Racial Equity in the Garden

Tues. Jul. 7th – 12:00 PM-1:30 PM

Welcome!

In preparation for todays meeting, we've suggested two readings:

- [This statement](#) on Racial Equity from the Michigan State University's Center for Regional Food Systems
- [This article](#) by Eric Holt -Giménez and Breeze Harper, titled "Food-Systems-Racism: From Mistreatment to Transformation", originally published by First First as a part of their 2016 Dismantling Racism in the food system series

Please take a moment to review these selections. We will begin exactly at **12:10 PM.**

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Racial Equity in the Garden

Marisa Coyne, *Volunteer Engagement Coordinator -UC Master Gardener Program*

Elaine Lander, *Urban and Community Educator - UC Integrated Pest Management Program*

Agenda

Welcome and Introductions

Vocabulary

Racial Equity Resources

Models and Discussion

Closing Remarks

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Welcome + Introductions

Marisa Coyne, *Volunteer Engagement Coordinator - UC Master Gardener Program*

Elaine Lander, *Urban and Community Educator -UC Integrated Pest Management Program*

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Meeting Objectives

- Establish some shared language around racial equity

- Explore models for thinking about advancing toward racial equity from an organizational, rather than programmatic perspective

- Engage in discussion about selected readings

- Identify some fellow UC Master Gardener personnel, throughout the state, who are interested in participating in learning about racial equity and racism in land-based learning

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Key Takeaways

After this Brown Bag Webinar, you will be able to:

- Define the terms race and equity

- Use the social ecological and ISOTURE model to identify possible racial equity interventions

- Locate UCANR resources related to diversity, equity, and inclusion (including those that are accessible to volunteers)

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Land Acknowledgement (UC Davis)

Following consultation with members of the Patwin native community, the campus is pleased to provide the following "Land Acknowledgement Statement" that can be used in oral or written form at events as deemed appropriate. The campus encourages those who are interested to use the following language, without edit:

We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation.

The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

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ANR DEI Alliance Group Agreements (v. 6.17.20)

1. Be curious, open, and respectful, especially when you disagree or are feeling defensive. Listen deeply and question your assumptions and judgements.

2. Be willing to be uncomfortable and accept a lack of closure and/or agreement.

3. Speak for yourself / from your own experience. Make "I" statements rather than generalized "we" statements. Do not expect others, particularly people of color, to speak on behalf of others who share their racial (or other) identities.

4. Be conscious of intent vs impact. You can have positive intent and still cause negative impact. You are responsible for both.

5. Take Space/Make Space. If you are usually quiet, challenge yourself to take more space, and if you usually talk a lot be mindful to leave room for others.

6. Resist binary thinking ("Both/And" instead of "Either/Or").

7. No one knows everything and we can't be articulate all the time. Give others the benefit of the doubt and ask clarifying questions.

