

**WASHINGTON RACE EQUITY
& JUSTICE INITIATIVE**

**ORGANIZATIONAL
RACE EQUITY TOOLKIT**



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(FOREWORD)

June 2018

“There is no such thing as race. None. There is just a human race - scientifically, anthropologically. Racism is a construct, a social construct... it has a social function, racism.”
Toni Morrison

“Race”

It is a simple word with no intrinsic meaning. It was originally a construct created by people who found need to dehumanize and dominate others. Throughout our national and state history, the construct of race has been woven into every legal, social, civic and economic institution and system - with the singular purpose of perpetuating dominant cultural and economic control and subservience of others.

Today, “race” is the variable that drives and perpetuates disparate treatment and disproportionate outcomes for individuals and communities of color across every relevant social and economic indicator. From wealth and poverty disparity, to disparate rates of law enforcement interaction, criminal justice and child welfare system involvement, incarceration and reentry, health outcomes, educational attainment, the provision of governmental services, the location of civic infrastructure, food deserts and environmental hazards, “race” is the single factor that predicts and perpetuates negative outcomes for individuals and communities of color.

As equity & justice stewards, we have a duty to understand how the construct of “race” affects *and infects* law, justice and other systems in ways that disadvantage low-income people of color, and how it perpetuates privilege and advantage at all levels - individually, interpersonally, organizationally, in communities and in society as a whole. Because each of us - and the organizations within which we operate - are inheritors of the biases, prejudices, and blindness to the pernicious ways in which that race operates, we must intentionally rethink, relearn and reprogram ourselves and our organizations to embrace race equity and engage in our work employing a race equity lens.

As reflected in Goal One of the Access to Justice Board’s *2018-20 State Plan for the Delivery of Civil Legal Aid in Washington State*, our equity & justice community is committed to doing this challenging work. We just need the tools. To this end, the Office of Civil Legal Aid engaged JustLead Washington to work with our race equity and justice community to develop this Organizational Race Equity Toolkit. This critically important resource offers a wealth of information, ideas, resources, and strategies designed to help organizations develop critical capacities to guide both their internal operations and their external equity & justice work. Regardless of your role (client advocate, community worker, volunteer program manager, program administrator, etc..) we encourage you to use - and help us improve - this Toolkit to inform all aspects of your work.

Jim Bamberger

Jim Bamberger, Director
Washington State Office of Civil Legal Aid

(ACKNOWLEDGMENTS)

JustLead Washington is grateful for the many partners, funders, and contributors who have aided the development of this Toolkit. The Toolkit has been underwritten and is offered as a resource to the community by the Washington State Office of Civil Legal Aid, with additional support from the Washington State Access to Justice Board and advice and counsel from the many Partners and volunteers who comprise the Washington Race Equity & Justice Initiative.



Special thanks to consultants Aline Carton-Listfjeld and Ada Shen-Jaffe for contributing sections of the Toolkit, to Jim Bamberger from the Office of Civil Legal Aid for contributing the Foreword, and to the many reviewers and Partners from the Race Equity & Justice Initiative who volunteered their time. To view a full list of our REJI Partners, go to www.wareji.org/partners.

In addition, JustLead Washington is indebted to the many grassroots racial justice organizations and content experts whose work has laid the foundation for this Toolkit. Our particular thanks to the

WASHINGTON RACE EQUITY & JUSTICE INITIATIVE

Sargent Shriver National Center on Poverty Law, whose approach to leadership and equity work grounds our perspective. Citations are included within and a Resource List provides links to many excellent organizations and websites referenced in the Toolkit if you would like to access valuable additional information. This Toolkit last updated 8/14/2019.

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The Toolkit will be maintained and updated as a living document. If we have omitted or incorrectly articulated any attributions or licensing information please contact info@justleadwa.org so that we can correct our errors as soon as possible. The most updated version of the Toolkit can be found at www.justleadwa.org/learn/reji-toolkit.

(EXECUTIVE SUMMARY)

The Washington Race Equity & Justice Initiative (REJI) began in 2015, when a volunteer team of advocates working within the civil, criminal, and juvenile justice systems organized to use their expertise and resources to respond to the structural racialization revealed by a (continuing) cascade of tragic racialized events. They launched REJI to share resources and create a support infrastructure for race equity and justice work. Now a coordinated statewide network, REJI is committed to supporting advocates, their organizations and community-based partner as they promote fairness and racial equity within the law and justice systems. The REJI Organizational Race Equity Toolkit aims to help its partner organizations apply a racial equity lens to their operations, programming, workplace culture, governance, partnerships, and advocacy.

The Toolkit guides you through several aspects of what it means to undertake race equity work within an organization:

- **Part 1** explores the basics of racial justice and racial equity work, defining key terms and explaining foundational frameworks.
- **Part 2** considers what initial building blocks and preparatory work an organization should invest in before undertaking race equity work.
- **Part 3** introduces the REJI Organizational Assessment Tool that any organization, regardless of where they are beginning their equity work, can conduct to understand how their organizations are currently operating. The Assessment introduces five dimensions of race equity work: 1) Securing Organizational Commitment; 2) Creating an Equitable Organizational Culture; 3) Recruiting, Hiring, & Retaining a Diverse Workforce; 4) Developing Accountability to and Partnership with Communities of Color; and 5) Applying an Anti-Racist Lens to Programs, Advocacy, & Decision-Making.
- **Part 4** examines each race equity dimension further, offering strategies for organizations to further their efforts to operate equitably.
- The **Appendix** shares supplementary tools and templates that can help organizations to apply a race equity lens to their work. The final sections of the Toolkit also include a **Glossary** of terms and concepts used throughout the Toolkit as well as a **Resource List** of additional articles, reports, and toolkits.

The REJI Organizational Toolkit is designed to guide organizations towards becoming better advocates for race equity. Our goal is to offer meaningful resources and strategies for those hoping to begin their race equity work as well as those seeking to deepen their race equity work. The Toolkit is a dynamic and continually evolving document, and we encourage you to engage with this resource on a regular basis and to share feedback and ideas that can keep our work as responsive and relevant as possible.

(INTRODUCTION)

The Washington Race Equity & Justice Initiative (REJI) is committed to building a state-wide community comprised of advocates and organizations working to promote access, fairness, and racial equity within the law and justice systems and its outcomes. With this focus in mind, the REJI Toolkit aims to support organizations in their work towards racial equity within their operations, programming, workplace culture, governance, partnerships, and advocacy.

REJI Vision

REJI visualizes a just society that respects basic human rights and allows all members to thrive and reach their potential. We envision a community free from bias and systemic oppression, where everyone is treated with dignity and respect. This includes access to safe and stable housing, quality education and health care, a legal system that delivers justice to all, a sustainable source of income, ample and nutritious food, clean water, and freedom from environmental hazards.

To help realize this vision, REJI offers resources, tools, and infrastructure for its collective network of advocates and organizations to:

1. Share information and best practices that advance individual and organizational learning around race equity and structural racialization;
2. Identify actions and strategies that can transcend traditional divisions between the civil, criminal, and juvenile justice systems, promote race equity, and eliminate structurally racialized systems and practices; and
3. Build meaningful community partnerships to ensure that communities most harmed by poverty and racial inequities are participatory in policies, actions and decisions that may affect them.

WHAT IS STRUCTURAL RACISM?

The ways in which complex systems of organizations, institutions, individuals, processes, and policies interact to create and perpetuate inequitable outcomes for People of Color.

REJI seeks to ensure that all who are a part of, and who are affected by, the law and justice systems have the awareness, tools, and competence to apply a race equity “lens” to work and decisions within those systems.

About JustLead Washington

In 2017, REJI’s volunteer network identified the need to create infrastructure to carry out its core priorities. REJI partnered with JustLead Washington, a nonprofit established to support and grow the network of legal and community leaders working toward equity & justice in Washington State. JustLead provides staffing and coordination for the REJI network and helps carry out the race equity-related training, consulting, resource development, and other priority work identified by REJI Partners. With advice and support from REJI, JustLead staff and consultants have created this Toolkit at the request of REJI Partners. For more information please visit www.justleadwa.org.

REJI Acknowledgments & Commitments

As REJI took shape as a space for collective learning and action around racial justice, participants identified the need to organize around a set of principles to guide their work. To start, participants designed a statement to both explicitly and publicly acknowledge the racial inequities that have become imbedded within the law and justice systems and list high-level steps that advocates and organizations can take to undo the structural forces that permeate our institutions and systems.

These “**REJI Acknowledgments & Commitments**” have become a framework to guide REJI’s priorities and help REJI Partners hold one another accountable for ongoing work around race equity. To view a full list of our REJI Partners, go to www.wareji.org/partners.

The language of the Acknowledgments & Commitments is strong and directive, as in this polarizing time, it has become more important than ever for those of us dedicated to equity & justice to resist and transform structures, policies, processes, and practices that perpetuate harm and disparate outcomes for communities of color.

WHAT IS RACIAL JUSTICE?

Proactive reinforcement of policies, practices, and actions that create equitable outcomes for all. Our work is not only about being “not racist” and instead requires focused and sustained action.



Terms included below are defined throughout the toolkit and are hyperlinked in the electronic version.



ACKNOWLEDGMENTS

1

In America, policies, structures, and systems exist that deny individuals and communities of color what is necessary for a full and fair life. Since their inception, these [structurally racialized](#) systems have been marked by conscious and [unconscious](#) racial bias that pervades our society, to the benefit of white people and to the disadvantage of people of color.

2

These racialized systems work to keep communities of color outside of the [Circle of Human Concern](#) and perpetuate harm. Examples of how laws, rules, and norms operate today include disproportionately pulling members of communities of color into the [civil, juvenile & criminal justice](#) systems; zoning and forcing communities into [substandard and unaffordable housing](#); denying adequate [health care, education](#), and jobs; seizing familial and community land and wealth; threatening personal and physical safety; and isolating communities of color from social, economic and political power.

3

Bias and structural oppression based on factors such as gender or gender identity, immigration status or nationality, age, disability, religion, poverty and social class, sexual orientation, membership in an Indigenous (native) group or ethnicity are equally harmful to individuals, communities, and the notion of a just society. Further, the damaging effects of oppression are [multiplied when race intersects with these other identity factors](#).

4

The effects of bias and structural racialization are especially damaging to the social fabric of our democracy when they are woven into the law, legal profession and justice system, where they can weaken the ability of these systems to safeguard equity & justice under the rule of law.

5

Progress toward equity & justice has largely come from the wisdom and courage of people from communities most harmed by bias and systemic oppression. Thus, race equity work must be pursued in direct solidarity with, and guidance from, communities of color and community-based movements.

6

True justice cannot be achieved until the legal and justice systems and all who work in these systems are conscious of and able to counter the impact of racialized systems, racialized structures and bias. Doing so requires acknowledging that different groups are situated differently, and that targeted, intentional approaches are needed to reach just and equitable outcomes.

7

Structurally racialized systems take their most direct and immediate toll on communities of color. They are also damaging to white people, as white privilege is understood, whether consciously or not, to be unearned and gained through the stolen humanity of others. This means that white people and people of color have very different as well as common work to do to expose and dismantle racialized systems.



COMMITMENTS

As members of the Washington Race Equity & Justice Initiative, we commit to:

1

Work together with, take guidance from, be part of, and hold ourselves accountable to community-based movements in communities most affected by structural racialization and structurally racialized systems.

2

Change structures, policies, processes, and practices in the law, legal profession, and justice system that allow harm and disparate outcomes for communities of color to continue unabated.

3

Promote and support legal and policy reforms that advance race equity & racial justice, recognizing that differently situated groups may require different strategies to achieve more equitable outcome .and supporting systemic & public policy changes that promote race equity & racial justice, recognizing that differently situated groups may require different strategies to achieve more equitable outcomes.

4

Continuously examine whether we and the organizations we work with operate in ways that align with the race equity and justice values and goals we support. This commitment includes ensuring that race equity is reflected in policies and practices for recruitment and hiring, work acceptance, priority-setting, governance, organizational culture, communications, and community partnerships and accountability, particularly with low-income communities of color.

5

Continually explore how race and poverty intersect to make worse the impacts of racial discrimination.

6

Expand and strengthen the REJI alliance to include diverse partnerships and the sharing of our resources with anyone who is committed to dismantling structurally racialized systems.

7

Ensure our organizations invest in active, ongoing learning that will teach us to see, reveal, and transform structures that create racialized outcomes and push communities of color outside the circle of human concern. This commitment requires that we help members of our organizations and communities to actively and expressly challenge the use of racist language and behaviors, openly listen when we ourselves are challenged, and learn techniques and tools for reducing and eliminating implicit and explicit bias.

(PART 1: UNDERSTANDING RACE EQUITY)

What is Racial Equity? Why Does It Matter?

While our nation was founded on ideals of equality and unalienable rights with “the establishment of justice” as the first affirmation in the U.S. Constitution, our history has been marred by setbacks to make these aspirational ideals a reality for everyone across racial groups. As local and national events continually reveal – from the racialized emergency responses of Hurricanes Katrina in New Orleans and Maria in Puerto Rico to toxic lead contamination in the Flint, Michigan water supply, to the killings of Tamir Rice, Eric Garner, Freddie Gray, Philando Castile, and many others by law enforcement – these ideals remain out of reach for communities of color and any communities that can be “othered.”

WHAT IS RACIAL EQUITY?

The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

There is promising news on several fronts. First is the current, unprecedented level of energy and commitment many individuals, organizations and alliances have made to tackling systemic inequities on moral grounds. Second, in the current climate, those working within the law and justice system are increasingly viewed as “first responders” in the defense of democratic ideals. Next, recent breakthroughs in brain science are helping us better understand the why and how of bias so that we can overcome the harm done when it goes unchecked. And finally, studies show in an incontrovertible way that diverse teams significantly outperform homogeneous teams in problem-solving and the generation of creative and effective ideas, leading to an upsurge in organizations acknowledging the importance of transforming their workplaces.



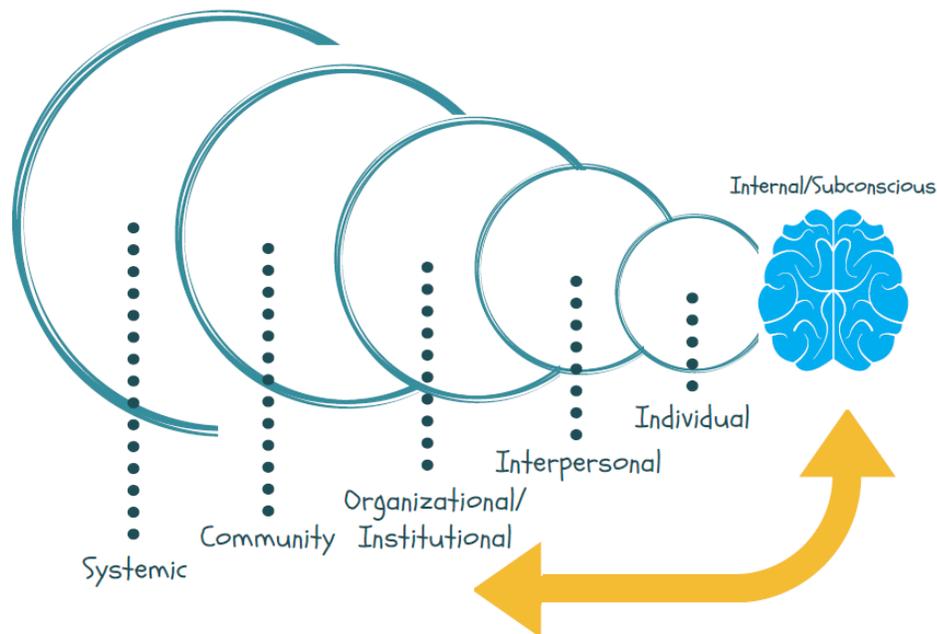
The Difference Between Equality and Equity

Although the spirit of pursuing equality is still alive and well today, equality as a concept neglects to fully factor in the racialized history of the United States and the cumulative toll it has taken on communities of color. Equality presumes that society can achieve justice if the same response, treatment, or allocation of resources is provided to each individual and community.

For the purposes of this Toolkit, we instead use the term “equity” to incorporate those cumulative effects of our racialized history into the envisioning of a more just and humane nation. True racial equity asks that each of us abandon a one-size-fits-all approach and instead confront the multi-generational accumulation of wealth, resources, and advantages in some communities over others.

Addressing Race Equity at “The Five Levels”

Race equity work can be especially challenging because communication about race is so complex. One helpful deciphering tool is “The Five Levels of Race Equity Work.” There is very different, though related, work to be done at each level:



- 1 **INDIVIDUAL** (conscious and unconscious): Awareness and understanding work we need to do with ourselves to combat implicit and explicit biases we hold.
- 2 **INTERPERSONAL**: Growing our race equity “muscles” - our competence and confidence - to deal with race and bias issues when they arise in our interactions with others.
- 3 **ORGANIZATIONAL**: For organizations with a stated commitment to equity & justice, we analyze if and whether we are “walking our talk”, that is, behaving organizationally in ways that are wholly consistent with our stated race equity values and intent.
- 4 **COMMUNITY**: Centering questions such as how we hold ourselves accountable to those communities most harmed by structural racialization and who are furthest from power to do anything about it and how we advance racial justice in our work across organizations, coalitions, and networks.
- 5 **SYSTEMIC**: Considering how and whether we are aligned and allied with social justice movements that emanate out of communities most harmed by racism, eliminating policies, practices, and structures that perpetuate harm to communities of color, and taking action to make broad change.

Though we will explore and provide resources for all the levels, which are inextricably connected, the primary of the REJI Toolkit is to support those seeking to create change at the *organizational* level.

Systems Thinking & the Structural & Historical Context of Racism

To achieve race equity, we must deconstruct the systems we interact with every day to understand the ways in which they create harm. Using a framework from the Sargent Shriver National Center on Poverty Law, applying a ‘systems thinking’ approach means embarking on a process of looking at underlying structures, cause and effect relationships, and interdependencies among various parts of a whole system with the goal of developing effective, feasible solutions that address underlying causes of problems. We must think through this systemic lens¹:

- To surface the root causes and contributing factors of problems
- To identify leverage points for change
- To generate strategic options for intervention

When we apply this approach, we can more deeply understand the social and historical context of how a system becomes ***racialized***, meaning how opportunities and outcomes within that system start to differ depending on race.

For example, the historical context of our legal system is rooted in the English Common Law System, initially established to protect and enforce the rights and property of the white land-owning class. At that time, women, children and people who were enslaved were considered chattel property without rights of their own.² Not until the early to mid-1900’s did rights begin to be established for the protection of individuals. And until the passage of the Marital Property Act of 1967, women were not able to own property in the state of Texas unless jointly owned with their husband.³

Looking critically through a systemic lens, we can see that the struggle for equal protection under law for all people is an arduous promise. The premise of the law and justice system rests upon two frameworks designed to maintain the status quo: 1) Common Law doctrine known as “stare decisis,” which means that courts should use precedent (what has happened in the past) in decision making; and 2) the structure of the law as an adversarial “them versus us” system. In other words, those who benefit most by things staying as they are can count on the law and justice system help perpetuate a status quo that has been historically racialized.

This racialized history reveals patterns perpetuated by those who have held power to acquire land and resources at the expense of entire communities. For example:

- Genocidal policies towards Indigenous communities allowing white people to then lay claim to their children, land and natural resources;

WHAT IS STRUCTURAL RACIALIZATION?

“Racialization” encompasses the ways in which complex systems of organizations, institutions, individuals, processes, and policies interact to create and perpetuate social/economic/political arrangements that are harmful to People of Color and to society as a whole.



- The enslavement of Africans during times of chattel slavery, Jim Crow laws and “The New Jim Crow” manifested through our modern-day prison system²;
- The Chinese Exclusion Act of 1882, Immigration Act of 1924, and other travel bans targeting immigrant communities such as the most recent Muslim Ban in 2018;
- Japanese internment during World War II, forcing Japanese-Americans to give up their homes, property and freedom, and incarcerating them in camps; and
- The G.I. bill which provided employment, housing, and educational opportunities to (almost exclusively white) veterans returning from World War II and restrictive housing covenants prohibiting non-white residents from living in entire neighborhoods, resulting in patterns of segregation that persist across towns and cities in Washington State today.^{4,5}

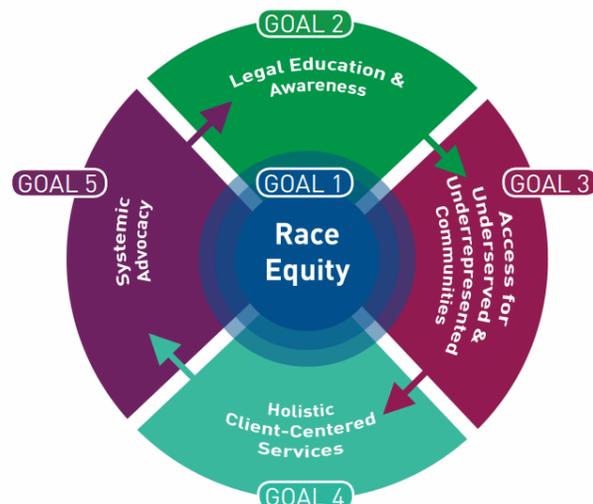
To overcome the status quo, race equity efforts cannot rely solely on existing laws and precedent but must also leverage law and justice principles that favor fundamental fairness and disfavor discrimination to mobilize the energy generated by social justice movements. **See the Appendix for Tool E Systems Thinking and The Iceberg Model** with guiding questions to help you think through any issue with a systemic lens.

Connecting Race Equity and Anti-Poverty Work

Many equity & justice advocates and organizations, particularly within the civil legal aid community (those who provide free legal assistance in non-criminal matters to those who cannot otherwise afford legal help) have always engaged in anti-poverty work. Yet, because the racialized history within Washington State has generated cumulative damaging effects on the abilities of communities of color to gain economic prosperity, anti-poverty work necessitates an understanding of the connection between how poverty and racism intersect and fuel one another. For instance, one of the most lasting forms of structural racism in Washington – and so many other communities –

operates through housing, where redlining practices and racial covenants on house deeds kept people of color out of white communities well into the 20th Century,^{4,5} creating communities that continue to be racially segregated and unequally resourced today.

The lasting impact of racially unjust policies and practices can be seen across matters involving housing, consumer law, family relations, education, health care, and more and even affects whether communities can fairly access the justice system and legal services. For example, Washington’s [State Plan for the Coordinated Delivery of Legal Aid to Low-Income People](#) and the [Washington State Civil Legal Needs Study Update](#) not only tell us that people who are low-income are in need of legal services—they also tell us that people of color with limited income have greater needs for legal services while also having less access to those services. Relatedly, the Study also highlights that communities of color have high levels of distrust of the law and justice systems. Unless we examine our racialized local



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history and the systems we operate within we cannot address the underlying - and often racialized - causes of poverty.

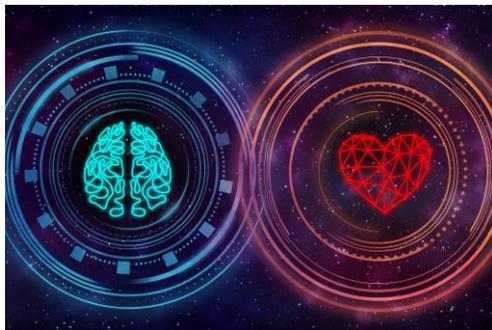
Understanding Implicit Bias & Social Cognition

Using our Five Levels tool as reference, the engine driving all race equity work is who we are and how we operate as individuals. When we unpack the “Individual” level, we are discussing how we both intentionally and unintentionally perpetuate racism through our own attitudes and behaviors. The frame and Social Cognition (brain science) of implicit bias suggests that, due to the systems with which we interact every day, we are constantly and unconsciously creating meaning and associations, including associations based on race which become our implicit racial biases. As our assumptions, conversations, consumption of culture and media, and interactions with systems reinforce one another, our brains “normalize” what we see and result in the internalization - both by white people and people of color - of racial stereotypes.

WHAT IS IMPLICIT BIAS?

***Awareness of
unconscious attitudes
and stereotypes that can
affect our understanding,
actions and decisions***

Social media and ease of contemporaneous recording of events through a “third eye” – the video camera – have led many to the inescapable realization that disparate treatment based on race is less the result of overt and intentional discrimination than of a structurally racialized society and culture. For example, when in April 2018 a white store manager called the police to have two Black men arrested for waiting for their friend at Starbucks, and a white student reported a suspicious and “not belonging” Black student at Yale University sleeping in a dorm common room, conversations circulated at the national level about how our implicit biases translate into actions with real-world consequences. While such events are happening all the time, they are now being recorded and shared with white people, leading to greater accountability and less isolation of those subjected to race-bias-motivated harm.



For those of us working within the law and justice systems, and truly any profession, understanding our own implicit biases is critical to understand how we may be unintentionally allowing racial bias to enter our daily decision-making and interpersonal interactions. With this increased self-awareness of our own internalized racism we can begin to have more open conversations about race and racism and ensure that our biases are not having a negative effect on our clients, co-workers, colleagues and partners.

