfers In/Dept. Billings 6%
- Interest & Other Revenue 2%
- Fees, Fines, Permits 3%
- Austin Energy Utility Charges 33%
- Other Taxes 2%

EXPENDITURES

FY 2021-22 All City Funds Uses of Funds ($4.7 billion)

- General Fund Operations 25%
- GO Debt Service 5%
- Internal Service Operations 8%
- Other Expenses 5%
- Watershed Protection 2%
- Austin Transportation 2%
- Public Works 2%
- Austin Energy 30%
- Austin Resource Recovery 2%
- Austin Water 13%
- Aviation 4%
- Convention Center 2%

GENERAL FUND

FY 2021-22 General Fund Uses of Funds ($1.2 billion)

Animal Services 1.4%
Housing and Planning 1.5%
Municipal Court 3.0%
Transfers & Other 4.8%
Austin Public Library 5.2%
Emergency Medical Services 9.0%
Parks and Recreation 9.1%
Police 37.9%
Fire 18.7%
Austin Public Health 9.4%

Strategic Direction 2023 (SD23) Overview

City Values

When supporting this plan and everything we do, we must focus on each of the following:

Equity
To advance equitable outcomes, the City of Austin is leading with a lens of **racial equity and healing**

Affordability
To experience the necessities of life as affordable and accessible, so families, businesses, City employees, and all generations can thrive

Innovation
To exercise human-centered and future-oriented decision making when addressing pressing challenges

Sustainability & Resiliency
To protect Austin's quality of life now, and for future generations

Proactive Prevention
To respond to emerging challenges while also focusing on efforts to prevent problems on the front end

Community Trust & Relationships
To create opportunities for civic engagement that are easy, meaningful, and inclusive

COA Planning Timeline

Imagine Austin
30 years

Long-Range
Community
Vision

Strategic Plan
3-5 years

Organizational
Focus Areas

Altitude Level

Budget Document
1 year

Horizon (time)

Health & Environment > Enjoying a sustainable environment and a healthy life, physically and mentally.

Culture & Lifelong Learning > Being enriched by Austin's unique civic, cultural, ethnic, and learning opportunities.

Economic Opportunity & Affordability > Having economic opportunities and resources that enable us to thrive in our community.

Government that Works for All > Believing that city government works effectively and collaboratively for all of us—that it is equitable, ethical and innovative.

Mobility > Getting us where we want to go, when we want to get there, safely and cost-effectively.

Safety > Being safe in our home, at work, and in our community.

FY 2022 ALL FUNDS BY STRATEGIC OUTCOME

Strategic Outcome	Amount
SAFETY	1,095,817,058
ECONOMIC OPPORTUNITY AND AFFORDABILITY	824,750,497
GOVERNMENT THAT WORKS FOR ALL	725,952,473
HEALTH AND ENVIRONMENT	406,779,745
MOBILITY	252,837,932
CULTURE AND LIFELONG LEARNING	84,305,169

CITY OF AUSTIN RESIDENTS

Office of the City Auditor
Corrie Stokes, City Auditor

Office of the City Clerk
Myrna Rios, City Clerk

Municipal Court
Mary Jane Grubb, Clerk

Mayor and City Council

City Manager
Spencer Cronk

Police Oversight
Farah Muscadin

Chief of Staff
Jason Alexander

Austin Energy
Jackie Sargent, General Manager

Austin Water
Greg Meszaros, Director

Law Department
Anne Morgan, City Attorney

SAFETY

Assistant City Manager
Rey Arellano

Austin Police
Joseph Chacon

Austin Fire
Joel Baker

Austin/Travis County Emergency Medical Services
Robert Luckritz

Austin Code
José Roig

Office of Chief Medical Officer
Dr. Mark Escott

Downtown Austin Community Court
Pete Valdez

Forensic Science
Dr. Dana Kadavy

Homeland Security & Emergency Management
Juan Ortiz

Information Security
Shirley Erp

Watershed Protection
Jorge Morales

HEALTH & ENVIRONMENT

CULTURE & LIFELONG LEARNING

Assistant City Manager
Stephanie Hayden-Howard

Animal Services
Don Bland

Austin Parks & Recreation
Kimberly McNeeley

Austin Public Health
Adrienne Sturrup

Homeless Strategy Officer
Dianna Grey

Austin Public Library
Roosevelt Weeks

Austin Resource Recovery
Ken Snipes

GOVERNMENT THAT WORKS FOR ALL

Assistant City Manager
Veronica Briseño

Financial Services
Ed Van Eenoo

Building Services
Darrell Alexander

Civil Rights
Carol Johnson

Communications & Public Information
Jessica King

Communications & Technology Management
Chris Stewart

Human Resources
Joya Hayes

Intergovernmental Relations
Brie Franco

Labor Relations
Deven Desai

MOBILITY

Assistant City Manager
Gina Fiandaca

Austin Transportation
Robert Spillar

Aviation
Jacqueline Yaft

Corridor Program Implementation
Mike Trimble

Fleet Mobility
Jennifer Walls

Project Connect
Annick Beaudet

Public Works
Richard Mendoza

ECONOMIC OPPORTUNITY & AFFORDABILITY

Assistant City Manager
J. Rodney Gonzales

Austin Convention Center
Trisha Tatro

Development Services
Denise Lucas

Economic Development
Sylnovia Holt-Rabb

Housing & Planning
Rosie Truelove

Small & Minority Business Resources
Edward Campos

OUR VISION:
Austin is a beacon of sustainability, social equity, and economic opportunity; where diversity and creativity are celebrated; where community needs and values are recognized; where leadership comes from its community members; and where the necessities of life are affordable and accessible to all.

CITY OF AUSTIN
STRATEGIC DIRECTION

3-2022
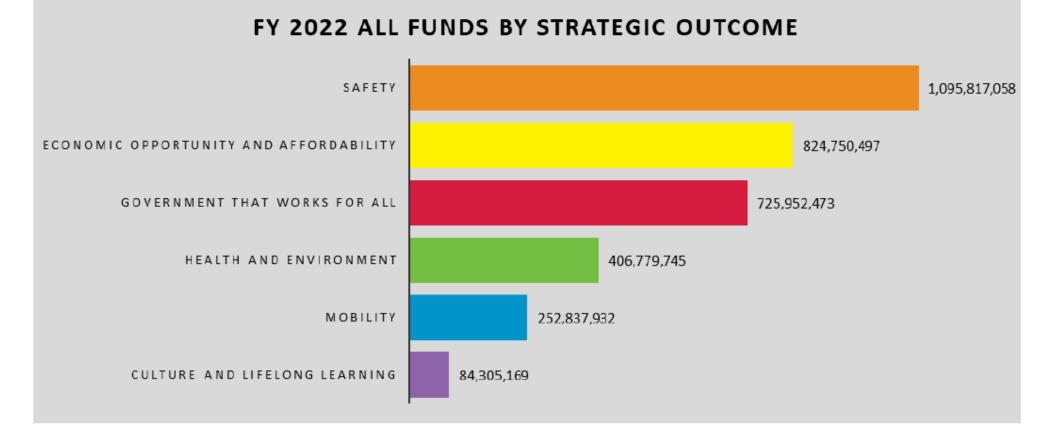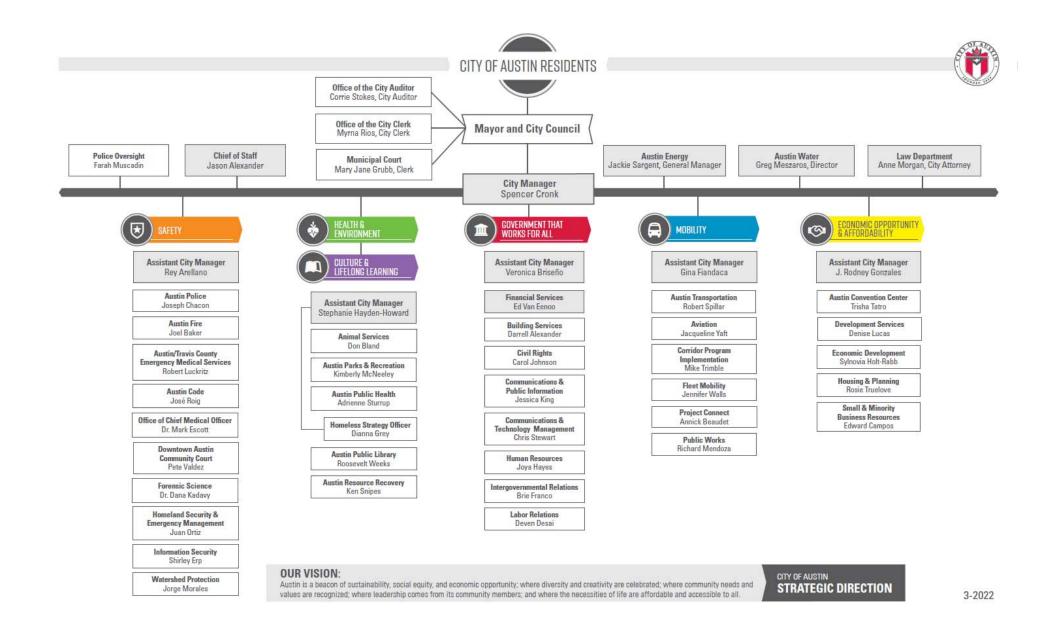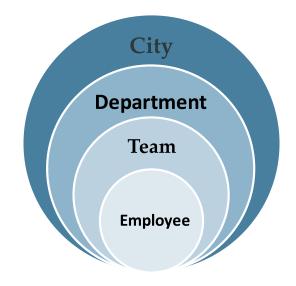
EMPLOYEE ALIGNMENT

Each City employee is connected to SD23

from the City's strategic goals

to your Department's goals

to your Team's goals

to your annual goals

See how your Department is aligned to SD23's strategic goals by its **Department Compass**

https://cityofaustin.sharepoint.com/sites/OfficeofPerformanceManagement

YOUR PLACE IN THE CITY

What it means to be a civil servant and City employee

WHAT IS A CIVIL SERVANT?

- Government workers hired on professional merit rather than appointed or elected

- Civil servants have no official political allegiance and are not <u>generally</u> affected by elections *(providing stability)*

- Municipal Civil Service rules:
  work requirements and work protections

BEING A CIVIL SERVANT

- Visibility as a City employee

- Public Information

- Not "pay for performance"

PERFORMANCE AND PROMOTION

- 6 month probationary period (no vacation time, yes sick time)

- SSPR: Success Strategy Performance Review

  - Initial Meeting, Mid-year Evaluation, Year-end Evaluation

  - Make sure you are meeting with your supervisor regularly – take the initiative

  - Set training and development goals!

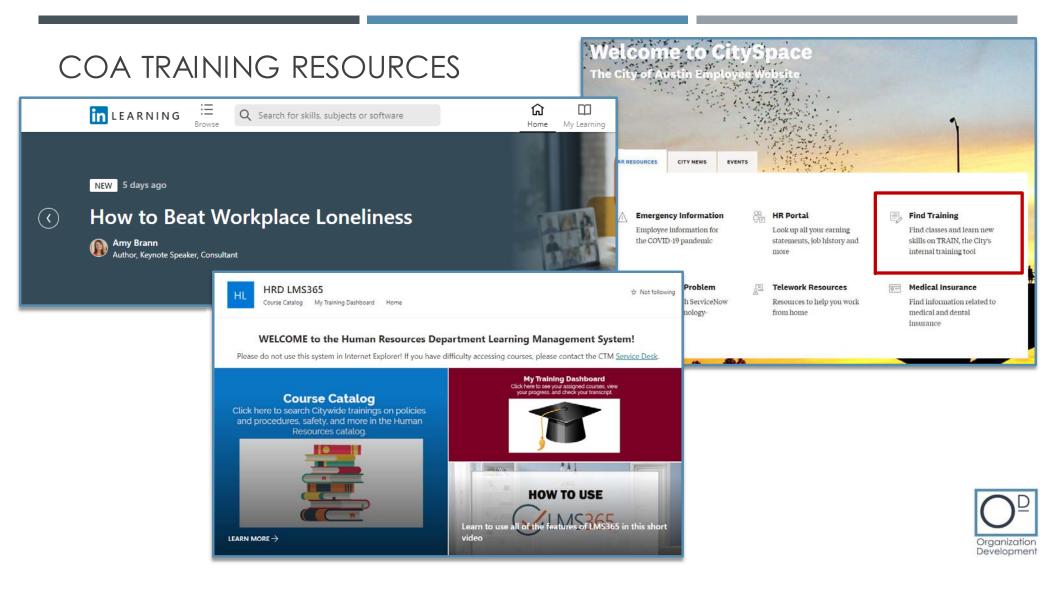- Almost any job you can think of…the City needs that work done too

EMPLOYEE DEVELOPMENT

Organization Development

DEVELOPMENT OPPORTUNITIES

Conferences & Seminars

Cross-Training & OJT

Outside Training

Tuition Reimbursement

Communications & Technology Management Training

Healthy Connections Classes

Human Resources Department Training

Other Departmental Trainings

Organization Development

COA TRAINING RESOURCES

MAKE TIME FOR TRAINING

As part of your 1:1 meetings with your boss…

As part of your SSPR goals…

As part of your regular work duties…

THE PAST

What are some of the inherited roadblocks to our ideal City?