8. Vulnerability takes courage. Be willing to take risks, make mistakes, and accept feedback.

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Vocabulary

Marisa Coyne, *Volunteer Engagement Coordinator– UC Master Gardener Program*

Elaine Lander, *Urban and Community IPM Educator, UC Integrated Pest Management Program*
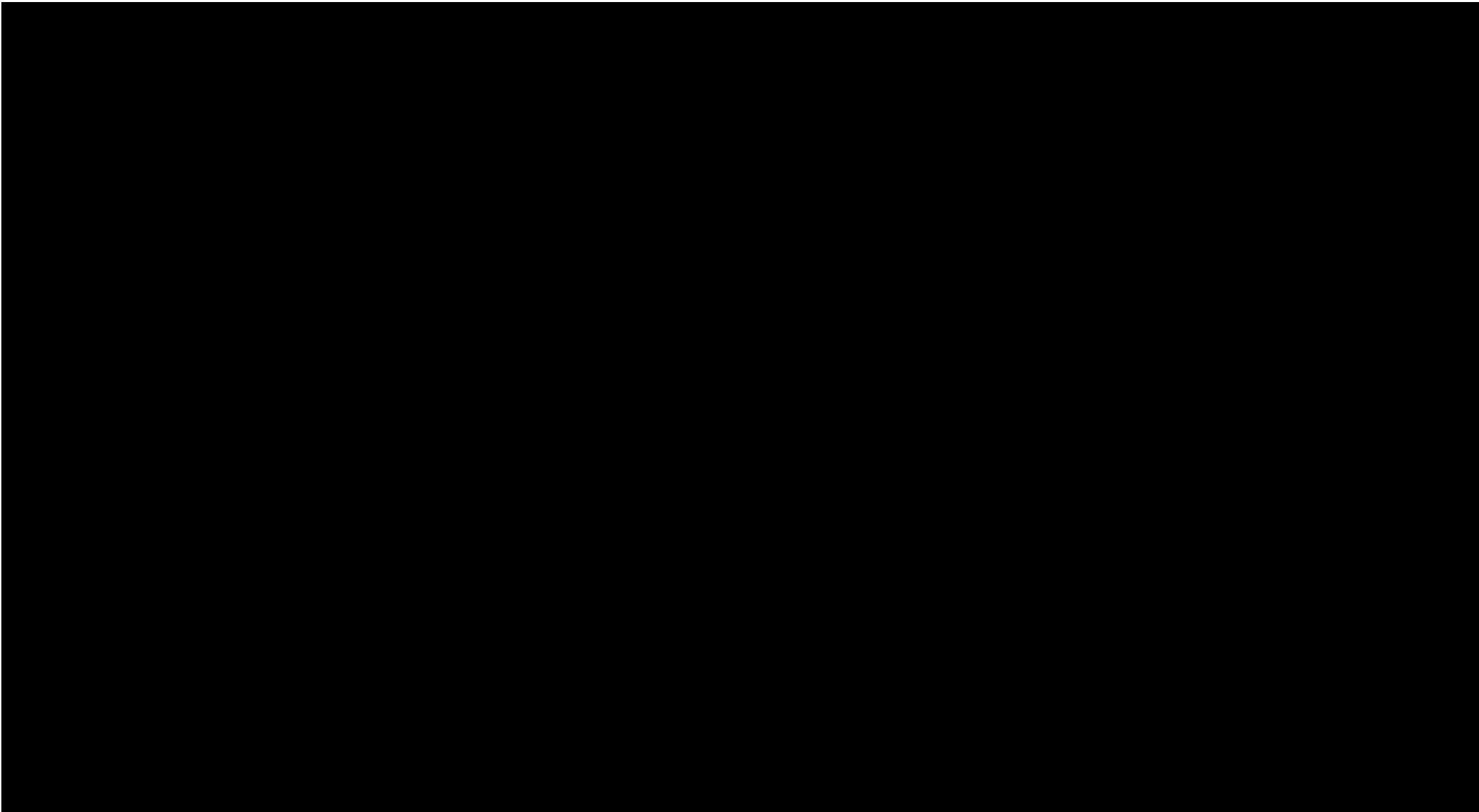
Vocabulary: Race

For many people, it comes as a surprise that racial categorization schemes were invented by scientists to support worldviews that viewed some groups of people as superior and some as inferior. There are two important concepts linked to this fact:

- Race is a made-up social construct, and not an actual biological fact

- Race designations have changed over time. Some groups that are considered "white" in the United States today were considered "non-white" in previous eras, in U.S. Census data and in mass media and popular culture (for example, Irish, Italian and Jewish people).

SOURCE:

- PBS, Race: Power of an Illusion

- Paul Kivel, Uprooting Racism: How White People Can Work for Racial Justice (Gabriola Island, British Columbia: New Society Publishers, 2002), p.141.

- Via Racial Equity Tools

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Vocabulary: Ethnicity

A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.
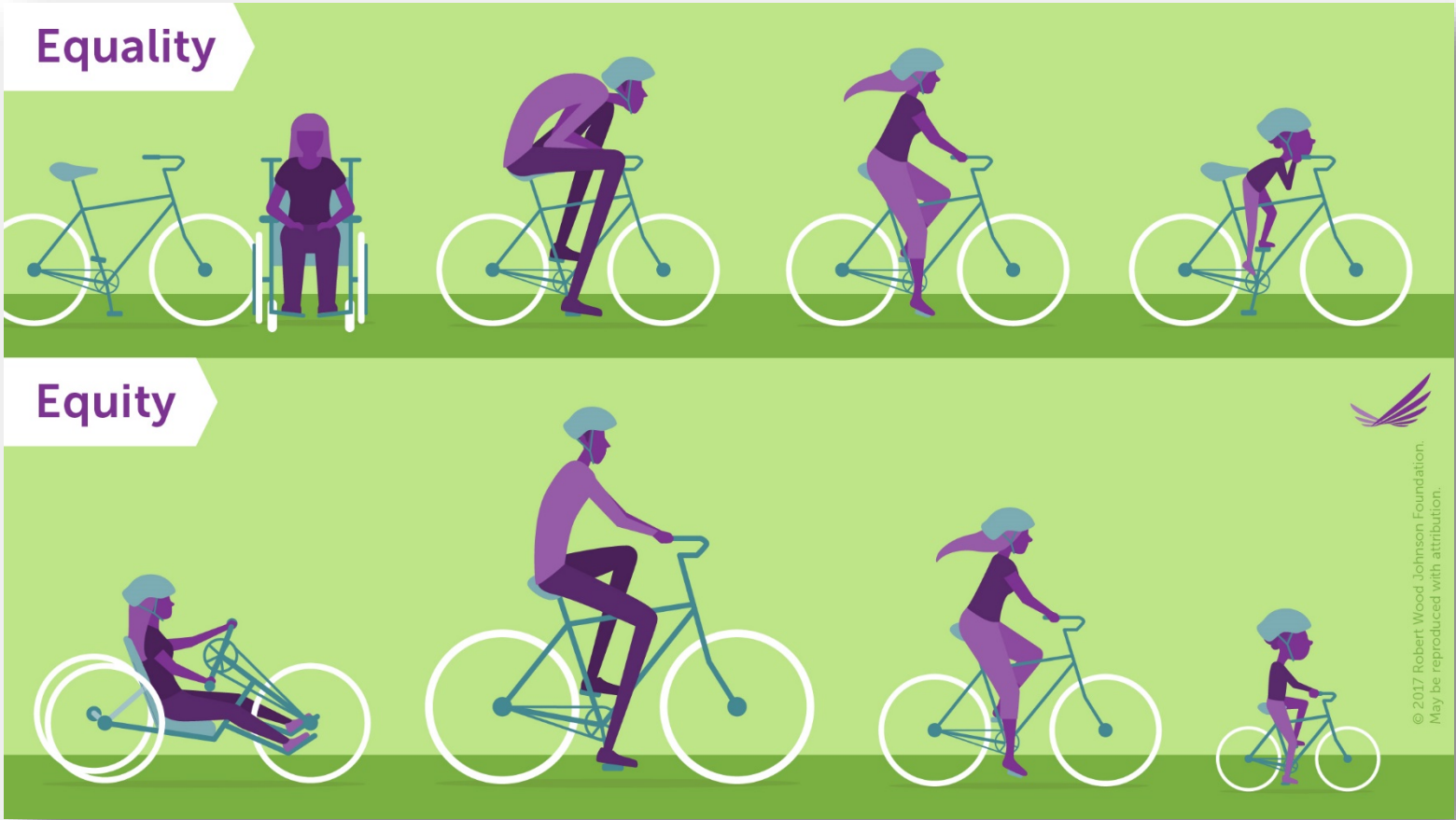
Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latinx); Polish, Irish, and Swedish (White).

