

Trohanis Staff Core Competencies for Working to Achieve Racial Equity: Cover Page

Organizational Commitment to Racial Equity: *“The Trohanis TA Projects are committed to creating a culture characterized by mutual respect for all people. We believe that a racially diverse workforce brings multiple experiences, perspectives, and ideas that result in a competitive, high quality, and effective organization.”* (Read more [here](#))

Trohanis Staff Expectation: Each staff member is expected to have at least one racial equity individual professional development goal per performance year cycle.

Purpose: This document describes the expectations for core attitudes, knowledge, and skills of Trohanis project staff and includes what we all need to know. The self-assessment is intended to help identify areas for additional growth and support (e.g., training, coaching, mentoring, self-study). Ongoing, consistent review and self-assessment will be helpful as a component of the performance cycle in developing and growing in our individual professional development goals.

Short History: In 2019, the Trohanis Racial Equity Committee completed an initial racial equity assessment ([informed by this example](#)) which helped inform the organization’s equity action plan and creation of implementation teams, which included teams focusing on Organizational Climate, Culture, and Communications, Workforce Composition and Quality, and Workforce Competencies. The Trohanis Staff Racial Equity Workforce Competencies Implementation Team was created in 2021 to develop workforce competencies to (a) support Trohanis project staff develop and grow our knowledge, skills, and attitudes that are in alignment with the overall vision of having an organization that is welcoming, inclusive, equitable, and anti-racist and (b) help staff understand the historical context for Black, Indigenous, and People of Color in the United States and the intersections between race and other group identities.

Process: The competencies were adapted by the Trohanis Workforce Competency Implementation Team using the [Center for the Study of Social Policy \(CSSP\) Staff Core Competencies for Working to Achieve Racial Equity](#). Staff feedback was obtained during October and November Trohanis meetings in 2021 and January 2022 Trohanis staff meeting. As part of a continuous improvement process, the Competencies and their use will be discussed by all staff at least annually, and feedback will be incorporated in the process and document.

Opportunities for Application: The section below outlines opportunities to implement the workforce competencies to achieve our stated commitment.

Learning Communities:

- Use regular Trohanis meetings (frequency to be determined) to discuss application of competencies during large and small group discussions.
- Encourage staff participation in book studies, caucuses, and national webinars related to the competencies. Knowledge development and self-reflection are important components for individual and community growth.

Activities:

- Respective Trohanis leads schedule project discussions to determine how each project can incorporate the competencies into their daily work and conversations
 - Consider how projects can embed the competencies in their workflows (e.g., TA tracker, team planning process)
 - Share and learn from each other’s implementation and accountability process
- Encourage partnerships with historically under-represented families, communities, and individuals
 - Include HBCUs in the development of TA initiatives, project design, recruitment of graduate research assistants

- Encourage states to engage families in all aspects of program planning, service delivery, and evaluation

Ongoing Individualized Professional Development and Support:

- Use the self-assessment to guide staff in assessing areas for growth and needs for support to help identify professional development goals
- Integrate competencies into the annual professional development planning process
 - Employees identify competencies to include as a development goal, not as a rating. This is the employee's opportunity to identify supports for growth
 - Supervisors support development goals by identifying resources, providing opportunities, and allowing time for growth toward the goals

Trohanis Staff Core Competencies for Working to Achieve Racial Equity: Self-Assessment

Using the Self-Assessment: This resource supports Trohanis project staff continued development of core attitudes, knowledge, and skills that align with, reflect, and support our racial equity values and commitment as an anti-racist and equitable community. Ongoing, consistent review and self-assessment will be helpful as a component of the performance cycle in developing and growing in our individual professional development goals. Each staff member is expected to have at least one racial equity goal per year cycle. For each item, please indicate your perception of your current level of ability in each area using the suggested scales provided. Items scored Never or Seldom/No knowledge or Low knowledge should be considered as a focus for professional development goals or activities.

