

Inclusion and Belonging... More Than Just Words

A Toolkit Towards Racial Equity



Workbook Two: Moving Forward



Equity and Inclusion Training Series

Multnomah County Library

Learning + Organizational Development and Equity and Inclusion Manager

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Table of Contents

Table of Contents	3
Inclusion & Belonging...More Than Just Words	4
Introduction to the toolkit	5
Self assessment (15 minutes)	6
Terms and Definitions (20 minutes)	8
Words to learn	8
Test your knowledge	9
Looking To The Past: Systems, Structures, Policies, Laws and Intentional Othering (10 minutes)	10
Why Aren't There More Black People in Oregon? (30 minutes)	11
Building Awareness - Implicit Bias (20 minutes)	12
A few key characteristics of implicit bias	12
Peanut Butter, Jelly and Racism	13
The Magic of Messaging	14
Common Types of Bias (10 minutes)	16
Match the example to the Bias	16
Bias in action (15 minutes)	17
Culture and the Unconscious (20 minutes)	18
Check Your Bias to Wreck Your Bias (10 minutes)	20
My personal plan (15 minutes)	22
Sources and Further Reading	24

Workbook two learning objectives:

- Building vocabulary
 - Building awareness of Oregon history and the impact on communities of color
 - Understanding implicit bias and how it impacts our perceptions and decisions
 - Building understanding of common types of bias
 - Identifying strategies for mitigating bias
 - Developing awareness of cultural differences and own cultural norms
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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 marginalized communities 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 marginalized communities and intersectionality.

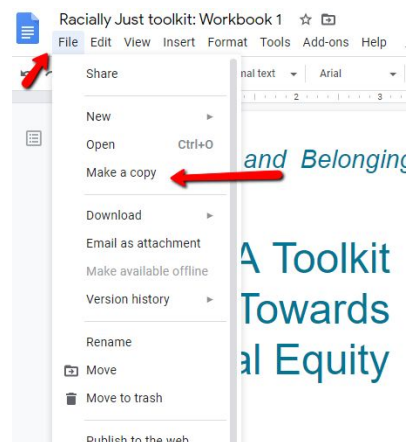
Each workbook contains activities that can be done independently, in pairs and in small groups. You can work on these at your own pace and as your time allows. It is not necessary to share your work with anyone, but conversations with peers and supervisors may be helpful in your learning. The activities 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 intermediate terms and definitions you should know as you move forward .

Bias: a tendency, inclination, or prejudice toward or against something or someone

Implicit bias: attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner

Dominant Culture: cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society.

Equity: everyone having access to the opportunities necessary to satisfy their essential needs, advance their wellbeing and achieve their full potential.

Inclusion: the extent to which a person feels heard, informed, respected and influential over their environment.

Oppression: the systematic subjugation of one social group by a more powerful social group for the social, political, and economic benefits of the more powerful social group.

Institutional racism: the way in which the structures, systems, policies, and procedures of institutions in the U.S. are founded upon and then promote, reproduce, and perpetuate advantages for white people and the oppression of people of color

Race: There is no biological basis for racial categories and genetic research has shown we have more within group variation than between group variations. Races are socially and politically constructed categories others assign on the basis of physical characteristics, such as skin color or hair type. Although there are no races, perceptions of race influence our beliefs and stereotypes, economic opportunities and everyday experiences.

Stereotypes: Widely held beliefs about an entire group of people.

Test your knowledge

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

Words:

