

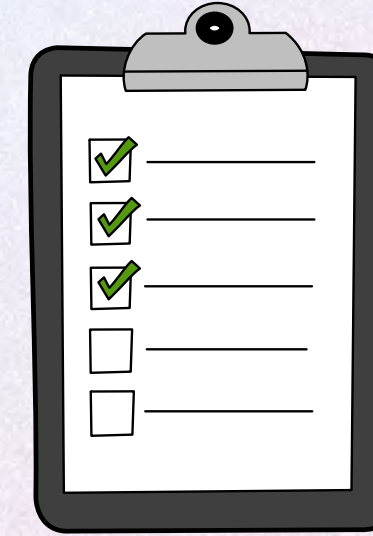
Intercultural Awareness & Microaggressions: Keys to Understanding Power and Privilege

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“Like all people, we perceive the version of reality that our culture communicates. Like others having or living in more than one culture, we get multiple, often opposing messages. The coming together of two self-consistent but habitually incomparable frames of reference causes un choque, a cultural collision.” – Gloria Anzaldua

Objectives For Today



- Learn the concept and significance of culture, and why/how they differ
- Raise awareness on cultural impacts and benefits
- Create awareness surrounding the common occurrences of microaggressions
- Discover techniques to minimize the occurrence of microaggressions and ways to respond when someone microaggresses
- Learn about your own social identities and of others around you
- Understand the implications those identities have on individuals in terms of who may have power, privilege, and agency and who is marginalized and oppressed
- Explore the importance of understanding our own identity as we work to include others

This is...

- A participatory educational session intended to help us all better understand and improve our intercultural awareness and sensitivities
- A space where the content may evoke feelings that come with notions of identity & privilege

Schedule

- 10:00am - 11:20am: Session Content
- 11:20am: Q&A
- Post-Training: Survey

What Is Intercultural Awareness?

- Goes by many names: cultural awareness, cultural sensitivity, cross-cultural/intercultural awareness
- Involves two qualities: 1) awareness of one's own culture(s); 2) awareness of another culture
- Foundation of communication
- Cognitive, affective, and behavioral implications to it
- Increased awareness can lead to increased cultural competency

Cultural Competency

The ability to recognize the significance of culture in one's own life and in the lives of others; and to come to know and respect diverse cultural backgrounds and characteristics through interactions with individuals from diverse linguistic, cultural, and socioeconomic groups; and to fully integrate the culture of diverse groups into services, work, and institutions in order to enhance the lives of both those being served by the library profession and those engaged in service. (pp. 189–190)

(Overall, 2009)

Cultural Humility

“A lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of their own beliefs and cultural identities.”

-National Institutes of Health (NIH)

Importance of Intercultural Awareness

- Enhances Communication
- Strengthens Relationships
- Fosters Inclusivity
- Enables Effective Problem Solving
- Reduces Stereotyping and Prejudice
- Leads to Cultural Exchange and Enrichment
- Supports Global Business, Trade & Citizenship
- Improves Conflict Resolution Skills
- Promotes Personal Growth

Understanding Culture

Culture

The cumulative values, attitudes, beliefs, ways of thinking, emotional experiences, feelings, language(s), religion, ideas, traditions, customs, symbols, etc., people adopt from the groups they live with/in.

