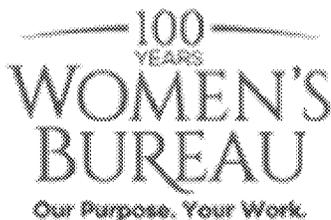


Sent: 11/5/2020 5:39:03 PM
To: Mondl, Rachel E - OSEC [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=7d7773f42e1545e886e760b3cb4b19fb-Mondl, Rach]
CC: Pizzella, Patrick - OSEC [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=020a6a73fa4b4dc696cec40e29784dbe-Pizzella, P]; OScannlain, Kate S - SOL [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=fc246996e74e4c8d8c6e5c73700c3406-OScannlain,]; Taylor, Timothy J - SOL [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=363c0a5d85ca453eb4d8a2a62a9c286f-Taylor, Tim]; Kilberg, Andrew G - OSEC [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=285bfb7c58734e858f9cbd77c1bcf3c7-Kilberg, An]; Swearingen, Brett A - OSEC [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=446467c1acd144b4bddd78130ecd530d-Swearingen,]; Squitieri, Chad C - OSEC [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=80ed763b75b846ff8b842b19bd2b9156-Squitieri,]; Rose, Sharon A - SOL [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=6c6d92f326de4a0abac3f6477d8120c4-Rose, Sharo]
Subject: FW: RFI/ E.O. 13950 Training Submissions
Attachments: LEARN.pdf; IDEAL Engage Mgr Toolkit - Anti-racist actions July 2020.pdf; Microaggressions in the Workplace (051920) Transcript.pdf; UnconsciousBias30 (100920) Transcript 100920.pdf; Workplace Diversity (090220) Transcript 090320.pdf; Screenshot 2020-10-23 153544.png; CollinsAerospace_Diversity and Inclusion Resources.pdf; Microsoft_Transcript Introduction to Privilege.pdf; University of Georgia_CVM Diversity Equity and Inclusion Plan_marked.pdf; L3 Harris political propaganda.docx; Old Dominion University_SEPT 2020 Understanding and Confronting Racism Resource Guide.docx.pdf; Raytheon_Becoming an Anti-racist Today - English_1 of 2.pdf; Subaru Racist diversity training.pdf; Intel_Critical race theory training at federal contractor Intel.pdf; Turner Construction_Systemic Racism Training.pdf; 13950 Hotline Weekly Report

Per our recent OSEC-OFCCP touchbase meeting, please see attached and below. These documents and information will provide an accurate idea of what we are receiving through the EO 13950 Hotline and RFI, which will be helpful in implementing the EO and developing compliance assistance materials. These materials are close hold. Thanks, Craig

Craig E. Leen
OFCCP Director



From: Williams, Tina T - OFCCP <(b) 6@dol.gov>
Sent: Thursday, November 05, 2020 1:20 PM
To: Leen, Craig - OFCCP <Leen.Craig@DOL.gov>
Cc: Davidson, Patricia J - OFCCP <(b) 6@dol.gov>; Gaglione, Robert J - OFCCP <Gaglione.Robert.J@dol.gov>; Gean, Lissette - OFCCP <(b) 6@dol.gov>
Subject: RFI/ E.O. 13950 Training Submissions

Craig,

Here is the summary update and samples for the RFI and EO 13950 hotline:

RFI

DOL003192

- As of November 5, 2020, OFCCP has received 47 comments on the *Request for Information: Race and Sex Stereotyping and Scapegoating*. Of the 47 comments received, 23 supported and 19 opposed Executive Order 13950. Of the supportive comments, 20 specifically mentioned Critical Race Theory while only 2 of the opposing comments did. Only 3 comments have requested an OFCCP assessment of attached training materials.
- None of the comments have been submitted on behalf of an employer.

I have attached all of the training materials we have received.

1. Comment OFCCP-2020-0002-0027
 - Screenshot 2020-10-23 153544.png
2. Comment OFCCP-2020-0002-0028
 - Workplace Diversity (090220) Transcript 090320.pdf
 - UnconsciousBias30 (100920) Transcript 100920.pdf
 - Microaggressions in the Workplace (051920) Transcript.pdf
3. Comment OFCCP-2020-0002-0043
 - IDEL Engage Mgr Toolkit
 - LEARN.pdf
 - READ.pdf

E.O. 13950 – Training samples attached.

This week (10/26/2020 – 10/30/2020), OFCCP received a total of 29 inquiries;

- 15 named complaints
- 5 anonymous complaints
- 4 requesting compliance assistance
- 5 Opposed to Executive Order 13950

This week (10/26/2020 – 10/30/2020), OFCCP received a total of 54 voicemail calls opposing EO 13950.

Examples of inquiries received this week:

- Complaint – employee wants to name a complaint that the employer is defying Executive Order 13950.
- Complaint – employee is complaining about taking mandatory unconscious bias training.
- Complaint – employee is complaining that the employer is pushing concepts of Race, Equity, Diversity, and Inclusion (REDI). Presentations and executive commentary has included the focus on white supremacy, systemic racism in America.
- Compliance Assistance – requesting clarification if President Trump's executive order on Combating Race and Sex Stereotyping applies to State agencies that oversee the distribution of federal funds.
- Opposes Executive Order 13950 – various comments forwarded opposing this EO.

General Bullets of all unique inquiries received as of 4pm ET on 10/30/2020:

- OFCCP has received 161 unique inquiries on the EO 13950 Hotline.
- Of these 161 inquiries, there are 129 complaints: 85 from named complainants and 44 from anonymous sources reporting information about organizations purported to be in violation of EO 13950.
- 22 of the inquiries are from individuals seeking compliance assistance. (One request was removed)
- 10 of the inquiries are written to oppose EO 13950.
- 54 voicemails opposing EO 13950

Tina Williams | Director

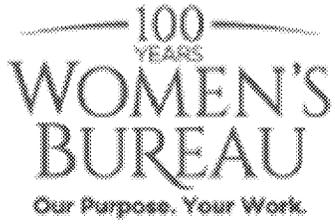
Division of Policy and Program Development

Office of Federal Contract Compliance Programs

200 Constitution Avenue, NW, Room C-3325 | Washington, DC 20210

Direct: (b) 6 | Fax: 202-693- 1305

Email: (b) 6@dol.gov



From: Williams, Tina T - OFCCP [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=DE1CA1BB58004746A50104BD40A50623-WILLIAMS, T]
Sent: 11/2/2020 1:30:17 PM
To: Leen, Craig - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=5ffd4a5b3cc74f49a5d2bf4c747416d4-Leen, Craig]
CC: Davidson, Patricia J - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=881aff8bf6fb4a85ae33921a0cb1596b-Davidson, P]; Gaglione, Robert J - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=1488b4650b734927906fed5870ab9642-Gaglione, R]; Gean, Lissette - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=bbb9a13178c24aadb6b7613f2f9041f3-Gean, Lisse]; Bickerstaffe, Keir - SOL [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=76946342408840629d14d5b8c536a764-Bickerstaff]; Dankowitz, Beverly - SOL [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=d35b44f0957b4cdeb796c97e5990ebcf-Dankowitz,]
Subject: 13950 Hotline Weekly Report
Attachments: Week of 11-2-2020 Redacted EO 13950 Summary Report_Redacted.pdf

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Tina Williams | Director

Division of Policy and Program Development

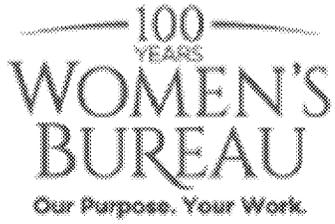
DOL003195

Office of Federal Contract Compliance Programs

200 Constitution Avenue, NW, Room C-3325 | Washington, DC 20210

Direct: (b) 6 Fax: 202-693- 1305

Email: (b) 6@dol.gov



All Inquiries for Executive Order 13950
Weekly Report
November 2, 2020

#	Date/Time Opened	Inquiry Category	Industry	Description
1	10/19/2020 8:54 AM	Anonymous Complaints	None	Calling regarding the Presidential Executive Order on Race and Sex Stereotyping that was issued on 9-22-2020. Understands that DOL is the enforcement mechanism through OFCCP. He has a problem with his employer that they are continuing to do things that are in complete defiance to the EO. Call in to provide examples of what they are doing so that their federal funding can be removed.
2	10/28/2020 12:51 PM	Anonymous Complaints	Technology	Executive Order 13950 - [REDACTED] Critical Race Theory and Other Racist Programs I need to make an anonymous report of [REDACTED] defiance of Executive Order 13950. [REDACTED] is my employer and they are a massive government contractor and are also the first company I've worked for where I have to endure racism directed at me because my skin happens to not be black/brown or some other color. I have attached several items to back up my complaint. [REDACTED] is so deeply steeped in Critical Race Theory and it is pervasive through work requirements for senior workers such as myself. It is required of me to read and accept the attached Critical Race Theory (CRT) literature from our [REDACTED]. The [REDACTED] document requires that I ingest CRT publications and videos from by CRT-perveyors such as [REDACTED] and to even read the [REDACTED] I have to accept as fact the notion of "systemic racism" and to even read the [REDACTED] I have to accept as fact the notion of "systemic racism". Mandatory Unconscious Bias Trainings at [REDACTED]
3	10/28/2020 12:55 PM	Anonymous Complaints	Defense Technology	Hello, I'd like to remain anonymous. I have attached here an email we received from the director of [REDACTED]. Among other things, in the email he describes that [REDACTED] will make unconscious bias training mandatory. That violates the President's Executive Order. Please stop this madness and nonsense going on at [REDACTED] Thank you!
4	10/28/2020 1:58 PM	Anonymous Complaints	Academic Institution	[REDACTED] sending this email to every employee at [REDACTED] ... it's racist by its very nature... From: [REDACTED] Information - Emergency / Alerts Sent: Monday, October 26, 2020 3:59 PM Subject: Racial Identity Caucus Groups - Zoom Information Dear Friends and Colleagues, On behalf of [REDACTED] to invite you to participate in a Caucus Group this week. You are encouraged to participate in whichever one most closely matches your racial identity. The Caucus Groups are supportive spaces for [REDACTED] and leaders to explore, acknowledge, discuss and begin to dismantle institutionalized racism from within by starting the difficult conversations about race, power and privilege. Black and POC individuals can discuss issues affecting them without the need to explain or mitigate White fragility. [REDACTED]
5	10/30/2020 4:40 PM	Anonymous Complaints	Technology	The [REDACTED], specifically the facility located in [REDACTED] is violating the presidents executive order by requiring training on "unconscious bias" in which, of course, it is taught that only white people have an unconscious bias and innate racist beliefs. Below is a corporate Email sent out to all employees referencing the "unconscious bias" training from the President of the Company A few months back, we set out on a journey to improve our workplace to one that is more inclusive, fair and safe for all. To guide us in this endeavor, we have mapped out a [REDACTED], which is comprised of three fundamental pillars: <ul style="list-style-type: none"> • Foster an inclusive culture. Make the unconscious conscious. • Bring the right voices around the table. • Develop a pipeline of diverse leaders. [REDACTED]
6	10/18/2020 8:51 PM	Compliance Assistance Request	Academic Institution	I am a concerned [REDACTED], having read of the college's program called the Engaged Pluralism Initiative (EPI), which sounds very much like extended "diversity, inclusion and equity" rhetoric. It is a 4-year program funded by a grant from Mellon Foundation and some institutional money. When on [REDACTED], I asked a couple of [REDACTED] they could tell me about this program, but neither of them confessed to knowing much about or having participated. I do not know the details of this program, except what I see on the college's website and in occasional email bulletins about it. It seems very much in line with so much of the current indoctrination that we observe in institutions across the nation. ht [REDACTED] My sense is that this program warrants investigation, although the verbiage may have recently cleaned up since EO 13950 was issued. [REDACTED] California
7	10/20/2020 1:22 PM	Compliance Assistance Request	Academic Institution	Hello! I am an adjunct professor at 3 universities including University of Wisconsin - Green Bay. Please see attachments on an all hands" mandatory training that appears to deal with (per the Chancellor's email to all)... <ul style="list-style-type: none"> - Systems of oppression - Privilege points Website for the "vendor" who built off a career as a mediocre professor with an axe to grind: [REDACTED] Happy to discuss and facilitate as warranted. Sincerely,

All Inquiries for Executive Order 13950
Weekly Report
November 2, 2020

#	Date/Time Opened	Inquiry Category	Industry	Description
8	10/28/2020 12:58 PM	Compliance Assistance Request	School District	<p>Hello, I realize the latest Executive Order from President Trump was related to CRT training at the Federal level. Is there any protection for employees such as [REDACTED] who work in [REDACTED] from this CRT harassment?</p> <p>In certain districts, administrators are telling white teachers that they are hurting students of color because they (the teacher) are white. It is hard to imagine that this slander and harassment is legal.</p> <p>Is there any protection for us who are not Federal employees?</p>
9	10/29/2020 2:13 PM	Compliance Assistance Request	State Agency	<p>Hello, I work for the [REDACTED] [REDACTED] agency that oversees the administration for federal funds via the [REDACTED]</p> <p>I am writing to obtain clarification if President Trump's executive order on Combating Race and Sex Stereotyping applies to State agencies that oversee the distribution of federal funds.</p> <p>The [REDACTED] largest employer in the state and probably spends millions if not tens of millions of dollars of tax payer money on Critical Race Theory, which creates a hostile work environment for those of us who do not agree with the State of Oregon's social engineering program.</p> <p>Critical Race Theory has not only infiltrated government agencies at the [REDACTED] in Oregon, it has also found it's way into [REDACTED] [REDACTED]s, which makes many Oregonians, who work hard providing for their families angry, due to our objections being brushed aside in a dismissive manner.</p> <p>For over five years, I have been doing my</p>
10	10/28/2020 1:03 PM	Named Complaints	Defense Technology	<p>Hi, I am an employee at a company that is a contractor to the federal government called [REDACTED]. I would like to file a complaint against my employer for violation of Executive Order 13950.</p> <p>Since the unrest of the George Floyd situation, [REDACTED] had employees go through training in staff meetings on the topics of racism.</p> <p>The training has in my opinion been in violation of Executive Order 13950 or at least is implicitly running up against EO 13950. Videos shown to employees included notorious race baiter Ibram Kendi.</p> <p>The [REDACTED] stated that [REDACTED] planning to increase the number of black employees by 20%. This was said without any mention of the merit of these new individuals they want to hire. I believe that this is against federal law and EO13950.</p> <p>Even before the unrest, [REDACTED] would want managers to make sure that all different races and sexes were included in interviews for an open position. I got the sense that this was the case regardless of t</p>
11	10/28/2020 1:51 PM	Named Complaints	Academic Institution	<p>Potential University Section 5 Violation of Executive Order on Combating Race and Sex Stereotyping</p> <p>Greetings, It is unclear to me whether section 5 applies to universities who receive federal grants in general or whether it applies to specific programs within an institution with a clear paper trail connected to grants. The forwarded program certainly scapegoats whites, and I hope that your office can investigate it.</p> <p>I also encourage your office to investigate the specifics of this program for first year [REDACTED] [REDACTED].</p> <p>I apologize if my use of this email hotline was in error.</p> <p>Best regards, [REDACTED]</p> <p>[REDACTED] ></p> <p>Subject: 2020 Diversity Forum to Showcase Authors on Racism & Dignity Date: September 29, 2020 at 5:06:16 PM [REDACTED]</p>
12	10/28/2020 1:54 PM	Named Complaints	Packaged Software	<p>I am reaching out to report several forms of rampant racial and sexist discrimination in hiring at [REDACTED] - on 10/14 - filed a similar complaint, but it included mention of the new EO so it seemed like perhaps it was bucketized as only complaining about that. So I'm resubmitting with no mention of those violations, and instead am focusing solely on hiring discrimination.</p> <p>The work environment at [REDACTED] becoming more negative toward white males - although Asian and Indian males are also discriminated against in hiring.</p> <p>Here are some of the issues:</p> <ol style="list-style-type: none"> 1. My managers at [REDACTED] team - clarified [REDACTED] of 'diverse candidates'. [REDACTED] t defines 'diverse candidates' as: female, black, Hispanic, or native American. It's very difficult to get this in writing, but it was recently defined by Xbox management - in a recorded team meeting. 2. All open positions that are Principal level or above at [REDACTED] Vice Pres

All Inquiries for Executive Order 13950
 Weekly Report
 November 2, 2020

#	Date/Time Opened	Inquiry Category	Industry	Description
13	10/28/2020 2:32 PM	Named Complaints	Academic Institution	<p>Greetings,</p> <p>I am a faculty member in the [REDACTED] and recently receive notification of training that might be in violation of EO 13950 as promoting or perpetuating race stereotyping. Below is a screenshot of the training invitation. This training is not mandatory, and I did not attend, but I bring it to your attention in case it rises to the level needing to be investigated under EO 13950. What is being implied when people need to be segregated by race in order to "process (election) emotions"?</p> <p>Thank you for the opportunity to bring this to your attention.</p>
14	10/28/2020 2:35 PM	Named Complaints	Academic Institution	<p>Hello.</p> <p>I would like to anonymously report a university for requiring "Diversity, Equity, and Inclusion" training. The [REDACTED] in Connecticut obtains millions of dollars of federal funding, so should be held to the same standards as government contractors that violate the recent executive order banning this type of "training." The university requires all students to complete this "training" on a yearly basis. It must be completed in order to register for classes. I am a part time, online graduate student (not currently taking classes), but I refuse to take this training again because it violates my religious beliefs. I am a grown adult that thankfully has Christian principles and values that were taught to me at a young age and I refuse to be brainwashed by a university pushing a liberal agenda. Their training module promotes ideologies that go against Christian values by forcing you to answer questions "correctly," promoting their social justice warrior point of vi</p>
15	10/28/2020 2:39 PM	Named Complaints	Technology	<p>Greetings,</p> <p>I work for a large [REDACTED] Company. My Employer is also a Federal Contractor and I work in the Federal division (Fed Contractor). I am in [REDACTED] company is [REDACTED]</p> <p>My company is requiring me to complete this training before end of October 2020.</p> <p>E.O. 13950 does not seem to go into effect until Nov 21, 2020 for us Federal Contractors.</p> <p>I feel that I will be marked and loose my job if I do not comply but there are (3) options that I must select between that are basically (1- I deny being a racist, 2- I am a racist, 3- I was a racist) I can not agree to any of these 3 options in good conscience.</p> <p>One of these (3) options must be selected for me to get my cert of completion.</p> <p>I have reason to believe that I will be marked for termination for not completing this before the EO 13950 goes into effect.</p> <p>Question. If I file a formal complaint with OFCCP, do I waive my rights for legal representation, in the future, when I get terminated? Question. Can I legally not compl</p>
16	10/29/2020 2:08 PM	Named Complaints	County Agency	<p>Clarification requested for Executive Order 13950</p> <p>As a recipient of Federal money to fund [REDACTED], [REDACTED] (LA Metro) is seeking a clarifying statement or summary on this Executive Order. What does LA Metro need to do to comply with 13950?</p> <p>[REDACTED] County Council has advised my department that [REDACTED] not required to take any action regarding this Executive Order. The responsibility falls on the DOT. Section 5 of the Order entitled "Requirements for Federal Grants" mandates the heads of all Federal Agencies shall review their respective grant programs for which the Agency may, as a condition of such grant, require the recipient to certify it will not use Federal funds to promote concepts that promote race or sex stereotyping. Additionally, within 60 days of the order each agency must submit a report to the Director of Office of Management and Budget, identifying any programs that promote such st</p>
17	10/29/2020 2:11 PM	Named Complaints	Healthcare	<p>Hello,</p> <p>I am reaching out to report The [REDACTED] [REDACTED] The company is a Federally Qualified Public Health Center that pushes Critical Race Theory. In the middle of a work day, as I am doing my job, I get emails that are divisive and tells me to attend protests in the name of BLM and Antifa. As a white woman at my job I feel like a target of racism where most of my coworkers and patient population is of many different races. It makes me feel uncomfortable as I am trying to just clean patients teeth and teach them about good oral hygiene and how it affects overall health. I have made many friends with my patients over the past few years and I feel like I have been constantly upset with our director sending such divisive emails while I am trying to protect myself and my patients from the outside division and hatred that is far too abundant right now. [REDACTED]</p>
18	10/29/2020 2:17 PM	Named Complaints	Academic Institution	<p>Diversity Training at a Community [REDACTED]</p> <p>[REDACTED]</p> <p>I am an employee at a [REDACTED] in Albany, OR. A few weeks ago, our office was told that we were scheduled for a "team building" event and to schedule the whole day for the activity. Recently we were given the details of the "activity". It is a diversity training program hosted by Elmer Dixon, a former Black Panther Party (BPP) officer.</p> <p>[REDACTED]</p> <p>[REDACTED] 2FBPP_hearings.</p>
19	10/30/2020 10:55 AM	Named Complaints	School District	<p>Pursuant to the recent executive order combating race and sex stereotyping, someone might want to look into the mandatory training being required by [REDACTED] part of D [REDACTED]. All staff, certified and non-certified, are being required to participate in a mandatory book study on Culturally Responsive Teaching featuring the book, Culturally Responsive [REDACTED] [REDACTED] book study is not optional.</p> <p>Is this action in violation of the new executive order or is it protected?</p> <p>I respectfully ask to remain anonymous.</p> <p>Sent from my iPhone</p>
20	10/30/2020 4:14 PM	Named Complaints	Performing Arts	<p>The [REDACTED] America is engaged in undesirable diversity or unconscious biased training.</p> <p>Also</p> <p>The [REDACTED] spewed BLM propoganda during a mandatory company zoom meeting. I found this very traumatic.</p> <p>[REDACTED]</p>

DIVERSITY AND INCLUSION RESOURCES



Challenging the status Quo through Allyship

Collins Aerospace is committed to fostering an environment where all employees are heard, respected, and valued. Please consider the resources highlighted here, as well as others you may have, to engage in a productive and genuine dialogue. We encourage all employees to do something, say something, get out of your comfort zone, and challenge bias. Listen to each other and make your own personal commitment to growth and change. The Diversity and inclusion team is here to support you and can be reached at DiGS@Collins.com

ARTICLES

- [Maintaining Professionalism In The Age of Black Death Is...A Lot](#)
- [what-white-people-can-do-for-racial-justice](#)
- [raceAhead-Fourtune magazine online resources](#)

BOOKS

- [White Fragility-Why it is so hard for white people to talk about racism](#)
- [Why are all the black kids sitting together in the cafeteria? And other conversations about race.](#)
- [The Color of Law: A Forgotten History of How Our Government Segregated America](#)
- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#)
- [Whistling-Vivaldi-Stereotypes-Affect](#)
- [Blindspot-Hidden-Biases-Good-People](#)
- [10 Books About Race Non-Black People Should Be Reading Right Now](#)

POD CASTS

- 1619 NYTimes
- Code Switch
- Living Corporate

21 DAY CHALLENGE

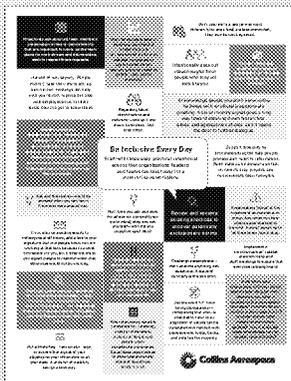
- [21-day-racial-equity-challenge](#)

RESOURCES

Contact Beacon Health:
(800) 288-0882
www.beacon4utc.com

For support outside of the U.S., please contact your local HR partner.

Useful downloadable diversity and inclusion documents:



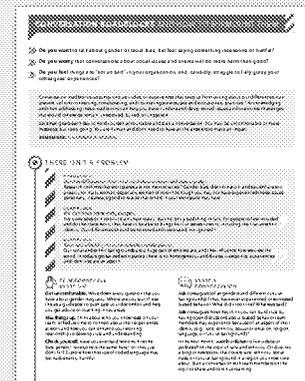
Be Inclusive Every Day
Source: Catalyst

DOWNLOAD



Conversation Ground Rules
Source: Catalyst

DOWNLOAD



Conversation Roadblocks
Source: Catalyst

DOWNLOAD



Ilan Sklar <ilan.sklar@rockwellcollins.com>

Keeping the conversation going

The Engineering Council <EngineeringTechnology@collins.com>
Reply-To: The Engineering Council <EngineeringTechnology@collins.com>
To: ilan.sklar@rockwellcollins.com

Thu, Jul 9, 2020 at 11:13 AM

Not displaying correctly?
[Read in web browser](#)



9 July 2020

A MESSAGE FROM

THE ENGINEERING COUNCIL

• ALPHA BRAVO COLLINS

Engineering & Technology community,

Last month, Mauro sent a note reflecting on recent events and sharing our commitment to continue the conversation about systemic racial injustice and the need for inclusion for all at work. In response, several of you reached out to share that you're also reflecting, are eager to learn more and want to take action.

As a leadership team, we've been discussing how best to keep the conversation going, all in pursuit of meaningful change. Today, we'd like to share the first in a series of regular diversity and inclusion updates with you – our global Engineering & Technology community.

Keeping the conversation going

Continuing the conversation requires a commitment from us all to learn, share, understand and reflect. With that in mind, we're excited to announce the launch of a new **"Share the Mic" Video Series**. Through personal testimonials from our colleagues, the intent of this series is to shed light on the role race, ethnicity, nationality and other elements of diversity play in shaping our day-to-day experiences at work. It's our hope that we will all use these videos as an opportunity to learn from our colleagues and as an invitation for self-reflection.

We acknowledge the courage it takes to share these personal experiences and applaud those who have participated in our first "Share the Mic" video below. You can expect to see more videos in the "Share the Mic" series featured on a regular basis in Liff.



If you experience trouble viewing the video, [click here](#) to view a low bandwidth version.

Each of us is also excited to embark on a **reverse mentoring journey**, focused on learning from - and building meaningful relationships with - colleagues of color. We look forward to sharing our learnings with all of you over the coming months.

What's leadership doing to drive change?

Each quarter, we review key metrics during a thorough Collins-wide "Diversity Review" of Engineering & Technology. We look at representation across levels, attrition and promotion trends and Pulse scores, in order to understand what's working and where we're falling short in building a diverse and inclusive community. These reviews ensure we hold ourselves accountable for progress. Below are a couple examples of actions that have been taken as a result of this analysis:

- At our level, we closely monitor all M/P7 appointments and work together to ensure diverse slates are consistently reviewed when these roles become available. As a result, we're seeing increased representation in these leadership positions.
- In partnership with LIFT, we've recently modified our Fellows program application to remove potential bias from the application materials. We'll be using the revised form during this year's Fellows solicitation process, launching later this month.

Many of you are also involved in D&I efforts driven in each of our SBUs. These initiatives and actions will be regularly evaluated for broader adoption across the function.

What can you do to take action?

- Learn more about implicit biases, micro-aggressions and how you can have an open conversation about racism and discrimination with colleagues through the new [RTX Stronger Together Employee Guide and Resource Center](#).
- Register for the upcoming webinar – "Ally: What Does it Mean to be One?" on July 28 at 12:00pm ET highlighting how you can advocate for underrepresented groups and why inclusion and belonging are critical to everyone's success.
- We strongly encourage our people leaders to use the [Inclusive Leaders Checklist](#) as a tool to promote inclusion within your teams.
- We invite you to reach out to us directly with your feedback or share your thoughts by sending a [message to this inbox](#).

Each quarter, you can expect to receive a similar update from us with key findings, important insights and updates on our progress. Our Engineering community makes up approximately 40% of Collins' global workforce. If we can lead in creating more diverse and inclusive teams, we will make a substantial difference across the company.

Together we're committed to doing this important work that truly reflects The Collins Path values that unite us.

Best,

Mauro Atalla

Dave Bailey

Stephane Dion

Bill Dolan

Clay Lindwall

Leigh Parker

Bridget Sheriff

Paul Ekman

Dean Halter

Scott Kaslusky



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ANTI-RACISM TOOLKIT

Anti-racism: Take action to confront and reject racism

It is not enough to say that you are not racist or that you are against racism. To actively fight social inequality, you must behave as an anti-racist and stand up and reject racist behaviors and policies. This guide will help you better understand anti-racism and the steps you can take as an individual to confront and reject racism.

“Injustice anywhere is a threat to justice everywhere.” Dr. Martin Luther King, Jr.

What is it

Anti-racism involves “taking stock of and eradicating policies that are racist, that have racist outcomes, and making sure that ultimately, we’re working towards a much more egalitarian, emancipatory society.”

