

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

# A Toolkit Towards Racial Equity



## Workbook Three: A Deeper Dive



**Equity and Inclusion Training Series**

**Multnomah County Library**

Learning + Organizational Development and Equity and Inclusion Manager



Revised 10/4/19

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### **Workbook Three learning objectives**

- Understanding the effects of systems of oppression
- Gaining skills in cross cultural communication
- Learning strategies for calling people in, and for moving forward after committing a microaggression
- Learning how to be an effective bystander



# 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 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 marginalized communities and intersectionality.

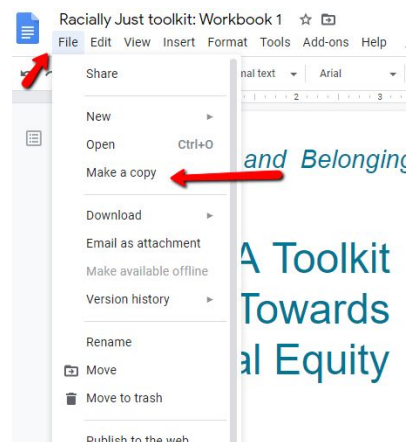
Each workbook contains activities that can be done independently, in pairs and in small groups. You can work on these at your own pace and as your time allows. It is not necessary to share your work with anyone, but conversations with peers and supervisors may be helpful in your learning. The activities 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 well-being 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

□ Limited	□ Basic	□ Proficient	□ Advanced	□ 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 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 some terms and definitions you should know to get started.

**Culture:** characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts.

**Cross cultural communication:** refers to the communication between people who have differences in any one of the following: styles of working, age, nationality, ethnicity, race, gender, sexual orientation, etc. Cross cultural communication can also refer to the attempts that are made to exchange, negotiate and mediate cultural differences by means of language, gestures and body language. It is how people belonging to different cultures communicate with each other.

**Microaggression:** everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

**Racism:** racial prejudice + social and institutional power. A system of advantage based on race. A system of oppression based on race. A system designed to maintain white supremacy.

**Classism:** prejudiced thoughts and discriminatory actions based on difference in socio-economic status, income, class; usually by upper classes against lower.

**Sexism:** prejudiced thoughts and discriminatory actions based on difference in sex/gender; usually by men against women.

**Heterosexism:** : an ideological system that denies, denigrates, and stigmatizes any non heterosexual form of behavior, identity, relationship, or community.

**Transphobia:** Transphobia is the fear, hatred, disbelief, or mistrust of people who are transgender, thought to be transgender, or whose gender expression doesn't conform to traditional gender roles.

## Test your knowledge

Without looking at the definitions on page 6, can you match each definition to a word? Write the correct word in the blank box next to the correct definition.

### Words:

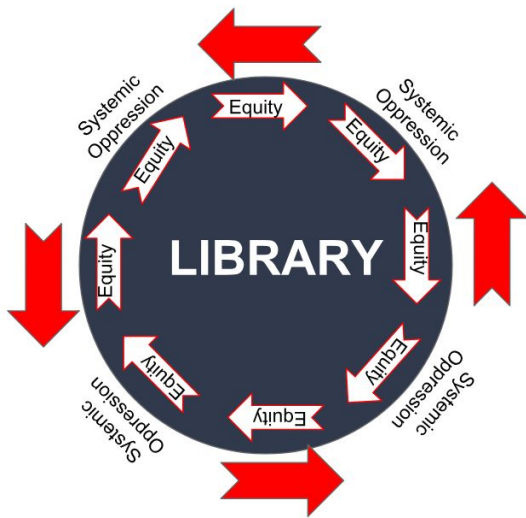
<b>Cross cultural communication</b>	<b>Sexism</b>	<b>Microaggression</b>	<b>Racism</b>
<b>Heterosexism</b>	<b>Transphobia</b>	<b>Classism</b>	<b>Culture</b>

	everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
	prejudiced thoughts and discriminatory actions based on difference in socio-economic status, income, class; usually by upper classes against lower.
	Transphobia is the fear, hatred, disbelief, or mistrust of people who are transgender, thought to be transgender, or whose gender expression doesn't conform to traditional gender roles.
	characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts.
	an ideological system that denies, denigrates, and stigmatizes any non heterosexual form of behavior, identity, relationship, or community.
	prejudiced thoughts and discriminatory actions based on difference in sex/gender; usually by men against women.
	racial prejudice + social and institutional power. A system of advantage based on race. A system of oppression based on race. A system designed to maintain white supremacy.
	refers to the communication between people who have differences in any one of the following: styles of working, age, nationality, ethnicity, race, gender, sexual orientation, etc.