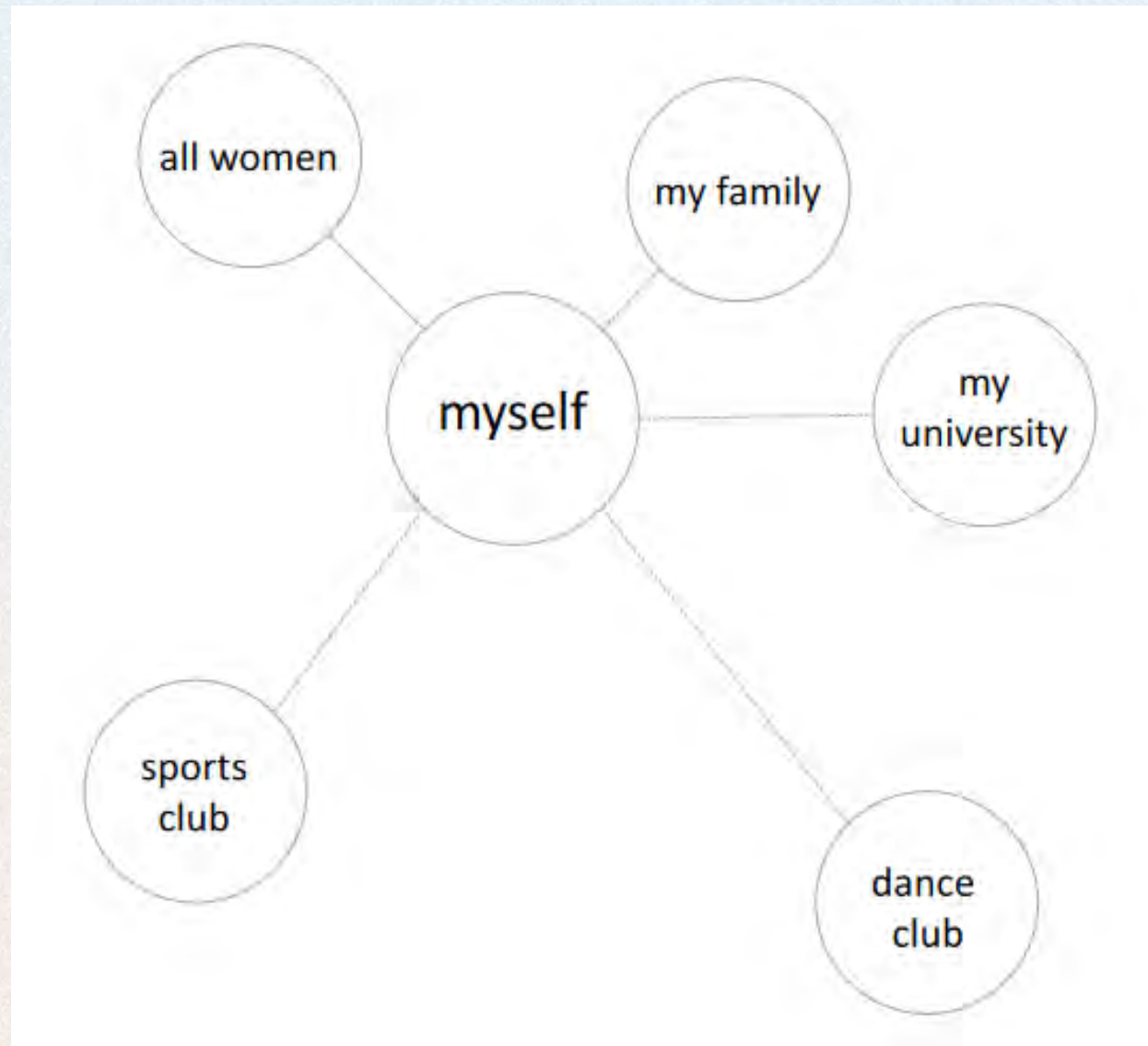


Our Individual Cultural Identity is Always Being Informed



Biological/Physical Features
Demographics
Family/Friends/Close Social Circles
Profession
Corporate
Organizational
Nationality
Individual Experiences

