emtrain

Fostering a Diverse & Inclusive Workplace

TABLE OF CONTENTS

Introduction

Workplace diversity is a people issue, where we try to understand our differences and similarities. We define diversity broadly to include not just race and gender, but all the different identities and perspectives that people bring, such as profession, education, parental status, geographic location and so forth.

Diversity is about including and learning from others who are not the same as us... about dignity and respect for everyone, and about creating a workplace environment that encourages learning from others and leverages the diverse perspectives and contributions.

This course has the following objectives:

- To increase your understanding of how your identity influences how you perceive others and how others perceive you
- To understand our filters and how filters create barriers
- To leverage our differences to create more business value
- To foster and promote a more diverse, inclusive workplace

Why is Diversity Important

What is the business case for diversity? Certainly, it is the "right thing to do." But beyond that, diversity can improve the quality of our workforce and provide us a competitive business advantage. As society changes, our markets and customers change and our workforce must reflect those changes as well.

Traditional "minority" groups are now the majority in 6 out of the 8 largest cities in the United States with a combined buying power in the billions of dollars. Women are the primary investors in more than half of U.S. households. A diverse workforce can better understand our customers, identify market needs and suggest potential new products and services.

Diversity initiatives can attract the best and brightest employees to our workplace. Our future depends on the quality of our employees today and our ability to attract and retain the top-notch talent of tomorrow.

We also need a diverse workforce to increase our creativity and innovation since employees from varied backgrounds can bring different perspectives, ideas and solutions to the table.

Our society is quickly changing and it's up to us to broaden our horizons and expand our awareness of different types of people.

Dimensions of Identity

In order to understand and foster diversity, we all need to become aware of and understand our own social and personal characteristics and how those characteristics influence our perspective.

We also need to understand the characteristics of other people with whom we work and do business.

The first step to awareness is to understand the 4 dimensions of identity:

- Individual
- Primary
- Secondary
- Universal

Individual identity means those core characteristics that make up our unique personality and perspective on life.

Primary identity refers to those characteristics that we cannot easily change such as our race, gender, age, and so forth.

Secondary identity consists of characteristics that are more easily changed such as our marital status, religion, education, income level, and so on.

Universal identity means those traits we all share and can understand in one another such as our love for our family.

Individual Identity

We all have a unique way of interacting with others and a unique perspective. Individual identity is the most powerful motivator of how a particular person will think or act. Our individual identity is far more relevant and predictive of how we will act than our primary or secondary identity.

So, understanding someone's individual identity is the best way to understand and predict that person's behavior and reactions.

Primary Identity

Our primary identity consists of core characteristics that have a powerful effect on our perspective AND on how others perceive us. Examples of primary identity include:

- Race
- Gender
- Age
- Ethnicity and National Origin
- Disabilities

- Sexual Orientation

According to the Society for Human Resources Management (SHRM), the 9 factors we first notice about someone are:

- Race
- Gender
- Age
- Appearance
- Facial expressions
- Eye contact
- Movement
- Personal space
- Touch

We notice what matters to us. So the fact that race, gender, and age are the top three things we notice about someone indicates the role our primary identity plays in how we perceive others and how others perceive us.

Secondary Identity

Our secondary identity can change over time, but it also affects our perspective and how others perceive us. Secondary identity dimensions can include:

- Marital or parental status
- Religion
- Education
- Income level
- Geographic location
- Career
- Sports, hobbies or other personal interests

The primary and secondary identity dimensions can either be a source of commonality between people, OR, a difference that separates people.

Universal Identity

Our universal identity includes those traits we all share and can relate to as human beings across the globe such as:

- Love for family
- Need to support family
- Need for dignity and respect
- Need for esteem and a sense of belonging

Bias & Stereotype

As we mature, our perspective on people and situations increasingly stems from our life experiences and the attitudes of our friends and family. While this is a very natural evolution, it also creates blinders that cloud how you view people.

These blinders become stereotypes and biases.

What are Stereotypes and Biases?

A stereotype is a conventional, formulaic, and oversimplified conception, opinion, or image.

Bias is a preference or an inclination, especially one that inhibits impartial judgment.

Identifying Your Blinders

Blinders are intangible feelings that get in the way of facts.

To identify blinders, ask yourself questions such as:

- Do I have the same reaction to members of a given group each time you encounter him or her?
- Do I have these reactions before--or after--I have a chance to know the individual?

If the answer is "before you know the individual," you're operating on stereotypes and blinders.

Work to label these automatic responses as stereotypes and remind yourself that they are not valid indicators of one's character, skills or personality.

Stereotyping is a learned habit, and it can be unlearned with practice.

Common Challenges

Diversity challenges can stem from all types of identity differences. However, there are a few common diversity challenges that we all seem to experience and that would be helpful to explore further.

Gender

The gender difference is arguably the greatest difference and therefore, the greatest challenge for people working together.

Race

Race and cultural background plays a big factor in either uniting or dividing people, depending on whether a person is "in the group" or outside it.

When fostering an inclusive workplace, the key is to get to know and include all types of people... not just those who look and act like you.

National Origin & Cultural Differences

In today's society, it's relatively common to work alongside people who were born in different countries and exposed to very different cultural backgrounds.

Also, given increasing globalization, it's easy for any company to conduct business globally and work with people from all over the world. Therefore, becoming more aware of cultural differences is essential.

Not surprisingly, it's easier for people to accurately recognize emotions within their own culture than in others. A Chinese businessperson is more likely to accurately label the emotions underlying the facial expressions of a Chinese colleague than those of an American colleague.

So here is a diversity tip: people need to know the emotional norms in each culture they do business in, or the cultures of the people they work with, to minimize unintended signals or miscommunications. Expanding your knowledge base and doing a little cultural research could provide huge dividends.

Religion

Every year some people in the workplace feel excluded and/or uncomfortable during the holiday season. Remember that many religions have important celebrations not only during the month of

December, but at other times of the year as well. Be respectful and be inclusive of everyone's celebration.

Language

This is one of the most common tensions in today's workforce. A growing percentage of the workforce speaks two or more languages. Be respectful and be open-minded. Don't assume someone is talking about you if he or she is speaking in a language you can't understand. If you are multilingual, try to avoid speaking in another language in front of others who can't understand, as it often makes them feel uncomfortable and excluded.

Generational Issues

While each generation has its merits and strengths, their weaknesses and stereotypes can cause tension and disrespect. Younger workers may not appreciate or understand the intense work lives of Baby Boomers. Each generation also has a different view of, and approach to communication. While you may not subscribe to the text-messaging habits of Millennials, it's important to appreciate every generation's modes of communication to better manage an age-diverse staff.

The chart below shows some generalized differences between the 4 generations working together in today's workplace.

Generalized Differences	Traditionalist	Baby Boomers	Gen X	Millenials
Work Style	By the book: HOW is as important as WHAT gets done	Get it done whatever it takes--nights & weekends	Find the fastest route to results; protocol secondary	Work to deadlines--not necessarily to schedules
Communication	Formal and through proper channels	Somewhat formal and through structures network	Casual and direct; sometimes skeptical	Casual and direct; eager to please
Work/Family	Work and family should be kept separate	Work comes first	Value work/life balance	Value blending personal life into work
Loyalty	To the organization	To the importance and meaning of work	To individual career goals	To the people involved with the project
Technology	"If it ain't broke, don't fix it!"	Necessary for progress	Practical tools for getting things done	"What else is there?"

Breaking Down Barriers

We are each responsible for changing our stereotypes and taking down our blinders. Here, we will look at five easy steps to minimize blinders and foster a more inclusive environment.

Break Assumptions

- Collect information
- Divide out the facts from your opinions and theories
- Make judgment based only on the facts
- Periodically refine your judgment based on the facts
- Try to continue expanding your opinion of a person's potential.

Empathize

In order understand people from different cultures, empathy is vital. Try to put yourself in someone else's shoes to see or appreciate their point of view.

Involve

Learn about the values and beliefs of others in the organization. Involving others in your world and involving yourself in other's empowers and educates. Identify ways to value uniqueness among your colleagues. Look for ways to be inclusive and don't build walls between people.

Avoid Herd Mentality

Herd mentality refers to a one-dimensional, group perspective. This way of thinking curbs creativity, innovation and advancement as people are limited in how they can approach or engage with different types of people. An inclusive environment can only develop if people are encouraged to think as individuals, and share their different ideas and perspectives.

Do Not Tolerate Insensitive Behavior

People can and do behave insensitively. By attacking someone's person, you attack their dignity, which can only be divisive. Cultural competency is based upon people thinking through words and actions to ensure they do not act inappropriately. When insensitive behavior is witnessed, it is the responsibility of all to shun it and ensure it remains unacceptable.

Mentoring

Mentors can be critical to an employee's success in an organization.

Providing strong mentors helps employees develop confidence, competence and credibility in an organization - traits that lead to career advancement.

Mentors provide critical support in 5 ways:

- Mentoring relationships open the door to challenging assignments that allow employees to gain professional competence.
- By trusting and investing in the employee, a mentor sends a signal to the rest of the organization that the employee is a high performer, which helps the employee gain confidence and establish credibility.
- Mentors provide crucial career advice and counsel that prevents their protégés from getting sidetracked from the path leading to the executive level.
- Mentors often become powerful sponsors later in the employee's career, recruiting them repeatedly to new positions.
- Mentors protect their protégés by confronting subordinates or peers who level unfair criticism, especially if the criticism has discriminatory undertones.

All in all, mentoring is a win, win strategy. It helps the career advancement of employees AND it helps the organization DEVELOP and RETAIN diverse talent.

Conclusion

Fostering diversity is good for business. As organizations compete in an increasingly global marketplace, the different perspectives and experiences gained by having a rich mix of employees will be important to produce creative thinking, innovative solutions and a broader appeal to a larger customer base.

But to foster diversity, we first need to appreciate the strength we gain from our differences and diversity.

Here are 4 ways to show our appreciation for diversity:

- **Value it:** Valuing differences is a critical first step in melding a productive and inclusive workforce. Differences are an advantage, but only if you recognize them as such.
- **Demonstrate:** Talk is easy. Demonstrating your appreciation of differences and helping to create a more inclusive environment is more difficult. Be willing to consider and/or implement new ideas and ways of dealing with issues.
- **Reward:** You need to reward people who demonstrate an appreciation for everyone's uniqueness. Rewarding inclusive behavior is critical.