SOURCE:

- *Teaching for Diversity and Social Justice: A Sourcebook*. Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Routledge, 1997

- Via Racial Equity Tools
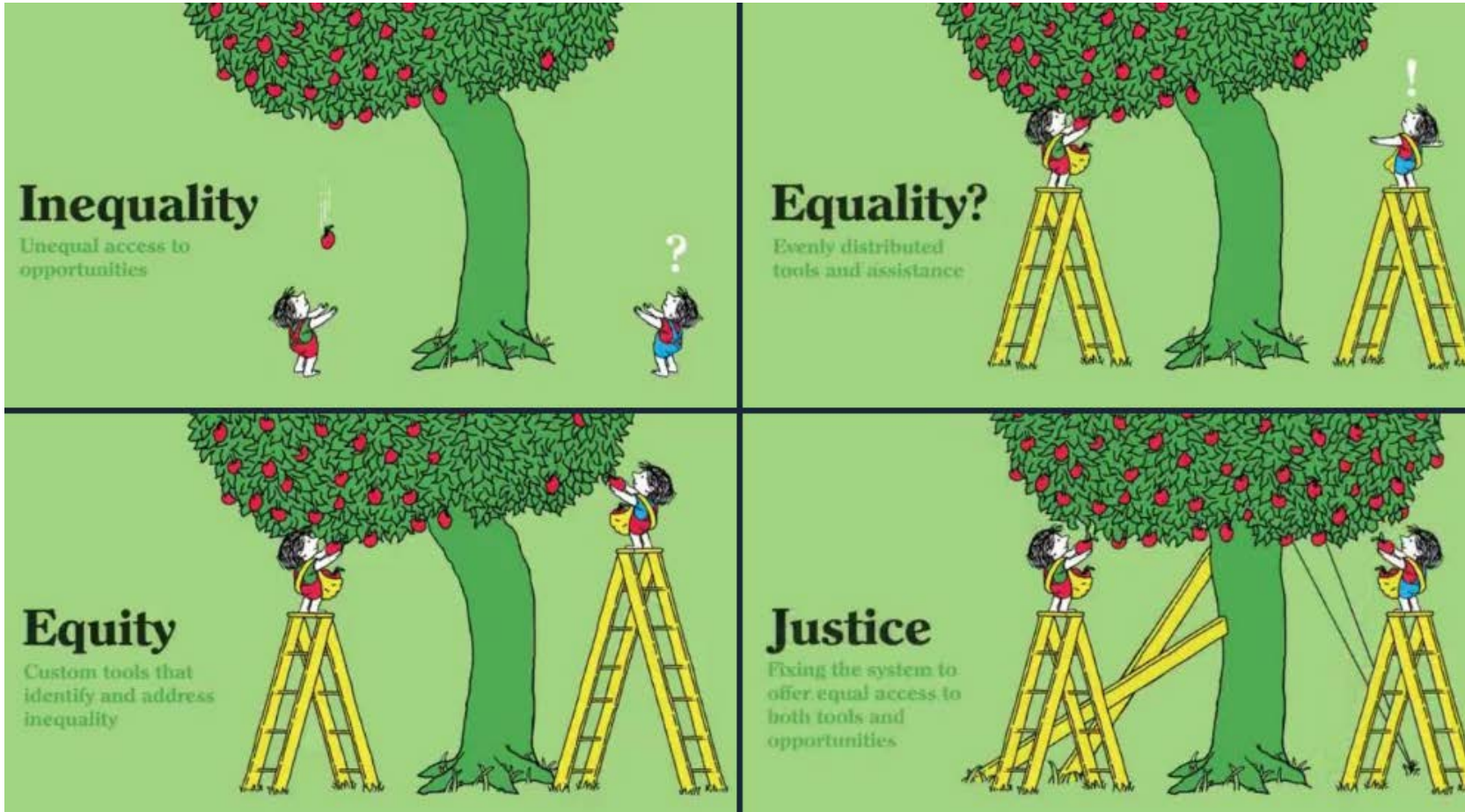
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Vocabulary: Equality v. Equity