Answer in the chat

THE PAST LIVES TODAY

Change requires understanding the problem:

- How it works
- Why it was done that way
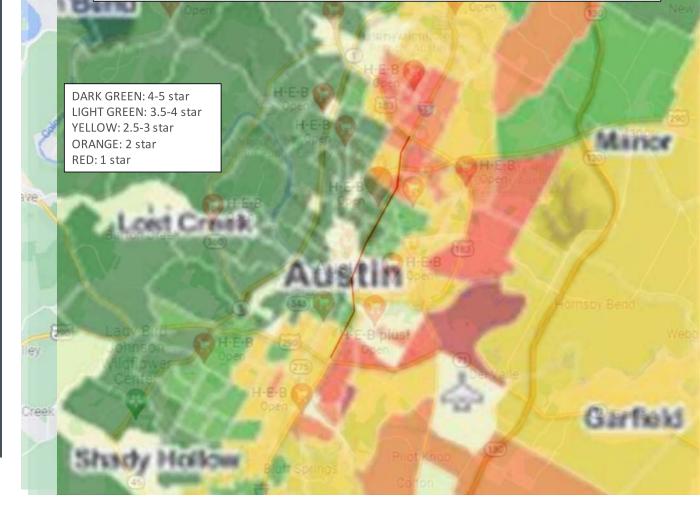- Who benefits and who is harmed

THE CITY PLAN OF 1928 LIVES TODAY

1928 District
Post-WW2 Redlining
1950s I-35
2011 Income
2016 Most Vulnerable Census
2021 High/Moderate Poverty
Hospitals
Libraries
Grocery Stores
2021 Neighborhood Rating

Roofstock created a heat map of Austin based on our Neighborhood Rating, a dynamic algorithm that enables you to make informed investment decisions by measuring **school district quality**, **home values, employment rates, income levels** and other vital investment criteria.

DARK GREEN: 4-5 star
LIGHT GREEN: 3.5-4 star
YELLOW: 2.5-3 star
ORANGE: 2 star
RED: 1 star

RECENT CITY TIMELINE

JULY 2020 - AUSTIN CITY COUNCIL DECLARES

Imagine Austin

Council Restructure

...l Declaration

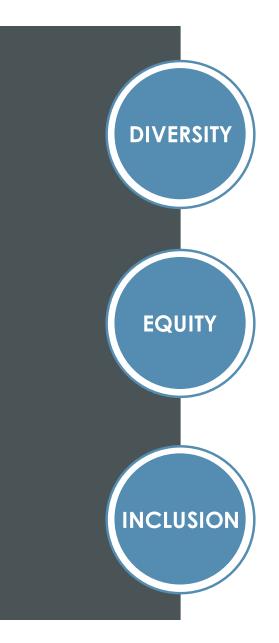| 2012 | 2015 | 2017 | 2018 | 2020 |

O^D
Organization
Development

LEADING WITH EQUITY

Organization
Development

DIVERSITY

Diversity includes all the ways in which people differ.

Diversity is being invited to the party.

EQUITY

Equity is insuring **EVERYONE** has access to the same opportunities.

Equity is being asked to dance.

INCLUSION

Inclusion is authentically bringing traditionally **excluded** individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Inclusion is taking your turn as DJ.

RACE — The City recognizes that *RACE* is the primary determinant of social equity.

DISPARITIES — The City of Austin recognizes **historical** and **structural disparities** and a need for the alleviation of these wrongs by critically transforming its institutions and creating a culture of equity.

RACIAL EQUITY — Racial equity is the condition when race no longer predicts a person's quality of life outcomes in our community.

CITY-WIDE EQUITY TRAINING

Implicit Bias – Coming Summer 2022

Undoing Racism – Offered Virtually

Groundwater Analysis – Offered Virtually

CITY OF AUSTIN PERSONNEL POLICIES

- Discrimination
- Harassment
- Prohibited Conduct

SERVING THE CITY

Organization Development

THE CITY & YOU

What is the goal?

Our Ideal City

What do we need to do to get there?

Strategic Outcomes

What is our primary challenge?

Equity and Racial Healing

How will we get there?

Together

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Driving Toward Equity Workshop Series
Facilitators Guide

In September 2015, the Urban Sustainability Directors Network (USDN), in partnership with the Government Alliance on Race and Equity (GARE) and Center for Social Inclusion (CSI), launched a professional development program for sustainability directors and their staff to master best practices for adding a racial equity lens to sustainability. The program included a holistic curriculum of five webinars, videos and worksheets to support local government staff in applying an equity lens to sustainability projects, including choosing a good project, communicating about the project and racial equity, building a team, applying proven equity tools, and designing the project to embed an equity lens in local government practice. The videos and worksheets are available online at http://usdn.org/public/page/55/Equity-in-Sustainability.

This facilitator's guide is designed for racial equity advocates to use the videos and worksheets with others who are working to bring an equity lens to sustainability projects. By working through concepts, challenges, and solutions together, people build capacity to address racial inequity. The five videos are:
- Video 1 – The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle
- Video 2 – Communicating About Equity
- Video 3 – Building Shared Understanding of Equity: Key Terminology
- Video 4 – Racial Equity Tools
- Video 5 – Building a Racial Equity Team

Sustainability is a broad concept. People working on sustainability are often well-versed in topics ranging from the environment to housing, growth and development, jobs, education and beyond. This curriculum and the videos are applicable to the breadth of the field of sustainability.

The curriculum is designed for advancing racial equity in organizations so that values are put into action. People within the organization must **normalize** racial equity as a key value and have clear understanding and shared definitions. They must **operationalize** equity via new policies and by transforming the underlying culture of the organization. And finally, they must **organize**, both internally and in partnership with other institutions and the community.

For each video, the facilitator's guide provides pre-reading assignments that will prepare participants for a rich discussion about the topic and a two-hour agenda that includes time for the video and exercises. Each agenda starts with pre-video discussion questions, followed by

the video, a discussion to deepen understanding, and, last, a discussion to apply the new knowledge. Participants can use the worksheets on the website (http://usdn.org/public/page/55/Equity-in-Sustainability) on their own afterwards to re-enforce the concepts.

You can use this facilitator's guide to offer colleagues a five-part series, offer one of the five topics at a time, or combine them into half-day workshops or a day-long workshop. If you combine topics, you can use the agenda templates attached to this document to adjust times, (e.g., you won't need to do multiple introductions and closings).

USDN may be able to provide resources to provide training for facilitators to increase skill in facilitating conversations about race. Please contact the program coordinator to request support.

Preparing for workshops
Our aim is to provide consistent, high quality workshop experiences; preparation for facilitation will help to maximize success. Being prepared is essential. Key logistical considerations include:

- *Size of the group:* A good size for your team is 3-8 people. If it is larger than 10, it might be good to get a co-coordinator, break it up, or think about meeting for longer periods of time. Too small of a group might not yield a range of experiences, and too large can be a challenge to provide space for all voices to be heard. Some of the exercises are in pairs, so an even number of participants is ideal. If there is an odd number of participants, one of the co-facilitators should participate in the paired sharing.

- *Make-up of the group*: The curriculum and videos are designed to introduce key concepts for advancing racial equity within organizations. You should invite people to participate who are focused on learning, engaging, and implementing the concepts within their organizations.

- *Co-facilitation* in mixed-race pairs can provide the opportunity to model cross-racial teamwork and understanding of respective roles and responsibilities for addressing racial inequity.

- *If facilitating conversations about race is new for you*, make sure you partner with an experienced facilitator for your first few sessions. Support and coaching from an experienced facilitator will help to develop your skill.

- *Inviting people to participate in a workshop* – Make sure that the workshop objectives are shared in the invitation and that participants receive the pre-workshop assignments.

- *Workshop evaluations* – Collecting feedback from participants will help you improve your own facilitation skills and make refinements to future sessions. Evaluations for each session should link back to the specific workshop objectives.
    - For assessing the attainment of the objectives, we have found a four-point scale to be most useful, e.g., "Did you gain an increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government?" with 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, and to 4=strongly agree.
    - In addition, two open-ended questions are useful – "What did you like best about this workshop?" and "What would have made this workshop better?" You can use a link to an online survey that participants receive after the workshop or distribute hard copies at the end of the workshop.

Your role as a co-facilitator is incredibly important. For some participants, this workshop may be their first conversation about institutional and structural racism. For other participants, this will be an opportunity to delve more deeply into the ways that different types of racism impact our lives, our communities, and our work. Talking about race and racism can be challenging, and it doesn't always lead to clear answers. As a co-facilitator, you will model how to hold the grey areas and sit with any discomfort that might arise. We aim to normalize conversations about racism so that we can actually focus on making changes. Through co-facilitation, you will help guide participants toward increased understanding and actions to achieve racial equity.

Things to remember as a facilitator:
- **You don't have to know all the answers.** If someone asks a question that you don't know the answer to, you don't have to have an answer. For factual questions, it is fine to acknowledge you don't know and indicate that it is a good area for follow-up research, and for opinion questions, ask for thoughts from other people.
- **Be as affirming and engaging as possible**. If a participant says something that is a bit "off," re-frame their statement in a helpful way so as to increase understanding of all participants. If someone says something seriously problematic, share how and why, in a direct, non-accusatory, kind, and engaging manner.
- **Remember, you are responsible for keeping the group as a whole moving.** Keep track of time, and don't let anyone take up too much space.

Getting ready to facilitate

- **Review –** Make sure you have reviewed the complete Facilitator's Guide, the workshop agenda and all participant materials. Also read **Attachment 1: Tips for Multicultural Facilitation**.
- **Coordinate –** Talk with your co-facilitator and decide which of the two of you will lead each part of the workshop. Make sure you have shared responsibility and equal voice as facilitators.
- **Customize –** Participant agendas are included as attachments to this packet. You should add the date and times to the agenda, and your own contact information.
- **Practice –** Even though practicing by yourself or with your co-facilitator can feel artificial, actually verbalizing the materials is important and will help to increase your comfort level. The guide provides general content, but you will need to provide expanded details in your own voice. Practice delivering the materials beforehand so that you are not voicing concepts for the first time in front of an audience.

Don't forget materials and equipment!

For each workshop, you will need participant handouts, a laptop and projector (with wireless or the video downloaded), a sign-in sheet, and the worksheets from the respective video to distribute at the end. Make sure to test the equipment before starting, and ensure the video and audio are all good to go.

Workshop 1 – The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle

Learning Objectives – In this video, participants will:
- ✓ Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government.
- ✓ Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power.
- ✓ Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community.

Pre-Workshop Prep – Participants should be asked to read the following background document: [How Seattle and King County Are Tackling Institutional Inequities](#) (by Julie Nelson, Glenn Harris, Sandy Ciske and Matias Valenzuela September/October 2009 issue of *Poverty & Race*)

Time	Agenda Item	Facilitator Notes
15 minutes	Welcome 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.* Hand out **Agenda with Group Agreements on the back (Attachment 2)**.
		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 article. 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

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Time	Agenda Item	Facilitator Notes
		doesn't have to be the case. Today's workshop is designed to help you participate in effective conversations about race. The objectives of the workshop are: • Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government. • Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power. • Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community. <u>Participant introductions</u> Ask participants to share: name, role, one thing they hope to gain from the workshop. <u>Announcements</u> • 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.

Time	Agenda Item	Facilitator Notes
		• 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: thoughts on racial equity	Now we're going to do an activity that will help us think about racial equity. This is a highly structured exercise with some rules… how many of you like to follow rules? Part of the problem with rules is sometimes that people aren't motivated to follow them if they don't understand the reasoning for the rules. So, first, let me tell you the structure: • 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 listener becomes talker. • We will then have 2½ minutes for cross-talk where you can have an interactive conversation. So, what is the reasoning behind these rules? We want to intentionally interrupt some patterns that sometimes play out in our communication. • 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.