- **Learn:** Learn from colleagues whose value base and experiences are different from yours. Your efforts at learning send a message to your colleagues that you appreciate and value their differences. What develops when you are willing to learn from others is mutual respect, better communication and a greater understanding among everyone.

By understanding our own identity and blinders, and those of others, we can understand and appreciate our differences. By appreciating and being sensitive to our differences, we can foster a diverse and inclusive workplace, and leverage our diversity for our benefit.

Questions?

Feel free to ask questions about this topic by emailing

legalteam@emtrain.com

Inclusion, Belonging, and Excellence for One King County: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat

A Note to Participants

Thank you for being brave and open while you participate in this discussion, and for your commitment to ending racism within our lifetime. This session is designed to foster a nurturing community of learning, where all participants feel empowered to share and have positive interactions.

Achieving Fairness and Opportunity in King County Government Practices

Ensuring fairness and opportunity in how we operate as King County government and how we serve our communities, requires *proactively* dismantling institutional and structural racism.

The concepts and tools provided in this discussion enable us to actively and effectively promote equitable outcomes in our workplaces and communities.

Taking an Implicit Association Test (IAT)

Before you join this discussion, please take the Race Implicit Association Test and at least <u>one</u> other IAT of your choice:

https://implicit.harvard.edu/implicit/takeatest.html

A considerable part of this discussion is about understanding our individual unconscious biases – yes, we *all* have them. The IAT is an educational tool that evaluates a baseline of some of our most common unconscious biases.

The IAT can only be taken on a computer. It is advised that you take the IATs in a private place where you feel comfortable.

Feedback

How did it go? Share your insights with jake.ketchum@kingcounty.gov, candace.jackson@kingcounty.gov, or arun.sambataro@kingcounty.gov.

Inclusion, Belonging, and Excellence for One King County: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat

Participant Guide*
Total time = 90 minutes

Part 1: Getting Started (15 minutes)

Purpose: Achieve King County Equity and Social Justice foundational practice of "fostering an organizational culture that promotes fairness and opportunity."†

Discussion Goals

1. Understand the concept of implicit bias and begin to identify our individual biases.

2. Learn how we experience racial anxiety and stereotype threat, and how these experiences impact our workplace and community interactions.

3. Discuss ways to mitigate implicit bias at decision points:

    *   Hiring
    *   Work relationships
    *   Policy (drafting, interpretation, implementation)
    *   Community engagement
    *   Customer service
    *   Personnel supervision

---

* Revised by Rachel Godsil from Within Our Lifetime Facilitator Guide created by Patrick L. Scully, Ph.D. Clearview Consulting, LLC. Adapted for King County Equity and Social Justice.
For more information, see http://www.withinourlifetime.net/Blog/index.html
† King County Ordinance 16948. October 2010 (Pg. 4, Line 80.)

Guidelines for Multicultural Interactions (by Laurin Mayeno and Elena Featherston, 2006, adapted from VISIONS, Inc.)

Be present… Bring your full attention to the process. Acknowledge anything that you need to let go of in order to be present.

Try on new ideas, perspectives… Be willing to open up to new territory and break through old patterns. Remember, "try on" is not the same as "take on."

It's OK to disagree… Avoid attacking, discounting or judging the beliefs and views of others. Instead, welcome disagreement as an opportunity to expand your world.

Confidentiality… It helps to remember that the story belongs to the teller.

Step up, step back… Be aware of sharing space in the group. Respect the different rhythms in the room; it is ok to be with silence.

Self-awareness… Respect and connect to your thoughts, feelings and reactions in the process. Monitor the content, the process and yourself.

Check out assumptions… This is an opportunity to learn more about yourself and others; do not "assume" you know what is meant by a communication especially when it triggers you – ask questions.

Practice "both/and" thinking… Making room for more than one idea at a time means appreciating and valuing multiple realities.

Intent is different from impact… and both are important. It is also important to own our ability to have a negative impact in another person's life despite our best intention.

Listen deeply… Listen with intent to hear, listen for the entire content and what is behind the words. Engage heart and mind -- listen with alert compassion.

Speak from the "I… is speaking from one's personal experience rather than saying "we," it allows us to take ownership of thoughts, feelings and actions.

Instructions for Participants

- *Around your table/group, share what you hope to get out of this discussion.*

Part 2: Understanding the Concepts (45 minutes, with video)

Short video from Rachel Godsil's presentation at the 2014 ESJ Annual Forum – Building a Culture of Equity (28 min.): https://www.youtube.com/watch?v=AGIRt-5HX_E&feature=em-share_video_user

Implicit bias refers to the process of associating stereotypes or attitudes toward categories of people without conscious awareness.

Racial anxiety is discomfort about the experience and potential consequences of inter-racial interaction:

- People of color can be anxious that they will be the target of discrimination and hostile or distant treatment;
- Whites can be anxious that they will be assumed to be racist and, therefore, will be met with distrust or hostility.

People experiencing racial anxiety often engage in less eye contact, have shorter interactions, and generally seem—and feel—awkward. Not surprisingly, if two people are both anxious that an interaction will be negative, it often is. So racial anxiety can result in a negative feedback loop in which both parties' fears appear to be confirmed by the behavior of the other.

Stereotype threat occurs when a person is concerned that she will confirm a negative stereotype about her group. When people are aware of a negative stereotype about their group in a domain in which they are identified, their attention is split between the activity at hand and concerns about being seen stereotypically.

Implicit Association Test (drawing from Discussion Materials, Patricia Devine) (15+minutes)

Questions for Participants

- *Have you taken the Race IAT and one other IAT of your choice?*
- *What are your thoughts or reactions?*
- *What does it mean for how you work with your colleagues? The public?*

If you took the Race IAT and found it easier to pair white faces with positive words and black faces with negative words or the Gender IAT and found it easier to associate words linked to work with men and family to women, you are not alone. More than 85% of whites are shown to have a "preference" for whites, for example. The good news is that this "preference" is not fixed – you can change it – and that you can make sure your behavior is not affected by this automatic response that is not consistent with your conscious beliefs.

Part 3: Preventing Effects of Implicit Bias (30 minutes)

It is important that people consciously engage in the process (Wald and Tropp[*‡], 2013):

- Have intention and motivation to bring about change
- Become aware of bias
- Pay attention to when stereotypical responses or assumptions are activated
- Make time to practice new strategies

Instructions for Participants

Take a moment to review the interventions handout. (2 min.) We will focus on the interventions that we can practice easily on our own as individuals, and start to develop immediately within our workplaces, to bring about positive change.

Individual Interventions

Stereotype Replacement

That's Elena: Mexican-American, from San Francisco, IT manager, loves skiing.

That's Steve: Korean-American, from NYC, Parks supervisor, loves hip-hop.

That's James: African-American epidemiologist, from Auburn, enjoys traveling.
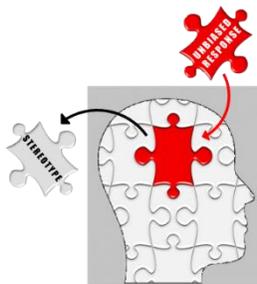
Individuation

Increasing opportunities for contact

Institutional Interventions

- Improve Conditions of Decision-making
- Count

[‡] Wald, J., Tropp, L. *Strategies for Reducing Racial Bias and Anxiety in Schools* (PDF document). Retrieved from http://www.onenationindivisible.org/wp-content/uploads/2013/11/Strategies-for-Reducing-Racial-Bias-and-Anxiety-in-Schools_Wald-and-Tropp.pdf

Questions for Participants

Consider a specific decision point (select one from list on page 2) and discuss how we can apply these concepts and interventions that we reviewed above, during decision-making to minimize/eliminate negative impact.

1. What are some known risk areas where bias can influence interactions and decision-making?
2. How is implicit bias, racial anxiety, or stereotype threat at play?
3. How can you determine whether bias, racial anxiety or stereotype threat might be impacting decisions?
4. Which of the interventions (see definitions sheet) are likely to be most useful and how can they be applied to the situation?
5. How will you measure success?

FOOD *for* THOUGHT
(additional reading on these mind sciences)

Blindspot: Hidden Biases of Good People by Mahzarin Banaji and Anthony Greenwald, explore hidden biases that we all carry from a lifetime of experiences with social groups – age, gender, race, ethnicity, religion, social class, sexuality, disability status, or nationality.

Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (Issues of Our Time) by Claude M. Steele offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity.

Guidelines for Multicultural Interactions

Be present... Let go of anything that might be a distraction (deadlines, paperwork, children, etc.) and be intentional about your purpose in this moment. Bring your full attention to the process. Acknowledge anything that you need to let go of in order to be present.

Try on new ideas, perspectives ... as well as concepts and experiences that are different than your own. Be willing to open up to new territory and break through old patterns. Remember, "try on" is not the same as "take on."

It's OK to disagree... Avoid attacking, discounting or judging the beliefs and views of others. Discounting can be verbally or non-verbally. Instead, welcome disagreement as an opportunity to expand your world. Ask questions to understand the other person's perspective.

Confidentiality... There is another dimension of confidentiality that includes "asking permission" to share or discuss any statement another person makes of a personal nature. It helps to remember that the story belongs to the teller.

Step up, step back… Be aware of sharing space in the group. If you are person who shares easily, leave space for others to step into. Respect the different rhythms in the room, it is ok to be with silence. If you are a person who doesn't speak often, consider stepping forward and sharing your wisdom and perspective.

Self awareness... Respect and connect to your thoughts, feelings and reactions in the process. Be aware of your inner voice and own where you are by questioning why you are reacting, thinking and feeling as you do. Monitor the content, the process and yourself.

Check out assumptions... This is an opportunity to learn more about yourself and others; do not "assume" you know what is meant by a communication especially when it triggers you – ask questions.

Practice "both/and" thinking... Making room for more than one idea at a time means appreciating and valuing multiple realities (it is possible to be both excited and sad at the same time) – your own and others. While either/or thinking has it place it can often be a barrier to human communication

Intent is different from impact... and both are important. It is also important to own our ability to have a negative impact in another person's life despite our best intention. In generous listening, if we assume positive intent rather than judging or blaming, we can respond, rather than reacting or attacking when negative impact occurs.

Listen deeply ... Listen with intent to hear, listen for the entire content and what is behind the words. Encourage and respect different points of view and different ways of communicating. Engage heart and mind -- listen with alert compassion.