Source: Malini Ranganathan, from the Antiracist Research and Policy Center

“In a society that privileges white people and whiteness, racist ideas are considered normal throughout our media, culture, social systems, and institutions. Historically, racist views justified the unfair treatment and oppression of people of color (including enslavement, segregation, internment, etc.). We can be led to believe that racism is only about individual mindsets and actions, yet racist policies also contribute to our polarization. While individual choices are damaging, racist ideas in policy have a widespread impact by threatening the equity of our systems and the fairness of our institutions. To create an equal society, we must commit to making unbiased choices and being anti-racist in all aspects of our lives.”

Source: [Being Anti-Racist](#), from the National Museum on African American History and Culture

Why do it

Taking action to confront and reject racism and discrimination is a critical role for all of us, and especially for those in management and leadership roles.

As people managers, you play a critical role in moving toward an environment where “diversity of thought, experience and approach is represented in all sectors of our education and research enterprise; all members of the campus community feel they belong and are supported regardless of their background, identity, or affiliations; and all members of the campus community have broad access to the opportunities and benefits of Stanford.” Source: [Stanford Diversity Statement](#)

So why work to be actively anti-racist? Because it’s a core value of being a member of the Stanford community, and your role puts you in a key position to embrace these ideals and take action in practical ways.

The work of anti-racism can’t stop next month, next year, or when the news cycle moves on. Furthermore, your work as an anti-racist can begin now. Anti-racism can’t be something people think about only when it’s convenient or newsworthy. It has to be a commitment that you make to act differently and consistently to end oppression. Source: [How to be an anti-racist: Anti-Racism, explained](#)

How to do it

In his book, [How to Be an Antiracist](#), Dr. Ibram X. Kendi states: “I wanted to convey that this sort of striving to be anti-racist is an ongoing journey.”



How to do it *continued*

Examining your place in a racist society can be overwhelming. The above chart may help you gauge where you might be on your journey towards becoming an Anti-Racist. Source: [Anti-Racism and Social Justice @ Pitt Libraries: Where to Start](#); this chart was adapted by Andrew M. Ibrahim MD, MSc from "Who Do I Want to Be During COVID-19" chart (original author unknown) and is re-used from [Black Life Matters: Anti-Racism Resources for Social Workers and Therapists](#), June 2020

Moving from the **Fear Zone** to the **Learning Zone** requires you to grow your awareness of racial injustice and inequality. Rather than just acknowledge the existence of racial inequality, you must seek to understand the personal role you may have played in perpetuating it. This act of awakening is not a one time issue. To be anti anti-racist, you must understand the different ways in which you have benefited from systemic racism. To grow as an anti-racist, you must learn about these issues not to do better in a debate or "say the right things," but rather to inform how you look at society with a critical eye to understand just how deep white privilege runs. This education requires that you listen to the voices of Black, Brown, and Indigenous peoples.

Moving through the Fear and Learning Zones and into the **Growth Zone** is often difficult and uncomfortable. It requires you to self-interrogate, looking inward to review the various ways in which you have participated or are currently participating in perpetuating racism. After acknowledging your own role, you are more able to let go of the defensiveness and begin focusing on ways to hold yourself and others accountable. It is when you are in the Growth Zone – once you are deeply aware of racial injustice, have educated yourself about the role of White privilege in society, and acknowledged your own role in perpetuating it – it is in this zone that you are able to take meaningful action.

Source: Adapted from [The Antiracism Starter Kit](#) by L. Glenise Pike

Below are steps you can take through these different zones, on your journey to become an anti-racist:

- 1. Learn to recognize and understand your own privilege.** One of the first steps to eliminating racial discrimination is learning to recognize and understand your own privilege. Racial privilege plays out across social, political, economic, and cultural environments. Checking your privilege and using your privilege to dismantle systemic racism are two ways to begin this complex process.
- 2. Examine your own biases and consider where they may have originated.** What messages did you receive as a child about people who are different from you? What was the racial and/or ethnic makeup of your neighborhood, school, or religious community? Why do you think that was the case? These experiences produce and reinforce bias, stereotypes, and prejudice, which can lead to discrimination. Examining our own biases can help us work to ensure equality for all.
- 3. Challenge the "colorblind" ideology.** It is a pervasive myth that we live in a "post-racial" society where people "don't see color." Perpetuating a "colorblind" ideology actually contributes to racism. When Dr. Martin Luther King, Jr. described his hope for living in a colorblind world, he did not mean that we should ignore race. It is impossible to eliminate racism without first acknowledging race. Being "colorblind" ignores a significant part of a person's identity and dismisses the real injustices that many people face as a result of race. We must see color in order to work together for equity and equality.
- 4. Stop saying "I'm not racist":** It's not enough to say, "I'm not racist," and often it's a self-serving sentiment. Kendi says people constantly change the definition of what's racist so it doesn't apply to them. We are all racist by virtue of our unconscious and conscious biases. By reflexively defining yourself as not racist, or beyond racism's firm grip, you're making it impossible to see how your own ideas, thoughts, and actions could be indeed racist. Moreover, being anti-racist means moving beyond the "not racist" defense and instead embracing and articulating decidedly anti-racist views and beliefs.
- 5. Identify racial inequities and disparities.** Racism yields racial inequities and disparities in every sector of private and public life. That includes in politics, health care, criminal justice, education, income, employment, and home ownership. Being anti-racist means learning about and identifying inequities and disparities that give, in particular, white people, or any racial group, material advantages over people of color.

How to do it *continued*

6. **Champion anti-racist ideas and policies.** One cannot strive to be anti-racist without action, and Kendi says that one way to act is by supporting organizations in your community that are fighting policies that create racial disparities. Kendi recommends using one's power or getting into a position of power to change racist policies in any setting where they exist — school, work, government, etc. Commit to some form of action that has the potential to change racist policies.

In addition to becoming anti-racist, as leaders we have an obligation to stand up and reject racism. Here are five ways you can speak up *and act* against racism and discrimination in the workplace.

1. **Reject visible and invisible signs that others are “Not Welcome Here”:** As a leader, you set the tone for your team. Do you have a clearly stated zero tolerance policy against racism, and other acts of intolerance (i.e., sexual misconduct and discrimination)? As the saying goes, ‘What you allow is what will continue.’ Marginalizing others can be too easy; teamwork only comes with clear guidance and role modeling. Does everyone know where you stand, and why?
2. **Ensure “Do No Harm”:** As a leader, you need to role model anti-racism, which includes actively “calling out” and rejecting racist or discriminatory speech or actions. What happens when someone says something that is out of line? How will you respond when the actions of the group (or an individual) are racist, sexist, or hurtful? It is just as important to respond to and reject microaggressions, which are statements, actions, or incidents that are indirect, subtle, or unintentional discrimination against members of marginalized groups. (This article includes practical strategies and tips: [How to Respond to Microaggressions](#).)
3. **Refuse to let silence condone racism.** When we let our discomfort with this topic lead to silence or inaction, we are in effect allowing the people who look to us for guidance to interpret our silence and inaction as not caring or agreeing with the racist or discriminatory words being communicated. When faced with inappropriate speech or behavior, the time for action is immediate: Don't let inaction condone racism or discrimination. Tolerating intolerance lets the problem spread. How quickly will you speak up when you see behavior that is tearing people down and destroying your team?
4. **Remember that “Free Speech Doesn't Mean Free Reign”:** Take someone aside to call them on their racist speech. In a private forum, there is a method for expressing yourself in a way that is not intended to incite conflict. Begin in the first person: “When I heard what you said...” or “When I saw what you did...” and explain what it meant to you in a way that's calm and even-handed. Discrimination is a difficult topic, but don't avoid it. Depending on the circumstances, and your role, don't go it alone. Consider who could (and should) join you for this dialogue. The conversation must be a dispassionate retelling of the facts, followed by a first-person discussion of the impact. The conversation isn't a debate, but an understanding that actions have consequences. Share your feelings, and (if you can) the feelings of the team.
5. **Be prepared to take needed action:** Confronting racism at work and at home can mean a difficult dialogue, one that it might feel like we'd rather avoid than have to deal with disagreement and tension. But this is exactly why it's important to learn how to have these difficult conversations and approach them as an opportunity for growth. Here are some actions for you to take as you prepare:
 - Consider carefully the scope of your conversation. Do you wish to convert or change the thinking of a racially insensitive person? That's a tall order. A more realistic goal: reaching understanding and encouraging new behavior. Understanding how words (and actions) can do harm – even unintentionally – can shed a non-confrontational light on unwanted actions. Maybe you can't change minds, but you can close lips. And curb behavior.
 - If you believe the person had malicious or harmful intent (i.e., what they said or did was unambiguously racist, the conversation needs to include HR or senior leadership. Remember that beyond the moral implications of racism, racist remarks foster a hostile and offensive work environment. Be prepared to take disciplinary action.

How to do it *continued*

5. **Be prepared to take needed action** *continued*

Align behavior to your expectations with a conversation that invites appropriate actions—or an appropriate departure, if needed. As a leader, you must share that offensive remarks are counter-productive ... or even dangerous.

Think about ...

- As I think about racism and anti-racist behaviors, do my behaviors accurately reflect my goal of becoming anti-racist?
- Am I willing to commit to the actions needed to becoming anti-racist?
- Does my team reflect the anti-racist values I am promoting?
- Is this a one-off event or activity for me or am I willing to commit to ongoing dialogues and work needed for racial justice at Stanford?
- Do I have a game plan and understand what I need to do to stand up and reject racism when I see it?

Talk about ...

A commitment to being anti-racist manifests in our choices. When we encounter interpersonal racism, whether obvious or covert, there are ways to respond and interrupt it. Asking questions is a powerful tool to seek clarity or offer a new perspective. Below are some suggestions to use in conversations when racist behavior occurs:

- Seek clarity: “Tell me more about _____.”
- Offer an alternative perspective: “Have you ever considered _____.”
- Speak your truth: “I don’t see it the way you do. I see it as _____.”
- Find common ground: “We don’t agree on _____ but we can agree on _____.”
- Give yourself the time and space you need: “Could we revisit the conversation about _____ tomorrow.”
- Set boundaries. “Please do not say _____ again to me or around me.”

Source: From the National Museum of African American History and Culture, “Talking about Race” ([Being Anti-Racist](#))

Additional Resources



- [Between the World and Me](#) by Ta-Nehisi Coates
- [How to Be an Antiracist](#) by Ibram X. Kendi (Related: [An Antiracist Reading List](#) from the *New York Times*)
- [So You Want to Talk about Race](#) by Ijeoma Uluo
- [White Fragility](#) by Robin DiAngelo
- [Gather at the Table: The Healing Journey of a Daughter of Slavery and a Son of the Slave Trade](#), by Thomas Norman DeWolf and Sharon Morgan



- [Harvard Business Review: Confronting Racism at Work: A Reading List](#)
- [The Antiracism Starter Kit](#) by L. Glenise Pike:
- [Anti-racism resources for white people](#) by Alyssa Klein
- [Teaching about Race, Racism, and Police Violence, Teaching Tolerance](#)
- [How to be an anti-racist](#) ([mashable.com](#))
- [How to build an actively anti-racist workplace – Quartz at Work](#)
- [4 Steps That I and Other White People Can Take to Fight Racism](#)



- [5 Podcasts To Listen To If You Really Want To Know About Race In America](#) (WBUR)
- [Intersectionality Matters](#) (Kimberlé Crenshaw): <https://aapf.org/podcast>



- [Ted.com: The difference between being not racist and anti-racist](#)
- [PBS documentary, Race: The Power of Illusion](#), which tackles the social construct of race in the United States

From: [techinsider1](#)
To: [OFCCPComplaintHotline](#)
Subject: Fw: Critical race theory training at federal contractor Intel
Date: Friday, October 02, 2020 5:59:15 PM
Attachments: [Capture.PNG](#)

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A cohort of leaders across Intel are working to drive awareness, dialogue and change with regard to certain language in our products and documentation that isn't in line with our inclusive Intel values. In particular, they're focusing on the replacement of the words "Master/Slave" and "Blacklist/Whitelist." These words are used extensively across the technology industry, and there are numerous technology leaders that have been driving and advocating for change (e.g., Microsoft, Google, Python, GitHub, Drupal, Redis, Django). Our panel will provide an overview of the Intel-wide effort to move to inclusive engineering language, and they'll facilitate a conversation to answer questions and discuss our roles as inclusive leaders in helping to drive the needed change.

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Mandatory training course “Unconscious Bias in the Workplace”. Pushed out in first half of 2020. “Triggers” are part of the new anti-white racist propaganda.

Triggers for Unconscious Bias

There are triggers that can make us more vulnerable to our biases.

Review some of these triggers, and think about whether you may be susceptible to any of them.

Affinity Bias: Favoring people like yourself who have similarities to you; conversely, you don't like someone because they are very different from you.

Halo/Horn Effect: Allowing yourself to be influenced by a specific trait (either positive-halo or negative-horn) in another person. You think everything about that person is good or bad because of that trait. If you like that person, you may even ignore negative things they do.

Confirmation Bias: Looking for information and actions that confirm a pre-existing belief you have about a person or situation. Instead of keeping an open mind, you look for, and focus on, signs that prove your point.

Recency Bias: Allowing your decisions to weigh more heavily on recent information and events, instead of past information or events.

Anchoring Bias: Giving more weight to old information, or the first bit of information you gather on a topic, when making decisions.

Stereotypes: Making snap judgments about a person based on common stereotypes about the social or cultural group the individual belongs to, such as gender and gender identity, race, or religion.

Below: if you hang out with friends, you are a racist.

Unconscious Bias in Others

Think about your workplace. Are there individuals who...

- are always called upon for ideas and input?
- get all the best projects and work assignments?
- get together with each other socially outside of work, while excluding others?

Below is Maoist self-criticism

Encourage coworkers to question their biases.

Click each of the ideas below to learn more.



Model Good Behaviors



Explain Your Thinking



Use a "Devil's Advocate" Approach

Bias and Making Choices

Unconscious bias can influence your decisions and choices at work. For example:

- Choosing teammates to work with you on an important project
- Inviting peers to work-related social events
- Conducting peer performance reviews
- Asking coworkers for assistance

In many areas of daily work life, unconscious bias can cause you to make seemingly irrational choices and decisions—ones that often make no sense at all to others. It's up to you to make sure that your unconscious biases don't govern your decisions and actions.

This is pure propaganda. Everyone is guilty of racism.

Addressing Bias

Recognize that everyone is guilty of unconscious bias.

Examine your instincts and impulses, and understand the impact your biases have on your decisions.

Look inward and ask yourself why you feel a certain way toward certain types of people or situations.

All organizations are racist.

Recognize bias in your own organization.

LEARN

RACISM:

Providence Virtual Summit on Health Equity July 29, 2020 9am -12pm

What will it take to end racial disparities in health care? Don't miss this important discussion on health equity hosted by Rod Hochman, M.D., Providence president and CEO and Rhonda Medows, M.D., Providence president of population health. The event features keynote speaker Cara James, Ph.D., director of the CMS Office of Minority Health; and Karen Boudreau; Providence SVP of care management.

Being an anti-racist at home - Kim Crayton online August 29, 2020

Learn the basics of being an Antiracist, while minimizing the potential for harm your whiteness has on others, as you learn.

Anti-Racism Study and Discussion Group for White Folks and Non-Black PoC by Manifold Studios September 10, 2020

This weekly study group is intended to provide a space for White folks and Non-Black PoC to study Anti-Racism actions.

Anti-Racism Study and Discussion Group for White Folks and Non-black PoC by Manifold Studios September 24, 2020

This weekly study group is intended to provide a space for White folks and Non-Black PoC to study Anti-Racism actions.

Being an anti-racist at work – Kim Crayton – online · October 31, 2020 online

Learn the basics of being an Antiracist, while minimizing the potential for harm your whiteness has on others, as you learn.

Open Yale course on African American History

Educate yourself. Online racial equity workshops

Dear White Friends, Here's What I Need (And Don't Need) From You - article

Showing up for Racial Justice: Characteristics of White Supremacy Culture

LEARN

Anti-racism resources

Jane Elliott – typical statements

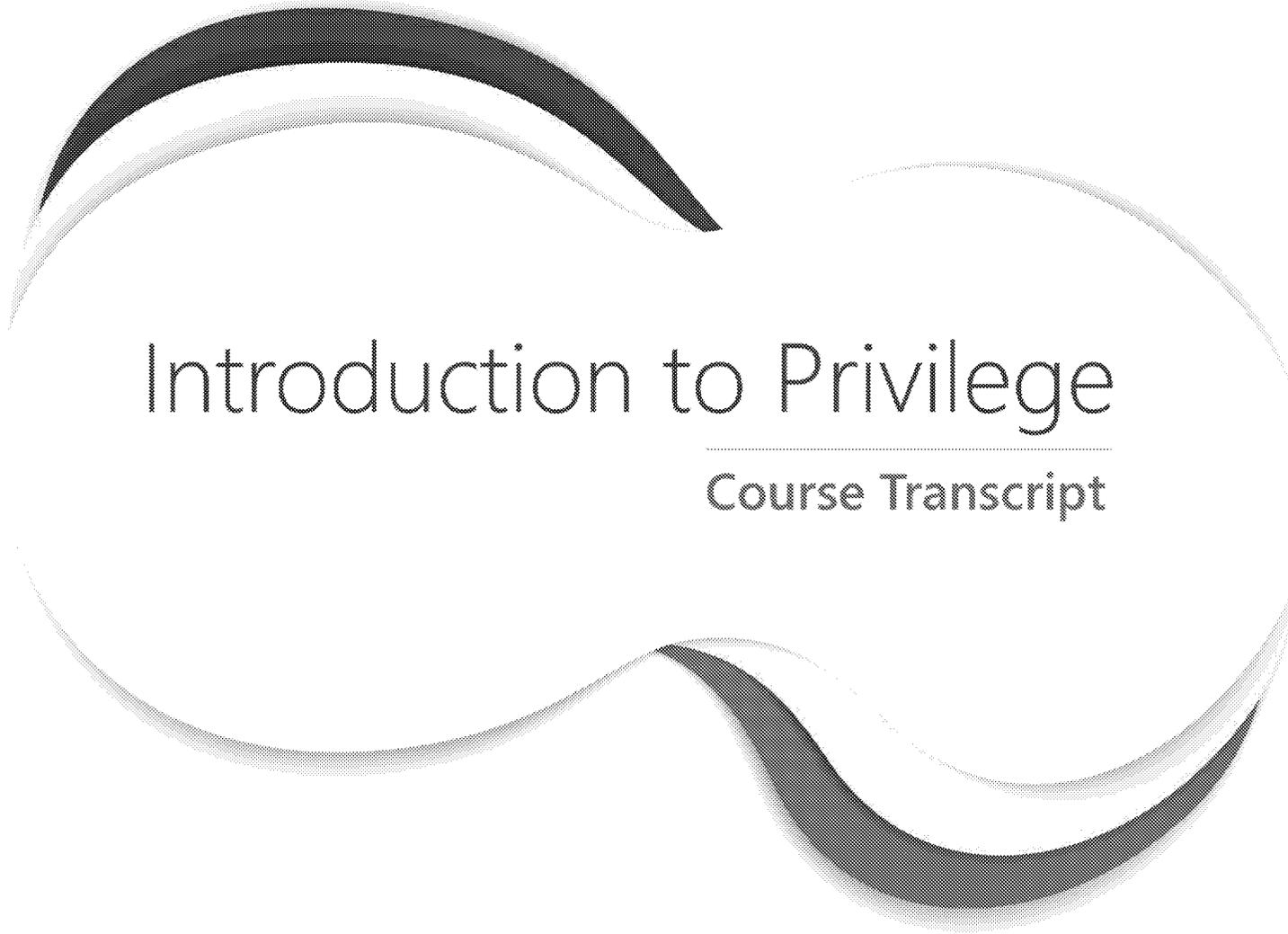
If you want to check in with yourself about unpacking your white privilege print off four of these and fill it out once a week, take notes and see if over the course of a month as you take a deep dive into doing your work how things shift.

LGBTQ:

Looking back, stepping forward ----- free event August 26 2020 12PM

Please join Project FIRST with Principal Investigator, Dr. Sara Click and her staff Aleks Martin, Courtney Moreno and Jake Ketchum as they present data from Project FIRST.

Project FIRST is the first Trans* health survey arm of NHBS (National HIV Behavioral Surveillance) conducted in its history. Seattle is one of 8 metropolitan sites across the country (22 total) who broke ground and focused on the health needs of the trans* community through NHBS. The survey was conducted from June 2019 through February 2021.



Introduction to Privilege

Course Transcript

For those who would like additional accessibility support or a translation of the content, we recommend using the transcript with these Microsoft tools: [Immersive Reader](#) and [Translator](#).

Introduction

Slide Title	Transcript
Introduction	<p>Welcome to the introduction to privilege course. The duration of this course is 45 minutes.</p>
Accessibility Instructions	<p>Please take a moment to understand how to navigate this module before you get started.</p> <ul style="list-style-type: none"> • Use the Tab key to navigate to the Back and Next buttons. • Use the Spacebar or Enter key to select and move to the next slide or review the previous slide. • Use the Tab key to access the sidebar and toggle between the Menu, Transcript, and Resources tabs. • Use the Up and Down arrow keys to navigate the topics in the Menu. • Use the Spacebar or Enter key to load a slide.
Navigating this module	<p>Use the instructions on this page to navigate smoothly through this module.</p> <ul style="list-style-type: none"> • The sidebar toggle contains the Menu with the topics in the module, the Transcript, and the Resources. • Select the Menu tab to review the topics covered in this module. • Use the Transcript tab to review the transcript of the audio. • Select the Resources tab on the sidebar to download the learning guide and other resources in this module. • Adjust the volume using the audio button. • Play or pause the slide using the Play/Pause button. • Use the Replay button to replay a slide from the beginning. • Use the Back and Next buttons to review the previous slide or move to the next slide. • Select the Exit button to exit the module at any time and return to resume from the slide where you left off. <p>Review all screens in the order presented to complete the module. Slides with interactions will have to be played completely before you move to the next slide.</p>
Welcome	<p>At Microsoft, we believe in the transformative power of diversity and inclusion. Only by seeking different perspectives and engaging in honest conversations can we challenge our thinking, enrich the experiences of fellow employees, and empower every person and every organization on the planet.</p> <p>We are talking about this because privilege is embedded into the systems around us, impacting the way we interact with our colleagues and the world.</p> <p>We must activate our growth mindset, stay curious, and be open to better understand the concept of privilege. We need to reflect on how it shows up in our own lives and how we can use it to break the institutional patterns that oppress others.</p>

<p>Objectives</p>	<p>By the end of the course, you should be able to:</p> <ul style="list-style-type: none"> • Identify how privilege connects to our identity • Explore what privilege is, why it matters, and why it is a challenging topic to engage with • Recognize how privilege is shaped by socialization and systems of power, and • Identify ways to consciously share and use our privilege to support others
<p>What to expect</p>	<p>Let's take a moment to note that this course is not meant to:</p> <ul style="list-style-type: none"> • Be a comprehensive guide to the concept of privilege, • Provide all the answers on how to solve or address problems related to equity, inclusion, or oppression, or • Deliberately create strong feelings of guilt or shame. <p>This course is meant to:</p> <ul style="list-style-type: none"> • Provide a foundation to the topic of privilege, • Create self-awareness on how privilege shows up in our lives, • Support our personal journeys to learn about ourselves and become effective allies, and • Encourage self-reflection and embracing discomfort.
<p>Exploring our identity</p>	<p>Before we explore privilege, let's learn more about our identity. Understanding who we are and our identity within society is the first step to understanding our privilege.</p> <p><i>Select each item below to learn more about identity.</i></p> <p>We are multidimensional, meaning there are different parts that make up who we are. Privilege is linked to our social identity. This is the part of our identity which is based on seen and unseen physical, social, and mental factors. Examples include: race, ethnicity, gender, sexual orientation, disability, and faith, among others. All of these factors come together and intersect to create our unique identity and experience.</p> <p>Some parts of our identity are fixed, such as race and ethnicity. But other parts can change over time, such as those related to education, occupation, income, age, disability, and faith.</p>
<p>Reflection 1</p>	<p>Understanding privilege starts with being aware of your identity. Take a moment to think about your own identity and the ways in which you have experienced privilege.</p> <p>Social Identity dimensions include age, body type, citizenship status, disability, education, ethnicity, family structure, gender identity, gender expression, language, mental health, race, religion, sexual orientation, and socioeconomic status among others.</p> <ol style="list-style-type: none"> 1. How do you identify yourself based on these social identity dimensions? 2. How do these dimensions affect how others perceive and treat you?

	<p>3. How do these dimensions affect how you perceive yourself? Note your thoughts in the learning guide, which can be accessed via the Resources tab.</p>
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Section 1 of 3: What is privilege?