## History of Othering in the Library

Understanding how systems like libraries were created allows us to gain knowledge to dismantle them.

### Systems and foundations of oppression

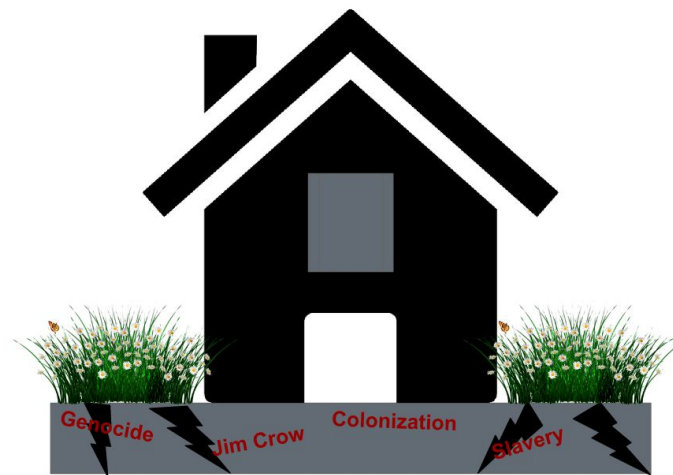


Libraries were created by members of the dominant culture (white, male, cis; straight). These systems were created to keep people out.

Libraries continue to function from original foundations; even if MCL has a constant focus on equity, it is still influenced by external oppressive systems. This means that we need to think about change as **transformational**, not **transactional**.

You can think about this like building a new house. If you build a new house on an old foundation, you risk that foundation jeopardizing the new

house (transactional). If you build a new foundation and a new house (transformational), the house will be on stable ground. It takes more work to build a new foundation, but the work pays off.



- What are some ways that systems created othering in the library?
- How are those systems continuing to other some groups?
- What are some ways that communities respond today to libraries based on historical and current othering?

## Segregation in America's Libraries



## Segregation in American Libraries

### In the past:

- Libraries were spaces reserved for whites only
- Library materials were chosen to address the needs and interests of whites
- If libraries were open to people of color, they were required to access the colored section only
- Colored libraries had limited resources and materials-often not meeting the needs of the community
- People fought to gain access to white libraries

## Tougaloo Nine

In 1961, Black students at Tougaloo College participated in civil disobedience by staging sit-ins/read-ins of segregated public institutions in Mississippi. Students refused to leave and were arrested and charged with breach of the peace for failing to leave when ordered to do so.

In 1962, partially as a result of this event, the American Library Association membership adopted the "Statement on Individual Membership, Chapter Status, and Institutional Membership"<sup>1</sup> which stated that membership in the association and its chapters had to be open to everyone regardless of race, religion, or personal belief.

Four state chapters withdrew from ALA: Alabama, Georgia, Louisiana and Mississippi.



What are some ways that segregation of libraries continue to play out and impact communities of color today?

