

*Inclusion and Belonging... More Than Just Words*

# A Toolkit Towards Racial Equity



## Workbook One: Building the Foundation



**Equity and Inclusion Training Series**

Multnomah County Library

Learning + Organizational Development and Equity and Inclusion Manager

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## Workbook one learning objectives

- Building vocabulary
  - Building awareness of US history and the impact on communities of color
  - Understanding the historical barriers for people of color and how they continue to impact
  - Understanding how the foundation of the US has influenced the information to which we have access
  - Identifying and building awareness of self and group identity
  - Building cultural humility
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# Inclusion & Belonging...More Than Just Words

## A pathway to racial justice

Multnomah County Library has been working on creating equitable and inclusive systems for our patrons, staff and community. And while work has been done, we know that we still have much work to do. As we move forward in this work, MCL leadership recognizes not only the importance, but the necessity that in this work, we begin with centering the voices of those most impacted and lead these efforts with a foundational focus on race.

[GARE](#) (The Local and Regional Government Alliance on Race & Equity) explains why leading with race is essential to working towards equity, and will better equip us to transform systems that impact other marginalized groups:

*As a government agency, it is important to recognize that from our earliest times, racial inequities have been built into the policies and practices of our government at all levels, and that these inequities have not been consistently addressed and removed from our current practices. These inequities create systems that do not allow for everyone to achieve the same level of success. We also need to recognize that other groups of people are still marginalized based on gender, sexual orientation, ability and age, to name a few.*

Focusing on racial equity provides the opportunity to introduce a framework, tools and resources that can also be applied to other areas of marginalization.

As we do this work, we have a responsibility to create an environment that supports inclusion and belonging for everyone. As part of creating an environment that supports these values, it is important that we build awareness of our own identities, our histories and our implicit and explicit biases. We must be self reflective, as well as working to understand and respect others' identities. This allows us to take an intersectional approach that benefits everyone.

For white staff: as you move through this toolkit, you may find yourself experiencing discomfort. I encourage you to sit with that and allow yourself this experience.

For staff of color: you may find that some of the activities do not resonate or may feel they are retraumatizing. You may choose not to complete those activities, but we ask that you consider how you can use the material to gain a deeper understanding of experiences of those who belong to multiple identity groups, and who are marginalized in multiple and cumulative ways.

For everyone: we ask that you use the toolkit to look for opportunities to gain a deeper understanding of self identity, other communities experiencing marginalization and intersectionality.

### Introduction to the toolkit

This toolkit is designed to support and assist staff in gaining cultural awareness and sensitivity. The toolkit contains four workbooks that can help guide you through this work.

The first three workbooks have been developed for all staff. The fourth workbook is available in two versions — one for white staff and one for staff of color. These two versions focus on similar concepts, but include different activities based on different experiences and impacts. There is also an additional workbook for supervisors/managers.

People who are members of communities of color and other communities that have and continue to be marginalized may find that some of the activities do not resonate. You may choose not to complete those activities. Use the toolkit to look for opportunities to gain a deeper understanding of self identity, other communities who are being marginalized and intersectionality.

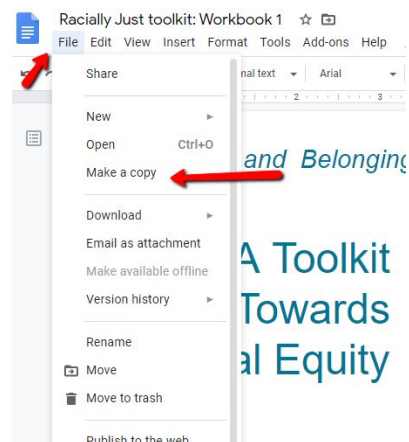
Each workbook contains activities that can be done independently, in pairs and in small groups. You can work on these at your own pace and as your time allows. It is not necessary to share your work with anyone, but conversations with peers and supervisors may be helpful in your learning. The activities in this toolkit are designed to promote reflection. These activities are not about right or wrong - they provide opportunities to think about these topics in a way that may be different than what you are used to.

Cultural awareness and sensitivity is a life-long process and this toolkit is intended to be one way to support your journey. It is important to know that no one is an expert and we will all continue to make mistakes, no matter how much work we do. The key to this journey is increasing awareness from those mistakes and shifting to new ways of thinking and behaving.

If you are starting out with limited knowledge, you should not expect that you will have advanced knowledge once you complete the workbook. Instead, you should look for what improvement you made and think about how you would like to learn more. Movement from limited knowledge to less limited knowledge is learning. You are laying the foundation for learning, understanding and reflecting.