SOURCE: Robert Wood Johnson Foundation

Vocabulary: Equality v. Equity v. Justice

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Vocabulary: Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

SOURCE:

- Center for Assessment and Policy Development
- Via Racial Equity Tools

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ISOTURE

ISOTURE Model

Identification

Selection

Orientation

Training

Utilization

Recognition

Evaluation

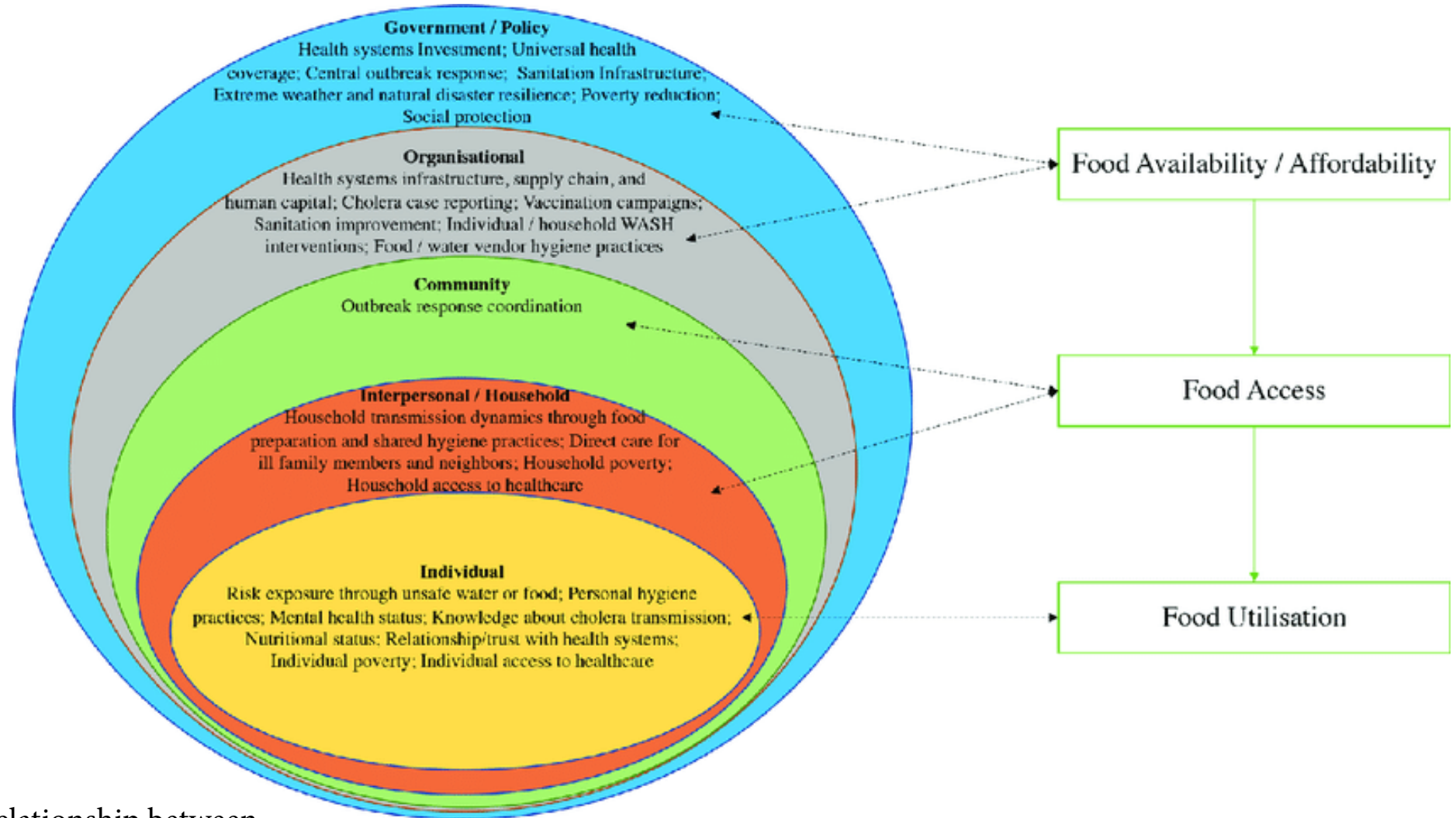- The ISOTURE Model describes the entire volunteer lifecycle from Identification through Evaluation.
- Each step in the ISOTURE model presents an opportunity for intervention around equity.
- Often, conversations about improving racial equity in Extension and non-profit institutions focus only on the Identification step.

