A Changing World: Sifting Through the Clutter, February 24, 2013  
Josh Todd, Interim Executive Director: Oregon | Campus Compact

Objectives:

1. All share common understanding of the basic concepts of equity and racial justice, including shared definitions and language;
2. Connect personal experiences and passions to the topic of racial equity and justice to achieve both personal and organizational transformation;
3. In small groups, apply one equity tool in the review and analysis of a decision

|  | **What** | **Who** | **Notes?** |
| --- | --- | --- | --- |
| Introduction  1:15-1:45 | -Review of Agenda  -Intro activity at tables | Josh  All | 30 minutes |
| Part 1:  Models and Ideas around Equity and Racial Justice  1:45-2:15 | -Review slides  -View short video  -Small group work and large group share-back | Josh  All  All | 30minutes  Questions:   1. What was one thing you heard that was new or an “aha” moment? 2. What was one thing you heard which was confirmed by experiences you have had on campus? |
| Part 2:  Moving Towards Equity:  Personal Application  2:15-2:35 | -Individual Reflection time (5 min)  -Small group share (20)  -Large group share (5) | All | 20 minutes  Choose a key moment/decision in your life that was driven by your values.  See handout. |
| Part 3:  Moving Toward Equity:  Organizational Application  2:35-3:05 | -Small group share (25)  -Large group share (5) | All | 30 minutes  See handout. |
| Closing  3:05-3:15 | -Brief summary activity | All | 10 minutes |

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HAND OUT: PART II

Choose a key moment/decision in your life that was driven by your values. Think about this time in your life and how you made your decision and answer the following questions. Write your answers below:

Who benefited from your decision? Who was burdened or harmed?

What challenges did you face in implementing your decision?

# ???

**What information guided your decision?**

**Did you engage others in making your decision? How? Why?**

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HAND OUT: PART III

Planning Service Projects that Promote Equity and Empowerment

You are a student leader at OregonRocksU. You are planning a service project to address the incredibly low graduation rate at the local high school near your campus. In a small group come up with a service project that could be implemented by college students. Consider who your audience/partners will be, what your goals are, and how your service will address the problem. Don’t forget to think about your projects connection to power, people, process, and place.

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Who benefited from your decision? Who was burdened or harmed?

What challenges might you face in implementing your decision? Who supports you? Who is opposed”

# ???

**What information guided your decision?**

**Did you engage others in making your decision? How? Why?**

What impact on the environment does your project have?

How does your project tie to the history and values of your community?