To learn more about Implicit Bias:

- [Implicit Association Test \(IAT\)](#): Test your own unconscious, subconscious, and hidden biases and learn about implicit bias through Project Implicit, based out of Harvard.
- [Implicit Bias in the Courtroom](#): This law review article from 2012 introduces implicit bias, applies the science to two trajectories of bias in the courtroom (criminal and civil) and explores intervention strategies to counter implicit biases in the justice system.
- **See the Appendix Tool C Race Equity Project – Debiasing Techniques** that explores in-depth strategies for “debiasing” specifically dealing with case handling and hiring within legal organizations.

PART 2: GETTING READY: PREPARING FOR ORGANIZATIONAL RACE EQUITY WORK

Before undertaking race equity work within your organization, it is critical to understand the investment of time and financial and human resources it takes to meaningfully engage in this work. This section will describe the work and elements necessary to lay a durable foundation for undertaking a successful race equity assessment or initiative.



Know where you are going, and why.

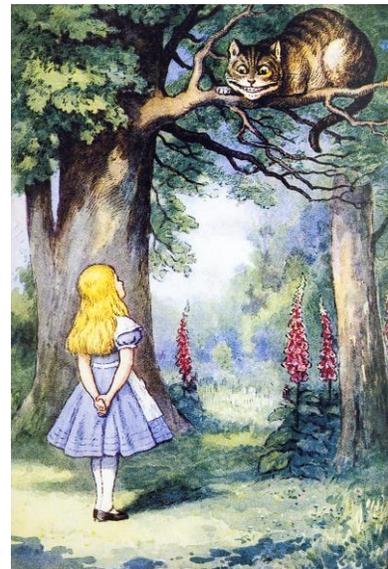
“Would you tell me, please, which way I ought to go from here?”
“That depends a good deal on where you want to get to,” said the Cat.

- *Lewis Carroll, Alice's Adventures in Wonderland*

As organizations committed to advancing justice that operate within systems where racism and inequities persist, we must identify and articulate race equity as a strategic imperative for our work - a critical component of justice for *all*, not some. By defining how race equity connects to our mission, vision, values, and programs we start to develop a shared framework and understanding for why we are centering this work.

These conversations can begin at any level at an organization, such as posing a question at a staff or board meeting, for example, “What does our organization stand for?” “What would we gain from prioritizing race equity in our work as an organization?” Resist the temptation to seek a “silver bullet” to “fix” race equity in an organization or a “check-the-box” approach, as these are all but likely to fail. Instead, developing a values-driven, deep answer to “why” to center race equity work can generate more meaningful buy-in and commitment as you start to identify “what” work there is to be done. Begin with the end in mind as well by visioning and talking about what you hope to accomplish with your equity work: what would you like to see changed?

See the Appendix for Tool A REJI Organizational Equity Plan Worksheet to begin step-by-step constructing the long-term plan and vision for your organization.



Build your team.

Any new idea, program, or initiative needs a champion to help advance the work forward. Race equity champions at the board or leadership level can be particularly valuable to help set and communicate priorities, encourage buy-in throughout the organization, invest needed resources, and develop processes for accountability. However, meaningful change can start anywhere within an organization, including from staff or volunteer groups who, for example, meet to discuss books or films or who form ad hoc or formal equity committees.



Identify common frameworks and language.

For an organization to effectively advance its race equity work, stakeholders of the organization (staff, volunteers, board members, partners) must be in sync in understanding the problem and the path forward. This is not possible without first creating common language and shared frameworks that can ground the work within a unified understanding of race, racism, and other essential, foundational concepts. For instance, what is structural racism and how is it different than institutional racism? How can you define racial equity within the context of what it means to the unique work of your organization? While the Toolkit provides some suggested terms and frameworks as a starting point, the most meaningful conversations will grow from developing a shared understanding of what these concepts mean across your organization.



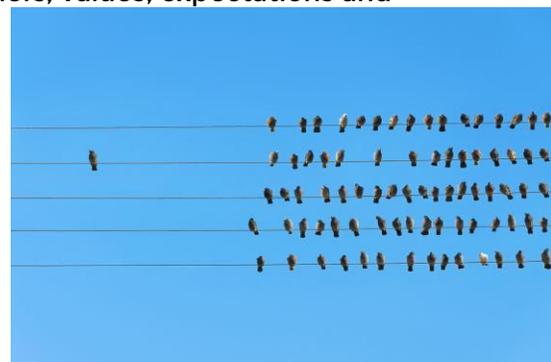
Sometimes one group – such as front-line staff – have a deeper understanding of how race and racism intersect with the daily work of the organization, while other stakeholders may not have the same awareness, potentially slowing or halting equity work altogether. Having a common language lays a foundation for productive conversation and can prevent miscommunication and assumptions. For example, when interpersonal conflicts arise within the workplace, as they inevitably do, already-introduced ground rules adopted by the community can offer constructive ways forward. Sample ground rules can be found in Part 5. An organizational race equity assessment completed by representatives from across the organization, such as the one included below in the REJI Toolkit, can reveal where additional alignment is needed across levels of the organization.



Understand your organizational culture.

“I’m not quite sure why they left. It never really felt like they really fit in.”

Organizational culture is a set of shared norms, beliefs, values, expectations and assumptions held by most members of an organization and amplified by behaviors of leaders. It is often subconsciously unspoken, “coded”, and learned through observing patterns of behavior, organizational practices, and direct and indirect communication. Frequently referred to as the invisible glue that holds an organization together, members of the organization assimilate, adapt and/or thrive or alternatively may feel left out, unwelcomed, undervalued, or otherwise just “not a good fit.”



Organizational culture and norms ultimately determine whether employees throughout the organization feel like they belong. Because organizational culture and norms are not codified in personnel policies or employee manuals and many members of an organization are unaware that they even exist, changing it is often incredibly difficult, even more so when organizational change is focused on diversity, equity, and inclusion, necessitating shifts in

organizational culture to ensure that members of the organization feel heard, respected, and valued.

As is described further in the “Going Deeper” section of the REJI Toolkit, organizations striving to become more equitable are challenged - and have the opportunity - to reprogram mindsets and behaviors as part of an ongoing, lifelong commitment to transformative social change. A first step is surfacing and acknowledging the norms and expectations that make up your own organization’s culture.



Get ready to talk about race.

Every one of us has a personal relationship with race and racism, particularly living in a deeply racialized society like the United States. Because of this, we must both acknowledge and talk about the ways race and racism play a role in our daily lives. It is particularly important to have these conversations within our organizations, as our professional lives do not operate autonomously from our personal lives.

Having conversations about race and racism can be difficult. For some, little to no experience talking about racism in their lives makes it difficult to have an intentional conversation on an “unfamiliar” topic. Often those who are most uncomfortable talking about racism are those who identify as white, as they have historically not been on the receiving end of racism. Further, racial anxiety inhibits many from engaging in conversation in fear that they may say or do the wrong thing. This discomfort, however, invisibilizes the impact racism has on society and those who are racialized as people of color.

For those who identify as people of color, having intentional conversations on race and racism can still be difficult, yet we cannot achieve racial justice without understanding the lived experiences of those who are dealing with daily racism. For all racial identities, space to talk about race and racism is an important component of equitable organizational culture, allowing people - particularly people of color - to be their whole selves and fully express themselves. These kinds of conversation need to occur within collective, mixed-race conversations as well as through conversations amongst those who share a racial identity, a strategy called *affinity groups* or *caucusing*, discussed in “Going Deeper.”

Getting started need not be overwhelming; even a working lunch or initial training can kickstart effective conversations about race. Seek out examples from organizations like yours and consider engaging an external facilitator to help develop and maintain productive conversations. **See the Appendix for Tool C Community Agreements for Productive Conversations on Race** to view JustLead’s own practices for having conversations on race.

WHAT’S THE DIFFERENCE BETWEEN INTENT & IMPACT?

Despite our best intentions, any one of us may still cause a negative impact onto others. Learning from the negative impact we cause and committing to avoid the same harm in the future is part of the process of learning and growing that supports race equity work across the organization.



Expect discomfort.

When talking about race, to some extent conflict and resistance is unavoidable. Race equity work is an inherently humanistic process that requires us to share personal experiences and reveal our privileges and pain because of living in a racialized society. Setting and managing expectations for personal development around discomfort with change and conflict can help individuals adjust to the idea that conflict can be embraced through healthy conversation and relationship building. Organizations preparing to undertake race equity work must intentionally create space to hold and address emotions that might come up and prioritize relationship building through direct conversation and conflict to lay a foundation for meaningful, long-term work.



Prepare for change.

Organizational equity work is fundamentally deep, lasting change work. While it can be broken down into discrete priorities and phases, ultimately the work is about transforming the ways in which our organizations operate internally and externally to reflect, model, and advance our values around equity and racial justice. This means investing ongoing financial and human resources in deep, reflective processes, engaging in difficult conversations, providing space and resources for affinity groups, and creating a new normal for clients, staff, leadership, volunteers, and partners. It also requires preparing for potential disruption, such as a reallocation of resources and even occasional staff or board departures.



Regardless of where your organization begins its process, all organizations have an opportunity to reflect and improve. In addition to the more detailed assessment template developed by REJI and included within, a few additional tools and concepts can be valuable as a starting point.

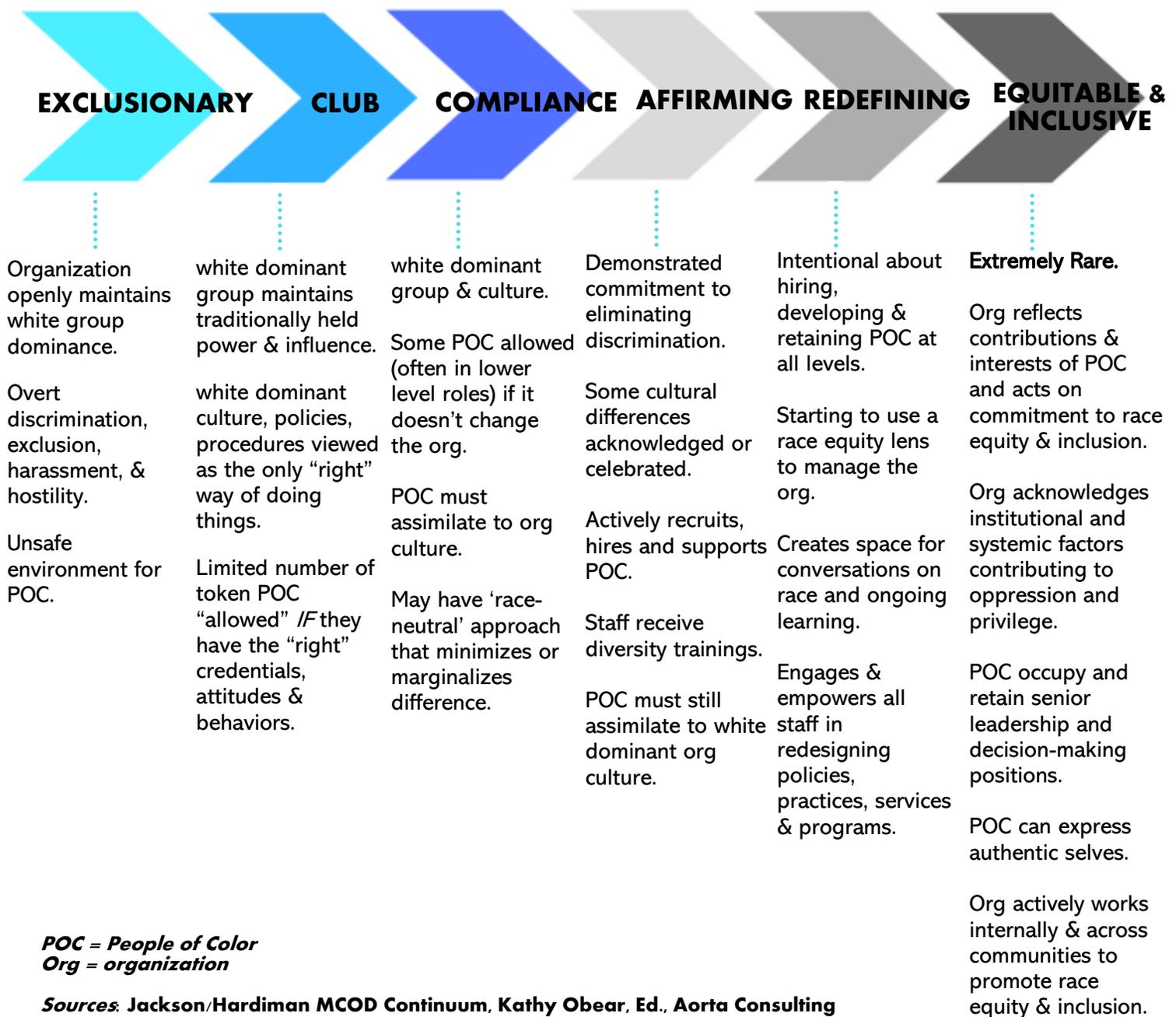
Organizational Development

The ***Bailey/Jackson Multicultural Organizational Development Continuum*** is a powerful visual tool to quickly understand where an organization's starting point might be and illustrates the developmental stages towards committing to, demonstrating and delivering on the promise of Race Equity and Justice.

This continuum also provides insight into where individuals are on their journey toward racial justice competence. Each staff person, board member, stakeholder and those championing equity work are in their own stages of development as they prepare to understand and offer a range of support, training, and resources with an equity & justice lens. Individual assessment tools such as the Intercultural Development Inventory⁶ can also be helpful to further the individual learning and growth around areas of race

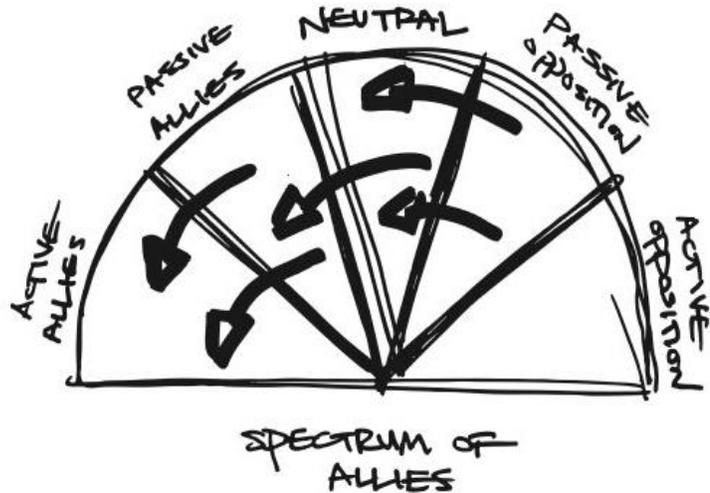
For each stage of the continuum below, you will also find “Sample Strategies” to move beyond that stage within the “Going Deeper” section *Creating More Equitable Organizational Culture*.

RACE EQUITY & INCLUSION ORGANIZATIONAL CULTURE CONTINUUM



Change Management

Much has been written about change management, or the ways in which an organization can successfully adapt. By viewing equity work through the lens of organizational change we can prepare for the resistance and challenges that commonly arise. Strong, values driven leadership (regardless of whether the champion of change holds positional authority or not), clear and transparent communication, engaging stakeholders throughout all phases of the process to generate buy-in, and a willingness to build a culture of adaptation, learning, innovation, humility, and respect can all contribute to successful organizational change.^{7,8} For more best practices, visit the Stanford Social Innovation Review for articles on [When Organizational Change Fails](#) and [Cocreating a Change Making Culture](#).



Art Developed by Joshua Kahn. Beautiful Rising.⁹
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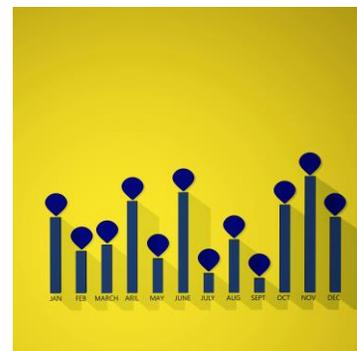
In addition, as with organizing, communications, and advocacy strategies, it is helpful to specifically know who you seek to partner with and/or persuade when undertaking organizational initiatives. As described in a Beautiful Rising article,⁹ allies fall onto a spectrum of active allies (those who agree with you and are fighting alongside you), passive allies (those who agree but are not doing anything), neutrals (the unengaged and uninformed), passive opposition (those disagree with you but aren't actively trying to stop you), and active opposition (those who disagree with you and are actively organizing against you).

By considering who you hope to specifically reach and bring along with you (or not) during this process of organizational change you can craft more customized strategies and messages to reach potential allies or prepare for resistance.



Gather data.

Conducting an assessment using the REJI Assessment below can further illustrate where your organization might fit developmentally under the continuum and provide useful insights as to what to prioritize in this iterative and transformational journey. Also consider additional methods for gathering data that can be disaggregated by race, as this can help surface inequities. For example, if you look at a snapshot of who is served by your programs, would it align with statistics about who may need services in your community? Are there trends or patterns around who is promoted within your organization, or who leaves? Examples of relevant data are included throughout this guide and range from the collection of client and partner feedback to information about your workforce like compensation data, performance reviews, and exit surveys. This type of information can provide a baseline



snapshot of your organization, help you measure your progress and success over time, and keep your organization accountable to the equity goals it has created.

(PART 3: CONDUCTING AN ASSESSMENT)

The REJI Organizational Assessment

The REJI Organizational Assessment is designed for organizations regardless of where they are on their journey to become a more racially equitable organization. It was created with the input of the growing community of REJI Partners and grounded in literature focused on organizational change and race equity.

Together, the REJI Toolkit and Organizational Assessment aims to help organizations:

- Conduct an **Organizational Assessment** and establish baseline information on five different race equity dimensions to begin their journey of becoming a more racially equitable organization;
- Further understand organizational race equity work through the **Going Deeper** section of the REJI Toolkit that delves into the five race equity dimensions and provides lessons to guide organizations on their work; and
- Help organizations identify priorities that can be articulated and detailed through an Organizational Equity Plan. An Organizational Equity Plan translates an organization's commitment to race equity into tangible goals and steps. **See the Appendix for Tool A: Organizational Equity Plan Worksheet and Tool D: Legal Services of NYC's sample Organizational Equity Plan.**
- Commit to continual assessments of their organization to create a process of ongoing evaluation of their race equity goals. This is done by using the REJI Organizational Assessment on a regular basis to evaluate progress on the race equity dimensions with the "Going Deeper" section and other parts of the REJI Toolkit as resources to guide organizations on their work. Evaluating progress on an ongoing basis is critical for organizational change, to build on what is working while identifying what is impeding meaningful change.

Consider using **Tool B Racial Equity Impact Assessment** in the Appendix after using the REJI assessment to help you further apply an equity lens to your organization's operations, practices, priority-setting, decision-making as you look to further develop programs, policies, and initiatives.

WASHINGTON RACE EQUITY & JUSTICE INITIATIVE

ORGANIZATIONAL ASSESSMENT

HOW TO USE:

With each question below, select the number that best reflects the organization you are assessing, according to the rubric set forth below.

- (1) No work within this area
- (2) Identified as an area for improvement but no plans/work yet
- (3) Planning/implementation in process
- (4) Implemented but not yet uniformly applied across organization
- (5) Firmly established and able to model for other organizations

Circle a Choice		SECURING AN ORGANIZATIONAL COMMITMENT TO RACE EQUITY WORK
Unknown	1 2 3 4 5	The organization incorporates race equity into its mission, vision, and/or values statements.
Unknown	1 2 3 4 5	The organization has allocated financial and human resources toward internal and/or external race equity work. This may include assigning personnel or funding for coordination of work, development and implementation of plans, and/or monitoring and evaluation work.
For each of the following, the group is diverse across demographics and perspectives and reflects the communities that are most impacted by its work:		
Unknown	1 2 3 4 5	Board
Unknown	1 2 3 4 5	Staff
Unknown	1 2 3 4 5	Volunteers
Unknown	1 2 3 4 5	Organizational Partners/Allies
Unknown	1 2 3 4 5	Community Supporters/Local Donors
Unknown	1 2 3 4 5	The organization communicates to its stakeholders and supporters its values and work around racial justice.
Circle a Choice		CREATING MORE EQUITABLE ORGANIZATIONAL CULTURE
Unknown	1 2 3 4 5	The organization creates space for discussing issues of race and racism in ways that are relevant to the work.
Unknown	1 2 3 4 5	The organization encourages/makes racial competency trainings available on an ongoing basis to staff, board, and volunteers.
Unknown	1 2 3 4 5	Cultural “norms” of the organization, spoken or unspoken, allow for questions, issues, and concerns about racial dynamics internally to be openly discussed and addressed.
Unknown	1 2 3 4 5	Staff/leadership/volunteers who identify as people of color or with other marginalized groups feel they can bring their full identities to the workplace, if they choose, feel recognized and respected, and have their input taken into account to shape organizational culture.

Unknown 1 2 3 4 5 The organization encourages ideas, strategies, initiatives, and feedback from all stakeholders of the organization (including frontline staff, volunteers, clients - not only those with positional authority).

For each of the following, there is an understanding of the impact of and need to address cultural, institutional, and structural racism and advance racial equity:

Unknown 1 2 3 4 5 Board

Unknown 1 2 3 4 5 Staff

Unknown 1 2 3 4 5 Volunteers

Unknown 1 2 3 4 5 Organizational Partners/Allies

Unknown 1 2 3 4 5 Community Supporters/Local Donors

Circle a Choice

RECRUITING, HIRING, & RETAINING A DIVERSE WORKFORCE

Unknown 1 2 3 4 5 The organization has benchmarks to work toward around leadership and professional development and retention of staff and volunteers of color.

Unknown 1 2 3 4 5 The organization has internal hiring policies to address hiring inequities and promote outreach, recruitment, and retention of marginalized communities, specifically people of color.

Unknown 1 2 3 4 5 The organization acts on suggested equity practices in recruitment and hiring, including but not limited to posting salary ranges, considering “equivalent experience” as comparable to formal education, and/or anonymized reviews of applications.

Unknown 1 2 3 4 5 The organization has explicit policies prohibiting discrimination, microaggressions, and harassment of people of color as well as a mechanism in place to address issues raised regarding racial or other equity-related barriers for opportunity occurring in the workplace.

Unknown 1 2 3 4 5 The organization evaluates staff, volunteers, and leadership, during performance reviews or otherwise, on the development or application of anti-racism and pro-equity skills.

Unknown 1 2 3 4 5 The organization works to ensure that people of color and people of color-led organizations are robustly represented within its pipeline of leaders and decision-makers.

Unknown 1 2 3 4 5 Staff and volunteers of color play a meaningful role in identifying and participating in professional and leadership development opportunities.

Unknown 1 2 3 4 5 The organization provides a living wage to all personnel that considers regional cost of living (i.e. housing, food, transportation, child care, health care).

Circle a Choice

DEVELOPING ACCOUNTABILITY TO AND PARTNERSHIP WITH COMMUNITIES OF COLOR

Unknown 1 2 3 4 5 The organization intentionally identifies and builds relationships with organizations and communities of color as key, relevant stakeholders.

Unknown	1	2	3	4	5	The organization practices community engagement in ways that allow voices, perspectives, and input from communities of color to drive the organization's decision-making.
Unknown	1	2	3	4	5	The organization has accountable relationships with community partners, allowing them to be aware of and understand organizational decision-making as they are made.
Unknown	1	2	3	4	5	The organization has policies and practices in place that allows for responsiveness when community-based partners ask for immediate support and action.
Unknown	1	2	3	4	5	The organization has policies and/or processes in place that allow organizational practices to be reviewed with community partner input and considered for change or elimination.

Circle a Choice

APPLYING AN ANTI-RACISM LENS TO PROGRAMS, ADVOCACY, & DECISION-MAKING

Unknown	1	2	3	4	5	The organization has explicit policies and/or practices in place to ensure that communities of color are a part of decision making on an ongoing basis during the design, implementation, and evaluation of programs.
Unknown	1	2	3	4	5	The organization has explicit policies and/or practices in place ensuring that clients/communities most impacted by the organization's work are a part of decision making on an ongoing basis during the design, implementation, and evaluation of programs.
Unknown	1	2	3	4	5	The organization has policies in place that aims and prioritizes collecting, tracking, and analyzing data on racial demographics to inform program goals and advance racial equity (i.e. disaggregating client data by race).
Unknown	1	2	3	4	5	My organization advocates for the inclusion of racial justice issues when working with other organizations and coalitions
Unknown	1	2	3	4	5	When planning programs and events, the organization considers factors like language access/interpretation, accommodations, childcare, food, and proximity to transportation.
Unknown	1	2	3	4	5	The organization proactively and intentionally reaches communities of color & understands & addresses the needs of clients of color.
Unknown	1	2	3	4	5	In setting programmatic/advocacy/policy/case priorities, the organization considers how the decision will benefit or harm communities of color
Unknown	1	2	3	4	5	In setting programmatic/advocacy/policy/case priorities, the organization considers whether the decision will strengthen or undermine its goals around racial equity.
Unknown	1	2	3	4	5	The organization consistently uses inclusive and culturally responsive language in both internal and external communications.

PART 4: GOING DEEPER: STRATEGIES & BEST PRACTICES TO CREATE A MORE EQUITY-MINDED ORGANIZATION

Part 4 maps to the sections of REJI Organizational Assessment and takes you further into each with strategies, questions to consider, and best practices. As you further explore what your organizational work looks in terms of race equity, see a sample equity plan at Tool D Organizational Equity Plan Sample within the Appendix that shares a framework provided by Legal Services NYC.