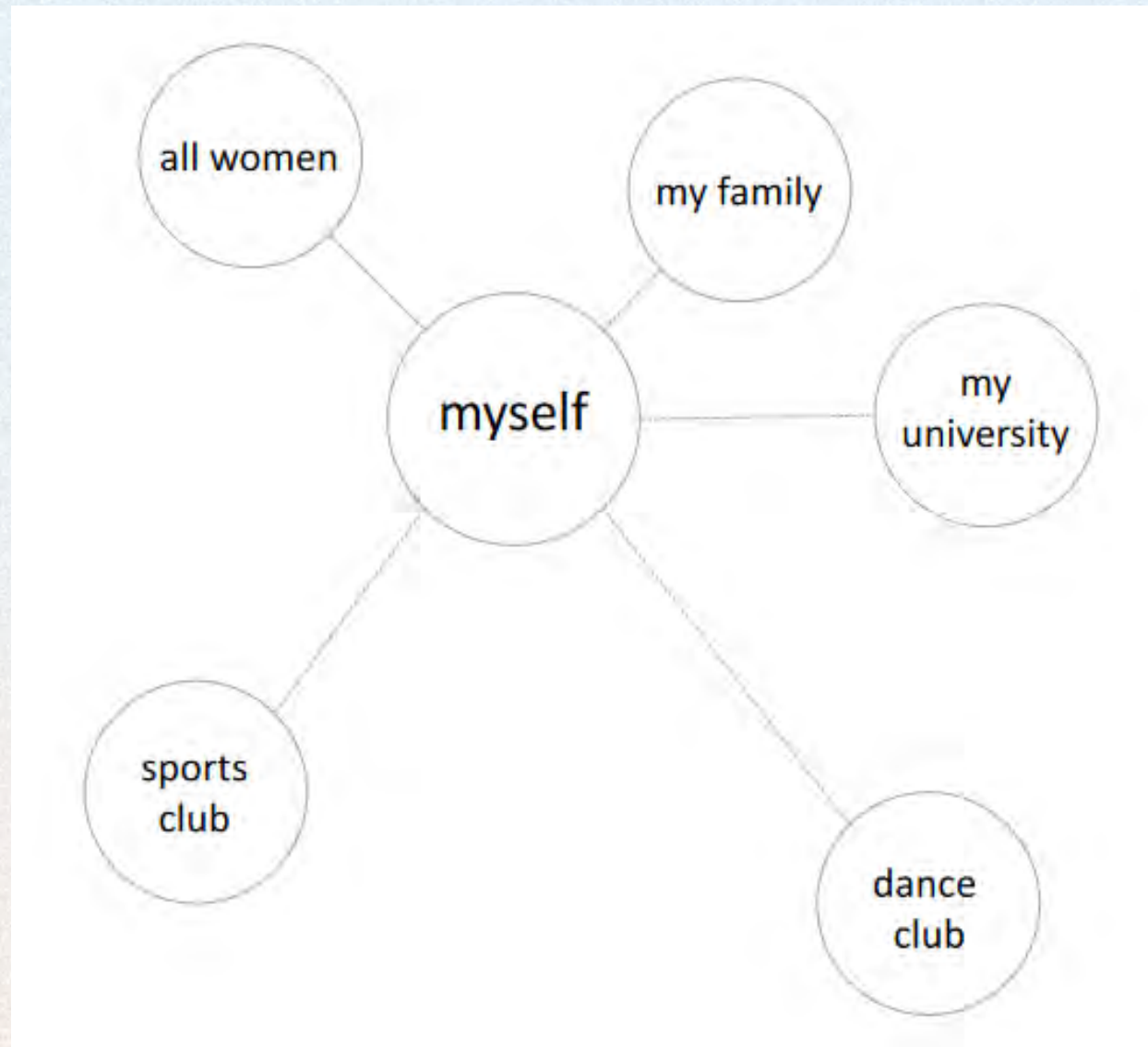
Your Multiculturalism – You and Your Groups



Step 1: Draw a circle that symbolizes you. Write your name inside the circle.

Step 2: Draw additional circles for each of the groups you feel you belong to and label each one with a word that represents that group. Use the proximity of the circles to the one representing you to show how strongly or not you feel attached to that group. Draw lines from each of those groups to the circle that symbolizes you.

Cultural Identity/Group Examples: Family, Employer, Religion, Race/Ethnicity, Sex, Gender, Language(s), Ability/Disability, Sexual Orientation, Nationality/Immigrant Status, Marital Status, Clubs, Sports Teams, etc.



