

What is the REM?

The racial equity magnifier (REM) is a resource intended to center racial equity in the decision-making process.

Purpose of the REM

1. Move us from commitment to action by advancing racial equity through changes to decisions, practices, policies, and ourselves.
2. Our long-term goal is to build the muscle so that racial equity considerations become part of our decision-making DNA.
3. We aim to get better at analyzing racial equity in our decision-making so that we build skills and be able to delve deeper on the intersectionality of race and other types of oppression.

REM Worksheet: Review the following questions individually or as a group. Use "Tips" as needed to help you answer questions.

Decision/Topic: <i>[Examples: Determining which paid holidays we should have in order to ensure they have a racial equity lens, so it benefits current and future staff. OR Should the Board imbed a land acknowledgement into its Board meetings?]</i>		
Date:		
Who: <i>[Tip: Before using the REM, consider who you may want to be part of walking through it with you. Factors in this would be those who have authority to make a decision, those who will be most impacted by this decision, or those who have subject matter expertise.]</i>		
Section 1: ANALYSIS		
REM QUESTION	TIPS	ANSWERS
1. What worldview (when it comes to race) do I bring?	<i>Consider what racial privileges & assumptions you have. Reflect on what topics around race/ white supremacy activate an emotional response or make you feel uncomfortable.</i>	
2. What racialized stories, narratives, assumptions, and stereotypes relate to this decision, policy, or practice?	<i>Consider what racial biases or images exist in dominant society, whether you believe them or not. Reflect on whether the stories convey the full humanity and agency of Native people and people of color or if they are fixed on a negative/deficit perspective.</i>	

3. What are racially equitable benefits/ barriers to keeping this decision, policy, or practice in place?	<i>For benefits, consider if the current decision benefits any racial groups. For example: a holiday policy may acknowledge one racial group's history but miss others. Look for patterns to any racial groups being privileged.</i>	
4. What root causes/structural barriers may have contributed to racial inequity around this decision?	<i>Consider how racial inequities have arisen historically or currently, perhaps through federal policies. There are both internal and external reasons for racial inequities. Internal examples are processes, stakeholder engagement, & bias. External examples are lack of access or structural barriers.</i>	
5. How well is the decision aligned with the Foundation's values?	<i>The values are grantees come first, social justice (which calls on us to confront racism), courage, listen & learn for change, trust, and heart.</i>	
ANALYSIS CONCLUSION: Are you/we advancing racial equity with the current decision, policy, or practice under review?		
Section 2: NOW WHAT?		
REM QUESTION	TIPS	ANSWERS
6. What racial groups may be most impacted by changing this decision, policy, or practice?	<i>Consider how the analysis you concluded may be perceived by different racial and ethnic groups. Reflect on how you'll include different racial groups in the decision-making process in a meaningful way?</i>	
7. How will I know whether this proposed decision is advancing racial equity and not causing unintended harm?	<i>Consider what racial groups are involved in co-creating the learning. Consider what progress or success may look like (e.g., racial demographics of data). Consider how you will document and communicate the decision (especially with those most impacted).</i>	
NOW WHAT CONCLUSION: What are the next steps? (E.g., Get more info from a colleague or external stakeholder, draft new language, schedule another conversation, talk with my supervisor, present findings for further review and action).		

Overall REM Tips:

- It's ok if your answer is "I don't know." There are no right and wrong answers. Try your best.
- This is a **learning** opportunity for everyone. This is about doing better and **changing** together!
- Approach using the REM with an open mind and **heart** — for yourself & others.
- Ask for help. If you are unsure about something, please ask. *Don't go at it alone*. Talk with your co-workers & supervisor about what you are learning and where you are getting stuck.
- Try to stay focused on **racial equity**. Pay attention to when you start to steer away from it.
- Be mindful that every racial group is diverse. No one answer will apply to everyone within a certain racial group given the diversity of experiences and history.
- **It's OKAY if it feels hard**; that means you're probably getting into deeper observations and conversation. Allow for the messiness to surface.
- Seek resources to educate yourself and others. One place for resources is the [Racial Equity Tools website](#).

Using the REM in Groups:

- Plan for robust conversation. Multiple conversations may be needed depending on the size of the group.
- Set group agreements at the beginning (e.g., be open to perspectives other than your own).
- Assign different roles (Facilitator, Notetaker & Observer). The Observer's role is to note if the conversation veers away from racial equity, and to gently re-direct the conversation as needed. They also pay attention to interpersonal dynamics within the group and listen for assumptions that may arise during the conversation.
- Invest in building connections in your team before and after these conversations. Two key factors for group conversation are: 1) the level of **trust** and relationship within the group, and 2) how much individuals have been able to reflect on their own worldviews. Both these factors will impact your ability to have authentic and **courageous** conversations.
- **Be a little vulnerable and work through the uncomfortable moments**. The REM is going to test assumptions and worldviews – *this is a normal part of the process*. If you feel uncomfortable, acknowledge it and talk it out if you can.
- Carve out time at the end of your meeting to **debrief** and reflect on the conversation. Reflect on if you were courageous and challenged yourself to be vulnerable in the conversation. Reflect on what relationships were strengthened by being a part of the discussion. Ask yourself if you were activated and how the group changed you, in heart and in mind?

Please direct questions and feedback about this tool to Margie Andreason, JEDI Director (mandreason@nwaf.org). The REM is a **living document** which we will continue to improve. Members of NWAf's JEDI Steering Committee created the REM in 2020. It was last updated in August 2022. To ensure this resource didn't sit on a shelf, NWAf created an accompanying rollout plan that clarified the expectations of all staff in utilizing the REM. The REM was adapted from the MN Dept. of Education's "Equity Magnifier." Additional resources came from Annie E Casey Foundation, Maggie Potapchuck & Kevin Fong, City of Seattle, Race Forward, & Government Alliance for Racial Equity.