Domain	Sub-Domain(s)	Competency	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Notes
Attitudes (Affect)	Self-Reflection	1. Practice cultural humility in one's life and work. Consider one's own assumptions, beliefs, emotions, and biases when interacting with others, especially individuals of different races or cultures.					
		2. Listen to and learn from experiences that challenge long-held beliefs that maintain biases. By this, one: - Acknowledges their racial or cultural biases and works to address them - Reflects on the operation of power - Acknowledges we are all responsible, may be at different places of the same path, and are empowered to advance racial equity.					
		3. Openly discuss and accept disagreement regarding racial equity issues and their intersections without defensiveness, critiquing others' point of view, or being dismissive of the need for racial equity.					
		4. Accept individual responsibility and identify action steps to address inequity within the scope of your work and existence, including strategizing with others.					
Domain	Sub-Domain(s)	Competency	No Knowledge (1)	Low Knowledge (2)	Moderate Knowledge (3)	High Knowledge (4)	
Knowledge	Foundational Knowledge	1. Understanding the Trohanis Commitment to Racial Equity: why it is critical to the mission of Trohanis					

Domain	Sub-Domain(s)	Competency	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Notes
	& Core Concepts	projects and advocating to ensure that it is a core objective in everyone's work.					
		2. Understanding core constructs such as structural racism, equity, justice, white privilege, internalized oppression, anti-racism, settler colonialism, construction of whiteness, intersectionality, etc.					
		3. Understanding how white privilege and power have contributed to "the range of barriers to equal opportunity and the depth of embedded racial inequities." For example, how were these system barriers created, how are they currently reinforced and maintained, and how can they be removed?					
		4. Understanding the legal authority afforded by relevant amendments, laws, regulations, and policies (e.g., 14th amendment, Federal Indian Policy, immigration policies) and working to ensure their true intention is achieved.					
		5. Understanding relevant real-time issues (e.g., stereotype threat and the murder of African Americans; debate about immigration policies).					
		6. Understanding what the elimination of institutional and structural racism and promotion of racial equity means for our work (e.g., access to resources and opportunity, equitable experiences in the system, and outcomes that are not predicted by demographic characteristics for children and families).					
		7. Understanding the specific areas of racial disparity of focus for UNC, FPG, Trohanis projects and the scope of our work.					
	Data	1. Understanding basic qualitative and quantitative data/metrics about the scope, extent of, and the economic and human costs of racial inequities, with particular attention to the harmful impact on communities of focus.					

Domain	Sub-Domain(s)	Competency	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Notes
		2. Understanding the specific ways that biases in data interpretation can cause, hide or reinforce inequitable outcomes.					
Domain	Sub-Domain(s)	Competency	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Notes
Skills	Analytical	1. Critically examining social frameworks (e.g., policies, systems) and messages for racial biases and inequities and their impact on oneself, others, and the constituents that we serve.					
		2. Developing strategies for working to achieve racial equity through one's work with institutional support.					
		3. Disaggregating data by race and ethnicity in all analyses.					
		4. Identifying areas in work where a racial equity analysis can be applied to advance the work to eliminate disparities and inequities.					
		5. Including, in written materials, analyses of issues about over advantage (e.g., white supremacy), barriers to opportunity, embedded racial inequities, and how all would benefit from equitable systems.					
		6. Applying a racial equity analysis in policy and practice issues with institutional support.					
	Practice	1. Embedding racial equity mindset into practice (e.g., what do we do differently, ways in which we engage, community norms, developing and revising policies, practices, procedures with racial equity mindset, modeling and engaging in equitable practices, culture of equity)					
		2. Advancing equity in TA (e.g., applying racial equity practices and equity leadership proposition; introducing tensions in the TA activity system; disrupting dominant narratives that marginalize or create "otherness").					

Domain	Sub-Domain(s)	Competency	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Notes
		3. Communicating and advocating to leadership opportunities for allocating resources more equitably (e.g., identify barriers to opportunities in cohort applications or inequitable patterns in who receives intensive TA).					
		4. Facilitating discussions about racial equity and inequity, and the harmful effects of white supremacy on all racial and ethnic groups.					
		5. Learning how to create a “brave space” that encourages people to open up and discuss difficult issues.					
		6. Developing and refining interpersonal skills of radical empathy, confident humility, and an openness and acceptance of individual differences and styles. • Impact over intent, build trust over time, seek to find common ground (defining “problems”) • Not everyone has to do it the same way (awareness that communication will look different) • Saying what you mean • Active listening skills • Asking clarifying questions instead of assuming					
		7. Developing conflict management skills to support a culture of authentic and inclusive collaboration					
		8. Developing the skills to receive, respond, and take responsibility to repair harm when feedback is given or experiences are shared					
		9. Practicing the organization’s values (e.g., UNC Racial Equity Task Force Recommendations 2020, Trohanis commitment to racial equity).					