Securing an Organizational Commitment

An integral part of moving toward race equity is generating a commitment across stakeholders – and particularly from leadership and decision-makers – to the work. This requires intentionality, effort, and both human and financial resources. The foundational steps listed above are a helpful starting point and cannot be understated – developing and articulating clear goals and the connection to mission work, identifying champions for the work, creating space for authentic relationship-building and difficult conversations, surfacing cultural dynamics and cross-difference-related tensions within the organization, bracing for change.

The goal is to generate enough commitment so that the work and the values underlying your efforts become so ingrained that new practices and ways of operating become routine and expected. Instead of one-off trainings, a sustained pattern of ongoing professional development and learning around inclusion and equity is encouraged and expected; instead of having a task force or committee, equity work is infused into every process. While there is not an exhaustive checklist for how to generate or express a commitment to race equity, a few components are critical:

“Talking the Talk” of Race Equity:

- ↳ The organization articulates an express commitment to race equity work.
- ↳ Ambassadors for the organization (e.g. staff, board, volunteers) – and particularly decision-makers for the organization – understand why to prioritize efforts to advance race equity and how that work connects to the organization’s mission, vision, and values.
- ↳ The organization regularly communicates about the work it is doing to reduce inequities and further racial justice.

“Walking the Talk” of Race Equity

- ↳ The organization is actively investing financial and human resource in learning, development, support, and action around race equity.
- ↳ The organization’s stated values are demonstrably seen and incorporated into internal practices, policies, and culture.
- ↳ The organization is willing to shift and potentially disrupt its ways of doing business in order to achieve better outcomes for staff, volunteers, partners, and clients of color.



When we consider changing how we do business, this encompasses more than just the most visible and easily articulable “wins” on matters of equity and does not mean just serving or engaging more clients or communities of color. Instead we examine where power is truly held within the organization - where decisions are made, where resources are allocated - and consider how that power can be more equitably distributed and shifted to those who are most affected by our work and decisions.

Creating More Equitable Organizational Culture

To take an equitable approach an organization must both surface and recognize its culture - its norms, patterns of behavior, and expectations (as described above) - and examine where and how organizational culture is driven by “white dominant culture.” The premise of white dominant culture is the often unspoken and coded notion that the values, behaviors, practices, beliefs, and ways of working associated with white people are seen as superior to those of people of color and other marginalized identities. Hairstyle, fragrance, dress, jewelry; manner of speaking; how we socialize; attention to timing, deadlines and tardiness; what pictures we post in our work spaces; how collaboratively or competitively we work with others - all of this is guided by the dominant culture that surrounds us and what we come to view as our ‘normal.’



Dominant culture is the unofficial rulebook that we follow and infuses how we define success in the workplace. For most white people, it is distressing to understand the effects of this “invisible” force; for many people of color, this force is quite visible and engrained into

daily life. For organizations to transform their culture they need to diagnose, disrupt, and dismantle some common dynamics.

The figure to the right lists intrinsic values of culture: white dominant organizational culture and values of what we often do not see within dominant culture, relational culture. Any value can become oppressive when it is seen as the “best” or “only” value that is imposed on others by the dominant culture, yet we must ensure all ways of being are accepted.

Read the article “Transforming Culture – An Examination of Workplace Values Through the Frame of White Dominant Culture” by Executive Director Merf Ehman who shares the work of Columbia Legal Services in how it has intentionally approached shifting work culture at a legal aid organization to operate more equitably. You can read the full article [here](#).

AWARENESS EXERCISE:

Take a moment to reflect on the following two lists below that describe White Dominant Culture as well as Relational Culture.

1. **Check off as many you can relate to either because you notice it about yourself or because you see it in your organizational culture.**
2. **After you check things off, what do you notice about what you’re feeling in this moment? What is your impulse? Write it down.**

WHITE DOMINANT ORGANIZATIONAL CULTURE

Object-Oriented
Reason
Statistics
Rules
Single Issue (Fragmentation)
Linear
Technology
Dichotomous
Quick Fix
Professionalism
Expertise
Individualism
Efficiency

A culture that values only these qualities may result in hierarchy, bureaucratic control, white privilege

RELATIONAL CULTURE

Relationship-Oriented
Emotion
Stories
Creativity
Analysis (Whole Picture)
Circular
Process
Diurnal
Long-Term Relationships
Grassroots Knowledge
Leadership Development
Collective
Effectiveness

A culture that includes these values may result in community, accountability & empowerment,

How Dominant Organizational Culture & Norms Play Out in Equity & Justice Organizations

“Be Yourself.” Applicants are told at an interview, or it is implied in the onboarding process, but the reality is that it is easier said than done for people of color and other members of marginalized communities and identities. From what attire or hairstyle is considered professional to how courtesy and professionalism is defined generally, often there is additional invisible burden in white dominant organizational culture to either assimilate or be further alienated from the dominant group. Marginalized groups start to adapt and absorb dominant culture and generate survival skills like “code switching,” where different language, behavior, and identities are activated or hidden depending on context. These tools are often invisible to white people and sometimes those activating these skills may even be unaware that they have cultivated these skills over time - often at a toll to themselves - to facilitate comfort for white people and minimize perceptions of threat.

EQUITY MINDSET & ACTION

Explore egalitarian and other power sharing organizational governance structures. Learn more [here](#).
Build greater trust in your organization. Learn more [here](#).

Power Hoarding. Because we work in justice systems that value prestige, hierarchy and decisions made by authority figures, our organizations are particularly susceptible to reinforcing less-than-democratic structures that are not accountable to communities most directly impacted by the work and decisions of the organization. We have also inherited traditional governance models with line staff, middle management, senior leadership, and boards of directors. This system is so deeply rooted in our operations and ways of thinking that we can hardly imagine alternate governance systems that may offer more egalitarian and equitable ways of operating and delivering services and social change outcomes.

EQUITY MINDSET & ACTION

Invest in and offer trainings and resources supporting skill-building for navigating conflict, team-building, trust, and authentic relationships.
Ensure that communication styles including verbal, writing and body language expressed by staff of color and other marginalized identities are understood, respected, and valued. Encourage and engage in open dialogue.

Lack of Communication and/or Transparency. When positional leaders do not take sincere steps to communicate their values and engage all staff on an ongoing basis in meaningful opportunities to contribute to key decisions, it signals to staff, even unintentionally, that leadership does not trust their contributions, insights, feedback and input. This results in lack of collaboration and teamwork and generates cynicism and disempowerment; a toxic recipe where organizational equity and inclusion cannot be fully realized.

EQUITY MINDSET & ACTION

Encourage and reinforce **servant, facilitative and transformative** styles of “leadership” and encourage all staff to speak up and propose different ideas and solutions to complex problems without reprisal.

Engage in intentional leadership development practices with staff members who are People of Color and other marginalized identities.

Fear of Open Conflict. Although the justice system in the United States is built on open and adversarial conflict, many perceive or experience a culture of fear of open conflict in professional interactions and organizations and that robust dialogue and disagreements are interpreted as hostile and unproductive. In lieu of open conflict, passive aggressive communications and microaggressions tend to dominate and go unnoticed and unchallenged.

Fear of Talking about Race. Related to fear of conflict, a fear of talking about race and racism prevails in many of our organizations. For many well-intentioned white people, the fear is sometimes rooted in not wanting to say the wrong thing and offend people of color. This fear is also rooted in a concern that some white people will feel alienated and that the process will create unnecessary conflict and distraction from perceived race-neutral “real work.” This work is viewed as less politically charged and perceived to be more appealing to stakeholders with traditional positional power and authority such as senior leadership, boards, and external partners and funders.

EQUITY MINDSET & ACTION

Imagine an organizational culture where a variety of work styles, methodologies and strategies for getting the work done are respected, honored and celebrated. Examine office work hour expectations, needs and various roles. Where is there flexibility? Define clear expectations for outcomes and results within a set timeframe.

Perfectionism and Not Owning Mistakes. For anyone who has participated in legal processes it is not difficult to see how we might perpetuate a perfectionism mindset and related behaviors in our organizations. There is little room in our justice system for mistakes; the stakes are too high. This mindset also significantly contributes to the fear of talking about race and racism.

EQUITY MINDSET & ACTION

Create space for courageous conversations on race in ways that are relevant to the work. This may include the following: encourage and make racial competency trainings available on an on-going basis to staff, board and volunteers; Encourage open discussion around questions, issues and concerns about racial dynamics within the organization; allow for staff time with affinity groups such as caucusing and book clubs; have a race equity team composed of staff at all levels.

EQUITY MINDSET & ACTION

Listen for understanding and connection. If your mind starts to create judgments instead wonder what is causing the person to respond and feel the way they do.

“Work Ethic.” Work ethic is deeply rooted in cultural norms and standards of professionalism. White cultural norms tend to value urgency and quantity at the expense of personal, family and community life. When staff of color and other marginalized communities operate differently even with high quality outcomes, professional judgement and work ethic is still called into question.

“Predatory Listening.” Legal advocates are constantly processing, working to problem-solve, and waiting for opportunities to advocate for their client or cause. These learned skills can manifest problematically in conversations about race, leading to active interrupting and drawing conclusions or formulating a response before someone has even stopped talking, rather than actively listening.

EQUITY MINDSET & ACTION

Develop ongoing learning opportunities to develop greater racial justice competence skills. Encourage leadership to model this behavior by correcting their mistakes openly in front of staff, volunteers, and other community members.

Overvaluing Traditional Legal Strategies Such as Litigation. The foundation of the U.S. law and justice system rests on adversarial court processes and litigation, and legal training typically focuses and prepares advocates for litigation, and in some instances, corporate transactional, work. As such, legal and even equity & justice organizations have historically defaulted to and built their practices around these strategies and tend to prioritize and lend resources to individual client advocacy and, where possible, impact litigation. Administrative and informal advocacy and community lawyering work are not viewed as desirable or prestigious. Learn more on community lawyering in “Going Deeper” section *Applying an Anti-Racist Lens to Programs, Advocacy, & Decision-Making*.

Seeking Silver Bullet Solutions to Deeply Complex Problems. Legal advocates are trained and employed to solve problems and generate solutions. Legal and court processes are typically regimented and complex. When enmeshed in these systems and pressed with tight deadlines and a high-volume of client work it is reasonable to desire solutions that address symptoms and achieve quick wins. In contrast, equity work is a lifelong process that often involves unexplored and unresolved dynamics. Individuals and organizations seeking a checklist, linear roadmap, or ‘check the box’ training to address cultural and structural challenges can feel frustrated.

EQUITY MINDSET & ACTION

Accepting non-closure allows for nuance and growth where there is discomfort and growth. It will feel unfinished, yet the path is an ongoing journey and transformation will arise through commitment to grow and learn.

Caucusing and Why We Need Them

A caucus, or an affinity group is an intentionally created space for those who share an identity to meet together for learning, support, and connection. Caucuses based on racial identity are often comprised of people of color, white people, people who hold multi-racial identities, or people who share specific racial or ethnic identity.



Why Caucus?

People of color and white people experience race and racism differently. While our racial justice work to transform interactions, institutions, and systems requires collective efforts, we have both shared and separate work to do. For example, for People of Color, an affinity group can be a place to work with peers through experiences of overt, unintentional, and internalized racism, to engage in healing work, and to create strategies for liberation. Affinity space allows this work to be done without the traditional scrutiny of white people and offers space for building power within or as an alternative to white-dominated space.

For white people, an affinity group provides time and space to work intentionally on understanding and critically analyzing whiteness - this includes understanding dominant culture, the ways in which white people have benefitted from systems that privilege whiteness, and the ways white people might be intentionally or unintentionally perpetuating harm to People of Color. Affinity space puts the responsibility on white people to teach and learn from each other, rather than relying on People of Color to teach them, and it allows for inquiry and processing without causing harm to People of Color.⁴⁶

“But this feels weird...”

At first, separating feels uncomfortable and opposite to the notion of unifying with a shared goal of racial justice. Admittedly, this work is difficult, and initial resistance is common. For People of Color, lived and historical experience reasonably creates mistrust around the idea of separation and white colleagues meeting together. And white people are not accustomed

to thinking of themselves as racialized. Further, white people practicing anti-racism strategies experience discomfort processing how they may have benefitted from racialized systems.

Yet whether in a board room or in a segregated neighborhood, separation occurs constantly in real life; affinity groups are a mechanism for understanding and interrogating that reality. It is helpful to emphasize that caucusing is merely a means to an end – the goal is to unify underneath a collective, shared vision of an anti-racist community.

Best Practices for Starting Caucuses

- Like with all equity work, have a **goal** in mind and connect the process to your organization's **mission**.
- **Generate buy-in** in advance by promoting the idea, explaining what it is and the value, and starting with shared frameworks, language, and resources.
- Think carefully about **logistics**, such as investing enough time for big conversations and where to meet.
- Choose the right **facilitation support** – external facilitation can be very helpful, though some organizations might want to build their internal capacity.
- Expect and **prepare for resistance**. Have resources available and be ready to answer questions.
- Create **ground rules** for conversations and **mechanisms for accountability**, particularly so that the group that has been traditionally marginalized knows what is happening in dominant spaces.
- Make an **ongoing commitment** and **invest** in this work. There is value even in simple processes like a working lunch or book discussion group, but a regular practice can help transform organizational culture and morale.
- Be **flexible** in your approach – different groups need different things. Marginalized groups often need support and space to process painful lived experiences and dominant groups often want curriculum and strategies. Base the work on what people need in the moment.

Read JustLead's addendum to this Toolkit [*Caucuses as a Racial Justice Strategy*](#) for a deeper dive into the practice of racial caucusing with various resources focused on caucusing for [People of Color](#) and [white people](#).

SAMPLE STRATEGIES FOR ADVANCING EQUITABLE ORGANIZATIONAL CULTURE

Sources: Jackson/Hardiman MCOB Continuum, EYC Associates



EXCLUSIONARY

- Build a shared understanding of the current exclusionary practices.
- Gather data about the impact of status quo on members and reputation of the org.
- Identify any “levers for change” to shift the status quo (i.e., bias incidents, potential law suits, drop in retention).
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive workplace environment and policies.

CLUB

- Create a race equity team/committee with diverse representation. Adjust members’ work load to allow full participation.
- Create space for conversation about race through retreats, trainings, and dialogue.
- Conduct an audit with internal and external stakeholders to gather data about org culture such as recruitment and retention of staff of color, grievances, client data, etc. to inform new equitable policies.



COMPLIANCE

- Continue to collect and analyze data.
- Develop long-term equity & inclusion plan.
- Continue training of leadership and staff.
- Clarify and communicate clear expectations for quality of experience for all clients and staff across race.
- Revise performance system to measure race equity practices.
- Implement an initiative to increase race equity of all leaders and staff.

AFFIRMING

- Leaders review org-wide data on recruitment, retention, development and promotions regularly.
- Conduct feedback sessions with board and staff to diagnose data from the audits.
- Empower a race equity team to work with leadership to address priority issues identified in audit.
- Create space for affinity group learning and connection.
- Train all staff on how to integrate equity and inclusion into their day-to-day activities.



GOAL

Infuse Equity & Inclusion in Everything We Do

REDEFINING

- New race equity norms are communicated widely.
- Revise performance systems, onboarding, and training to highlight key skills and competencies that support the new norms.
- Regular analysis and revision of policies, practices and procedures to ensure that a “race equity lens” is actively engaged in all planning and decision-making processes, including recruiting and hiring.
- Enhance community outreach efforts and partnership initiatives to build accountability to communities most affected by the work of the org.

EQUITABLE & INCLUSIVE

- Implement continuous improvement strategies and conduct regular audits.
- Revise policies, practices and norms as needed.
- Initiate regional efforts to share good practices, increase inclusion in other orgs and community partners.
- Stay current on efforts of peer orgs.
- Continue to influence all recruiting efforts of leaders, managers, and staff to ensure they demonstrate commitment and success in creating and maintaining inclusive workplace.

THE PRIMARY GOAL OF TRANSFORMING ORGANIZATIONAL CULTURE: Culturally Authentic Self-Expression

Unpacking and understanding the profound power and effects of white dominant culture and cultural racism is a life-long journey. For organizations committed to embodying Race Equity & Justice, it must be rooted in acknowledging the importance of creating an environment where People of Color and all staff, volunteers, clients, and partners can bring their full identities and best selves to the work.

Recruiting, Hiring, & Retaining a Diverse Workforce

We know that diverse teams perform better and are more innovative and adaptive across numerous measures.¹⁰ And, according to the [2017 Non-Profit Employment Practices Survey](#), nonprofit leaders ranked diversity, equity and inclusion (DEI) as their top talent management priority. Nonetheless, over half reported they do not have a DEI strategy. Many of us have good intentions but for a variety of reasons, we often fail to execute on our top priorities. The challenge is complex and nuanced but there are concrete steps and actions organizations can take to make good on their priorities. These steps fall into four general categories:

WHAT'S THE DIFFERENCE BETWEEN DIVERSITY, EQUITY, & INCLUSION?

Diversity means participation within a group or setting by people who carry a range of different social identities, perspectives, and lived experiences. Inclusion welcomes in and integrates diverse perspectives and provides a sense of belongingness. Inclusive environments are not necessarily equitable - often marginalized individuals are provided access to decision-making spaces but only within terms and norms of the dominant group. Equity focuses on employing different strategies and tactics to achieve fairer outcomes.

EQUITY MINDSET & ACTION

Act on suggested equity practices in recruitment and hiring, including but not limited to posting salary ranges, considering "equivalent experience" comparable to formal education and/or [anonymized reviews of applications](#). Not solely one but a combination of complimentary strategies will advance equitable hiring.

Recruitment and Outreach

What might seem on its face as straightforward and objective criteria to developing a job description may turn out to create barriers for people of color and other marginalized identities.

Question the value and rationale and consider the race equity impacts of:

- Using credit checks, criminal background checks, and e-verify
- Asking for salary history
- Not including the salary range
- Not making salaries publicly available
- Negotiating salaries generally

Goal

The organization acts on suggested equity practices in recruitment and hiring, including but not limited to posting salary ranges, considering "equivalent experience" as comparable to formal education, and/or anonymized reviews of applications.

As you reflect on your own organization, consider the below suggested practices:

Showcase & Highlight Your Equity Commitment

- ✓ Model transparency and highlight the existing racial and ethnic diversity present at your organization and underscore its commitment to race equity and justice.
- ✓ Provide examples as to how your organization values race equity.
- ✓ Emphasize experience and skills over academic or professional degrees. Demonstrate a commitment to equity by offering incentives (financial or other) for specialized skills (such as language ability) or experiences.
- ✓ Test out the job description to make sure it doesn't only appeal to white dominant culture. Think about the words you use and be mindful of using inclusive language that may appeal more to marginalized identities. Examples may include words such as: collaboration, loyalty, passion.
- ✓ Include experience with and commitment to race equity as a required qualification. Ask for a diversity statement from candidates.
- ✓ Post the salary range.
- ✓ Make salaries public. Learn more about why this matters [here](#).
- ✓ Post the organizational commitment to race equity and justice hiring and retention practices.



EQUITY MINDSET & ACTION
 Learn more and read about: [inequitable hiring practices](#), [pay transparency](#), [posting salary ranges](#),
 using [salary history](#) and [credit checks](#).

Recruitment and outreach tactics that are aimed at bringing greater diversity to an organization often results in tokenism. A phased-in race equity strategic plan and benchmarks for retention and leadership development informed by staff insights from all levels increases organizations' likelihood of delivering on its race equity goals. Consider the below suggested practices:

Create a Diverse Recruiting and/or Hiring Team

- ✓ Form a racially diverse recruiting and/or hiring team that includes a mix of leaders, managers, supervisors, staff from other units and staff that would report to the position.
- ✓ Draft job descriptions together.
- ✓ Partner with community organizations, faith and community groups closely connected with people of color and other marginalized identities to develop a targeted recruitment plan.
- ✓ Attend diversity, equity and inclusive job fairs and other job fairs organized by law schools, colleges/universities and community colleges that traditionally have more students and graduates of color and other marginalized identities.
- ✓ Personalize recruitment; call applicants and follow up

- ✓ Reach out and find candidates. Use the internet and social media tools like LinkedIn to find competitive candidates but do not use this method exclusively.
- ✓ Maintain professional networks and make note of potential candidates from marginalized identities.
- ✓ Maintain a file of resumes and contact information for potential candidates who are people of color and other marginalized identities.
- ✓ Recruit continuously—not only when there are openings.
- ✓ Go out for coffee. Build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.
- ✓ Be open and honest. Transparency about your organization’s race equity goals, commitment, journey and continued opportunities for change is critical if you don’t want candidates to feel “bait and switched.”

EQUITY MINDSET & ACTION

Understand similarity bias to ensure there is not inadvertent advantaging to candidates who are like those making the hiring decisions while disadvantaging other candidates in the hiring process. Similarly, overreliance on our own networks prevents branching out to create a diverse applicant pool.

Hiring Policies & Practices

To ensure organization-wide alignment and commitment to race equity and justice goals, all intentional race equity practices must match the organization’s policies. Even the process and the people engaged in the process for creating and drafting these policies must align with race equity goals.

Goal

The organization has internal hiring policies to address hiring inequities and promote outreach, recruitment and retention of marginalized communities, specifically People of Color.

As you reflect on your organization, consider the below suggested practices:

Use a Race Equity Lens to Manage the Organization.

- ✓ Build a Race Equity Team representing a diagonal slice of the organization including staff and volunteers at all levels to examine current hiring, recruitment, retention and leadership development policies and practices.
- ✓ Formally empower the Race Equity Team with influence and decision-making authority to make changes to policies and practices.
- ✓ Engage and empower all staff in redesigning policies, practices, services and programs.
- ✓ Adjust team members’ workload to allow their full participation and accelerate their effectiveness through retreats, training and authentic relationship building.
- ✓ Prioritize an adequately funded budget dedicated to supporting the race equity goals of the organization.

EQUITY MINDSET & ACTION

Develop, ensure, and update internal hiring policies to address hiring inequities and promote outreach, recruitment and retention of marginalized communities, specifically People of Color.

Codify Recruitment, Outreach, Retention and Leadership Development Practices

- ✓ From instituting a diverse recruiting and hiring team, to using inclusive language in a job description, to considering equivalent experience and skills as comparable to formal education, to posting salary range etc., each intentional step towards greater race equity practice should be drafted into a written policy. This iterative policy-making process should be made accessible and simplified to more accurately adjust and reflect race equity practices and ensures greater organizational commitment.
- ✓ Develop and widely communicate new race equity norms.
- ✓ Revise performance systems, on-boarding, and development and training programs that support and highlight skills and competencies that reinforce new norms.

Retention & Evaluation

One of the greatest challenges for organizations that have made progress in increasing diversity in their hiring process is actually *retaining* People of Color and other marginalized identities. Transforming our workplaces from white dominant culture spaces into welcoming and learning environments where all staff feel valued, empowered, heard and probably most importantly, where they can present their authentic selves, is key to getting closer to achieving many organizational race equity goals. Our daily habits and practices can either support or undermine our race equity efforts

Goal

The organization has policies explicitly prohibiting discrimination and harassment of People of Color as well as a mechanism in place to address issues raised regarding racial or other equity-related barriers for opportunity occurring in the workplace.

The organization evaluates staff, volunteers, and leadership, during performance reviews or otherwise, on the development or application of anti-racism and pro-equity skills.

As you reflect on your own organization, consider the below suggested practices:

One to One Staff & Supervisor Meetings

- ✓ All supervisors should create and verbalize an open-door policy.
- ✓ Supervisors should make time for regularly scheduled meetings with direct reports: *talk less, ask more and actively listen often.*
- ✓ Be direct. Have open and honest conversations about how the organization is doing on meeting its race equity goals.
- ✓ Offer flexible work arrangements when possible.

- ✓ Similar to educational loan repayment assistance programs, consider other forms of compensation such as dependent care (including children and elderly family members) and transportation reimbursements/subsidies.
- ✓ Be proactive with developing and updating personalized retention plans.
- ✓ Analyze and evaluate performance standards and compensation with a race equity lens.
- ✓ Schedule “[stay interviews](#)” as well as planned opportunities for more freedom, challenge, growth, and recognition.
- ✓ Use post-exit interviews to accurately identify the causes of turnover.
- ✓ Make expectations explicit. Don't rely on supervisory norms that your staff member might not be aware of.

EQUITY MINDSET & ACTION

Evaluate staff, volunteers, and leadership during performance reviews or otherwise, on the development or application of anti-racism and pro-equity skills.

Build an Equitable & Inclusive Organizational Culture

- ✓ Conduct race equity audits. Regularly assess daily practices, race equity benchmarks and goals through feedback from staff, volunteers, open community events such as town halls, community surveys, supervisor and team meetings and retreats etc. The REJI Organizational Assessment Tool provides the kinds of questions to ask.
- ✓ Implement initiatives to increase race equity awareness and practices for all leaders and staff; develop an organizational culture of ongoing learning to achieve greater racial justice competence.
- ✓ Create space for conversations on race. Cultivate an organizational understanding that People of Color and other marginalized identities may bring personal understanding of racism, however, this doesn't necessarily always mean that they fully understand the dynamics of racism, power and privilege. Likewise, some white people may have knowledge of institutional racism and structural racialization, power and privilege, however, this doesn't necessarily mean they understand personal experiences and impacts of racism.
Read more [here](#).