Speak from the "I"...is speaking from one's personal experience rather than saying "we," it allows us to take ownership of thoughts, feelings and actions

Laurin Mayeno and Elena Featherston, 2006
Adapted from VISIONS, Inc.

King County Equity and Social Justice

King County

Attachment D

Inclusion, Belonging and Excellence for One King County: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat

<u>Definitions of Interventions</u>*

Implicit Bias Interventions

Studies have shown that people who engage in the strategies described below reduce their implicit bias, are more aware of and concerned about discrimination, and are more enthusiastic about inter-racial contact. (Devine et al, 2012)

The following are steps that individuals can take to "break the prejudice habit" (Devine et al, 2012)**:**

Stereotype replacement: 1) Recognize that a response is based on stereotypes, 2) label the response as stereotypical, and 3) reflect on why the response occurred. This creates a process to consider how the biased response could be avoided in the future and replaces it with an unbiased response.

Counter-stereotypic imaging: Imagine counter-stereotypic others in detail – friends, co-workers, respected community members, even celebrities. This makes positive images more available and begins the process of replacing the negative, often inaccurate stereotypes.

Individuation: Learn specific information about your colleagues. This prevents stereotypic assumptions and enables association based on personal and unique, rather than group, characteristics.

Perspective taking: Imagine oneself to be a member of a stereotyped group. This increases psychological closeness to the stereotyped group, which ameliorates automatic group-based evaluations.

Increasing opportunities for contact: Increased contact between groups can reduce implicit bias through a wide variety of mechanisms, including altering their images of the group or by directly improving evaluations of the group. (Ex: learn about other cultures by attending community events and other public educational opportunities like exhibits, media, etc.)

Institutions can establish practices to prevent these biases from seeping into decision-making.

A group of researchers developed these four interventions listed, which have been found to be constructive (Kang et al., 2011):

1. **Doubt Objectivity:** Presuming oneself to be objective actually tends to increase the role of implicit bias; teaching people about non-conscious thought

---

* Revised by King County Office of Equity and Social Justice in collaboration with Rachel Godsil. Adapted from Within Our Lifetime Facilitator Guide created by Patrick L. Scully, Ph.D. Clearview Consulting, LLC. For more information, see http://www.withinourlifetime.net/Blog/index.html

processes will lead people to be skeptical of their own objectivity and better able to guard against biased evaluations.

2. **Increase Motivation to be Fair:** Internal motivations to be fair rather than fear of external judgments tend to decrease biased actions.

3. **Improve Conditions of Decision-making:** Implicit biases are a function of automaticity. Think slowly by engaging in mindful, deliberate processing, not in the throes of emotions prevents our implicit biases from kicking in and determining our behaviors.

4. **Count:** 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.

Racial Anxiety and Stereotype Threat Interventions

Most of these interventions were developed in the context of the threat experienced by people of color and women linked to stereotypes of academic capacity and performance, but can be useful in the work place and are also be translatable to whites who fear confirming the stereotype that they are racist so can be useful in reducing racial anxiety.

Social Belonging Intervention: Help employees realize that people of every identity category experience some challenge when they begin a new job or new set of responsibilities but that those feelings abate over time. This has been shown to have the effect of protecting employees from stigmatized identity categories from assuming that they do not belong due to their race or other identity category and helped them develop resilience in the face of adversity.

Wise Criticism: Convey high expectations and belief in the capacity to meet them. Giving feedback that communicates both high expectations and a confidence that an individual can meet those expectations minimizes uncertainty about whether criticism is a result of racial bias or favor (attributional ambiguity). If the feedback is merely critical, it may be the product of bias; if feedback is merely positive, it may be the product of racial condescension.

Behavioral Scripts: Setting set forth clear norms of behavior and terms of discussion can reduce racial anxiety and prevent stereotype threat from being triggered.

Growth Mindset: Teaching people that abilities including the ability to be racially sensitive are learnable/incremental rather fixed has been useful in the stereotype threat context because it can prevent any particular performance for serving as "stereotype confirming evidence."

King County | kingcounty.gov/equity | PERCEPTION INSTITUTE Research. Representation. Reality. Perception.org

2

Equity Workshop

Building Healthy Communities
The California Endowment Staff & Partners

November 24, 2014

**LOCAL AND REGIONAL GOVERNMENT ALLIANCE ON RACE & EQUITY**

Objectives:

- Increase understanding of the **role and opportunity** for governmental work on racial equity

- Learn about key **strategies** to support racial equity work

- Enhance understanding of key racial equity **concepts** and how they apply to government

Racial inequity

Education

Criminal Justice

Jobs

Housing

Arts and Culture

Health

Environment

Equitable Development
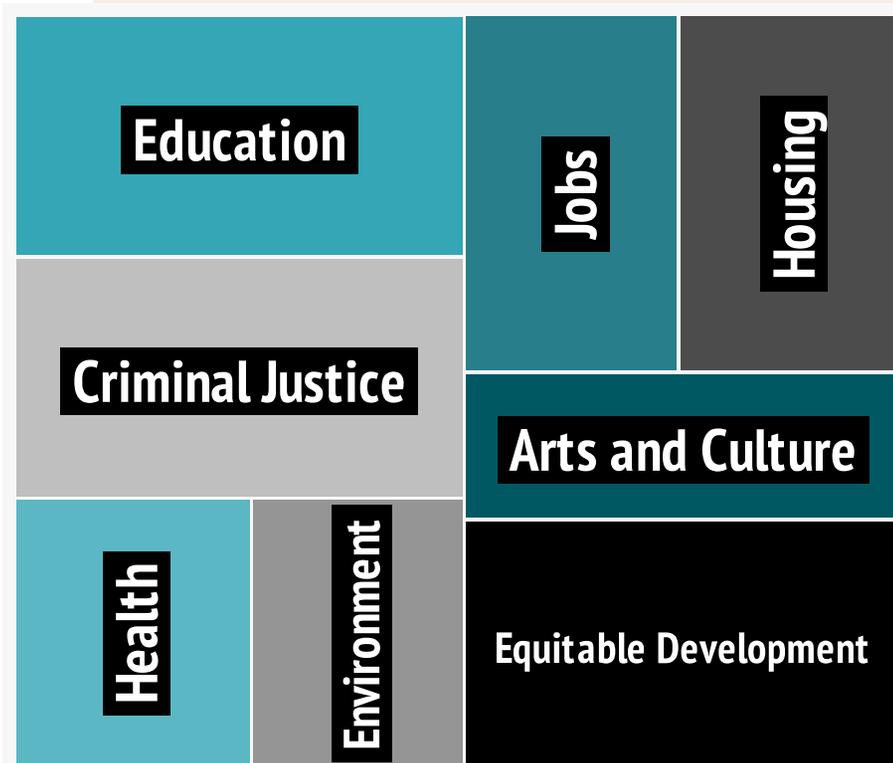
100%

Likelihood that race is a determinant for key health and social indicators in life.

10 years

Difference in life expectancy based on zip code in King County.

Racial equity means:

- "Closing the gaps" so that race does not predict one's success, while also **improving outcomes for all**

- To do so, have to:
  - ✓ Target strategies to focus improvements for those worse off
  - ✓ Move beyond "services" and focus on changing policies, institutions and structures

Types of bias

Explicit bias

Expressed directly

Aware of bias

Operates consciously

Implicit bias

Expressed indirectly

Unaware of bias

Operates sub-consciously

Source: Unconscious (Implicit) Bias and Health Disparities: Where Do We Go from Here?

Example of implicit bias

Job search – identical resumes, apart from names

More "white-sounding" names

✓ 50% more callbacks for jobs than "African-American sounding" names.

Susan Smith

50% more call-backs.
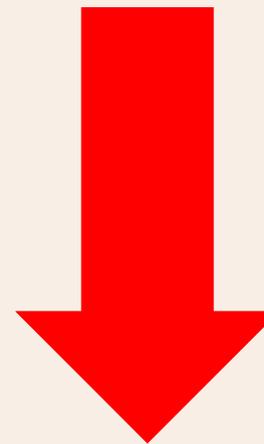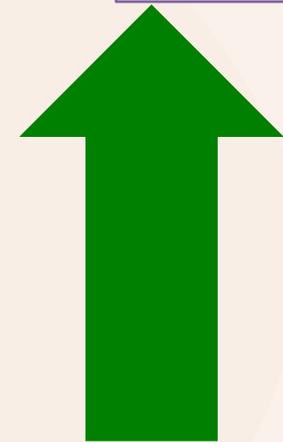
LaKesha Washington

What to do with bias?

- Suppressing or denying biased thoughts can actually increase prejudice rather than eradicate it.

- Research has confirmed that if we openly challenge our biases, we can develop effective strategies and make more progress.

What creates different outcomes?

What creates different outcomes?

Institutional / Explicit

Policies which explicitly discriminate against a group.

Example:

Police department refusing to hire people of color.

Institutional / Implicit

Policies that negatively impact one group unintentionally.

Example:

Police department focusing on street-level drug arrests.

Individual / Explicit

Prejudice in action – discrimination.

Example:

Police officer calling someone an ethnic slur while arresting them.

Individual / Implicit

Unconscious attitudes and beliefs.

Example:

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

Re-framing racism

Individual racism:

- Pre-judgment, bias, or discrimination by an individual based on race.

Institutional racism:

- Policies, practices and procedures that work better for white people than for people of color, often unintentionally or inadvertently.