Time	Agenda Item	Facilitator Notes
		• What is your definition of racial equity? Racial inequity? • How do racial inequities impact your field of work? *(You can customize this statement if your participants are all from the same field.)* 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 want to share your definition or any insights about the relationship between racial equity and your field of work? *Facilitate open-ended conversation with one person facilitating and the other writing up themes on the flip chart (15 minutes). Major themes you will want to cull out include:* • Racial inequities exist across all indicators for success and can be used to predict how well people fare. • Race can sometimes be a loaded topic. When we don't have shared understanding or definitions, it is more likely to be a challenge. • We are not focusing on individual acts of bigotry. Racial inequities are created through institutions and structures.
30 minutes	**Presentation and video** Deepening understanding	Now we are going to watch our first video, *"The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle."* As you watch the video, jot down any insights or questions that arise, as well as reasons why you think it is important for government to address racial inequity. *Video: 15 minutes* *Facilitate a conversation about the video with the questions listed below. Be prepared to start the conversation with one of your own takeaways if participants need encouraging. (15 minutes)* • What were your key ah-has and takeaways from the video?

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Time	Agenda Item	Facilitator Notes
		• Reflecting on your community, what are some of the ways in which government played a role in creating or sustaining racial inequity? • What are some of the reasons why you think it is important for government to address racial inequity?
40 minutes	**Lessons from Seattle – applied learning** (small group discussion)	*Distribute* **Attachment 3: Opportunities to Advance Racial Equity.** *Organize participants into small groups of 4 to 6 people, either counting off or based on their organization or affiliation. Ask for small groups to assign both a recorder and a reporter. Provide flip chart paper for recording of themes.* *Small group, 30 minutes* In small groups, discuss: 1. In your current work environment, what are the key opportunities to normalize, organize, and operationalize racial equity? 2. What are a few concrete next action steps you could take to develop and implement your own racial equity initiative? 3. Who are potential allies that you could work with to implement action steps? *(Full group report back, 10 minutes)*
10 minutes	Closing	Thank you for your participation today. We have focused on how institutions can work to advance racial equity. However, we know that institutions are made up of individuals. We want to close out our time today by doing a go-round with each of you sharing one of the following: • An insight from today's video or conversation. • An action step that you will personally be able to take to help advance racial equity. *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 2: Communicating About Equity

Learning Objectives – In this session participants will:
✓ Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity.

✓ Understand the differences in narratives, framing, and messaging and the relationships between communications tactics.
✓ Develop skill at articulating a compelling story for racial equity and sustainability in cities.
✓ Learn about strategies for avoiding common pitfalls in communicating about equity.

Pre-Workshop Prep – Participants should be asked to read the following background document: Center for Social Inclusion: "Talking About Race Toolkit."

Time	Agenda Item	Facilitator Notes
15 minutes	Welcome, objectives and introductions	<u>Welcome and facilitator introductions</u> 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 4)***.* <u>Objectives</u> *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 toolkit. 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 participate in effective conversations about race. The objectives of the workshop are: • Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity. • Understand the differences in narratives, framing, and messaging and the relationships between communications tactics. • Develop skill at articulating a compelling story for racial equity and sustainability in cities.

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Time	Agenda Item	Facilitator Notes
		• Learn about strategies for avoiding common pitfalls in communicating about equity.
		Participant introductions
		Ask participants to share: name, role, and one thing they hope to gain from today's 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: talking about racial equity	Now we're going to do an activity that will help us think about communicating about racial equity. This is a highly structured exercise with some rules… how many of you like to follow rules? Part of the problem with rules is sometimes that people aren't motivated to follow them if they don't understand the reasoning for the rules. So, first, let me tell you the structure:

Time	Agenda Item	Facilitator Notes
		- 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 listener becomes talker. - We will then have 2½ minutes for cross-talk where you can have an interactive conversation. So, what is the reasoning behind these rules? We want to intentionally interrupt some patterns that sometimes play out in our communication. - 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. - Do you routinely talk with your colleagues, friends and/or neighbors about race? What has helped to make those conversations go well? Not well? - To whom would you need to communicate in order to advance racial equity in your work place? What are the types of communication your colleagues respond best to, i.e. stories, facts, images? 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.*

Time	Agenda Item	Facilitator Notes
		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? Did the structure feel comfortable?
		Anyone have any insights to share on how to communicate successfully about race?
		Facilitate open-ended conversation (10 minutes). Major themes you will want to cull out include:
		• Conversations about race can sometimes be challenging, especially if we don't have a shared understanding of what we are talking about. That is why it is so critical that we normalize conversations about race.
		• Race is often the "elephant in the room." If we can't talk about race, then we won't be able to develop strategies to eliminate racial inequities.
		• It is important to know your audience. Different people and groups are motivated by different things, including stories, facts, etc.
		One person facilitates and the other write up themes on the flip chart.
35 minutes	**Presentation and video** Deepening understanding	*Watch the first 2 minutes of the video (pause right after Ian Haney Lopez speaks, with the screen "Racialized images and codes in the political arena") and ask the questions below.*
		Large group discussion (8 minutes)
		• What is racial coding? Name examples of racial coding.
		• What racial assumptions are triggered by the following code words?
		o "Welfare cheats"
		o "Illegal aliens"
		o "States' rights"
		o "Anchor babies"
		o "Inner city"
		o "Obamacare"
		<u>Hint:</u> *think about which racial group these code words are referring to and how those words stereotype that group.*
		Watch the rest of the video (15 minutes)

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Time	Agenda Item	Facilitator Notes
		Video debrief (10 minutes) / large group discussion
		• What were your key ah-has or takeaways from the video?
		• A so-called colorblind message in the video was "Obamacare makes you lazy." What are other "colorblind" messages that, in effect, perpetuate racial stereotypes?
		• The video talked about individual responsibility and limited government as the two dominant "meta-frames" on race operating now. How do these "meta-frames" influence the general public's perception of people of color?
35 minutes	**Communicating about race learning** (large and small group discussion)	*Distribute the handout,* **Attachment 5: Communicating About Equity Handout.** *Organize participants into small groups of 4 to 6 people, either counting off or based on their organization or affiliation. Ask for small groups/pairs to assign both a recorder and a reporter. Provide flip chart paper for recording of themes.*
		Small group, 20 minutes
		• Using the "Affirm-Counter-Transform" model, craft a message to respond to one of the following statements:
		○ I don't understand why government should be talking about race.
		○ Sustainability doesn't have anything to do with race.
		○ My family worked hard to get to where we are, it seems like hard work is a part of what has made the United States great, and some people just don't want to work.
		If you have extra time, select a particularly resonant issue for your organization and develop an additional message.
		10 minute report back Have each group share the message they developed.
		After each group has shared, large group discussion:
		• What worked well in the process of using the tool?
		• What was most challenging?
		(Full group report back, 5 minutes)
10 minutes	Closing	Thank you for your participation today. We have focused on communicating about race. We want to close out our time today by doing a go-round with each of you sharing one of the following:

Time	Agenda Item	Facilitator Notes
		• What is one thing that excited you today (concept, conversation, etc.)?
		• What is one thing you are grappling with or 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 – 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, pages 7-20

Time	Agenda Item	Facilitator Notes
15 minutes	Welcome, objectives and introductions	<u>Welcome and facilitator introductions</u> 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).** <u>Objectives</u> *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)

Time	Agenda Item	Facilitator Notes
		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.
		<u>Participant introductions</u> Ask participants to share: name, role, whether they attended any previous sessions, and one thing they hope to gain from the workshop.
		<u>Announcements</u> • 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:	Now we're going to do an activity that will help us think about race and racial equity. As a reminder:

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Time	Agenda Item	Facilitator Notes
	experiences in the work place relating to race	• 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?

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		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*

Time	Agenda Item	Facilitator Notes
		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*

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Time	Agenda Item	Facilitator Notes
		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*

Time	Agenda Item	Facilitator Notes
		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.*

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Workshop 4: Racial Equity Tools

Learning Objectives
- ✓ Learn about a Racial Equity Tool and how it can be applied, focusing on case studies.
- ✓ Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools.
- ✓ Gain an increased understanding of key questions for addressing inequities.
- ✓ Identify opportunities to advance racial equity within policies, practices, and programs in your own city.

Pre-Workshop Prep – Participants should watch the YouTube [Changing the Lights Video](#) created by Julie Nelson and Glenn Harris and review [GARE's Racial Equity Toolkit](#).

Time	Agenda Item	Facilitator Notes
15 minutes	Welcome, objectives and introductions	<u>Welcome and facilitator introductions</u> 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 8).*** <u>Objectives</u> *Share the workshop objectives.* Hopefully you all had the opportunity to watch the Changing the Lights video and review the Government Alliance on Race and Equity Racial Equity Toolkit. In today's discussion we will be digging deeper into some of the ideas in the video. If you didn't have a chance to view it beforehand, we encourage you to watch 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 use a racial equity tool to address racial inequities. A racial equity tool provides a structure for thoughtful consideration of racial equity in any decision. The objectives of the workshop are:

Time	Agenda Item	Facilitator Notes
		• Learn about a Racial Equity Tool and how it can be applied, focusing on case studies. • Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools. • Gain an increased understanding of key questions for addressing inequities. • Identify opportunities to advance racial equity within policies, practices, and programs 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?

Time	Agenda Item	Facilitator Notes
20 minutes	Paired sharing: how tools help you do your job	Now we're going to do an activity that will help set the stage for use of a racial equity tool. 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 listener 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 communication.
		• 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 process tools do you use in your work place setting to get your job done? Process tools include needs assessments, planning checklists, etc. Why do you use tools?
		• From your personal experience, where have process tools been most effective in getting results?
		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.

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Time	Agenda Item	Facilitator Notes
		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? *Facilitate open-ended conversation (15 minutes). Major themes you will want to cull out include:* • Tools are useful for accomplishing specific things, e.g., using a screwdriver makes driving a screw easier. A budget issue paper is a tool for identifying ways to increase or decrease your organization's budget. • Tools are a means to an end. They can help us achieve results and maximize our impact. • Although we don't often think about tools in our work places, we use a wide range of different tools on a routine basis. The tools we use reinforce our organizations values and priorities. In order to integrate racial equity into our organization and to operationalize it as more than a value or words on paper, using a Racial Equity Tool is a way to proactively integrate racial equity into routine decision making. *One person facilitates and the other writes up themes on the flip chart.*
25 minutes	**Presentation and video** Deepening understanding	*Watch the video (12 minutes)* *13 minute discussion (large group):* *Summarize what a racial equity tool is.* A racial equity tool is a simple set of questions that provide a structure for thoughtful consideration of racial equity in any decision. Using the tool helps you to: 1. Clearly articulate racial equity goals and outcomes 2. Collect the data necessary to understand the problem 3. Engage all parts of the community that may be affected in crafting solutions 4. Do the analysis needed to ensure that strategies advance racial equity and mitigate unintended consequences 5. Craft an implementation plan for advancing racial equity that will guide you through the process

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Time	Agenda Item	Facilitator Notes
		6. Put in place mechanisms for communication, evaluation and accountability that will help you stay on course and build support for further change *Share the following two questions:* • In the video, some of the examples of a racial equity tool being used include during the budget, in health programs, comprehensive plans, transportation plans, and hiring. How and when might a racial equity tool be used in your workplace? • The video also identified potential barriers to the use of racial equity tools and strategies to overcome barriers. Are there any that you think you might face? *Major themes you will want to cull out include:* • Organizations, systems and structures have been designed to achieve the outcomes they currently do (racially inequitable outcomes). A racial equity tool provides a way to proactively insert racial equity into routine decision-making. • Although using a racial equity tool can feel challenging at the beginning, think of it as a skill or competency to be learned and developed. Most of us came into our jobs, and learned our jobs based on the status quo. A racial equity tool provides the opportunity to interrupt the status quo, clearly articulate racial equity outcomes, develop and implement racial equity strategies and center communities.
50 minutes	**Racial Equity Tools – applied learning** (large and small group discussion)	*Introduce the scenario exercise (10 minutes)* Now we are going to use a scenario to identify potential examples of individual, institutional and structural racism and discuss ways in which a racial equity tool could be used to advance racial equity in one of these cases. *Distribute copies of* **Attachment 9: Drivers of Inequity Scenario** *and* **Attachment 10: Racial Equity Toolkit Worksheet.** *Ask for volunteers to read each of the roles in the scenario.* *Discussion of scenario in small groups (15 minutes)* Let's get into groups of four or five to talk about the scenario.