Promotion/Advancement and Professional Development

Recent research shows that the talent pipeline in the social sector is healthier at the “front door.” Mindsets, behaviors and practices within our organizations need to significantly change to develop pipeline opportunities for advancement, promotion and leadership roles for People of Color.

As you reflect on your organization, consider the below suggested practices:

Goal

The organization works to ensure that people of color and people of color-led organizations are robustly represented within its pipeline of leaders and decision-makers

Staff and volunteers of color play a meaningful role identifying and participating in professional and leadership development opportunities.

The organization has benchmarks around the leadership and professional development and retention of staff and volunteers of color.

One to One Staff & Supervisors Meetings

- ✓ Include a set agenda item on professional development and organizational race equity benchmarks.
- ✓ Openly discuss professional development goals as well as opportunities, possible timelines and strategies for advancement and promotion.

Coaching, Mentoring & Training

- ✓ Increase and publicize opportunities for advancement
- ✓ Advertise and promote opportunities for training, mentoring and coaching
- ✓ Assess leadership and management skills, interests and needs of staff of color and offer regular trainings
- ✓ Create on-the job coaching and mentoring. Prioritize providing mentors/ coaches for staff from marginalized identities.

EQUITY MINDSET & ACTION

Work to ensure people of color and people of color-led organizations are robustly represented within your organization’s pipeline of leaders and decision-makers.

Ensure that staff and volunteers of color play a meaningful role identifying and participating in professional and leadership development opportunities.

Form benchmarks on leadership development, staff retention, volunteers of color.

Compensate & Reward Staff for Active Race Equity Activities

- ✓ Offer compensation (or other benefits) for participation in race equity and community outreach endeavors including participation in conferences, committees, or coalitions related to diversity and race equity.
- ✓ Shift workloads so that staff have time to take part in race equity work.

Developing Accountability to and Partnership with Communities of Color

A constant and tireless truth is that those with the experience of oppression will most acutely know what needs to change to address that oppression. This is especially relevant as we work towards equity and fight for justice within the law and justice systems. When we do not have an accountable relationship with individuals and communities who are most harmed by racism, poverty, and other forms of structural oppression we leave some communities behind and maintain a status quo that perpetuates harm.

Where Do I Begin?

Often conversations revolving around community partnership can feel abstract, especially for those who may not have existing, accountable relationships. First, community partnerships, regardless of the goal, scope, or context must be relational. Just as you approach relationships with friends and family members, when we undertake community engagement, outreach, and partnership we are also practicing relationship-building. Even if you do not share the lived experiences of those you might meet, potential partners and community members are our neighbors - both geographically and within the [Circle of Human Concern](#) - and have invaluable experiences that can inform, guide, and direct our collective work towards equity & justice.

Four Basic Principles of Accountability

- ✓ ***Transparency:*** Being clear about your goals, desires, intentions, organizational structure, rationale for decision-making, and weaknesses. The goal is to be as open as possible to build a meaningful relationship.
- ✓ ***Participation:*** Actively engaging with people about the decisions that affect them. The goal is to incorporate community voice and priorities into decision-making on an ongoing basis at all stages of planning - notably before strategies and solutions are developed and implemented.
- ✓ ***Reflection and Deliberation:*** Intentionally revisiting conversations to re-evaluate what the work has looked like and where it is headed. Although reflection and deliberation occur after participation, once it has begun the goal is to maintain continuous dialogue throughout the process.
- ✓ ***Responsiveness:*** The ability to make amendments and adjustments to issues raised by *reflection and deliberation* from community leaders. The goal is to ensure the community partnership is not forgotten when the going gets difficult and community leaders expresses issues, but instead to demonstrate active allyship.

Developed by Joshua Kahn. Beautiful Rising.⁴⁷
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In its most basic form, accountability is defined as: being subject to the obligation to report, explain, or justify something; responsible; answerable.¹¹ When applied to community partnerships, we are ensuring that organizational decisions are understood and justified by the communities that may benefit or be harmed most. Those working within the law and justice community in particular have a unique responsibility to ensure that the potential impact of strategies and decisions are understood. With our power to do good, we must also stay vigilant of our power to unintentionally commit harm. With race equity as our goal, accountable partnerships provide the invaluable insight of what needs to change and how our organizations can become advocates for addressing racial inequities.

EQUITY MINDSET & ACTION

Reflect on your organizational culture. Are the Four Basic Principles of Accountability reflected within the culture of your organization? If not, consider how a fundamental understanding of accountability can benefit both your organizational culture and prepare you for accountable community partnerships.

Strategies for Identifying & Engaging Stakeholders

When stakeholders are appropriately involved in all stages of a problem-solving or decision-making process, decisions are more richly informed, those affected are more likely to buy into the process and outcome, we establish authentic relationships and trust, and we generate opportunities for broader collaboration and impact.

A wide range of organizing and project management resources exist to help individuals, teams, organizations identify and productively involve stakeholders. General considerations include: (1) Who needs to be involved in this decision? (2) How and to what extent should this stakeholder be involved? (3) How do we approach outreach, engagement, and processes through a lens of equity and accountability?

WHAT IS A STAKEHOLDER?

Any individual, group, or community who has a vested interest in the outcome of a decision being made or who may influence that decision.

Framework for Collaborative Decision-Making

When approaching a collaborative decision-making process such as making an advocacy decision, deciding about a funding opportunity, or engaging in strategic planning, a roadmap or plan of action can help group members move through steps in the process collectively, rather than everyone operating according to their own unique agenda. This plan of action involves several stages: Planning, Problem, Vision, Solution, and Execution. The **Planning** stage allows time for considering goals, who needs to participate and how, and what the overall process will look like. At the **Problem** stage, participants have an opportunity to explore various perspectives about what issues must be addressed and the problem is analyzed carefully, with attention to root causes and systemic challenges. The **Vision** stage invites conversation and brainstorming about what the ideal future state looks like to encourage clarity and agreement around shared goals. After these stages, the group

can move toward evaluating and selecting **Solutions** to be implemented and consider what steps are needed to **Execute** on the chosen solution(s).

Too often, those who are most affected by a problem are engaged late in the process, perhaps only to share feedback on a selected solution or to provide limited input on what problems or challenges need to be addressed. Instead, an equitable approach to decision-making necessitates involvement at *all* phases, particularly within planning and design phases of a process.



Though future updates to this Toolkit will dive more deeply into ways to engage stakeholders in specific processes such as program evaluation and strategic planning the following introduces general strategies for identifying and engaging stakeholders.

Identifying Stakeholders

Determining who should be involved in a policy or decision first necessitates that you have a clear idea in mind of what you are seeking to accomplish. Too many committees and ideas fail to recruit those who are most invested because we do not clearly articulate goals and why participation from diverse stakeholders is critical and valuable. We can then consider more specifically who should be involved and to what extent by conducting a formal or informal “Stakeholder Analysis.”

Stakeholder Analysis Questions:

- ↳ ***Who should be involved?*** Think about a mix of internal (e.g. board, staff, volunteers) and external (clients, community partners) individuals and groups. Prioritize those who are closest to the issue and who will be most impacted by the decision and those who have traditionally not held power in the process. You will likely also need a mix of those who have influence or authority over decisions and resources and those who may have the technical expertise needed to achieve the results you are seeking.

EQUITY MINDSET & ACTION

Be sure to include participants who represent a wide range of perspectives, including demographic, cultural, status, and role diversity. Value personal and lived experience at least as much as professional and technical expertise and be sure to include hard-to-reach constituencies, even if additional effort or resource may be needed to engage those who have not participated previously.

- ↳ ***How should various stakeholders participate?*** Interested individuals and groups can participate in a variety of ways depending on their level of interest and investment. Many frameworks center on four or five levels of engagement: Informed, Consulted, Represented, Active/Involved, or Empowered. To determine what level of engagement makes sense for each individual or group, consider:
- What interests are at “stake”? What and how much might they stand to gain or lose depending on the outcome?
 - To what extent do they want to be involved?
 - How important is their involvement in both understanding the problem and identifying solutions?
 - How much influence do they have to help carry out or block solutions and strategies?

EQUITY MINDSET & ACTION

Engaging a broad and diverse range of perspectives within a process requires time and intentionality. Create an environment allowing everyone to fully participate in conversation, planning, and decision-making – this means considering everything from time and location of meetings to how conversations are facilitated. As with all group processes, prioritize clear and transparent communication, mechanisms for follow-up and accountability, and the co-creation of a culture of mutual learning and respect.

Levels of Stakeholder Engagement

<i>Informed</i>	Sometimes it is enough to let selected stakeholders know that you are working on a particular issue through, e.g. updates or newsletters.
<i>Consulted</i>	Consulted stakeholders are asked for their input and concerns and their views are considered by decision-makers when making their decisions.
<i>Represented</i>	Representatives of an invested group participate in planning and ongoing discussion with the assumption they can effectively speak for/act in the interests of the community they represent.
<i>Active/Involved</i>	Individual stakeholders/groups play an active role at all stages of the process, framing and describing issues and making decisions.
<i>Empowered</i>	Stakeholders take on decision-making and implementation

To learn more about Stakeholder Engagement/Analysis:

- [Stakeholder Engagement Tools for Action](#), Western and Pacific Child Welfare Implementation Center & the Los Angeles Department of Children and Family Services,
- [Community Toolbox, Section 7: Involving People Most Affected by the Problem](#), Center for Community Health and Development at the University of Kansas,
- [Strategic Planning in Nonprofits \(SPiN\) Toolkit, Stakeholder Engagement Toolkit](#), Washington Nonprofit Institute,
- [Community Engagement Guide](#), King County,
- [Power Mapping](#), Andrew Boyd, Beautiful Rising,

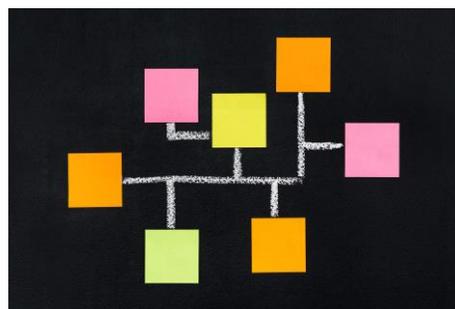
Engaging Communities with an Asset-Based Mindset

When a legal organization engages a community group, they bring the entire history of the law and justice system with them. Even before a partnership begins, the community already has perceptions of – and often experiences interacting with – the system a legal advocate or organization represents. Considering the ways we have seen *laws*, in fact, undermine *justice* in our society both in the past and in the present, it then becomes important when engaging and building a personal relationship with community stakeholders that we first seek to understand the priorities and unique strengths as defined by the community.

The Foundational Lens: When operating within communities and community groups, we must first remember that no two communities are exactly like, just as no two people are exactly alike, thus no cookie cutter approach can be applied in maintaining and building an effective community partnership. A critical aspect of this is applying an “asset-based” approach that allows for the unique qualities, strengths, resources, and capacities of a community to be understood and centered as a foundation for relationships and strategies to be built upon.

This contrasts with a “deficit-based” model that sees only problems to be fixed – what a community is lacking and struggling with – and often leads to attempted solutions that are overly simplistic and not necessarily responsive or adapted to the particular situation. Worse, it withholds institutional power, resource, and mechanisms for accountability from the community that is closest to the problem and solution.

Asset Mapping: To use an asset-based approach requires a process of focusing on the capacities and skills of a community. What is the community already undertaking, organizing for, building towards? What do they value and utilize for themselves?



An approach to analyze this is to identify the people, local associations/organizations, local institutions, physical assets, and the trusted “connectors” of the community through “asset mapping.” The goal of asset mapping ultimately is to build on what is already there. As an “outsider” organization engaging community, the pursuit must be to support the community with their own goals in mind ensuring that the wants and needs of the outsider does not drive the decision-making.

Five general categories can be used alongside community members to begin asset mapping: (1) *People* (e.g. community members various skills, gifts, experiences); (2) *Local Groups* (e.g. community-based groups with leadership centered within the community); (3) *Local Institutions*: (e.g. schools, libraries, private business, non-profits); (4) *Physical Resources* (e.g. land, buildings, community spaces); (5) *Connectors* (e.g. those trusted and apart of the community making connections between individuals, association/organizations, and local institutions).¹²

EQUITY MINDSET & ACTION

As part of any legal and community partnership, all partners involved must decide what it means to be accountable to one another. Community leaders may re-define what an accountable relationship may look like to them beyond what is described here, but foundational building blocks for accountability include centering community voices, building trust, and shifting power.

Best Practices for Legal Organizations to Further Accountability & Relationship-Building in Community Engagement

When engaging communities, regardless of how long the partnership has been in place, legal and other service organizations must remain vigilant to maintain our accountability to community partners. Structural racism operates across every facet of our society and since service and advocacy organizations hold institutional power, they must strive to be intentional and regularly invest in community partnerships. Here are some best practices:

- ↳ ***Constantly seek out ways to build new relationships.*** One member of an organization developing a relationship with one community member may help in the short-term yet is not sustainable for a long-term community partnership.
- ↳ ***Providers and advocates must go out into community to build relationships, not expect community members to walk through their doors.*** Depending on the community, engagement should look different to ensure barriers do not exist for community members to become involved. Learn what works best for the communities you seek to engage.
- ↳ ***Regularly question assumptions and interrogate implicit racial biases*** to avoid miscommunications and unintentional harm.



- ↳ ***Be quick to own mistakes and missteps.*** Relationship-building requires honesty. Trust can be better established when we are willing to admit what went wrong and demonstrate our willingness to learn from it.
- ↳ ***Be willing to spend extended time and energy with members of the community to establish trust.*** Relationship and trust-building takes time.
- ↳ ***Allow community members to fully voice their experiences.*** Resist the temptation to re-direct conversations. Those within a community being impacted by harmful policies and decisions are both closest to the problem and to possible solutions and best understand what perspectives and information are relevant to their own experiences.

**HOW DO WE KNOW WE ARE
DEMONSTRATING OUR
ACCOUNTABILITY TO COMMUNITY
PARTNERS AND THOSE MOST
IMPACTED BY STRUCTURAL RACISM?**

**The answer will not come from
within our organizations but from
within the community.**

Best Practices for Inclusive Programming & Services

Here are some best practices to ensure programs and services are carried out in ways that invite community participation, eliminate common barriers that obstructs access to programs by community members, and center equity:

- ↳ **Compensate People for Their Time.** Asking community members to participate should be a mutually beneficial relationship. Sometimes financial compensation is critical to allow community members to spend their time with you. Compensation can be per hour, flat rate or gift cards. If you are not sure what the best type of compensation might be, ask participants.
- ↳ **Keep the Community Informed.** Ensure any materials and findings that involves the community comes back to community and any questions are answered for their understanding. Sometimes you may have no updates, yet reaching out to community members anyway demonstrates you are prioritizing building a relationship
- ↳ **Share Data.** Provide access and answer questions related to any data collected from the community from surveys or other research purposes. This should be done before and after publishing of data.



- ↳ **Provide Childcare.** Having childcare allows parents to get involved that otherwise could not due to financial reasons or not being able to find someone to babysit.
- ↳ **Provide Transportation & Consider Proximity to Public and Accessible Transportation.** Especially if distance is great and/or public transportation is limited or poor, providing transportation or stipends for travel for those without access to cars or money allows for inclusive participation.
- ↳ **Use Interpreters & Translate Materials.** Language access is a persistent barrier to meaningfully accessing all services, including legal services. Offer interpreter services for the language(s) spoken by the community, learn about available services and invest resources to ensure your organization can effectively work alongside interpreters to eliminate any language barriers.
- ↳ **Plan Events Equitably.** Confirm scheduling of events are at times and locations that allow community members to participate. This often means not scheduling events during work hours or at difficult locations. Schedule events in familiar spaces to the community and provide food at events, particularly during dinner hours.
- ↳ **Limit Added Events and Activities.** Few people have the bandwidth to add additional community events into their over-busy schedules. If you are seeking information or would like to offer programs or services, identify existing partners and learn about events and resources already present within the community. Can you be where the community already is in a meaningful and helpful (and not exploitative) way?

EQUITY MINDSET & ACTION

Reflect on any feedback you may have previously received from communities you want to partner with. What did your organization do with that feedback? How can you build upon it? If you did nothing with the feedback, why? How can you ensure community feedback in the future is heard, incorporated, and responded to?

Applying an Anti-Racist Lens to Programs, Advocacy, & Decision-Making

Equity & justice workers are increasingly seeking ways to incorporate structural and historical context, data, and, most importantly, the priorities and perspectives of communities affected by racism and poverty into their policies, advocacy, and decision-making. There are countless ways to do this, often depending on the type of work you are engaging in and time and resources available to engage diverse stakeholders in your process. The following is a sampling of strategies to consider for more inclusive processes that ensure relevancy and responsiveness to those who are most impacted by our work.



Community Lawyering

Community lawyering has been defined in different ways by different organizations, yet its core premise makes it a valuable strategy within race equity work and building accountable community partnerships. It can be defined as when “the client (often a group or organization), rather than the lawyer, defines the problem and solution, drives the advocacy, and serves as spokesperson for negotiations and public testimony and appearances.”¹³ The role of the attorney or legal advocate is to operate behind the scenes providing technical assistance, leaving the decisions about goals, approach, and timing, to the client. This process thus can be broken down into two notable components: contributing legal knowledge and skills to support initiatives that are identified by communities of color (i.e. those most harmed by structural racism) and shifting power to communities of color.



Leveraging Our Legal Knowledge & Shifting Power

The knowledge attorneys and legal advocates possess is a resource that, if coupled with the perspectives and lived experiences of communities of color, can lead to meaningful positive change directed by those who know most what needs to change. Community lawyering provides the technical skills and knowledge of the legal system that can facilitate addressing community-identified priorities. This is different than prescribing to community leaders and members what they need. Instead, legal advocates can build trust with community leaders to understand what is needed and provide legal strategies as a tool for achieving community-identified outcomes. In some cases, a legal strategy may not be the solution identified or chosen by community leaders. Lawyers and legal advocates must also be actively conscious of the real and perceived power they hold and de-center themselves in favor of centering the voice of community leaders, intentionally shifting power to the collective community body and ensuring the community’s own self-determination.

EQUITY MINDSET & ACTION

Invest resources in developing authentic relationships with community partners & leaders and publicly celebrate community successes.

Developing & Supporting Advocacy and Priorities Identified by Communities of Color

Priority-setting within legal services has historically been part of periodic strategic planning processes, sometimes using a “zero-sum” approach to allocate limited resources. Various factors are identified and weighted to determine their relative importance, such as considering the substantive law area (e.g., housing, health, family law, consumer issues, discrimination), which communities to serve, and which forum holds the most promise for advocacy success (such as judicial, executive, legislative, community action, or public opinion).

In the past, priority-setting processes have not universally applied a critical race lens except on an *ad hoc*, sporadic basis. Moving ahead, we must ensure that those communities most harmed by structural racialization and the systems we are working within drive priority-setting processes, and that a critical race lens is applied to our equity & justice system work. See Appendix A for a tool focused on evaluating strategies in support of community-identified priorities.

Guiding Questions Before Engaging Community

As part of our work within the law and justice system, we may find ourselves faced with an injustice that we know is having a negative impact yet are not clear on how to address the injustice as an organization. With accountability to impacted communities in mind, our approach to these types of situations must still center on those groups who are most affected by the injustice.



The traditional model of lawyering asks that the client seek out the attorney, yet for effective community partnerships we must seek out clients outside of our organizations and integrate ourselves into ongoing, authentic relationships with the community. This is especially true when we have identified an issue of interest from within our own organization before engaging community.¹⁴

If you have identified an issue that your organization would like to learn more about, use the following questions to navigate the types of consideration to be made when engaging a community on a specific issue (adapted from the Columbia Legal Services Race Equity Tool; see Tool F in the Toolkit):

- 1.** Is this issue important to communities of color? How do you know? You may need to identify the community or group that already has begun work on the identified issue to begin building an accountable community partnership.
- 2.** How was this issue identified? If it was not identified by the community, why not? What steps will you take to engage the community at each stage of the process including implementation and monitoring?
- 3.** What challenges exist to centering this work in the community and having it be community-led? How can you leverage your legal knowledge and shift power to address those challenges?

4. How will the community or group direct your work and make decisions? How will you communicate with the community or group? How often? How will you demonstrate accountability?
5. Who will do the lobbying, policy, and/or other legal work from your organization? Who has the final say on decision-making? On the materials or reports developed? Will the community or group have an opportunity to review those materials and be a part of the decision making?
6. If a coalition will be part of this work, then how will it be formed and how will the community or group make decisions? What will your organizations role be within the coalition?

EQUITY MINDSET & ACTION

RACE-CONSCIOUS COMMUNITY LAWYERING

We are not always members of the community with which we are attempting to build partnerships. In those cases, we must maintain a heightened awareness of our own implicit biases and those that our partners or clients may hold. We must also acknowledge legal advocates' default tendencies to take the lead and problem-solve and work to actively listen without judgment and understand the experiences of communities that have been harmed by racism. Read more [here](#).

Using Data

Advocacy tools for examining racial inequities, “spatial inequality” and for engaging in what is called opportunity mapping, have been in strategic, ad hoc use for decades. These tools examine data and information that track patterns of disparate impact on poor communities of color. Examples include GIS (Geographic Information System) mapping,¹⁵ decennial and updated census and demographic data, and broad data on related issues like health outcomes, income, housing, and more. Advocates have generated powerful partnerships with community-based and academic research institutions to effectively carry out these strategies.

When confronted with data and information that shine the light on racial disparities, governmental entities and policy makers are placed in the difficult position of either having to deny the validity of their own data or acknowledge the disparities and justifying or committing to change. For more information on resource mapping and GIS, visit additional resources from [Justice Mapping](#) and [Kirwan Institute](#).

Data is equally important as you assess your results and outcomes - how will you know if you have reached your racial equity goals? As you design your goal and work, be sure to include a mechanism for gathering information, disaggregated by race and other relevant factors, where possible. This applies whether you are considering an internal policy or process, such as determining your rate of staff turnover, or an external policy or program.

Shifting from “Intent” to “Impact” within the Legal System

Terms and concepts such as “race neutrality” or “color-blindness” rely on the presumption that our society’s present-day status quo is neutral. This requires us to ignore foundational historical context and the cumulative, multi-generational toxic effects of structural racialization and other forms of structural bias on individuals, communities and society as a whole.

By imposing the burden on those seeking racial justice to show discriminatory intent or disparate treatment as opposed to disparate impact on communities of color, the law and justice systems have historically placed an often-insurmountable obstacle in the way of those seeking to change a racialized status quo. In the 2015 case *Texas Department of Housing & Community Affairs v. Inclusive Communities Project, Inc.*, 135 S.Ct. 2507 (2015), the U.S. Supreme Court acknowledged disparate impact claims to be allowable under the Fair Housing Act. Citing 1988 Fair Housing Act Amendments, the decision acknowledges that disparate impact plays a role in uncovering discriminatory intent; that it permits plaintiffs to counteract unconscious prejudices and disguised attitudes.

The Washington Supreme Court has already developed a strong track record of acknowledging the existence and damaging effects of structural racialization within the law and justice system. For instance, in considering the process of jury selection, the Court has noted that “Racism now lives not in the open but beneath the surface—in our institutions and our subconscious thought processes—because we suppress it and because we create it anew through cognitive processes that have nothing to do with racial animus.... A requirement of conscious discrimination is especially disconcerting because it seemingly requires judges to accuse attorneys of deceit and racism in order to sustain a *Batson* (striking a juror) challenge.” *State v. Saint Calle*, 178 Wash. 2d 34 (2013). In response the Court created a new General Rule (GR 37) governing jury selection, directly addressing the impact that both conscious and “implicit, institutional, and unconscious biases” play in the exclusion of potential jurors.¹⁶ These judicial efforts parallel the race equity workload to be carried not only by equity & justice workers within their own organizational and advocacy efforts but by the executive and legislative branches of state and local governments in communities committed to advancing race equity.

Communications & Framing

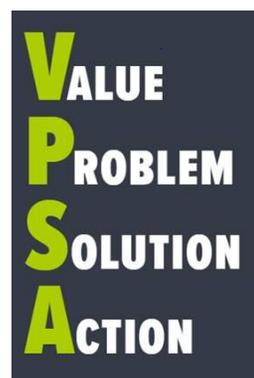
The power of storytelling, messaging and a communications framework in today’s age is undeniable. Whether it’s the media, policymakers, our community, neighbors, colleagues, friends or family; how we communicate and who controls the message is critical to helping us change hearts and minds to advance race equity. This is, of course, is easier said than done. For most of us, addressing race equity brings up strong emotions and sometimes physical reactions which can affect our ability to understand our audience, calibrate and communicate our message effectively.

The following is an introduction to some of the framing and communication tools that can help advocates develop persuasive stories and messages to advance race equity and justice.

Framing

Framing draws on the science of social cognition to develop and shape a message that is perceived as persuasive by the audience you are trying to reach. The Opportunity Agenda has developed an extensive framework for social justice messaging that relies on a tool called VPSA, or Value, Problem, Solution, Action.¹⁷ Make your own VPSA and view Opportunity Agenda’s full Social Justice Communication Toolkit [here](#).