Structural racism:

- A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.

individual

institutional

structural
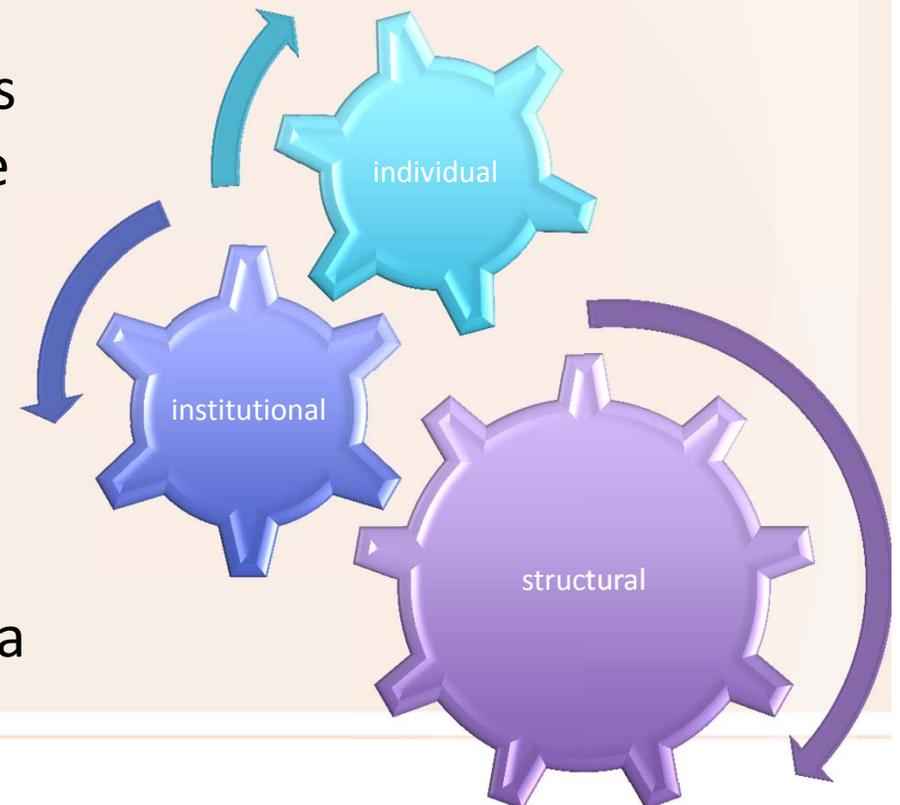
Achieving equity

Working across systems to achieve equity

- Education
- Jobs
- Criminal Justice
- Housing
- Equitable Development

Racial equity in the community
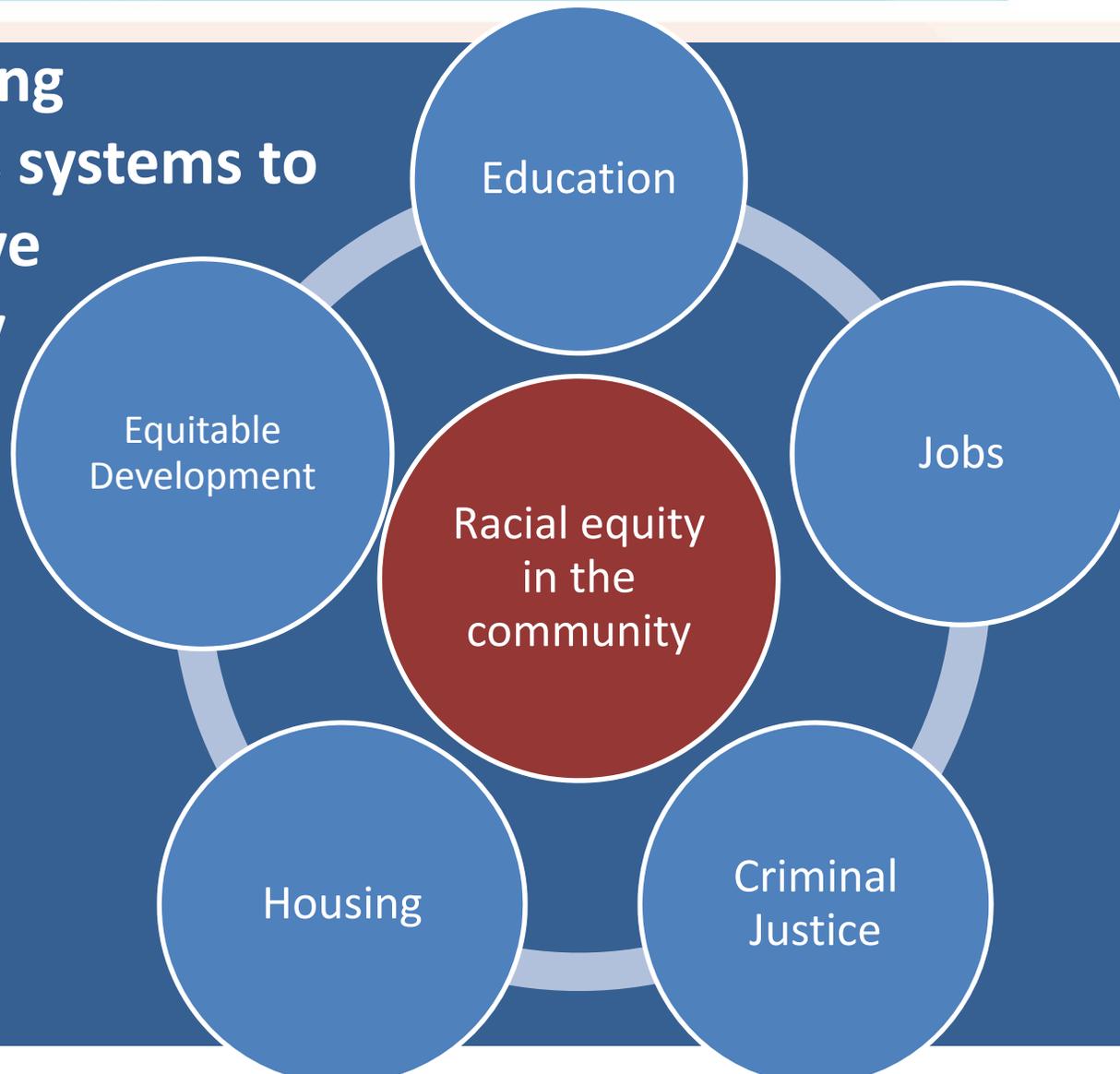
History of Government
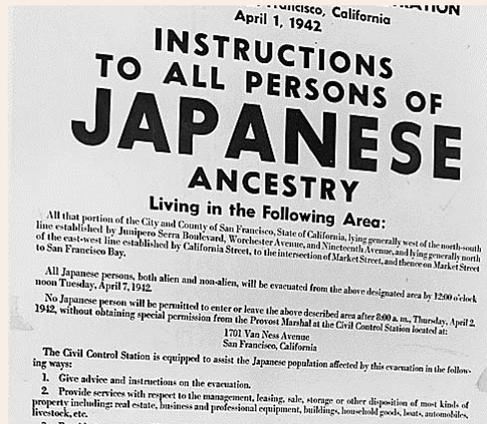
| Explicit bias	Implicit bias	Government for racial equity
Government explicitly creates and maintains racial inequity	Discrimination illegal, but "race-neutral" policies and practices perpetuate inequity.	Proactive polices, practices and procedures for achieving racial equity

Governmental roles in working towards racial equity

Effort has been put into eliminating individual racism

Roles for government:

The leverage of government can:

Racial inequities exist for all indicator for success

Individual racism

Fund targeted services to help those with the greatest needs

Institutional racism

Fund services that incorporate policy changes.

Training curriculum and implementation tools.

Integrate racial equity analyses into decision-making and planning.

Improve outcomes for all and eliminate racial inequities

Structural racism

Partner with others to leverage policy and organizational change.

Build a national movement within government.

But there is greater potential for impact at the institutional and structural levels

Effect of governmental transformation in community

So we can achieve racial equity

Liberates community

Transforming government to proactively work for racial equity

Government's work for racial equity

Example:

- Seattle Race and Social Justice Initiative

Seattle lessons learned:

Develop and use a common analysis

Build capacity and infrastructure

Change behavior and use tools

Be data driven

Partner across sectors with community

Move with urgency

Build capacity

MAYOR - CITY COUNCIL

CITY DEPARTMENTS

RSJI STRATEGY TEAM

RSJI SUB-CABINET

RACE AND SOCIAL JUSTICE COMMUNITY ROUNTABLE

CHANGE TEAMS

CORE TEAM

INTERDEPARTMENTAL TEAMS
- **Equity in Education**
- **Equitable Development**
- **Equity in Criminal Justice**
- **Inclusive Outreach and Public Engagement**
- **Workforce Equity**
- **Contracting Equity**
- **Campaign for Racial Equity**

GOVERNING FOR RACIAL EQUITY NETWORK

———— Direct Reporting Relationship
············ Indirect Reporting Relationship

Working Groups

RSJI Strategy Team – The Initiative managing team from the Seattle Office of Civil Rights (SOCR)
Change Team – A group of employees in each department that help implement RSJI activities and work plans.
Core Team – A Citywide leadership development team of 25 people that work with IDT's to implement RSJI activities.
RSJI Sub-Cabinet – Department Directors or deputies who advise and review RSJI activities.
Interdepartmental Teams – Convened by lead departments to develop and implement Citywide strategies and community partnerships to address racial inequity.
RSJ Community Roundtable – A coalition of 25 government and community based organizations working for racial equity in King County.
Governing for Racial Equity Network – A regional network of government agencies in Washington, Oregon and northern California working on issues of equity.

RSJI Employee Survey 2012

86%

"Examine impact of race at work"

66%

"Actively promoting RSJI changes"

60%

"Dept and City making progress"

Move with urgency

Collective impact

For racial equity

Common agenda	Shared measurement	Mutually reinforcing activities	Continuous communication	Backbone organization

Racial equity collective impact

Collective impact

+
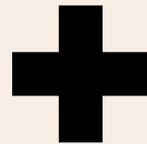
Shared racial foundation, leadership development, capacity building

→

Racial equity

Move with urgency

Latest successes:

- RACE: are we so different? partnership with Pacific Science

- Structural racism partnership fund

- Expanded support from new Mayor

Government's work for racial equity

East Salinas

- How did it get started?

- What is the community's role?

- How is the role of government evolving?

- How is healing a part of the work?