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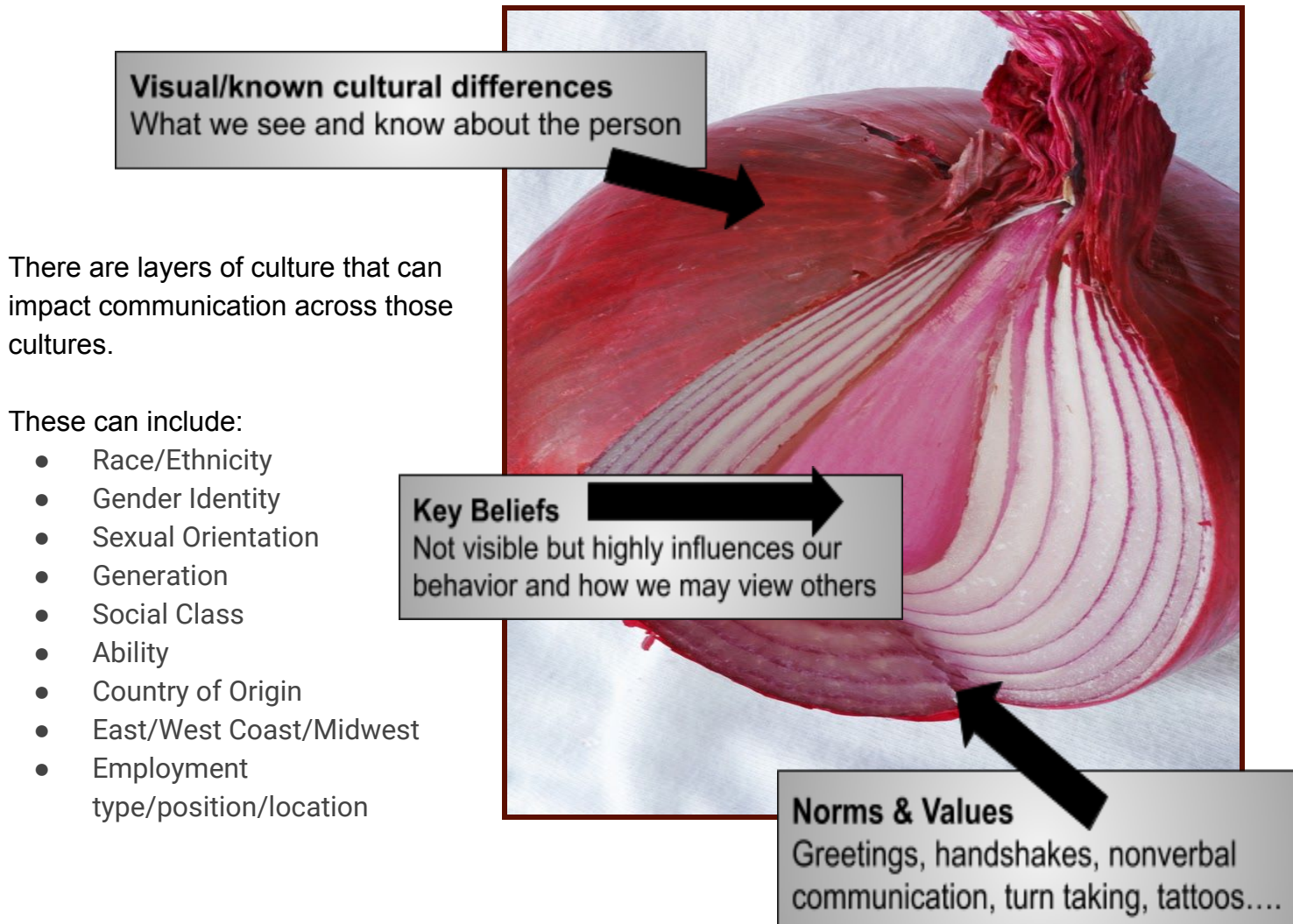
<sup>1</sup> Statement On Individual Membership, Chapter Status, And Institutional Membership. (1962). *ALA Bulletin*, 56(7), 637-637. Retrieved from <http://www.jstor.org/stable/25696482>



# Cross Cultural Communication

(AKA Intercultural communication)

Communication between people who are culturally different and the attempts that are made to exchange, negotiate and mediate cultural differences by means of language, gestures and body language. Cross cultural communication is how people belonging to different cultures communicate with each other.



## Cross Cultural Communication

### Things to think about

As we move ahead and focus on differences in communication across cultures and how to navigate these differences, there are some important things to think about:

- We all live in the world differently and have different views of the world
- We carry collective experiences based on our cultures, which can shape our behavior and attitudes.
- We may center our view as the correct and only
- Cross cultural miscommunications can have different levels of impact based on how people are differently situated
- Cross cultural communication stumbling blocks can be forms of microaggressions

These points are especially important if you are a member of the dominant culture. Because stumbling blocks are rooted in bias, understand that when there is a cross cultural miscommunication, your response to the interaction may be a microaggression against the other person. You may have a different level of responsibility in the interaction and how it is addressed between you and the other person. If you are a person from one or more groups subjected to marginalization, cultural miscommunications can occur across and within groups subjected to marginalization and multiple marginalization

These points carry across face to face interactions as well as communication by phone, email or text, Communication can break down at any time but the likelihood of a breakdown can occur the further away we get from personal connections

- **Face to face communication:** Able to see body language, facial expressions, environment and hear voice -tone and inflections and can engage in immediate questions, follow up and clarification
- **Phone communication:** Able to hear voice-tone and inflections and can engage in immediate questions, follow up and clarification
- **Email communication:** Often longer than texts. Provides information but one way communication with limited ability to clarify, ask questions in the moment.
- **Text communication:** Often has limited information, one way communication with limited ability to clarify, ask questions in the moment.