As you are considering equity in your communications strategies, also consider: how can you talk about and frame race in your messaging? Who is the right messenger for what you are trying to communicate - you or the community or group you are working with?¹⁸



The Power of Narrative Storytelling

Community organizers have long used personal stories and transformed them into public narrative. It is at the heart of community-based leadership that shapes and connects personal and community values into action. It is most widely used as a call to action but is also essential for community and team-building, strategy development and the establishment of trust.

Who Controls the Narrative? What's the Counter Narrative?

In our highly complex world of communications where the media is owned and often tightly controlled by corporate interests and where questions of “fake news” dominate the airwaves, we must be vigilant in our power analysis and power mapping to help us identify the people and institutions who create barriers to or who can help advance race equity. Once you've completed your power analysis or map on a specific issue or event, you can begin developing effective counter narratives.

To learn more about value-based messaging and communications framing:

- [Framing in Race-Conscious, Antipoverty Advocacy A Science-Based Guide to Delivering Your Most Persuasive Message](#). This article from 2010 explore how race-consciousness can be utilized in your communications and advocacy work.
- [Vision, Values, and Voice: A Social Justice Communication Toolkit](#). This toolkit explores messaging for social justice in ways that identify universal themes and values.

The Story of Self, Us & Now

Learn more from Beautiful Rising about the public narrative framework developed by Professor Marshall Ganz and the art of translating values into action through stories [here](#).

Power Mapping

Learn more from Beautiful Rising about how to analyze and map sources of power to help you better identify people and institutions who can advance your race equity initiative [here](#).



***Additional Section Coming Soon:
An Equitable Approach to Strategic Planning***

(CONCLUSION)

The struggle to turn our collective equity and justice vision into a reality is most certainly going to be a marathon and not a sprint, especially in these times where treating certain communities as “other” has been sanctioned at the highest levels of our government.

Each of us and each of our organizations must sustain our passion and commitment to race equity work. The REJI Toolkit and the resources included aim to capture some of the wealth of information and resources available, and to promote alignment, solidarity and sustainability for our efforts.

REJI VISION

A fair and just society respects basic human rights and allows all people to thrive and reach their potential. We share a vision of a community free from bias, systemic unfairness, and oppression, where everyone is treated with dignity and respect.

Everyone deserves access to affordable, safe, and stable housing, quality education and health care, a legal system that delivers justice to all, a sustainable source of income, fair treatment by financial institutions, ample and nutritious food, clean water, and freedom from environmental hazards.

APPENDIX: ADDITIONAL TOOLS FOR APPLYING AN EQUITY LENS

The Appendix includes various resources developed by REJI and JustLead as well as critical resources from our partners to supplement the race equity work laid out within this Toolkit

Tool A: REJI Organizational Equity Plan Worksheet

WASHINGTON RACE EQUITY & JUSTICE INITIATIVE

The following provides guidance for identifying and starting to implement race equity work within your organization. This Tool can be helpful to organize priorities after you have conducted an Organizational Race Equity Assessment or gathered other data and are ready to develop an Organizational Equity Plan

How would you describe the ultimate impact are you seeking to achieve through your organizational equity work?

What inequities or current challenges do you seek to address?

What goals or outcomes do you most hope to achieve within 1-2 years through this work?

What resistance might you need to address to ultimately be successful in your work?

Which individuals, groups, organizations, or other partners should participate in the planning and execution of this work? Consider who is most impacted by the problem(s) you have identified. How will you invite them into this process?

List the primary activities you anticipate carrying out within the next 1-2 years that will help move you toward your goals.

For each identified strategy, project, or activity, answer the following:

Who do you need to buy-in or invest for these strategies to be successful?

What human, financial, or other resources will you need to accomplish these activities? Include a line-item budget if possible.

What is your anticipated timeline for key activities?

Who will be responsible for making key decisions for this project? Who will be responsible for implementing key activities?

How will you know if you have been successful in moving toward your identified goals?

How will participants in this work stay in communication with and accountable to one another and with those most impacted by this work?

How will you reflect on, learn from, and celebrate your accomplishments?

Tool B: REJI Racial Equity Impact Assessment

WASHINGTON RACE EQUITY & JUSTICE INITIATIVE

A Racial Equity Impact Assessment (REIA), also known as a Racial Impact Statement, can help a program or organization apply an equity lens to its current operations, practices, priority-setting, and decision-making and in the development of new programs, policies, and initiatives. Generally, an equity impact assessment encourages examination of how already underrepresented or marginalized groups may be affected by practices, proposed actions, decisions, or organizational culture; a Racial Equity Impact Assessment more specifically considers how different racial and ethnic groups may be impacted. Organizational decision-making often happens out of routine or without intentionality, sometimes leading to unintended and inequitable consequences. An REIA can encourage explicit intentionality around equity. The following provides a sample set of questions to consider, which can be customized to fit your circumstances. To be meaningful, the process of developing an REIA should include people with a broad range of perspectives, including those most affected by the issue.

GOAL SETTING

What is the concern you are trying to address? What are you hoping to achieve through this program/policy/decision/change?

Equity & Justice Examples: Challenges in recruiting, hiring and retaining people of color; whether to apply for a new grant; revising a case acceptance policy

What are your *racial equity* goals for this decision or process? For example, are you trying to address an existing inequity?

Equity & Justice Examples: Retaining and promoting staff of color and white staff at equal rates; ensuring that hard-to-reach client populations do not experience barriers in accessing services

CONSIDERING STAKEHOLDERS

Who will be most affected by this decision? In particular, consider which racial or ethnic group(s) might be most impacted by this decision. Consider both internal groups, such as board, staff, and volunteers, as well as external stakeholders like current and potential clients, partners, funders, and communities. A stakeholder analysis can help determine how invested certain individuals and groups might be and how to best engage them in your process.

How will you meaningfully involve individuals and communities of color (and other impacted communities) in your process and decision?

UNDERSTANDING THE ISSUE & POSSIBLE IMPACTS

You will need to gather data from a range of stakeholders and sources to surface a deep understanding of the issues on hand and to consider how your decision or plan might impact various communities.

What factors (institutions, existing policies, social conditions, etc.) associated with this issue might be affecting individuals or communities of color differently?

What are some of the root causes of these inequities?

Are there any compounding or intersecting dynamics that are relevant (e.g., gender inequities) or other marginalized or underrepresented groups who might be affected?

Based on the data you have, how might this decision or action benefit or harm individuals or communities of color? What information is missing that needs to be gathered?

TAKING ACTION

How will your decision or change increase or decrease racial equity? Are there any potential unintended consequences?

What strategies or ideas might make your process and outcome more equitable and minimize harm to individuals and communities of color?

How will you implement your plan in a sustainable way, with ongoing accountability to communities most impacted? How will you know if you've been successful?

Additional Notes:

Other Equity Impact Assessment Tools:

1. https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf
2. https://www.seattle.gov/Documents/Departments/RSJI/RacialEquityToolkit_FINAL_August2012.pdf
3. <https://www.cssp.org/policy/2015/Race-Equity-Impact-Assessment-Tool.pdf>
4. <https://kingcounty.gov/~media/elected/executive/equity-social-justice/documents/KingCountyEIRToolExamples.ashx?la=en>
5. <http://www.racialequitytools.org/resourcefiles/praxisproject1.pdf>
6. https://www.cityofmadison.com/parks/documents/RESJ_Tool_BrittinghamPark.pdf

Tool C: Community Agreements for Productive Conversations on Race



Expect and Presume Welcome/Establish Brave Space

In difficult conversations our learning often comes through our own discomfort and risk taking. By avoiding conflict or keeping others “comfortable” you may miss the opportunity to authentically engage with others or further your own understanding. However, we also recognize that sometimes our words create harm despite our best intentions. We acknowledge we are here to learn in community with one another. By centering our work on our shared goals and values and approaching conversations with respect and generosity we will further our shared learning.

Move Up, Move Up

If you are someone who tends to not speak a lot, please move up into a role of speaking more. If you tend to speak a lot, please move up into a role of listening more. If you are facilitating, this is an opportunity to notice and acknowledge power dynamics in the room – who is talking first? Who is holding power because of their role (like the facilitator), status, or identity? Who is disengaging or observing instead of actively participating?

Respect and Honor Silence and Confidentiality

This is not “share or die,” but what is shared should remain confidential within the group.

Be Present

Engage in active listening and be aware of your thoughts and feelings in the moment. What do you need to stay present and engaged? Limit technology and distractions to only that which furthers your learning.

Speak Your Truth and Let Others Speak Theirs

Different perspectives are welcome and encouraged. Speak from your own lived experience and not from experience that you do not personally have. Your normal may not be my normal.

No One Knows Everything; Together We Know a Lot

Shared learning is a practice in humility, because we have something to learn from everyone in the room. It also means we all have a responsibility to share what we know, as well as our questions, so that others may learn from us.

No Fixing, No Saving

We are here to do our own work and to be in community with one another. Listen deeply and allow others to experience their own discomfort, which may further their own learning. If you find yourself wanting to “fix” a situation or alleviate someone else’s (or your own) discomfort, take a moment to reflect on what is coming up for you.

When Your Mind Starts to Judge, Instead Turn to Wonder

Approach problems and challenges from a place of curiosity and creative thinking rather than from a point of frustration or judgment. This includes staying open to feedback and inquiry that others may offer you.

We Are Human, Not Perfect (We Can’t Be Articulate All of the Time)

As much as we’d like to be, we are human and therefore imperfect. We can’t always be articulate. Often people feel hesitant to participate for fear of “messing up” or stumbling over their words. We encourage everyone to participate, even if you can’t get it right all the time.

Expect and Accept Non-Closure

We want to solve problems and resolve conflict, but this is lifelong work. Many racial justice conversations focus on awareness raising and the development of our own racial justice competence, not necessarily the transformation of others. Sometimes you may have to revisit conversations to reconcile differences and in other cases things will go left unsaid, unfinished.

Acknowledgments

Aorta: http://aorta.coop/portfolio_page/tips-and-tools-for-addressing-systemic-power/
 Cultures Connecting: <http://culturesconnecting.com/products/>
 Fleur Larsen Facilitation: <http://www.fleurlarsenfacilitation.com>

Tool D: Organizational Equity Plan Sample

This is an equity plan provided by Legal Services NYC, Diversity, Equity and Inclusion plan developed with the support of MPG Consulting

Legal Services NYC Diversity, Equity and Inclusion Plan May 2017

Diversity, Equity and Inclusion are core values of Legal Services NYC and fundamental to our work. Our goal is to ensure that Legal Services NYC is:

- an accepting, responsive, safe and fair workplace with a diverse staff¹ at every level
- an organization that embraces equity and challenges structures of oppression and other forms of bias, internally and externally, and in partnership with clients, low-income communities, and other allies
- an inclusive environment in which all employees are able to perform at our best; feel valued, respected, and motivated; contribute views and ideas for improvement; have professional development, leadership and learning opportunities; and challenge each other to continually build this environment and culture

To achieve this goal, we will focus on achieving the following objectives:

- I. Creating permanent systems, structures, policies, tools, venues, resources and culture that implement LSNYC's diversity, equity and inclusion commitment
- II. Ensuring that ongoing cross-racial, cross-cultural dialogue becomes an integral part of our organizational culture
- III. Building skills, knowledge, and capacities that encourage, lead, manage and sustain diversity, equity and inclusion, including: leadership at all levels that actively supports, promotes the goal and work of, and feels accountable for LSNYC's Diversity, Equity and Inclusion Initiative; Union understanding, support of and participation in the Initiative; and the organization-wide ability to respond and change as diversity, equity and inclusion needs evolve
- IV. Developing a culture of self-care that supports diversity, equity and inclusion
- V. Establishing and using effective, culturally competent internal and external communication strategies to promote diversity, equity and inclusion
- VI. Ensuring that LSNYC engages with, and supports, NYC's diverse low-income communities and is responsive and accessible to them
- VII. Monitoring and evaluating the progress on and effectiveness of diversity, equity and inclusion work throughout the organization

¹ Several years ago, LSNYC adopted the *Principles Of Leadership And Diversity For New York's Legal Services Community*, <http://www.legalservicesnyc.org/about-us/diversity-at-lsnyc/principles-of-leadership-and-diversity> which say: We define diversity and inclusion broadly to mean the goals of accepting, respecting and valuing differences that may include attributes such as age, race, gender, ethnicity, religion, sexual orientation, gender expression, sexual identity, disabilities, language, family circumstances and cultural backgrounds. At the time of this Plan's promulgation, LSNYC is working on a refined definition for our organization.

Action Plan:

- I. **Create permanent systems, structures, policies, tools, venues, resources and culture that implement LSNYC's diversity, equity and inclusion (DEI) commitment**
Strategies:
 - a. Establish and maintain a permanent citywide DEI Group (formerly called DIIIG), and DEI Groups in each borough, with clear mission and purpose; composition; authority; operating guidelines; communication responsibilities; and relationship with senior management
 - b. Continue to dedicate senior and other staff to DEI work
 - c. Communicate on an ongoing basis with all staff about DEI systems, structures, policies, tools, venues, resources and culture
 - d. Incorporate a DEI analysis and lens into all aspects of LSNYC's work
 - e. Ensure that LSNYC's facilities, communications, technology and resources are accessible and welcoming
 - f. Create and implement a robust hiring, promotion and retention approach that is designed to promote and support diversity at all levels of the organization and includes:
 - an organization-wide leadership development approach
 - a recruiting plan (lawyers of color professional groups, HBCUs, pipeline programs, etc)
 - uniform citywide Hiring Guidelines
 - a trained de-biased team for each borough's hiring committee
 - evaluation and promotion guidelines and tools
 - an exit interview process
 - g. Incorporate DEI strategies throughout LSNYC's periodic strategic planning efforts

- II. **Ensure that productive and ongoing cross-racial, cross-cultural dialogue becomes an integral part of our organizational culture**
Strategies:
 - a. Employ training strategies identified throughout this plan, including those in III., below
 - b. Develop and convene affinity groups
 - c. Create other cross-racial, cross-cultural discussion and learning opportunities throughout LSNYC
 - d. Provide tools and resources that promote the development of formal and informal safe spaces as places where challenging cross-racial, cross-cultural conversations can take place without fear of retribution

- III. **Build skills, knowledge, and capacities that encourage, lead, manage and sustain DEI, including: leadership at all levels that actively supports, promotes the goal and work of, and feels accountable for, LSNYC's Diversity, Equity and Inclusion Initiative; Union understanding, support of and participation in the Initiative; and the organization-wide ability to respond and change as DEI needs evolve.**
Strategies:
 - a. Provide support, resources and funding for ongoing DEI work throughout LSNYC
 - b. Create an Orientation to DEI for new and current employees at LSNYC, and communicate about expectations for and accountability of all staff for DEI progress, including leadership.

- c. Plan and implement an ongoing citywide training curriculum to foster anti-oppressive, anti-racist equity perspectives, which includes content such as: Undoing Racism; overcoming implicit bias; leading and managing DEI; de-biasing hiring; supporting cross-cultural/cross-racial dialogue; conducting difficult conversations; understanding and tackling microaggressions; cross-racial and cross-cultural supervision; self-care; and effective affinity groups.
- d. Maintain citywide Training Cabinet with a mission that includes promotion of DEI work
- e. Identify and address borough-specific DEI training needs and present trainings
- f. Institute an orientation and training for DEI Group members

IV. Develop a culture of self-care that supports DEI

Strategies:

- a. Constitute a committee to develop a plan to build a culture of self-care at LSNYC

V. Establish and use effective, culturally competent internal and external communication strategies to promote DEI

Strategies:

- a. Create standing DEI sub-committee focused on ongoing DEI communications
- b. Develop resources for, launch and maintain intranet DEI site
- c. Continually communicate LSNYC's DEI Plan to all staff
- d. Communicate DEI work and commitment externally, including through social media

VI. Ensure that LSNYC engages with, and supports, NYC's diverse low-income communities and is responsive and accessible to them

Strategies:

- a. Review community needs assessments; develop and take action to address issues and concerns raised by the community
- b. Meet with community-based organizations, community advocates and partners to create collaborations to identify and address needs of people who are low income
- c. Train staff to effectively engage with diverse communities
- d. Cultivate Community Lawyering, which is a process through which advocates engage with the community and contribute their legal knowledge and skills to support initiatives that are identified by the community and that enhance the community's power

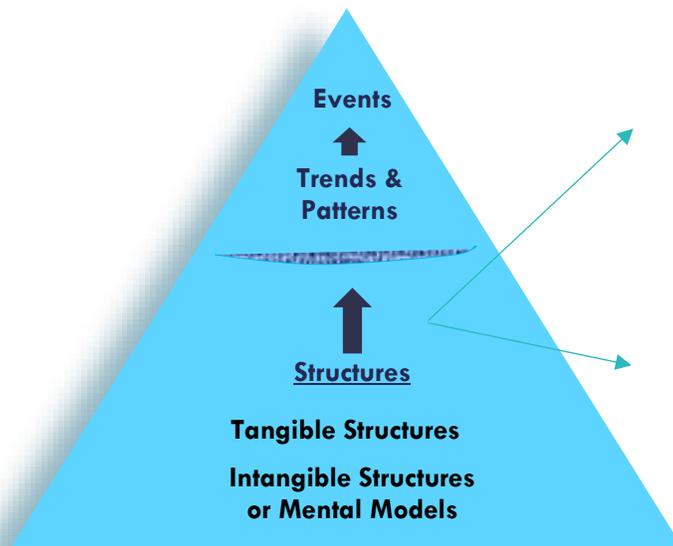
VII. Monitor and evaluate the progress on and effectiveness of DEI work throughout the organization

Strategies:

- a. Develop tools, record-keeping and a tracking system with identified benchmarks to evaluate the progress and effectiveness on DEI work
- b. Develop process by which all staff are asked to self-identify to monitor DEI progress, including for EEOC reporting
- c. Develop self-reporting/benchmarking evaluations for borough DEI Groups
- d. When MPG contract ends, obtain and review exit analysis
- e. Identify and acknowledge progress on DEI
- f. Hold leadership accountable for progress with specific metrics

Tool E: Systems Thinking and The Iceberg Model

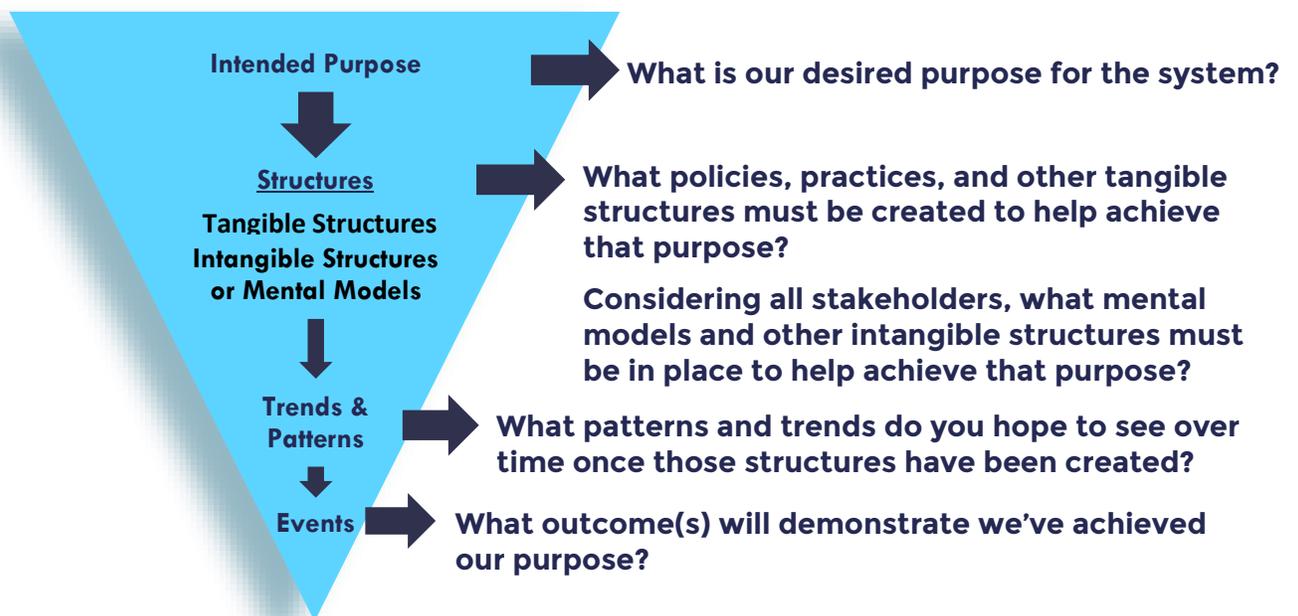
The Iceberg Model is useful to unpack the underlying causes that lead to an acute event or issue. Events, trends, and patterns are above the waterline; what we see the most and are most familiar with. Structures are below the surface - they give shape to how everything is arranged, situated, and connected, often invisible without system analysis. Structures include systems with dynamic interactions between all of the system components, each affecting the others, and contributing to inequitable outcomes.



- **Where is there inequity?**
- **Who are the stakeholders?**
- **What tangible structures help explain the patterns and trends?**
- **What intangible structures help explain the patterns and trends?**
- **What are the mental models (beliefs, perceptions) of stakeholders?**
- **What cultural norms and stereotypes are held?**

Flipping the Iceberg

When we flip the iceberg, we begin envisioning a different purpose for the structures we identified and begin planning to address inequities.



What is our desired purpose for the system?

What policies, practices, and other tangible structures must be created to help achieve that purpose?

Considering all stakeholders, what mental models and other intangible structures must be in place to help achieve that purpose?

What patterns and trends do you hope to see over time once those structures have been created?

What outcome(s) will demonstrate we've achieved our purpose?

1. Use the Iceberg Model to *deepen your understanding* of the problem and the system at work. Identify some of the relevant patterns/trends, tangible and intangible structures, and the observed purpose of the system. Consider using these prompting questions to help guide your discussion. *Tip: Start by choosing an “event.”*

What are the events that we are concerned about?

What are the trends or patterns impacting or underlying these events?



What tangible structures help explain the patterns and trends? *Tip: What policies and procedures exist? What factors or conditions contribute to the problem (e.g. physical/environmental, income/wealth, housing segregation, health, education)?*

Where is there inequity in those structures? *Tip: Who is burdened most and who benefits most?*

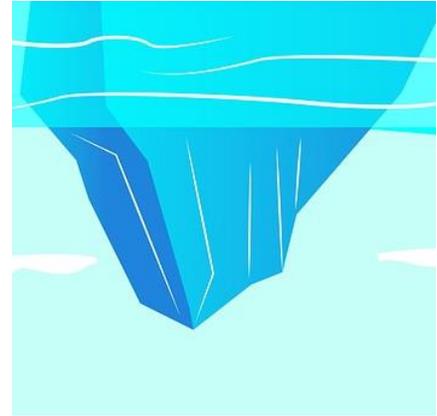
Who are the stakeholders?

Considering each stakeholder group, what intangible structures or mental models (norms, beliefs, attitudes, stereotypes) help explain the patterns and trends?

2. Flip the Iceberg and start *problem solving* from your intended purpose. Develop at least one specific intervention or solution that could shift a tangible or intangible structure toward the desired purpose for the system. Consider using these prompting questions to help guide your discussion:

What is our desired purpose for the system?

What policies, practices, and other tangible structures must be created to help achieve that purpose?



Considering all stakeholders, what mental models and other intangible structures must be in place to help achieve that purpose?

What patterns and trends do you hope to see over time once those structures have been created?

What outcome(s) will demonstrate we've achieved our purpose?

Tool F: Race Equity Tool – Columbia Legal Services

Community Engagement	Notes, Thoughts, Answers, Plans
<p>This is a process through which advocates contribute their legal knowledge and skills to support initiatives identified by communities of color. This approach fundamentally changes some of the ways in which we approach our work. Under this model, the community directs the focus of this work and we have ongoing engagement with community.</p>	<p><i>State the community or group that identified this issue.</i></p>
<p>Questions to consider:</p> <ul style="list-style-type: none"> • Is this issue important to communities of color? How do you know? • How was this issue identified? If it was not identified by the community, why not? What steps will you take to engage the community at each stage of the process including implementation and monitoring? • What challenges exist to centering this work in the community and having it be community led? How can you address them? • How will the group direct your work and make decisions? How will you communicate with the group? How often? • Who will do the lobbying or other policy work? Who has the final say on content of legislation? Reports? Other work? Does the group have an opportunity to review any litigation materials? • If a coalition will be part of this work, then how will it be formed and how will the group make decisions? What will CLS's role be within the coalition? 	<p>Notes:</p>
Systems Analysis	Notes, Thoughts, Answers
<p>Systems Thinking emphasizes the role of the system as a whole in shaping behavior and producing outcomes. In Systems thinking individual intentions/behavior of actors is not as important. Racial advantages and disadvantages are primarily product of opportunity structures within our racialized society. Race equity work can be most effective when it addresses the system as a whole.</p>	<p><i>Identify places in the system that can change outcomes. Discuss any opportunity mapping or systems analysis you may undertake.</i></p>

<p><i>Questions to Consider</i></p> <ul style="list-style-type: none"> • What racialized systems are at issue? (examples: prisons, court systems, economic systems, foster care, health care, education, banking/credit, wage, etc.) • What are all the parts of the system that are involved in the work? • What groups have power within the system? In what ways do they have power? Can you use “power mapping” to understand these dynamics? • How will you work within that system and not perpetuate structural or institutional racism? • How will you navigate the complexity of the system through this work? • How will the system be changed at the end of the advocacy? How will it be the same? How might it adopt after the change is made to perpetuate racism? 	
<p>Goals and Objectives for Advocacy</p>	
<p>State the race equity goal of the community or client(s) would like to achieve. This objective could be long term, short term or both. The goal is to identify the most effective ways to change or interrupt processes that create racial inequity.</p>	<p><i>List the race equity objective(s) the community or group hopes to achieve.</i></p>
<p>Questions to consider:</p> <ul style="list-style-type: none"> • What racial disparities does the group or community want to eliminate, reduce or prevent? • How will the community's or group's position be changed or be the same in the system as a result of this advocacy? Will they have more positional power? • If the advocacy you want to undertake is successful what is the best possible outcome you can envision? • Does this work change the status of the group or community you seek to represent (i.e. the group will gain civic power, many in the community or group will no longer live below the poverty level - ex. local hire ordinance) • Can this goal be achieved through policy advocacy, litigation, media, social movement, a combination of approaches, or other means? What means do you propose? Why? • How will the community or group measure success in the long or short term? How will you? 	

