

RACIAL IDENTITY CAUCUSES

Timing, Sequencing, Purpose and Procedure for facilitating Racial Identity Caucuses

Acknowledgements – Curriculum Development

Section	Author	Edits By
Racial Identity Caucus Curriculum Framework and PowerPoint	Shanyanika McElroy	Shanyanika McElroy
Pre-Caucus Curriculum	Various Sources	Shanyanika McElroy B Hill Belinda Chin
Racial Identify Caucus Purpose and Framing	Belinda Chin Shanyanika McElroy	Brain Judd
Land Acknowledgement	Jen Montessor	Carissa Ware Kelly McGinley Ash
Meeting Agreements	Cultures Connecting Consultants	Belinda Chin Shanyanika McElroy
Breakout Discussion Processing Question	Racial Equity Consultants	Brian Judd Belinda Chin
Closing Remarks	Gabbi Gonzales	Shanyanika McElroy

WRPA Racial Identify Caucus Sequence

2:30pm- 3:00 pm- Briefing and Set-Up
Facilitators arrive, set up the room with materials

Time	Activity	Materials Needed	Purpose and Procedure	Creation Assigned To
Pre-Caucus Curriculum: Provides participants with examples of foundational concepts used in caucus and reflection activities on those concepts				
	Racial Identify Caucus Purpose and Framing	Racial Identity Caucus Purpose Primer	<p>Purpose: Participants explore some “whys” of racial identity caucusing.</p> <p>Procedures: Participants read materials and reflect.</p>	Belinda Edits by All
	Foundational Concepts and Analysis	<p>Equity vs Equality Primer and Slide</p> <p>Bias and Oppression Primer</p> <p>Videos and Visuals</p>	<p>Purpose: Participants explore selected outlining the concepts and analysis used during racial identity caucusing.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> Equity vs. Equality Bias and Oppression <ul style="list-style-type: none"> ○ Implicit vs Explicit Bias (Definitions) ○ IRO and IRS (Definitions, manifestations table) Oppression and Anti-Racism <ul style="list-style-type: none"> ○ Types of Oppression (Definitions and examples) ○ Anti-Racism <p>Procedures: Participants read materials and reflect.</p>	Shanyanika Edits by All

Pre-Caucus Curriculum Continued				
	Reflection Exercise: Personal Cross-Cultural Biography Table and reflection questions	Your Personal Cross-Cultural Biography Worksheet and questions	<p>Purpose: Participants reflect on pre-curriculum materials and self-evaluate.</p> <p>Procedure: Participants complete worksheet per worksheet instructions and reflection on supplied questions.</p>	Belinda
Welcome: In this section, participants enter the online forum, see a slide with caucus framing and web environment etiquette.- 5 mins				
3:00 pm (5 mins.)	Welcome	Caucus PPT	<p>Purpose: Provides time for people to sign on, a short synopsis of caucus purpose and frame, and Zoom etiquette</p>	Shan Edits by All
Opening: In this section, participants will participate in a land acknowledgement, Hear the caucus frame and purpose and agree to discussion procedures. – 15 mins				
All opening session activities will occur in a large group format.				
3:05 pm (2 mins)	Land Acknowledgement	Caucus PPT	<p>Purpose: A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. Hear what it means to members of the Native American and Indigenous Peoples Steering Group at Northwestern here. (Northwestern University)</p> <p>Procedure: Native Governance Center Guide to Land Acknowledgement</p>	Jen Edits by All
3:07 pm (3 mins)	Racial Identity Caucus Framing	Caucus PPT	<p>Purpose: Reaffirm the “whys” of racial identity caucusing and set the tone for the event.</p> <p>Procedure: Whys Example- Caucusing by racial identity is a model based on how U.S. culture has historically been structured. It allows groups to explore,</p>	Belinda and Shanyanika Edits by All