**If you are completing this workbook online, make a copy so that you can fill out the assessment, do the exercises, and make notes for yourself. To make a copy:**

- Click "file"
- Click "make a copy"



## Self assessment

Each workbook includes an assessment that you can do before and after you complete the work in the workbook. This assessment will help you see what areas you learned about and which areas you might need to go back to. Be honest with yourself; this is not about being good or bad - right or wrong. It's about demonstrating the values of MCL. The assessment is only for you, although discussing it with others may help you as you reflect.

### Instructions:

- Read each item below. Mark an "X" closest to the statement that BEST describes YOU.
- Ask yourself "Why?" after each one. There is a space to jot down notes.
- Circle any words or phrases you **don't** understand or want more clarity on.
- Pair up with a coworker, and share what you are comfortable sharing.

### 1. Modeling Equity - working to ensure that everyone has the resources necessary to advance their wellbeing and reach their full potential

<input type="checkbox"/> Limited	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced	<input type="checkbox"/> Expert
I seldom engage in practices that advance equity	I sometimes engage in practices that advance equity.	I engage in daily practices that advance equity.	I am a strong role model to other team members. I engage daily in practices that advance equity.	I am a key influencer on the team. I skillfully engage in daily practices that advance equity.

← Why?:

### 2. Promoting safety

<input type="checkbox"/> Limited	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced	<input type="checkbox"/> Expert
I neglect to promote safety, belonging and trust within the team and with patrons and community members.	I take minimal initiative to promote safety, belonging and trust within the team and with patrons and community members.	On occasion, I promote safety, belonging and trust within the team, patrons and community members.	I usually promote safety, belonging and trust within the team and with patrons and community members.	I always actively promote safety, belonging and trust within the team and with patrons and community members.

← Why?:

**3. Words and action**

<input type="checkbox"/> Limited	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced	<input type="checkbox"/> Expert
I contribute minimally or never to a work environment that values truth-telling, courage and vulnerability, space to think and reflect, community-mindedness, shared power, hope, and openness to difficult conversations	Sometimes I contribute to a work environment that values truth-telling, courage and vulnerability, space to think and reflect, community-mindedness, shared power, hope, and openness to difficult conversations.	Through my words and behavior, I actively promote a work environment that values truth-telling, courage and vulnerability, space to think and reflect, community-mindedness, shared power, hope, and openness to difficult conversations.	Through my words and behavior, I promote a work environment that values truth-telling, courage and vulnerability, space to think and reflect, community-mindedness, shared power, hope, and openness to difficult conversations	Through my words and behavior, I serve as an example to others of truth-telling, courage and vulnerability, critical thinking, community-mindedness, shared power, hope, and openness to difficult conversations



**Why?:**

**4. Knowledge**

<input type="checkbox"/> Limited	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced	<input type="checkbox"/> Expert
I am reluctant to educate myself or others about current and historical experiences that influence non-dominant culture beliefs.	I take some initiative to educate myself or others about current and historical experiences that influence non-dominant culture beliefs.	I take initiative to educate myself or others about current and historical experiences that influence non-dominant culture beliefs.	I demonstrate and share knowledge about current and historical experiences that influence non-dominant culture beliefs.	I possess and share deep knowledge about current and historical experiences that influence non-dominant culture beliefs.



**Why?:**

Assessment credited to Kory Murphy -Department of County Assets

**Debrief questions:**

- What discoveries did you make through self-assessment? What stories come up for you?
- How might any or all of these core elements relate to your everyday work?
- What questions do you have?

## Terms and Definitions

### Words to learn

*These are general definitions. A common language supports productive conversations. The county is working on developing definitions that will be used county-wide. This list may shift to reflect that work.*

In order to talk together about race and to work towards racial justice, it helps to have a shared vocabulary. These are the basic terms and definitions you should know to get started.

**Colonization** - The action or process of settling among and establishing control over the indigenous people of an area. The action of appropriating a place or domain for one's own use.

**Culture** - A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

**Cultural humility** - Lifelong learning & critical self-reflection that allows one to maintain a willingness to suspend what you know, or what you think you know about a person based on generalizations about their culture.

**Disability** - Physical or mental impairment that substantially limits one or more major life activities.

**Diversity** - Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.

**Ethnicity** - A social construction that indicates identification with a particular group that is often descended from common ancestors. Members of the group share common cultural traits such as language, religion, and dress.