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Time	Agenda Item	Facilitator Notes
		• First, identify one example each of individual, institutional and structural racism.
		• Then, for one example of institutional or structural racism, talk about how you could use a racial equity tool to address the racism using the **Racial Equity Toolkit Worksheet.**
		Please have someone serve as a recorder and someone else a reporter.
		After about five minutes, do a check-in to make sure that the groups have come up with at least one example of each type of racism and have moved on to talk about use of a racial equity tool.
		Large group report back (5 minutes)
		Pull the large group back together and ask:
		• How could a racial equity tool be used to address racial inequities called out in this scenario, including community engagement, development of strategies to eliminate racial inequities, and creating greater public will?
		Major themes you will want to cull out include:
		• Although we can speculate about individual racism in the scenario, e.g., the amount of space that Nick felt comfortable taking up, the reference to "those people," etc, we actually don't know what is in the hearts and minds of individual people.
		• An examples of institutional racism might include the meeting not being designed to meet the needs of diverse communities.
		• Examples of structural racism might include the connection between housing, taxes and school funding or using criminal background checks as a screen for housing assistance. These are examples that cut across multiple systems, and have a cumulative, multiplier effect on racial inequities in the community.
		• A racial equity tool could have been used prior to this meeting to 1) better design public engagement that is inclusive and allows more voices to be heard, 2) develop strategies to advance racial equity, such as limiting the use of criminal background checks in housing to relevant crimes or using zoning laws to create more mixed-income housing, and 3)

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Time	Agenda Item	Facilitator Notes
		started the meeting with the recognition that we all need safe and affordable housing before talking about racial inequities (which can trigger racial anxiety and implicit bias). *Regroup by Organization/Team to apply racial equity tool (20 minutes including 10 minutes discussion; 10 minutes reporting out)* *Discussion: Organize participants based on their work group or organization. If there is no affiliation, groups can be randomly assigned. Ask for small groups/pairs to assign both a recorder and a reporter. Provide flip chart paper for recording of themes.* Decision points are key opportunities to use a racial equity tool. We are going to get into small groups so that you can talk about using a racial equity tool in your own organizations. Small group 1) Brainstorm – What are upcoming decision points for your organization? 2) Select one upcoming decision point to strategize using a racial equity tool. 3) Using **Attachment 10: Racial Equity Toolkit Worksheet**, talk about how you could use the racial equity tool to integrate racial equity into the decision making process. *Large group report back:* • Share a key highlight from each small group discussion. • What worked well? What was challenging?
10 minutes	Closing	Thank you for your participation today. We have focused on when and how to use an equity tool. 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*

Time	Agenda Item	Facilitator Notes
		them to use the worksheet from the USDN website as homework to further explore the topics from this session.

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Workshop 5: Building a Racial Equity Team

Learning Objectives

- Gain an increased understanding of how change happens in organizations and the key considerations for building organizational capacity to advance racial equity across functions and hierarchy in your city.
- Be prepared to address barriers and potential opposition to developing a team.
- Explore different team structures and connections with community.
- Develop first steps and resources for building organizational capacity to advance racial equity.

Pre-Workshop Prep – participants should read [Equity: The Soul of Collective Impact](#)

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 11)**.
		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 article. 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 a racial equity team.
		The objectives of the workshop are:
		• Gain an increased understanding of how change happens in organizations and the key considerations for building

Time	Agenda Item	Facilitator Notes
		organizational capacity to advance racial equity across functions and hierarchy in your city.
		• Be prepared to address barriers and potential opposition to developing a team.
		• Explore different team structures and connections with community.
		• Develop first steps and resources for building organizational capacity to advance racial equity.
		<u>Participant introductions</u> Ask participants to share: name, role, whether they attended any previous sessions, and one thing they hope to gain from the workshop.
		<u>Announcements</u> • 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 ground rules?

Time	Agenda Item	Facilitator Notes
20 minutes	Paired sharing: thoughts on effective teams	Now we're going to do an activity that will help us think about teams. 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 listener 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. • From your personal experience, when has working in a team been most effective? Least effective? • What makes a team effective? *Be as concrete as possible.* 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?

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Time	Agenda Item	Facilitator Notes
		Anyone have any insights to share? *Facilitate open-ended conversation (15 minutes). Major themes you will want to cull out include:* • Teams are effective when they have a clear vision and work plan, are made up of members with defined roles, responsibilities and expectations; members are invested in the success of the team; are empowered and supported by leadership, etc. *One person facilitates and the other writes up themes on the flip chart.*
50 minutes	**Presentation and video** Deepening understanding	*Watch the first 5 minutes of the video (stop the video when "Examples of Equity Teamwork" appears) and ask the following questions (large group, 10 minutes):* • What does a racial equity team allow you to do? • How can a racial equity team ensure that racial equity is being advanced across all levels in your organization/institution? • What support does a racial equity team need from top-level leaders in an organization to advance racial equity? *Watch the rest of the video (10 minutes)* *Ask participants to form small groups for discussion of the following questions and have someone serve as a recorder and someone else a reporter. (15 minutes for small group discussion)* • What do you think are the most important criteria to consider when building your racial equity team? • What do you think are the most important concrete tasks that need to be completed by a racial equity team? *Large group report back (10 minutes)*
30 minutes	**Racial Equity Teams – applied learning** (large and small group discussion)	*Hand out Attachment 12: Discussion questions – Organizing your Racial Equity Team* Ask participants to develop small groups based on who they work with most closely and discuss: *20 minutes of small group discussion:* • What is one problem you are trying to solve in regards to racial equity?

Time	Agenda Item	Facilitator Notes
		• What influence do you have? Who are supporters? Opposition? What is their power to influence the process you are trying to create to solve the problem? • Who do you need on your team to move your goal? Brainstorm up to five criteria you think will be most important for your team members. • What is one short- term opportunity that could catalyze convening of your first team meeting? *10 minute report back*
10 minutes	Closing	Thank you for your participation today. We have focused on racial equity teams. 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.*

Un-Strategies for Multicultural Facilitation:
Avoiding Twelve Facilitative Pitfalls
by Paul C. Gorski for EdChange and the Multicultural Pavilion

1. Know your hot buttons and have strategies for dealing with them – do NOT use the dialogue for your own processing. Process your hot buttons before and/or after, but never during a dialogue you're facilitating. If you work with a team of facilitators, plan meetings to process the issues that are difficult for you.

2. Be clear and honest about the purpose of the dialogue or experience you're facilitating. Participants should never have to inquire about the purpose of the dialogue during or after the experience.

3. Provide airtime. You should never talk more than your participants. In fact, the more airtime taken by participants, the better you've performed as a facilitator. Don't feel like you must respond to every comment. Work to ensure that you are not the central aspect of the dialogue. The content of the dialogue and interaction among participants should always be central.

4. Reject the first-hand-up, first-called-on approach to facilitation. Allow several seconds to pass before you call on someone so that quieter folks who reflect as the dialogue goes on can catch up and participate.

5. Make ground rules clear at the beginning and call people on them early, if needed. If you don't address breaches of ground rules early, you will not be able to enforce them when you most desperately need to do so.

6. You are responsible for providing everyone an equitable opportunity to participate. Equitable participation does not mean that everyone speaks the same amount of time – it means everyone, regardless of participation style, has an equal opportunity to be heard. You can't be afraid to challenge people who dominate the conversation no matter how uncomfortable that sort of confrontation can be.

7. Never ask participants to share something that you are unwilling to share. Make yourself vulnerable and be a model by sharing on activities, when appropriate.

8. Do not pretend to have the answer to every question. When possible, bounce questions back to the whole group before you answer them yourself, even if they're directed to you from a participant.

9. Thoughtfully planned and executed activities can lead to fruitful dialogue, but don't fill so much time with activities that no time remains for dialogue. When you do use activities, choose those

that pull from participants' personal experience instead of those that synthesize personal experience.

10. Identify your strengths as a facilitator and build your plans around them. If you fill the dialogue with topics and activities with which you're uncomfortable, participants will notice your lack of confidence and take advantage of it.

11. Even if you want to be "objective" you cannot allow the dialogue to become yet another place where underrepresented groups are oppressed. Be an advocate for all participants, but particularly for those who have, until now, been silenced.

12. Too often, participants feel that dialogues end too suddenly without a clear progression to closure. Develop strategies for dialogue closure so that you can facilitate this progression effectively. This does not mean that you should wrap up the conversation for everyone but instead that you should have some strategy in mind for drawing the dialogue to a close through a final question, short activity, or commitment to action.

Attachment 2
Workshop 1 Agenda – The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle

Learning Objectives:
- ✓ Gain increased understanding of the historical role of government in relation to race and how to build a shared understanding of equity in local government.
- ✓ Learn about the experiences in the City of Seattle—both leading up to the Race and Social Justice Initiative and with the launching and implementation of the Initiative—including key decision points, challenges and successes, and acknowledging the larger context while focusing on where there is leverage and power.
- ✓ Be able to consider key factors for success in advancing racial equity within sustainability in your own jurisdictions and how to find the racial equity story for your community.

Pre-Workshop Prep – Read the following background document: How Seattle and King County Are Tackling Institutional Inequities (by Julie Nelson, Glenn Harris, Sandy Ciske and Matias Valenzuela September/October 2009 issue of *Poverty & Race*)

Time	*Agenda Item*
15 minutes	Welcome and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: initial thoughts on racial equity • What is your definition of racial equity? Racial inequity? • How do racial equities impact your field of work?
30 minutes	Video and discussion *"The Opportunity for Government to Advance Racial Equity: Lessons Learned from Seattle."*
40 minutes	Discussion – Lessons from Seattle
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.

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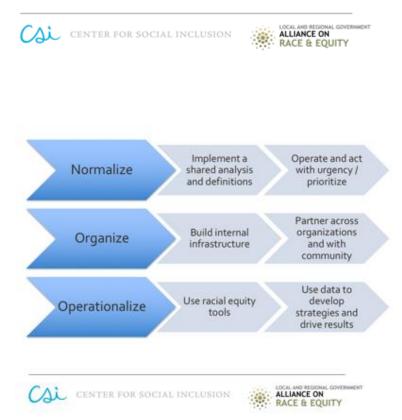
Attachment 3
Workshop 1: Opportunities to Advance Racial Equity handout

Small group discussions

- What are the opportunities in your current work environment to normalize, organize, and operationalize racial equity?
- What are a few concrete next action steps you could take to develop and implement your own racial equity initiative?
- Who are potential allies that you could work with to implement action steps?

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Normalize	Implement a shared analysis and definitions	Operate and act with urgency / prioritize
Organize	Build internal infrastructure	Partner across organizations and with community
Operationalize	Use racial equity tools	Use data to develop strategies and drive results

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Attachment 4
Workshop 2 Agenda: Communicating About Equity

Learning Objectives:
- ✓ Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity.
- ✓ Understand the differences in narratives, framing, and messaging and the relationships between communications tactics.
- ✓ Develop skill at articulating a compelling story for racial equity and sustainability in cities.
- ✓ Learn about strategies for avoiding common pitfalls in communicating about equity.

Pre-Workshop Prep – Read the following background document: Center for Social Inclusion: "Talking About Race Toolkit."

Time	Agenda Item
15 minutes	Welcome, objectives and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: talking about racial equity • Do you routinely talk with your colleagues, friends and/or neighbors about race? What has helped to make those conversations go well? Not well? • To whom would you need to communicate in order to advance racial equity in your work place? What are the types of communication your colleagues respond best to, i.e. stories, facts, images?
35 minutes	**Presentation and video** "Communicating about Race"
35 minutes	Group discussion – Using the Center for Social Inclusion's "Affirm Counter Transform" communications tool
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.
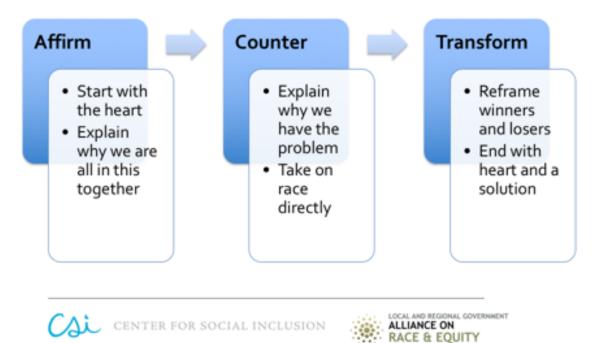
Attachment 5: Communicating About Equity Handout

Communicating about race
It's more than just talk – ACT

Affirm	Counter	Transform
• Start with the heart • Explain why we are all in this together	• Explain why we have the problem • Take on race directly	• Reframe winners and losers • End with heart and a solution

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Attachment 6
Workshop 3 Agenda – 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 – Read the following background document: GARE Resource Guide, 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

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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.