What are some examples of cross-cultural miscommunications that you have had and why do you think these miscommunications happened?

- Face to face:
- Phone:
- Email:

- Text:

***“The single biggest problem in communication is the illusion that it has taken place.” – George Bernard Shaw***

## Tripping and Stumbling

Stumbling blocks to effective cross-cultural communication

Adapted from Stumbling Blocks in Intercultural Communication, LaRay M. Barna

### Assumption of Similarities

Occurs when we try to make ourselves comfortable by assuming (consciously or unconsciously) that others are like us and that accurate communication can be built on the basis of both of us “being human.”



What are some examples of assumption of similarities:

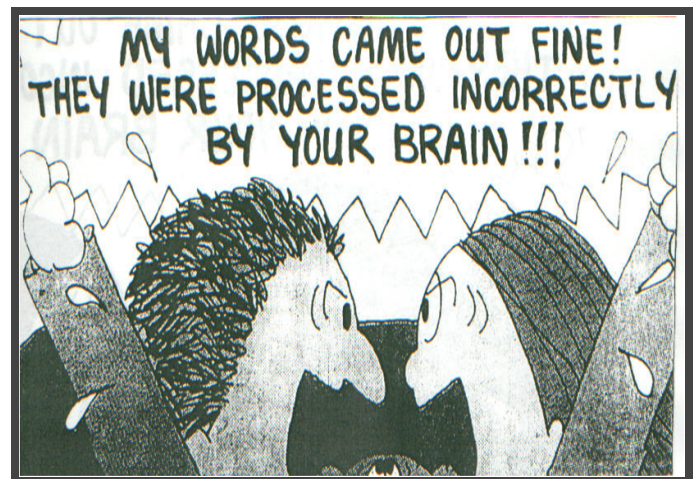
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### Language Differences

May seem so obvious that they aren't worth mentioning. On a more subtle level—how do we react to accents or different rates of speech? Do we hold assumptions when there are language differences?

What are some examples of language differences:

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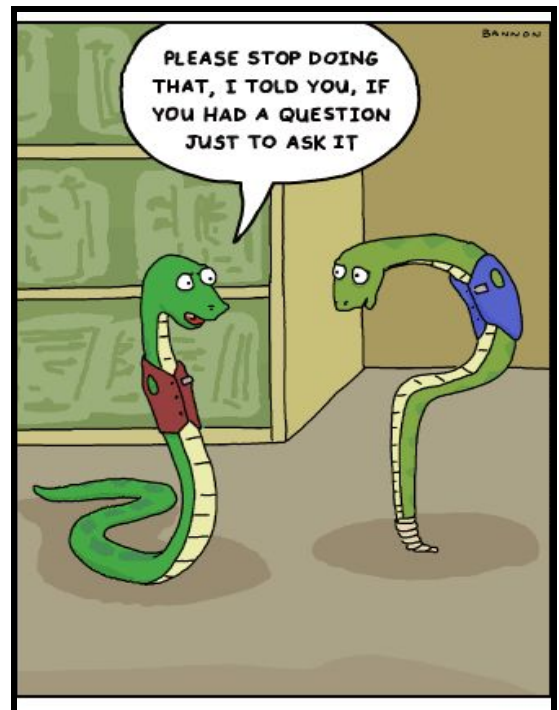


### Nonverbal Misinterpretations

Include the implications of behaviors, the uses of time, spatial relationships, turn-taking while speaking, and signs of respect, and formality and informality.

What are some examples of nonverbal misinterpretations?

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### Preconceptions and Stereotypes

Because of a person's ethnicity, age, culture or job and based on our perception of these attributes, we make sweeping generalizations. They interfere with communication because they reduce our ability to see things objectively, in the present situation. We think we already know what's going on!