Slide Title	Transcript
Section 1 of 3: What is privilege?	Welcome to the first section of the course. In this section, we will define privilege. The duration of this section is 20 minutes.
Privilege simplified	<p>Privilege is a challenging topic. It is important we invest time to understand and recognize it. Here is a simple story by Franchesca Ramsey about an obstacle that comes up for two friends, a snail and a caterpillar, to help us begin to understand what privilege means.</p> <p><i>Select the Play button to continue.</i></p> <p>In the garden there is a caterpillar and a snail, and they are basically best friends. They hang out 24/7, they do dinner, movie nights, crafts, oh, and they are like, really into cosplay on top of whatever else caterpillars and snails do, like eat leaves.</p> <p>One day they are on their way to a party that is right outside the garden, and they have to go through the fence to get there. So, the caterpillar goes right through, but the snail is stuck. Her shell is just too big and it will not fit under the wire.</p> <p>She is like, "Oh no, I can not get through. Maybe, you can lift up the wire, or maybe we can build a little bridge or something?" And the caterpillar's like, "Ugh, just go under." But she can not. There is just no way that the shell is going to fit.</p> <p>The caterpillar insists, "Go under, come on. We are going to be late and I am hoping to see my friend, the ladybug." But it is not happening. The shell will not fit under the wire, and at this point, the Snail is getting kind of frustrated, because it is not like she does not want to go to the party, but for some reason, the Caterpillar just is not getting it.</p> <p>"Yes, it is not that easy for me. I just can not crawl under the fence like you can, so I would really appreciate your help here. Maybe we can go a different way, or the—"</p> <p>And this just sets the caterpillar off. "What?! Just because I can crawl under stuff does not mean that I have it easy. Do you even know what it is like to have sixteen feet? You do not! Finding shoes is a complete nightmare."</p>

	<p>"Whoa, whoa, whoa, I am not saying you have it easy. I am just saying I can not go under the fence because of my shell, that is it. I have a shell and you do not, and there is some stuff that is easier for you that is harder for me, just like, I do not know how difficult it is to find shoes because I do not have feet."</p> <p>Caterpillar thinks about this for a second and realizes the snail is right, and he has never had to think about shells or slimy trails, and that is a privilege that the snail has never had, because she has to think about that stuff all the time. That is part of being a snail.</p> <p>And it is kind of like that for everyone, right? I mean, we all have our own struggles and challenges, and some of them are small, and some of them are huge and really unfair and beyond our control.</p> <p>And a lot of the time, it can be hard to see what someone else deals with because you've never been in their shoes or shell. Maybe you are of a different sexual orientation, gender expression, ability or religion. Or of course, the obvious one, you are a member of a different race.</p> <p>I do not know what it is like to be you, and you do not know what it is like to be me. It is really important to stop and see the other side, so we can help each other overcome those obstacles. Together.</p> <p>It is like, sometimes you are the snail, and sometimes you are the caterpillar.</p> <p>Oh yeah, then the snail and the caterpillar figured it out. They went to the other side of the garden. And, they could get through a little break in the fence. And while it took a little longer to get to the party, they did the trip together, which is what made it so great!</p> <p>So, they got to the party, the Caterpillar found the ladybug, the Snail taught everyone to do the wobble, and the party was everything! The end.</p> <p>This video was illustrated by the very talented and lovely Kat Blaque, and written and narrated by yours truly, Franchesca.</p>
<p>Privilege defined</p>	<p>Privilege is an unearned set of advantages, entitlements, or benefits granted only to a particular person or group of people, exercised to the exclusion or detriment of others.</p> <p><i>Select each tab to learn more about the definition.</i></p> <p>These unearned advantages are attributes that privileged people have.</p>

	<p>These unearned advantages place extra emphasis on the voices of privileged groups, giving them collective power over other groups.</p> <p>For the caterpillar, it meant a quick route to the party. For someone else, that might mean feeling comfortable walking alone at night or working in a place where they are respected and equipped to contribute equally.</p> <p>When one group has unearned benefits, it means another group will experience unfair disadvantages. This is also known as oppression – the counterpart to privilege. In the earlier example, the snail is unable to take the same route as the caterpillar. For someone else, this might mean not being able to enjoy a public park because there is not one in their neighborhood, or the one nearby lacks accessible features.</p> <p>The good news is that privilege can also be exercised to remove barriers for those who have more disadvantages, such as speaking up to ensure a colleague has a voice at the table.</p>
Examining privilege	<p>You may have noticed by now that privilege is a complex concept. There are a few key points to help us recognize how privilege shows up in our lives and the lives of those around us.</p> <p><i>Select each tab to learn more about the concept of privilege.</i></p> <p>We all have different parts of our identity that intersect and create unique experiences, many of which include both marginalized aspects and privileged aspects.</p> <p>Sometimes the dimensions of our identity come together to make our experiences of privilege or oppression stronger. Other times, we may experience privilege for one part of our identity (for example, being physically able), while also experiencing oppression for another part of our identity (for example, belonging to an ethnic minority). The effects of oppression can be intensified when we experience multiple dimensions without privilege.</p> <p>Our experience of privilege can vary greatly, depending on the situation. Certain parts of our identity may be more prominent in one setting (for example, being the only woman engineer in a meeting) than they are in a different setting (for example, attending a technology conference for women in engineering).</p> <p>Depending on the situation, our experiences of privilege can also change.</p> <p>Privilege is built into the way that societies operate. These advantages often feel natural for those receiving them — and as such, they may go unnoticed. Privilege does not come from singular choices or actions. It comes from the accumulation of actions made</p>

	<p>by many people over time that creates a cycle of behavior within a society. Even though we do not get to choose whether we have privilege or not, we can begin to acknowledge our privilege and use it to help or support others.</p>
<p>The other side of the coin: Oppression</p>	<p>Let's now examine the other side of the coin: Oppression.</p> <p>Oppression is an undeserved set of disadvantages or discrimination against a particular person or group of people. Privilege is linked to oppression. This is because the advantages provided to some people through systems, social norms and biases translate to disadvantages for others.</p> <p>Privilege and oppression can be imagined as two sides of the same coin. This coin, which represents the social norms or structures of inequality, cannot exist without both sides present.</p> <p>For example, societies that prefer individuals who are thin with light skin will in turn oppress people who do not meet that description.</p>
<p>Check in 1</p>	<p>How are you feeling? Notice that learning about systems of inequality can generate strong emotions. Acknowledging our privilege can be uncomfortable, but that is okay.</p>
<p>Understanding privilege and oppression</p>	<p>So, do you think you can recognize privilege or oppression when it is present? Having privilege is harder to recognize because it often comes in the form of the absence of oppression. Learning about people's experience of privilege and oppression can feel overwhelming. However, recognizing these experiences is the first step to enabling us to make a change. Here are some examples of privilege.</p> <p>"I can afford to visit a healthcare professional to get my annual checkup."</p> <p>"I never had to make a tradeoff between having a successful career or starting a family."</p> <p>"I do not have to think about my race or ethnicity – in fact, I do not really notice it."</p> <p>"I appreciate when my colleagues ask what my husband and I did over the weekend."</p> <p><i>Select each privilege comment to discover the other side of the coin — oppression.</i></p> <p>"Finding accessible healthcare in my neighborhood is difficult, and when I get sick, I cannot afford treatment."</p> <p>"I have been called selfish for pursuing my career instead of staying home with my children."</p>

	<p>“There is not a day that goes by where I am not reminded that I am Black.”</p> <p>“I avoid talking about my personal life because I fear that people finding out that I am a lesbian will impact how I am perceived at work.”</p>
Scenario 1	<p>Various identity dimensions can intersect, leading to different experiences of privilege and oppression. Let’s examine how the intersectional nature of privilege and identity can create different types of advantages for Dora and Isabelle. As women, Dora and Isabelle both experience oppression. However, Dora obtained a Masters degree and is working as Director of Marketing, whereas Isabelle was unable to afford college and is working as a retail associate.</p>
Knowledge check 1	<p>Let’s check your understanding. Dora and Isabelle both experience oppression because they are women, but Dora has a higher income than Isabelle. Select the ways in which Dora is more likely to experience privilege than Isabelle.</p> <p><i>Select the best answer or answers and then select Submit.</i></p> <p>The options are:</p> <ul style="list-style-type: none"> • A safer place to live • Emotional support from family • Access to the best medical care • Dora and Isabelle experience privilege in the same way <p>The best answers are: a safer place to live and access to the best medical care Dora and Isabelle experience some dimensions of privilege similarly and others differently. Because of Dora’s advanced education, she was able to get a job with more financial stability and therefore has access to certain resources that Isabelle may not have. This creates a better opportunity for Dora to find a safer place to live and to afford high-quality medical care. However, their experiences of support from their respective families can vary regardless of their socioeconomic status.</p>
Privilege: True or false	<p>Let’s check if you have understood privilege well enough to identify some facts.</p> <p><i>Select the arrow button to continue.</i></p> <p>Privilege is only experienced based on our race or ethnicity.</p> <p><i>Is this statement true or false? Select an option.</i></p>

It is false.

Privilege can be experienced in relation to any dimension of our social identity, including but not limited to our gender identity, gender expression, education, socioeconomic status or sexual orientation.

Example: Being a member of the dominant religion affords some the privilege of receiving days off from work for the holidays they observe.

Someone with privilege and someone without privilege will experience the same difficult situation differently.

Is this statement true or false? Select an option

It is true.

While someone with privilege can still experience hardships, those without that privilege will experience additional challenges that someone with privilege will not.

Example: While a Black person and a White person could both experience the hardships of coming from a low socioeconomic household, there are certain discriminations and challenges the White person will never have to experience.

We can experience privilege for one part of our identity and oppression for another part at the same time.

Is this statement true or false? Select an option.

It is true.

We can experience privilege for one part of our identity and oppression for another.

Example: While in some cultures being a member of the majority racial or ethnic group will provide privilege, that same person may still feel oppression in terms of their gender identity.

Privilege linked to one dimension of our identity removes oppression that is linked to a different dimension of our identity.

Is this statement true or false? Select an option

It is false.

The experience of privilege in one instance does not deny the experience of oppression in another. They combine to create different types of advantages and obstacles that are dependent on an individual's current situation.

	Example: Being a man may be a privilege, but that would not erase the oppression experienced from having a disability.
Reflection 2	Take a moment to reconsider the identity dimensions you outlined earlier, then answer the following questions: <ol style="list-style-type: none">1. Which social identity dimensions provide you the most privilege or advantages?2. What privilege do you experience in relation to those dimensions? Note your thoughts in the learning guide, which can be accessed via the Resources tab.
Check in 2	How are you feeling? Acknowledging our personal privilege can feel uncomfortable. It is normal to feel guilt or anger, but try not to let those emotions stop us from continuing to learn and find ways to act as an ally.

Section 2 of 3: Privilege: A systemic issue

Slide Title	Transcript
Section 2 of 3: Privilege: A systemic issue	Welcome to the second section of the course. In this section we will examine how privilege is a systemic issue. The duration of this section is 15 minutes.
Why is it so difficult to address privilege?	<p>Why is it so difficult to address privilege?</p> <p>Talking about privilege can be uncomfortable, and it can lead to feelings of guilt or anger. We may even feel that having privilege invalidates our hard work to attaining our goals.</p> <p>Privilege does not mean that we did not try our hardest, or that we did not overcome obstacles. It means that others face additional challenges that someone with privilege does not, making it harder for them to achieve the same outcomes. It is natural for us to become defensive or avoidant, or feel ashamed when it is brought to our attention that we may have unearned advantages. However, these emotions can get in the way of discovering new perspectives. We all must prepare ourselves for growth and be motivated to use our privilege for good.</p>
Systemic causes	<p>Privilege and oppression are systemic issues. They stem from the behavioral patterns, social norms, and biases that are embedded into the systems of a society, such as governments, schools, businesses, and communities.</p> <p>The systems that shape privilege make the advantages that are granted only to certain groups feel normal, expected or experienced by all. This creates a cycle that enables privilege to continue to go unnoticed over time.</p> <p>To better understand the strength of privilege, we need to understand the systemic forces at play. These forces include Socialization, Power and Ideologies.</p>
The role of socialization	<p>Socialization is a process that begins in childhood, by which individuals acquire the values, habits, and attitudes of a society, which are then reinforced over time.</p> <p>We are born into a society that already has certain values, habits and attitudes. As a result, we inherit the advantages or disadvantages associated with our identity.</p> <p>Attitudes and beliefs are taught to us at a young age, shaping how we view ourselves and those around us. These beliefs are then reinforced at school, by government agencies, and in the media.</p> <p>Society continues to reinforce these messages by stigmatizing or excluding those who do not fit the ideals. And, this process enables a society to maintain the status quo and continue a cycle of privilege and oppression.</p>

<p>The role of socialization (cont.)</p>	<p>So, what does this mean?</p> <p>Socialization shapes how we view ourselves and others. Only when we are aware of this, challenge our thinking and use our privilege for good, can we begin to break out of the cycle that normalizes privilege and oppression.</p>
<p>Check in 3</p>	<p>How are you feeling? Note what emotions you encounter as you learn more about the role that society plays in shaping what we view as normal. If you start to feel stuck, it is helpful to think about how you can play an active role in your own socialization and the socialization of others.</p>
<p>The role of power</p>	<p>Power lies at the root of privilege.</p> <p>Those who hold power experience privilege and can provide access for others. As humans, we naturally gravitate toward people we identify with. This causes power to remain with certain groups and not be fairly distributed. Over time, the acts and decisions made by those with power are repeated to create lasting advantages that favor one group of people over another — directly shaping how our society functions. The patterns of behavior that concentrate power and access within a particular group — combined with the forces of socialization — can create a cycle in which the benefits of privilege are normalized.</p> <p>Here is an example of power in action. If those in power surround themselves by only hiring or promoting people of a similar social identity, it limits the power to a particular group within the organization. A cycle is created when these decisions are repeated, making it difficult for anyone outside of this group to have power or influence.</p>
<p>Common ideologies</p>	<p>There are two popular ideologies that are challenged when we learn about the concept of privilege – meritocracy and individualism. When something challenges or conflicts with our deeply held beliefs, it can put our defenses up – which is why we may feel uncomfortable when learning about how our privilege shapes our interactions with the world.</p> <p><i>Select each image to learn more.</i></p> <p>Let's discuss meritocracy. Some societies take pride in creating systems that reward individuals based on their talents and achievements. However, this focus on meritocracy fails to acknowledge that identity influences achievements, and that privilege provides unearned advantages. For example, the highest ranked schools are often located in socioeconomically advantaged regions and it is the students of these schools that see more opportunities than the students of schools with less local funding.</p>

	<p><i>Select the close button to close the window.</i></p> <p>Individualism is the claim that everyone is unique and has something different to offer. However, this ideology holds us back from acknowledging the collective experience of privilege we gain from being part of a particular group. For example, by focusing on themselves and ignoring their social identity, a hard-working individual in the dominant group who is selected for job may not acknowledge that there may have been others who were equally or more qualified that were overlooked because they are not part of the dominant group.</p> <p><i>Select the close button to close the window.</i></p>
<p>Scenario 2</p>	<p>Here is a scenario to think about. Rene and Jorge are both programmers on Sandra's team. Jorge was in a motorcycle accident and is currently in a wheelchair. Both are skilled coders and have consistently met project targets.</p> <p><i>Select the arrow button to navigate through the scenario.</i></p> <p>The U.S. based team has landed a great opportunity to work on a project with a leading firm in Europe. This would involve traveling to meet the potential stakeholders and discuss project specifics. Both Rene and Jorge are equally qualified candidates to accompany Sandra. However, Sandra worries about the challenges Jorge will face traveling, as she knows that there are transportation complexities.</p>
<p>Knowledge check 2</p>	<p>How would you advise Sandra in this situation?</p> <p><i>Select the best answer or answers and then select Submit.</i></p> <p>The options are:</p> <ul style="list-style-type: none"> • Sandra should assume Jorge would not be interested in going because there will likely be a lack of accessible facilities. • Sandra should not take Jorge along as his physical condition may deteriorate during the trip. • Sandra should discuss her concerns and find a solution with Jorge if he is interested in traveling. • Sandra should ensure that Jorge gets the required support during the trip. <p>The best answers are: Sandra should discuss her concerns and find a solution with Jorge if he is interested in traveling, and Sandra should ensure that Jorge gets the required support during the trip. Sandra should never make assumptions and always ask questions to better understand someone's situation.</p>

<p>Reflection 3</p>	<p>After learning about the systemic role of privilege, take a moment to reflect on how society has shaped your personal experience with privilege.</p> <ol style="list-style-type: none"> 1. How have the messages you have received in school, at work, or in the media impacted your perception of what is acceptable in society? 2. How might meritocracy or individualism have prevented you from recognizing your own privilege? <p>Note your thoughts in the learning guide, which can be accessed via the Resources tab.</p>
<p>Check in 4</p>	<p>How are you feeling? As we explore the systemic forces behind privilege, it is OK to have a strong reaction. Give space for these emotions while simultaneously remaining open to finding a way forward.</p>
<p>Review: A systemic issue</p>	<p>Let's quickly review our understanding on Privilege as a systemic issue.</p> <p>Privilege is a systemic problem built on patterns of behavior that are embedded into society and its social systems.</p> <p>Privilege can be difficult to recognize because it is normalized through socialization.</p> <p>Power lies at the root of privilege, keeping it with some groups and away from others.</p> <p>Common ideologies, such as meritocracy and individualism, hide the role that oppression plays in making it more difficult for some people to succeed.</p>

Section 3 of 3: Privilege: How can we use our privilege?

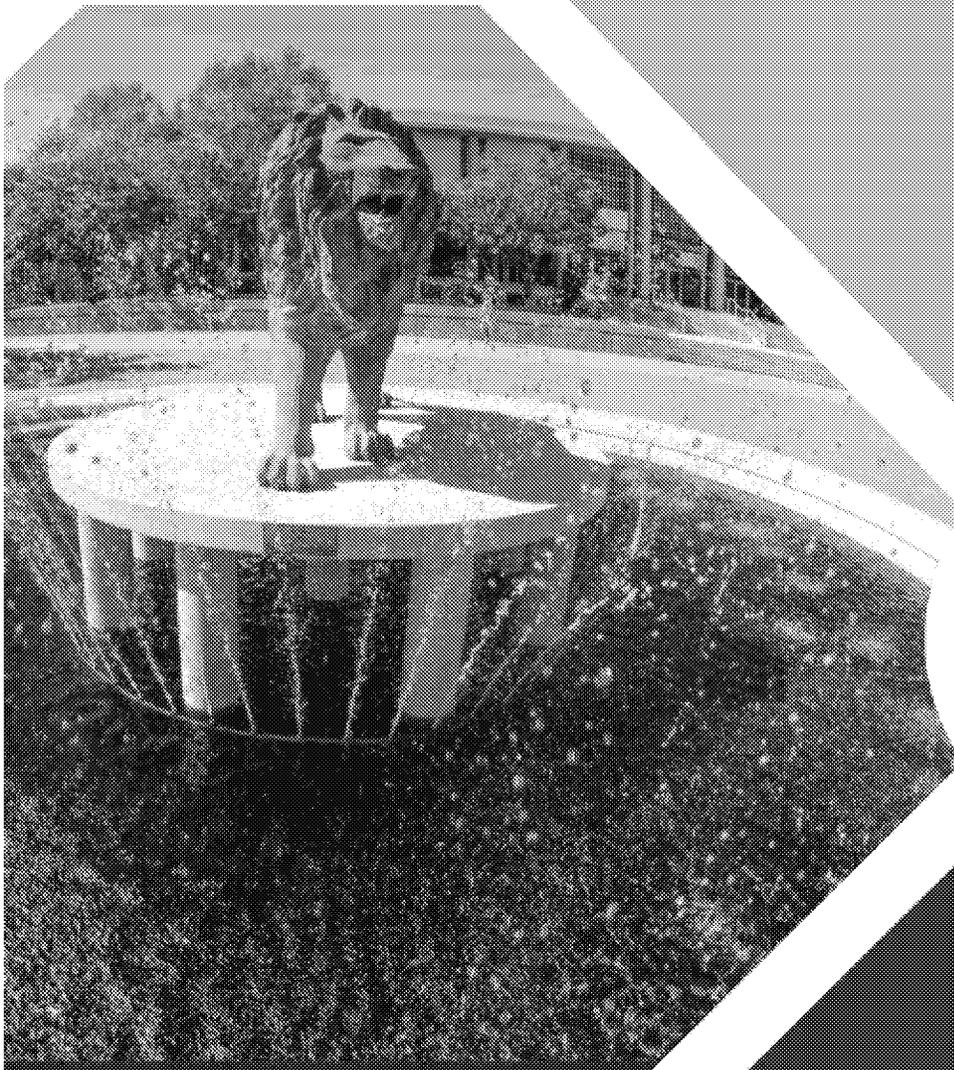
Slide Title	Transcript
Section 3 of 3: How can we use our privilege?	Welcome to the final section of the course. In this section, we will explore how we can use our privilege. The duration of this section is 5 minutes.
A note from Lindsay-Rae McIntyre	<p>Here are a few words from the Chief Diversity Officer at Microsoft, Lindsay-Rae McIntyre, about the importance of using our privilege to make an impact. In her words:</p> <p>“At Microsoft, we are refining how we think about allyship. Part of that exploration is the recognition that as Microsoft employees, each one of us has some dimension of privilege. This is not meant to minimize or negate the very real ways that communities experience significant, systemic historical bias or oppression. But rather, it is meant to shine a light on our opportunity to show up for each other in more impactful ways.”</p>
Using our privilege	<p>Our identity has a lasting effect on our experience within society. Some parts of our identity may offer us added benefits, while others may pose extra challenges.</p> <p>Having learned more about privilege, we may be left wondering:</p> <ul style="list-style-type: none"> • How do we move past these feelings of defensiveness, guilt, and shame? • How do we create authentic relationships with people who are different from us? • How do we be part of the solution and support social change efforts? • How do we break the cycle of marginalization and oppression? <p>When we are able to acknowledge our privilege and when we understand how socialization has influenced the way we interact with the world, we can begin to disrupt the cycle of oppression. We can consciously use our privilege to empower our teams and communities.</p>
Where do we go from here?	<p>Acknowledging our privilege can be uncomfortable, but that is okay. By leveraging our inclusive capabilities, we can start to learn how and when to put our privilege to work for the good of all.</p> <p>Practice awareness by reflecting on how privilege shows up for you and how that changes across different contexts. Recognizing when we are coming from a place of privilege can help us know when we can use it in support of others.</p>

	<p>Exercise curiosity by taking the time to better understand sources of privilege, oppression, power, and systemic inequality. Continued learning helps to broaden our perspectives and understand how we can help.</p> <p>Refer to the learning guide for actionable steps you can take to practice awareness and exercise curiosity about privilege and oppression. The learning guide can be accessed via the Resources tab.</p>
<p>Demonstrating courage</p>	<p>Practicing awareness and exercising curiosity are important steps in becoming an effective ally. Next, we must demonstrate courage and put privilege to work in support of others.</p> <p><i>Select each card to learn more about what you can do to put privilege to work.</i></p> <p>Create space for others to contribute. Those with privilege tend to take up much of the conversation. Recognize when these situations arise, take a step back, and listen. For example, you may notice in a meeting that offering feedback or sharing perspective is easier for you than it is for one of your colleagues. Give others space to share before jumping in. Better yet, ask them to share what they think before offering your own point of view.</p> <p>Do not be afraid to speak up and respectfully address instances of potential inequality. Ask questions to raise awareness of privilege or oppression. For example, if you witness a colleague commit a microaggression, intentionally or unintentionally, address it with them directly. Explain why it affected you and how it could affect others.</p> <p>Do what you can to promote change.</p> <p>As you learn about systems of inequality, seek ways to get involved and use your privilege to help change these systems on behalf of others.</p> <ul style="list-style-type: none"> • Join an Employee Resource Group or community organization that works to support and give a voice to those who experience oppression • Promote awareness around issues of privilege • Advocate for clear and effective anti-harassment policies and laws
<p>Reflection 4</p>	<p>Understanding our privilege is a lifelong journey. While our socialization has reinforced an invisible force of privilege, it is up to us to find ways to continue learning, practice self-awareness, and use our privilege to help others.</p> <p>Take a moment reflect and identify your next steps.</p> <ol style="list-style-type: none"> 1. What will I do this week to identify how privilege shows up for me?

	<p>2. What will I do in the next month to continue to learn about privilege and oppression?</p> <p>3. What will I do in the next three months to put privilege to work in support of others?</p> <p>Note your thoughts in the learning guide, which can be accessed via the Resources tab.</p>
Summary	<p>Let's finish with some key takeaways from this course</p> <ul style="list-style-type: none">• We experience privilege from different parts of our identity, such as race, gender, disability, faith, sexual orientation, among others.• Privilege is an unearned set of advantages granted only to a particular group of people, exercised to the exclusion or detriment of others.• Privilege is systemic. It comes from patterns of behavior and power, and it is reinforced through socialization.• While we do not choose to have privilege, we can choose to share it. We can use our privilege and power to benefit those without it.
Thank you	<p>Thank you for your participation in this course.</p> <p>Please select the Exit button to leave this training session and confirm completion.</p>

UNDERSTANDING & CONFRONTING RACISM

BUILDING AN INCLUSIVE ODU COMMUNITY



LISTEN
LEARN
LEAD

**OFFICE OF INSTITUTIONAL
EQUITY & DIVERSITY**

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MESSAGE FROM EQUITY & DIVERSITY

Old Dominion University has a long and proud legacy of commitment to the principles of equality and equal opportunity for all students, faculty, and staff.

Diversity, equity, and inclusive excellence are the values that form the pillar of our campus community. Our collective success in furthering that community depends on how we individually seek to operationalize what it means to be inclusive.

You will find a collection of resources including articles, books, podcasts, videos, and programs about a range of topics addressing different facets and dimensions of structural racism and inequities.

We hope this information is useful as we do our parts, individually and as a Monarch community, to identify a positive path forward.

We will update this guide as new content becomes available. We will also be adding discussion protocols and study guides for the resources. Please share these resources with others, and also share with us any resources we may have overlooked by contacting us at OfficeofInstitutionalEquityDiversity@odu.edu.

A note of thanks to colleagues in the Perry Library and the President's Task Force for Inclusive Excellence for collaborating with our office. Use the Monarch OneSearch tool on the Libraries' homepage to locate the books in this guide.

Sincerely,

Dr. Veleka S. Gatling, Director of Diversity Initiatives

SELF-AWARENESS AND REFLECTION

ARTICLES

[Talking About Race | National Museum of African American History and Culture](#)

A conversation on what anti-racism is from the NMAAHC Smithsonian. This page includes many links to other resources including the National Equity Project Implicit Bias PDF.

Study Guide/Protocol- At the end of this resource, you will find a series of questions “A Questioning Frame of Mind.” When we encounter interpersonal racism, whether obvious or covert, there are ways to respond and interrupt it. Asking questions is a powerful tool to seek clarity or offer a new perspective.

[Flipping the Script: White Privilege and Community Building | Donna K. Bivens](#)

Chapter Five—What is Internalized Racism?

The author of this article suggests three things you can do you can do to address and understand internalized racism. There are a series of reflection questions at the end of the article for consideration of next steps.

[Study Guide/Protocol- Questions are at the end of the article.](#)

[How to Overcome Our Biases? Walk Boldly Towards Them](#)

Verna Myers, VP of Inclusion Strategy at Netflix discusses how to boldly walk into your biases.

[Study Guide/Protocol- Verna Myers mentions Project Implicit. After listening to this TEDTalk, you may consider taking the implicit bias test.](#)

BOOKS

[White Fragility | Robin DiAngelo](#)

In Anti-Racist Spaces, White fragility can become an obstacle in meaningful conversation, dialogue and change. This book unpacks the basics of White fragility.

[Study Guide/Protocol](#)

My Grandmother's Hands | Resmaa Menakem

Resmaa Menakem examines the damage caused by racism in America from the perspective of body-centered psychology. He argues this destruction will continue until Americans learn to heal the generational anguish of white supremacy, which is deeply embedded in all our bodies. My Grandmother's Hands is a call to action for all of us to recognize that racism is not about the head, but about the body, and introduces an alternative view of what we can do to grow beyond our entrenched racialized divide.

Study Guide/Protocol- After reading this book, you may consider exploring this Free 5 Day Racialized Trauma Hope Study Course

Me and White Supremacy | Layla F. Saad

Based on the viral Instagram challenge that captivated participants worldwide, Me and White Supremacy takes readers on a 28-day journey of how to dismantle the privilege within themselves so that they can stop (often unconsciously) inflicting damage on people of color, and in turn, help other white people do better, too.

Waking Up White | Debby Irving

For twenty-five years, Debby Irving sensed inexplicable racial tensions in her personal and professional relationships. As a colleague and neighbor, she worried about offending people she dearly wanted to befriend. As an arts administrator, she didn't understand why her diversity efforts lacked traction. As a teacher, she found her best efforts to reach out to students and families of color left her wondering what she was missing. Then, in 2009, one "aha!" moment launched an adventure of discovery and insight that drastically shifted her worldview and upended her life plan. In Waking Up White, Irving tells her often cringe-worthy story with such openness that readers will turn every page rooting for her-and ultimately for all of us.

Study Guide/Protocol/Resource

Dare to Lead | Brene Brown

Brené Brown has taught us what it means to dare greatly, rise strong, and brave the wilderness. Now, based on new research conducted with leaders, change makers, and culture shifters, she's showing us how to put those ideas into practice so we can step up and lead.

Study Guide/Protocol

ADDITIONAL RESOURCES

[Internalized Racism Inventory](#) | Cultural Bridges to Justice

A set of questions that are helpful in individual and group settings to unearth subconscious forms of racism.

SOCIAL AWARENESS AND RELATIONSHIP BUILDING

ARTICLES

What is Intersectionality? | Dr. Kimberle Crenshaw

Kimberlé Crenshaw, a 2017 NAIS People of Color Conference speaker, civil rights advocate, and professor at UCLA School of Law and Columbia Law School, talks about intersectional theory, the study of how overlapping or intersecting social identities—and particularly minority identities—relate to systems and structures of discrimination.

Study Guide/Protocol

Dr. Crenshaw's Podcast

Eliminating Microaggressions: The Next Level of Inclusion | Tiffany Alvoid | TEDxOakland

In this Talk Tiffany, lays out how this behavior manifests itself, the role you play, and what you can do to avoid perpetuating its continued existence in society. Tiffany Alvoid is an attorney. She earned a JD from UCLA School of Law with a concentration in Critical Race Theory. Tiffany created a training about addressing microaggressions in the workplace in an effort to create awareness about how destructive they can be in the workplace. Tiffany's training focuses on the historical context that makes certain phrases offensive in an effort to help participants understand the unique perspective of marginalized groups. Tiffany conducts the training for teams to help create a more inclusive and productive work environment. Currently, Tiffany works at Twitter on their employee relations team. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

Racial Microaggressions in Everyday Life

Clinical Practice Journal Article Written By: Derald Wing Sue, Christina M. Capodilupo, Gina C. Torino, Jennifer M. Bucceri, Aisha M. B. Holder, Kevin L. Nadal, and Marta Esquilin Teachers College, Columbia University

35 Dumb Things Well Intended People Say | Maura Cullen

This book was written to inspire you to achieve more inclusive, compassionate and effective communication patterns. It will demonstrate just how common it is for well-intended people to inadvertently cause harm without ever knowing they have done so.

How to Begin Talking About Race in the Workplace

“To eradicate systemic racism, it is important for managers to empower employees and provide them with resources for having productive conversations about race,” writes Wharton management professor Stephanie Creary in this opinion piece. Here, she offers her own framework for middle managers in corporate environments who would like to initiate conversations about race in the workplace.

PODCAST

How White Parents Can Talk to Their Children About Race

Most people have heard about "the talk" — the conversation many African American parents have with their kids about how to avoid altercations with police or what to do and say if they're stopped. The podcast provides advice for white parents.

BOOKS

Children's Books that Discuss Race and Racism

So You Want to Talk About Race | Ijeoma Oluo

In *So You Want to Talk About Race*, editor-at-large of *The Establishment* Ijeoma Oluo offers a contemporary, accessible take on the racial landscape in America, addressing head-on such issues as privilege, police brutality, intersectionality, microaggressions, the Black Lives Matter movement, and the "N" word. Perfectly positioned to bridge the gap between people of color and white Americans struggling with race complexities, Oluo answers the questions listeners don't dare ask and explains the concepts that continue to elude everyday Americans.

Study Guide/Protocol- Great ideas for a book club.