Racial Equity Toolkit
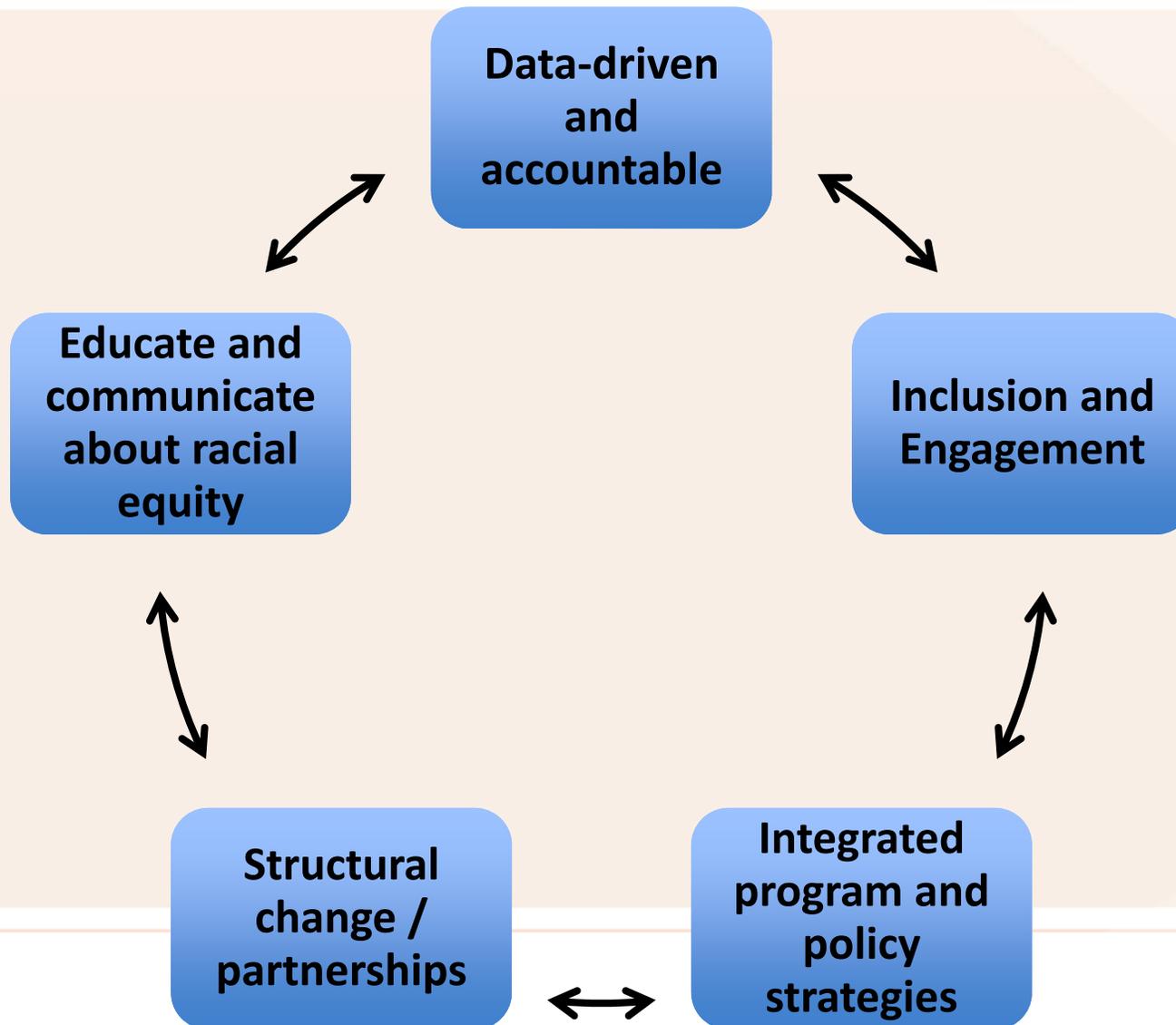
Racial Equity Toolkit

- A Racial Equity Toolkit can be used in budget, policy and program decisions.

- Examples:

  - ✓ Streetlights / complaint-based systems

  - ✓ Restrictions on use of criminal background checks in hiring processes

  - ✓ Contracting policies and procedures

  - ✓ Court appearances

# How does change occur?

political concept ←————————————→ **political action**

Van Jones's "Heart Space/Head Space Grid"
from Rebuild the Dream (2012)

How does change occur?

Rational

HEAD
SPACE

INSIDE
GAME

Political
concept

Political
action

HEART
SPACE

OUTSIDE
GAME

Emotional
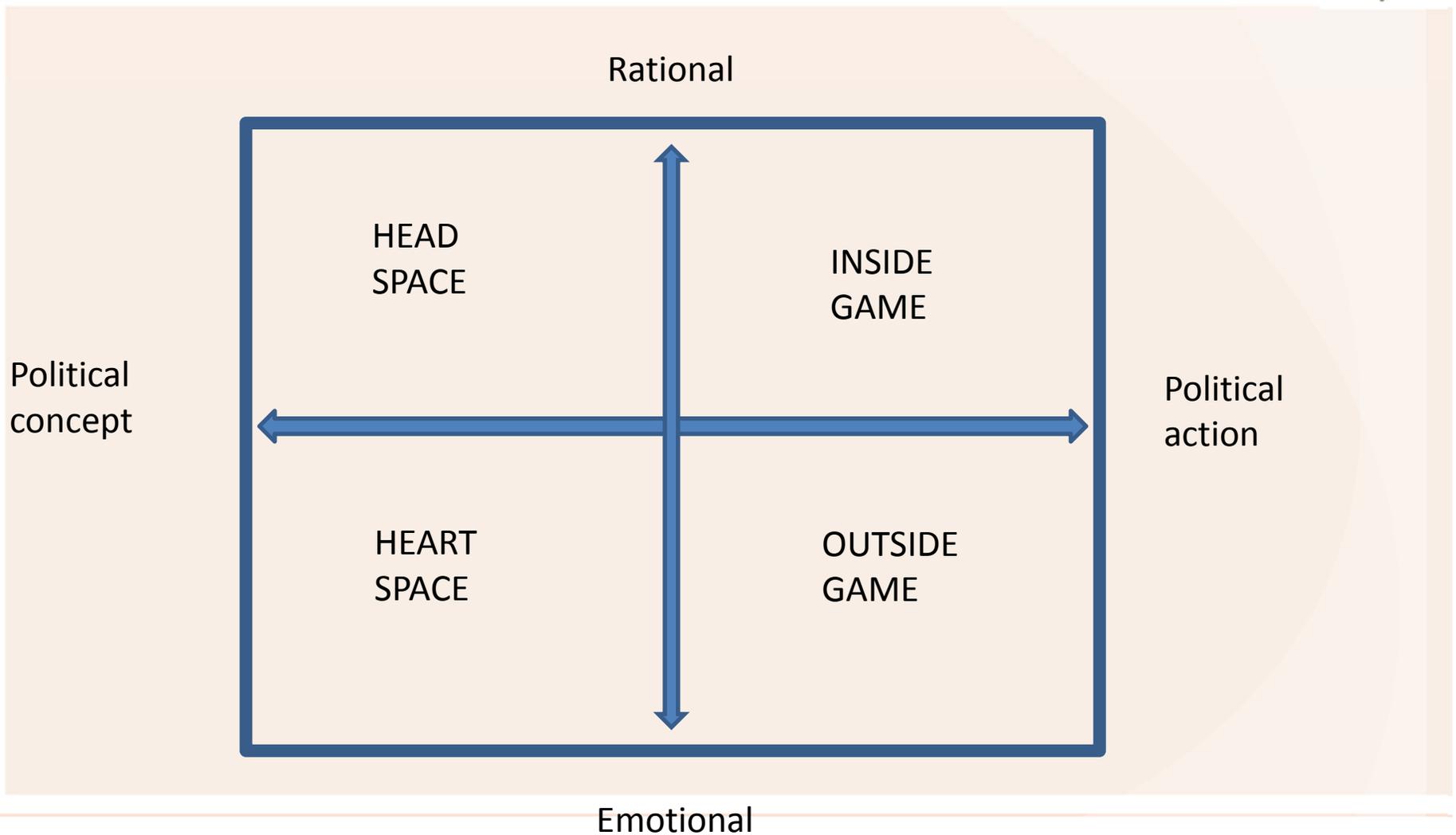
Head, heart, inside, outside

- All four quadrants are important.
- The key is a dynamic balance.

Pair-up – where are you most comfortable? What are your strategies to round-out the other quadrants?

Transactional /transformational change

"The single biggest failure in change initiatives is to treat adaptive challenges like technical problems."

Transactional /transformational change

Technical Problems / Transact	Adaptive Problem / Transform
Easy to identify	Easy to deny (difficult to identify)
Often lend themselves to routine solutions using skills and experience readily available	Require changes in values, beliefs, roles, relationships, and approaches to work
Often solved by an authority or expert	People with the problem do the work of solving it
Require change in just one or a few places; often contained within organizational boundaries	Require change in numerous places; usually cross organizational boundaries
People are generally receptive to technical solutions	People try to avoid the work of "solving" the adaptive challenge
Solutions can often be implemented quickly—even by edict	"Solutions" require experiments and new discoveries; they can take a long time to implement and cannot be implemented by edict

Transactional /transformational examples

Technical Problems / Transact	Adaptive Problem / Transform
Invite WMBE contractors to apply for contracts.	Educate and encourage prime contractors to subcontract with WMBE firms. Change policies driving the results
Translate documents for limited English speaking public.	Meet with and develop relationships with immigrant and refugee communities.
Pass "ban the box" legislation	Develop a criminal justice agenda

Building a movement

Small group discussions at each site –

•What are the opportunities and challenges in working for or with government on racial equity?

•What are the barriers?

Building a movement

LOCAL AND REGIONAL GOVERNMENT ALLIANCE ON RACE & EQUITY

Government Alliance on Race and Equity

A national network of government working to achieve racial equity and advance opportunities for all

Alliance Approach

Three Prong

Support a cohort of governmental jurisdictions.

Develop a "pathway for entry" for new jurisdictions.

Build cross-sector collaborations to achieve equity in our communities.

Alliance cohort

- ✓ Commitment to racial equity.

- ✓ Supportive electeds, department leadership and expertise within front-line staff work with community

- ✓ Supportive stakeholders and partners.