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Social Ecological Model

Government / Policy
Health systems Investment; Universal health coverage; Central outbreak response; Sanitation Infrastructure; Extreme weather and natural disaster resilience; Poverty reduction; Social protection

Organisational
Health systems infrastructure, supply chain, and human capital; Cholera case reporting; Vaccination campaigns; Sanitation improvement; Individual / household WASH interventions; Food / water vendor hygiene practices

Community
Outbreak response coordination

Interpersonal / Household
Household transmission dynamics through food preparation and shared hygiene practices; Direct care for ill family members and neighbors; Household poverty; Household access to healthcare

Individual
Risk exposure through unsafe water or food; Personal hygiene practices; Mental health status; Knowledge about cholera transmission; Nutritional status; Relationship/trust with health systems; Individual poverty; Individual access to healthcare

Food Availability / Affordability

Food Access

Food Utilisation

Richertman et.al's The inverse relationship between national food security and annual cholera incidence: a 30-country analysis, 2019

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Social Ecological Model

Public Policy
National, provincial/territorial local laws and policy

Community
Design, access, connectedness, spaces

Organizational
Organizations, schools, workplaces

Interpersonal
Family, friends, social networks

Individual
Knowledge, attitudes, skills

A Social-Ecological Model for Physical Activity - Adapted from Heise, L., Ellsberg, M., & Gottemoeller, M. (1999)

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Reading Discussion

Marisa Coyne, *Volunteer Engagement Coordinator – UC Master Gardener Program*

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Readings

Michigan State University Center for Regional Food Systems
Racial Equity Statement, 2019 (Above)

Breeze Harper and Eric Holt-Gimenez's Food-Systems-Racism:
from Mistreatment to Transformation, 2016 (Center)

Readings: Discussion Questions

- Are there any definitions or concepts that we can clarify as a group?

- What strikes you as important about the ideas shared?

- How does this land-grant university's focus on racial equity in the food system differ from our own?

SOURCE:

Michigan State University Center for Regional Food Systems Racial Equity Statement, 2019 (Above)

Readings: Discussion Questions

- What in this reading was new for you?

- What ideas in this article, which addresses do you think are helpful in thinking about racism in garden-based learning and home horticulture?

SOURCE:
Breeze Harper and Eric Holt-Gimenez's Food-Systems-Racism: from Mistreatment to Transformation, 2016 (Center)

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Key Takeaways

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Reminders from the Statewide Office

- Join fellow Coordinators for upcoming discussions:
    - Training in COVID-19 (Host: Randy Musser) – Jul. 9th @ 12:00 PM
- Mark your calendar for the launch of our COVID-19 and Volunteerism Survey
    - Launch on Jul. 8th ; Close on Jul. 31st
- Join us for our upcoming UC Master Gardener Coordinator Brown Bag Webinars:
    - Promising Practices Exchange Pre-Meeting (Inclusive Volunteer Selection) – Aug. 5th @ 12:00 PM
    - COVID-19 and Volunteer Impacts Survey Results – Sept. 10th @ 12:00 PM
    - Promising Practices Exchange for UC Master Gardener Program Coordinators – Sept. 28th @ 9:00 AM – 3:00 PM
- UC IPM is prepared to provide live, online IPM training for new cohorts, something we have offered in the past to various counties.
- Continue to follow COVID-19 guidance from the local and state authorities, in addition to UCANR and UC-system-wide guidance.

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Thank you for joining us!

Racial Equity in the Garden

Elaine Lander, *Urban and Community Educator – UC Integrated Pest Management Statewide Program*

