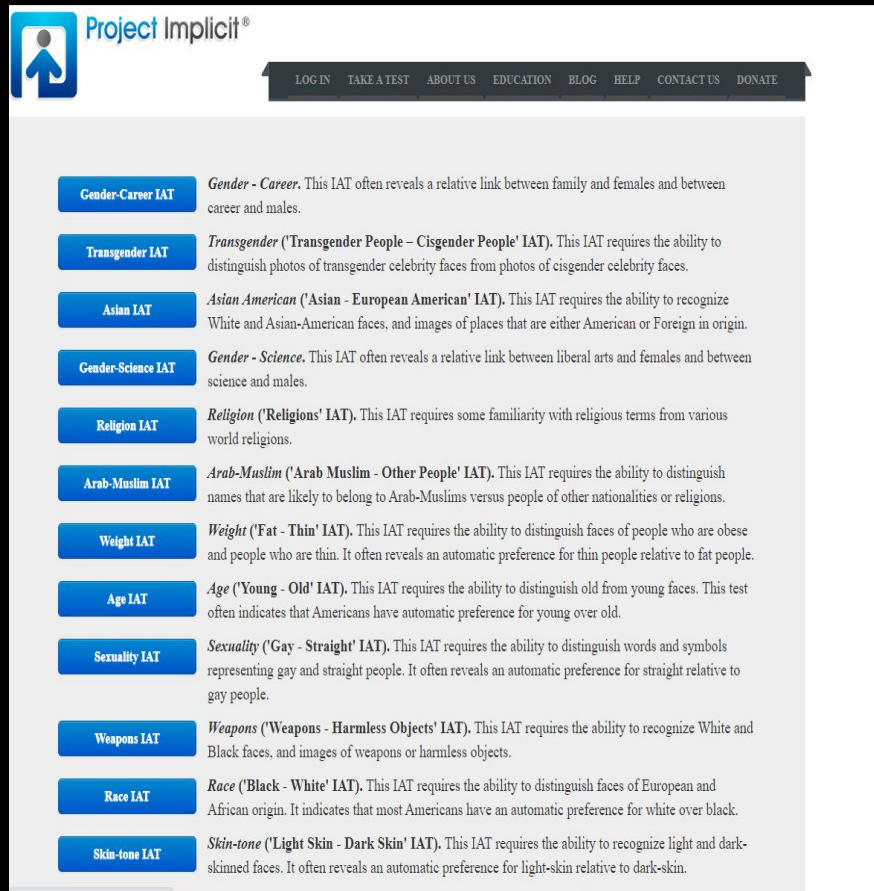


DEI Agency Council Welcome!

Facilitated by: Dr. Julie Davis Lutz, Dave Wicks,
and April Francis-Taylor

Do Now: Post in the chat any
learning from your experience
with the Harvard Implicit Bias
Test



The screenshot shows the Project Implicit website interface. At the top is the Project Implicit logo and a navigation bar with links: LOG IN, TAKE A TEST, ABOUT US, EDUCATION, BLOG, HELP, CONTACT US, and DONATE. Below the navigation bar is a list of various IATs, each with a blue button label and a description of the test.

| IAT Name | Description |
|---------------------------|---|
| Gender-Career IAT | <i>Gender - Career.</i> This IAT often reveals a relative link between family and females and between career and males. |
| Transgender IAT | <i>Transgender ('Transgender People - Cisgender People' IAT).</i> This IAT requires the ability to distinguish photos of transgender celebrity faces from photos of cisgender celebrity faces. |
| Asian IAT | <i>Asian American ('Asian - European American' IAT).</i> This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin. |
| Gender-Science IAT | <i>Gender - Science.</i> This IAT often reveals a relative link between liberal arts and females and between science and males. |
| Religion IAT | <i>Religion ('Religions' IAT).</i> This IAT requires some familiarity with religious terms from various world religions. |
| Arab-Muslim IAT | <i>Arab-Muslim ('Arab Muslim - Other People' IAT).</i> This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions. |
| Weight IAT | <i>Weight ('Fat - Thin' IAT).</i> This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people. |
| Age IAT | <i>Age ('Young - Old' IAT).</i> This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old. |
| Sexuality IAT | <i>Sexuality ('Gay - Straight' IAT).</i> This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people. |
| Weapons IAT | <i>Weapons ('Weapons - Harmless Objects' IAT).</i> This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects. |
| Race IAT | <i>Race ('Black - White' IAT).</i> This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black. |
| Skin-tone IAT | <i>Skin-tone ('Light Skin - Dark Skin' IAT).</i> This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin. |

Developing Anti-racist Mindsets to Impact Our Community and Workplace

“Too often we think the work of fighting oppression is just intellectual. The real work is personal, emotional, spiritual, and communal. It is explicit, with a deep And...”