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Attachment 7: Building Shared Understanding of Equity Handout

Institutional / Explicit

Policies which explicitly discriminate against a group.

Example:

Police department refusing to hire people of color.

Institutional / Implicit

Policies that negatively impact one group unintentionally.

Example:

Police department focusing on street-level drug arrests.

Individual / Explicit

Prejudice in action – discrimination.

Example:

Police officer calling someone an ethnic slur while arresting them.

Individual / Implicit

Unconscious attitudes and beliefs.

Example:

Police officer calling for back-up more often when stopping a person of color.

Attachment 8
Workshop 4 Agenda – Using a Racial Equity Tool

Learning Objectives
- ✓ Learn about a Racial Equity Tool and how it can be applied, focusing on case studies.
- ✓ Hear examples from local sustainability leaders who are promoting racial justice solutions by using racial equity tools.
- ✓ Gain an increased understanding of key questions for addressing inequities.
- ✓ Identify opportunities to advance racial equity within policies, practices, and programs in your own city.

Pre-Workshop Prep – Watch the YouTube Changing the Lights Video created by Julie Nelson and Glenn Harris and review GARE's Racial Equity Toolkit.

Time	*Agenda Item*
15 minutes	Welcome, objectives and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: how tools help you do your job • What process tools do you use in your work place setting to get your job done? Process tools include budget issue papers, needs assessments, planning checklists, etc. Why do you use tools? • From your personal experience, where have process tools been most effective in getting results?
25 minutes	Presentation and video Using a racial equity tool
50 minutes	Group discussion and exercises – Racial Equity Tools ✓ Scenario – Drivers of Inequity ✓ Opportunities to use a racial equity tool
10 minutes	Closing

Attachment 9: Drivers of Inequity Scenario[1]

Narrator: Recent media reports have highlighted the changing demographics in many neighborhoods. Shifting demographics, combined with a newly proposed subsidized housing complex, have led to tension in one neighborhood. A community meeting is taking place to discuss the new housing and the public safety concerns expressed by some residents.

Andi, from the city is facilitating the conversation, and two city staffers are there to help respond to questions: Laverne who works in planning and zoning and Officer Melton, who is a police officer in the neighborhood. The manager for the new complex, Eduardo, is also in the room. The room is packed, with meeting participants clearly divided, including Patty and Nick who are opposed to the housing and Darlene who has been on the wait list for housing for 8 months and is eager to move in.

Andi: Welcome to tonight's discussion. I want to start by sharing a few of the results of the recently released "Community Equity Profile: Housing." As stated in that profile, our vision is that we have an adequate amount of safe and affordable housing for all income groups. The data collected in that profile illustrates that we have work to do – 10% of Whites pay more than 50% of their income on housing, 29% of Blacks, and 36% of Asians. There just is not enough affordable housing for people who need it. The city has approved the permits for the new project, and we are excited that this new housing will help to close the gap. We also understand that there have been a lot of concerns expressed about the safety of the neighborhood. We want to talk tonight about how this new project can benefit both the new neighbors and the existing neighbors. Thanks to everyone who has signed up to share your perspectives – we have two hours scheduled and fifty people who would like to speak. That means that you should keep your comments short. Let's start at the top of the list with Patty.

Patty: I can't believe the city approved this project. This is in the middle of a single-family neighborhood. Having all these people move into our neighborhood means an increase of crime and more traffic. It just isn't right. The city has to stop.

Andi: Nick is next.

Nick: I've already seen an increase in loitering and you know that those people are dealing drugs. Our children are not safe. If this project gets built, I'm not sure I will even want to keep my children in our local school. It has always been a good school until now. I want to know what the police are going to do.

Andi: Ben is next.

Nick: Wait, I said I want to know what the police are going to do! Can't Officer Melton respond? He works in this neighborhood and I want to know what he thinks. Officer Melton?

Officer Melton: I used to work at one of the other complexes, and when people missed too many months of rent, I was the one who had to evict them. I hated to do that, but that was what had to be done. We used to have a social services aide who tried to help people get assistance, but when there

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[1] Based on an exercise from RaceForward (https://www.raceforward.org) and adapted by the Government Alliance on Race and Equity.

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wasn't any assistance, I just had to put their stuff out on the street. That's not why I signed up to be a police officer.

Nick: See, he works for the city, and he doesn't even like it.

Andi: We need to get back to the list; there are a lot of people who want to speak.

Nick: Sure, in a minute, but we need to know how this project is going to be managed. What are they going to do to keep our neighborhood safe?

Eduardo: Safety is our number one concern. We will be doing criminal background checks to make sure that nobody with a record moves into our project. As you can see by the design posters in the back, this will be a pretty project and we want to keep it that way.

Nick: And what about the permit approval, that doesn't seem right. Lavern, what did you have to do with that. Was this some sort of buy-off?

Laverne: No, this is a good project and I can tell you more details.

Darlene: I'm sorry to interrupt, but I didn't know I was going to have to wait two hours to say something. I rushed here after work, and have to pick my kids up at their childcare program and it is about to close. I really need housing. I've been paying two-thirds of my paycheck for rent, and can't even pay other bills some months. This housing is really critical, I'm trying hard to make it, but just can't when the pay is so low. I have to go now, but I would like to be a part of this neighborhood.

Questions for discussion:

✓ **What are examples of individual racism?** (Pre-judgment, bias or discrimination by an individual, based on race)
✓ **What are examples of institutional racism?** (Policies, practices and procedures that work better for white people than for people of color, often unintentionally)
✓ **What are examples of structural racism?** (The history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.)
✓ **How could a racial equity tool be used in this scenario to improve outcomes? How could you:**

   o Better engage all communities?
   o Develop and expand strategies to eliminate racial inequities?
   o Create greater public will?

Attachment 10: Racial Equity Toolkit Worksheet

Step #1 – What is your proposal and the desired results and outcomes?
   1. Describe the policy, program, practice or budget decision (for the sake of brevity, we refer to this as a "proposal" in the remainder of these steps)

2. What are the intended results (in the community) and outcomes (within your own organization)?
3. What does this proposal have an ability to impact?

☐ Children and youth	☐ Health
☐ Community engagement	☐ Housing
☐ Contracting equity	☐ Human services
☐ Criminal justice	☐ Jobs
☐ Economic development	☐ Parks and recreation
☐ Education	☐ Planning / development
☐ Environment	☐ Transportation
☐ Food access and affordability	☐ Utilities
☐ Government practices	☐ Workforce equity
	☐ Other
	_____

Step #2 – What's the data? What does the data tell us?

1. Will the proposal have impacts in specific geographic areas (neighborhoods, areas, or regions)? What are the racial demographics of those living in the area?
2. What does population level data, including quantitative and qualitative data, tell you about existing racial inequities? What does it tell you about root causes or factors influencing racial inequities?
3. What performance level data do you have available for your proposal? This should include data associated with existing programs or policies.
4. Are there data gaps? What additional data would be helpful in analyzing the proposal? If so, how can you obtain better data?

Step #3 – How have communities been engaged? Are there opportunities to expand engagement?

1. Who are the most affected community members who are concerned with or have experience related to this proposal? How have you involved these community members in the development of this proposal?
2. What has your engagement process told you about the burdens or benefits for different groups?
3. What has your engagement process told you about the factors that produce or perpetuate racial inequity related to this proposal?

Step #4 – What are your strategies for advancing racial equity?

1. Given what you have learned from research and stakeholder involvement, how will the proposal increase or decrease racial equity? Who would benefit from or be burdened by your proposal?
2. What are potential unintended consequences? What are the ways in which your proposal could be modified to enhance positive impacts or reduce negative impacts?

3. Are there complementary strategies that you can implement? What are ways in which existing partnerships could be strengthened to maximize impact in the community? How will you partner with stakeholders for long-term positive change?
4. Are the impacts aligned with your community outcomes defined in Step #1?

Step #5 – What is your plan for implementation?

1. Describe your plan for implementation.
2. Is your plan:
   - ☐ Realistic?
   - ☐ Adequately funded?
   - ☐ Adequately resourced with personnel?
   - ☐ Adequately resources with mechanisms to ensure successful implementation and enforcement?
   - ☐ Adequately resourced to ensure on-going data collection, public reporting, and community engagement?

   If the answer to any of these questions is no, what resources or actions are needed?

Step #6 – How will you ensure accountability, communicate, and evaluate results?

1. How will impacts be documented and evaluated? Are you achieving the anticipated outcomes? Are you having impact in the community?
2. What are your messages and communication strategies that are will help advance racial equity?
3. How will you continue to partner and deepen relationships with communities to make sure your work to advance racial equity is working and sustainable for the long-haul?

Attachment 11
Workshop 5 Agenda – Building a Racial Equity Team

Learning Objectives
- Gain an increased understanding of how change happens in organizations and the key considerations for building organizational capacity to advance racial equity across functions and hierarchy in their city.
- Be prepared to address barriers and potential opposition to developing a team.
- Explore different team structures and connections with community.
- Develop first steps and resources for building organizational capacity to advance racial equity.

Pre-Workshop Prep – Read Equity: The Soul of Collective Impact

Time	Agenda Item
15 minutes	Welcome, objectives and introductions
5 minutes	Group agreements
20 minutes	Paired sharing: thoughts on effective teams • From your personal experience, when has working in a team been most effective? Least effective? • What makes a team effective?
50 minutes	Presentation and video Building a racial equity team
30 minutes	Group discussion – Racial Equity Teams
10 minutes	Closing

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Attachment 12: Discussion Questions – Organizing your Racial Equity Team

- What is one problem you are trying to solve in regards to racial equity?

- What influence do you have? Who are supporters? Opposition? What is their power to influence the process you are trying to create to solve the problem?

- Who do you need on your team to move your goal? Brainstorm up to five criteria you think will be most important for your team members.

- What is one short- term opportunity that could catalyze convening of your first team meeting?

The Language Of Inclusion

James E. Wright, PHR, SHRM-CP, CDR
Diversity and Inclusion Strategist

Affirmative Action: Any action taken by an employer, in compliance with federal law, to promote the employment and advancement of people who have been the traditional targets of discrimination.

Ageism: Discriminatory behavior related to age.

Alaska Native or Native American Indian or Native Indian American: A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment. It includes people who classify themselves as described below.

- *Native American / Native Indian American:* Includes people who indicate their race as "Native American," entered the name of an Indian tribe, or report such entries as Canadian Indian, French-American Indian, or Spanish-American Indian.

- *Alaska Native:* Includes written responses of Eskimos, Aleuts, and Alaska Indians as well as entries such as Arctic Slope, Inupiat, Yupik, Alutiiq, Egegik, and Pribilovian. The Alaska tribes are the Alaskan Athabaskan, Tlingit, and Haida.

Ally: Dr. Makini King writes, "In social justice work the term Ally is often defined as a noun; a person who uses their privilege to advocate on behalf of someone else who doesn't hold that same privilege. Allyship is one of the first action-oriented tools one learns in social justice and bias trainings. Awareness of injustices; racism, sexism, homophobia, classism, and ableism (to name a few) is of course, the first step toward advocacy, but awareness alone is not enough to dismantle systems of oppression. To be an Ally requires that a person not simply notice an injustice, but also take action by bringing attention to the injustice and requesting that it be corrected. It is important to note here that Allies are not defined by the assignment of the term; one cannot simply declare themselves an Ally because they believe in justice. Allies are defined by their actions. In other words, the question to ask one's self is not am I an Ally, but rather, how have I advocated for or supported marginalized people or communities today? Yes, "today" is critical to the assessment of one's allyship, for the systems of injustice do not take days off and the work of allies must be just as steadfast."

Androgynous: Identifying and/or presenting as neither distinguishably masculine nor feminine.

Asexual: Or "ace." Someone who experiences little to no sexual attraction. They are not to be confused with "aromantic people," who experience little or no romantic attraction. Asexual people do not always identify as aromantic; aromantic people do not always identify as asexual. More generally, some people (asexual or otherwise) identify as having a romantic orientation different than their sexual orientation. The terminology is similar: homoromantic, heteroromantic, biromantic and so on.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes "Asian Indian," "Chinese," "Filipino," "Korean," "Japanese," "Vietnamese," and "Other Asian."

- *Asian Indian:* Includes people who indicate their race as "Asian Indian" or identify themselves as Bengalese, Bharat, Dravidian, East Indian, or Goanese.