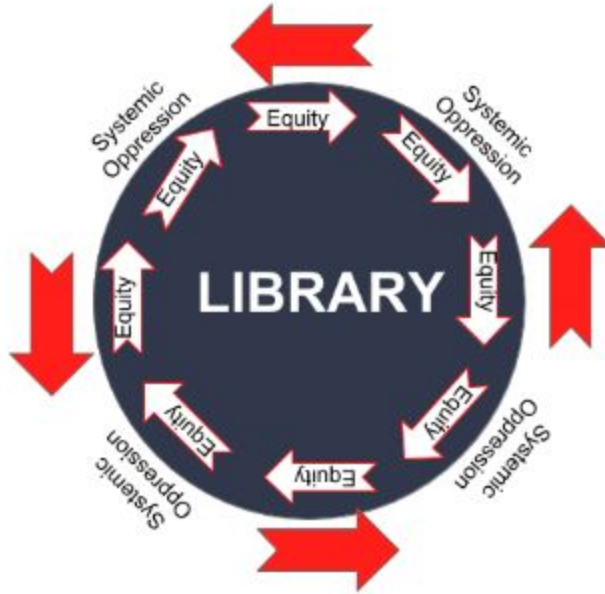
Stereotype	Race	Dominant culture	Equity	Institutional racism
Oppression	Inclusion	Implicit bias	Bias	

	A tendency, inclination, or prejudice toward or against something or someone
	Cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society.
	The extent to which a person feels heard, informed, respected and influential over their environment.
	Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner
	Widely held beliefs about an entire group of people.
	Everyone having access to the opportunities necessary to satisfy their essential needs, advance their wellbeing and achieve their full potential.
	The way in which the structures, systems, policies, and procedures of institutions in the U.S. are founded upon and then promote, reproduce, and perpetuate advantages for white people and the oppression of people of color
	There is no biological basis for racial categories and genetic research has shown we have more within group variation than between group variations. Races are socially and politically constructed categories others assign on the basis of physical characteristics, such as skin color or hair type. Although there are no races, perceptions of race influence our beliefs and stereotypes, economic opportunities and everyday experiences.
	The systematic subjugation of one social group by a more powerful social group for the social, political, and economic benefits of the more powerful social group.

Looking To The Past: Systems, Structures, Policies, Laws and Intentional Othering

History and othering in libraries

- Systems were created by members of the dominant culture (white, male, cis; straight)
- Systems were created to keep people out
- Systems continue to function from original foundations
- The most equitable and inclusive institutions are still influenced by external oppressive systems
- Understanding how systems were created allows us to gain knowledge to dismantle them



Identify three systems that you engage with on a daily basis. List each system and one way they keep people from communities experiencing marginalization from benefiting from them

System 1: _____

Keeps some people out by: _____

System 2: _____

Keeps some people out by: _____

System 2: _____

Keeps some people out by: _____

Why Aren't There More Black People in Oregon? (30 minutes)

Understanding Oregon's legacy of systemic racism is important in understanding the environment in which we live today. Our institutions are shaped by this history of exclusion, exploitation and containment of people of color. How does this history impact our perceptions? How does it influence our communities?

In pairs, small groups or with your team, watch this 16 minute video <http://bit.ly/socialcommentator> and discuss the following questions:



- What new information did you learn?

- What surprised you?

- What are some of the contributions that were made by communities of color that are not often talked about?

- How does this history impact people of color living in Oregon today?

Building Awareness - Implicit Bias



Bias is a tendency, inclination, or prejudice toward or against something or someone. Some biases are positive and helpful—like choosing to only eat foods that are considered healthy, or staying away from someone who has knowingly caused harm. But biases are often based on stereotypes, rather than actual knowledge of an individual or circumstance.

Implicit Bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Implicit biases often predict how we'll behave more accurately than our conscious values¹

A few key characteristics of implicit bias

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our own ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

We all have implicit bias. Implicit bias can play out in our actions, interactions and decisions based on race, gender, socioeconomic status, sexual orientation, ability, religion..... We can be part of one or more marginalized groups and can still have bias against other groups (as well as our own)

¹ Icon made by Icon Pond from www.flaticon.com

Peanut Butter, Jelly and Racism



Watch this two minute video: <http://bit.ly/pbjracism>

- Think about negative messages you have gotten about different racial/ethnic groups. Identify two (implicit bias) pairings that you may be making

- Where did/are these messages coming from? When do you first remember hearing them? Are there people in your life today that you still hear these messages from

- For the messages that you have received and may be holding, find information that counteracts the negative messages and write them down
 -

 -

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The Magic of Messaging



A young man walks through chest deep flood water after **looting** a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it made landfall on Monday. (AP Photo/Dave Martin)



Two residents wade through chest-deep water after **finding** bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

- What are the similarities between these 2 pictures/articles

- What is the difference between these 2 pictures/articles?