Between the World and Me | Ta-Nehisi Coates

Hailed by Toni Morrison as “required reading,” a bold and personal literary exploration of America’s racial history by “the most important essayist in a generation and a writer who changed the national political conversation about race.” (Rolling Stone)

Study Guide/Protocol- A reader's guide.

VIDEOS

[How Studying Privilege Symptoms Can Help Strengthen Compassion | Peggy McIntosh at TEDxTimberlaneSchools](#)

[Let's Get to the Root of Racial Injustice | Megan Francis at TEDxRainier](#)

In this inspiring and powerful talk, Megan Francis traces the root causes of our current racial climate to their core causes, debunking common misconceptions and calling out "fix-all" cures to a complex social problem. Megan Ming Francis is an Assistant Professor in the Department of Political Science at the University of Washington where she specializes in the study of American politics, race, and the development of constitutional law. She is particularly interested in the construction of rights and citizenship, black political activism, and the post-civil war South. Born and raised in Seattle, WA, she was educated at Garfield High School, Rice University in Houston, and Princeton University where she received her M.A. and her Ph.D. in Politics.

[Study Guide/Protocol/Resource- A privileged walk lesson plan.](#)

[How We're Priming Some Kids for College and Others for Prison | Alice Goffman](#)

In the United States, two institutions guide teenagers on the journey to adulthood: college and prison. Sociologist Alice Goffman spent six years in a troubled Philadelphia neighborhood and saw first-hand how teenagers of African-American and Latino backgrounds are funneled down the path to prison — sometimes starting with relatively minor infractions. In an impassioned talk she asks, "Why are we offering only handcuffs and jail time?"

[Study Guide/Protocol-](#) This activity has lots of questions at the end that could be used when a traumatic event takes place and could be helpful in getting to the root.

Not Light But Fire: How to Lead Meaningful Race Conversations in the Classroom | Matthew R Kay

Inspired by Frederick Douglass's abolitionist call to action, “it is not light that is needed, but fire” Matthew Kay has spent his career learning how to lead students through the most difficult race conversations. Kay not only makes the case that high school classrooms are one of the best places to have those conversations, but he also offers a method for getting them right, providing candid guidance on:

How to recognize the difference between meaningful and inconsequential race conversations.

How to build conversational “safe spaces,” not merely declare them.

How to infuse race conversations with urgency and purpose.

How to thrive in the face of unexpected challenges.

How administrators might equip teachers to thoughtfully engage in these conversations.

With the right blend of reflection and humility, Kay asserts, educators can make school one of the best venues for young people to discuss race.

ADDITIONAL RESOURCES

Microaggressions | Whitney Grinnage-Cassidy

Whitney is a member of Delaware Youth Leadership Network and Youth Advocacy Council. She participates in the TeenSHARP College Access Ambassadors Training program, which prepares students of color for success in top colleges and in future careers. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

Study Guide/Protocol/Resources

Beads of Privilege

Increasing our awareness of the privileges we hold presents us with opportunities to find out where we can intervene. The privilege beads activity is an introductory exercise that can be helpful for raising our awareness of those things that we take for granted, by the very nature of the fact that we don't have to think about them in our daily lived experience.

How Diverse Is Your Universe

To visually see the types of people you encounter in your daily life. To begin thinking about your level of interaction with people of different races and ethnicities.

The Power of Protocols for Equity | Zaretta Hammond

Structured protocols can help educators ensure equitable participation and create more culturally responsive discussions.

Study Guide/Protocols

Facilitating Conversations

Effective facilitation of discussion involves the recognition and employment of different perspectives and different skills to create an inclusive environment.

Racial Equity Tools

This website contains tools and resources to plan, act, and evaluate equity.

Guide to Allyhip

An open source starter guide to help you become a more thoughtful and effective ally

INSTITUTIONAL

BOOKS

Chokehold | Paul Butler

Study Guide/Protocol/Resources- This is a conversation about the book featured on Moyers on Democracy.

Black Appetite White Food | Jamila Lyiscott

Invites educators to explore the nuanced manifestations of white privilege as it exists within and beyond the classroom.

We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom | Bettina Love

Drawing on her life's work of teaching and researching in urban schools, Bettina Love persuasively argues that educators must teach students about racial violence, oppression, and how to make sustainable change in their communities through radical civic initiatives and movements. Instead of trying to repair a flawed system, educational reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls educational survival.

To dismantle the educational survival complex and to achieve educational freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists like Ella Baker, Bayard Rustin, and Fannie Lou Hamer, *We Want to Do More Than Survive* introduces an alternative to traditional modes of educational reform and expands our ideas of civic engagement and intersectional justice.

Study Guide/Protocol/Resources- ASCD Article

TIMELINE of School Desegregation in Virginia

This article includes an overview of school desegregation, separate and unequal, Virginia Leads the Way to Brown v. Board of Education, and Virginia Massive Resistance.

Color of Law |Richard Rothstein

In this groundbreaking history of the modern American metropolis, Richard Rothstein, a leading authority on housing policy, explodes the myth that America’s cities came to be racially divided through *de facto* segregation—that is, through individual prejudices, income differences, or the actions of private institutions like banks and real estate agencies. Rather, *The Color of Law* incontrovertibly makes clear that it was *de jure* segregation—the laws and policy decisions passed by local, state, and federal governments—that actually promoted the discriminatory patterns that continue to this day.

[Podcast Color of Law](#)

[Color of Law Study Guide](#)

[Pushout: The Criminalization of Black Girls](#) | Monique Morris

Black girls and other girls of color are often subjectively punished and criminalized for their communication styles, their expressions, and the trauma they have experienced. It is imperative as policy leaders to advocate for the necessary resources, laws, policies and practices that work to create supportive learning environments, where all students have the opportunity to succeed; and where Black girls –who have for too long been subjected to racist, sexist, and discriminatory practices – have access to a robust array of targeted services and supports able to propel them to a lifetime of success.

PODCASTS

[Conversations with Beverly Tatum](#)

In this plenary session at ACE2019, two of the country’s leading voices and best-selling authors on race and racism—Beverly Daniel Tatum and Robin DiAngelo—discussed the role of race in the United States and on college campuses, how university leaders can engage their communities on race, and what it will take to close equity gaps. The session was moderated by ACE Vice President for Research Lorelle Espinosa.

VIDEOS

[Black Feminism and the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers](#)

Black Feminism remains a foundational theory and practice guiding social justice movements for Black lives. Black Feminism challenges us to act on the inextricable connections of sexism, class oppression, racism, ableism, homophobia and transphobia. As the contemporary Movement for Black Lives has invigorated resistance to racism and structural violence, this panel reflects on ways that Black Feminism shapes and informs the current struggles and successes.

ADDITIONAL RESOURCES

[Black Lives Matter](#)

Ways to Help—Call or Text

[Black Lives Matter](#)

Ways to Help—Sign a Petition

[103 Things White People Can Do](#) | Corine Shutack

A list of 103 actions White people can do to advance racial justice

[Cultures Connecting, LLC.](#)

The following are resources we have developed or modified for culturally relevant anti-bias work in schools and other organizations. They are free for you to download and copy.

[Template for Holding Your Employer Accountable for Racial Justice](#) | Rachel Cargle

A template that will support you in being intentional about holding yourself and other white people in your company accountable for racial justice.

STRUCTURAL

ARTICLES

[Police Killings Have Harmed Mental Health in Black Communities, Study Finds | John Eligon](#)
[Study Guide/Protocol/Resources](#)

BOOKS

[White Rage](#) | Carol Anderson | New York Times Best Seller
From the end of the Civil War to our combustible present, an acclaimed historian reframes the conversation about race, chronicling the powerful forces opposed to black progress in America.

[We Were Eight Years in Power](#) | Ta-Nehisi Coates
In this “urgently relevant”* collection featuring the landmark essay “The Case for Reparations,” the National Book Award–winning author of *Between the World and Me* “reflects on race, Barack Obama’s presidency and its jarring aftermath”

[Study Guide/Protocol/Resources-- Explore this interactive census map to get to know your own community.](#)

[The New Jim Crow](#) | Michelle Alexander - President’s Lecture Series Speaker 2018
Seldom does a book have the impact of Michelle Alexander’s *The New Jim Crow*. Since it was first published in 2010, it has been cited in judicial decisions and has been adopted in campus-wide and community-wide reads; it helped inspire the creation of the Marshall Project and the new \$100 million Art for Justice Fund; it has been the winner of numerous prizes, including the prestigious NAACP Image Award; and it has spent nearly 250 weeks on the New York Times best seller list.

Why Are All the Black Kids Sitting Together in the Cafeteria | Dr. Beverly Tatum

Walk into any racially mixed high school and you will see black, white, and Latino youth clustered in their own groups. Is this self-segregation a problem to address or a coping strategy? Beverly Daniel Tatum, a renowned authority on the psychology of racism, argues that straight talk about our racial identities is essential if we are serious about enabling communication across racial and ethnic divides. These topics have only become more urgent as the national conversation about race is increasingly acrimonious. This fully revised edition is essential listening for anyone seeking to understand the dynamics of race in America.

Leading Diverse Communities: A How to Guide for Moving from Healing Into Action |

CherieBrown and George Mazza

Based on the National Coalition Building Institute's popular leadership development program, *Leading Diverse Communities* gives community, campus, nonprofit, and business leaders the tools they need to embrace diversity and encourage their stakeholders to do the same. The book is filled with practical guidance on how to achieve results and provides a simple, skill-oriented guidebook for busy leaders. *Leading Diverse Communities* distills the National Coalition Building Institute's wisdom into thirty-two concise leadership principles. Each principle is illuminated with theory and a related example, activity, and worksheet that can help develop the skills required to put a particular principle into practice.

Caste (Oprah's Book Club): The Origins of Our Discontents| Isabel Wilkerson

Wilkerson examines the unspoken caste system that has shaped America and shows how our lives today are still defined by a hierarchy of human division.

ORGANIZATIONS

VOTE!

Vote for anti-racist policies and candidates in local, state and national elections.

Showing Up For Racial Justice

The Bail Project

Nonprofit combatting mass incarceration

No White Saviors

No White Saviors is an advocacy campaign led by a majority female, majority African team of professionals based in Kampala, Uganda. Our collective experience in the development & aid sectors has led us to a deep commitment to seeing things change in a more equitable & anti-racist direction.

PODCASTS AND TEDTalks

Pod Save the People

DeRay McKesson, leader of the Black Lives Moment, explores news, culture, social justice and politics.

Momentum: A Race Forward

This podcast features movement voices, stories, and strategies for racial justice. Co-hosts Chevon and Hiba give their unique takes on race and pop culture, and uplift narratives of hope, struggle, and joy, as we continue to build the *momentum* needed to advance racial justice in our policies, institutions, and culture. Build on your racial justice lens and get inspired to drive action by learning from organizational leaders and community activists.

Code Switch: Race in Your Face

Sponsored by NPR

Listen to 1619: New York Times

An audio series on how slavery has transformed America, connecting past and present through the oldest form of storytelling.

Great Migration | Isabel Wilkerson 17:36

Sometimes, a single decision can change the course of history. Join journalist and author Isabel Wilkerson as she tells the story of the Great Migration, the outpouring of six million African Americans from the Jim Crow South to cities in the North and West between World War I and the 1970s. This was the first time in American history that the lowest caste people signaled they had options and were willing to take them -- and the first time they had a chance to choose for themselves what they would do with their innate talents, Wilkerson explains. "These people, by their actions, were able to do what the powers that be, North and South, could not or would not do," she says. "They freed themselves."

Warmth of the Other Suns | Isabel Wilkerson

The Warmth of Other Suns focuses on the migration of three real-life individuals. Ida Mae Gladney, her husband, George, and their two young children fled in the dark of night from the cotton fields of Chickasaw County, Mississippi, to Milwaukee and then on to Chicago

White Lies

In 1965, Rev. James Reeb was murdered in Selma, Alabama. Three men were tried and acquitted, but no one was ever held to account. Fifty years later, two journalists from Alabama return to the city where it happened, expose the lies that kept the murder from being solved and uncover a story about guilt and memory that says as much about America today as it does about the past.

Nice White Parents

We know American public schools do not guarantee each child an equal education. Two decades of school reform initiatives have not changed that. But when Chana Joffe-Walt, a reporter, looked at inequality in education, she saw that most reforms focused on who schools were failing: Black and brown kids. But what about who the schools are serving? In this five-part series, she turns her attention to what is arguably the most powerful force in our schools: White parents.

ADDITIONAL RESOURCES

Black Lives Matter

Ways to Help—Donate. Peruse this extensive list of people and organizations to donate to.

Racial Justice Research Document | Rachel Cargle

"I created this free document to guide readers through gaining knowledge of various heartbreaking cases of police brutality and murder in the United States. This document is to be used like a syllabi -- an introduction to the work but not the work itself. Value to the black community is not simply in the knowledge you gain but the action you take to ensure black bodies are protected."

CULTURAL

ARTICLES

[Who Gets to be Afraid in America?](#) | Ibram Kendi

This article provides perspective on how we can build an existence wherein the fearful stop fearing Black men, and terrorizing Black men with their fear. It was written in response to the death of Ahmaud Arbery.

[Why We Published The 1619 Project](#) | Jake Silverstein

The goal of The 1619 Project is to reframe American history by considering what it would mean to regard 1619 as our nation's birth year. Doing so requires us to place the consequences of slavery and the contributions of black Americans at the very center of the story we tell ourselves about who we are as a country.

BOOKS

[Beloved](#) | Toni Morrison

Beloved, **novel** by Toni Morrison, published in 1987 and winner of the 1988 Pulitzer Prize for fiction. The work examines the destructive legacy of slavery as it chronicles the life of a Black woman named Sethe, from her pre-Civil War days as a slave in Kentucky to her time in Cincinnati, Ohio, in 1873.

PLAYLISTS

[Revolution Playlist](#) | Rachel Cagle

A collection of black voices during the Civil Rights Movement. Speeches, songs, spoken word, etc. 7 Hours and 15 Min

ADDITIONAL RESOURCES

The National Museum of African American History and Culture

The National Museum of African American History and Culture is the only national museum devoted exclusively to the documentation of African American life, history, and culture. It was established by Act of Congress in 2003, following decades of efforts to promote and highlight the contributions of African Americans. To date, the Museum has collected more than 36,000 artifacts and nearly 100,000 individuals have become members. The Museum opened to the public on September 24, 2016, as the 19th and newest museum of the Smithsonian Institution.

MOVIES AND TV SERIES

13th (Ava DuVernay)

Filmmaker Ava DuVernay explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African-Americans.

I Am Not Your Negro (James Baldwin doc)

In 1979, James Baldwin wrote a letter to his literary agent describing his next project, "Remember This House." The book was to be a revolutionary, personal account of the lives and assassinations of three of his close friends: Medgar Evers, Malcolm X and Martin Luther King, Jr. At the time of Baldwin's death in 1987, he left behind only 30 completed pages of this manuscript. Filmmaker Raoul Peck envisions the book James Baldwin never finished.

If Beale Street Could Talk (Barry Jenkins)

In early 1970s Harlem, daughter and wife-to-be Tish vividly recalls the passion, respect and trust that have connected her and her artist fiancé Alonzo Hunt, who goes by the nickname Fonny. Friends since childhood, the devoted couple dream of a future together, but their plans are derailed when Fonn is arrested for a crime he did not commit.

Just Mercy (Destin Daniel Cretton)

World-renowned civil rights defense attorney Bryan Stevenson works to free a wrongly condemned death row prisoner. A powerful and thought-provoking true-story, "**Just Mercy**" follows young lawyer Bryan Stevenson (Jordan) and his history-making battle for justice.

Selma (Ava DuVernay)

Although the Civil Rights Act of 1964 legally desegregated the South, discrimination was still rampant in certain areas, making it very difficult for blacks to register to vote. In 1965, an Alabama city became the battleground in the fight for suffrage. Despite violent opposition, Dr. Martin Luther King Jr. (David

Oyelowo) and his followers pressed forward on an epic march from Selma to Montgomery, and their efforts culminated in President Lyndon Johnson signing the Voting Rights Act of 1965.

The Hate U Give (George Tillman Jr.)

Starr Carter is constantly switching between two worlds -- the poor, mostly black neighborhood where she lives and the wealthy, mostly white prep school that she attends. The uneasy balance between these worlds is soon shattered when she witnesses the fatal shooting of her childhood best friend at the hands of a police officer. Facing pressure from all sides of the community, Starr must find her voice and decide to stand up for what's right.

When They See Us (Ava DuVernay)

When They See Us is based on events of the April 19, 1989, Central Park jogger case and explores the lives of the five suspects who were prosecuted on charges related to the sexual assault of a female victim, and of their families.

ORGANIZATIONS TO FOLLOW ON SOCIAL MEDIA

Antiracism Center: [Twitter](#)

Audre Lorde Project: [Twitter](#) | [Instagram](#) | [Facebook](#)

Black Women's Blueprint: [Twitter](#) | [Instagram](#) | [Facebook](#)

Color Of Change: [Twitter](#) | [Instagram](#) | [Facebook](#)

Colorlines: [Twitter](#) | [Instagram](#) | [Facebook](#)

The Conscious Kid: [Twitter](#) | [Instagram](#) | [Facebook](#)

Equal Justice Initiative (EJI): [Twitter](#) | [Instagram](#) | [Facebook](#)

Families Belong Together: [Twitter](#) | [Instagram](#) | [Facebook](#)

Justice League NYC: [Twitter](#) | [Instagram](#) + Gathering For Justice: [Twitter](#) | [Instagram](#)

The Leadership Conference on Civil & Human Rights: [Twitter](#) | [Instagram](#) | [Facebook](#)

The Movement For Black Lives (M4BL): [Twitter](#) | [Instagram](#) | [Facebook](#)

[The Movement Voter Project](#)

Stronger Together Employee Guide

Becoming an Anti-Racist Today
July 2020



Becoming an Anti-racist Today

"To be antiracist is to think nothing is behaviorally wrong or right—inferior or superior—with any of the racial groups. Whenever the antiracist sees individuals behaving positively or negatively, the antiracist sees exactly that: individuals behaving positively or negatively, not representatives of whole races. To be antiracist is to deracialize behavior, to remove the tattooed stereotype from every racialized body. Behavior is something humans do, not races do."

-Ibram X. Kendi, author of *How to Be an Antiracist*

Interrupting Biases

So, how do you interrupt biases you might not know you have, and in some cases, are adamantly opposed to? Here are five ways to begin:

- 1 Be proactive.** You're already taking the first step by reading this guide. That's a great start! Take it a step further and educate yourself by reading guides about racism or fiction written by people who have a different racial identity than you. Nonfiction creates awareness of hidden biases, and fiction creates empathy for others.
- 2 Contribute.** Financially and verbally support pro-POC movements and POC-owned businesses.
- 3 Reach out.** Ask for honest and direct feedback from colleagues about your speech and behavior. You might need someone else to shine a light on areas where you're in the dark.
- 4 Be open.** When someone gives you feedback, try not to take it personally if what they've said is upsetting. Just listen and allow yourself a few days to ponder whether there might be some truth behind their comments.
- 5 Speak up.** Stand up for others who are being discriminated against in both covert ways (not getting an invitation to lunch, not being included in a meeting with peers, having to do twice the work for half the credit, etc.) and overt ways (bearing the brunt of blame, being talked over in a meeting, etc.).

Pro Inclusion Tip

Listen to the experiences of others, especially those with marginalized identities (those groups treated as insignificant or peripheral) who often don't have an equal say in decision making. Give them the floor in meetings or on calls, even if it means silencing yourself to do so. You learn more when you listen than when you speak anyway, so it's a win-win.

Working Toward Inclusivity & Belonging

After you've confronted your own biases and are helping put a stop to discrimination, work diligently to build a workplace that is inclusive, where all employees belong.

Make some of these practical changes that can help make work life more inclusive:



Change 1: Mindfully hand out high-value projects.

Reconsider who is capable of doing important jobs, and look outside of your small team of champions. Chances are good someone who is not on your usual list can excel at the job, says Joyce Norcini, former general counsel for Nokia Siemens Networks.



Change 2: Respond quickly to double standards and idea theft.

When you see instances of majority-group members taking or being given credit for ideas that people of color originally offered, speak up and give the idea originators their due.



Change 3: Seek opinions from those who don't speak up.

Some people are brought up to be modest or quiet, which can lead them to hold back their opinions. Counter this by actively seeking out their thoughts. "Jackie, you're experienced here. What's your take on this?"



Change 4: Learn what to say and what not to say.

People with the best intentions are often unwittingly causing harm with their language, especially during tumultuous times like we're living in today. This guide, adapted from Adunola Adeshola, Forbes contributor and executive coach, offers some insight.

What Not To Say to Your Black Colleagues Right Now

"I'm scared to say the wrong thing to you."

This asks your Black colleague to either console you or help you figure out what to say, which isn't fair.

"I hope/pray things change soon."

This shows that you *mean* well, but meaning well isn't enough. Adeshola says, "This is the time to *do* well."

"I can't wait for things to calm down and get back to normal."

This says that your comfort is more important than the message of anti-racism.

What To Say

"I'm having conversations about racism with my non-Black family and friends, even though I'm afraid."

This shows Black colleagues that you're being courageous enough to take a stand.

**"I'm taking these steps to become a better ally."
"I'm shutting down racist comments on my team."
"I'm supporting the fight against racism by calling my representatives, backing Black businesses, and/or XYZ."**

This shows that you're paying more than lip service to the anti-racism movement.

"I realize my discomfort is a fraction of what you're feeling."

Acknowledge that while you might feel unsettled right now, Adeshola says Black people are "exhausted, mentally drained, frustrated, stressed, barely sleeping, scared and overwhelmed," feelings which demand empathy and action.

Pro Inclusion Tip

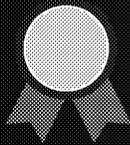
To create unity in your group, talk about your organization's shared values. Use common examples of cooperation that everyone can relate to no matter their identity, like hospital staff working in unison to save a patient or sports teammates playing together to win the game. We're all human, and we all want to feel like we are part of something greater than ourselves.

Building Belonging

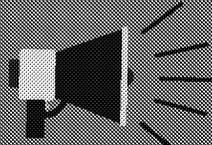
Belonging means being part of a group, sharing with others and feeling secure enough to be who you really are. No matter where we come from, we all want to belong. It's human nature and one thing we have in common.

When employees feel they belong, performance and retention increase. When they feel they don't belong, their work can suffer. And if enough people feel the same, the entire company can suffer.

How to Build Belonging



Recognize accomplishments



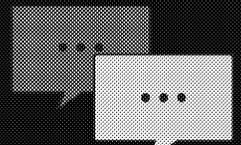
Encourage free expression



Value everyone's contributions



Help others feel comfortable at work



Communicate transparently



Have you heard of the term **intersectionality**?

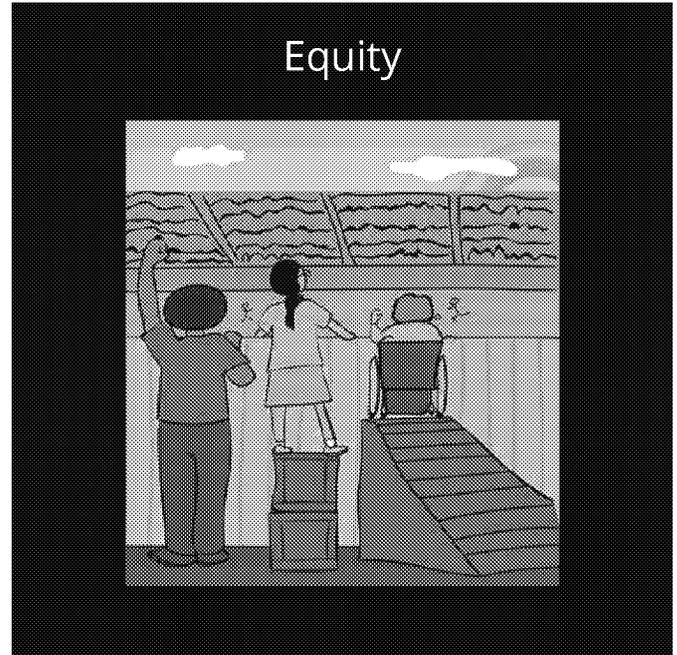
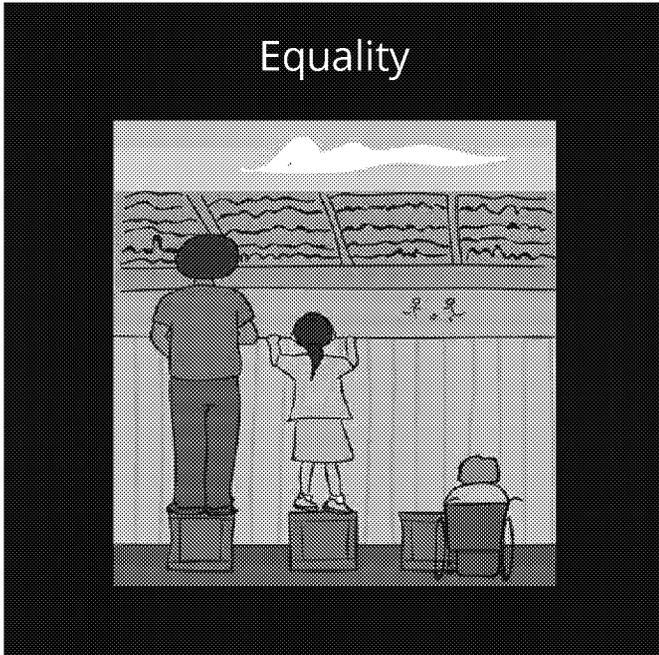
Basically, it's the way in which different forms of discrimination overlap. For instance, a Black person who is also a member of the LGBTQ community, or a Chinese-American who is disabled, face different and greater discrimination than someone who carries one marginalized identity.

Pro Inclusion Tip

Someone's race or ethnicity isn't a taboo topic. Talk openly about it to appeal to people's conscious values and challenge their unconscious biases. You cannot address racial injustice in the workplace if you do not acknowledge that different experiences exist for people. But be aware that if you're going to talk about race, identify *everyone's* race, including those who are White. By identifying someone as Black or Latin, but *not* categorizing someone else as White, you're saying that White is the norm by which all other races are measured.

Establishing Equity

Equality is a noble goal. Equal treatment and access to opportunities help each of us perform our best within a shared set of parameters. But we really need to be striving for *equity*, where we focus on the equality of the outcome, not the equality of the experience by taking individual needs and skills into account.

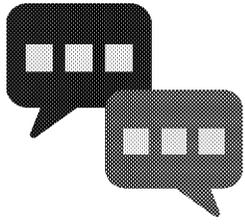


A Challenge

So, what can you do about racism? Krishna Kuman of ISEC says to do this to combat it in your organization:

- 1** Be a change agent by calling out microaggressions and other racist behavior when you witness them.
- 2** Speak up to leadership about discriminatory policies and hiring practices, and ask when changes will be made.
- 3** Pass the mic to those who are excluded and silenced, redirecting the conversation using their names so their voices are heard.

In your workplace, you (yes, YOU) can be the person who takes action to ensure everyone feels like they belong, a goal for every single individual at Raytheon Technologies.



Discussion Starter

Before you begin, tell everyone that the primary focus of this discussion is on solutions, not blame or shame.



Ice Breaker



While it is important to educate ourselves about our implicit biases and how they support racism across the globe, it is vital and urgent to make a difference in our workplace and communities. Let's go around the group and discuss this question:
"What actionable steps can you take to be an anti-racist?"



Deeper Group Discussion:

- Do you feel equipped to become part of the solution? If not, will you commit to learning more using some of the resources that follow?
- How can we, as a group, support everyone else as they learn more about anti-racism?
- What changes should our organization make within the month to support anti-racism?
- What questions do you still have about racism?

Reflect

Examine yourself. If some of the things you've heard or read today leave you feeling uncomfortable, defensive or upset, ask yourself why, without casting blame. If your answer is something like, "Because I don't judge anyone by their skin color. I appreciate everyone no matter who they are," then consider that you might not see them in any particular way related to race, but society does. Focusing on your feelings instead of taking action will hold everyone back from making lasting, vital change.

 **Christopher F. Rufo** ✂ @realchrisrufo · Oct 22

This is racial segregation in 2020. The @KingCountyWA library system is holding "separate but equal" training sessions for its employees—all in the name of social justice.

It's time for @TheJusticeDept to put a stop to this madness.



From: (b) 6
To: OFCCPComplaintHotline
Subject: Racist diversity training
Date: Sunday, November 01, 2020 11:26:49 AM

CAUTION - The sender of this message is external to the DOL network. Please use care when clicking on links and responding with sensitive information. Send suspicious email to spam@dol.gov.