- *Chinese:* Includes people who indicate their race as "Chinese" or who identify themselves as Cantonese, or Chinese American.

- *Filipino*: Includes people who indicate their race as "Filipino" or as Philipino, Philipine, or Filipino American.

- *Japanese:* Includes people who indicate their race as "Japanese" or as Nipponese or Japanese American.

- *Korean*: Includes people who indicate their race as "Korean" or Korean American.

- *Vietnamese*: Includes people who indicate their race as "Vietnamese" or Vietnamese American.

- *Cambodian:* Includes people who indicate their race as Cambodian or Cambodia.

- *Hmong:* Includes people who indicate their race as Hmong, Laohmong, or Mong.

Glossary of Key Terms

Asian: (cont.)

- *Laotian:* Includes people who indicate their race as Laotian, Laos, or Lao.

- *Thai:* Includes people who indicate their race as Thai, Thailand, or Siamese.

- *Other Asian:* Includes people who indicate their race as Bangladeshi, Burmese, Indonesian, Pakistani, or Sri Lankan.

Assimilation: The process whereby a group gradually adopts the characteristics, customs and attitudes of the prevailing culture.

Belonging: It has been said that diversity is like being invited to the party, inclusion is being asked to dance, and belonging is dancing like no one's watching to music the DJ selected that also happens to be my personal favorite playlist — it is that sense of psychological safety that employees can be their authentic selves without fear of judgment and overwhelmingly feel that they belong.

Benevolent Sexism: Less obvious. Kind of seems like a compliment, even though it's rooted in men's feelings of superiority. It's when men say women are worthy of their protection (off the sinking boat first) or that they're more nurturing than men (therefore should raise children). It's restrictive.

Bias: An inclination of preference, especially one that interferes with impartial judgment.

Bicultural: A person who is bicultural has the ability to function effectively and appropriately and can select appropriate behaviors, values and attitudes within either culture.

Bigotry: Prejudice carried to the extreme of overt hatred, often carried to the point of violence.

Biphobia: Prejudice, fear or hatred directed toward bisexual people.

Biracial: Of, relating to, or involving people from two races; also having parents from two different races.

Bisexual: A person whose emotional, sexual, or romantic attractions are to people of their gender or other gender identities. It is not a way station from straight to gay, as it had once been described.

Black or African American: A person having origins in any of the black racial groups of Africa. It may include people who indicate their race as "Black" or "African American," or as "Afro American," "Kenyan," "Nigerian," or "Haitian." The term "African American" is considered to be the more professional and accepted usage.

Bropropriating: Stealing an idea from a woman and putting it into the world as your own.

Change Agents: Change agents are individuals within an organization, at any level. They are educated about managing diversity, inclusion, and belonging, and committed to facilitating change by modeling appropriate behaviors. They also take every opportunity to ensure that systems, policies and practices are flexible enough to work for everyone, modifying them as appropriate. Change agents include top leadership, management and employees at every level. Because managing diversity represents a major change in the management of human resources, without multi-level change agents implementation will stall. It requires support from leaders with vision, credibility and authority -- our champions. A managing diversity champion actively supports the organization's commitment to managing diversity and is seen by others as a valued member of the current culture and thus has credibility as the organization moves to the new vision.

Cisgender: Someone whose gender identity matches the sex they were assigned at birth.

Classism: Any attitude or institutional practice which subordinates people due to income, occupation, education and/or their economic condition.

Glossary of Key Terms

Coming Out of the Closet: The process of self-acceptance and disclosure of sexual orientation to others. People can disclose to none, some, or all of the people they know.

Cross-Cultural: The interaction, communication, or other processes between people or entities from two or more different cultures.

Cultural Competence: The ability to function effectively in a society of culture variation.

Cultural Conditioning: The unconscious process by which we are socialized to adopt the way of thinking of our own group.

Cultural Diversity: Developing organizational processes that are inclusionary rather than exclusionary for cultural conformity.

Cross Dressing: When someone wears clothing traditionally worn by the other gender. People who identify as Cross-Dressers typically do not want to transition their bodes or live full-time as the other gender.

Culture: The collective behavior patterns, communication styles, beliefs, concepts, values, institutions, standards, and other factors unique to a community that are socially transmitted to individuals and to which individuals are expected to conform.

Demisexual: Someone who generally does not experience sexual attraction unless they have formed a strong emotional, but not necessarily romantic, connection with someone.

Discrimination: Illegal treatment of a person or group (either intentional or unintentional) based on race, color, national origin, religion, sex, handicap, veteran's status and in some states, sexual orientation. The term also includes the failure to remedy the effects of past discrimination.

Making decisions in prejudicial manner that may exclude or deny opportunity; making distinctions based on racial, ethnic, or distinguishing features such as usage, religious identification of disability.

- Combination of prejudice (superiority/inferiority belief system) and institutional power, the power to impose that system on others

- Without power, we all have about the same ability to be prejudiced

- Destructive "isms" (racism, sexism, ageism, ethnocentrism, handicapism, homophobism, etc.)

- Use of institutional power to reinforce biased belief systems and to disadvantage others.

Diverse Supplier: A minority-owned business that is at least 51 percent owned, managed and controlled by one or more African Americans, Hispanic Americans, Native Indian Americans / Native Americans, Asian Indian Americans or Asian Pacific Americans. Acceptable certifications are provided by the National Minority Supplier Development Council and by Federal, State and Local Governments.

Diversity: Diversity is the similarities and differences of people found in our workforce, our customers, and in the community in which we serve. Diversity includes many characteristics that may be visible such as race, gender, and age, and it also includes less obvious characteristics like personality style, ethnicity, ability, education, religion, job function, life experience, life style, sexual orientation, gender identity, geography, regional differences, work experience, and family situation that make us similar to and different from one another.

Glossary of Key Terms

Diversity Disconnect: Refers to tension, misunderstandings, or conflicts caused by cultural differences in perceptions, values, beliefs and experiences. A diversity disconnect is often caused by the misinterpretation of a statement or a behavior.

Domestic Partner: Unmarried partners who share living quarters.

EEO (Equal Employment Opportunity): Basing terms and conditions of employment, as well as management decisions, on job-related factors without regard to age, color, disability, national origin, race, religion or sex.

Ethnic: Of or relating to people grouped according to a common racial, national, tribal, religious, linguistic, or cultural origin.

Ethnicity: Refers to shared cultural practices, perspectives, and distinctions that set apart one group of people from another. The most common characteristics distinguishing various ethnic groups are culture, religion, language, or the like.

Feminazi: A derogatory term for a radical feminist.

Feminism: Belief in and desire for equality between the sexes. It is the belief that men and women should have equal rights and opportunities and encompasses social, political and economic equality.

Frames of Reference: A particular way of perceiving and making sense of the world around us. A set of filters through which thoughts, actions and decisions pass.

Gay: A common and acceptable word for male homosexuals, but sometimes used for both genders.

Gender: This term refers to the external, socially constructed rules, roles, behaviors, activities, and attributes that a society considers appropriate for women and men; gender categories are "women" and "men."

Gender Dysphoria: Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the term - which replaces Gender Identity Disorder - "is intended to better characterize the experiences of affected children, adolescents, and adults."

Gender-Expansive: Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.

Gender Expression: External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender Identity: One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Gender Nonconforming, or G.N.C.: One who expresses gender outside traditional norms associated with masculinity or femininity. Not all gender-nonconforming people are transgender, and some transgender people express gender in conventionally masculine or feminine ways.

Genderqueer: Genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories.

Gender Fluid: A term used by people whose identity shifts or fluctuates. Sometimes these individuals may identify or express themselves as more masculine on some days, and more feminine on others.

Glossary of Key Terms

Gender Role: Rules assigned by society that define what clothing, behaviors, thoughts, feelings, relationships, etc., are considered appropriate and in- appropriate for members of a given sex.

Gender-Neutral: Someone who prefers not to be described by a specific gender, but prefers "they" as a singular pronoun (the American Dialect Society's 2015 Word of the Year) or the honorific "Mx.," a substitute for "Mr." or "Ms." that entered the Oxford English Dictionary in 2015.

Gender Transition: The process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.

Glass Ceiling: Barriers, either real or perceived, that affect the promotion or hiring of protected group members.

Graysexual: Someone who occasionally experiences sexual attraction but usually does not; it covers a kind of gray space between asexuality and sexual identity.

Harassment (Ethnic And Racial): Words or conduct communicated with malice and with the intent to intimidate or harass another person in a way that is associated with that person's race, ethnicity, color, religion, ancestry, or national origin.

Harassment (Malicious): Intentional intimidation associated with a person's race, color, religion, ancestry, national origin, or mental, physical, or sensory handicap that causes physical injury to another person; or by words or conduct places another person in reasonable fear of harm.

Harassment (Sexual) See Sexual Harassment.

Heteronormative: Cultural rules (including social, family, and legal) that pressure everyone to conform to a heterosexual standard of identity.

Heterosexism: The attitude that heterosexuality is the only valid sexual orientation. Heterosexism denies, denigrates, and stigmatizes any non-heterosexual form of behavior, relationship, or community. Heterosexism often takes the form of ignoring or discriminating against LGBTQIA+ individuals or discounting their experiences altogether.

Heterosexual/Straight: A person whose emotional, sexual, or romantic attractions are primarily to members of the opposite sex.

Hispanic or Latin People who identify with the terms "Hispanic" or "Latino" are those who classify themselves in one of the specific Hispanic or Latino categories—"Mexican," "Puerto Rican," or "Cuban"—as well as those who indicate that they are "other Spanish, Hispanic, or Latino." Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Spanish, Hispanic, or Latino may be of any race.

Homophobia: The irrational fear and hatred of or discomfort with people who are attracted to members of the same sex. It is the fear that enforces sexism and heterosexism. The extreme behavior of homophobia is violence.

Homosexual: A person who is emotionally, physically, and/or sexually attracted or committed to members of the same sex. Gay is another common and more acceptable word for male homosexuals, but sometimes used for both genders.

Hostile Sexism: The one most people think about. Openly insulting, objectifying, and degrading women.

Inclusion: Providing equal opportunity to all people to fully engage themselves in creating an environment and a cultural attitude whereby everyone and every group fits, feels accepted, has value, and is supported by a foundation built on trust and mutual respect.

Glossary of Key Terms

Inclusiveness: The act of encouraging belonging.

Institution Racism: A variety of systems operating within an organization that have attitudes, behaviors, and practices that subordinate persons or groups because of race or ethnic background.

Ism: Power plus prejudice.

Internalized Oppression: The process by which a member of an oppressed group comes to oppression: accept and live out the inaccurate myths and stereotypes applied to the oppressed group.

Internalized Sexism: When the belief in women's inferiority becomes part of one's own worldview and self-concept.

Intersex: A term for someone born with biological sex characteristics that aren't traditionally associated with male or female bodies. Intersexuality does not refer to sexual orientation or gender identity.

In The Closet (Closeted): LGBTQIA+ individuals who do not openly disclose their sexual orientation to others. People can disclose to none, some, or all of the people they know.

Latinx: The gender-neutral alternative to Latino, Latina and even Latin@. Used by scholars, activists and an increasing number of journalists, Latinx is quickly gaining popularity among the general public. It's part of a "linguistic revolution" that aims to move beyond gender binaries and is inclusive of the intersecting identities of Latin American descendants. In addition to men and women from all racial backgrounds, Latinx also makes room for people who are transgender, queer, agender, non-binary, gender non-conforming or gender fluid. Despite the growing popularity of the term, Latinx has been faced with criticism. Many opponents of the term have suggested that using an un-gendered noun like Latinx is disrespectful to the Spanish language and some have even called the term "a blatant form of linguistic imperialism."

Lesbian: A woman whose emotional, sexual, or romantic attractions are primarily to other women.

LGBTQIA+: This is the acronym most commonly used in the United States to address the lesbian, gay, bisexual, and transgender community. The acronym can vary in a number of ways, including LGBT, GLBT and GLB, and now includes additional letters, such as Q (queer; also questioning); A (straight ally); and I (intersex) along with the + symbol to denote everything on the gender and sexuality spectrum that letters and words cannot yet describe.

M.A.A.B./F.A.A.B./U.A.A.B.: Male-assigned at birth/female-assigned at birth/unassigned at birth.

Male Gaze: A way of looking at the world through a masculine lens that views women as sexual objects.