What are some examples of preconceptions and stereotypes?

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### **Tendency to evaluate**

We are likely to approve or disapprove of the behavior, thoughts, and feelings of others, rather than try to completely understand the experience and worldview of others. For each of us, OUR culture or way of life seems right, proper, and natural.

What are some examples of tendency to evaluate?

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**High anxiety** or tension is usually present in cross-cultural communication, due to the number of uncertainties in the situation. It requires relief, which often takes the form of withdrawal, judgment, or hostility.

What are some examples of high anxiety or tension?

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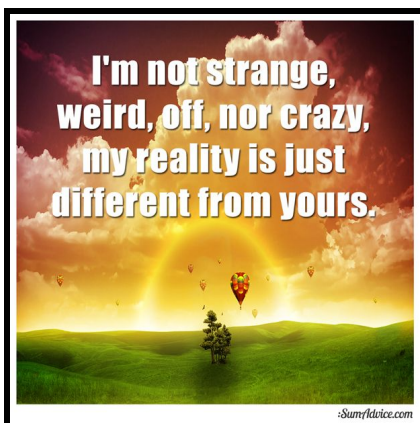


## Practice

Match the statement to the stumbling block

Assumption of similarities	Language differences	Nonverbal misinterpretations	Preconceptions & Stereotypes	Tendency to evaluate	High anxiety
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	Assuming people with an accent or accent different from yours don't understand English
	Assuming colleagues share your same some political or religious views because you both work in the library
	Assuming houseless people are lazy and don't want to do anything to better their situation
	Someone comes into your program/department and you can't tell their gender. You are immediately uncomfortable and don't engage
	Assuming people who don't make eye contact during a conversation are not paying attention
	Assuming a Black patron has limited knowledge of library resources



## Weird, or Just Different?

Watch [this three minute video](http://bit.ly/2HeoimL) (<http://bit.ly/2HeoimL>))

What stumbling blocks might be present and why?

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## CALM

**When experiencing a stumbling block...stay CALM**



- **Check your reaction:**
  - How am I feeling about this interaction
  - Am I feeling defensive, scared, angry?
    - What's my relationship with this person?
    - How safe am I with this person and interaction?
- **Assume good intent**
  - We are both here to give good customer service to our patrons and each other
  - We are both trying to do our jobs and do them well
  - This person is not intending to be difficult or upset me -they are trying to communicate something that I might not be understanding
    - It is great when all people involved in a cross-cultural mis-communication can assume good intent. But there may be reasons that this is not always possible
      - What are some reasons that your co-workers may have difficulty assuming good intent?
      - When is it absolutely OK not to assume good intent?
- **Acknowledge impact/Apologize**
  - Assuming good intent of each other is not enough...
    - Understand that the conflict may be having a negative impact on the other person
    - Acknowledge impact
    - Apologize and adjust behavior/interaction
      - Often we are not intending to fall into one or more stumbling blocks
      - We may not understand why the other person is having a strong reaction and/or may not agree with the reaction
      - Just as if you stepped on someone's toes- the impact is real and can be painful

- PoC and people from other groups experiencing marginalization will likely be impacted differently, more often and more significantly when cross-cultural miscommunications involve members of the dominant culture
  
- **Look for stumbling blocks**
  - Is there a stumbling block that might be getting in the way?
  - Which stumbling block might be occurring?
  
- **Make the connection and adjust**
  - Recognize the stumbling block
  - Adjust your interaction
  - Engage the other person in recognizing there is a potential stumbling block
    - If I am person of color and/or member of another marginalized group - do I have the willingness and ability to engage in discussion -is it safe to engage
    - If I am a member of the dominant culture -recognize that the other person may not willing, wanting or able to discuss in that moment

When cross cultural communications occur, remember to stay....

### CALM

- Ideally both people involved are able to stay and apply CALM
- It is ok to take time apart and reconnect later to discuss
- Consider how future interactions will go if we do choose not to address cross-cultural mis-communications.

How might those interactions be affected?

-

## Microaggressions

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership

Microaggressions may not seem like a big deal.....unless you experience them regularly.

Watch [this two minute video](http://bit.ly/2Vqlbki) (<http://bit.ly/2Vqlbki>) for a better idea of the impact for those who are dealing with them daily.