For each group – consider whether there are certain values, attitudes, and beliefs within the group that you consider to be characteristic of that group. Are there identifiers by which the group members recognize each other? How open is the group to accepting new members? How clearly does the group distinguish itself from other groups? Write key words which characterize the groups next to each circle.

Self-Reflection

How did it go?

Anything stand out to you?

Anything surprise you?

Culture is:

Learned | Shared | Systemic | Fluid
Inherited | Symbolic



Culture Determines How We See the World



Identity and Privilege

Identity

The ways in which we fundamentally describe and define ourselves and other people.

How Should We Understand Power and Privilege In the Context of Identity?



Oppression/Marginalization

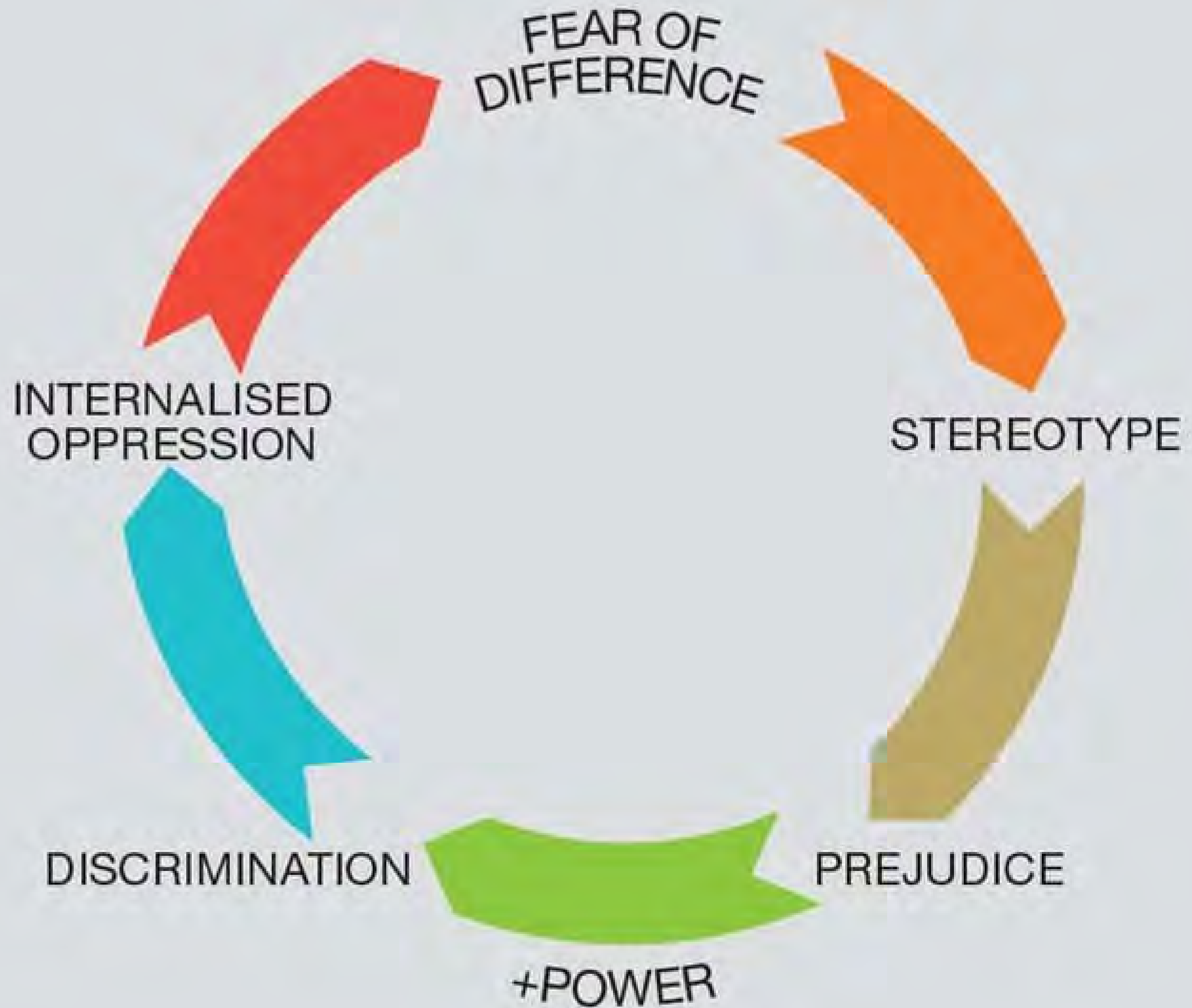
Is the systematic devaluing, undermining, and disadvantaging of certain social identity groups in contrast to a privileged norm. Oppression exists when some people are denied something of value (such as access to resources, opportunities, and networks; legal protections and rights; inclusion and acceptance, etc.) based on their social group memberships. Very much a systemic issue.