**Gender** - Socially constructed categories of masculinity and manhood, femininity and womanhood.

**Indigenous** - Originating from a culture with ancient ties to the land in which a group resides.

**Segregation** - The action or state of setting someone or something apart from other people or things or being set apart.

**Socioeconomic status** - the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.



## Test your knowledge

Write each word in the blank box next to its correct definition.

**Words:**

Culture      Diversity      Cultural humility      Colonization      Socioeconomic status  
 Disability      Gender      Indigenous      Segregation      Ethnicity

	Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.
	The action or process of settling among and establishing control over the indigenous people of an area. The action of appropriating a place or domain for one's own use.
	A social construction that indicates identification with a particular group that is often descended from common ancestors. Members of the group share common cultural traits such as language, religion, and dress.
	Originating from a culture with ancient ties to the land in which a group resides.
	Lifelong learning & critical self-reflection that allows one to maintain a willingness to suspend what you know, or what you think you know about a person based on generalizations about their culture.
	Socially constructed categories of masculinity and manhood, femininity and womanhood
	A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.
	Physical or mental impairment that substantially limits one or more major life activities.
	The social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.
	The action or state of setting someone or something apart from other people or things or being set apart.

## Unequal Opportunity Race

Do you think everyone has the same opportunity to succeed?

Watch [this four minute video](http://bit.ly/unequalopportunity) (<http://bit.ly/unequalopportunity>), and think about these questions:



- What factors might help smooth the path for some people, and create barriers for others?
- Did you see anything that surprised you or made you think differently when you watched this video?
- Do you think some of the obstacles that cause people to have different opportunities can be invisible to people who do not face those obstacles? If so, should we work to make those obstacles more visible? Why or why not?
- What can you do to help eliminate or reduce barriers to equal opportunities?

## US History Scavenger Hunt

What don't you know about the history of the United States? What might have been left out when you learned about US history in school?

Need some help finding a resource? Try this:

- Search our catalog for "[United States -- Colonialism](#)"
- Look at resources linked from the "Oregon Native American/Indian Tribes" page on our website: <https://multcolib.org/blog/20160819/oregon-native-americanindian-tribes>
- Explore primary sources in the Indigenous Peoples: North America database: <https://multcolib.org/resource/indigenous-peoples-north-america>
- "Culture and Information Literacy," created by Max Macias, instructional librarian at Portland Community College <http://bit.ly/cultureandinfo> (5:09)
- Explore the Access Genealogy overview of the history of Oregon tribes: <https://www.accessgenealogy.com/native/oregon-indian-tribes.htm>
- Learn about the history of the Cow Creek Band of Umpqua Tribe of Indians: <https://www.cowcreek.com/tribal-story/>

Find three facts about colonization (that you didn't know before) that negatively impacted the Indigenous people of this land:

- 
- 
- 

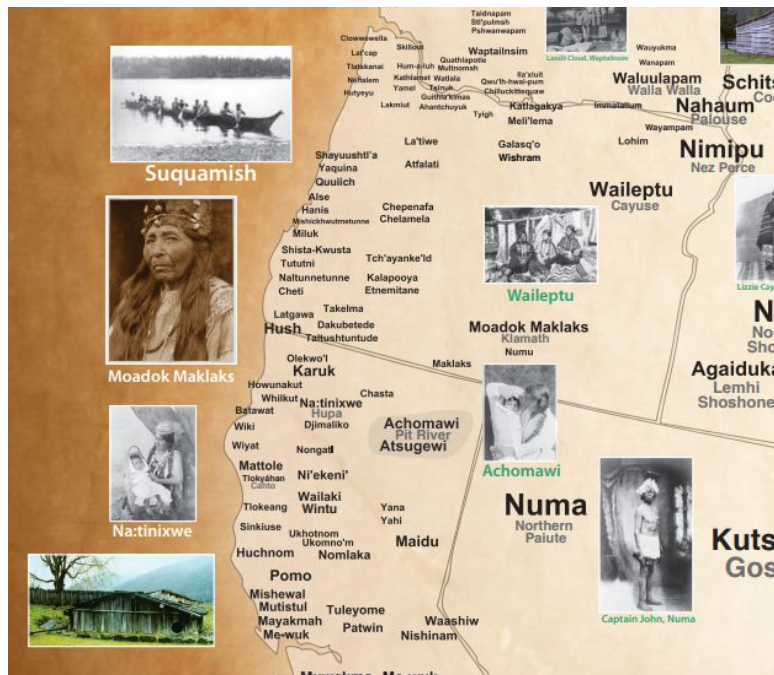
List your resource:: \_\_\_\_\_

Identify three ways colonizers could have learned from Indigenous communities or three systems Indigenous communities operated that were more advanced than the systems of their colonizers.