Racism - Explicit and Implicit	
<p>Identify the type(s) of racism the work seeks to address. There are different types of racism at work that interact with each other on different levels. Think about what type or types is at issue in this race equity work.</p> <ul style="list-style-type: none"> • Personal - Individual attitudes about inferiority and superiority that are learned or internalized either directly or indirectly and can be conscious or unconscious. • Internalized - Affects victims of systemic oppression. Includes conscious or unconscious attitudes regarding inferiority or differences based upon race. • Interpersonal (interactions among people) <ul style="list-style-type: none"> ○ Actions that perpetuate race-based inequities ○ Intentional or unintentional ○ Microaggressions • Institutional - Institutional racism occurs <i>within and between institutions</i>. Institutional racism is discriminatory treatment, unfair policies and inequitable opportunities, impacts and outcomes, based on race, produced and perpetuated by institutions (schools, mass media, criminal justice system, courts, etc.). • Structural - Structural Racism encompasses the entire system of white supremacy, in all aspects of society, including our history, culture, politics, economics and our entire social fabric. Structural Racism is the most profound and pervasive form of racism - all other forms of racism (e.g. institutional, interpersonal, internalized, etc.) emerge from structural racism. 	<p><i>Type(s) racism at issue and how each manifest or might manifest in the advocacy you seek to undertake. List specific examples if possible.</i></p>
<p>Questions to Consider</p> <ul style="list-style-type: none"> • What types of racism are at work on this issue? • What steps will you take throughout this work to prevent against unconscious racial bias, internalized racial bias, and to review decisions to prevent unintended racial bias? • If your clients are People of Color and you are white, how will you interact with them in a fair, culturally competent and equitable way? • If you are a Person of Color how will you address your needs in this process? What tools will you use? What tools will you need? 	

<ul style="list-style-type: none"> • How will you address your own power and privilege? As a lawyer? • What aspects about viewing this work as racialized are challenging? How will you address those challenges? 	
Data	
Research and analyze the quantitative and qualitative evidence of inequities for this advocacy. Consider what information is missing that you might need.	Data Analysis/Data Needs
<p>Questions to Consider</p> <ul style="list-style-type: none"> • What factors may be producing and perpetuating racial inequities associated with this issue? • How did the inequities arise? • What data resources do you need? How will you obtain them? • Can you use mapping for this process? Other visual imagery? • What supports will you need to collect and analyze data? • How will you measure your work? 	
Messaging	
History shows that, to be effective in moving hearts, minds, and policy over the long term, we need more integrated and strategic messaging that mobilizes our base, while also working to expand our constituencies by bringing those in the middle toward our cause. We can do this with a strong, values-based narrative like Opportunity for All, that can change the larger national conversation, shift the culture, and result in lasting change. (p. 3, Opportunity Agenda Tool Kit)	<i>Messaging Plan</i> (Create a Values, Problem, Solution, Action statement)
<p>Questions to Consider</p> <ul style="list-style-type: none"> • What is the value behind your advocacy goals? • What is the problem you are addressing? • What is the solution you propose? • What action should people take? • How can you talk about race in your messaging? • Will you or the community or group you are working with lead the messaging? 	

Tool G: Debiasing Techniques – The Law Office of William Kennedy – Race Equity Project

The starting point for any debiasing intervention is implicit bias training. A group of interactive exercises that allow the participant to experience the functions, quirks and limitations of their own brain, creates a starting point to understand ones' own bias and provides insight into the formation of bias in others. It provides the language of the cognitive processes that opens the door to a discussion of debiasing. Implicit bias training implicates our life personally, interpersonally, in our programs and in our advocacy. It is the necessary starting point for any debiasing effort.

Debiasing techniques are designed to interrupt decision making process at the unconscious level where bias resides and to insert into the thought process filters and associations that may lead to more equitable outcomes. In this intervention guide you will find brief summaries of successful debiasing techniques that have been tested and peer reviewed by cognitive scientists. We then, offer examples of applications of these techniques in the context of legal services delivery. The examples are not intended to be exhaustive. They are a starting point for examination of debiasing interventions in your program. All will need to be contextualized to the systems in each program.

Ten year ago, debiasing studies focused on interventions at each point in a decision-making process seeking to reduce the automaticity of certain negative associations related to race, ethnicity, gender, LGBTQ issues et al. Recently cognitive scientists and social psychologists have found that success in mitigation requires programs to simultaneously take stock of **racial anxiety** and **stereotype threat** that may exist in the culture of the program in which the decision-making process unfolds. Following their lead, this list of interventions in this manual has five sections. They are:

Introduction -

- I. Building the Foundation - Awareness of Implicit Bias
- II. Fostering Diversity in the Workplace
 - A. Direct Intergroup Contact
 - B. Indirect Intergroup Contact
- III. Strategies to Address Racial Anxiety for new employees
- IV. Stereotype Threat Interventions

Case Handling -

- V. Debiasing Decision Making in The Case Handling Process
 - A. Exercise

Hiring -

- VI. Hiring: Debiasing the Recruitment & Hiring Process
 - A. Exercise

Introduction

I. Building the Foundation	
Intervention 1	AWARENESS OF IMPLICIT BIAS
Summary of Science	It is not sufficient to adopt a commitment to anti-bias practices. This external motivation will likely have negligible effect upon the implicit bias that manifests in the workplace. (Devine et al., 2002; Hausmann & Ryan, 2004). The first step to overcoming implicit bias in systems is to have individuals believe that it exists and then act upon it. (Dasgupta & Rivera, 2006; Devine et al., 2002; Hausmann & Ryan, 2004) (Benaji & Greenwald, Blindspot, p. 149). These are the goals of awareness interventions.
Goals	<ul style="list-style-type: none"> • Create a foundation for understanding implicit bias, racial anxiety and stereotype threat. • Create the language necessary to undertake debiasing. • Debias through education and awareness • Understand the manifestations of implicit bias & preference, cognitive dissonance, change blindness, cognitive modeling, inattentional blindness, task driven understanding, etc. • Create safe space for voluntary discussion of social issues. • Avoid accusatory tones and negative associations • Incorporate implicit bias lessons in all aspects of (1) program services, operations and management, and (2) all steps in the recruitment & hiring process.
Examples	<ul style="list-style-type: none"> • Early and ongoing implicit bias training for all staff. Contextualize the training for staff that hold various positions in your program. • Contextualize the training for staff that hold various positions in your program. • Encourage & make time to take the implicit associations tests.¹ • Schedule time for staff to discuss their experience with the IAT's. • Amend new employee orientation process to include racial justice training. • Discuss current events to examine the role implicit bias may have played. Focus on the specific manifestation of bias in each case. • Share studies that discuss bias in the communities you serve. • Share articles, video lectures and media about implicit bias with staff. • Use program media/listserv to discuss, disseminate and share information on racial justice advocacy. Manage listserv to show application in social justice and service provider communities.

¹ Since bias can manifest at all levels in a system it is important that all staff participate in this activity. Our experience suggests that these tests should be taken alone and with sufficient time to process the results.

II. Fostering Diversity in the Workplace	
A. Creating Direct Intergroup Contact	
Intervention 2	RECRUIT, HIRE & MAINTAIN A DIVERSE STAFF
Summary of the Science	This complex subject will be addressed in a separate exercise but many of the decision-making interventions we will be using in this exercise are also relevant to debiasing the hiring process.
Goals	<ul style="list-style-type: none"> • Cultivate a diverse applicant pool. • Debias hiring process to check implicit bias. • Provide internship and fellowship opportunities using the same criteria as used in hiring. • Retain diverse staff through inclusivity & acceptance. • Internships and collaborations can diversify staff as short-term interventions.
Examples	<ul style="list-style-type: none"> • Outreach for candidates is an ongoing effort. • Link internship and volunteer programs to hiring. • Conduct a “pre-mortem” meeting prior to having a vacancy. Identify filters that may unnecessarily limit the talent pool. • Review hiring practices <ul style="list-style-type: none"> ○ Use a diverse hiring committee ○ Set and commit to criteria that value diversity. ○ Do not review resumes or applications until criteria are agreed upon. ○ Use the same “areas of inquiry” for all candidates tied to hiring criteria. ○ Allow time for reflection between last interview and hiring decision. • Debias workplace, project handling, and case handling structures. • Create regularly scheduled racial justice discussion groups in office/program. Teach facilitation <i>Conversations About Race Equity</i> (CARE discussions). • Implement suggested interventions for racial anxiety and stereotype threat. • Ensure that diverse voices are welcomed and present in major structural, goal setting, mission and scope of work decision.

Intervention 3	DIRECT INTERGROUP CONTACT
Summary of the Science	Face to face interaction between groups has been shown to reduce prejudice and stereotypes. [Kang & Banaji, Fiske & Gilbert, Asgari, Dasgupta & Asgari]. There are several key conditions necessary for positive effects to emerge from intergroup contact, including individuals sharing equal status and common goals, a cooperative rather than a competitive environment and the presence of support from authority figures, rules and customs. [Allport, 1954]
Goals	<ul style="list-style-type: none"> • Encourage frequent intergroup integration to reduce bias and racial anxiety. • Foster and reward collegiality and not hierarchy in working groups. • Communicate explicit common goals for staff. • Diversify workgroups, boards, and community alliances. • Minimize fear and competition which leads to heightened group preference.
Examples	<ul style="list-style-type: none"> • Allow diverse leadership in working groups without regard to tenure or position. • Create shared opportunities to talk about the racial aspects of events and share perspectives without immediately trying to problem solve.² • Adopt a community lawyering practice where staff is required to meet clients in the community. • Hire diverse interns and actively learn from them by soliciting their perspectives and ideas on projects. Learn from your interns as they learn from you. • Sponsor events with other firms who have diverse staff. Listen closely to their perspectives.

² Racial anxiety often causes participant feeling discomfort that fuels a desire to move from sharing perspectives to a discussion of the solution which ends the conversation. The open sharing of perspectives is the primary goal in these discussions.

II. Fostering Diversity in The Workplace

B. Indirect Group Contact

When direct intergroup contact is not available within the program or cannot be sustained, cognitive scientists have found the next three interventions to show promising results. Counter stereotype training, stereotype replacement and counter stereotype imaging used in combination with other interventions can reduce the activation of negative associations and racial anxiety in a workplace

Intervention 4	COUNTER STEREOTYPE TRAINING
Summary of the Science	<p>It is, by far, easier for people to learn <i>new</i> implicit associations about groups than to unlearn old stereotypic associations (Gawronski et al, 2007; Gregg, Seibt & Banaji, 2006). How is this done? Cognitive scientists suggest it may be as simple as showing images representing a negative stereotype and having the subjects say out loud “no” to them and “yes” to images of positive associations. (Kawakami, et al., 2000). These findings emphasize the importance of not just counter-stereotypic instruction, but also the need for consistent repetition of this instruction over time. (see Kawakami, Dovidio, & Kamp, 2005).</p>
Goals	<ul style="list-style-type: none"> • Foster learning of <i>new</i> implicit associations about groups • Debias through initial <u>and</u> ongoing trainings <ul style="list-style-type: none"> ○ Central goal → to develop new, positive associations ○ Create space to challenge perceiver to deal with stereotype-inconsistent information & discuss results. • Challenge staff to recognize stereotype activation and work on preconscious control. • Create space in meetings to challenge perceiver to deal with stereotype-inconsistent information & discuss results
Examples	<ul style="list-style-type: none"> • Set schedule of ongoing trainings and discussions of debiasing. • Discuss role of “context” in stereotype formation when evaluating the merits of a project, case, or the level of service to be provided. • Staff should identify stereotypes at play in the community they serve. • Take time at staff meetings to tell stories and show images that create positive associations with people from all races and ethnicities. • Training people to avoid bias works best if instructions are concrete and specific rather than abstract.
Intervention 5	STEREOTYPE REPLACEMENT
Summary of the Science	<p>This strategy involves replacing stereotypical responses with non-stereotypical responses. Using this strategy involves recognizing that a response is based on stereotypes, labeling the response as stereotypical, and reflecting on why the biased response occurred.</p>

	Next, one considers how the biased response could be avoided in the future and replaces it with an unbiased response (Monteith, 1993).
Goals	<ul style="list-style-type: none"> • Interrupting the automaticity of stereotypical associations. • Developing a practice of replacing stereotypical associations with non-stereotypical associations. • Shift focus from group characteristics to individual characteristics.
Examples	<ul style="list-style-type: none"> • Discuss common stereotypes attached to clients in different neighborhoods and how framing and individuation may counter their negative aspects. • Discuss how stereotypes are manifest in court or at hearings. Discuss framing pleadings and arguments to mitigate stereotype formation or to create positive associations. • Translate the discussion of external stereotyping to mitigate possible activation in your program. • Develop a supportive practice of calling colleagues when stereotyping may be occurring. (We all do it!)
Intervention 6	COUNTER STEREOTYPE IMAGING
Summary of the Science	Some cognitive scientists and social psychologists have found that exposure to non-stereotypical exemplars decreased the automatic white preference effect as measured by the IAT. Emphasizing that implicit biases change, the authors suggest that “creating environments that highlight admired and disliked members of various groups ... may, over time, render these exemplars chronically accessible so that they can consistently and automatically override preexisting biases” (Dasgupta & Greenwald, 2001, p. 807). The effect of these interventions has been mixed but early success and the ease of implementation suggests that these interventions should be considered.
Goals	<ul style="list-style-type: none"> • Create inclusive, positive work environment. • Exposure to positive exemplars that promote favorable imagery activation. • Accessibility with a particular focus on language access • Use debiasing agents to decrease automatic preference • Make debiasing agents the norm, not the exception • The strategy makes positive exemplars salient and accessible when challenging a stereotype’s validity.
Examples	<ul style="list-style-type: none"> • Examine posters, pamphlets, photographs and public materials that may reveal negative implicit associations. Show ordinary people in counter stereotypical settings to activate favorable schemas. • Review office for micro messaging where small messages are sent, typically without conscious thought or intent. • Take time at staff meetings to tell stories and show images that create positive associations with people from all races and ethnicities. • Create a screen saver with counter stereotypical exemplars.

III. STRATEGIES TO ADDRESS RACIAL ANXIETY

The mechanisms for reducing racial anxiety are related to - but are not identical to - the reduction of implicit bias. They are distinguished primarily by the goal of the interventions. A combination of intervention strategies is vastly more likely to be successful than either approach in isolation.

Intervention 7	INTERGROUP CONTACT
Description	<p>The role of intergroup contact in reducing anxiety and bias underscores the role of emotion in racial interactions. It is not enough for people to be taught that negative stereotypes are false or to believe in the morality of non-prejudice. People need to feel a connection to others outside of their group; once people feel connected, their racial anxiety decreases and so does their bias (Pettigrew & Tropp, 2008; Voci & Hewstone, 2003).</p>
Goals	<ul style="list-style-type: none"> • Create a shared sense of identity. • Frequent intergroup integration to reduce bias and racial anxiety. • Foster collegiality and not hierarchy in working groups • Communicate explicit common goals for staff • Diversify workgroups, boards, community alliances • Minimize fear and competition which leads to heightened group preference.
Examples	<ul style="list-style-type: none"> • Sponsor intergroup social interactions for staff. Friendships are most effective way of dealing with racial anxiety. • Foster diversity through inter office work groups. • Prime staff to think of prior positive intergroup experiences. • Establish equal status between group's members, cooperation, common goals, and institutional support for the contact. • If your staff is not diverse sponsor events with other firms who have diverse staff. Listen closely to their perspectives. • Adopt community lawyering as one aspect of service delivery.
Intervention 8	INDIRECT OR EXTENDED CONTACT
Description	<p><i>Considering current patterns of racial segregation in so many life domains, sustained interracial interaction may not always be easy to achieve (powell, 2012). Racial anxiety is often a byproduct of living in a racially homogenous environment, which renders future intergroup interaction less likely and increases the chances that it will be less positive if it does occur (Plant & Devine, 2003).</i></p> <p><i>One important approach is known as the "extended contact" effect, which refers to the idea that knowing that members of your group have friends in the other group can positively shift your attitudes toward and expectations for contact with members of those other</i></p>

	<i>groups (Wright et al., 1997; Turner et al., 2008; Gómez et al., 2011). Extended contact research shows that even if a person does not have opportunities to interact directly with members of other groups, knowing that others in their own group have positive relations can help to shift their own attitudes more positively toward members of other groups.³</i>
Goals	<ul style="list-style-type: none"> • Establish positive intergroup attitudes through perspective sharing. • Highlight the role that norms play in shaping attitudes toward other groups and expectations for cross-group interaction
Examples	<ul style="list-style-type: none"> • Train managers of the value of eliciting many perspectives on issues affecting clients. • Establish norms including both in-group norms demonstrating how members of our group should relate to others and out-group norms indicating how we can expect to be received by members of other groups. • Encourage staff to gather and share perspective on client & community issues.

IV. STEREOTYPE THREAT INTERVENTIONS

These interventions are largely premised on the idea that, so long as a person is not worrying that he or she will be judged or presumed to confirm a stereotype about her or his group, the threat will not be triggered, and the behavioral effects of the threat will not occur. The mechanisms to address ability threat and character threat are quite similar – and sometimes overlap. In most cases the same interventions that reduce the negative aspects of stereotype threat can also reduce the conduct of the actor that triggers the threat.

Intervention 9	SOCIAL BELONGING INTERVENTIONS
Description	When people worry that they don't belong or aren't valued because of their race, they are likely to interpret experiences in a new environment as evidence that their race is an impediment to their belonging and success. The "social belonging" intervention in the context of education is based on survey results showing that upper-year students of all races felt out of place when they began, but that the feeling abated over time. In a study of this intervention, both Black and white students were given this information, along with a series of reflection exercises. The intervention resulted in improvement in Black students' grades, at the same time as it had no effect on the grades of white students (Walton & Cohen, 2007). As such, the intervention protected students of color "from inferring that they did not belong in general on campus when they encountered

³ THE SCIENCE OF EQUALITY, VOLUME 1: ADDRESSING IMPLICIT BIAS, RACIAL ANXIETY, AND STEREOTYPE THREAT IN EDUCATION AND HEALTH CARE pps. 50-51.

	social adversity” (Erman & Walton, in press) and helped them develop resilience in the face of adversity.
Goals	<ul style="list-style-type: none"> • Reduce the sense of isolation in the work setting. • Develop resilience in the face of workplace adversity.
Examples	<ul style="list-style-type: none"> • At orientation of new employees, share stories that show that all staff struggle to find their place in the program. • Establish a peer to peer mentorship program to discuss challenges of adjustment and progress toward personal & professional goals.⁴ • Direct mindfulness exercises at belonging. • Use website & media to associate staff with values.
Intervention 10	WISE CRITICISM
Description	A significant challenge for People of Color in school or work settings is determining whether negative feedback is a result of bias or, just as detrimental, whether positive feedback is a form of racial condescension. This uncertainty – coined attributional ambiguity by Crocker and Major (Crocker et al., 1991) – hinders improvement by putting People of Color in a quandary in terms of deciding how to respond to feedback. Cohen et al. (1999) developed an intervention used with college students that addresses this quandary by having teachers and supervisors communicate both lofty expectations and a confidence that the individual can meet those expectations. ⁵
Goal	<ul style="list-style-type: none"> • Reduce attributional ambiguity in workplace
Examples	<ul style="list-style-type: none"> • Train supervisors in the wise criticism approach. • Adopt evaluation standards and materials that reflect the wise criticism approach. • Communicate both high expectations and a confidence that the individual is capable of meeting those expectations.

⁴ At LSNC our peer to peer mentorship program paired advocates from different offices to foster better communication about perceptions.

⁵ The wise criticism (or high standards) intervention has been tested in other contexts, including criticism of middle school essays (Yeager et al., 2013). In this experiment, when students received a note on a paper which read, “I’m giving you these comments, so you have feedback on your essay,” 17% of black students chose to revise and resubmit their essay a week later. When the note read, “I’m giving you these comments because I have high standards and I know that you can meet them” – thereby disambiguating the reason for the critical feedback – 71% of black students revised and resubmitted their essay (Yeager et al., 2013).

Intervention 11	GROWTH MINDSET
Description	<p>This concept is based on work by Carol Dweck (Dweck, 2006) showing that abilities can be conceptualized as either an entity (“you have it or you don’t”) or an increment (“you can learn it”). If one holds the former concept, then poor performance confirms inadequacy; however, if one holds the latter view, then poor performance simply means one has more work to do. Having the “growth mindset” has been useful in the context of stereotype threat because it can prevent any one performance from serving as “stereotype confirming evidence” (Steele, 2010).</p>
Goals	<ul style="list-style-type: none"> • Teach staff that abilities, including the ability to be racially sensitive, are learnable/incremental rather than one shot fixes. • Reduce conduct that can be interpreted as stereotype confirming evidence.
Examples	<ul style="list-style-type: none"> • Supervisors should be trained to adopt the learnable incremental approach to training. • Performance should be evaluated in the context of continuum and not in a judgment of inadequacies. • Evaluation materials should be amended to adopt this theme. • Peer to peer mentorship program can reduce concerns.
Intervention 12	VALUE AFFIRMATION
Description	<p>This intervention, like the social belonging intervention, helps students maintain or increase their resilience. Students experiencing stereotype threat often lose track of “their broader identities and values - those qualities that can make them feel positively about themselves and which can increase their resilience and help them cope with adversity” (Erman & Walton, in press).</p>
Goal	<ul style="list-style-type: none"> • Increase resilience among staff and help them to cope with adversity.
Examples	<ul style="list-style-type: none"> • Encourage staff to recall their values and reasons for engaging in a task. This can be accomplished at staff meetings, or in closing memos • Linking staff members to values in printed reports, electronic media and materials. • Create recognition through “values” awards.

Intervention 13	BEHAVIORAL SCRIPTS
Description	<p>Setting forth clear norms of behavior and terms of discussion can reduce racial anxiety and prevent stereotype threat from being triggered. The studies referenced herein have investigated the utility of behavioral scripts in preventing behavior associated with threat or anxiety. In their distancing study, Goff et al. (2008) found that when white participants were given a “position” to present during interracial interaction in which racial profiling was the subject, white participants no longer moved further away from their Black conversation partners than from their white conversation partners. Researchers concluded that when directed to share an already constructed position, the white person’s “self” was no longer at issue in the discussion because the person had been given a position to take and was not at risk of being judged as prejudiced based upon a comment or opinion he or she held.</p>
Goals	<ul style="list-style-type: none"> • Reduce Stereotype threat with agreed upon norms of behavior. • Honor and embrace diverse perspectives on issues. • Create opportunities for voluntary sharing of personal information.
Examples	<ul style="list-style-type: none"> • In initial meetings or reconvening’s, encourage staff to share things about themselves or recent experiences. • Set aside time for conversation on race and equity (“CORE” conversations) with agreed upon norms. • Approach CORE conversations in a collegial open manner drawing out many perspectives.

Case Handling

V. Debiasing Decision Making in the Case Handling Process

Patricia Devine and colleagues (2012) found that after four weeks of engaging in the interventions described below, group participants had lower IAT scores than control group participants. And these effects held when participants retok the IAT another four weeks later, leading researchers to conclude that the reduction in implicit race bias persisted throughout the eight-week interval. **These data “provide the first evidence that a controlled, randomized intervention can produce enduring reductions in implicit bias” (Devine et al., 2012).**

Intervention 14	FOSTER EGALITARIAN MOTIVATIONS
<p>Summary of the Science</p>	<p>Internal motivations to be fair, rather than fear of external judgments, tends to decrease biased actions.</p> <p><i>Considerable research has shown that once a staff is aware of the unconscious operation of bias, fostering egalitarian motivations can counter the activation of automatic stereotypes (Dasgupta & Rivera, 2006; Moskowitz, Gollwitzer, Wasel, & Schaal, 1999). Stone and Moskowitz write, “When activated, egalitarian goals inhibit stereotypes by undermining and counteracting the implicit nature of stereotype activation, thereby cutting stereotypes off before they are brought to mind” (Stone & Moskowitz, 2011, p. 773). For example, work by Dasgupta and Rivera found that automatic biases are not necessarily inevitable, as the relationship between automatic antigay prejudice and discrimination was moderated by individuals’ conscious holding of egalitarian beliefs (Dasgupta & Rivera, 2006⁶</i></p>
<p>Goals</p>	<ul style="list-style-type: none"> • Encourage desire to be fair. • Affirm or restate equitable goals that counter activation of automatic stereotypes. • Challenge comfortable egalitarianism. • Recognize in-group helpfulness and commit to matching this for out-group members.