Marisa Coyne, *Volunteer Engagement Coordinator – UC Master Gardener Program*

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Racial Equity in the Garden

EXTRA SLIDES

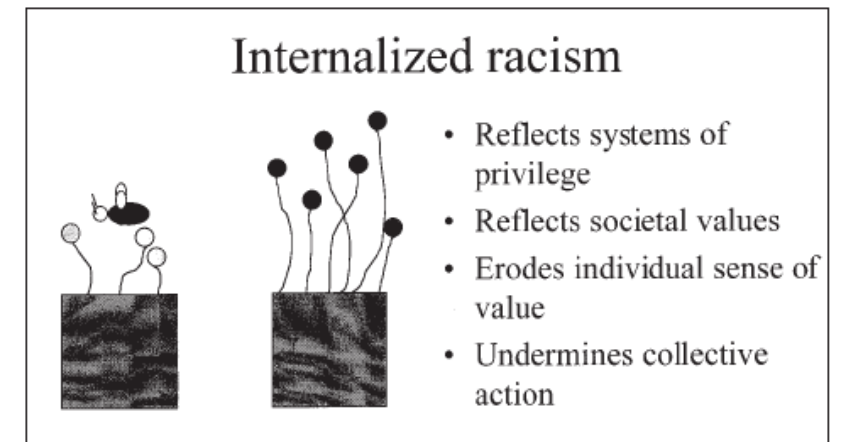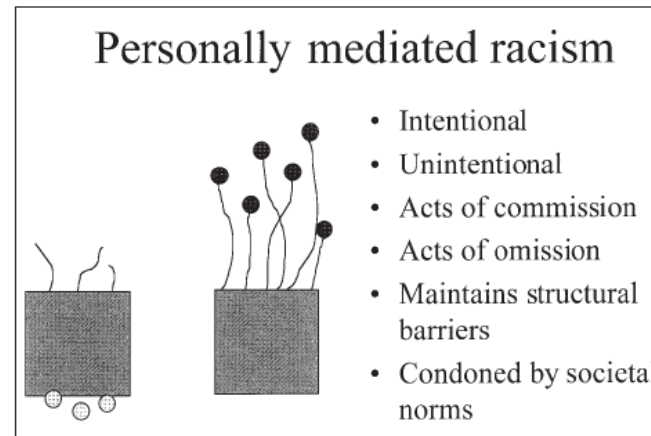**Elaine Lander,** *Urban and Community Educator – UC Integrated Pest Management Statewide Program*
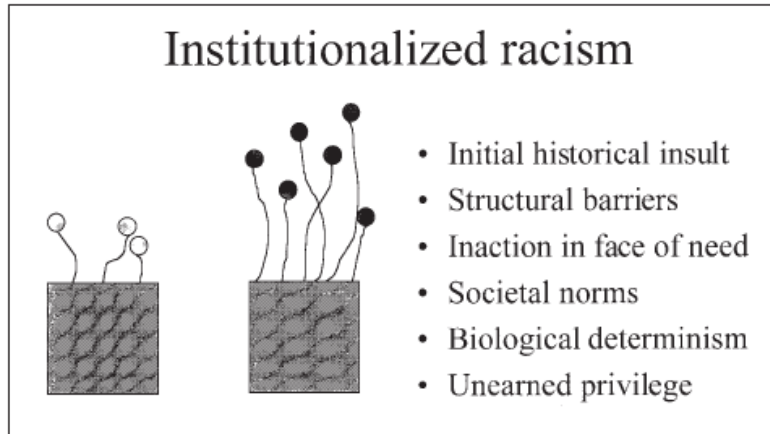
Marisa Coyne, *Volunteer Engagement Coordinator – UC Master Gardener Program*

Phyllis Jones' Garden Framework

Institutionalized racism
- Initial historical insult
- Structural barriers
- Inaction in face of need
- Societal norms
- Biological determinism
- Unearned privilege

Personally mediated racism
- Intentional
- Unintentional
- Acts of commission
- Acts of omission
- Maintains structural barriers
- Condoned by societal norms

Internalized racism
- Reflects systems of privilege
- Reflects societal values
- Erodes individual sense of value
- Undermines collective action

SOURCE:
Dr. Camara Phyllis Jones' "Level of Racism: A Theoretical
Framework and a Gardener's Tale, 2000 (Right)