—
Bettina L. Love, *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*

Presented by Ms. April Francis-Taylor
Director of Diversity, Equity, and Inclusivity

Introductions and Agenda

Check-in

How are you ?!

Share in the chat box-
what building/district
you are from and a word
to describe how you feel
this afternoon!

- **Introductions**
 - Check-in
 - Setting Norms and Protocols
- **One “Up” groups and one “Down” groups**
 - Defining privilege and the -isms activity
 - Video- Systemic Racism and White Privilege
 - Collegial Share: Discuss the activity and its impact on your understanding of the videos?
- **Non-racist vs. Anti-racist**
 - Connections- *Ibram X. Kendi and Metastatic Racism*
 - Collegial Share: Where are you on your journey towards anti-racism?
- **Ally vs. co-conspirator**
 - Defining ally and co-conspirator (video)
 - Collegial Share: Thoughts?
 - Tips to being an ally/co-conspirator
- **Reflections and Committee Idea share**

Setting Norms and Group Protocols



B.R.A.V.I.N.G.

**That's Boundaries.
Reliability. Accountability.
The Vault. Integrity.
Non-judgment. And
Generosity. This is the
anatomy of trust.**

– BRENÉ BROWN

**SUPER
SOUL
SESSIONS**

Protocols and Strategies to Support Courageous Conversations in Virtual Meetings:

1. Please use the “rename” function and place your full name
2. Please mute when you are not speaking and use the “raise hand” function.
3. When others are speaking, use the “chat” room to share any thoughts.
4. Stay engaged and be “present” as much as possible using your camera/video option.
5. Share your appreciation for colleagues who BRAVE through our conversation!

As always, let's be kind, courteous, and civil in our conversations.

Don't Be Afraid To Have Courageous Conversation



- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect and Accept Non Closure

Breakout roles and an Icebreaker..

Breakout Room Group Roles:

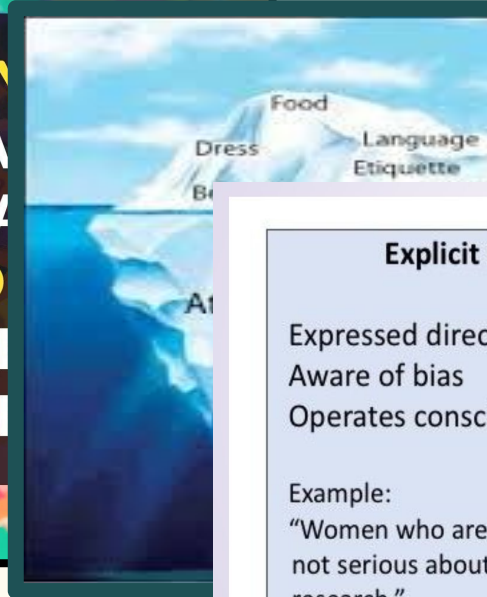
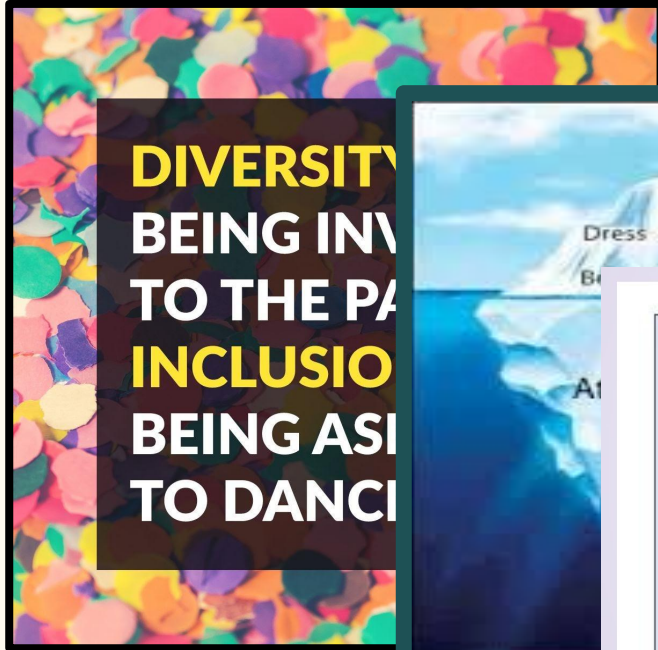
1. **Facilitator**- Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation.
2. **Recorder**: The recorder summarizes critical points from the small groups discussion.
3. **Spokesperson or Presenter**: Presents the group's ideas to the whole group.