What are 3 ways microaggressions that could negatively impact a person's life?

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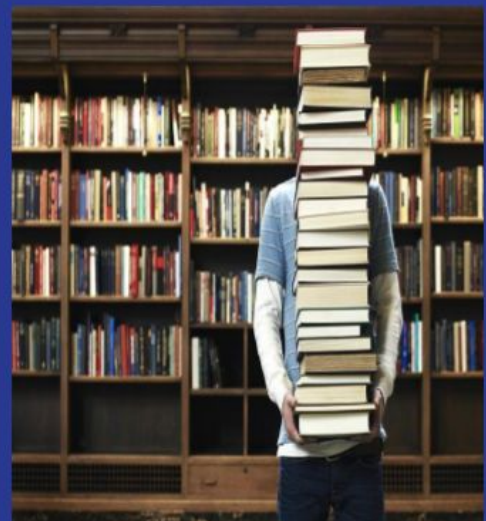


### Are Microaggressions Really Micro?

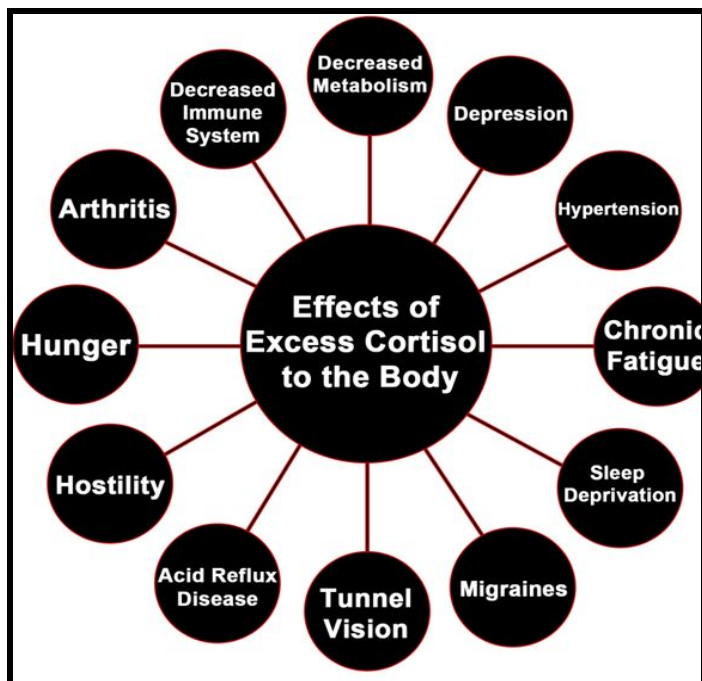
Intent



Impact







### Microaggressions are not Micro!

Stress increases cortisol levels in everyone. People of color and other groups experiencing marginalization are subjected to additional, regular and on-going stress from racism, sexism, heterosexism, ableism. Being subjected to stress causes increased levels of cortisol which impacts people's physical and emotional wellbeing.

## Microaggression Stress

### 1. Biological and physical effects

- Accumulative small changes/stress could be additive--equal to the effect of a major catastrophic trauma.

### 2. Emotional effects

- "Isms" affect emotional well-being, psychological adjustment, and mental health.

### 3. Cognitive effects

- Try to make meaning of incidents
- Disrupted cognitive processing (decreased focus and productivity)
- Stereotype threat (identity/disengage from interests/under-perform)

### 4. Behavioral effects

- Hypervigilance /skepticism (suspiciousness toward majority group)
- Forced compliance (surviving or being co-opted)
- Rage and anger
- Fatigue and hopelessness
- Adaptation to adversity (functional survival skills)

From Sue, D. W. (2010). Microaggressions in Everyday Life: Race Gender and Sexual Orientation. Hoboken, NJ: Wiley.

In this eight minute interview, Dr. Derald Wing Sue talks about the impacts of everyday microaggressions, how unintentional bias can be more damaging than overt prejudice, and how well-intentioned individuals who are unaware of their biases have a major impact on the lives of people of color.