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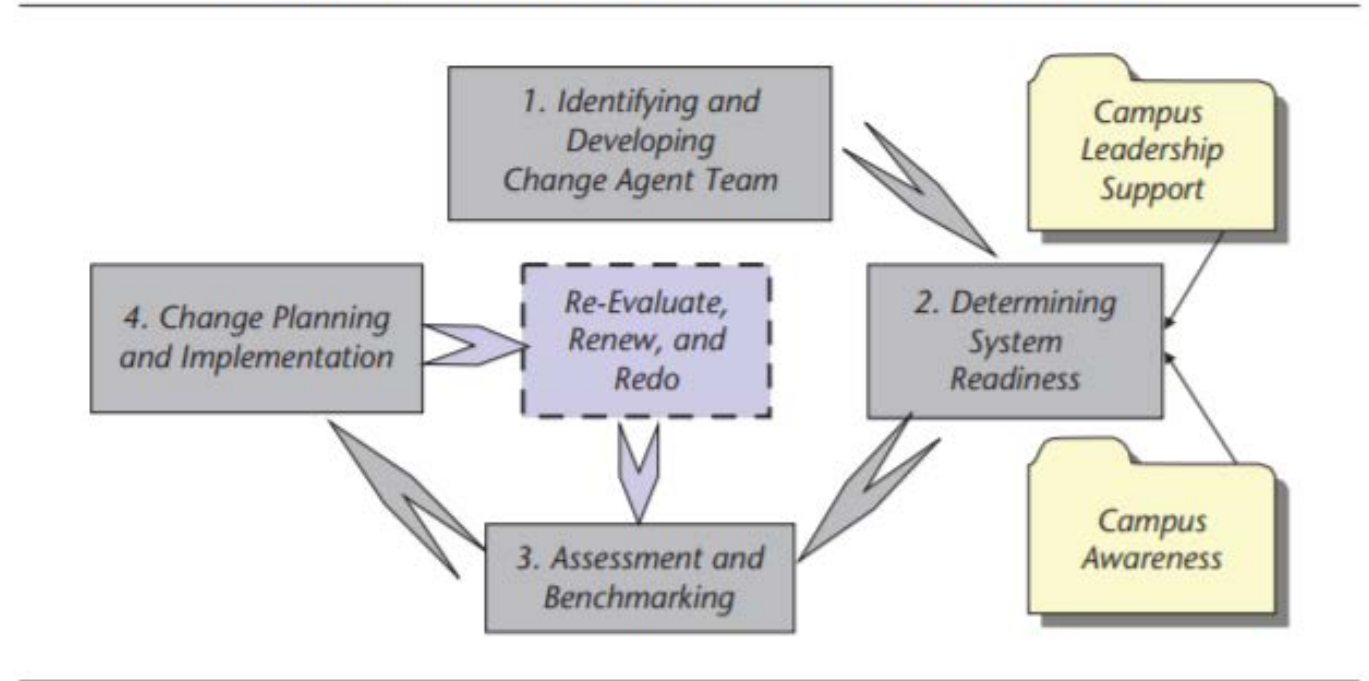# The Multicultural Organizational Development Model

SOURCE:
Dr. Evangelina Holvino's "Developing Multicultural Organizations: A Change Model"
Bailey Jackson's "Theory and Practice of Multicultural Organization Development"

THE MULTICULTURAL ORGANIZATION DEVELOPMENT MODEL

MONOCULTURAL		TRANSITIONAL		MULTICULTURAL	
Exclusionary	**Passive Club**	**Compliance**	**Positive Action**	**Redefining**	**Multicultural**
Committed to the dominance, values and norms of one group. Actively excludes in its mission and practices those who are not members of the dominant group.	Actively or passively excludes those who are not members of the dominant group. Includes other members only if they "fit" the dominant norm.	Passively committed to including others without making major changes. Includes only a few members of other groups.	Committed to making a special effort to include others, especially those in designated protected "classes." Tolerates the differences that those others bring.	Actively works to expand its definition of inclusion, diversity and equity. Tries to examine and change practices that may act as barriers to members of non-dominant groups.	Actively includes a diversity of people representing different groups' styles and perspectives. Continuously learns and acts to make the systemic changes required to value, include and be fair to all kinds of people.
Values and promotes the dominant perspective of one group, culture or style.		Seeks to integrate others into systems created under dominant norms.		Values and integrates the perspectives of diverse identities, cultures, styles and groups into the organization's work and systems.	

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The Multicultural Organizational Development Model

Theory and Practice of Multicultural OD   191

FIGURE 9.2. MCOD SYSTEMS CHANGE PROCESS

- 1. Identifying and Developing Change Agent Team
- Campus Leadership Support
- 4. Change Planning and Implementation
- Re-Evaluate, Renew, and Redo
- 2. Determining System Readiness
- 3. Assessment and Benchmarking
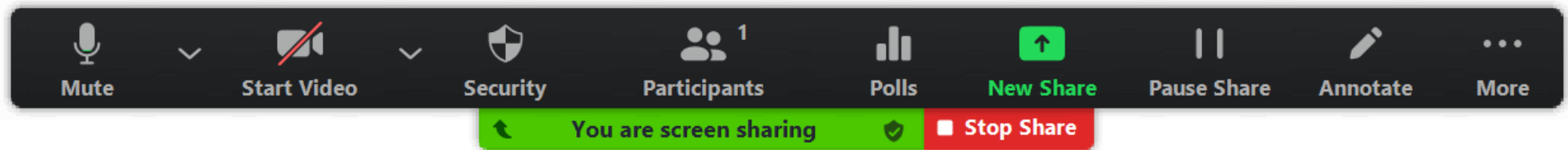- Campus Awareness