- What message does each of these pictures/articles send?



- What are the similarities between these 2 pictures/articles

- What is the difference between these 2 pictures/articles?

- What message does each of these pictures/articles send

Can you explain this?

“A father and son were involved in a car accident in which the father was killed and the son was seriously injured. The father was pronounced dead at the scene of the accident and his body was taken to a local morgue. The son was taken by ambulance to a nearby hospital and was immediately wheeled into an emergency operating room. A surgeon was called. Upon arrival and seeing the patient, the attending surgeon exclaimed “Oh no, it's my son!” Can you explain this?”

[Answer can be found on the last page](#)

Common Types of Bias

There are more than 150 types of bias.

Here are just a few of the more common ones that we might engage in:

Affinity bias

This is tending to be more receptive to people who resemble our lives in some way.

Confirmation bias

This is looking for information that supports our beliefs and ignoring details to the contrary.

Halo effect

This happens when we like something about someone and, therefore, assume that everything about them must be great.

Horn Effect

This is the direct opposite of the Halo effect. The Horns effect is when we see one bad thing about a person and we let it cloud our opinions of their other attributes.

Perception bias

This is stereotyping people based on a group they belong to.

Bandwagon Bias

This is simply believing something because others believe it. Everyone agrees with a common belief or way of thinking without even thinking if it's true, right or even worthy of consideration.

Match the example to the Bias

Affinity Horn Confirmation Halo Bandwagon Perception

Type of bias	Example
	Everyone says that they don't work that hard. I don't think they are a very hard worker either
	I hired her because she reminds me of my sister
	His behavior is poor so he must not be very smart
	They are really good at answering reference questions - they must be a great employee
	A lot of crimes are committed by people with tattoos so they must be a criminal
	I knew women were bad drivers - look at this woman driving 40 in the fast lane.

Bias in action

List two communities different from your own. Then write two positive and two negative messages you have gotten about members of these communities.

Negative messages		Community different from mine	Positive Messages	

Think about how those negative and positive messages have impacted the way you view or act with members of these communities.

List three ways the negative messages have impacted how you interact with:

Co-workers

- 1.
- 2.
- 3.

Patrons

- 1.
- 2.
- 3.

Did you have difficulty identifying positive messages? Systems (media, education...) can make it difficult to see/hear positive messages about groups that are marginalized.












List three ways you will increase the positive messages about the communities you have identified?

- 1.
- 2.
- 3.

Culture and the Unconscious

Norms are patterns and cultural expectations that influence the way we act and view the world. Cultural norms can be so ingrained that we don't notice them; we just think they are the "right" way to be. Our own cultural norms may be very different from someone else's. This difference can lead to misunderstandings, especially if we don't think about the fact that norms vary from culture to culture and even from family to family.

On the spectrum of values below, mark where you feel is "right" for you in most situations.

Cultural Norm	Spectrum of Values ²		
Communication/language	Explicit		Implicit
Work habits/practices	Task-oriented		Relationship-oriented
Beliefs and attitudes	Individual		Group
Relationships	Nuclear		Extended
Expression of feelings	Controlled		Expressive
Personal space	Distant		Close
Eye contact	Direct		Indirect
Learning/teaching style	Auditory		Visual
Decision-making	Individual		Group
Conflict	Avoid		Engage
Time orientation	Fixed		Fluid

² Modified from Cook Ross Inc. (2014). *Unconscious bias workbook*.