How unintentional, but insidious bias can be the most harmful:

<https://youtu.be/mgvjnxr6OCE>

## Why Zebras Don't Get Ulcers

Robert Sapolsky, Ph.D. <http://www.youtube.com/watch?v=5eP1eiGFbts>



Zebras have the same fight, flight or freeze response as humans but respond only to immediate threats and then relax once the threat is over

Humans, however, respond to immediate threats and worry about future threats

The inability of humans to return to a relaxed state following a stressor has many health consequences

People of Color have higher levels of cortisol than their white counterparts due to emotional and physical threats of racism. Returning to a relaxed state requires time and (physical and emotional) distance from the stressor.

**Think about:**

- What if immediate threats are a regular occurrence for people of color?
- What happens when you are navigating current and future threats all the time?
- What happens if you're impacted by the next threat before you can get the time and space from the last one?

What threats to people of color and other groups experiencing marginalization happen regularly in the workplace?

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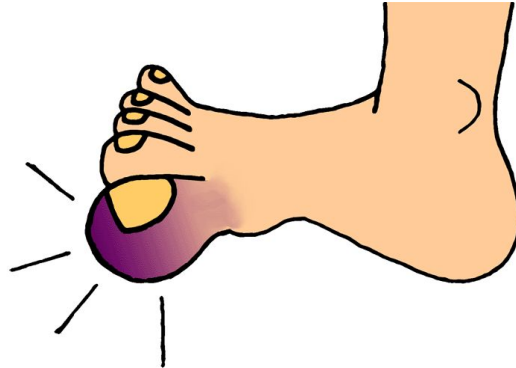
*If you are **not** a member of the dominant culture, try to identify threats to communities experiencing marginalization different from your own*



## Intent vs Impact

# OUCH!!!!!!

### You stepped on my toe



**You stepped on someone's toe...what is the first thing you say?**

**A:** I didn't mean to step on your toe

**B:** I didn't step on it that hard-you're too sensitive

**C:** I'm so sorry

You probably answered "C" because if we hurt someone - most of us say we are sorry. So why can it be so difficult to say "I'm sorry" when we microaggress someone?

What are some of the reasons it might be difficult for you to apologize when being called out for microaggressing?

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### Intent vs. Impact: Why your intentions don't really matter

Read this article: <https://everydayfeminism.com/2013/07/intentions-dont-really-matter/>

After reading this article, think about a time you impacted someone in a negative way, even though that was not your intent. How did you react? How could you react differently next time that happens? What steps can you take to avoid being defensive when your impact does not match your intent?

### If microaggressions happened to white people

Watch [this three minute video](http://bit.ly/2VwTh6r) (<http://bit.ly/2VwTh6r>) and identify the following:

1. What feelings came up watching this video?
2. Would you be ok with being the target of these types of statements/questions daily?
3. Did you think these statements/questions in the video are ridiculous ? (if you answered yes -**stop yourself and others to doing them to people of color!**)

## Being an Active Bystander

There are two types of bystanders:

**Passive bystander:** A person who chooses, for whatever reason, to ignore the situation, or to do nothing about it.

**Active bystander:** A person who not only witnesses a situation, but takes steps to speak up or step in to keep a situation from escalating or to disrupt a problematic situation. are people who do something to try and improve the situation.

### How do you tell if a situation is problematic?

1. Notice an occurrence out of the ordinary
2. Decide "in your gut" that something is amiss or unacceptable
3. Ask yourself, "Could I play a role here?"
  - If no one intervenes, what will likely happen?
  - Is someone else better placed to respond?
  - What would be my purpose in responding?
4. Assess your options for giving help ([See Active Bystander Strategies: http://web.mit.edu/bystanders/strategies/index.html](http://web.mit.edu/bystanders/strategies/index.html))
5. Determine the potential risks of taking action.
  - Are there risks to myself? (See [Why Bystanders Don't Act: http://web.mit.edu/bystanders/assessing/index.html#why](http://web.mit.edu/bystanders/assessing/index.html#why))
  - Are there risks to others (e.g. potential retaliation against person being "helped")?
  - Is there a low-risk option?
  - How could I reduce risks?
  - Is there more information I can get to better assess the situation?
6. Decide whether to act, at the time or later

### Strategies In The Moment

- Name or acknowledge an offense
- Point to the "elephant in the room"
- Interrupt the behavior
- Publicly support an aggrieved person
- Use body language to show disapproval
- Use humor (with care)
- Encourage dialogue
- Help calm strong feelings
- Call for help

*Modified from 2004 Active Bystander Program and Mediation@MIT.*

# Calling Out vs Calling In

## Calling Out Culture

When we publicly give feedback to someone about their potentially problematic or oppressive behavior.