Cohort Model
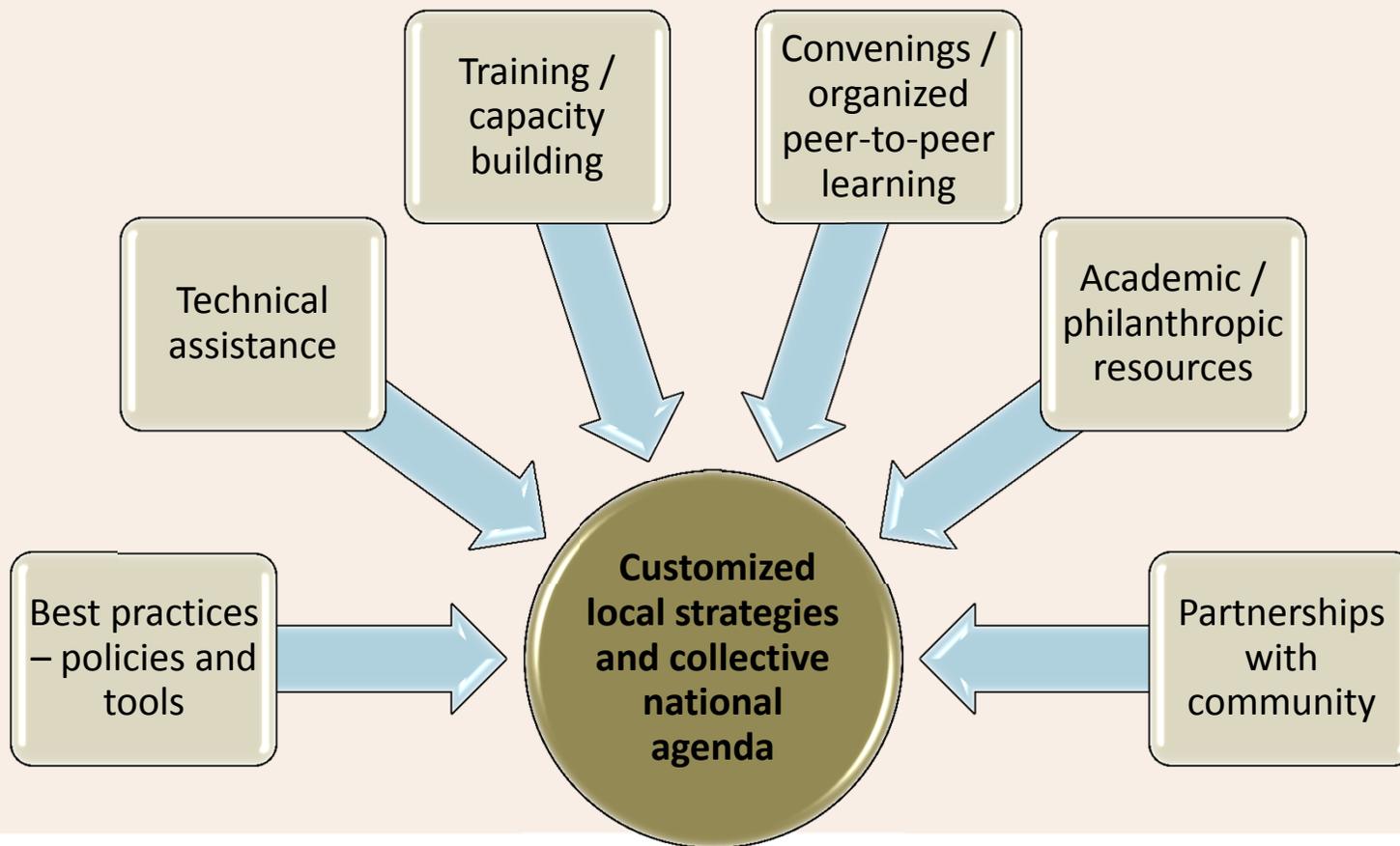
Contact information

Government Alliance on Race and Equity

Julie Nelson, Director

(206) 816-5104

Julie.nelson@racialequityalliance.org

Center for Social Inclusion

Glenn Harris, President

gharris@thecsi.org

(206) 790-0837

Conversation Guide

❧ Is incorporating RSJ principles into CJS policy necessary?

❧ Is incorporating RSJ principles into CJS policy possible?

❧ How do we incorporate RSJ principles into CJS policy?

❧ Provide relevant examples within the institutions where RSJ principles have been incorporated…

Is incorporating RSJ principles into CJS policy necessary?

Arrest rate for all offenses in the United States from 1990 to 2012 (arrests per 100,000 people)

Arrest rate

'90 '91 '92 '93 '94 '95 '96 '97 '98 '99 '00 '01 '02 '03 '04 '05 '06 '07 '08 '09 '10 '11 '12

Additional Information:
United States; 1990 to 2012

statista
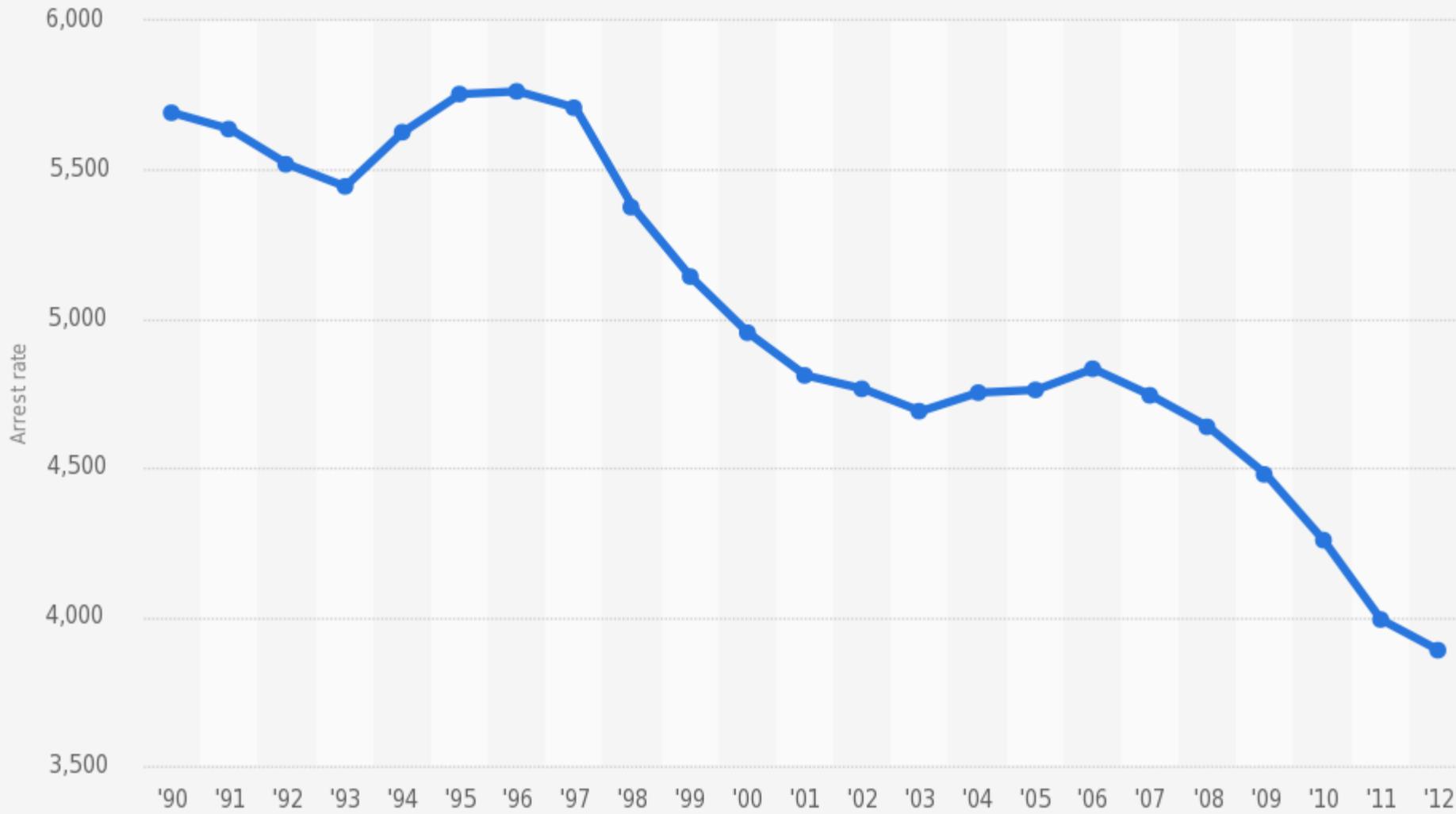
Incarceration rate of inmates incarcerated under state and federal jurisdiction per 100,000 population 1925-2012
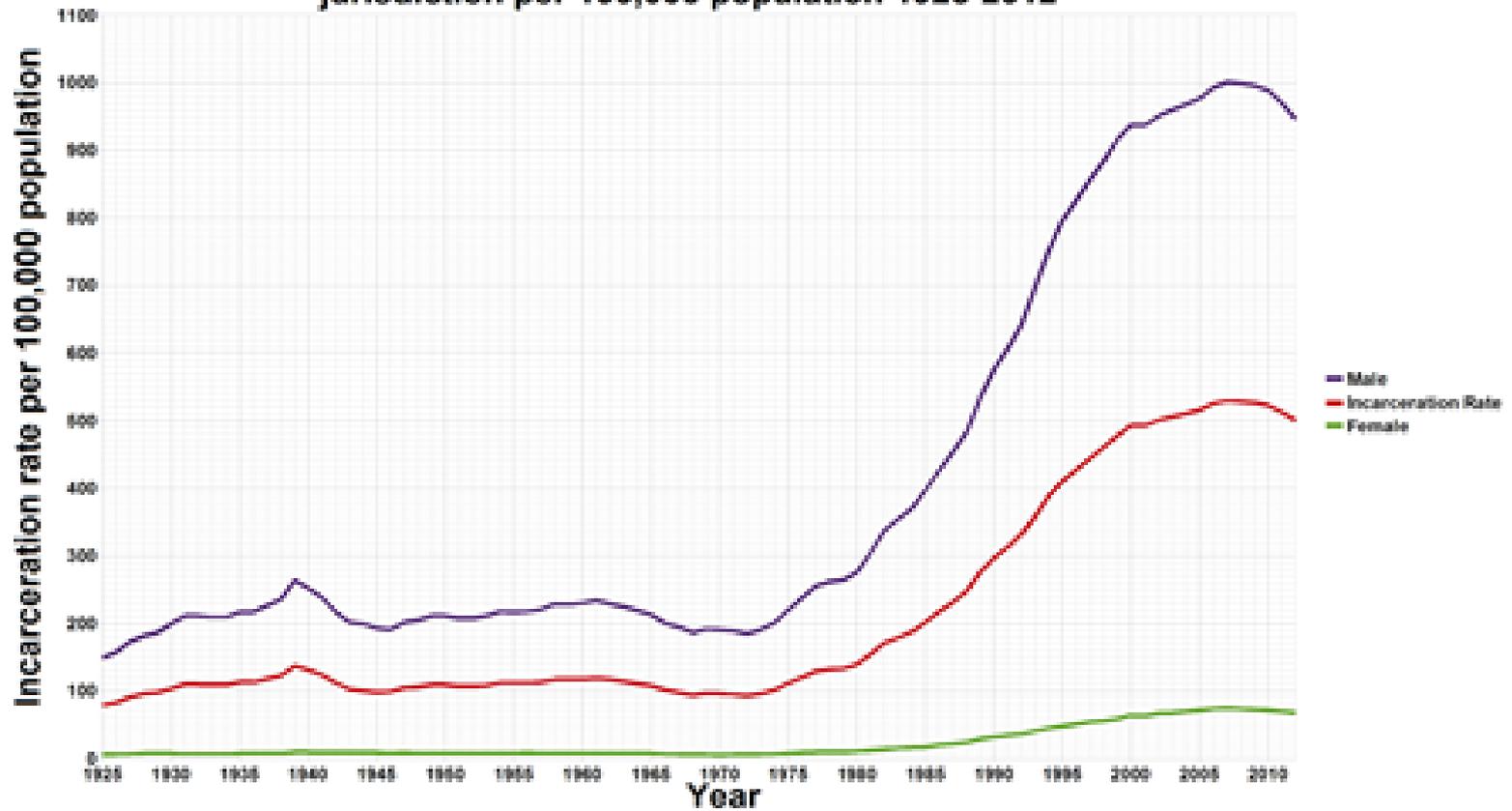
How do we compare?
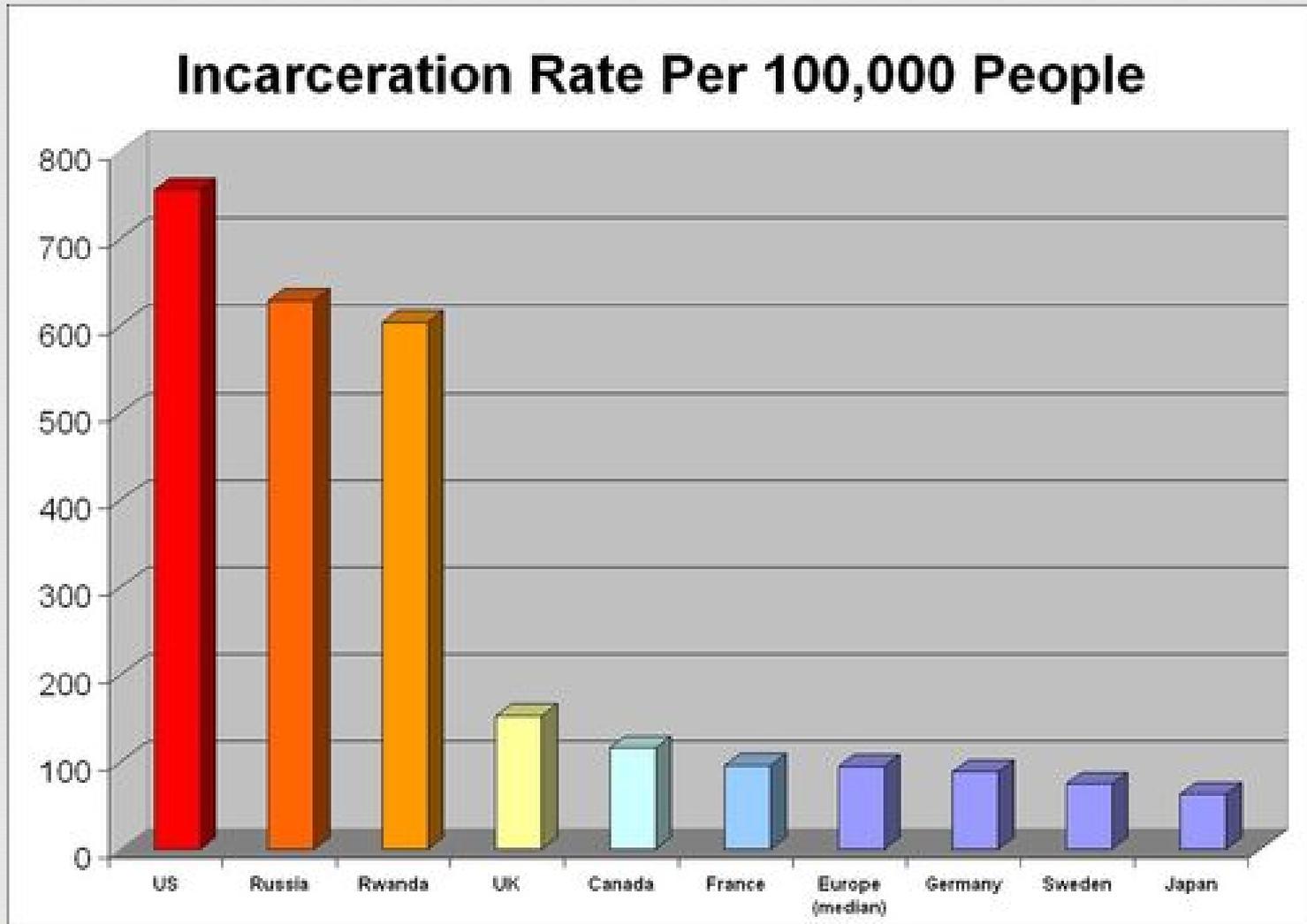
Lifetime Likelihood of Imprisonment
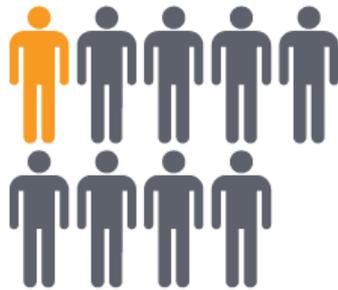
All Men
1 in 9
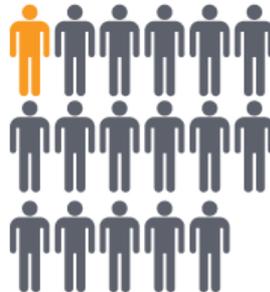
White Men
1 in 17