- 
- 
- 

List your resource: \_\_\_\_\_

What if...



Carapella, A. (2013). Tribal Nations Map. See: <http://www.tribalnationsmaps.com/>

How do the choices we make about what material the library collects, and how that material is cataloged, affect how the community learns? How does cultural bias impact the resources that are available for people to learn about history?

Watch the video “Culture and Information Literacy”, created by Max Macias, instructional librarian at Portland Community College, and think about those questions.

<http://bit.ly/cultureandinfo> (5:09)

- Can you think of examples where history written in textbooks or taught in schools may be missing or misinformation?
- What are two critical questions you could ask yourself when evaluating information?

# I am...

What do you think about when you think about your own identity? Fill out this worksheet, and then respond to the questions on the next page.

My Gender	My race/ethnicity
My economic status	My religion
My ability	My geographic origin
My sexual orientation	My age
Other?	

## Self-identity

Is the conscious recognition of the self as having a unique identity. It is an awareness of and identification with oneself as a separate individual. Self identity sets us apart as distinct individuals. It defines our unique sense of ourselves and our relationship to the outside world.



## Group Membership Profile

### Group Identity

Our individual identity may include many factors or aspects of our lives. Group identity refers to a person's sense of belonging to and connection with a particular group or groups.



### Of all the groups to which you belong:

1. Which do you think about most ?
2. Which do you think about least ?
3. Which ones are you most comfortable with, and why?
4. Which are you the least comfortable with, and why?
5. Which groups give you the most privileges?
6. Which groups limit your access, options, and/or rewards in society?

## Same/Different

Think about the people who influence/have influenced you most. Write down their initials and then mark an “S” if they are the same or a “D” if they are different than you.



<b>Person</b>					
<b>Race/ Ethnicity</b>					
<b>Gender identity</b>					
<b>Age</b>					
<b>Socio- economic group</b>					
<b>Sexual orientation</b>					
<b>Education</b>					
<b>English as second language</b>					
<b>Political affiliation</b>					

By having relationships with people different from ourselves, we begin to expand our lens and how we view the world. Areas with many S’s are potential blind spots.

**If you are a person of color and find you have a lot of D’s under race/ethnicity, consider if you have enough opportunities to connect and gain support from people who share your experiences related to racism/oppression.**

# Cultural Humility

Cultural humility is:

*“...a process that requires humility [each has something of great value to learn from the other] as individuals continually engage in self-reflection and self-critique as lifelong learners and reflective practitioners... to redress power imbalances to develop mutually beneficial non-paternalistic partnerships in care.” (Tervalon & Garcia, 1998, p. 117)*



Watch this seven minute video clip of a [longer documentary](#) about cultural humility by San Francisco State Professor Vivian Chávez: <http://bit.ly/chavezculturalhumility>

Now, try these exercises in self-reflection. Answer on your own, or discuss with coworkers.

1. Identify your own cultural and family beliefs and values.
2. Define your own personal culture/identity: ethnicity, age, experience, education, socio-economic status, gender, sexual orientation, religion
3. What personal biases and assumptions do you have about people with different values than yours?
4. How can you challenge yourself in identifying your own values as the “norm?”
5. Describe a time when you became aware of being different from other people.



## My personal plan

### Building the Foundation

As you complete this first workbook of the toolkit, go back to the [assessment](#) at the beginning (pages 6-7) and reflect on where you were at the beginning, where you are now and how you would like to move forward.

Then, complete the information below based on the work in workbook one.



- What I learned about myself and the world around me:

- My strengths on racial/social justice:

- My gaps on racial/social justice:

- How I will fill in those gaps:

- What I need and who I need it from to fill in the gaps:
  
  
  
  
  
  
  
  
  
  
- Changes I will make to be more racially/socially just in the next month::
  
  
  
  
  
  
  
  
  
  
- Changes I will make to be more racially/socially just in three months:
  
  
  
  
  
  
  
  
  
  
- I will be accountable to this work by:
  
  
  
  
  
  
  
  
  
  
- **If I am a supervisor/manager**, I will use this information to improve cultural awareness/sensitivity at my location, department and with those who report to me by:

## Sources and Further Reading

Chavez, V. (2012, August 09). Cultural Humility: People, Principles and Practices. Retrieved from <https://www.youtube.com/watch?v=SaSHLbS1V4w>

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