To: Subaru Retailer Principals and General Managers
From: National Retail Operations Training Department
Date: October 28, 2020
Subject: "Blind Spots: Managing Our Unconscious Bias", a special webcast opportunity

Please join us for our upcoming webcast, *Blind Spots: Managing Our Unconscious Bias* on 11/9/20 at 11:00 AM EST.



The Subaru Love Promise is the principle regarding our interactions with others, and this is the first of three such webcasts on different topics. In addition, this is a follow up to Tom Doll's letter of June 17th which states our company position and actions regarding social injustice and racism.

In this webcast, we'll examine how human behavior is guided by a variety of cognitive biases and what we can do to manage these biases. Explore how to work with your employees, communicate more effectively, and help create an inclusive work environment for both employees and customers alike. This webcast will share:

- How to recognize and manage our natural biases
- Communication strategies to gain understanding and buy-in across diverse teams
- The case for diversity as a driver to spark creativity and major innovation

Please register here to reserve your spot for this important and informative 45-minute webcast!

[Subaru Presents: Blind Spots: Managing Our Unconscious Bias](#)

Once you have registered using your email, you will receive a reminder one hour before the start of the webcast.

Finally, this webcast will be recorded and used to develop a course that will be part of the Q4 Foundations Certification curriculum which launches on December 14th and will be required for all sales managers, F&I managers, sales consultants and delivery specialists.

Get [Outlook for iOS](#)

DIVERSITY, EQUITY, AND INCLUSION PLAN

UNIVERSITY OF GEORGIA COLLEGE OF VETERINARY MEDICINE (CVM)

The CVM is dedicated to prioritizing diversity, equity, and inclusion efforts for all faculty, staff and students, now and in the future. A formal plan will be forthcoming from our newly formed Office of Diversity, built upon ongoing research and input from constituencies within the College. This document represents our initial framework on diversity, equity, and inclusion, and includes the strategic goals laid out by our CVM strategic planning committee and submitted in our strategic plan to the University, as well as input from a dedicated group of DVM students. We thank everyone for their work, input, and feedback.

Existing Diversity Statements/Policies in the CVM

The University of Georgia has a non-discrimination and anti-harassment policy that all university-community members are bound by: <https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy>

In addition, there are diversity statements in the professional conduct code for the DVM students in the CVM:

- “Students shall treat all members of our community with respect. The College strives to create an environment of inclusiveness and will not tolerate speech or behaviors that intimidate, demean, or devalue other persons.”

And, one in the new technical standards document, to be read and signed by each member of the incoming DVM Class of 2024.

- “Candidates must demonstrate effective and professional verbal, non-verbal, and written communication. Candidates must be able to develop effective collaborative relationships with colleagues, faculty, staff, and clients. Candidates must treat all individuals in a respectful manner regardless of gender identity, age, sexual orientation, social and cultural background, religion, race, ethnicity, national origin, disability, or any other protected status.”

The CVM has a page on our website for diversity and inclusion: <https://vet.uga.edu/about-us/diversity-and-inclusion/> that lists our nondiscrimination statement and hosts a link to report a diversity concern anonymously. Incidents are reported back to the Assistant Dean for Diversity, Equity, and Inclusion, the Associate Dean of Academic Affairs, the Associate Dean of Research, Faculty and Graduate affairs, and the Diversity Coordinator. Disciplinary action follows UGA policies.

Strategic Plan

Diversity initiatives are represented as part of Strategic Priority #5 “Developing a strong college culture and sense of community”.

Goal: Develop shared goals and common values that welcomes and supports all, expands the diversity of the faculty, staff, and students.

Key Performance Indicator: Add diversity scholarship(s) to attract more minority, first generation, and rural students

Annual Targets:

FY2021	Identify potential donors
FY2022	If resources allow, 1 \$10K per year scholarship
FY2023	2 additional \$10K per year scholarships
FY2024	2 additional \$10K per year scholarships
FY2025	2 additional \$10K per year scholarships; 20% minority DVM student target is met vs. last 4-year 2020-23 class average of 15.7%

Key Performance Indicator: Recognition of the importance of diversity to the CVM and increase the diversity of faculty, staff, students, and individuals in leadership roles

Annual Targets:

FY2021	<ul style="list-style-type: none"> Establish an Office of Diversity and appoint an interim Assistant Dean for Diversity, Equity, and Inclusion and hire an Assistant Dean for Faculty Affairs and Advancement. Establish baseline data on the diversity of faculty, staff, students and individuals in leadership roles CVM-wide. Develop evidence-based practices to increase the diversity of faculty, staff, and students and individuals in leadership roles (e.g., recruitment, retention, training and mentoring modules, multicultural environment, resources)
FY2022	<ul style="list-style-type: none"> Resource base in place to implement evidence-based practices that increase faculty, staff, and students and leadership diversity above the FY2021 baseline levels. Planning, including development of modules and networks, in place for recruitment activities with effective orientation, retention, and mentoring of individuals recruited and hired.
FY2023	<ul style="list-style-type: none"> Increase faculty, staff, student, and leadership diversity by 5% above FY2021 baseline levels with increased training, mentoring, and communications
FY2024	<ul style="list-style-type: none"> Increase faculty, staff, students, and leadership diversity by 8% above FY2023 levels with increased training, mentoring, and communications
FY2025	<ul style="list-style-type: none"> Double digit percent growth in diversity of faculty staff, and student, and administrative leadership above the FY2024 levels with increased training, mentoring, and communications

Key Performance Indicator: An increase of minority PhD students and minority NIH supplements through support of faculty to write NIH grants

Annual Targets:

FY2021	Secure baseline data and develop a plan to write minority NIH supplement grants to increase minority PhD numbers
FY2022	Implement strategies to increase minority NIH supplements and minority PhDs
FY2023	5% increase from 2021 baseline data in minority NIH supplements and minority PhD's
FY2024	10% increase from 2021 baseline data in minority NIH supplements and minority PhD's
FY2025	15% increase from 2021 baseline data in minority NIH supplements and minority PhD's

Additional Tactics Under Consideration:

General

- A climate survey of DVM students has been conducted, and results are being collated. Similar surveys of faculty, staff and graduate students are planned with the goal of using this information to inform our Office of Diversity and the Office of Academic Affairs on areas of immediate and future focus.
- Voluntary support groups for various URM student populations with faculty mentors will be organized and meet at least once a semester to receive feedback from students on these initiatives and assess the DEI climate of the College.

Training

- Require all CVM administrators (dean, associate deans, assistant deans, department heads, section leaders) to complete the self-paced, 18-hour Certificate of Diversity and Inclusion offered by UGA. Anticipated completion: mid to late-2021.
- Additionally, work towards having all faculty and staff complete selected modules, as recommended by UGA's VP for Diversity and Inclusion. For example, clinical faculty, staff, interns, and residents would complete modules that address how to recognize, and effectively handle, inappropriate and offensive behavior from a client directed towards our colleagues and students.

Education for DVM and Graduate Students

- Implementation of diversity, inclusion and communication into AIMS for second-year DVM students while practice management would be included for third-year to encompass race, gender, etc. Dr. Epstein has agreed to include these modules in AIMS, but will need to resource expertise. Jeff Sanford will provide practice management expertise in the development of materials in VETM 5300. Options will be explored with URM alumni who may be interested in working, advising, and mentoring faculty and students and exploring requirements at other CVMs. Graduate students in the College will also need training. CBS has a required course that has some topics covered but this course is not required for all graduate students. Review existing courses to determine what is best option.
- During VM3 orientation to the clinic, add a refresher hour on diversity and inclusion that will include guidance on how to intervene in a situation with a disrespectful client. Dr. Barton has reached out to other business and life skill educators at other CVMs. NC State has D&I requirements for students within other courses but not in practice management.

- **Seek counseling support from a BIPOC CAPS counselor.** CAPS has a few BIPOC counselors in training. Having a dedicated resource for the CVM is unlikely but access to one might be possible, and there is a list of resources available to students who are in search of a BIPOC counselor (available from our current CAPS counselors).

Recruitment/Outreach

- Examine the recruiting and hiring processes for faculty and house officers and implement a plan to enhance our diversity. We have hired two assistant deans, one of whom will oversee faculty affairs and advancement. Part of the Assistant Dean of Faculty Affairs and Advancement's job will be the provision of mandatory search committee training to avoid unintentional bias in hiring and to discuss strategies for creating diverse pools of applicants. The Assistant Dean for Diversity, Equity and Inclusion will oversee DEI programs from a college-wide perspective.
- Hosting a **Second Look Day for minority students** accepted into the vet school to build on our current, successful programs of Vet School for a Day and VetCamp. With the growth of these current programs has come increased URM enrollment in our professional program. Increases have been as follows: 12% for the Class of 2020; 16% for the Class of 2021; 20% for the Class of 2022; 24% for the Class of 2023; and 16% for the class of 2024. The Office of Academic Affairs will be responsible for these activities with support from the Office of Diversity.
- Development of a mentorship program for new graduates. The Office of Academic Affairs and a graduate from the Class of 2019 have begun preliminary work on this "career coach" program. This mentorship program will be an excellent means for URM alumni to assist our current URM students and faculty.
- Continue to explore partnerships with HBCUs and develop programming to establish a pipeline of interested prospective students and faculty. We currently have a successful partnership with Ft. Valley State to host veterinary career exploration days at our Tifton campus (part of a grant received by Dr. Hemant Naikare), and we will continue to grow and explore new, similar opportunities.

From: Williams, Tina T - OFCCP [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=DE1CA1BB58004746A50104BD40A50623-WILLIAMS, T]
Sent: 12/16/2020 2:10:32 PM
To: Leen, Craig - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=5ffd4a5b3cc74f49a5d2bf4c747416d4-Leen, Craig]
CC: Davidson, Patricia J - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=881aff8bf6fb4a85ae33921a0cb1596b-Davidson, P]; Gaglione, Robert J - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=1488b4650b734927906fed5870ab9642-Gaglione, R]; Gean, Lissette - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=bbb9a13178c24aadb6b7613f2f9041f3-Gean, Lisse]
Subject: FW: RFI/ E.O. 13950 Training Submissions
Attachments: B_Braun_Unconscious Bias Training.pdf; B_Braun_Registration Procedure.pdf; Old Dominion University_SEPT 2020 Understanding and Confronting Racism Resource Guide.docx (2).pdf; Rayethon_Becoming an Anti-racist Today - English.pdf; Raytheon Technologies_Unconscious Contributions to Racism_Employee Guide.pdf; Ohio Health November 2020 Section Meeting.pptx

Here is the remaining information for the hotline.

E.O. 13950 – Attached are training samples received after November 6, 2020:

- B Braun Medical (3 attachments)
- Ohio Health
- Old Dominion University
- Galvanize
- Raytheon Technologies

We received 33 unique inquiries after November 5, 2020:

- 15 named complaints
- 8 anonymous complaints
- 9 requesting compliance assistance
- 1 Opposed to E.O. 13950

Examples of inquiries received after November 6, 2020

- Complaint – Medical school is subjecting staff to critical race theory sessions.
- Complaint – Forced to resign because I refused to attend diversity training.
- Complaint – company is pushing critical race theory training.
- Requested Compliance Assistance – What is the posting requirement for E.O 13950
- Requested Compliance Assistance – Can E.O. 13950 be incorporated by reference in new contracts or does it have to be spelled out?

We received 10 voicemail calls opposing E.O. 13950 after November 6, 2020.

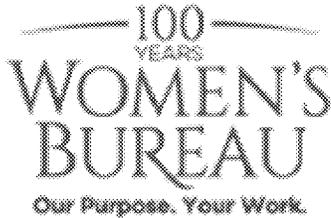
From: Leen, Craig - OFCCP <Leen.Craig@DOL.gov>
Sent: Friday, December 11, 2020 3:48 PM
To: Gean, Lissette - OFCCP <(b) 6@dol.gov>
Cc: Williams, Tina T - OFCCP <(b) 6@dol.gov>; Seely, Christopher - OFCCP <(b) 6@dol.gov>; Davidson, Patricia J - OFCCP <(b) 6@dol.gov>
Subject: RE: RFI/ E.O. 13950 Training Submissions

Lissette, thanks for forwarding.

Tina and Chris, I've been asked by SOL FO for an update on these materials. Next week, would you please have DPPD send some additional example materials from after Nov. 5?

Thanks,
Craig

Craig E. Leen
OFCCP Director



From: Gean, Lissette - OFCCP <(b) 6@dol.gov>
Sent: Friday, December 11, 2020 6:39 PM
To: Leen, Craig - OFCCP <Leen.Craig@DOL.gov>
Subject: FW: RFI/ E.O. 13950 Training Submissions

From: Williams, Tina T - OFCCP <(b) 6@dol.gov>
Sent: Thursday, November 05, 2020 1:20 PM
To: Leen, Craig - OFCCP <Leen.Craig@DOL.gov>
Cc: Davidson, Patricia J - OFCCP <(b) 6@dol.gov>; Gaglione, Robert J - OFCCP <Gaglione.Robert.J@dol.gov>; Gean, Lissette - OFCCP <(b) 6@dol.gov>
Subject: RFI/ E.O. 13950 Training Submissions

Craig,

Here is the summary update and samples for the RFI and EO 13950 hotline:

RFI

- As of November 5, 2020, OFCCP has received 47 comments on the *Request for Information: Race and Sex Stereotyping and Scapegoating*. Of the 47 comments received, 23 supported and 19 opposed Executive Order 13950. Of the supportive comments, 20 specifically mentioned Critical Race Theory while only 2 of the opposing comments did. Only 3 comments have requested an OFCCP assessment of attached training materials.
- None of the comments have been submitted on behalf of an employer.

I have attached all of the training materials we have received.

1. [Comment OFCCP-2020-0002-0027](#)
 - Screenshot 2020-10-23 153544.png
2. [Comment OFCCP-2020-0002-0028](#)
 - Workplace Diversity (090220) Transcript 090320.pdf
 - UnconsciousBias30 (100920) Transcript 100920.pdf
 - Microaggressions in the Workplace (051920) Transcript.pdf
3. [Comment OFCCP-2020-0002-0043](#)

- IDEL Engage Mgr Toolkit
- LEARN.pdf
- READ.pdf

E.O. 13950 – Training samples attached.

This week (10/26/2020 – 10/30/2020), OFCCP received a total of 29 inquiries;

- 15 named complaints
- 5 anonymous complaints
- 4 requesting compliance assistance
- 5 Opposed to Executive Order 13950

This week (10/26/2020 – 10/30/2020), OFCCP received a total of 54 voicemail calls opposing EO 13950.

Examples of inquiries received this week:

- Complaint – employee wants to name a complaint that the employer is defying Executive Order 13950.
- Complaint – employee is complaining about taking mandatory unconscious bias training.
- Complaint – employee is complaining that the employer is pushing concepts of Race, Equity, Diversity, and Inclusion (REDI). Presentations and executive commentary has included the focus on white supremacy, systemic racism in America.
- Compliance Assistance – requesting clarification if President Trump's executive order on Combating Race and Sex Stereotyping applies to State agencies that oversee the distribution of federal funds.
- Opposes Executive Order 13950 – various comments forwarded opposing this EO.

General Bullets of all unique inquiries received as of 4pm ET on 10/30/2020:

- OFCCP has received 161 unique inquiries on the EO 13950 Hotline.
- Of these 161 inquiries, there are 129 complaints: 85 from named complainants and 44 from anonymous sources reporting information about organizations purported to be in violation of EO 13950.
- 22 of the inquiries are from individuals seeking compliance assistance. (One request was removed)
- 10 of the inquiries are written to oppose EO 13950.
- 54 voicemails opposing EO 13950

Tina Williams | Director

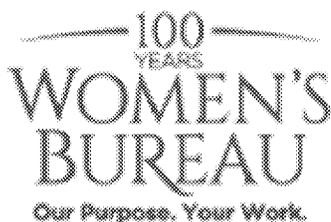
Division of Policy and Program Development

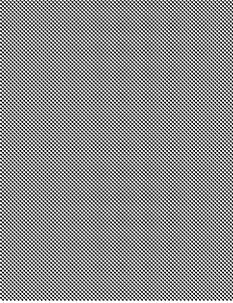
Office of Federal Contract Compliance Programs

200 Constitution Avenue, NW, Room C-3325 | Washington, DC 20210

Direct: (b) 6 Fax: 202-693- 1305

Email: (b) 6@dol.gov





UNCONSCIOUS BIAS TRAINING FOR LEADERS

To Register for a Session:

1. Log in to ADP eSource (<https://adpvantage.adp.com/>)
2. On the Dashboard, click on the '**Talent Management**' link.
3. On your Home Page, Top Left, hover over '**Learning**', then click on '**Browse for Training**'.
4. Search for '**Unconscious Bias Training for Leaders–Virtual Session**' and then click on the title. Make sure it's the option with the calendar icon, NOT the blue monitor icon.
5. Scroll down to see all the available dates. Click the green '**Request**' button on the date you prefer. You will be taken to the next page which shows you as 'Registered.'
6. You will receive an Outlook invitation via email which will contain a link specific to your session. Click '**Accept**' to add this to your Outlook calendar.
7. On the day of the meeting, click on the 'Join Microsoft Teams Meeting' link in the invite to join the meeting.

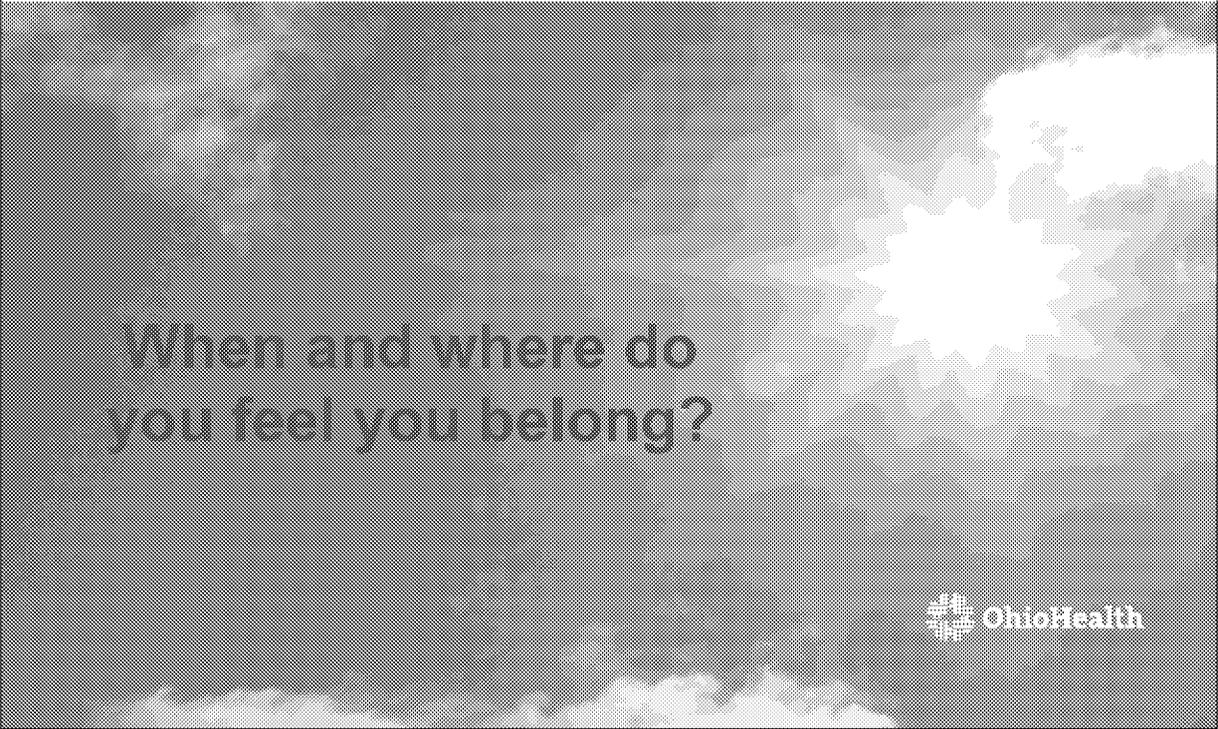
OHL Section Meeting

November 17, 2020

BELIEVE IN WE  OhioHealth

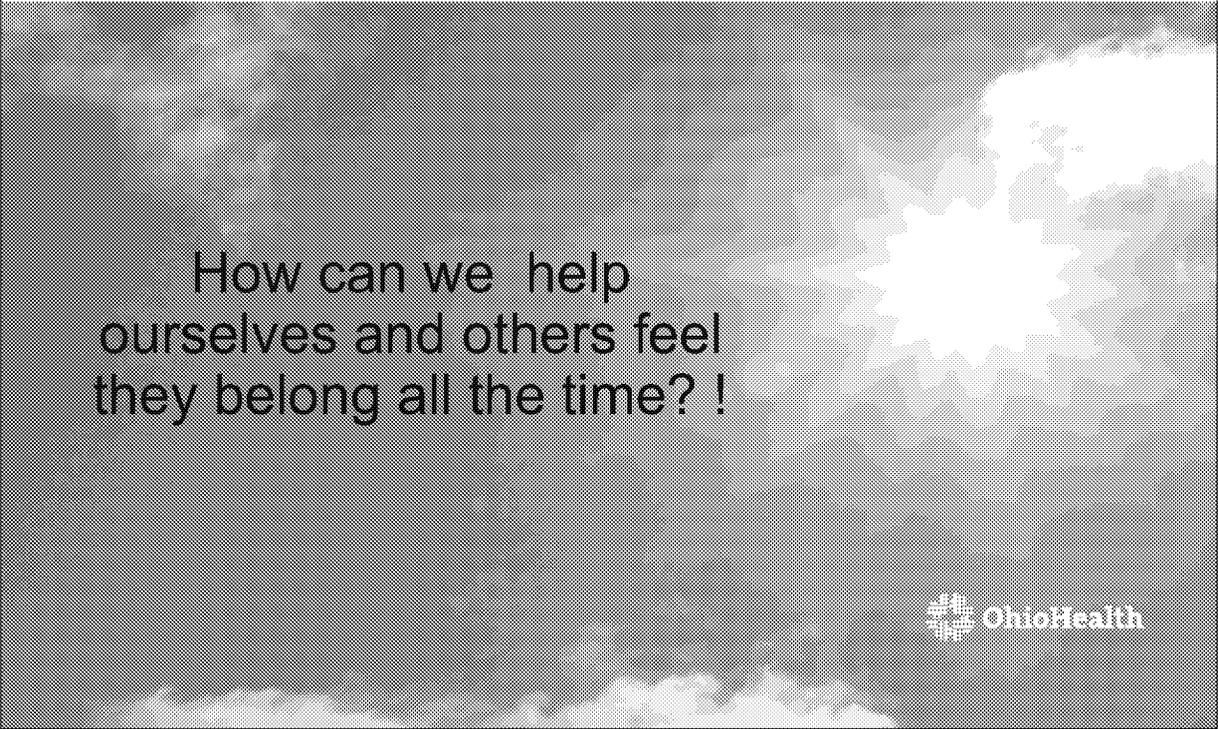
OLB Highlights

BELIEVE IN WE™  OhioHealth



When and where do
you feel you belong?





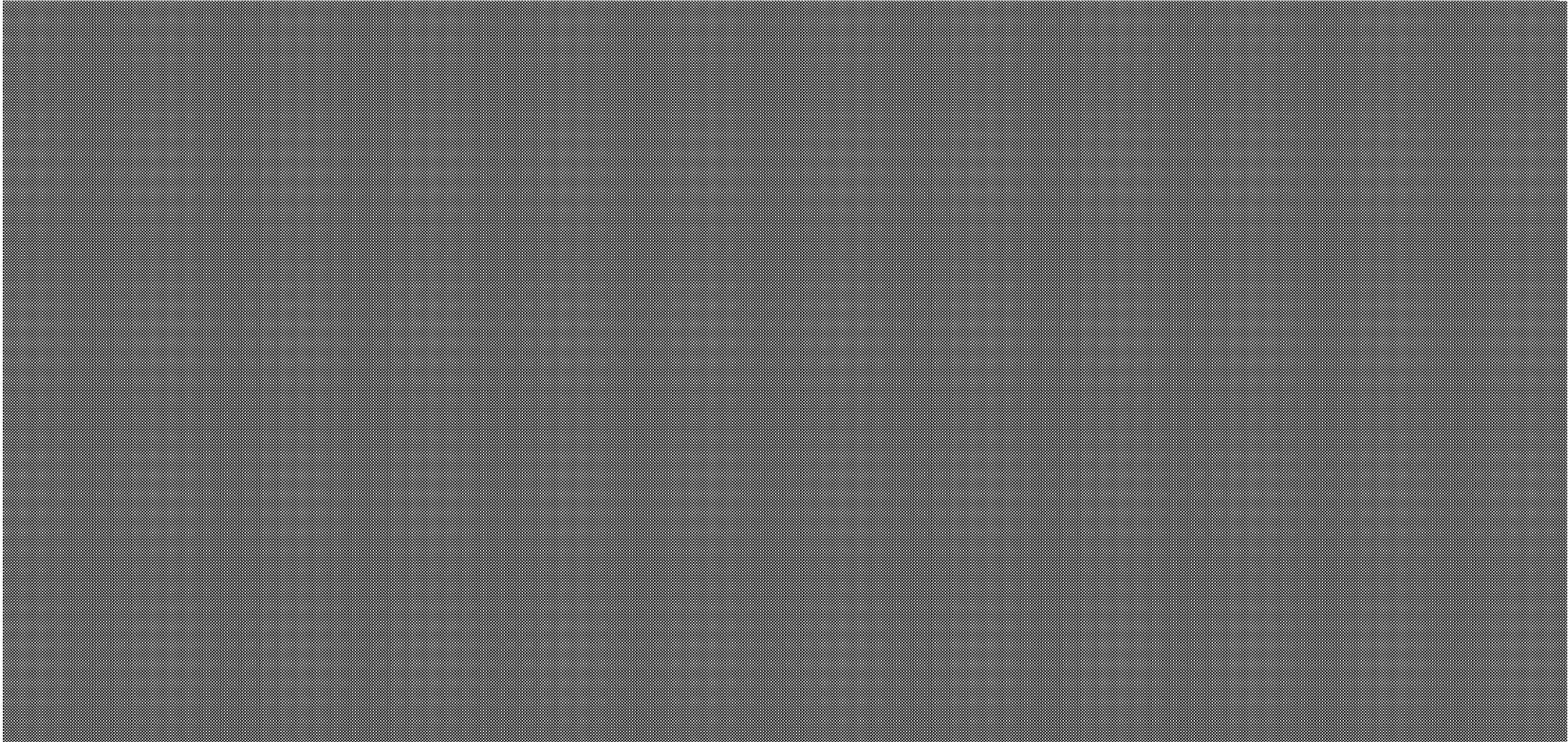
How can we help
ourselves and others feel
they belong all the time? !



