Racial Equity Summit Guide

The purpose of this collaboratively produced guide is to assist faculty and staff in exploring racial equity and mass incarceration – concepts that undergird the Racial Equity Summit for 2021. In this document, we suggest some options that may help faculty or staff continue the discussion. In addition to the materials below, the Office of Diversity and Inclusion (https://www.seattleu.edu/diversity/racial-equity-summit/) has created a broad range of excellent resources. Finally, the Lemieux Library, in partnership with the Office of Diversity and Inclusion, has created lists of resources for faculty (https://libguides.seattleu.edu/RESfaculty). This resource will become a repository for anti-racist curriculum and teaching resources.

Option 1.

- Ask participants to discuss one of the prompts below.
  - **Blind spots.** What did you see or hear during the racial equity summit that you had never seen or heard before?
  - **Affirmations.** What did you see or hear during the racial equity summit that affirmed something that you knew?
  - **Extensions.** What did you see or hear during the racial equity summit that you knew but learned more about during the event?

Option 2.¹

- **Terminology:** Mass incarceration, Racial Equity, Systemic Racism, Caste
- Encourage your participants to rethink terms used during the Racial Equity Summit and in *The New Jim Crow*. What does it mean to have a common understanding of terms we use when talking about racial justice?
  - Write each of the terms in the chat or on a PowerPoint that you share with participants in Zoom.
  - Create breakout rooms and distribute people evenly among the breakout rooms.
  - Tell participants they will have two minutes to comment on the first term. Then, they might choose a spokesperson to share the discussion and definition they discussed.
  - In the main room, allow some time (about 15 minutes) for participants to share and react to definitions.
  - Engage participants in a group discussion about the terms in the communal room.
    - What are the similarities in how we defined the terms?
    - What are the differences in how we defined the terms?
    - How might these differences and similarities matter in how policies are set, outcomes experienced by different groups, etc.?
    - Who is advantaged by the definitions we provided? How?
    - Who is disadvantaged? How?
  - After participants have commented on the first term, continue this process until participants have commented on all terms.

¹ Modified from “Learning for Justice” activity on talking about race and racism (https://www.learningforjustice.org/print/82991)
Option 3.

The framework below describes the relationship between structural forces and individual beliefs and biases. Explore Alexander’s comments and the discussions during the Racial Equity Summit to explore how our thoughts and ideas link to systems of injustice. For example:

1. How does the history of the United States, legislation around mass incarceration, media campaigns, business practices, etc., contribute to inequitable outcomes and racial disparities?
2. How have inequitable outcomes and racial disparities associated with mass incarceration influenced your beliefs, associations, and assumptions? For example, how do the statistics on crime influence what you believe about policing black and brown communities?
3. How have your beliefs, assumptions, and associations helped recreate or reinforce history, policies, or practices? For example, what ballot initiatives have you voted for? What hiring practices do you use?
4. How can people disrupt the cycle? What particular actions can you do to disrupt your engagement in activities reinforcing dominant narratives and inequitable outcomes?

Taken from the National Equity Project website: https://www.nationalequityproject.org/frameworks/implicit-bias-structural-racialization

Option 4.

Use #the 4th Box Facilitation Tools published by the Center for Story-Based Strategy. https://www.storybasedstrategy.org/the4thbox

These tools allow for an excellent discussion of equity and liberation. The tools are free and enable participants to discuss in a whole-person way using art and the written or spoken word.