Black Men
1 in 3

Latino Men
1 in 6
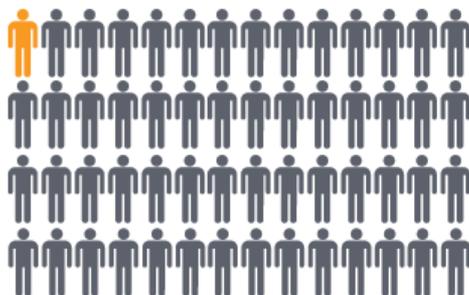
All Women
1 in 56
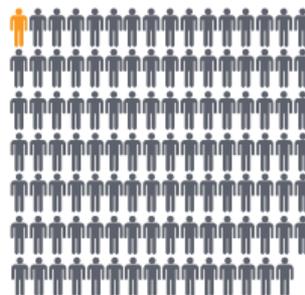
White Women
1 in 111

Black Women
1 in 18
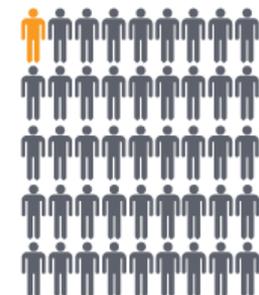
Latina Women
1 in 45

Source: Bonczar, T. (2003). *Prevalence of Imprisonment in the U.S. Population, 1974-2001.* Washington, D.C.: Bureau of Justice Statistics.

THE
**SENTENCING
PROJECT**

30,600 people in jail or prison

Blacks 6.4 X more likely to be incarcerated than whites
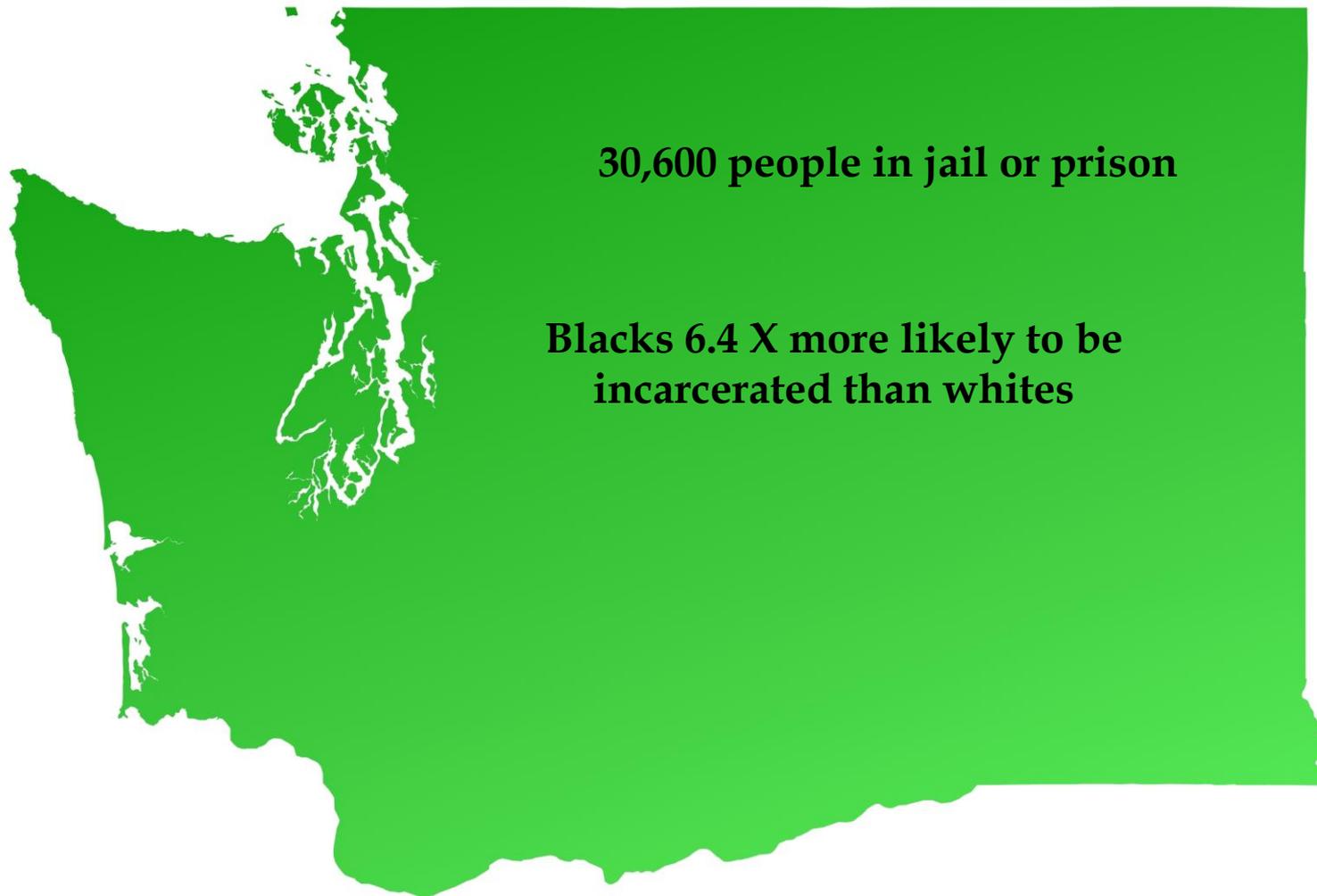
# Graph 48