⁶ The Kirwan Institute, *Implicit Bias, State of the Science* 2013.

Examples	<ul style="list-style-type: none"> • Develop inclusive race conscious mission statement <ul style="list-style-type: none"> ○ Include mission statement on key recruitment documents ○ Post in work space ○ Remind staff and volunteers of mission before important decisions are made. • Bring community leaders and speakers to training events to discuss the values in action. • Guide case selection, and assignment of resources to consciously close opportunity gaps. • When evaluating cases and projects, ask advocates to identify the race and ethnic issues in the case. (All cases have a racial/ethnic dimension) • Recognize that cases with a racial/ethnic dimension may take more time and incorporate this understanding in staff evaluation. • Measure differential outcomes along racial/ethnic lines.
Intervention 15	DELIBERATIVE PROCESSING
Summary of the Science	<p>Implicit biases are a function of automaticity (what Daniel Kahneman refers to as “thinking fast”). “Thinking slow” by engaging in mindful, deliberate processing prevents the activation of our implicit biases determining our behaviors.</p> <p>Implicit bias manifests most often when decisions are quickly made without time for deliberation. Deliberative processing can negate unconscious bias and negative associations. Implicit bias may enter decision-making process if people haven't committed to the decision criteria that are most important to them. (Hodson, Dovidio & Gaertner, 2002)</p> <p>Deliberate processing includes awareness of one's' own emotional state in decision-making. (Dasgupta & De Steno, 2009)</p>

Goals	<ul style="list-style-type: none"> • Clarity of purpose is needed at each step in a decision-making process. Task drives our understanding. Big picture clarity is essential. • Reduce cognitive load by slowing down. • Train decision makers to self-check for bias before and during decision making process. (see mindfulness intervention) Unchecked decisions allow for spontaneous judgments that provoke reliance on stereotypes. • Consider diverse perspectives. • <i>Caution: Receiving the benefits of being in the in-group tends to remain invisible for the most part. And this is perhaps why members of the dominant or majority groups are often genuinely stunned when the benefits they receive are pointed out. Blindspots hide both discriminations and privileges... - Blindspot, p 144</i>
Examples	<ul style="list-style-type: none"> • In case acceptance, articulate specific criteria before staff encounter a case, and order criteria by importance. • In a hiring process, start each step in the hiring process with a reminder of the criteria you will apply in selection.⁷ This clarity is needed at each step in a process; and start each candidate selection meeting with a reminder of the criteria you will apply in selection. • Use mindfulness to self-check bias before and during decision making. • Intake interviews should ask questions about racial/ethnic elements of each case. • Opening memos should articulate racial/ethnic elements of the case. • Create checklists that commit to unbiased decision making. • Create data feedback loops which demonstrate activity toward your goal of achieving equitable outcomes. Data should include both case acceptance and outcomes related to race/ethnicity. • Allow time for effortful processing. Recognize that thinking fast breeds bias.

⁷ A program does not have to restate the entire criteria at the beginning of each session. Reference to the applicable criteria at the outset of each session is required, example, *Let's recall the criteria we have committed to recruitment and hiring.* Specific applications can also be noted. This candidate will be interviewed because they offer a diverse perspective on our work.

Intervention 16	CREATE DOUBT
Summary of the Science	The greater the extent to which one presumes the capacity to be objective, the greater the risk that the person will inadvertently allow bias to influence decision-making. There is some evidence to suggest that teaching people about non-conscious thought processes will lead them to be more skeptical of their own objectivity and, as a result, be better able to guard against biased evaluations (Pronin, 2007). ⁸
Goals	<ul style="list-style-type: none"> • Interrupt the automaticity of negative associations. • Reinforce deliberate decision making. • Shift focusses to outcomes.
Examples	<ul style="list-style-type: none"> • Teach implicit bias and the non-conscious aspects of decision making. • Invite staff to take an opposing position as a check on the automaticity of biased associations. • Work with IT staff to create data loops that allow frequent review of progress toward outcomes. • Appoint a designated skeptic at meeting where important decisions are being made. Rotate the function among staff. • Create data loops that allow frequent review of progress toward outcomes.
Intervention 17	INDIVIDUATION
Summary of the Science	This strategy relies on preventing stereotypic inferences by obtaining specific information about group members (Brewer, 1988; Fiske & Neuberg, 1990). Using this strategy helps people evaluate members of the target group based on personal, rather than group-based, attributes.
Goals	<ul style="list-style-type: none"> • Create a culture where challenging staff on stereotype activation is seen as supportive. • Use “intake interview guides” to identify potential stereotypes and gather counter stereotypical information.

⁸ THE SCIENCE OF EQUALITY, VOLUME 1: ADDRESSING IMPLICIT BIAS, RACIAL ANXIETY, AND STEREOTYPE THREAT IN EDUCATION AND HEALTH CARE, p 47.

Examples	<ul style="list-style-type: none"> • Identify stereotypes that may be in play in your community and gather counter stereotypical information to make informed acceptance decisions. (post discussions on internal website) • Advocacy plan should be reflected in case documents and should include identification of potential stereotype activation and strategies to mitigate them. • Identify specific “frames” that may counter commonly held stereotypes and negative associations. • Share projects in which positive stereotypes were activated or negative stereotypes were mitigated. • In case handling, share cases in which positive stereotypes were activated or negative stereotypes were mitigated; and Create “Talking Points” or “Framing Statements” to mitigate against known stereotypes that affect clients. Share with staff on internal website.
Intervention 18	PERSEPECTIVE TAKING
Summary of the Science	<p>Cognitive scientists have found that perspective-taking was effective at debiasing, as it “tended to increase the expression of positive evaluations of the target, reduced the expression of stereotypic content, and prevented the hyper accessibility of the stereotype construct” (Galinsky & Moskowitz, 2000, p. 720). The active consideration of other’s mental states and subjective experiences,” can decrease implicit outgroup bias and inter group bias. (Todd & Galinsky, 2014, p. 374)</p>
Goals	<ul style="list-style-type: none"> • Practice perspective-taking <ul style="list-style-type: none"> ○ Review program objectives and decisional impacts through the lens of all involved. ○ Create an expectation to consider diverse viewpoints. ○ When seeking approval for an action or activity present the request from the client’s perspective. • Support deliberative, inclusive mindfulness.
Examples	<ul style="list-style-type: none"> • Modify intake interview sheet to include a statement such as one of the following: <ul style="list-style-type: none"> ○ <i>Now describe the case from the client’s perspective.</i> ○ <i>What outcome does the client want?</i> • Allow the client to explain the full complexity of their situation in their own words. (linked to question on opening memo to present case from clients’ perspective)

	<ul style="list-style-type: none"> • Solicit perspectives of others in project and case evaluations to check one’s own bias. • Identify perspectives of those in the decision makers where that case will be heard. • Use checklist to evaluate racial aspects of each case. (See Western Center as example)
Intervention 19	DECISION-MAKER ACCOUNTABILITY
Summary of the Science	<p>Implicitly biased behavior is best detected by using data to determine whether patterns of behavior are leading to racially disparate outcomes. Once one is aware that decisions or behavior are having disparate outcomes, it is then possible to consider whether the outcomes are linked to bias.</p> <p>Implicit biases are a function of automaticity (Kahneman, 2011). “Thinking slow” by engaging in mindful, deliberate processing prevents our implicit schema from determining our behaviors. Ideally, decisions are made in a context in which one is accountable for the outcome, rather than in the throes of any emotion (either positive or negative) that may exacerbate bias.</p> <p>Having a sense of accountability, meaning “the implicit or explicit expectation that one may be called on to justify one’s beliefs, feelings, and actions to others,” can be another powerful measure to combat bias (Lerner & Tetlock, 1999, p. 255). If we think we are being monitored or may have to explain our decisions, we are more motivated to act in an unbiased or debiased way. [Benforado, Ziegert] But it is important that the accountability be to a superior who him/herself offers a clear unbiased approach. [Jost Beyond Reasonable Doubt]</p>
Goals	<ul style="list-style-type: none"> • Create explicit expectations that results of decisions will be reviewed for their outcomes. • Closely review formal and informal internal project handling policies for implicit bias or colorblind evaluation. • Examine your decisions, actions and outcomes on a regular basis.
Examples	<ul style="list-style-type: none"> • Create frequent data feedback loops that measure outcomes. • Publish and release quarterly summaries of progress in closing opportunity gaps. • Discuss the many factors that can lead to implicit bias and disparate outcomes and commit to expanding interventions to achieve equity. • Commit to ongoing training on implicit bias & debiasing.

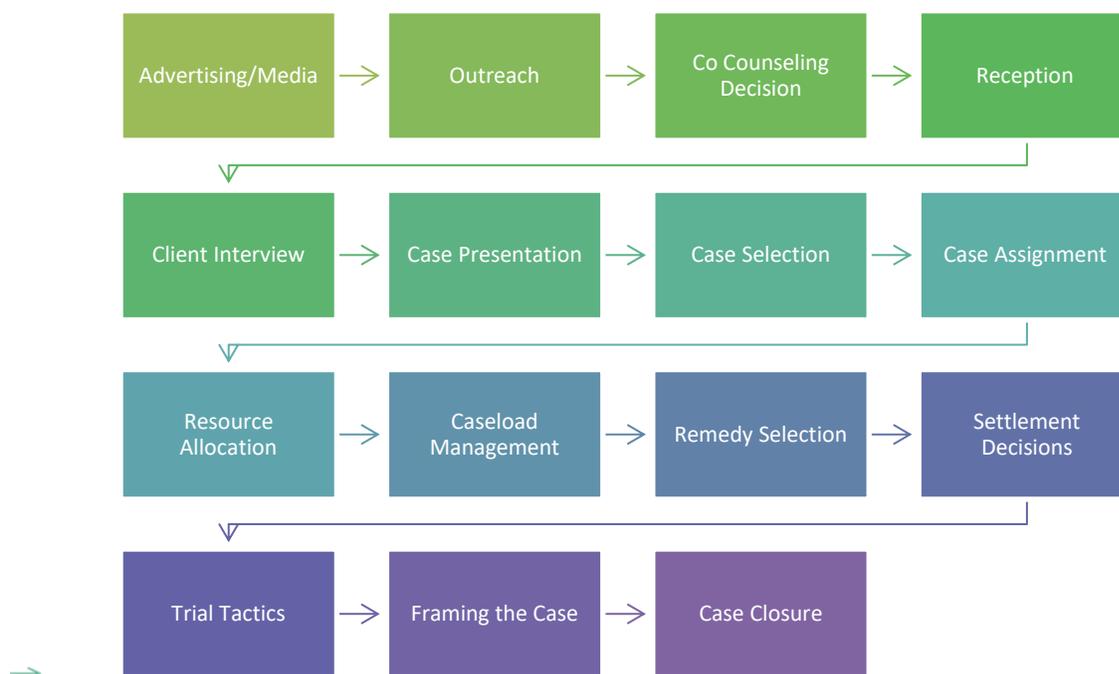
	<ul style="list-style-type: none"> • Make staff aware that decisions at all levels will be reviewed for their outcomes. • Leaders must be positive exemplars for staff and be mindful of unintended micro-messaging.
Intervention 20	INTRODUCE MINDFUL DECISION MAKING
Summary of the Science	<p>Implicit biases are a function of automaticity. By engaging in mindful, deliberate processing our implicit biases are prevented from kicking in and determining our behaviors.</p> <p>Mindful practice has been found to consistently inform a community centric effort. (A. Harris, et al, 2007)</p> <p>In a new approach to reducing implicit bias toward Black and homeless individuals, Kang and colleagues looked at loving-kindness meditation, a Buddhist tradition defined as having a focus of developing warm and friendly feelings toward others (Y. Kang et al., 2014). Participation in loving-kindness meditation significantly decreased participants' implicit outgroup bias toward both Black and homeless people (Y. Kang et al., 2014)</p>
Goals	<ul style="list-style-type: none"> • Mindfulness meditation is offered as a benefit to staff and used to monitor brain functions that lead to bias. • Create a culture where mindfulness activities are valued. • Use moments of mindfulness to check known biases throughout the hiring process. • Measure outcomes data after implementation. • Incorporate mindfulness in (1) all stages of hiring process and (2) a community lawyering practice • Use mindfulness exercises to reinforce the agreed upon values for the process. • Use mindfulness to sharpen advocacy skills.
Examples	<ul style="list-style-type: none"> • In a hiring process, ensure hiring panel spends a few moments before each hiring activity in mindfulness to bring known implicit biases to the conscious mind and place them in check • Hiring panel reflects on the values of the diversity and process in mindfulness. • Panel will consciously individuate answers to questions and evaluate differing situations before information is processed. • In case handling, staff are asked to “be present” and allow the client to fully answer open ended questions, allowing the client up to 3 minutes to explain their situation before proceeding with interview • Staff are trained in the practice and value of mindfulness to enhance services to our clients.

Case Handling Exercise

In this exercise, you will review the decision points in a programs intake and case handling process. You may start wherever you wish in the decision-making process. At each point in the continuum of case handling process, discuss:

- How might bias, racial anxiety and stereotype threat manifest at this point in the process?
- Evaluate on the personal, inter-personal, institutional and structural levels.
- What step may be taken to check racial anxiety or stereotype threat at this stage of the process?
- What values will guide decision making at this stage of the process?
- Which, if any, of the debiasing interventions seem appropriate at this step?
- What data is needed to uncover bias at this stage of the process?
- What efforts are already underway in your office?
- What supplements to these efforts are needed

Don't be surprised if some of the interventions apply in many stages of the process. "Deliberative processing" is one of those that will have multiple applications. If that is so, discuss what type of bias the processing is seeking to overcome. Also, you may identify debiasing strategies that have overarching importance outside of any specific step in the process. (Hiring diverse staff as an example)



Decision points in the case handling process

1. **Advertising/Media presence (newspaper, web, publications):** How, where are by what means does your program present itself to the public? What assumptions are made in the formatting of your media presence? How does your material foster trust and confidence in the many communities it serves? How might implicit bias, racial anxiety and stereotype threat skew your outreach in unintended ways? If problems exist, how might race/ethnicity play a part? Is any group excluded or burdened by your method of advertising? What steps may be taken to be more inclusive?
2. **Outreach:** Does your staff conduct outreach events to communities? If so, how are those communities selected or targeted? What assumptions or bias may go into that outreach? How does outreach supplement or compliment the drop in clinical model? To what extent is outreach used to close access gaps with racial/ethnic communities? How might racial anxiety affect communities targeted for outreach? How might Stereotype threat affect the quality of that outreach? What steps can be taken to mitigate?
3. **Co Counseling Decision:** Back up centers often receive their cases through co counseling arrangements. In assessing whether or not to co-counsel with a program, how do you assess the relationship of the advocates with the client community? How do you examine the potential remedy selected by the co-counsel? How can a co counseling agreement be used to advance equity? How might implicit bias, racial anxiety and stereotype threat manifest in this decision to co-counsel with a group.
3. **Reception:** Describe the initial contact with the client. How are they greeted, received, and how is basic information gathered? To what extent is the reception staff involved in making choices about how to process the type of case the client is presenting, the urgency of the matter and the type of appointment scheduled? How might bias manifest at this level? What support can advocates provide to the reception staff to deal with diverse demands?
4. **Interview:** What steps can be taken to minimize implicit bias, racial anxiety and stereotype threat in the initial client interview? How does staff use the interview to explore the impact of race/ethnicity on the legal claims pursued for the client?
5. **Case presentation:** To whom is the case presented to determine whether it will be accepted for further service and the type of service delivered? Is the staff to whom the case is assigned a free agent to make this decision and, if so, how might bias be involved? Who makes the decision? Who has input? Do you seek diverse perspectives in your decision-making process? What steps may be taken to minimize bias, racial anxiety and stereotype threat in the process of the case presentation?
6. **Case selection:** What is the process for selecting a case for service? How can colorblind "merit" criteria act to screen out certain communities? What checks can be put in place to minimize bias in case selection. Do you engage the diversity of your staff in decision making? Who has the final say in case selection? What input is considered.
7. **Case assignment:** When a case is selected for representation, how is it assigned to staff and what bias may creep into the decision to make an assignment to a specific advocate? Are race based cases differentiated from other cases in terms of expectations of

the number of cases handled? How might implicit bias, racial anxiety and stereotype threat manifest at this stage? How might that be mitigated?

8. Allocation of resources: Is there any expectation that cases involving stigmatized communities will require more time or other resources? If so, how are resources allocated to address these added challenges or perceptions? If there is no recognition that cases on behalf of stigmatized populations may require more time, how might this effect the evaluation of staff who take those cases?

9. Management of caseload: How does a colorblind assessment of caseload allow implicit bias, racial anxiety and stereotype threat to manifest? What is the correct role of race/ethnicity in the management of a caseload? What perspectives are considered in answering this question?

10. Remedy selection: When making strategic decisions about the case plan, how might implicit bias, racial anxiety and stereotype threat play a role and how might negative bias or associations be mitigated? Do all remedies unfold in the same environment? If not, what perspectives in remedy selection are needed to achieve equity?

11. Settlement decisions: Will settlement of any action address the issues of clients who are differently situated? Will the benefits of a settlement be equitably distributed? Who from staff will be involved in crafting a settlement? What perspectives are needed at this stage of the advocacy? Does the settlement involve policy? If so, who from staff can provide perspective on the effectiveness of the policy?

12. Trial tactics: Will race/ethnicity be placed squarely on the table at trial or hearing? What steps have been taken to provide “framing” for the trier of fact? What perspectives should contribute to the framing of advocacy at trial or hearing?

13. Framing the case in court or at hearing: For Advocates, how will you frame your arguments to overcome the implicit bias, racial anxiety and stereotype threat of the trier of fact?

15. Case closure: How may implicit bias, racial anxiety and stereotype threat affect the decision to close or the measurement of outcomes in the case?

Hiring

IV. DEBIASING THE HIRING PROCESS	
Pre-Mortem/Assessment of Need	
Summary of the Science	This process begins before a vacancy occurs and assesses program needs vis a vis the communities served without a specific position in mind. In this case, the purpose of the “pre-mortem” is to identify programs staffing needs linked to mission and outcomes. Next you must anticipate where bias may creep in to the process and interventions that might hold it in check.
Goal	<ul style="list-style-type: none"> • To clarify staffing needs and target activities to fill those needs. • <i>By making it safe for dissenters who are knowledgeable about the undertaking and worried about its weaknesses to speak up, you can improve a project's chances of success.</i> Deborah J. Mitchell, Wharton School, <i>Pre-Mortem in Project Management</i> (1989) • Create data loops and accountability. • To agree on values in recruitment <ul style="list-style-type: none"> ○ Commit to fair process ○ Commit to gathering diverse input ○ Commit to values ○ Commit to goals
Examples	<ul style="list-style-type: none"> • Use data mapping to locate the population eligible for services and map that against client service data to identify gaps. • Set goals based upon service and talent gaps. • Use data mapping to locate frayed opportunity pathways. • Identify language deficits in program. • Set up a diverse affirmative action hiring panel at the staff level to set targets for hiring linked to client service needs. Panel considers needs for diversity not only on race/ethnicity, but language, religion, culture). • Some programs have set up an affirmative action hiring panel at the board level to add a level of accountability to stated goals. • Create client council to gather input on hiring needs and process.
Expanded Outreach	
Summary of the Science	At any single point in time the options to hire are limited by availability and geography. By expanding outreach temporally and geographically a program expands its' options to recruit a talented staff to better match the needs of the clients served.

Goal	Ongoing recruitments efforts create a diverse pool of candidates from which to draw talent.
Examples	<ul style="list-style-type: none"> • Outreach to Law Schools <ul style="list-style-type: none"> ○ Find trusted contact at each school to assist in identifying candidates. ○ Target outreach to diverse students. ○ Use working lunches and public interest seminars to identify potential recruits ○ Teach the essential tools of racial justice lawyering ○ Teach Community lawyering • Identify advocates in other programs who have the talents you need. Reach out to collaborate on projects. • Publish articles about your work in the communities you serve.
Internships/Fellowships	
Summary of the Science	Law school classes are the most diverse group from which you will ever recruit. Internships give the program and the potential recruit as chance to learn about skills and opportunities. They can become an important pathway to cultivate a diverse hiring pool.
Goal	<ul style="list-style-type: none"> • Re-conceptualize internship/fellowship program as a recruitment pathway rather than a supplement to service delivery. • Close back doors to employment by applying the same filters for interns that are used in hiring. • Check “In group” favoritism
Examples	<ul style="list-style-type: none"> • Conduct outreach to law school student organizations and design internships to meet the criteria for student funded internships. Accept 1st and 2nd year students for placement. • Link current or needed work in the program with students’ broad interest. • Work with interns to craft fellowship opportunities. • Identify post graduate fellowships funded by law schools and meet with staff to discuss options for placement. • Identify and develop relationships with national fellowship programs. Share this information with students. • Sponsor fellows who meet your affirmative action goals. Commit to seek ongoing funding after the fellowship ends. <p>Fund staff membership in alternative bar associations.</p>

Vacancy/Agreed Hiring Criteria for Position	
Summary of the Science	When a position opens it is time to put the infrastructure together to hire.
Goal	<ul style="list-style-type: none"> • Confirm diversity hiring goals for the program and needs related to the position that is open. • Identify staff who will have input into the decision. • Commit to process and values.
Examples	<ul style="list-style-type: none"> • Without thought, institutions replicate themselves. Resist the “Brian is leaving we must find another Brian phenomenon”. • Assess current staff and needs. Hiring need not be a “position for position” change. • Set goal to expand talent pool in the program. • Minimum experience levels can act to filter out People of Color. • Hire out of law schools as the most diverse and talented pool from which to draw candidates. • Consider generalist approach No one works 100% on any project.
Printed Posting & Advertising/Job Description	
Summary of the Science	How and where we advertise a job vacancy can have a profound effect upon the size and diversity of the pool.
Goal	<ul style="list-style-type: none"> • Identify those burdened by general method of outreach. • Engage in broad based outreach that combines several methods. • Employ special efforts to reach diverse candidates.
Examples	<ul style="list-style-type: none"> • Assess your current efforts and review data to see if they reach a broad audience. • Use contacts in law schools to identify candidates who may have the skills you seek. • Attempt personal contact to all who have been included in your hiring pool. • Notify fellowship programs that a vacancy may be available for those whose grants are ending. • Post with partner agencies in communities served.
Resume Review/Candidate Selection	
Summary of the Science	The process of reviewing candidates’ qualifications as presented in resumes or application materials is fertile ground for bias to manifest. Review of written application materials should be structured to elicit diverse perspectives on a candidate’s skills. It should also be guided by

Goal	Gather diverse perspectives on applicants and measure against agreed upon hiring criteria.
Examples	<ul style="list-style-type: none"> • Set up diverse panel for review. (Some programs separate this function from the panel that will conduct interviews to minimize early commitment to candidates). • Sequester written materials until all are in. Early attachments to candidates skew judgments on candidates that follow. • Eschew comfortable egalitarianism. (In group favoritism) • Use criteria checklist used by each person reviewing resumes and explain if they are expanded upon. • Consider gathering input from diverse client communities. • Keep & share data on characteristics of those rejected as candidates. Offer this data to those involved in interviews. • Report process to the board hiring committee • Some programs remove any identifying information, name, photos, and review qualifications alone.
Interview Questions/Areas of Inquiry	
Summary of the Science	Interview questions should be tailored to explore candidates' skills against the hiring criteria. Should include open ended questions that allow the candidate to speak of unique skills they would bring to the job.
Goal	To elicit the information needed to make hiring decision.
Examples	<ul style="list-style-type: none"> • Align questions with selection criteria. • Sample open ended questions. <ul style="list-style-type: none"> ○ Why do you want this job? ○ If you were given a choice to launch a project you designed, what would that look like? ○ What in your background will you use to relate to the diverse population that we serve? ○ What unique skills, perspectives do you bring to the job? ○ What aspects of poverty are you most interested in addressing. • Use same questions/areas of inquiry with each applicant.