Calling people out allows us to hold people – particularly those who have privilege over us – accountable for their oppressive actions. It's important that people from communities being marginalized are allowed to do that, and it's important that people who do oppressive things are held accountable.

Calling out:

- Can have value
- Is appropriate in certain situations
- Is not a conversation
- Tends to be a one-sided declaration
- Critiques the person
- Hold people (particularly in positions of privilege/power) accountable

[Getting called out- how to apologize](#)

(<https://www.youtube.com/watch?v=C8xJXKYL8pU>)

After watching this eight minute video - can you identify situations in which you got called out and could have responded differently?

**Situation**



**What I could have done differently**

### Calling In Culture

Calling in is when you talk with someone privately about their behavior (or, you wait to talk in person). Calling in is considered a less reactionary route to work through conflict.

Calling people in **is**:

- Recognizing we all mess up, and speaking from this shared experience
- Being specific and direct
- Talking to people in times and places that support conversation and learning

Calling people in is **not**:

- Something we expect from people of color
- A way to keep people in the mainstream comfortable.

When people who are subjected to marginalization (such as PoC, LGBTQ folks, people with disabilities, people experiencing poverty...) have feedback or choose to speak, they don't need to be "polite" or avoid tension.

The primary difference between calling in and calling out is that calling in is done with a little more compassion and patience. If the ultimate goal is to get someone to change their problematic behavior, then we need to be intentional and strategic about how we encourage people to do that.

Both calling in and calling out can be constructive in different circumstances.

**If you are called in or out - remember that your personal hurt is not an excuse for your oppressive behavior to go unchecked**

### Calling In or Calling Out

#### **What would you do?**

*Thanks to Youth Services for creating and sharing these scenarios*

Thinking about the following scenarios that have occurred here in the library, how would you respond to the following:

- You notice a display a coworker has put up for Women's History Month only features cisgendered white women on the sign, although the books on display do include cisgender women authors of color.
- A co-worker of yours shows you their favorite picture book from childhood and talks about how much it means to them; you know this book to feature problematic, stereotypical depictions of children from a particular ethnic background.
- You're the PIC and a co-worker comes looking for you because a patron is upset after reading the library's job posting for Library Assistant, Black Cultural competency. When you find the patron they are agitated, talking about how the posting is discriminatory and if the job posting said White Cultural competency there would be people protesting on the street.
- A co-worker shows several of you a video in the workroom of an angry white man yelling at Latinx people to 'go back to their country'. You feel uncomfortable, but suddenly two of them (both white) begin a discussion trying to understand 'his logic' and justify his reaction.

# You Committed a Microaggression

*What do you do?*

## **BREATHE**

Take a slow deep breath. It might be hard not to be defensive. No one likes to be accused of committing a microaggression.

## **ACKNOWLEDGE**

Only when you acknowledge that you may unconsciously commit a microaggression can you change your subconscious attitudes and ultimately your behavior.. We can't change what we don't acknowledge.

## **ACCEPT**

Accept the (racial, gender, class....) reality of others by looking at situations or experiences from their vantage point. Do not minimize their identity, or avoid the discomfort of discussing issues.

## **RESPECT**

Respect others who have the courage to inform you they are hurt by a microaggression.

## **SAY**

Just say, "Thank you for letting me know. I'm so sorry that happened. Having a sense of accountability may decrease committing microaggressions.

## **LISTEN**

Listen and respond respectfully when issues of microaggressions are raised. This is an important step in building relationships.

## **REFLECT**

Reflect on the meaning of your words or actions towards others.

## **LEARN**

Educate yourself. Learn, read, and dialogue about microaggressions.

# My personal plan

## A Deeper Dive

As you complete this third workbook of the toolkit, go back to the [assessment](#) at the beginning (pages 7-8) and reflect on where you were at the beginning of this module, where you are now and how you would like to move forward.

- What I learned about myself and the world around me:
- My strengths on racial/social justice are:
- My gaps on racial/social justice are:
- 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 3 months:
- I will be accountable to this work by:
- **If you are 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

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