The over-representation of Black, American Indian and Hispanic Youth in WA's Juvenile Justice System in 2011*
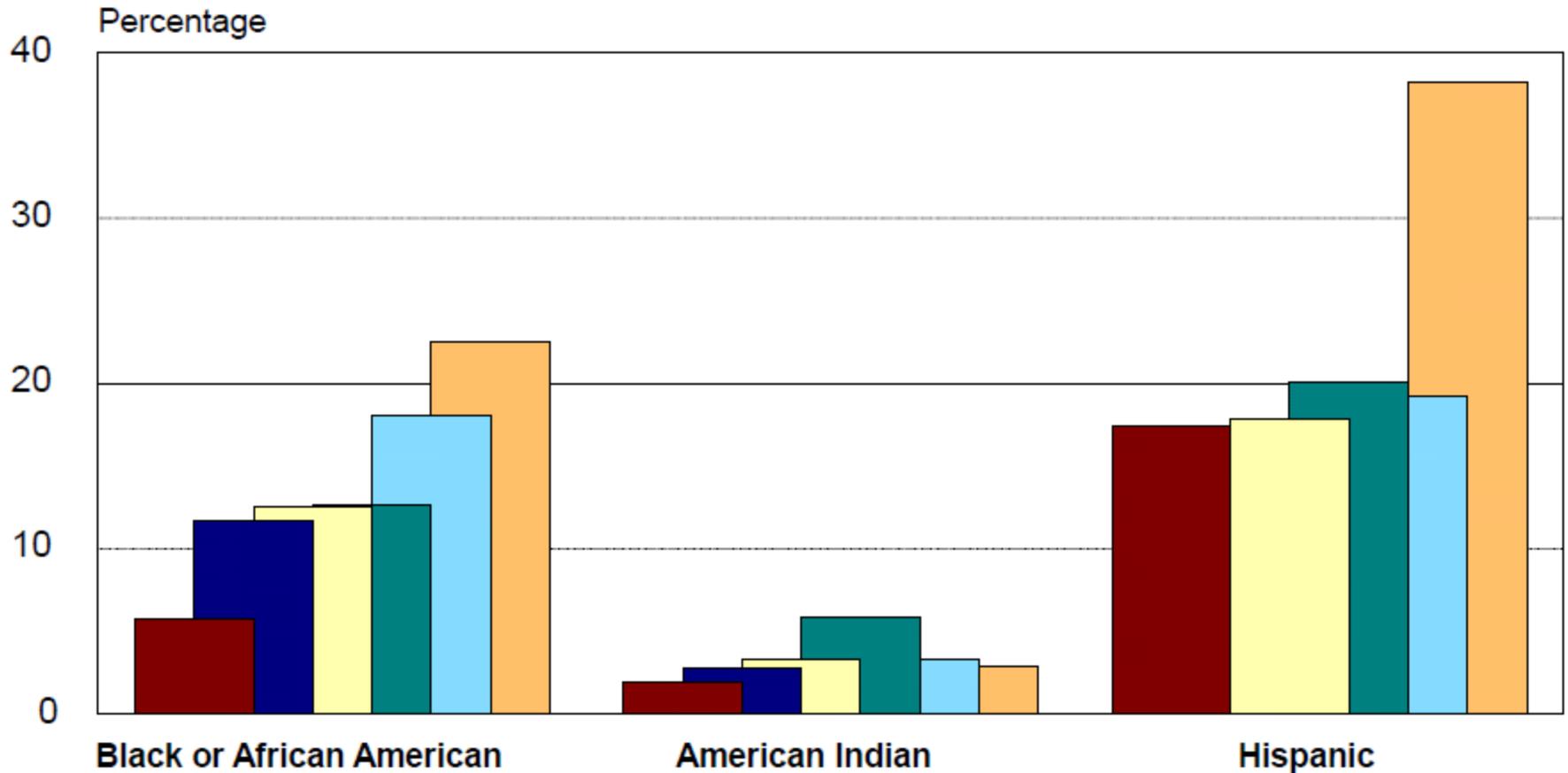
Legend:
- Population Age 10-17
- Arrests
- Offense Referrals
- Juvenile Detention
- JRA
- Transferred to Adult Court

Percentage axis: 0, 10, 20, 30, 40

Categories: Black or African American, American Indian, Hispanic

2012 Washington State Juvenile Justice Annual Report available at dshs.wa.gov
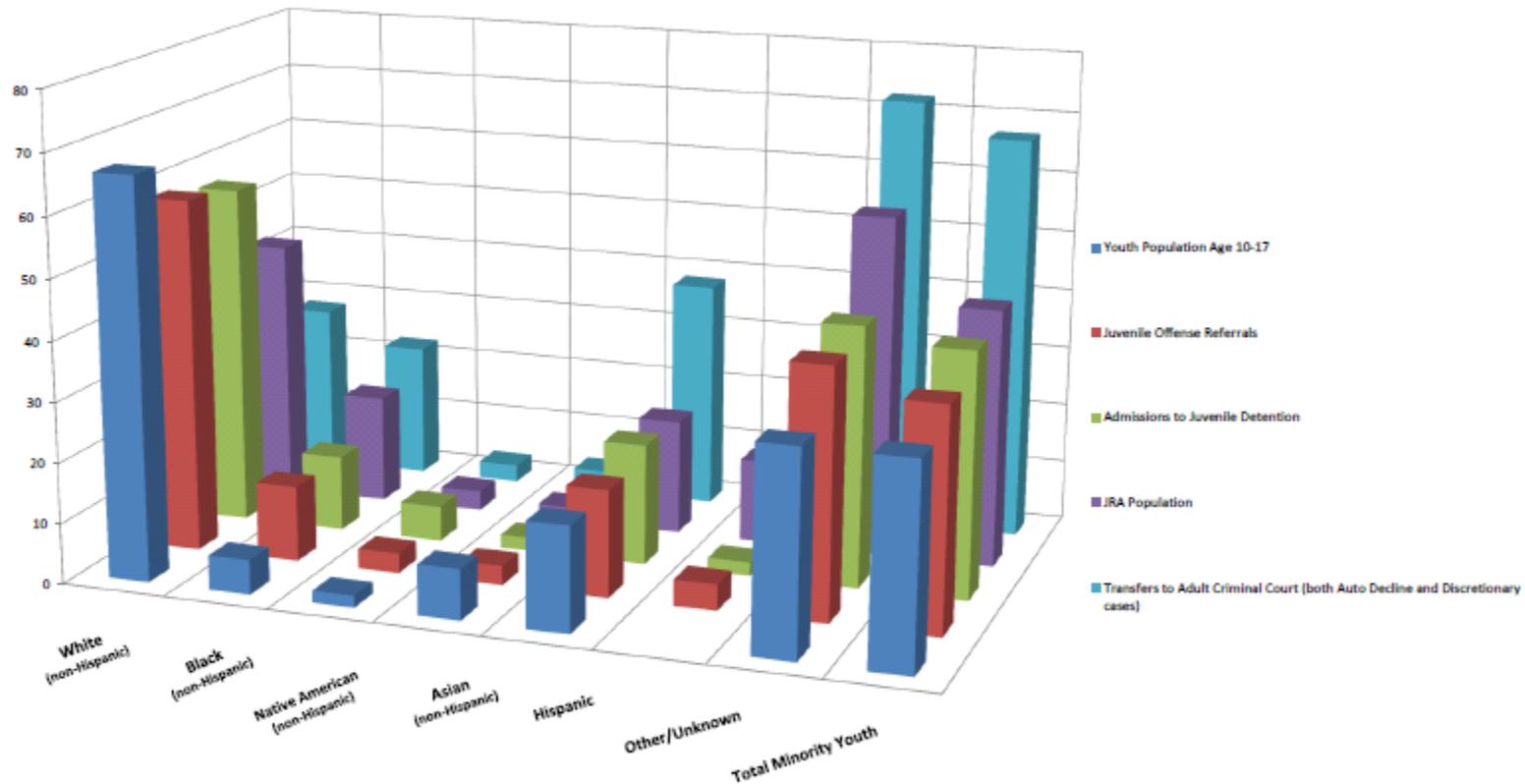
Washington's Death Row

Questions

ᘓ

ᚕIs incorporating RSJ principles into CJS policy necessary

ᚕIs incorporating RSJ principles into CJS policy possible

ᚕHow do we incorporate RSJ principles into CJS policy

ᚕProvide relevant examples within the institutions where RSJ principles have been incorporated…

<u>Resources</u>

❧

 ❧ 2012 Washington State Juvenile Justice Annual Report: DSHS.WA.GOV

 ❧ Task Force on Race and the Criminal Justice System Report: <u>http://www.law.seattleu.edu/centers-and-institutes/korematsu-center/race-and-criminal-justice</u>

 ❧ Racial Equity Toolkit: http://www.seattle.gov/Documents/Departments/RSJI/RacialEquityToolkit_FINAL_August2012.pdf

Panelist Contact Information

❧ Mercer Island Police Chief Ed Holmes:
ed.holmes@mercergov.org

❧ Seattle City Attorney Peter Holmes:
Peter.Holmes@seattle.gov

❧ Dir. Kimberly D. Ambrose:
kambrose@uw.edu

❧ Prof. Carl Livingston, Jr.:
Carl.Livingston@seattlecolleges.edu