Trohanis Staff Core Competencies for Working to Achieve Racial Equity: Without the Self-Assessment

Domain	Sub-Domain(s)	Competency
Attitudes (Affect)	Self-Reflection	1. Practice cultural humility in one's life and work. Consider one's own assumptions, beliefs, emotions, and biases when interacting with others, especially individuals of different races or cultures.
		2. Listen to and learn from experiences that challenge long-held beliefs that maintain biases. By this, one: • Acknowledges their racial or cultural biases and works to address them • Reflects on the operation of power • Acknowledges we are all responsible, may be at different places of the same path, and are empowered to advance racial equity.
		3. Openly discuss and accept disagreement regarding racial equity issues and their intersections without defensiveness, critiquing others' point of view, or being dismissive of the need for racial equity.
		4. Accept individual responsibility and identify action steps to address inequity within the scope of your work and existence, including strategizing with others.
Domain	Sub-Domain(s)	Competency
Knowledge	Foundational Knowledge & Core Concepts	1. Understanding the Trohanis Commitment to Racial Equity: why it is critical to the mission of Trohanis projects and advocating to ensure that it is a core objective in everyone's work.
		2. Understanding core constructs such as structural racism, equity, justice, white privilege, internalized oppression, anti-racism, settler colonialism, construction of whiteness, intersectionality, etc.
		3. Understanding how white privilege and power have contributed to "the range of barriers to equal opportunity and the depth of embedded racial inequities." For example, how were these system barriers created, how are they currently reinforced and maintained, and how can they be removed?
		4. Understanding the legal authority afforded by relevant amendments, laws, regulations, and policies (e.g., 14th amendment, Federal Indian Policy, immigration policies) and working to ensure their true intention is achieved.
		5. Understanding relevant real-time issues (e.g., stereotype threat and the murder of African Americans; debate about immigration policies).
		6. Understanding what the elimination of institutional and structural racism and promotion of racial equity means for our work (e.g., access to resources and opportunity, equitable experiences in the system, and outcomes that are not predicted by demographic characteristics for children and families).
		7. Understanding the specific areas of racial disparity of focus for UNC, FPG, Trohanis projects and the scope of our work.
	Data	1. Understanding basic qualitative and quantitative data/metrics about the scope, extent of, and the economic and human costs of racial inequities, with particular attention to the harmful impact on communities of focus.
		2. Understanding the specific ways that biases in data interpretation can cause, hide or reinforce inequitable outcomes.

Domain	Sub-Domain(s)	Competency
Domain	Sub-Domain(s)	Competency
Skills	Analytical	1. Critically examining social frameworks (e.g., policies, systems) and messages for racial biases and inequities and their impact on oneself, others, and the constituents that we serve.
		2. Developing strategies for working to achieve racial equity through one's work with institutional support.
		3. Disaggregating data by race and ethnicity in all analyses.
		4. Identifying areas in work where a racial equity analysis can be applied to advance the work to eliminate disparities and inequities.
		5. Including, in written materials, analyses of issues about over advantage (e.g., white supremacy), barriers to opportunity, embedded racial inequities, and how all would benefit from equitable systems.
		6. Applying a racial equity analysis in policy and practice issues with institutional support.
	Practice	1. Embedding racial equity mindset into practice (e.g., what do we do differently, ways in which we engage, community norms, developing and revising policies, practices, procedures with racial equity mindset, modeling and engaging in equitable practices, culture of equity)
		2. Advancing equity in TA (e.g., applying racial equity practices and equity leadership proposition; introducing tensions in the TA activity system; disrupting dominant narratives that marginalize or create "otherness").
		3. Communicating and advocating to leadership opportunities for allocating resources more equitably (e.g., identify barriers to opportunities in cohort applications or inequitable patterns in who receives intensive TA).
		4. Facilitating discussions about racial equity and inequity, and the harmful effects of white supremacy on all racial and ethnic groups.
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		6. Developing and refining interpersonal skills of radical empathy, confident humility, and an openness and acceptance of individual differences and styles. • Impact over intent, build trust over time, seek to find common ground (defining "problems") • Not everyone has to do it the same way (awareness that communication will look different) • Saying what you mean • Active listening skills • Asking clarifying questions instead of assuming
		7. Developing conflict management skills to support a culture of authentic and inclusive collaboration
		8. Developing the skills to receive, respond, and take responsibility to repair harm when feedback is given or experiences are shared
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