Icebreaker!

“if you could be anywhere in the world right now, where would it be?”



Reflections:



Explicit Bias

Expressed directly
Aware of bias
Operates consciously

Example:
"Women who are mothers are not serious about their research."

Implicit Bias

Expressed indirectly
Unaware of bias
Operates unconsciously

Example: Not inviting women with children to collaborative meetings

Let's talk about
privilege.....

—

What is the definition of Privilege

According to Webster's Dictionary, privilege is “a right, favor, or immunity, granted to one individual or group and withheld from another.”

Privilege is a key element in perpetuating oppressive systems. By having an oppressor exercising privilege that favors one over the other and not questioning the system or being invested in dismantling it, oppressive systems are maintained.

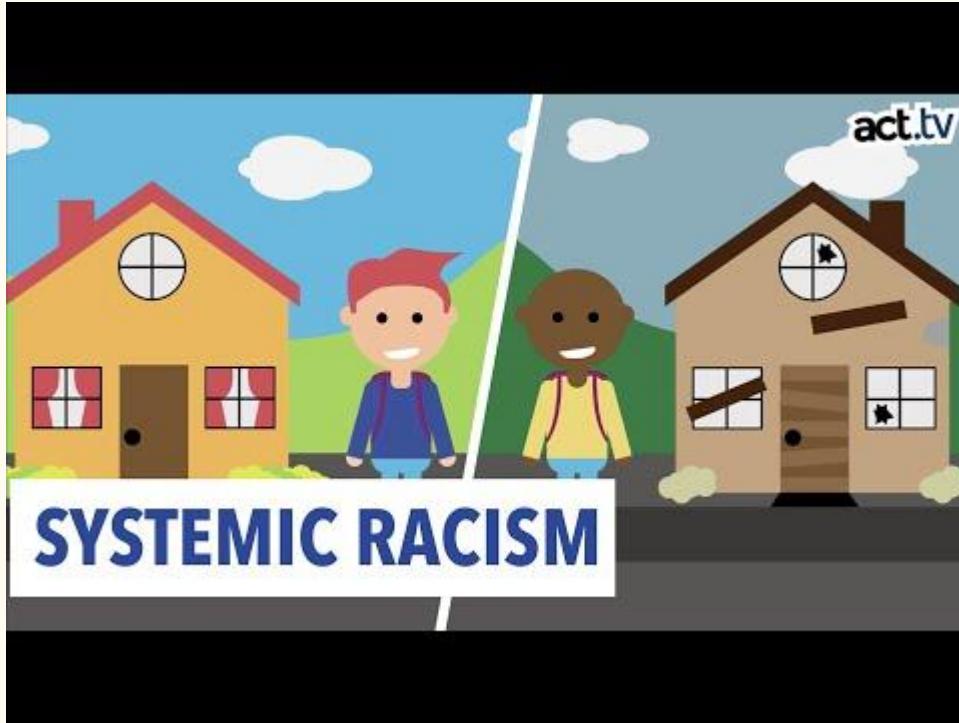
The -isms and Privilege

One “Up” and One “Down” Groups

Activity:

1. Which “One Up” groups are you part of?
2. Which “One Down” groups are you part?
3. Self-reflection: Which column do you have more checks in? What does that mean to you?

| Type of Oppression | Variable | One Up | One Down |
|--------------------------|---|--|---|
| Racism | Race/Color | Whites | People of Color |
| Sexism | Gender | Men | Women |
| Genderism | Gender Identity/Expression | Non-Transgender Gender Conforming | Transgender Gender Non-Conforming |
| Classism | Socio-Economic Class | Middle, Upper Class | Poor, Working Class |
| Elitism | Education Level Place in the Hierarchy | Formally Educated Managers, Exempt, Faculty | Informally Educated Clerical, Non-Exempt, Students |
| Religious Oppression | Religion | Christians, Protestants | Muslims, Catholics, Others |
| Anti-Semitism | | Christians | Jews |
| Militarism | Military Status | WW I & II, Korean, Gulf, Iraq, Afghanistan Vets | Vietnam War Vets |
| Ageism | Age | Young Adults (25-39 yrs.) | Elders (40+ by law) |
| Adulthood | | Adults | Children & Youth |
| Heterosexism | Sexual Orientation | Heterosexuals | Lesbians, Gays, Bisexuals |
| Ableism | Physical or Mental Ability | Person without Physical or Mental Disability | Person with Physical or Mental Disability |
| Xenophobia | Immigrant Status | US Born | Immigrant |
| Linguistic Oppression | Language | English | English as Second Language Non-English |



Systemic Racism

systems and structures that have procedures or processes that disadvantage a group of people based on their race/ethnicity

Developing Anti-racist Mindsets

Connections

Understanding White Privilege
and Structural/Systemic
Racism





Break-out rooms:

1. Share where you are on the compass and why?
2. Discuss the activity and its impact on your understanding of the videos?