			<p>inquire, challenge the conditions that perpetuate the racial stereotypes the group has in common. For white people, healing work cannot move forward until the “dis-ease” – explicit and implicit - is identified and how it works to cause harm to Black, Indigenous, and People of Color (BIPOC). For BIPOC, it is about understanding how they are impacted by institutionalized racism explicitly and implicitly. For both, each one’s liberation is tied to the other. - Belinda</p> <p>Tone Setting Example- Racial Identity Caucuses are not intended as training or debate spaces. There is an expectation that caucus participants have familiarized themselves with the foundational concepts supporting caucus and are ready to engage in a discussion about advancing equity. Caucus is an opportunity for participants to come together, as they are, to acknowledge the racism, patriarchy, bias and discrimination that has brought our country to this point. To acknowledge the inequity and injustice that Black, Indigenous, POC and other marginalized members of our community are suffering and speaking against. This is an open space to acknowledge that all this impacts our colleagues and loved ones. This is the space to plan for action.</p> <p>Since caucus is an open forum emotional safety cannot be guaranteed. Although emotional safety cannot be guaranteed, speech designed to dismiss, deter or harm those brave enough to speak out against the atrocities occurring will NOT be tolerated. We ask that participants adhere to the meeting agreements, which will be outlined in a moment.</p> <p>The critical work of undoing racism and oppression is a daily responsibility and SPR must center in our commitment to that daily action. - Shanyanika</p>	
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3:10 pm (10 mins)	Meeting Agreements Virtual Space etiquette	Cultures Connecting Meeting Agreements Slide	Purpose: Set tone and ground rules for discussion Procedure: Agreement items are read, discussed, and agreed to by raise of hand. Reiterate caucus purpose and analysis concepts.	Belinda Edits by All
Opening session will close. All participants will be automatically pulled into small groups for breakout discussion section activities at 3:20 pm.				
Breakout Discussions: In this section, participants engage in caucus discussion and record next steps. – 90 mins				
3:20 pm (5 mins)	Introductions	Caucus PPT	Purpose: Engage in get-to-know-you procedure. Procedure: Participants share their name, agency, pronouns, racial identity, if their needs are met. Positions are purposely left out to promote interpersonal connection of hierarchical position or power dynamics.	Shyanika Belinda Edits by All
	Centering	Caucus PPT	Purpose: Discussions about race can be difficult as it is, and can be made more challenging if your head and body are distracted by the business of the day. Procedure: Before starting a caucus, it's helpful to take a pause to bring one's whole self into the meeting space and be present by releasing any tension, worries, unconstructive thinking, etc as best as one is able. Some facilitators guide groups in breathing exercises, some offer readings related to the discussion to come, some use brief musical interludes or sound – over time, you can experiment to find out what fits your style and needs of your groups. The important point is to take a pause to focus the attention of the group on the here and now. This makes space for possibilities of transformation, allowing shifts in perception, thought, and response.	Belinda Additions by All

Breakout Discussions Continued				
<p>3:25 pm (75 mins)</p>	<p>Guided Discussion BIPOC Caucus</p>	<p>Caucus PPT Notetaker</p>	<p>Purpose: Open group possessing and discussion.</p> <p>Procedure: Ask and discuss the follow processing questions. Focus group on meeting agreements, when needed.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. In what ways is institutionalized racism perpetuated in our organizations Organization can be defined as WRPA, your employing agency/organization, or public service institutions at large. 2. In what ways does explicit racial bias, implicit racial bias, and/or internalized Racial Oppression (IRO) undermine the functioning of our team/group? What are some points of my own explicit or implicit bias should I be aware of? 3. What does it look like as BIPOC to heal? 4. What strategies are used by our organizations to keep us divided and competing with each other for access and resources? How can we individually and collectively resist these dynamics? 5. What does it look like for BIPOCs to hold our organizations accountable? 6. What relationship do we have as individuals and as a collective to BIPOC communities and other communities of resistance? 7. What is the individual or collective responsibility we have to the communities of color we serve? How is our perception of this validated through relationship with the people we serve? 	<p>Shanyanika Belinda Edits by All</p>

<p>3:25 pm (75 mins)</p>	<p>Guided Discussion White Ally Caucus</p>	<p>Caucus PPT Notetaker</p>	<p>Purpose: Open group possessing and discussion.</p> <p>Procedure: Ask and discuss the follow processing questions. Focus group on meeting agreements, when needed. Inform the last 10 minutes will be spent to record feedback for the EIB Committee.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How was I socialized by internalized racial superiority (IRS)? When did this become apparent to you? What are some points of my own explicit or implicit bias should I be aware of? 2. How does IRS affect my participation on a team; in leading members of our organization and profession? 3. In what ways is institutionalized racism perpetuated in our profession? How do white privilege and inequitable distribution of power undermine the functioning of our team/group? 4. What does it look like for white allies to hold our institutions and profession accountable? 5. What relationship do we have as individuals and as a collective to the BIPOC communities of resistance? 6. What is the individual or collective responsibility we have to the communities of color we serve? How is our perception of this validated through relationship with the people we serve? 7. What does it look like for white people to heal? How can white people move this work from the head (intellect) to the heart and body (emotional and body work)? 	<p>Shanyanika Belinda Edits by: Brian Judd</p>
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4:40 pm (10 mins)	Guided Discussion Wrap-up Notes	Notetaker/ Live Notes	Purpose: Capture participant reflections they would like to share with the EIB committee. Procedures: Share screen and record participants contributions.	ALL
Breakout discussion sessions will close. Zoom will issue a 60 warning, then all participants will be automatically pulled in to the large group format for closing session at 4:50pm.				
Closing: In the closing session, participant will share discoveries, hear closing remarks and take and exit poll.				
4:50 pm	Closing Remarks Poll	Zoom Poll	Purpose: Close the day and complete exit poll	Gabbi and Brian WPRA Office
5:00 pm	Adjourn			