Interview and Hiring Decision	
Description	Interview and considering applicants qualifications and impact on the programs ability to serve a diverse population.
Goal	<ul style="list-style-type: none"> • Gathering Information and perspectives to make the hiring decision. • To select staff member that will expand the programs talent base. • To select a person who will have skills that enhance the programs ability to serve a diverse population. • To make a hiring decision consistent with the programs' mission. • To take steps to reduce the impact of automatic bias on the decision-making process.
Examples	<ul style="list-style-type: none"> • Before first interview and, if the interviews extend beyond a single day, restate values and goals of process at this stage to increase motivation to be fair. • Engage in mindfulness exercise before interviews begin. • Consider staged interview process to gather diverse perspectives. <ul style="list-style-type: none"> ○ Interview with client advisory committee. ○ Informal interview with staff. • Set up diverse hiring panel to provide perspective. Diversity can include taking perspective of staff in different positions, i.e. receptionist, paralegal, secretary, etc. • Use same areas of inquiry for each candidate/change only by agreement. • Keep interview notes and maintain after interview to reinforce accountability to the stated values and goals. • Practice “perspective taking” in evaluation of candidates. • Use implicit bias demonstrations to demonstrate the myth of objectivity and the need for diverse perspectives. • Take sufficient time after interviews to make a considered decision. • Prepare report on process and considerations to submit to the board of directors.
New Employee Orientation	
Summary of the Science	Orient the new employee to the programs mission, operations, systems and culture.
Goals	<ul style="list-style-type: none"> • Create a shared sense of identity. • Minimize fear and competition. • Guard against racial anxiety by using appropriate mitigation

Examples	<ul style="list-style-type: none"> • Present program mission and history contextualizing new employees place in that mission. • Communicate explicit common goals. • Demystify office systems. • Adopt growth mindset as your supervisors articulated “task”. (“it can be learned” approach). • Provide implicit bias training to all new employees. • Learn “wise criticism” approach to guard against stereotype threat. • Use “behavioral scripts” to articulate expectations.
Mentorship/Maximizing New Talents	
Summary of the Science	Create mentorship program to help with adjustment to the program.
Goal	Create a supportive and comfortable transition to the job and program. Create a safe space to share observations and discuss problems outside of direct supervisor structure.
Examples	<ul style="list-style-type: none"> • Mentors assigned from different offices or units. • Program funds dinner or lunch for Mentor/Mentees each month. • Mentor may ask mentee to join an inter-office project.
Post Mortem/Assessment of Need	
Summary of the Science	Those involved review process for strengths and weaknesses.
Goal	<ul style="list-style-type: none"> • Review process to see what did and didn’t work and why. • Make needed changes to ongoing staffing efforts. • Once again take a long view of staffing needs.
Examples	<ul style="list-style-type: none"> • Post mortem report prepared and submitted to the board. • Post mortem meeting set for all involved where a few hours is spent reflecting on each point in the process to gather and share perspectives on what worked and what did not work. • Some programs hire a facilitator to conduct post mortem. • Data used to assess success of the process.

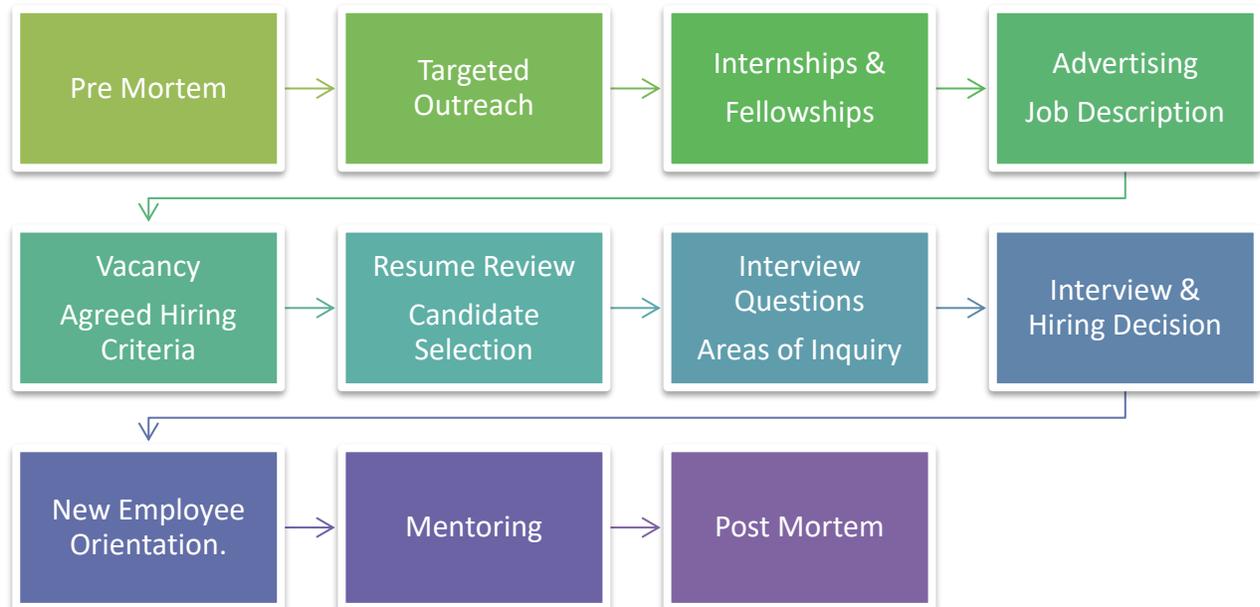
Hiring Exercise

In this exercise, you will review the decision points in a hiring process and evaluate for bias and potential interventions. You may start wherever you wish in the decision-making continuum. The purpose of the exercise is to learn the technique of debiasing. There will be insufficient time to move through more than a few steps. At each point in the continuum of case handling process, discuss:

- How might bias manifest at this point in the process?
- Evaluate on the personal, inter-personal, institutional and structural levels.
- What step may be taken to check bias at this stage of the process?
- What values will guide decision making at this stage of the process?
- Which, if any, of the debiasing interventions seem appropriate at this step?
- What data is needed to uncover bias at this stage of the process?
- What efforts are already underway in your office?
- What supplements to these efforts are needed?

Don't be surprised if some of the interventions apply in many stages of the process. "Deliberative processing" is one of those that will have multiple applications. If that is so, discuss what type of bias the processing is seeking to overcome. Also, you may identify debiasing strategies from the field that may be replicated in your programs hiring process.

Decision Points in the A Hiring Process:



- 1. Pre-Mortem - Assessment of Need:** Systems tend to replicate themselves. If Brian leaves, *we need to find another Brian* is the refrain and may become the “task” that drives decision making. Instead, an assessment of need is the appropriate first step in the hiring process. How will you assess the programs staffing needs? What data will be helpful to assess those needs? Will you use data maps in your analysis? How will candidate’s skill sets be linked to targeted outcomes? How diversity may play a role in achieving those outcomes. Ideally, this assessment is ongoing and does not begin when an employee leaves the organization. How will this process be used to create a broad commitment to values and accountability?
- 2. Expanded Outreach:** In conducting a search for new employees is the search methodology designed to reach diverse communities? What data is needed to better understand how to cast a wide net? What assumptions or bias may affect decisions in outreach & targeting? Is language, culture, race/ethnicity a conscious consideration? If so, what factors inform the outreach and targeting decisions? To what extent does the community inform targeting and outreach decisions? How can bias enter outreach plans and lead to disparate outcomes?
- 3. Internships & Fellowships:** Internships and fellowships can be an effective tool to diversify staff and create an ongoing diverse pool of candidates for positions within the program? Does your program accept interns and fellows? Is the program conceived as a supplement to services or an important link in recruitment? Does your program apply the same criteria to review of applicants for internships and fellowships as are applied to hiring? Do internships become back doors to hiring?
- 4. Advertising/Job Description:** How, where, and by what means does your organization present itself to the public? Does the job description resonate with people from different communities? What assumptions are made in that targeting? Assess the trust and confidence level of the program with each community it serves. If problems exist, how might race/ethnicity play a part? Is any group excluded or burdened by the current method of advertising? What steps may be taken to be more inclusive? If you do not have answers to these questions, what data is needed to fully answer the questions?
- 5. Vacancy/ Agreed Hiring Criteria:** Studies have shown that once applicant resumes are reviewed the hiring criteria become muddled when early commitments to candidates are made. It is very important that those involved in the hiring process agree on the hiring criteria before a single application/resume is reviewed. Selecting criteria should relate back to the “pre-mortem” process. What are the dangers of proceeding without clear criteria? Do the criteria allow consideration of skills & talents which are not currently in the workforce? Does the process seek different perspectives on the candidates to check bias? Do the criteria allow one to evaluate how each prospective applicant might enhance current and future needs of the organization? Does your program share assignments to make jobs more attractive? Are programs attorneys’ specialists or generalists?
- 6. Resume Review & Candidate Selection:** As soon as applications are reviewed an unconscious sorting begins that can dramatically affect the outcome of the process. It is important to withhold review of the candidates until application review criteria are agreed

upon. How might bias enter the application review criteria process? Provide specific examples. What interventions are appropriate to mitigate bias at this step? As the applicant pool is winnowed and candidates are selected for interviews how might accountability be enhanced? Are data kept and shared regarding those not selected for interviews?

7. Interview Questions/Areas of Inquiry: What types of bias may manifest in the applicant interview? What interventions are appropriate to mitigate. For example, are areas of inquiry designed the same for each candidate? Do you use open ended questions that allow the candidates to explain their unique skills?

8. Interview & Hiring Decision: How might bias intrude in the interview process? Who will interview the candidates? Does a diverse set of panelists question the candidate? What method is used to secure diverse viewpoints on the candidates' qualifications? How might bias intrude at this level of the process? How is accountability achieved at this level? What checks on bias exist at this level?

9. New Employee Orientation: How are new staff oriented to their task? How is the task defined? Do staff receive implicit bias training? What, if any, policy mandates this training? To what extent does the staff orientation mitigate against negative associations with different populations? What steps are taken to avoid a colorblind orientation to the problems of a diverse population? What skills and strategies are taught to respond to a diverse population? Are staff provided with background on the demographics and disparate situations that exists in the communities served? How do you consciously convey the expectation that your staff will act in a way to address those gaps?

12. Mentoring: Is mentor selected outside the direct management structure? Are mentor/mentee exchanges confidential? Can mentor create collaborations with mentee across units or special projects? Does program fund monthly lunches with mentor/mentee?

13. Post Mortem: We measure what we value. Outcomes measurement is a reflection of the values inherent in the program. What outcomes measure the success of the hiring process? At the personal, inter-personal level? At the institutional level? Are data adequate to measure disparities? What data is needed? Will a post mortem report be circulated to the board? staff? Hiring panel?

14. Assessment of Need: Assessment of need with regard to staffing should be ongoing. There is great value at this point to once again address the ongoing needs of the program after immediately after choices have been made.

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THE SCIENCE OF EQUALITY, VOLUME 1: ADDRESSING IMPLICIT BIAS, RACIAL ANXIETY, AND STEREOTYPE THREAT IN EDUCATION AND HEALTH CARE pps. 50-51.

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(GLOSSARY)

ACCOUNTABILITY

Ensuring that organizational decisions are understood and feel justified by the communities that may benefit or be harmed most. Most notably used when applied to community partnerships, accountability depends on those relationships who stand to gain or be harmed the most by organizational decisions. Accountability within those partnerships is demonstrated through transparency, responsiveness, participatory processes, and ongoing reflection for improvement.

CAUCUSING (or AFFINITY GROUPS)

Caucuses, also known as affinity groups, are opportunities for those who share common identity to meet separately to gather, connect, and learn. The word “caucus” originates from the word Algonquian meaning “to meet together.” Some scholars think “caucus” may have developed from an Algonquian term for a group of elders, leaders, or advisers. Caucusing based on racial identity are often comprised of People of Color, white people, people who hold multiracial identities, or people who otherwise share specific racial/ethnic identities.^{19,20}

AGENT VERSUS TARGET SOCIAL RANK

From Dr. Leticia Nieto’s ADDRESSING MODEL, adapted from Pamela Hayes, agents and targets are social ranks that can be ascribed to different social group categories such as Age, Disability, Religion, Ethnicity, Social Class, Sexual Orientation, Indigenous Heritage, National Origin, Gender. Within each category, you are either an agent of privilege or a target of marginalization.²¹

ANTI-BLACKNESS or ANTI-BLACK RACISM

From The Movement for Black Lives website, Anti-Black racism is a term used to describe the “unique discrimination, violence and harms imposed on and impacting Black people specifically...The first form of anti-Blackness is overt racism. Society also associates un-politically correct comments with the overt nature of anti-Black racism. Beneath this anti-black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism.”²²

ANTI-INDIGENEITY

Much like anti-blackness, anti-indigeneity is the systemic and often socially acceptable disgust and hostility towards Indigenous ways of being. This is paired often with non-Indigenous people benefiting from Indigenous labor, artwork, and ways of being.

ANTI-RACISM

A concept described as “the active process of identifying and eliminating racism by changing systems, organization structures, policies and practices and attitudes, so that power is redistributed and shared equitably.” [Learn more information on anti-](#)

[racism at NAC International Perspectives: Women and Global Solidarity](#). This is more a pro-active stance than being simply “non-racist.”

ANTI-RACIST VS. NON-RACIST

Anti-racists, as applied to white people, are people who make a conscious choice to act to challenge some aspect of the white supremacy system, including their own white privilege, as well as some form of oppression against People of Color. Anti-racist, as applied to People of Color, is similar in challenging white supremacy and might be synonymous with terms like activist, organizer, liberation fighter, political prisoner, prisoner of war, sister, brother, etc. In practice, it is difficult for an activist of color not to be an anti-racist activist, since the struggle against racial oppression intersects with every issue affecting People of Color.

The Toolkit emphasizes the more proactive term anti-racist rather than simply being “not racist” as this denies responsibility for systemic racism and shifts responsibility for racism and oppression onto others, often seen from white people to People of Color. Responsibility for perpetuating and legitimizing a racist system rests both on those who actively maintain it, and on those who refuse to challenge it. Angela Davis once said, “In a racist society it is not enough to be non-racist, we must be anti-racist.”

CIRCLE OF HUMAN CONCERN

A term used by Professor John A. Powell from the Haas Institute, the Circle of Human Concern represents those who are considered full members of society. If you are outside of the circle, exclusion of people is created whereas if you are inside the circle belonging is created. Our pursuit towards equity & justice demand we expand the circle of human concern and ensure we do not allow decisions for exclusions are made by any one person, group, or all of society.

[Watch a video further explaining the circle of human concern here.](#)

MOVEMENT LAWYERING (or COMMUNITY LAWYERING)

Process where legal advocacy and tools can support and address community-identified issues and priorities. In the community lawyering model, lawyers and legal advocates provide technical expertise and support but power and decision-making lie with, or is transferred to, those community members and community-based organizations who are most affected by the issue.

CULTURE

A shared set of attitudes, values, goals, and practices that characterizes an institution or an organization.²³

CULTURAL COMPETENCY

As defined by the Seattle-King County Department of Health, cultural competency is “the ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds and religions in a manner that recognizes, affirms, and values the cultural differences and similarities and the worth of individuals, families, and communities and protects and preserves the dignity of each.” As pro bono attorneys we should not just be providing good legal

advice, our work must be rooted in taking the client's needs and values into account.

Recently, professional communities have shifted away from the “cultural competency” framework to instead talk about “cultural humility,” which is considered the “ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the person.” Cultural humility also suggests that our work is ongoing, rather than a setting a benchmark level of “competency” that can be reached. The below concepts and practices encourage both cultural competency and humility yet reach even further to also offer frameworks for proactively eliminating bias and oppression within our client relationships and law & justice efforts.^{24,25}

DIVERSITY

The state of being diverse or showing variety in something. Within race equity work, diversity means representation within a group or setting by people who carry a range of different social identities, perspectives, and lived experiences

DEBIASING

The reduction of bias, particularly from judge and decision-making. Debiasing includes self, situational, or broader cultural interventions [that can] correct systematic and consensually shared implicit bias...recent discoveries regarding malleability of bias provide the basis to imagine both individual and institutional change.”²⁶

EQUITY

To be fair and just. In a societal context, equity is ensuring all peoples have opportunities to reach their full potential. It necessitates the creation and strengthening of policies, practices, and organizational structures that produce fair outcomes and eliminate disparities based on social factors such as race, class, gender, sexual orientation, ability, age, place of origin, religion, and Indigenous heritage. Racial equity means that race no longer determines one's outcomes.

GENDER VERSUS GENDER IDENTITY

Gender denotes societally ascribed gender roles projecting expectations on behavior, standards, and characteristics associated with a person's assigned sex at birth. Gender identity is how you personally feel and how you may choose to express yourself through behavior and appearance.²⁷

IMPLICIT BIAS

“The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible.”²⁸

INCLUSION

Integration of diverse perspectives that provides a sense of belongingness. Where diversity is an invitation to the table, inclusion actively asks and welcomes input from everyone as part of critical decision-making. Note, however, that inclusive environments are not necessarily equitable - often marginalized individuals and communities are provided access to decision-making spaces but only within terms

and norms of the dominant group with limited power, thus only perpetuating harmful dynamics.

INDIGENOUS

To be fully inclusive of all tribes and communities in North America, we describe the original people of this land as Indigenous. Using the word Native is acceptable yet Native American or Indian have essentially become antiquated and should only be used by Indigenous people or unless specifically requested.

INSTITUTIONALIZED RACISM

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as People of Color.²⁹

INTENT VERSUS IMPACT

Despite our best intentions, any one of us may still cause a negative impact onto others. Learning from the negative impact we cause and committing to avoid the same harm in the future is part of the process of learning and growing that supports race equity work across the organization.

LAND ACKNOWLEDGEMENT

A feature of how racism works in the U.S. is invisibilizing the genocide, stolen lifeways, and stolen land that was the result of Manifest Destiny. In result, it is important for systems, organizations, and non-Indigenous people to acknowledge the original people for which land they stand on. Relatedly, It is also critical stand up for and with Indigenous people as they continue to face continued occupation and erasure.

LATINX

Latina/o (a person whose background is from a country in Latin America) often gets used interchangeably with the term Hispanic (from a Spanish-speaking country). However, there are very important and real historical, linguistic, geographical, and cultural nuances that have influenced those terms and their usage. The “x” in Latinx, as opposed to Latino or Latina, shifts the language away from the male/female gender binary and is intended to be more inclusive of all gender identities.³⁰

MICROAGRESSIONS

Everyday verbal and nonverbal slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.^{31,32}

OPPRESSION

Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.³³

PERSON/PEOPLE OF COLOR

A Person of Color, sometimes abbreviated as “POC,” is a person that does not

identify as white or does not have White/Caucasian/European ancestry. This term gets complicated when you consider mixed-race or biracial persons (particularly people who have both European and non-European ancestry), but many mixed-race people identify as POC. As race is socially constructed in the United States, who is considered “white” or a Person of Color also shifts over time.

There have also been recent movements to use “BIPOC,” (Black, Indigenous, People of Color) to specifically bring attention to the complex and racist histories faced by both Black and Indigenous communities in the United States. It also acknowledges that even within “non-white” spaces, people of different races are treated differently, especially Black and Indigenous women.³⁴

POSITIONALITY

A concept that recognizes where an individual is positioned in relation to others within society given social group memberships (i.e. race, gender, disability) thereby impacting how the person experiences and influences the world.

POWER

Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual’s internal strength). Learning to “see” and understand relations of power is vital to organizing for progressive social change.³⁵

PREJUDICE

The beliefs, thoughts, feelings, and attitudes a person may hold about a person or situation. It is a prejudgment, informing an experience before it happens and can be either positive or negative. In the context of equity, prejudice can be expressed towards any person yet leads to harm at a structural level when coupled with power.

PRIVILEGE

Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it and societally ascribed onto a person without consent. Privilege is taught to not be seen yet nevertheless puts people at a societal advantage over those who do not have it.³⁶ Additionally, a person with privilege in from one social group may simultaneously experience marginalization in other social group (i.e. men of color who experience male privilege yet experience marginalization due to their race).

RACIAL ANXIETY

Heightened levels of stress and emotion when interacting with people of other races and ethnicities and/or discussing race and racism.

RACIAL EQUITY

The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.^{37,38}

RACIAL JUSTICE

Proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. Racial justice work is not only about being “not racist” and instead requires focused and sustained action.^{37,39}

- Racial Justice ≠ Diversity (Diversity = Variety)
- Racial Justice ≠ Equality (Equality = Sameness)
- Racial Justice = Equity (Equity = Fairness, Justice)

STRUCTURAL RACISM & RACIALIZATION

While “racism” is often thought of as instances where someone intentionally or unintentionally targets others as a “bigot” and/or with negative intent, structural racism encompasses the ways in which complex systems of organizations, institutions, individuals, processes, and policies interact to create and perpetuate social/economic/political arrangements that harms People of Color and benefit white people due to power. White people with “good” intent still can perpetuate structural racism due to an arrangement of power infused into the arrangement of U.S. society.⁴⁰

STEREOTYPE THREAT

Stereotype threat occurs when a person is concerned they will confirm a negative stereotype about their group and affects everyone. People of color are concerned they will be discriminated against by their race and White people suffer stereotype threat when concerned they will be perceived as racist.⁴¹

STAKEHOLDER

Any individual, group, or community who has a vested interest in the outcome of a decision being made or who is impacted by that decision.

TOKENISM

The practice of only doing something for symbolic reasons to be perceived as inclusive of People of Color. Tokenism is often used by organizations to give the appearance of fairness and the organization is racially diverse. The perspectives and insights of workers of color who are tokenized are not ultimately apart of the organization’s meaningful decision-making and may not be hired or promoted to senior positions within the organization.

WHITE FRAGILITY

“A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves for those who racially identify as white. These moves include the outward display of emotions such as anger, fear, and guilt, and

behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium.”^{42,43}

WHITE PERSON

A person who identifies as white/Caucasian/of European descent.

WHITE SUPREMACY

White supremacy is perpetuated through white dominant culture in the United States. It is an historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege. [Learn more information on white supremacy here.](#)⁴⁴

WHITE/WHITENESS

The term white, referring to people, was created by Virginia slave owners and colonial rulers in the 17th century. It replaced terms like Christian and “Englishman” to distinguish European colonists from Africans and Indigenous peoples. European colonial powers established white as a legal concept after Bacon’s Rebellion in 1676 during which indentured servants of European and African descent had united against the colonial elite. The legal distinction of white separated the servant class on the basis of skin color and continental origin. “The creation of ‘white’ meant giving privileges to some, while denying them to others with the justification of biological and social inferiority.”⁴⁵

(RESOURCE LIST)

Articles & Reports

Foundational

- [11-Step Guide to Understanding Race, Racism, and White Privilege](#) (Jon Greenberg)
- [Intersectionality – a Definition, History, and Guide](#) (Sister Outrider)
- [Surviving Oppression: Healing Oppression](#) (Vanissar Tarakali)
- [Circle of Human Concern](#) (Haas Institute)
- [Power Analysis](#) (Cracking the Codes)
- [Project Implicit: Take an Implicit Association Test](#)
- [Webinar: Understanding and Addressing Implicit Bias to Advance Equity and Social Justice](#) (REJI)
- [Strategies in Addressing Power & Privilege for Targets and Agents](#) (Dr. Leticia Nieto)

For White People

- [From White Racist to White Anti-Racist](#) (Tema Okun)
- [Detour-Spotting for White Anti-Racists](#) (joan olsson)
- [Internalized Racism Inventory](#) (Cultural Bridges to Justice)
- [White Privilege: Unpacking the Invisible Knapsack](#) (Peggy McIntosh)

Organizational Culture

- [Transforming Culture – An Examination of Workplace Values Through the Frame of White Dominant Culture](#) (Merf Ehman)
- [AWAKE to WOKE to WORK: Building a Race Equity Culture](#) (Equity in the Center)
- [Social Justice Communication Toolkit](#) (Opportunity Agenda)
- [White Supremacy Culture](#) (Tema Okun)

Legal Services & Community Lawyering

- [20 Tools for Movement Lawyering](#) (Law at the Margins)
- [Movement Lawyering for Social Change](#) (Alexi and Jim Freeman)
- [Anti-Racist Organizing in White Working-Class Rural Communities](#) (Catalyst Project)
- [Advancing Racial Equity: A Legal Services Imperative](#) (Clearinghouse Review)
- [Asset-Based Community Development](#) (Asset-Based Community Development Institute)
- [Considering Evaluation: Thoughts for Social Change and Movement-Building Groups](#) (Act Knowledge)
- [Webinar: Teach In: So You Want to Be a Movement Lawyer. Now What?](#) (Law at the Margins)

Learning from History

- [BlackPast.org](#)
- [Seattle Civil Rights & Labor History Project](#) (University of Washington)
- [Atrocities Against Native Americans](#) (United to End Genocide)
- [Native American Activism: 1960s to Present](#) (Zinned Project)
- [Race: The Power of an Illusion](#) (PBS Documentary)

Hiring and Retention

- [The “Diversity Bonus”: What Public Interest Law Firms Have Missed Regarding Diversity](#) (William Kennedy)
- [Building Organizational Capacity for Social Justice: Framework, Approach & Tools](#) (National Gender & Equity Campaign)

Toolkits & Assessments

- [Racial Equity Toolkit: Applying a Racial Equity Lens to Your Organization](#) (Housing Development Consortium)

[Moving a Racial Justice Agenda: Organizational Assessment](#) (Western States Center)
[Tool for Organizational Self-Assessment Related to Race Equity](#) (Communities of Color Coalition)
[Equity and Empowerment Lens](#) (Multnomah County)

Websites & Organizations

[Fakeequity.com](#) (Equity Matters)
[Dismantling Racism Works Web Work Book](#) (dRworks)
[Kirwan Institute for the Study of Race & Ethnicity](#) Research institute at Ohio State University supporting equity and inclusion
[Racial Equity Tools](#) Extensive tools, research, tips, curricula and ideas
[Race Forward](#) Publishes the daily news site Colorlines and presents Facing Race, the country's largest multiracial conference on racial justice.
[People's Institute Northwest for Survival and Beyond](#) a collective of anti-racist community organizers and educators committed to building an anti-racist movement
[Seattle Race and Social Justice Initiative](#) a city-wide effort to end institutionalized racism and race-based disparities within government.

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