Remember your roles!

Anti-racism

Any idea that says the racial
groups are equal



Non-racist vs. Anti-racist

Where are you on your
Journey?

Definition of Anti-racist

One who is supporting an anti-racist policy through their actions or expressing an anti-racist idea.

- Dr. Ibram Kendi "*How to be an Antiracist*"



Anti-racist Mindsets

Co-conspirator vs. Ally

An ally is anyone from a dominant or majority group that is working towards ending oppression by supporting and advocating for those in marginalized and oppressed groups.

Let's Talk About it!

User Clip: Ally vs. Co-Conspirator: What it means to be an Abolitionist Teacher

USER-CREATED CLIP
JANUARY 8, 2020

Bettina explains the difference between being an Ally and being a co-conspirator.



How can we ALL be an ally for others in any of the “One Down” groups?

1. **Who are you?** Look inward and create an identity map that lists your place in society. Think about your race, gender, ethnicity, family roles, professional roles, and religious affiliations. Understanding how you've reached your worldview is important to understanding your relationship to others, ideas, and events.
2. **Educate yourself!** Begin thinking about your own identity map and challenge yourself to learn more about the groups, cultures, and identities that you do not identify with. Have you experienced privilege in a way that those in other groups have not? It is only through learning about others that you can stand with them and advocate for them, using your own power and privilege in ways that marginalized voices cannot.
3. **Use your new found skills.** Recognizing the differences in power and privilege amongst social groups is only the first step. Learn how to communicate your thoughts about privilege, power, and oppression. It may be scary at first, so look for a way to practice these skills in safe environments.
4. **Take action.** Being an ally means more than just knowing the right things to say. Get out in the community and talk to others about the struggle marginalized groups go through.

<https://pitt.libguides.com/antiracism/ally>

Self-reflection



What is one take away from this workshop?

What is one thing you will commit to doing?

DEI Agency Council Committee Ideas

1. Professional Growth Committee: How do we support a growth mindset around DEI with our colleagues? (signage around the agency? etc...)
2. Equity Champions Committee: How do we celebrate/highlight equity champions throughout our agency?
3. Student Engagement Committee: How do we engage our student body in DEI initiatives?
4. Staff Engagement Committee: How do we engage our staff in DEI initiatives? (i.e. highlighting cultural months, monthly email share...)

Agency DEI Task Force/Council

Tentative Schedule 2020-2021

| Month | Activity | Date/Time | Potential Outcome |
|----------|---|-------------------------|---|
| October | PD: Understanding Identity, Culture, and the Impact of Bias | Tuesday 10/20/20 3:30pm | Grounding of the group on Norms/Protocols and DEI definitions. |
| November | PD: How can we develop Anti-racist Mindsets? Introduction of committee ideas | Tuesday 11/17/20 3:30pm | Understanding the role of an anti-racist and how to be advocates/allies/co-conspirators. |
| December | Committee Selection | No Meeting | Using email and a survey, Task Force members can self-select the committee they have interest in for this year. |
| January | Mini-PD: Leadership Strengths Committee goal setting | Tuesday 1/12/21 3:30pm | Using knowledge gained from previous PD committees will develop 3-4 goals and norms for communication. |
| February | Mini-PD: LGBTQIA+ Presentation Committee work | Tuesday 2/9/21 3:30pm | Understanding definitions of the LGBTQIA+ community and ways to be more inclusive. Committees begin work on their agreed upon goals. |
| March | Mini-PD: ADA/Mental Health Advocate Presentation Committee work | Tuesday 3/23/21 3:30pm | Understanding recent updates in the field and becoming aware of equitable opportunities provided to those with varied abilities. Committees continue work on their goals. |
| April | Mini-PD: Local Indigenous Group Committee work | Tuesday 4/13/21 3:30pm | Understanding Indigenous People's present social issues and ways to be advocates. Committees continue work on their goals. |
| May | Mini-Presentation: FPAC Committee work | Tuesday 5/11/21 3:30pm | Introduction and share from the DEI Family/Parent Advisory Council and identifying areas to collaborate on. |
| June | Committee Presentations and next steps | Tuesday 6/8/21 3:30pm | Committees will present their work and action steps. |