Managing Diversity: This is a comprehensive managerial process for developing an environment that works for all employees. This process takes into account the need to change organization systems to sustain the organization's ability to get from all employees everything they have to offer. It means approaching diversity at all three levels: Individual, team or department and organizational. It deals with the way managers do their jobs. It requires a fundamental change in the culture and the way things are done. It is a change in the corporate way of life.

Mansplain (verb) Mansplainy (adjective): When a man explains something to a woman in a condescending way when he either 1) doesn't know anything about it or 2) knows far less than the woman he is talking to.
(Sorry, if you already knew that.)

Manterrupting: When a man interrupts a woman, especially excessively.

Melting Pot: A place where immigrants of different ethnicity or culture form an integrated and homogenous society.

Glossary of Key Terms

Micro-inequities: Small, sometimes unspoken, often unconscious messages we constantly send and receive that have a powerful impact on our interactions with others. They can be either positive or negative. Some common examples include a wink of understanding from across the table; a distracted glance at the ceiling or watch while someone is speaking.

Minority Business Enterprise (MBE) — a business that is at least 51 percent owned/operated/ controlled by:

- African American (ethnic origins in any of the black racial groups of Africa)
- Hispanic American (ethnic origins in any of the Spanish-speaking areas of Latin America or the following regions: Mexico, Central America, South America, and the Caribbean basin only)
- Asian-Pacific American (ethnic origins in Japan, China, Taiwan, Korea, Vietnam, Laos, Cambodia, the Philippines, Samoa, Guam, the U.S. Trust Territories of the Pacific, or the Northern Mariana Islands)
- Asian-Indian American (ethnic origins in India, Pakistan, or Bangladesh)
- Native American (a person who is American Indian, Eskimo, Aleutian, or native Hawaiian, and regarded as such by the community of which she or he claims to be a part)

Misandry: Hatred of men.

Misogynoir: Misogyny directed toward Black women.

Misogyny: Hatred of women.

Multicultural: The co-existence of many distinct cultures within a given context, such as community or nation.

Myth: An ill-founded belief, usually based on limited experience, given uncritical acceptance by members of a group, especially in support of existing or traditional practices and institutions.

Native Hawaiian and Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who indicate their race as "Native Hawaiian," "Guamanian or Chamorro," "Samoan," and "Other Pacific Islander."

- *Native Hawaiian:* Includes people who indicate their race as "Native Hawaiian" or who identify themselves as "Part Hawaiian" or "Hawaiian."

- *Guamanian or Chamorro* — Includes people who indicate their race as Chamorro or Guamanian.

- *Samoan:* Includes people who indicate their race as "Samoan" or who identified themselves as American Samoan or Western Samoan.

- *Other Pacific Islander:* Includes people who indicate their race as a Pacific Islander group such as Tahitian, Northern Mariana Islander, Palauan, Fijian, or a cultural group such as Melanesian, Micronesian, or Polynesian.

Non-binary: A person who identifies as neither male nor female and sees themselves outside the gender binary. This is sometimes shortened to N.B. or enby. One notable example: Taylor Mason, a financial analyst on the show "Billions," who is believed to be the first gender nonbinary character on television and is played by the nonbinary actor Asia Kate Dillon.

Non-LGBTQIA+: Anyone who does not identify as part of the LGBTQIA+ community; most commonly refers to straight/heterosexual individuals.

Glossary of Key Terms

Organizational Assessment: Organizational assessment involves discovering where the organization is today. This process examines systems, policies and practices to ensure they are flexible enough to support the future state environment. This phase is at the heart of "managing diversity." It involves data collection to assess the organizational climate. It consists of surveys (Employee Opinion Surveys) which are attitudinal in nature to get a sense of what the work environment is like, cultural audits (which look at the organization's roots that drive its systems), assessments of written and unwritten organization policies and procedures, and reviews of complaint and grievance data. Change to support the effective management of diversity must take place at a root level to be lasting.

Organizational Culture: "Underlying values, beliefs and principles that serve as a foundation for the organization's management system, as well as the set of management practices and behaviors that both exemplify and reinforce those principles." (Cox, Taylor Jr., Cultural Diversity in Organizations: Theory, Research & Practice, Berrett-Koehler: San Francisco, 1993, p. 161)

Out Employee: An employee who discloses his or her LGBTQIA+ identity to a few, some, or all of his or her coworkers.

Outing: Exposing someone's LGBTQIA+ identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations.

Pansexual: Someone who is attracted to people of all gender identities. Or someone who is attracted to a person's qualities regardless of their gender identity. (The prefix "pan" means "all," rejecting the gender binary that some argue is implied by "bisexual.")

Patriarchy: A hierarchical-structured society in which men hold more power.

Persons of Color: People of non-European ancestry. All persons self-identifying by the general categories of African-American or Black; Hispanic, Latino or Chicano; Asian or Pacific Islander; American Indian or Native American or Alaskan Native.

Physical Abilities:

- Disabled (disAbled, disABLED). This is the most currently appropriate term.
- Vision impaired (limited vision)
- Blind (no vision)
- Hearing impaired (limited hearing)
- Deaf (no hearing)
- Hidden challenges (e.g., high blood pressure, heart disease, diabetes, etc.)
- Little People

Pluralism: A system that holds within it individuals or groups differing in a basic background experiences and cultures. It allows for the development of a common tradition, while preserving the right of each group to maintain its cultural heritage.

Prejudice: Implies a preconceived idea, judgment, or opinion, usually an unfavorable one marked by hatred, and is directed toward a racial religious, cultural, or ethnic group.

- Judgments about others that reinforce superiority/inferiority belief systems.
- Exaggerate value/worth of a particular group while diminishing worth for other group(s).
- Reinforced supported by stereotypes.

Privilege: The proven concept that some people in society are advantaged over others.

Glossary of Key Terms

Queer: A fluid term with numerous meanings. It is commonly used to describe sexual orientation and/or gender identity or gender expression that does not conform to heterosexual norms. The term is often used to refer to the general LGBTQIA+ community. It can be either a positive or a negative term, depending on the context in which it is used.

Questioning: A term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Race: As a biological concept, it defines groups of human beings based on a set of genetically transmitted characteristics, i.e., physical characteristics, including color. The concept of race as a socio-cultural concept is being replaced by the more appropriate concept of ethnicity. The concept of race as used socio-politically by the U.S. Census Bureau reflects self-identification by people according to the race or races with which they most closely identify. The latter socio-cultural and socio-political categories include both racial and national-origin groups.

Racism: An assumption that there is an inherent purity and superiority of certain races and inferiority of others. It denotes any attitude, behavior, or institutional structure that subordinates persons or groups because of their race or ethnic background. Such practices can be intentional or unintentional.

Same-Gender Loving: A term some prefer to use instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender.

Self-Esteem: How a person feels about herself or himself; pride in oneself. Self-esteem is linked to family traditions, language, social customs, economic background, and other aspects of one's cultural environment.

Sex: This term refers to the biological characteristics that define an individual; sex categories are "female," "male," or "non-binary."

Sexism: A system of beliefs or attitudes, which relegates women to limited roles and/or options because of their sex. It centers on the idea that women are inferior to men.

Sexual Harassment: Unwelcome sexual advances, request for sexual favors (quid pro quo) and other verbal or physical conducts of a sexual nature when:

- submission to such conduct is made either implicitly a condition of employment;
- submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or
- such conduct has the purpose of effect of unreasonably interfacing with an individual's work performance or creating an intimidating, hostile working environment. (This definition is according to Equal Employment Opportunity Commission (EEOC) guidelines.)

Sexual Minority: Individuals who do not identify as part of the sexual majority or cultural mainstream (e.g., straight). Individuals can identify as lesbian, gay, bisexual, transgender, or queer, for example.

Sexual Orientation: A term commonly used to refer to a person's emotional, romantic, or sexual attraction to individuals of a particular gender.

Sexual Reassignment Surgery (SRS): Genital surgery that a transgender person may undergo. It is only one part of a transgender person's transition.

Some Other Race: Includes all other responses not included in the "White," "African American or Black," "American Indian or Native American and Alaska Native," "Asian," and the "Native Hawaiian and Other Pacific Islander" race categories described above. Persons identified as multiracial, mixed, interracial, or a Hispanic/Latino group (for example, Mexican, Puerto Rican, or Cuban) in the "Some other race" category are included in this category.

Glossary of Key Terms

Straight/Heterosexual: A person whose emotional, sexual, or romantic attractions are primarily to members of the opposite sex.

Stereotypes: The belief that all people of a certain racial, ethnic, or cultural group are the same and behave in the same way.

TERF: The acronym for "trans exclusionary radical feminists," referring to feminists who are transphobic.

Transgender: People who identify with the characteristics, roles, behaviors, or desires of a gender different from the one they were assigned at birth.

Transgendered: Not a word. Often used as one.

Trans or Trans+: Two umbrella terms for non-cisgender identities.

Transition: The term used to describe the process of changing from one gender to the other; taking steps such as changing one's name and/or medical intervention.

Trans Man: Someone who was assigned female at birth and identifies as male.

Transmisogyny: A blend of transphobia and misogyny, which manifests as discrimination against "trans women and trans and gender non-conforming people on the feminine end of the gender spectrum."

Transphobia: The fear and hatred of, or discomfort with, transgender people.

Trans Woman: Someone who was assigned male at birth and identifies as female.

Trigger: Something that forces you to relive a trauma.

Trigger Warning: A statement that someone is about to experience challenging material that could potentially be disturbing (graphic, racially-insensitive, sexually explicit, etc.).

Two or More Races: "Two or more races" refers to combinations of two or more of the following race categories:

- White
- African American or Black
- American Indian or Native American and Alaska Native
- Asian
- Native Hawaiian and Other Pacific Islander
- Some other race

Understanding Differences: Understanding differences is the awareness and acceptance of differences among and between people both on an interpersonal and personal level. It encompasses myriad dimensions such as race, sex, age, thinking style, religion, sexual orientation, professional degrees, and functionality. This can also refer to organizations and systems (for example, field offices versus headquarters). The objective is to enhance interpersonal or inter-functional relationships.

Values: Values are our subjective reactions to the world around us. They guide and mold our options and behavior. Values have three important characteristics. First, values are developed early in life and are very resistant to change. Values develop out of our direct experiences with people who are important to us, particularly our parents. Values rise not out of what people tell us, but as a result how they behave toward us and others. Second, values define what is right and what is wrong. Notice that values do not involve external, outside standards to tell right or wrong; rather, wrong, good or bad are intrinsic. Third, values themselves cannot be proved correct or incorrect, valid or invalid, right or wrong. If a statement can be proven true or false, then it cannot be a value. Values tell what we should believe, regardless of any evidence or lack thereof.

Glossary of Key Terms

Valuing Differences: Refers to systemic, organizational and personal development work (not a program) that focuses on all employees, clients, customers, and investors feeling valued (not just tolerated).

Victim-Blaming: When the victim of a crime or harmful act is held fully or partially responsible for it. If you hear someone questioning what a victim could have done to prevent a crime, that's victim-blaming, and it makes it harder for people to come forward and report abuse.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as "White" or as Irish, German, Italian, Lebanese, Near Easterner, Arab, or Polish.

Woke: Rooted in Black activist culture, it means you're educated and aware, especially about injustice.

Woman Business Enterprise (WBE) — a business that is at least 51 percent owned/operated/ controlled by a non-minority woman.
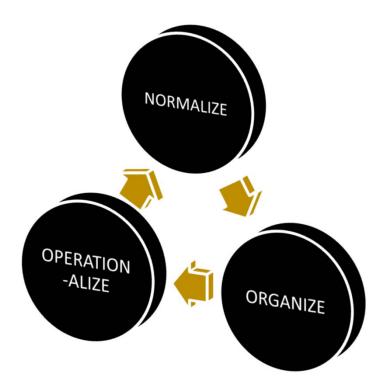
Women Of Color: A term to unite women from marginalized communities of color who have experienced oppression. It could include women of African, Asian, Latin or Native American descent.
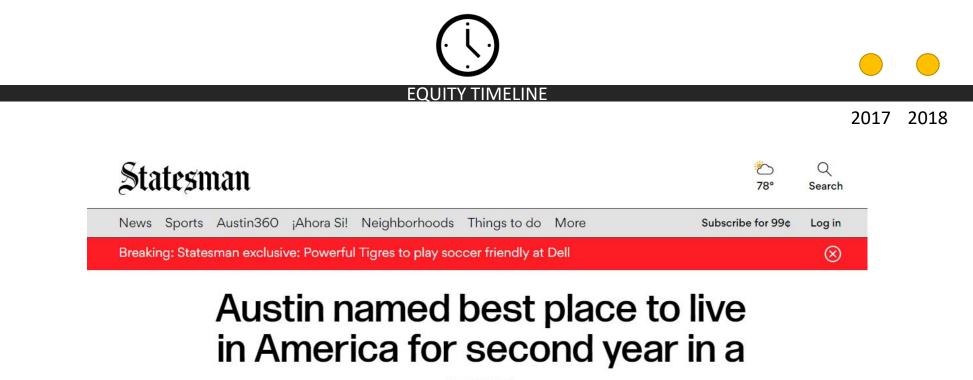
Yes Means Yes: A paradigm shift in the way we look at rape, moving beyond "no means no" toward the idea that consent must be explicit.