SOURCE:
Dr. Evangelina Holvino's "Developing Multicultural Organizations: A Change Model"
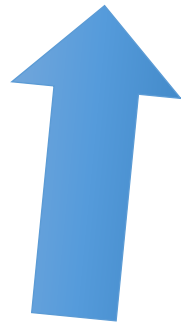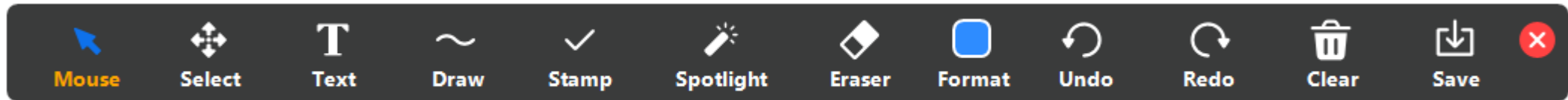Bailey Jackson's "Theory and Practice of Multicultural Organization Development"

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Zoom Controls: Annotation

- Locate your Zoom tool bar

- Click the "Annotate" button

- **Note**: if your Zoom tool bar is minimized, you might need to click the "More" button to reveal additional options
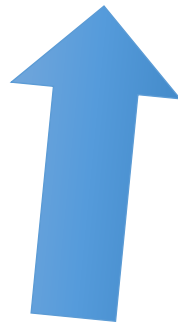
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Zoom Controls: Annotation

- To enter text onto the screen
  - Click "Text"

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Zoom Controls: Annotation

- To enter text onto the screen
  - Click "Text"

- To add a stamp:
  - Click "Stamp"
  - Select a shape

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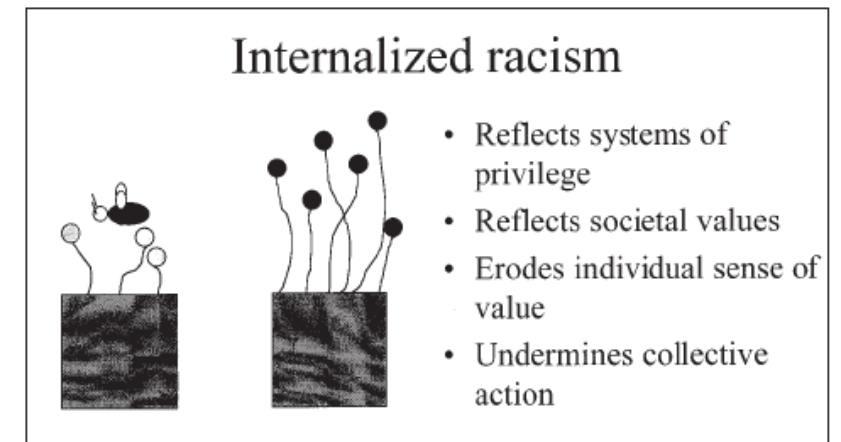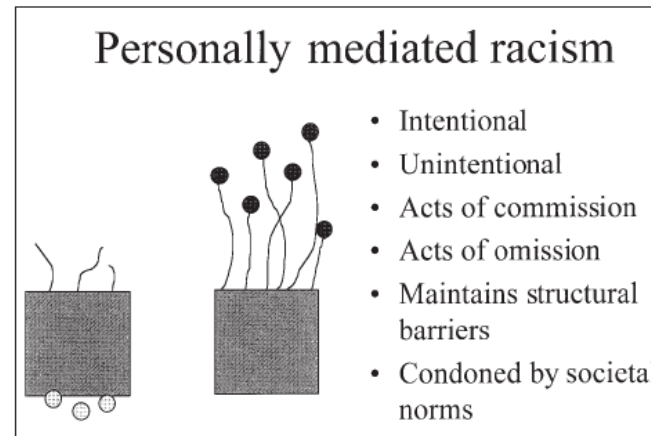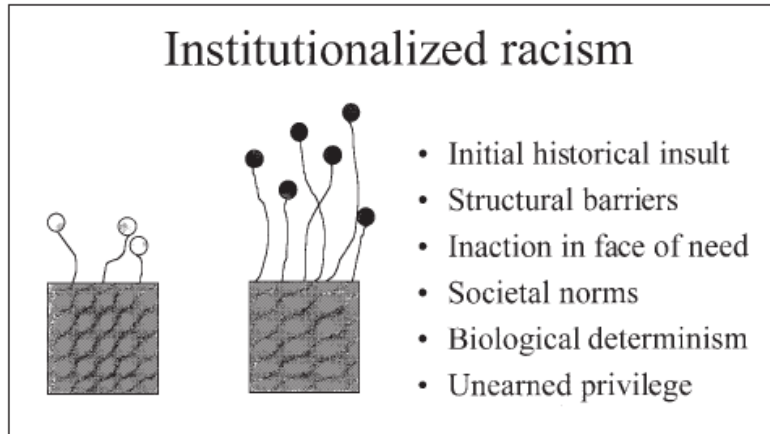
Readings: Discussion Questions

- Do you have any questions about the levels of racism Phillis Jones describes?

- How does thinking of racism as only personally mediated, impact our ability to successfully uproot it?

- In this article, the "gardener" in the United States? Who or what are the "gardeners" in our context?

SOURCE:

Dr. Camara Phyllis Jones' "Level of Racism: A Theoretical Framework and a Gardener's Tale, 2000 (Right)

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