How We'll Do It: 10 BOLD Actions

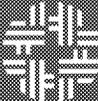
1. OhioHealth Inclusion Pledge
2. Resource D&I commiserate with other strategic goals
3. Develop Racial Equity Framework
4. Implement Caring for Our Culture
5. Leader Inclusion Learning Roadmap
6. Sponsorship accountability for all SVP
7. Annual D&I performance accountability for all leaders
8. Develop equity scorecard and monthly share data
9. Roll-out Unconscious Bias Training to all associates & providers
10. Designate a Health Equity leader and provider champion

(b) 4



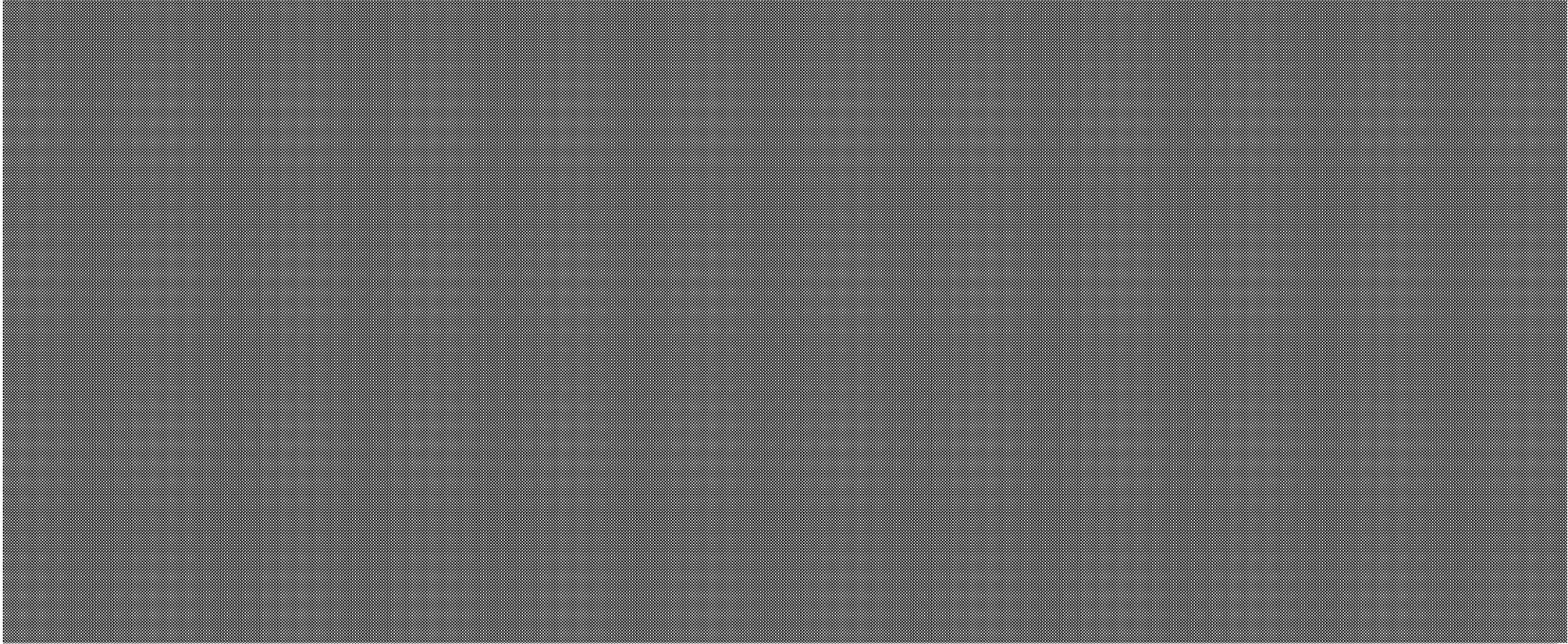
BELIEVE IN WE™  OhioHealth

BELIEVE IN WE  OhioHealth

BELIEVE IN *WE*™  OhioHealth

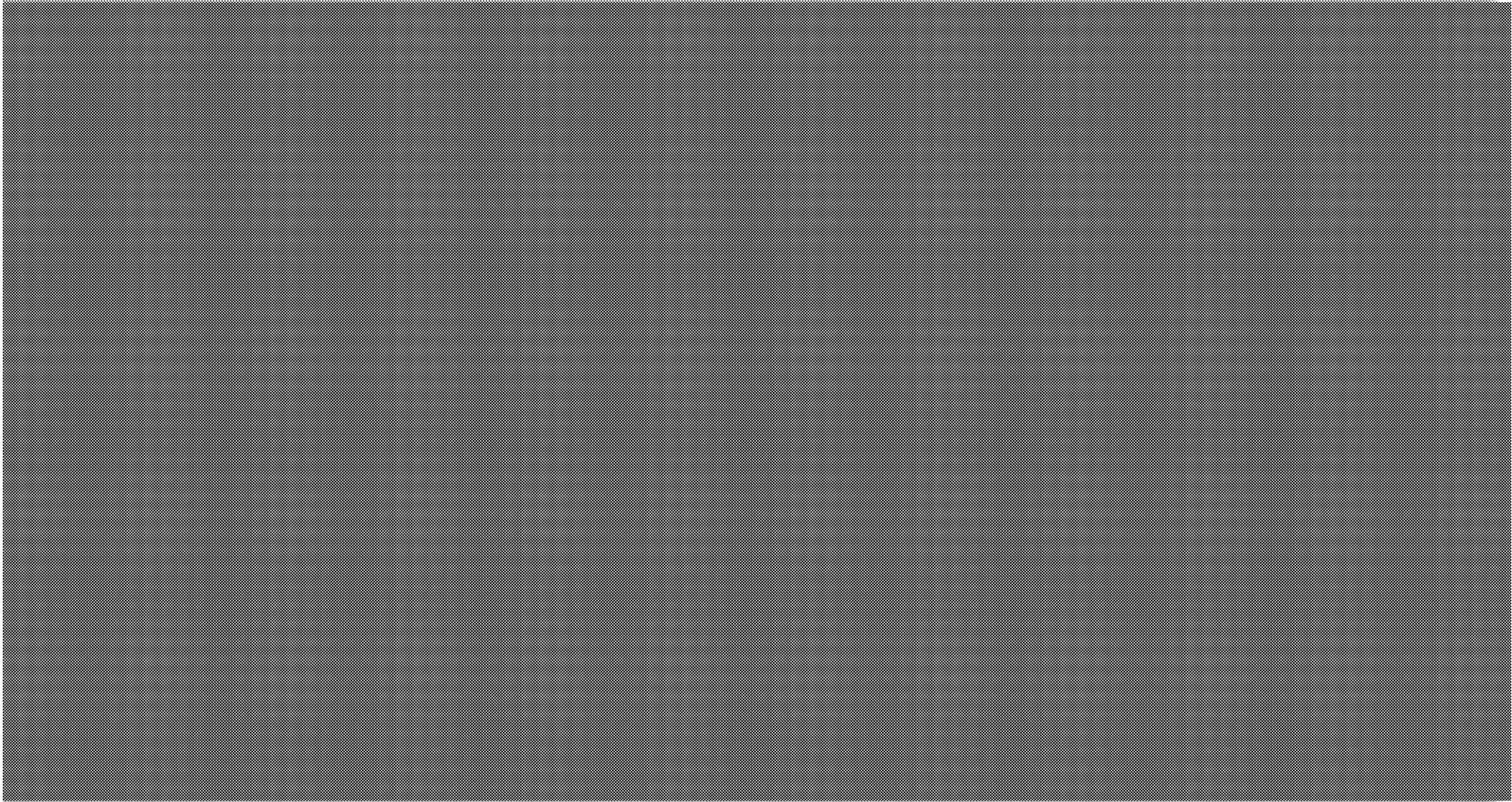
A FAITH-BASED, NOT-FOR-PROFIT HEALTHCARE SYSTEM

RIVERSIDE METHODIST HOSPITAL + GRANT MEDICAL CENTER + DOCTORS HOSPITAL
GRADY MEMORIAL HOSPITAL + DUBLIN METHODIST HOSPITAL + HARDIN MEMORIAL HOSPITAL
MARION GENERAL HOSPITAL + REHABILITATION HOSPITAL + O'BLENESS HOSPITAL + MANSFIELD HOSPITAL
SHELBY HOSPITAL + WESTERVILLE MEDICAL CAMPUS + HEALTH AND SURGERY CENTERS
PRIMARY AND SPECIALTY CARE + URGENT CARE + WELLNESS + HOSPICE
HOME CARE + 28,000 PHYSICIANS, ASSOCIATES & VOLUNTEERS

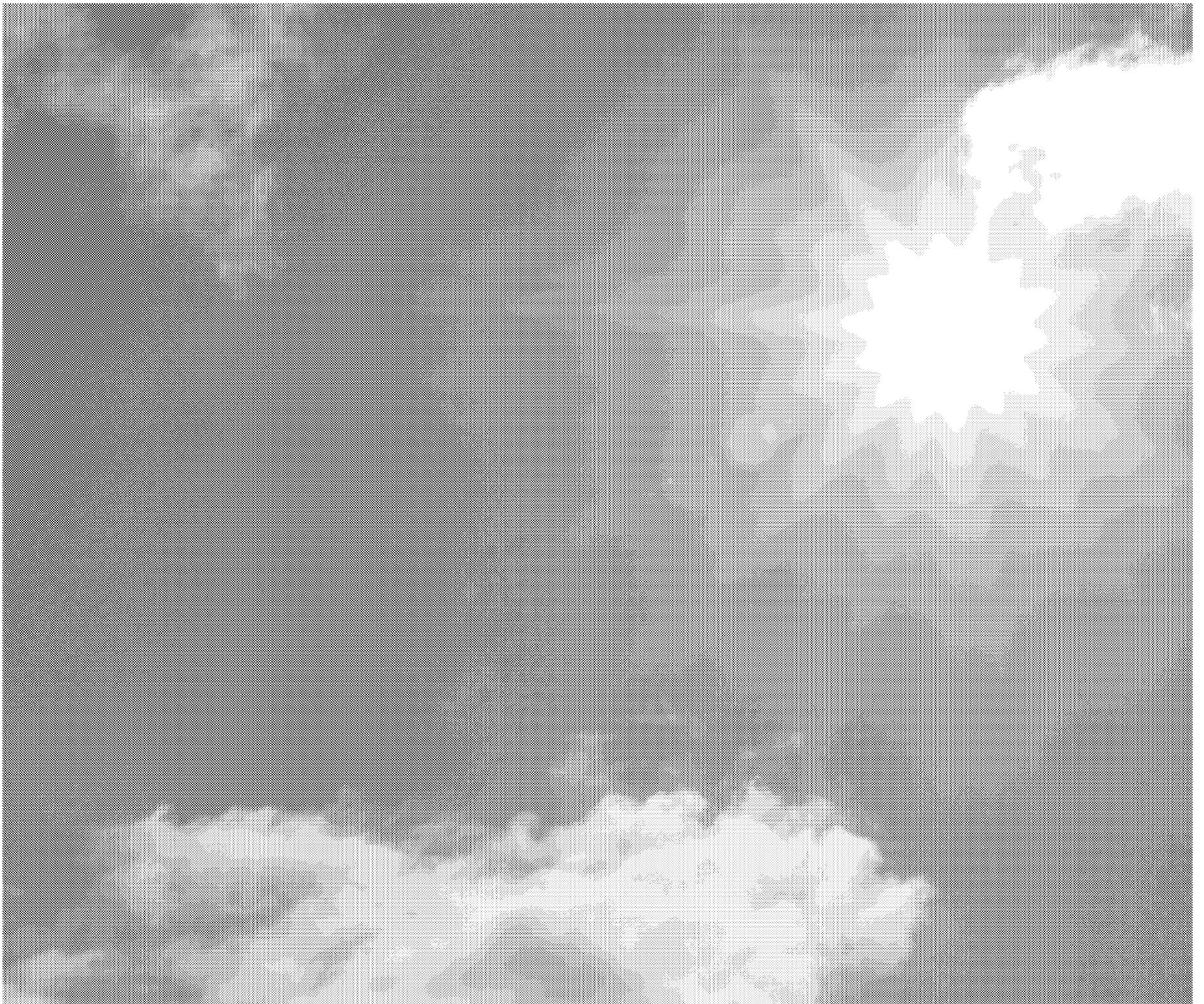


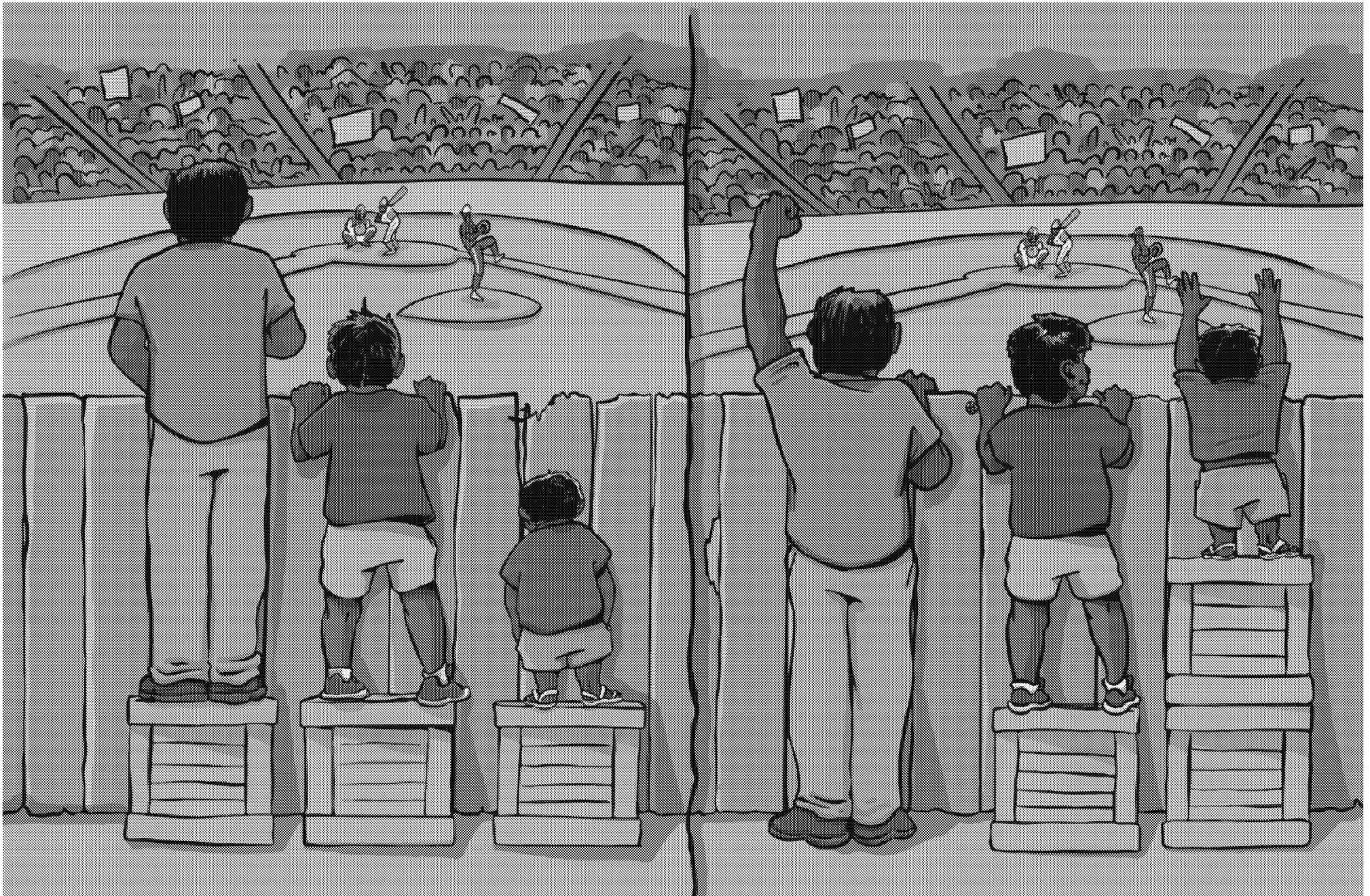
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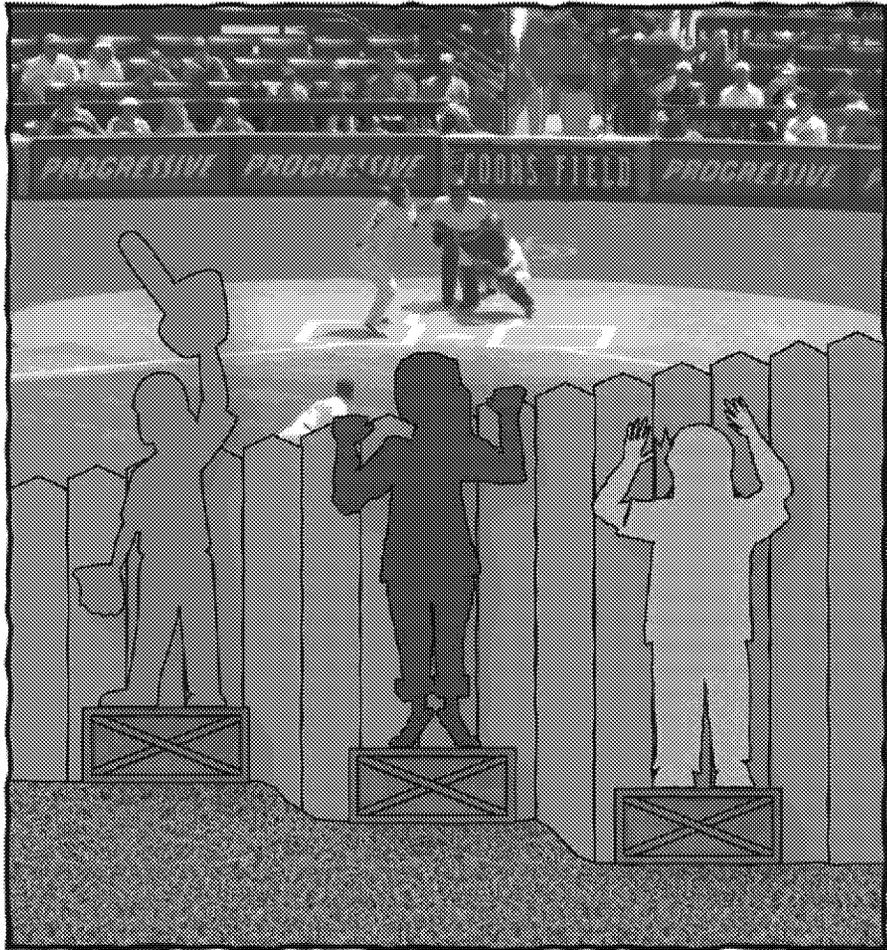
BELIEVE IN *WE*  **OhioHealth**



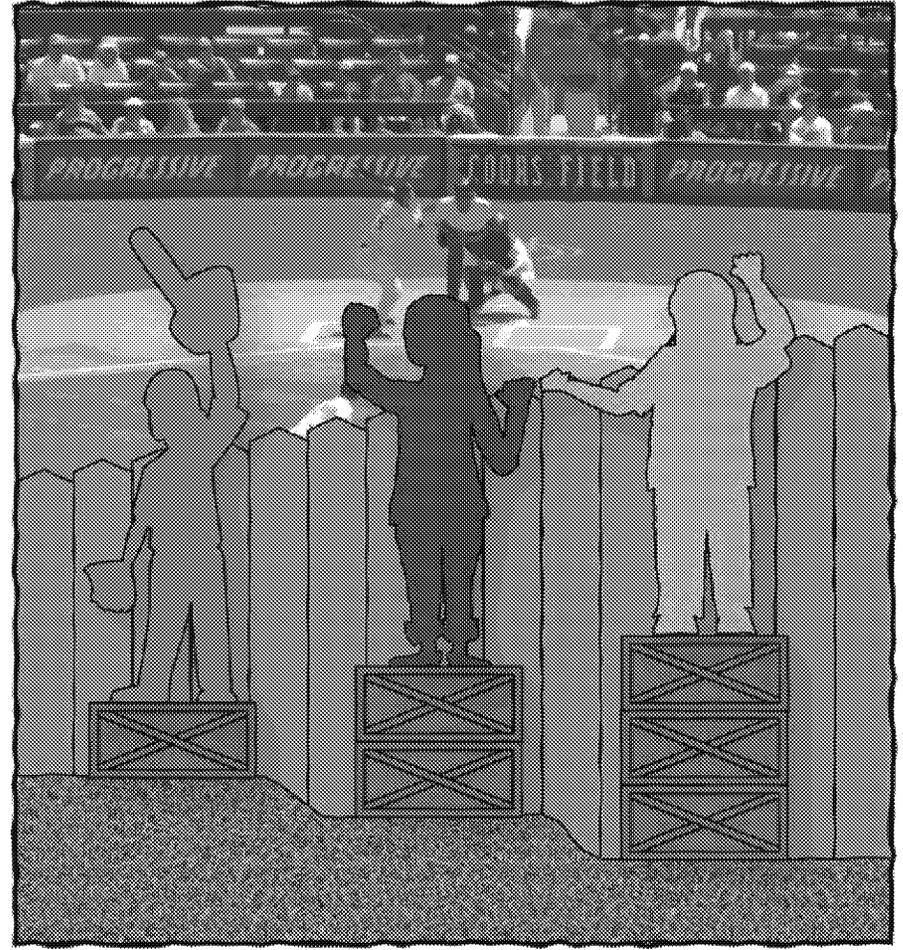


EQUALITY

EQUITY



EQUALITY

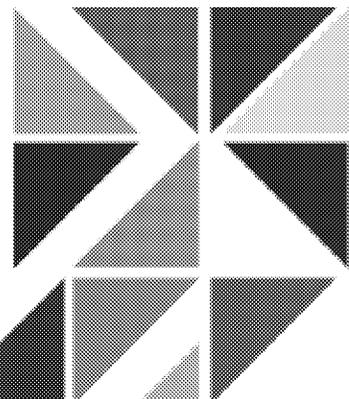


EQUITY

OhioHealth

INCLUSION

Pledge



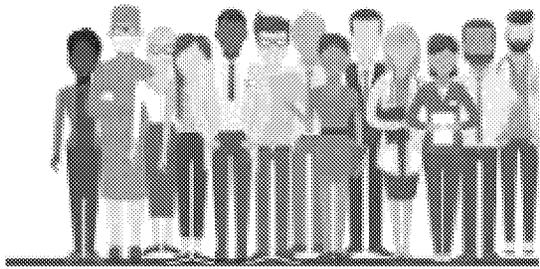
(b) 4



 OhioHealth

ARE YOU READY?





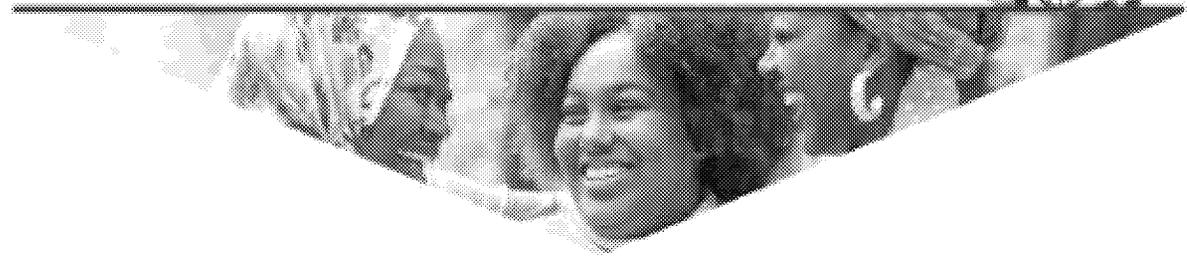
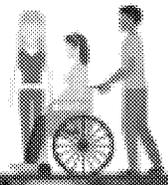
WE

**ARE ON A
JOURNEY
TOGETHER.**

To make

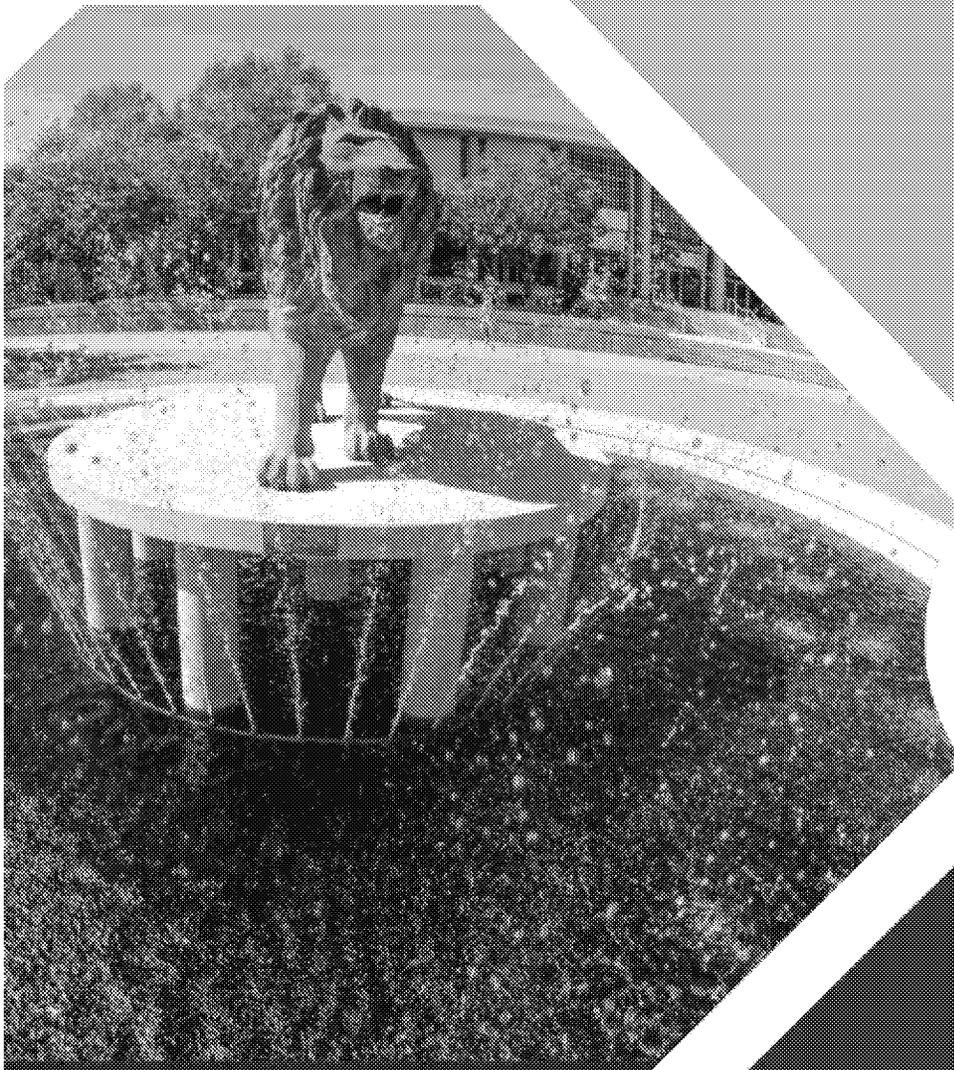
INCLUSION

something we live and breathe each day.



UNDERSTANDING & CONFRONTING RACISM

BUILDING AN INCLUSIVE ODU COMMUNITY



LISTEN
LEARN
LEAD

**OFFICE OF INSTITUTIONAL
EQUITY & DIVERSITY**

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MESSAGE FROM EQUITY & DIVERSITY

Old Dominion University has a long and proud legacy of commitment to the principles of equality and equal opportunity for all students, faculty, and staff.

Diversity, equity, and inclusive excellence are the values that form the pillar of our campus community. Our collective success in furthering that community depends on how we individually seek to operationalize what it means to be inclusive.

You will find a collection of resources including articles, books, podcasts, videos, and programs about a range of topics addressing different facets and dimensions of structural racism and inequities.

We hope this information is useful as we do our parts, individually and as a Monarch community, to identify a positive path forward.

We will update this guide as new content becomes available. We will also be adding discussion protocols and study guides for the resources. Please share these resources with others, and also share with us any resources we may have overlooked by contacting us at OfficeofInstitutionalEquityDiversity@odu.edu.

A note of thanks to colleagues in the Perry Library and the President's Task Force for Inclusive Excellence for collaborating with our office. Use the Monarch OneSearch tool on the Libraries' homepage to locate the books in this guide.

Sincerely,

Dr. Veleka S. Gatling, Director of Diversity Initiatives

SELF-AWARENESS AND REFLECTION

ARTICLES

[Talking About Race | National Museum of African American History and Culture](#)

A conversation on what anti-racism is from the NMAAHC Smithsonian. This page includes many links to other resources including the National Equity Project Implicit Bias PDF.

Study Guide/Protocol- At the end of this resource, you will find a series of questions “A Questioning Frame of Mind.” When we encounter interpersonal racism, whether obvious or covert, there are ways to respond and interrupt it. Asking questions is a powerful tool to seek clarity or offer a new perspective.

[Flipping the Script: White Privilege and Community Building | Donna K. Bivens](#)

Chapter Five—What is Internalized Racism?

The author of this article suggests three things you can do you can do to address and understand internalized racism. There are a series of reflection questions at the end of the article for consideration of next steps.

[Study Guide/Protocol- Questions are at the end of the article.](#)

[How to Overcome Our Biases? Walk Boldly Towards Them](#)

Verna Myers, VP of Inclusion Strategy at Netflix discusses how to boldly walk into your biases.

[Study Guide/Protocol- Verna Myers mentions Project Implicit. After listening to this TEDTalk, you may consider taking the implicit bias test.](#)

BOOKS

[White Fragility | Robin DiAngelo](#)

In Anti-Racist Spaces, White fragility can become an obstacle in meaningful conversation, dialogue and change. This book unpacks the basics of White fragility.

[Study Guide/Protocol](#)

My Grandmother's Hands | Resmaa Menakem

Resmaa Menakem examines the damage caused by racism in America from the perspective of body-centered psychology. He argues this destruction will continue until Americans learn to heal the generational anguish of white supremacy, which is deeply embedded in all our bodies. My Grandmother's Hands is a call to action for all of us to recognize that racism is not about the head, but about the body, and introduces an alternative view of what we can do to grow beyond our entrenched racialized divide.