+: Not just a mathematical symbol anymore, but a denotation of everything on the gender and sexuality spectrum that letters and words cannot yet describe.
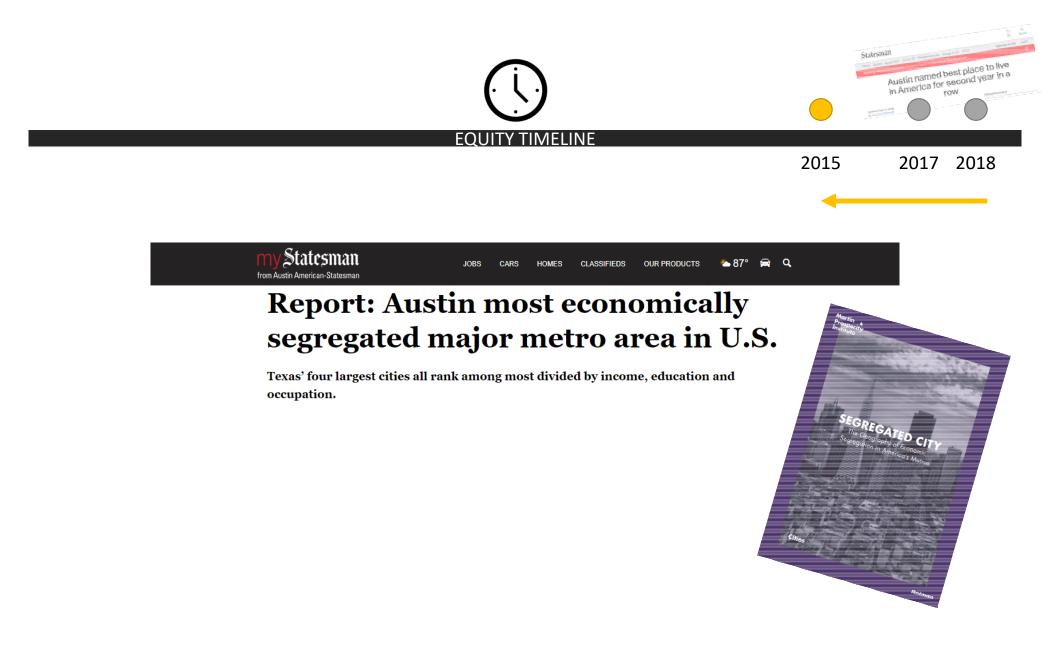
Equity Assessment Tool

- Equity Timeline
- What is racial equity?
- Why we lead with race.
- Equity Assessment Process
- Main Findings
- Equity Action Planning

Statesman

Breaking: Statesman exclusive: Powerful Tigres to play soccer friendly at Dell

Austin named best place to live in America for second year in a row

Updated April 11, 2018
By Amanda O'Donnell

Advertisement

EQUITY TIMELINE

2015   2017   2018

my Statesman
from Austin American-Statesman

JOBS   CARS   HOMES   CLASSIFIEDS   OUR PRODUCTS   87°

Report: Austin most economically segregated major metro area in U.S.

Texas' four largest cities all rank among most divided by income, education and occupation.

Austin named best place to live in America for second year in a row

SEGREGATED CITY
The Geography of Economic Segregation in America's Metros

A CITY PLAN

for

AUSTIN, TEXAS

EDIE AND LEW WASSERMAN
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University of Texas at Austin

CITY OF AUSTIN

KOCH & FOWLER

consulting engineers · 1928

There has been considerable talk in Austin, as well as other cities, in regard to the race segregation problem. This problem cannot be solved legally under any zoning law known to us at present. Practically all attempts of such have been proven unconstitutional.

In our studies in Austin we have found that the negroes are present in small numbers, in practically all sections of the city, excepting the area just east of East Avenue and south of the City Cemetery. This area seems to be all negro population. It is our recommendation that the nearest approach to the solution of the race segregation problem will be the recommendation of this district as a negro district; and that all the facilities and conveniences be provided the negroes in this district, as an incentive to draw the negro population to this area. This will eliminate the necessity of duplication of white and black schools, white and black parks, and other duplicate facilities for this area. We are recommending that sufficient area be acquired ... negro high school to provide adequate space for

EQUITY TIMELINE

1928   2015   2017   2018
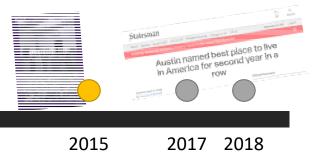
"I think that there are a lot of systemic inequities and institutionalized unfairness that exist in society, but I don't think there [are] any that [are] as pervasive as the racial equity issue. **It is fundamental to and at the base and core of everything else when you begin to talk about injustices and institutional problems.** *So, I started there, because that's where this starts."*

"Don't be afraid of this. Dealing with this subject is **not an indictment on people's character or the goodness of mankind**, *it is simply recognizing pretty simple truths and it begins with being brave enough to actually* **engage in an honest conversation**. *To be willing to share personal [experiences], and where you come from individually."*

- Mayor Steve Adler

Austin named best place to live in America for second year in a row

Statesman

RESOLUTION NO. 20150507-027

WHEREAS, a recent study from the Martin Prosperity Institute determined that Austin is the most economically segregated city in the country, and also that Austin ranked 4th nationally for occupational segregation and 5th nationally for educational segregation; and

WHEREAS, the first Regional Affordability Committee included a presentation from the City Demographer (Presentation) stated that the reduction in the local poverty rate from 20.3 percent in 2012 to 17.8 percent in 2013 was at least partially attributable to the displacement of low-income residents, shown by increases in poverty rates in surrounding counties such as Bastrop, which saw an increase from 10 percent to 22 percent over the same period of time; and

WHEREAS, the Presentation included 2013 data from the American Community Survey produced by the United States Census Bureau that shows that 5.4 % of non-Hispanic white children under the age of 5 in the City of Austin were living at or below the federal poverty threshold, where 51.8% of African-American children and 33.0% of Hispanic children in the same age group are living at or below the federal poverty threshold; and

WHEREAS, the infant mortality rate is an estimate of the number of infant deaths for every 1,000 births, and the Centers for Disease Control and Prevention states that this metric is often used as an indicator to measure the health and well-being of a community, because factors affecting the health of entire populations can also impact the mortality rate of infants; and

WHEREAS, according to data from 2010 provided in a presentation from the Austin/Travis County Health and Human Services Department, white infants have significantly better infant mortality rates in Travis County than in Texas or across the country, but both Hispanic and African-American have worse outcomes when compared to the average in Texas and in the United States; and
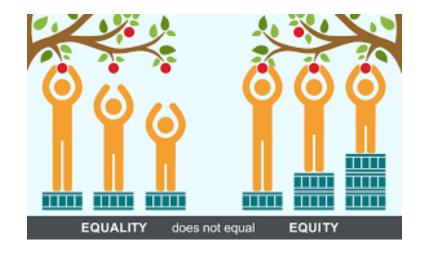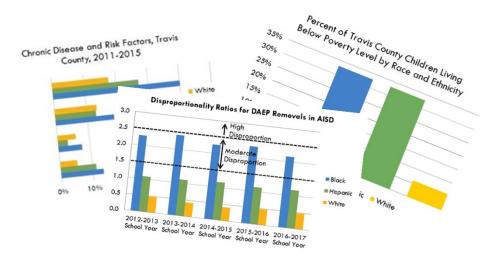
What is Equity?

Racial equity is the condition when race is no longer a predictor of quality of life outcomes in our community.

Why do we lead with race?

The City recognizes that race is the primary determinant of social equity and therefore we begin the journey toward social equity with this definition.

The City of Austin recognizes historical and structural disparities and a need for alleviation of these wrongs by critically transforming its institutions and creating a culture of equity.
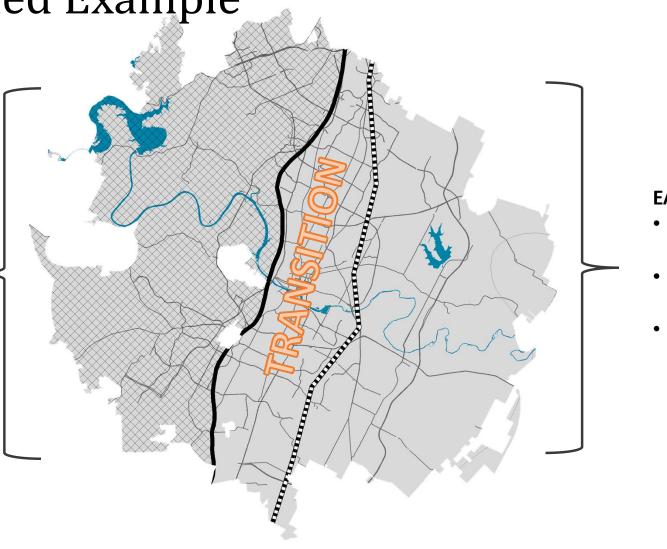
A Watershed Example

WEST AUSTIN
- Edward's Plateau
- Limestone
- Steeper topography

TRANSITION

EAST AUSTIN
- Blackland Prairie
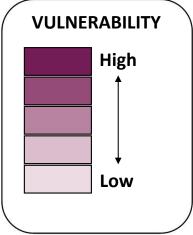- Fine-grained soil
- Flatter topography

A Watershed Example
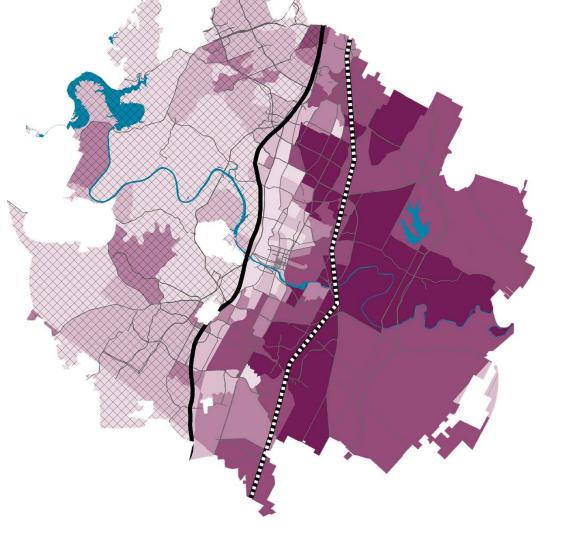
WEST AUSTIN
- **Drinking Water Protection Zone**
- Strict development regulations

EAST AUSTIN
- **Desired Development Zone**
- Less development restrictions

9

A Watershed Example

CDC Social Vulnerability Index: Social vulnerability refers to the **resilience of communities when confronted by external stresses** on human health, such as natural or human-caused disasters, or disease outbreaks.

VULNERABILITY

High

Low

10

Internal Equity

⚖️ Where do people of color work in our department and do work experiences differ in those spaces?

⚖️ Can we adequately serve the community if we don't "look" like the community we serve?

⚖️ Are we meeting our full potential as an organization without a diverse staff? Can we be innovative without diversity?

⚖️ Does our department's culture allow people of bring their "full self" to work?

Data

- Are people of color in the community more likely to face adverse outcomes in relation to our department's missions?

- How are we collecting data so that it can be disaggregated by race?

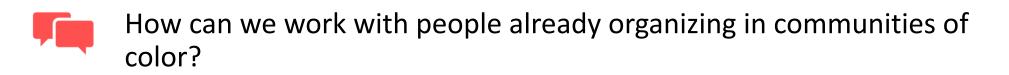- What are the best ways to measure, analyze, and predict outcomes?

Project Prioritization

Once we know where inequity exists, how do we prioritize funding to close those gaps?

How do we make sure our dollars are reaching the right communities in the right ways?

Are we choosing solutions with consideration to the different ways in which communities are situated? Do solutions solve one problem while creating another?

Engagement

How can we expand our model of public participation beyond public meetings?

How can we work with people already organizing in communities of color?

How do we make sure we are reaching more people in communities of color without creating "engagement fatigue"?