Inclusion & Belonging...More Than Just Words - workbook two

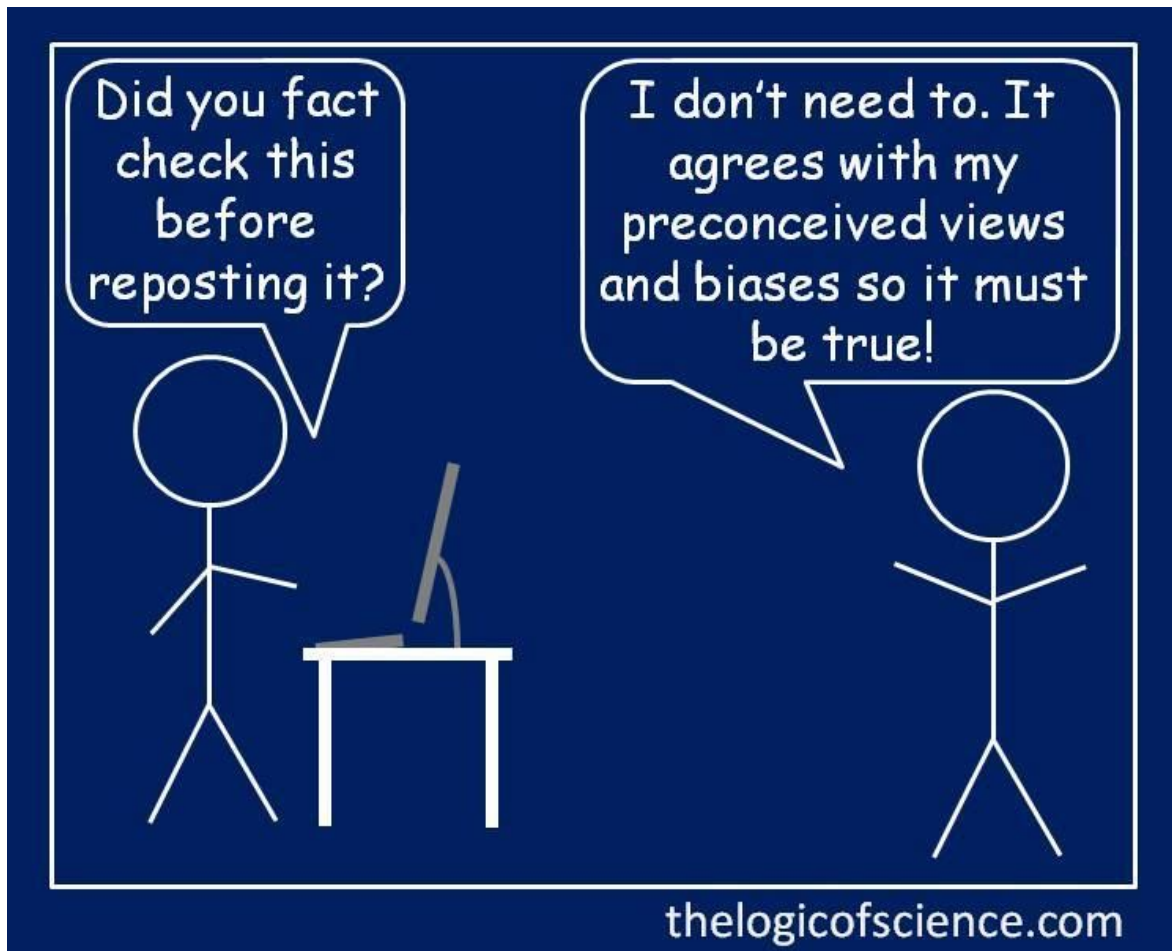
For each cultural norm, think about what it's like for you when someone you work with expresses that norm differently. What assumptions might you make about that person?

Cultural Norm	I might assume that people who don't share my values about this are....
Communication/language	
Work habits/practices	
Beliefs and attitudes	
Relationships	
Expression of feelings	
Personal space	
Eye contact	
Learning/teaching style	
Decision-making	
Conflict	
Time orientation	

Reflection

Think of a couple people you struggle with regularly or have a hard time relating to. Where might they fall on these spectrums? What are some conversations you can have with those individuals to uncover potential differences in cultural norms? What are you willing to change so you can work successfully with more people whose cultural norms are different from yours?

Check Your Bias to Wreck Your Bias



Watch this three minute video to learn about examples of implicit bias in the real world:

<http://bit.ly/checktowreck>

As you watch, think about how implicit bias may affect your interactions. What steps will you take to reduce the effects of your own implicit bias?

What else can I do?



Sources and Further Reading

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Answer: the surgeon is the boy's mother