Study Guide/Protocol- After reading this book, you may consider exploring this Free 5 Day Racialized Trauma Hope Study Course

Me and White Supremacy | Layla F. Saad

Based on the viral Instagram challenge that captivated participants worldwide, Me and White Supremacy takes readers on a 28-day journey of how to dismantle the privilege within themselves so that they can stop (often unconsciously) inflicting damage on people of color, and in turn, help other white people do better, too.

Waking Up White | Debby Irving

For twenty-five years, Debby Irving sensed inexplicable racial tensions in her personal and professional relationships. As a colleague and neighbor, she worried about offending people she dearly wanted to befriend. As an arts administrator, she didn't understand why her diversity efforts lacked traction. As a teacher, she found her best efforts to reach out to students and families of color left her wondering what she was missing. Then, in 2009, one "aha!" moment launched an adventure of discovery and insight that drastically shifted her worldview and upended her life plan. In Waking Up White, Irving tells her often cringe-worthy story with such openness that readers will turn every page rooting for her-and ultimately for all of us.

Study Guide/Protocol/Resource

Dare to Lead | Brene Brown

Brené Brown has taught us what it means to dare greatly, rise strong, and brave the wilderness. Now, based on new research conducted with leaders, change makers, and culture shifters, she's showing us how to put those ideas into practice so we can step up and lead.

Study Guide/Protocol

ADDITIONAL RESOURCES

[Internalized Racism Inventory](#) | Cultural Bridges to Justice

A set of questions that are helpful in individual and group settings to unearth subconscious forms of racism.

SOCIAL AWARENESS AND RELATIONSHIP BUILDING

ARTICLES

[What is Intersectionality? | Dr. Kimberle Crenshaw](#)

Kimberlé Crenshaw, a 2017 NAIS People of Color Conference speaker, civil rights advocate, and professor at UCLA School of Law and Columbia Law School, talks about intersectional theory, the study of how overlapping or intersecting social identities—and particularly minority identities—relate to systems and structures of discrimination.

[Study Guide/Protocol](#)

[Dr. Crenshaw's Podcast](#)

[Eliminating Microaggressions: The Next Level of Inclusion | Tiffany Alvoid | TEDxOakland](#)

In this Talk Tiffany, lays out how this behavior manifests itself, the role you play, and what you can do to avoid perpetuating its continued existence in society. Tiffany Alvoid is an attorney. She earned a JD from UCLA School of Law with a concentration in Critical Race Theory. Tiffany created a training about addressing microaggressions in the workplace in an effort to create awareness about how destructive they can be in the workplace. Tiffany's training focuses on the historical context that makes certain phrases offensive in an effort to help participants understand the unique perspective of marginalized groups. Tiffany conducts the training for teams to help create a more inclusive and productive work environment. Currently, Tiffany works at Twitter on their employee relations team. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

[Racial Microaggressions in Everyday Life](#)

Clinical Practice Journal Article Written By: Derald Wing Sue, Christina M. Capodilupo, Gina C. Torino, Jennifer M. Bucceri, Aisha M. B. Holder, Kevin L. Nadal, and Marta Esquilin Teachers College, Columbia University

[35 Dumb Things Well Intended People Say | Maura Cullen](#)

This book was written to inspire you to achieve more inclusive, compassionate and effective communication patterns. It will demonstrate just how common it is for well-intended people to inadvertently cause harm without ever knowing they have done so.

How to Begin Talking About Race in the Workplace

“To eradicate systemic racism, it is important for managers to empower employees and provide them with resources for having productive conversations about race,” writes Wharton management professor Stephanie Creary in this opinion piece. Here, she offers her own framework for middle managers in corporate environments who would like to initiate conversations about race in the workplace.

PODCAST

How White Parents Can Talk to Their Children About Race

Most people have heard about "the talk" — the conversation many African American parents have with their kids about how to avoid altercations with police or what to do and say if they're stopped. The podcast provides advice for white parents.

BOOKS

Children's Books that Discuss Race and Racism

So You Want to Talk About Race | Ijeoma Oluo

In *So You Want to Talk About Race*, editor-at-large of *The Establishment* Ijeoma Oluo offers a contemporary, accessible take on the racial landscape in America, addressing head-on such issues as privilege, police brutality, intersectionality, microaggressions, the Black Lives Matter movement, and the "N" word. Perfectly positioned to bridge the gap between people of color and white Americans struggling with race complexities, Oluo answers the questions listeners don't dare ask and explains the concepts that continue to elude everyday Americans.

Study Guide/Protocol- Great ideas for a book club.

Between the World and Me | Ta-Nehisi Coates

Hailed by Toni Morrison as “required reading,” a bold and personal literary exploration of America’s racial history by “the most important essayist in a generation and a writer who changed the national political conversation about race.” (Rolling Stone)

Study Guide/Protocol- A reader's guide.

VIDEOS

[How Studying Privilege Symptoms Can Help Strengthen Compassion | Peggy McIntosh at TEDxTimberlaneSchools](#)

[Let's Get to the Root of Racial Injustice | Megan Francis at TEDxRainier](#)

In this inspiring and powerful talk, Megan Francis traces the root causes of our current racial climate to their core causes, debunking common misconceptions and calling out "fix-all" cures to a complex social problem. Megan Ming Francis is an Assistant Professor in the Department of Political Science at the University of Washington where she specializes in the study of American politics, race, and the development of constitutional law. She is particularly interested in the construction of rights and citizenship, black political activism, and the post-civil war South. Born and raised in Seattle, WA, she was educated at Garfield High School, Rice University in Houston, and Princeton University where she received her M.A. and her Ph.D. in Politics.

[Study Guide/Protocol/Resource- A privileged walk lesson plan.](#)

[How We're Priming Some Kids for College and Others for Prison | Alice Goffman](#)

In the United States, two institutions guide teenagers on the journey to adulthood: college and prison. Sociologist Alice Goffman spent six years in a troubled Philadelphia neighborhood and saw first-hand how teenagers of African-American and Latino backgrounds are funneled down the path to prison — sometimes starting with relatively minor infractions. In an impassioned talk she asks, "Why are we offering only handcuffs and jail time?"

[Study Guide/Protocol-](#) This activity has lots of questions at the end that could be used when a traumatic event takes place and could be helpful in getting to the root.

Not Light But Fire: How to Lead Meaningful Race Conversations in the Classroom | Matthew R Kay

Inspired by Frederick Douglass's abolitionist call to action, “it is not light that is needed, but fire” Matthew Kay has spent his career learning how to lead students through the most difficult race conversations. Kay not only makes the case that high school classrooms are one of the best places to have those conversations, but he also offers a method for getting them right, providing candid guidance on:

How to recognize the difference between meaningful and inconsequential race conversations.

How to build conversational “safe spaces,” not merely declare them.

How to infuse race conversations with urgency and purpose.

How to thrive in the face of unexpected challenges.

How administrators might equip teachers to thoughtfully engage in these conversations.

With the right blend of reflection and humility, Kay asserts, educators can make school one of the best venues for young people to discuss race.

ADDITIONAL RESOURCES

Microaggressions | Whitney Grinnage-Cassidy

Whitney is a member of Delaware Youth Leadership Network and Youth Advocacy Council. She participates in the TeenSHARP College Access Ambassadors Training program, which prepares students of color for success in top colleges and in future careers. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

Study Guide/Protocol/Resources

Beads of Privilege

Increasing our awareness of the privileges we hold presents us with opportunities to find out where we can intervene. The privilege beads activity is an introductory exercise that can be helpful for raising our awareness of those things that we take for granted, by the very nature of the fact that we don't have to think about them in our daily lived experience.

How Diverse Is Your Universe

To visually see the types of people you encounter in your daily life. To begin thinking about your level of interaction with people of different races and ethnicities.

The Power of Protocols for Equity | Zaretta Hammond

Structured protocols can help educators ensure equitable participation and create more culturally responsive discussions.

Study Guide/Protocols

Facilitating Conversations

Effective facilitation of discussion involves the recognition and employment of different perspectives and different skills to create an inclusive environment.

Racial Equity Tools

This website contains tools and resources to plan, act, and evaluate equity.

Guide to Allyhip

An open source starter guide to help you become a more thoughtful and effective ally

INSTITUTIONAL

BOOKS

Chokehold | Paul Butler

Study Guide/Protocol/Resources- This is a conversation about the book featured on Moyers on Democracy.

Black Appetite White Food | Jamila Lyiscott

Invites educators to explore the nuanced manifestations of white privilege as it exists within and beyond the classroom.

We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom | Bettina Love

Drawing on her life's work of teaching and researching in urban schools, Bettina Love persuasively argues that educators must teach students about racial violence, oppression, and how to make sustainable change in their communities through radical civic initiatives and movements. Instead of trying to repair a flawed system, educational reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls educational survival.

To dismantle the educational survival complex and to achieve educational freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists like Ella Baker, Bayard Rustin, and Fannie Lou Hamer, *We Want to Do More Than Survive* introduces an alternative to traditional modes of educational reform and expands our ideas of civic engagement and intersectional justice.

Study Guide/Protocol/Resources- ASCD Article

TIMELINE of School Desegregation in Virginia

This article includes an overview of school desegregation, separate and unequal, Virginia Leads the Way to Brown v. Board of Education, and Virginia Massive Resistance.

Color of Law |Richard Rothstein

In this groundbreaking history of the modern American metropolis, Richard Rothstein, a leading authority on housing policy, explodes the myth that America's cities came to be racially divided through *de facto* segregation—that is, through individual prejudices, income differences, or the actions of private institutions like banks and real estate agencies. Rather, *The Color of Law* incontrovertibly makes clear that it was *de jure* segregation—the laws and policy decisions passed by local, state, and federal governments—that actually promoted the discriminatory patterns that continue to this day.

[Podcast Color of Law](#)

[Color of Law Study Guide](#)

[Pushout: The Criminalization of Black Girls](#) | Monique Morris

Black girls and other girls of color are often subjectively punished and criminalized for their communication styles, their expressions, and the trauma they have experienced. It is imperative as policy leaders to advocate for the necessary resources, laws, policies and practices that work to create supportive learning environments, where all students have the opportunity to succeed; and where Black girls—who have for too long been subjected to racist, sexist, and discriminatory practices—have access to a robust array of targeted services and supports able to propel them to a lifetime of success.

PODCASTS

[Conversations with Beverly Tatum](#)

In this plenary session at ACE2019, two of the country's leading voices and best-selling authors on race and racism—Beverly Daniel Tatum and Robin DiAngelo—discussed the role of race in the United States and on college campuses, how university leaders can engage their communities on race, and what it will take to close equity gaps. The session was moderated by ACE Vice President for Research Lorelle Espinosa.

VIDEOS

[Black Feminism and the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers](#)

Black Feminism remains a foundational theory and practice guiding social justice movements for Black lives. Black Feminism challenges us to act on the inextricable connections of sexism, class oppression, racism, ableism, homophobia and transphobia. As the contemporary Movement for Black Lives has invigorated resistance to racism and structural violence, this panel reflects on ways that Black Feminism shapes and informs the current struggles and successes.

ADDITIONAL RESOURCES

[Black Lives Matter](#)

Ways to Help—Call or Text

[Black Lives Matter](#)

Ways to Help—Sign a Petition

[103 Things White People Can Do](#) | Corine Shutack

A list of 103 actions White people can do to advance racial justice

[Cultures Connecting, LLC.](#)

The following are resources we have developed or modified for culturally relevant anti-bias work in schools and other organizations. They are free for you to download and copy.

[Template for Holding Your Employer Accountable for Racial Justice](#) | Rachel Cargle

A template that will support you in being intentional about holding yourself and other white people in your company accountable for racial justice.

STRUCTURAL

ARTICLES

[Police Killings Have Harmed Mental Health in Black Communities, Study Finds | John Eligon](#)
[Study Guide/Protocol/Resources](#)

BOOKS

[White Rage](#) | Carol Anderson | New York Times Best Seller
From the end of the Civil War to our combustible present, an acclaimed historian reframes the conversation about race, chronicling the powerful forces opposed to black progress in America.

[We Were Eight Years in Power](#) | Ta-Nehisi Coates
In this “urgently relevant”* collection featuring the landmark essay “The Case for Reparations,” the National Book Award–winning author of *Between the World and Me* “reflects on race, Barack Obama’s presidency and its jarring aftermath”

[Study Guide/Protocol/Resources-- Explore this interactive census map to get to know your own community.](#)

[The New Jim Crow](#) | Michelle Alexander - President’s Lecture Series Speaker 2018
Seldom does a book have the impact of Michelle Alexander’s *The New Jim Crow*. Since it was first published in 2010, it has been cited in judicial decisions and has been adopted in campus-wide and community-wide reads; it helped inspire the creation of the Marshall Project and the new \$100 million Art for Justice Fund; it has been the winner of numerous prizes, including the prestigious NAACP Image Award; and it has spent nearly 250 weeks on the New York Times best seller list.

Why Are All the Black Kids Sitting Together in the Cafeteria | Dr. Beverly Tatum

Walk into any racially mixed high school and you will see black, white, and Latino youth clustered in their own groups. Is this self-segregation a problem to address or a coping strategy? Beverly Daniel Tatum, a renowned authority on the psychology of racism, argues that straight talk about our racial identities is essential if we are serious about enabling communication across racial and ethnic divides. These topics have only become more urgent as the national conversation about race is increasingly acrimonious. This fully revised edition is essential listening for anyone seeking to understand the dynamics of race in America.

Leading Diverse Communities: A How to Guide for Moving from Healing Into Action |

CherieBrown and George Mazza

Based on the National Coalition Building Institute's popular leadership development program, *Leading Diverse Communities* gives community, campus, nonprofit, and business leaders the tools they need to embrace diversity and encourage their stakeholders to do the same. The book is filled with practical guidance on how to achieve results and provides a simple, skill-oriented guidebook for busy leaders. *Leading Diverse Communities* distills the National Coalition Building Institute's wisdom into thirty-two concise leadership principles. Each principle is illuminated with theory and a related example, activity, and worksheet that can help develop the skills required to put a particular principle into practice.

Caste (Oprah's Book Club): The Origins of Our Discontents| Isabel Wilkerson

Wilkerson examines the unspoken caste system that has shaped America and shows how our lives today are still defined by a hierarchy of human division.

ORGANIZATIONS

VOTE!

Vote for anti-racist policies and candidates in local, state and national elections.

Showing Up For Racial Justice

The Bail Project

Nonprofit combatting mass incarceration

No White Saviors

No White Saviors is an advocacy campaign led by a majority female, majority African team of professionals based in Kampala, Uganda. Our collective experience in the development & aid sectors has led us to a deep commitment to seeing things change in a more equitable & anti-racist direction.

PODCASTS AND TEDTalks

Pod Save the People

DeRay McKesson, leader of the Black Lives Moment, explores news, culture, social justice and politics.

Momentum: A Race Forward

This podcast features movement voices, stories, and strategies for racial justice. Co-hosts Chevon and Hiba give their unique takes on race and pop culture, and uplift narratives of hope, struggle, and joy, as we continue to build the *momentum* needed to advance racial justice in our policies, institutions, and culture. Build on your racial justice lens and get inspired to drive action by learning from organizational leaders and community activists.

Code Switch: Race in Your Face

Sponsored by NPR

Listen to 1619: New York Times

An audio series on how slavery has transformed America, connecting past and present through the oldest form of storytelling.

Great Migration | Isabel Wilkerson 17:36

Sometimes, a single decision can change the course of history. Join journalist and author Isabel Wilkerson as she tells the story of the Great Migration, the outpouring of six million African Americans from the Jim Crow South to cities in the North and West between World War I and the 1970s. This was the first time in American history that the lowest caste people signaled they had options and were willing to take them -- and the first time they had a chance to choose for themselves what they would do with their innate talents, Wilkerson explains. "These people, by their actions, were able to do what the powers that be, North and South, could not or would not do," she says. "They freed themselves."

Warmth of the Other Suns | Isabel Wilkerson

The Warmth of Other Suns focuses on the migration of three real-life individuals. Ida Mae Gladney, her husband, George, and their two young children fled in the dark of night from the cotton fields of Chickasaw County, Mississippi, to Milwaukee and then on to Chicago

White Lies

In 1965, Rev. James Reeb was murdered in Selma, Alabama. Three men were tried and acquitted, but no one was ever held to account. Fifty years later, two journalists from Alabama return to the city where it happened, expose the lies that kept the murder from being solved and uncover a story about guilt and memory that says as much about America today as it does about the past.

Nice White Parents

We know American public schools do not guarantee each child an equal education. Two decades of school reform initiatives have not changed that. But when Chana Joffe-Walt, a reporter, looked at inequality in education, she saw that most reforms focused on who schools were failing: Black and brown kids. But what about who the schools are serving? In this five-part series, she turns her attention to what is arguably the most powerful force in our schools: White parents.

ADDITIONAL RESOURCES

Black Lives Matter

Ways to Help—Donate. Peruse this extensive list of people and organizations to donate to.

Racial Justice Research Document | Rachel Cargle

"I created this free document to guide readers through gaining knowledge of various heartbreaking cases of police brutality and murder in the United States. This document is to be used like a syllabi -- an introduction to the work but not the work itself. Value to the black community is not simply in the knowledge you gain but the action you take to ensure black bodies are protected."

CULTURAL

ARTICLES

[Who Gets to be Afraid in America?](#) | Ibram Kendi

This article provides perspective on how we can build an existence wherein the fearful stop fearing Black men, and terrorizing Black men with their fear. It was written in response to the death of Ahmaud Arbery.

[Why We Published The 1619 Project](#) | Jake Silverstein

The goal of The 1619 Project is to reframe American history by considering what it would mean to regard 1619 as our nation's birth year. Doing so requires us to place the consequences of slavery and the contributions of black Americans at the very center of the story we tell ourselves about who we are as a country.

BOOKS

[Beloved](#) | Toni Morrison

Beloved, **novel** by Toni Morrison, published in 1987 and winner of the 1988 Pulitzer Prize for fiction. The work examines the destructive legacy of slavery as it chronicles the life of a Black woman named Sethe, from her pre-Civil War days as a slave in Kentucky to her time in Cincinnati, Ohio, in 1873.

PLAYLISTS

[Revolution Playlist](#) | Rachel Cagle

A collection of black voices during the Civil Rights Movement. Speeches, songs, spoken word, etc. 7 Hours and 15 Min

ADDITIONAL RESOURCES

The National Museum of African American History and Culture

The National Museum of African American History and Culture is the only national museum devoted exclusively to the documentation of African American life, history, and culture. It was established by Act of Congress in 2003, following decades of efforts to promote and highlight the contributions of African Americans. To date, the Museum has collected more than 36,000 artifacts and nearly 100,000 individuals have become members. The Museum opened to the public on September 24, 2016, as the 19th and newest museum of the Smithsonian Institution.

MOVIES AND TV SERIES

13th (Ava DuVernay)

Filmmaker Ava DuVernay explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African-Americans.

I Am Not Your Negro (James Baldwin doc)

In 1979, James Baldwin wrote a letter to his literary agent describing his next project, "Remember This House." The book was to be a revolutionary, personal account of the lives and assassinations of three of his close friends: Medgar Evers, Malcolm X and Martin Luther King, Jr. At the time of Baldwin's death in 1987, he left behind only 30 completed pages of this manuscript. Filmmaker Raoul Peck envisions the book James Baldwin never finished.

If Beale Street Could Talk (Barry Jenkins)

In early 1970s Harlem, daughter and wife-to-be Tish vividly recalls the passion, respect and trust that have connected her and her artist fiancé Alonzo Hunt, who goes by the nickname Fonny. Friends since childhood, the devoted couple dream of a future together, but their plans are derailed when Fonn is arrested for a crime he did not commit.

Just Mercy (Destin Daniel Cretton)

World-renowned civil rights defense attorney Bryan Stevenson works to free a wrongly condemned death row prisoner. A powerful and thought-provoking true-story, "**Just Mercy**" follows young lawyer Bryan Stevenson (Jordan) and his history-making battle for justice.

Selma (Ava DuVernay)

Although the Civil Rights Act of 1964 legally desegregated the South, discrimination was still rampant in certain areas, making it very difficult for blacks to register to vote. In 1965, an Alabama city became the battleground in the fight for suffrage. Despite violent opposition, Dr. Martin Luther King Jr. (David

Oyelowo) and his followers pressed forward on an epic march from Selma to Montgomery, and their efforts culminated in President Lyndon Johnson signing the Voting Rights Act of 1965.

The Hate U Give (George Tillman Jr.)

Starr Carter is constantly switching between two worlds -- the poor, mostly black neighborhood where she lives and the wealthy, mostly white prep school that she attends. The uneasy balance between these worlds is soon shattered when she witnesses the fatal shooting of her childhood best friend at the hands of a police officer. Facing pressure from all sides of the community, Starr must find her voice and decide to stand up for what's right.

When They See Us (Ava DuVernay)

When They See Us is based on events of the April 19, 1989, Central Park jogger case and explores the lives of the five suspects who were prosecuted on charges related to the sexual assault of a female victim, and of their families.

ORGANIZATIONS TO FOLLOW ON SOCIAL MEDIA

Antiracism Center: [Twitter](#)

Audre Lorde Project: [Twitter](#) | [Instagram](#) | [Facebook](#)

Black Women's Blueprint: [Twitter](#) | [Instagram](#) | [Facebook](#)

Color Of Change: [Twitter](#) | [Instagram](#) | [Facebook](#)

Colorlines: [Twitter](#) | [Instagram](#) | [Facebook](#)

The Conscious Kid: [Twitter](#) | [Instagram](#) | [Facebook](#)

Equal Justice Initiative (EJI): [Twitter](#) | [Instagram](#) | [Facebook](#)

Families Belong Together: [Twitter](#) | [Instagram](#) | [Facebook](#)

Justice League NYC: [Twitter](#) | [Instagram](#) + Gathering For Justice: [Twitter](#) | [Instagram](#)

The Leadership Conference on Civil & Human Rights: [Twitter](#) | [Instagram](#) | [Facebook](#)

The Movement For Black Lives (M4BL): [Twitter](#) | [Instagram](#) | [Facebook](#)

[The Movement Voter Project](#)

Stronger Together Employee Guide

Becoming an Anti-Racist Today
July 2020



Becoming an Anti-racist Today

"To be antiracist is to think nothing is behaviorally wrong or right—inferior or superior—with any of the racial groups. Whenever the antiracist sees individuals behaving positively or negatively, the antiracist sees exactly that: individuals behaving positively or negatively, not representatives of whole races. To be antiracist is to deracialize behavior, to remove the tattooed stereotype from every racialized body. Behavior is something humans do, not races do."

-Ibram X. Kendi, author of *How to Be an Antiracist*

Interrupting Biases

So, how do you interrupt biases you might not know you have, and in some cases, are adamantly opposed to? Here are five ways to begin:

- 1 Be proactive.** You're already taking the first step by reading this guide. That's a great start! Take it a step further and educate yourself by reading guides about racism or fiction written by people who have a different racial identity than you. Nonfiction creates awareness of hidden biases, and fiction creates empathy for others.
- 2 Contribute.** Financially and verbally support pro-POC movements and POC-owned businesses.
- 3 Reach out.** Ask for honest and direct feedback from colleagues about your speech and behavior. You might need someone else to shine a light on areas where you're in the dark.
- 4 Be open.** When someone gives you feedback, try not to take it personally if what they've said is upsetting. Just listen and allow yourself a few days to ponder whether there might be some truth behind their comments.
- 5 Speak up.** Stand up for others who are being discriminated against in both covert ways (not getting an invitation to lunch, not being included in a meeting with peers, having to do twice the work for half the credit, etc.) and overt ways (bearing the brunt of blame, being talked over in a meeting, etc.).

Pro Inclusion Tip

Listen to the experiences of others, especially those with marginalized identities (those groups treated as insignificant or peripheral) who often don't have an equal say in decision making. Give them the floor in meetings or on calls, even if it means silencing yourself to do so. You learn more when you listen than when you speak anyway, so it's a win-win.

Working Toward Inclusivity & Belonging

After you've confronted your own biases and are helping put a stop to discrimination, work diligently to build a workplace that is inclusive, where all employees belong.

Make some of these practical changes that can help make work life more inclusive:



Change 1: Mindfully hand out high-value projects.

Reconsider who is capable of doing important jobs, and look outside of your small team of champions. Chances are good someone who is not on your usual list can excel at the job, says Joyce Norcini, former general counsel for Nokia Siemens Networks.



Change 2: Respond quickly to double standards and idea theft.

When you see instances of majority-group members taking or being given credit for ideas that people of color originally offered, speak up and give the idea originators their due.



Change 3: Seek opinions from those who don't speak up.

Some people are brought up to be modest or quiet, which can lead them to hold back their opinions. Counter this by actively seeking out their thoughts. "Jackie, you're experienced here. What's your take on this?"



Change 4: Learn what to say and what not to say.

People with the best intentions are often unwittingly causing harm with their language, especially during tumultuous times like we're living in today. This guide, adapted from Adunola Adeshola, Forbes contributor and executive coach, offers some insight.

What Not To Say to Your Black Colleagues Right Now

"I'm scared to say the wrong thing to you."

This asks your Black colleague to either console you or help you figure out what to say, which isn't fair.

"I hope/pray things change soon."

This shows that you *mean* well, but meaning well isn't enough. Adeshola says, "This is the time to *do* well."

"I can't wait for things to calm down and get back to normal."

This says that your comfort is more important than the message of anti-racism.

What To Say

"I'm having conversations about racism with my non-Black family and friends, even though I'm afraid."

This shows Black colleagues that you're being courageous enough to take a stand.

**"I'm taking these steps to become a better ally."
"I'm shutting down racist comments on my team."
"I'm supporting the fight against racism by calling my representatives, backing Black businesses, and/or XYZ."**

This shows that you're paying more than lip service to the anti-racism movement.

"I realize my discomfort is a fraction of what you're feeling."

Acknowledge that while you might feel unsettled right now, Adeshola says Black people are "exhausted, mentally drained, frustrated, stressed, barely sleeping, scared and overwhelmed," feelings which demand empathy and action.

Pro Inclusion Tip

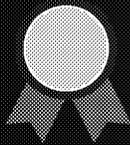
To create unity in your group, talk about your organization's shared values. Use common examples of cooperation that everyone can relate to no matter their identity, like hospital staff working in unison to save a patient or sports teammates playing together to win the game. We're all human, and we all want to feel like we are part of something greater than ourselves.

Building Belonging

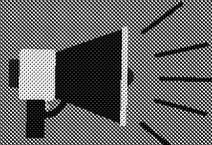
Belonging means being part of a group, sharing with others and feeling secure enough to be who you really are. No matter where we come from, we all want to belong. It's human nature and one thing we have in common.

When employees feel they belong, performance and retention increase. When they feel they don't belong, their work can suffer. And if enough people feel the same, the entire company can suffer.

How to Build Belonging



Recognize accomplishments



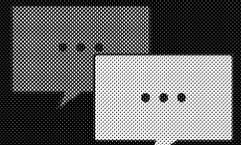
Encourage free expression



Value everyone's contributions



Help others feel comfortable at work



Communicate transparently



Have you heard of the term **intersectionality**?

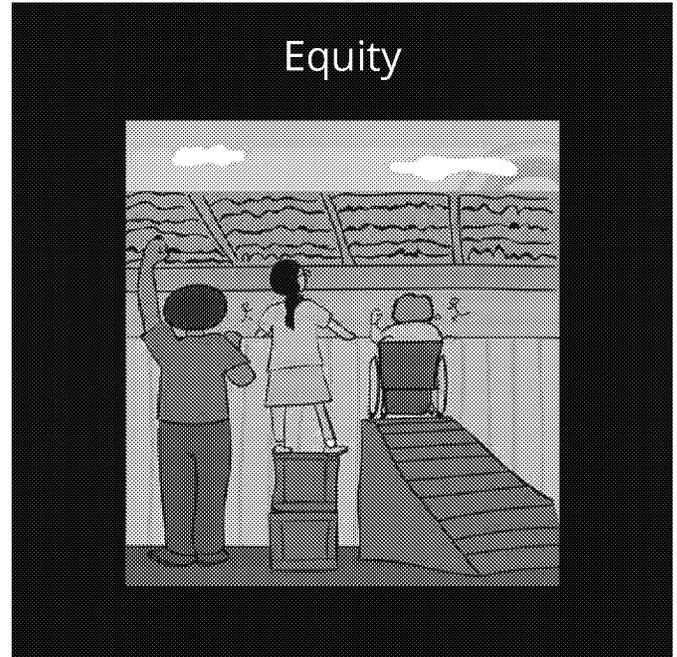
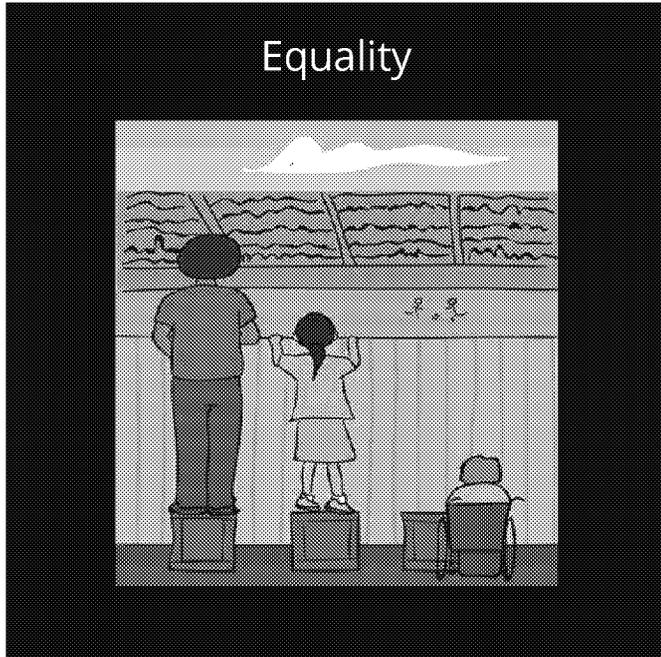
Basically, it's the way in which different forms of discrimination overlap. For instance, a Black person who is also a member of the LGBTQ community, or a Chinese-American who is disabled, face different and greater discrimination than someone who carries one marginalized identity.

Pro Inclusion Tip

Someone's race or ethnicity isn't a taboo topic. Talk openly about it to appeal to people's conscious values and challenge their unconscious biases. You cannot address racial injustice in the workplace if you do not acknowledge that different experiences exist for people. But be aware that if you're going to talk about race, identify *everyone's* race, including those who are White. By identifying someone as Black or Latin, but *not* categorizing someone else as White, you're saying that White is the norm by which all other races are measured.

Establishing Equity

Equality is a noble goal. Equal treatment and access to opportunities help each of us perform our best within a shared set of parameters. But we really need to be striving for *equity*, where we focus on the equality of the outcome, not the equality of the experience by taking individual needs and skills into account.

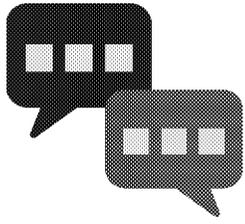


A Challenge

So, what can you do about racism? Krishna Kuman of ISEC says to do this to combat it in your organization:

- 1** Be a change agent by calling out microaggressions and other racist behavior when you witness them.
- 2** Speak up to leadership about discriminatory policies and hiring practices, and ask when changes will be made.
- 3** Pass the mic to those who are excluded and silenced, redirecting the conversation using their names so their voices are heard.

In your workplace, you (yes, YOU) can be the person who takes action to ensure everyone feels like they belong, a goal for every single individual at Raytheon Technologies.



Discussion Starter

Before you begin, tell everyone that the primary focus of this discussion is on solutions, not blame or shame.



Ice Breaker



While it is important to educate ourselves about our implicit biases and how they support racism across the globe, it is vital and urgent to make a difference in our workplace and communities. Let's go around the group and discuss this question:
"What actionable steps can you take to be an anti-racist?"



Deeper Group Discussion:

- Do you feel equipped to become part of the solution? If not, will you commit to learning more using some of the resources that follow?
- How can we, as a group, support everyone else as they learn more about anti-racism?
- What changes should our organization make within the month to support anti-racism?
- What questions do you still have about racism?

Reflect

Examine yourself. If some of the things you've heard or read today leave you feeling uncomfortable, defensive or upset, ask yourself why, without casting blame. If your answer is something like, "Because I don't judge anyone by their skin color. I appreciate everyone no matter who they are," then consider that you might not see them in any particular way related to race, but society does. Focusing on your feelings instead of taking action will hold everyone back from making lasting, vital change.

Stronger Together Employee Guide

Unconscious Contributions to Racism
June 2020



Unconscious Contributions to Racism

“ **Racism is prejudice, discrimination or antagonism directed against someone of a different race based on the belief that one's own race is superior.** ”

You might be saying to yourself, “Great! Based on that definition, I’m not a racist, so this is a discussion guide for *other* people. I don’t believe that my race is superior to anyone else’s.”

The problem is that *systemic racism*, or racism carried out by groups with power like societies, governments, businesses and schools, benefits some people and harms others despite your personal beliefs. What’s more, *individual racism* is often buried deep, affecting people who have only the best of intentions, and the impact can compound harm to people inside and outside of work whether you realize it or not.

Implicit Biases

Implicit biases are negative beliefs you’re not even aware you have that can still affect your understanding of, actions toward and decisions about other people. Our workplaces and communities are often filled with the effects of implicit biases, which can be passed from generation to generation:

- Hiring processes and decisions tend to more favorably view people who look, act and sound like those doing the hiring, who are often primarily White. And that’s only if people of color get the interview. Hiring managers often make assumptions about applicants based on names, colleges and fraternity or sorority memberships that impact whether an applicant is considered.
- Behaviors such as ignoring or disbelieving the experiences of people of color, staying silent when someone else makes a racist remark, or even something as simple as “staying out of it” when people discuss race, can fuel the underpinnings of discrimination.

In a stark study on implicit bias in the hiring process, Black applicants *without* a criminal record were about as likely to be called for a second interview as a White applicant *with* a criminal record when the resume was otherwise identical.

Microaggressions

People often think of racism as KKK members in hoods burning crosses in people's yards or racial profiling by law enforcement officials. But workplace racism is often more covert and might show up in microaggressions, which are small jokes, veiled insults or acts of power that negatively comment on a person's race, ethnicity or culture. They may seem small in the moment (a papercut), but when compounded (a thousand papercuts), they can do incredible damage.

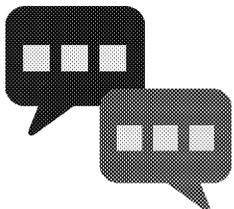
Examples of microaggressions include these among many others:

- Asking a U.S. citizen of Asian ancestry where they are from, which makes them feel like an outsider
- Touching a Black person's hair, which perpetuates the belief that Black hair is a peculiarity
- Stating "when I look at you, I don't see color"
- Questioning someone about their accent, which says you're focused on their difference, not on what they've said

These racist slights can be corrosive because they are difficult to quantify. Plus, the victim of bias is often accused of being overly sensitive, not taking a joke or not accepting a "compliment" that isn't very complimentary at all.

Pro Inclusion Tip

Acknowledge that everyone has unconscious biases no matter who we are. Our brains prompt us to hold onto them, and though we cannot always control those messages we receive, we can certainly control what we do with them.



Discussion Starter

The discussion starters throughout this guide are designed to engage you and your colleagues in meaningful conversation. Encourage everyone to be open and respectful of one another as you discuss.



Ice Breaker



Before beginning, look at your own hiring statistics so you have information to bring to the table.

A report from Lean In and McKinsey found that despite people of color comprising roughly 40% of the U.S. population, men of color make up just 10% of corporate C-suite roles in the United States, while women of color make up only 4%. White men and White women, meanwhile, respectively make up 68% and 18%. Do those statistics surprise you?



Deeper Group Discussion:

- Without naming names, what sorts of microaggressions, jokes or euphemisms have you heard being used at our organization? How did those make you feel?
- In what other ways have we lacked sensitivity?
- Can we go around and suggest some appropriate responses when we witness someone expressing personal biases? (i.e., "That comment was racist. Is that what you meant to say?" or "We don't make racist comments here.")
- Can you suggest some appropriate responses from the person who gets called out? (i.e., "I'm sorry for the offense I caused. I hear you," or "I didn't realize that was racist, and I apologize. I won't repeat it.")

Reflect

In a society where racism benefits some people by taking away opportunities from others, where do *you* stand? Are you someone who has been disadvantaged or advantaged by racist infrastructure? Think carefully about whether or not your wealth, income, treatment by the criminal justice system, employment, access to housing, health care, political power and education might be different if you were of a different race.

From: Squitieri, Chad C - OSEC [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=80ED763B75B846FF8B842B19BD2B9156-SQUITIERI,]
Sent: 11/6/2020 5:10:50 PM
To: Leen, Craig - OFCCP [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=5ffd4a5b3cc74f49a5d2bf4c747416d4-Leen, Craig]
Subject: RE: RFI/ E.O. 13950 Training Submissions
Attachments: Week of 11-2-2020 Redacted EO 13950 Summary Report_Redacted.pdf

Craig: Can you also please also provide the company names for rows #4, 8, 10, and 22 in the attached Excel?

From: Leen, Craig - OFCCP <Leen.Craig@DOL.gov>
Sent: Friday, November 6, 2020 3:08 PM
To: Squitieri, Chad C - OSEC <squitieri.chad.c@dol.gov>
Subject: RE: RFI/ E.O. 13950 Training Submissions

Here's the related comment: <https://beta.regulations.gov/comment/OFCCP-2020-0002-0043>

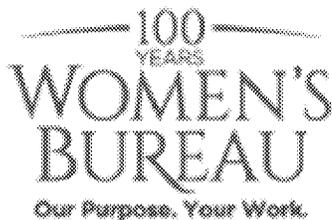
The company is Providence Health Services in Medford, Oregon. Please note that the comment mentions being a Tricare subcontractor as the basis for jurisdiction. The agency by rule has indicated it does not have jurisdiction over Tricare subcontractors

(b) 5

(b) 5

Best,
Craig

Craig E. Leen
OFCCP Director



From: Squitieri, Chad C - OSEC <squitieri.chad.c@dol.gov>
Sent: Friday, November 06, 2020 2:45 PM
To: Leen, Craig - OFCCP <Leen.Craig@DOL.gov>
Subject: FW: RFI/ E.O. 13950 Training Submissions

Craig: Do you know what company this is? Thanks.

From: Leen, Craig - OFCCP <Leen.Craig@DOL.gov>
Sent: Thursday, November 5, 2020 5:46 PM
To: Mondl, Rachel E - OSEC <Mondl.Rachel.E@dol.gov>
Cc: Pizzella, Patrick - OSEC <pizzella.patrick@dol.gov>; OScannlain, Kate S - SOL <OScannlain.Kate.S@dol.gov>; Taylor, Timothy J - SOL <Taylor.Timothy.J@dol.gov>; Kilberg, Andrew G - OSEC <Kilberg.Andrew.G@dol.gov>; Mehrens, Nathan P - OSEC <Mehrens.Nathan.P@DOL.gov>; Swearingen, Brett A - OSEC <swearingen.brett.a@dol.gov>; Squitieri, Chad C -

OSEC <squitieri.chad.c@dol.gov>; Rose, Sharon A - SOL <Rose.Sharon.A@dol.gov>

Subject: FW: RFI/ E.O. 13950 Training Submissions

Good evening. Per our recent OSEC-OFCCP touchbase meeting, please see attached and below. These documents and information provide an accurate idea of what we are receiving through the EO 13950 Hotline and RFI, including related training programs, which will be helpful in implementing the EO and in developing compliance assistance materials. As discussed with Tim, these materials are close hold to OSEC/DSEC, SOL, and OFCCP. Thanks, Craig

Craig E. Leen
OFCCP Director



From: Williams, Tina T - OFCCP <(b) 6@dol.gov>

Sent: Thursday, November 05, 2020 1:20 PM

To: Leen, Craig - OFCCP <Leen.Craig@DOL.gov>

Cc: Davidson, Patricia J - OFCCP <(b) 6@dol.gov>; Gaglione, Robert J - OFCCP <Gaglione.Robert.J@dol.gov>;

Gean, Lissette - OFCCP <(b) 6@dol.gov>

Subject: RFI/ E.O. 13950 Training Submissions

Craig,

Here is the summary update and samples for the RFI and EO 13950 hotline:

RFI

- As of November 5, 2020, OFCCP has received 47 comments on the *Request for Information: Race and Sex Stereotyping and Scapegoating*. Of the 47 comments received, 23 supported and 19 opposed Executive Order 13950. Of the supportive comments, 20 specifically mentioned Critical Race Theory while only 2 of the opposing comments did. Only 3 comments have requested an OFCCP assessment of attached training materials.
- None of the comments have been submitted on behalf of an employer.

I have attached all of the training materials we have received.

1. [Comment OFCCP-2020-0002-0027](#)
 - Screenshot 2020-10-23 153544.png
2. [Comment OFCCP-2020-0002-0028](#)
 - Workplace Diversity (090220) Transcript 090320.pdf
 - UnconsciousBias30 (100920) Transcript 100920.pdf
 - Microaggressions in the Workplace (051920) Transcript.pdf
3. [Comment OFCCP-2020-0002-0043](#)
 - IDEL Engage Mgr Toolkit
 - LEARN.pdf
 - READ.pdf

E.O. 13950 – Training samples attached.

This week (10/26/2020 – 10/30/2020), OFCCP received a total of 29 inquiries;

- 15 named complaints

DOL003543

- 5 anonymous complaints
- 4 requesting compliance assistance
- 5 Opposed to Executive Order 13950

This week (10/26/2020 – 10/30/2020), OFCCP received a total of 54 voicemail calls opposing EO 13950.

Examples of inquiries received this week:

- Complaint – employee wants to name a complaint that the employer is defying Executive Order 13950.
- Complaint – employee is complaining about taking mandatory unconscious bias training.
- Complaint – employee is complaining that the employer is pushing concepts of Race, Equity, Diversity, and Inclusion (REDI). Presentations and executive commentary has included the focus on white supremacy, systemic racism in America.
- Compliance Assistance – requesting clarification if President Trump's executive order on Combating Race and Sex Stereotyping applies to State agencies that oversee the distribution of federal funds.
- Opposes Executive Order 13950 – various comments forwarded opposing this EO.

General Bullets of all unique inquiries received as of 4pm ET on 10/30/2020:

- OFCCP has received 161 unique inquiries on the EO 13950 Hotline.
- Of these 161 inquiries, there are 129 complaints: 85 from named complainants and 44 from anonymous sources reporting information about organizations purported to be in violation of EO 13950.
- 22 of the inquiries are from individuals seeking compliance assistance. (One request was removed)
- 10 of the inquiries are written to oppose EO 13950.
- 54 voicemails opposing EO 13950

Tina Williams | Director

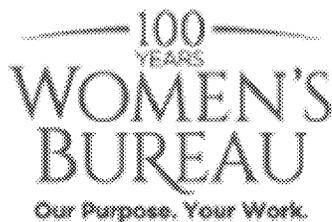
Division of Policy and Program Development

Office of Federal Contract Compliance Programs

200 Constitution Avenue, NW, Room C-3325 | Washington, DC 20210

Direct: (b) 6 Fax: 202-693- 1305

Email: (b) 6 [dol.gov](mailto:(b)6@dol.gov)



All Inquiries for Executive Order 13950
Weekly Report
November 2, 2020

#	Date/Time Opened	Inquiry Category	Industry	Description
1	10/19/2020 8:54 AM	Anonymous Complaints	None	Calling regarding the Presidential Executive Order on Race and Sex Stereotyping that was issued on 9-22-2020. Understands that DOL is the enforcement mechanism through OFCCP. He has a problem with his employer that they are continuing to do things that are in complete defiance to the EO. Call in to provide examples of what they are doing so that their federal funding can be removed.
2	10/28/2020 12:51 PM	Anonymous Complaints	Technology	Executive Order 13950 - [REDACTED] Critical Race Theory and Other Racist Programs I need to make an anonymous report of [REDACTED] defiance of Executive Order 13950. [REDACTED] is my employer and they are a massive government contractor and are also the first company I've worked for where I have to endure racism directed at me because my skin happens to not be black/brown or some other color. I have attached several items to back up my complaint. [REDACTED] is so deeply steeped in Critical Race Theory and it is pervasive through work requirements for senior workers such as myself. It is required of me to read and accept the attached Critical Race Theory (CRT) literature from our [REDACTED]. The [REDACTED] document requires that I ingest CRT publications and videos from by CRT-perveyors such as [REDACTED] and to even read the [REDACTED] I have to accept as fact the notion of "systemic racism" and to even read the [REDACTED] I have to accept as fact the notion of "systemic racism". Mandatory Unconscious Bias Trainings at [REDACTED]
3	10/28/2020 12:55 PM	Anonymous Complaints	Defense Technology	Hello, I'd like to remain anonymous. I have attached here an email we received from the director of [REDACTED]. Among other things, in the email he describes that [REDACTED] will make unconscious bias training mandatory. That violates the President's Executive Order. Please stop this madness and nonsense going on at [REDACTED] Thank you!
4	10/28/2020 1:58 PM	Anonymous Complaints	Academic Institution	[REDACTED] sending this email to every employee at [REDACTED] ... it's racist by its very nature... From: [REDACTED] Information - Emergency / Alerts Sent: Monday, October 26, 2020 3:59 PM Subject: Racial Identity Caucus Groups - Zoom Information Dear Friends and Colleagues, On behalf of [REDACTED] to invite you to participate in a Caucus Group this week. You are encouraged to participate in whichever one most closely matches your racial identity. The Caucus Groups are supportive spaces for [REDACTED] and leaders to explore, acknowledge, discuss and begin to dismantle institutionalized racism from within by starting the difficult conversations about race, power and privilege. Black and POC individuals can discuss issues affecting them without the need to explain or mitigate White fragility. [REDACTED]
5	10/30/2020 4:40 PM	Anonymous Complaints	Technology	The [REDACTED], specifically the facility located in [REDACTED] is violating the presidents executive order by requiring training on "unconscious bias" in which, of course, it is taught that only white people have an unconscious bias and innate racist beliefs. Below is a corporate Email sent out to all employees referencing the "unconscious bias" training from the President of the Company A few months back, we set out on a journey to improve our workplace to one that is more inclusive, fair and safe for all. To guide us in this endeavor, we have mapped out a [REDACTED], which is comprised of three fundamental pillars: <ul style="list-style-type: none"> • Foster an inclusive culture. Make the unconscious conscious. • Bring the right voices around the table. • Develop a pipeline of diverse leaders. [REDACTED]
6	10/18/2020 8:51 PM	Compliance Assistance Request	Academic Institution	I am a concerned [REDACTED], having read of the college's program called the Engaged Pluralism Initiative (EPI), which sounds very much like extended "diversity, inclusion and equity" rhetoric. It is a 4-year program funded by a grant from Mellon Foundation and some institutional money. When on [REDACTED], I asked a couple of [REDACTED] they could tell me about this program, but neither of them confessed to knowing much about or having participated. I do not know the details of this program, except what I see on the college's website and in occasional email bulletins about it. It seems very much in line with so much of the current indoctrination that we observe in institutions across the nation. ht [REDACTED] My sense is that this program warrants investigation, although the verbiage may have recently cleaned up since EO 13950 was issued. [REDACTED] California
7	10/20/2020 1:22 PM	Compliance Assistance Request	Academic Institution	Hello! I am an adjunct professor at 3 universities including University of Wisconsin - Green Bay. Please see attachments on an all hands" mandatory training that appears to deal with (per the Chancellor's email to all)... <ul style="list-style-type: none"> - Systems of oppression - Privilege points Website for the "vendor" who built off a career as a mediocre professor with an axe to grind: [REDACTED] Happy to discuss and facilitate as warranted. Sincerely,

#	Date/Time Opened	Inquiry Category	Industry	Description
8	10/28/2020 12:58 PM	Compliance Assistance Request	School District	<p>Hello, I realize the latest Executive Order from President Trump was related to CRT training at the Federal level. Is there any protection for employees such as [REDACTED] who work in [REDACTED] from this CRT harassment?</p> <p>In certain districts, administrators are telling white teachers that they are hurting students of color because they (the teacher) are white. It is hard to imagine that this slander and harassment is legal.</p> <p>Is there any protection for us who are not Federal employees?</p>
9	10/29/2020 2:13 PM	Compliance Assistance Request	State Agency	<p>Hello, I work for the [REDACTED] agency that oversees the administration for federal funds via the [REDACTED]</p> <p>I am writing to obtain clarification if President Trump's executive order on Combating Race and Sex Stereotyping applies to State agencies that oversee the distribution of federal funds.</p> <p>The [REDACTED] largest employer in the state and probably spends millions if not tens of millions of dollars of tax payer money on Critical Race Theory, which creates a hostile work environment for those of us who do not agree with the State of Oregon's social engineering program.</p> <p>Critical Race Theory has not only infiltrated government agencies at the [REDACTED] in Oregon, it has also found it's way into [REDACTED] S [REDACTED]s, which makes many Oregonians, who work hard providing for their families angry, due to our objections being brushed aside in a dismissive manner.</p> <p>For over five years, I have been doing my</p>
10	10/28/2020 1:03 PM	Named Complaints	Defense Technology	<p>Hi, I am an employee at a company that is a contractor to the federal government called [REDACTED]. I would like to file a complaint against my employer for violation of Executive Order 13950.</p> <p>Since the unrest of the George Floyd situation, [REDACTED] had employees go through training in staff meetings on the topics of racism.</p> <p>The training has in my opinion been in violation of Executive Order 13950 or at least is implicitly running up against EO 13950. Videos shown to employees included notorious race baiter Ibram Kendi.</p> <p>The [REDACTED] stated that [REDACTED] planning to increase the number of black employees by 20%. This was said without any mention of the merit of these new individuals they want to hire. I believe that this is against federal law and EO13950.</p> <p>Even before the unrest, [REDACTED] would want managers to make sure that all different races and sexes were included in interviews for an open position. I got the sense that this was the case regardless of t</p>
11	10/28/2020 1:51 PM	Named Complaints	Academic Institution	<p>Potential University Section 5 Violation of Executive Order on Combating Race and Sex Stereotyping</p> <p>Greetings, It is unclear to me whether section 5 applies to universities who receive federal grants in general or whether it applies to specific programs within an institution with a clear paper trail connected to grants. The forwarded program certainly scapegoats whites, and I hope that your office can investigate it.</p> <p>I also encourage your office to investigate the specifics of this program for first year [REDACTED].</p> <p>I apologize if my use of this email hotline was in error.</p> <p>Best regards, [REDACTED]</p> <p>[REDACTED] ></p> <p>Subject: 2020 Diversity Forum to Showcase Authors on Racism & Dignity Date: September 29, 2020 at 5:06:16 PM [REDACTED]</p>
12	10/28/2020 1:54 PM	Named Complaints	Packaged Software	<p>I am reaching out to report several forms of rampant racial and sexist discrimination in hiring at [REDACTED] - on 10/14 - filed a similar complaint, but it included mention of the new EO so it seemed like perhaps it was bucketized as only complaining about that. So I'm resubmitting with no mention of those violations, and instead am focusing solely on hiring discrimination.</p> <p>The work environment at [REDACTED] becoming more negative toward white males - although Asian and Indian males are also discriminated against in hiring.</p> <p>Here are some of the issues:</p> <ol style="list-style-type: none"> 1. My managers at [REDACTED] team - clarified [REDACTED] of 'diverse candidates'. [REDACTED] t defines 'diverse candidates' as: female, black, Hispanic, or native American. It's very difficult to get this in writing, but it was recently defined by Xbox management - in a recorded team meeting. 2. All open positions that are Principal level or above at [REDACTED] Vice Pres

All Inquiries for Executive Order 13950
 Weekly Report
 November 2, 2020

#	Date/Time Opened	Inquiry Category	Industry	Description
13	10/28/2020 2:32 PM	Named Complaints	Academic Institution	<p>Greetings,</p> <p>I am a faculty member in the [REDACTED] and recently receive notification of training that might be in violation of EO 13950 as promoting or perpetuating race stereotyping. Below is a screenshot of the training invitation. This training is not mandatory, and I did not attend, but I bring it to your attention in case it rises to the level needing to be investigated under EO 13950. What is being implied when people need to be segregated by race in order to "process (election) emotions"?</p> <p>Thank you for the opportunity to bring this to your attention.</p>
14	10/28/2020 2:35 PM	Named Complaints	Academic Institution	<p>Hello.</p> <p>I would like to anonymously report a university for requiring "Diversity, Equity, and Inclusion" training. The [REDACTED] in Connecticut obtains millions of dollars of federal funding, so should be held to the same standards as government contractors that violate the recent executive order banning this type of "training." The university requires all students to complete this "training" on a yearly basis. It must be completed in order to register for classes. I am a part time, online graduate student (not currently taking classes), but I refuse to take this training again because it violates my religious beliefs. I am a grown adult that thankfully has Christian principles and values that were taught to me at a young age and I refuse to be brainwashed by a university pushing a liberal agenda. Their training module promotes ideologies that go against Christian values by forcing you to answer questions "correctly," promoting their social justice warrior point of vi</p>
15	10/28/2020 2:39 PM	Named Complaints	Technology	<p>Greetings,</p> <p>I work for a large [REDACTED] Company. My Employer is also a Federal Contractor and I work in the Federal division (Fed Contractor). I am in [REDACTED] company is [REDACTED]</p> <p>My company is requiring me to complete this training before end of October 2020.</p> <p>E.O. 13950 does not seem to go into effect until Nov 21, 2020 for us Federal Contractors.</p> <p>I feel that I will be marked and loose my job if I do not comply but there are (3) options that I must select between that are basically (1- I deny being a racist, 2- I am a racist, 3- I was a racist) I can not agree to any of these 3 options in good conscience.</p> <p>One of these (3) options must be selected for me to get my cert of completion.</p> <p>I have reason to believe that I will be marked for termination for not completing this before the EO 13950 goes into effect.</p> <p>Question. If I file a formal complaint with OFCCP, do I waive my rights for legal representation, in the future, when I get terminated?</p> <p>Question. Can I legally not compl</p>
16	10/29/2020 2:08 PM	Named Complaints	County Agency	<p>Clarification requested for Executive Order 13950</p> <p>As a recipient of Federal money to fund [REDACTED], [REDACTED] (LA Metro) is seeking a clarifying statement or summary on this Executive Order. What does LA Metro need to do to comply with 13950?</p> <p>[REDACTED] County Council has advised my department that [REDACTED] not required to take any action regarding this Executive Order. The responsibility falls on the DOT. Section 5 of the Order entitled "Requirements for Federal Grants" mandates the heads of all Federal Agencies shall review their respective grant programs for which the Agency may, as a condition of such grant, require the recipient to certify it will not use Federal funds to promote concepts that promote race or sex stereotyping. Additionally, within 60 days of the order each agency must submit a report to the Director of Office of Management and Budget, identifying any programs that promote such st</p>
17	10/29/2020 2:11 PM	Named Complaints	Healthcare	<p>Hello,</p> <p>I am reaching out to report The [REDACTED]</p> <p>[REDACTED] The company is a Federally Qualified Public Health Center that pushes Critical Race Theory. In the middle of a work day, as I am doing my job, I get emails that are divisive and tells me to attend protests in the name of BLM and Antifa. As a white woman at my job I feel like a target of racism where most of my coworkers and patient population is of many different races. It makes me feel uncomfortable as I am trying to just clean patients teeth and teach them about good oral hygiene and how it affects overall health. I have made many friends with my patients over the past few years and I feel like I have been constantly upset with our director sending such divisive emails while I am trying to protect myself and my patients from the outside division and hatred that is far too abundant right now. [REDACTED]</p>
18	10/29/2020 2:17 PM	Named Complaints	Academic Institution	<p>Diversity Training at a Community [REDACTED]</p> <p>[REDACTED],</p> <p>I am an employee at a [REDACTED] in Albany, OR. A few weeks ago, our office was told that we were scheduled for a "team building" event and to schedule the whole day for the activity. Recently we were given the details of the "activity". It is a diversity training program hosted by Elmer Dixon, a former Black Panther Party (BPP) officer.</p> <p>[REDACTED]</p> <p>[REDACTED] 2FBPP_hearings.</p>
19	10/30/2020 10:55 AM	Named Complaints	School District	<p>Pursuant to the recent executive order combating race and sex stereotyping, someone might want to look into the mandatory training being required by [REDACTED] part of D [REDACTED]. All staff, certified and non-certified, are being required to participate in a mandatory book study on Culturally Responsive Teaching featuring the book, Culturally Responsive [REDACTED] [REDACTED] book study is not optional.</p> <p>Is this action in violation of the new executive order or is it protected?</p> <p>I respectfully ask to remain anonymous.</p> <p>Sent from my iPhone</p>
20	10/30/2020 4:14 PM	Named Complaints	Performing Arts	<p>The [REDACTED] America is engaged in undesirable diversity or unconscious biased training.</p> <p>Also</p> <p>The [REDACTED] spewed BLM propoganda during a mandatory company zoom meeting. I found this very traumatic.</p> <p>[REDACTED]</p>