Manifestations of oppression in the US:

- Ableism, Ageism, Classism, Racism, Religious Oppression, Sexism, Transgender Oppression

Synonyms: targets, victims, disadvantaged, subordinates, marginalized, disempowered

Cycle of Oppression



Different Levels & Types of Oppression

Individual Unintentional: A high school teacher assumes all of her students are interested in dating classmates of the other sex; a teacher who prides himself on being fair to all of his students calls on boys to answer questions three times more often than he calls on girls.

Individual Intentional: Someone uses racial slurs to refer to Blacks and Puerto Ricans; a parent asks to have his child moved out of a gay teacher's classroom.

Institutional Unintentional: Students celebrate Christmas in school, but not other winter religious holidays; a town hall building does not have an entrance that is accessible to people using wheelchairs.

Institutional Intentional: A state adopts a law prohibiting the legal recognition of lesbian and gay relationships; an employment agency steers minorities toward low-paying, domestic, or custodial positions.

Different Levels & Types of Oppression

Societal/Cultural Unintentional: Standards of beauty for women are based on White norms (blonde, fine hair, blue eyes, fair skin); a belief in individual merit and hard work being rewarded by economic success leads to an assumption that poor people are lazy and undeserving.

Societal/Cultural Intentional: English is designated as the “official” language in the United States; European culture is assumed to be superior to other cultures.

Internalized: In social justice theory, internalized oppression is a recognized understanding in which an oppressed group accepts the methods and incorporates the oppressive message of the oppressing group against their own best interest.

The Trauma of Oppression

- Historical Trauma
- Inter-Generational Trauma
- Chronic Stress (Emotional and Physical Implications)
- Complex Trauma
- Disproportionate Impact of Crime
- Code-Switching and Cultural White-Washing
- Vicarious Trauma

Privilege

Unearned access to resources (social power) only readily available to some people as a result of their advantaged social group membership.

Examples of privilege:

- **Feeling physically safe in most places in your everyday life**
- **Having connections through friends or family that help with a job**
- **Having access to health care**
- **Sharing similar dominant cultural expectations with others in your workplace**
- **Being seen by others as an individual rather than stereotyped as a member of a particular social group**

Synonyms: advantaged, dominant, agent

Marginalization and Privilege in the Workplace



Misconceptions About Power, Privilege, and Identity

Privilege is very visible to us.

“If I admit I’m privileged, it means that I didn’t work hard.”

“I can’t be both privileged and marginalized.”

ADDRESSING Model Framework and Overview

Cultural characteristic	Power	Less power
Age and Generational Influences	Adults	Children, adolescents, elders
Developmental Disability	Temporarily able-bodied	<i>Individuals</i> with disabilities
Disability Acquired Later in Life	Temporarily able-bodied	<i>Individuals</i> with disabilities (e.g., multiple sclerosis or dementia caused by stroke)
Religion and Spiritual Orientation	Christians	<i>non-Christian</i>
Ethnicity/Race Identity	White or Caucasian	<i>Persons of color</i>
Socioeconomic Status	Owning & Middle Class (access to higher ed.)	People of lower status because of occupation, education, income, or rural habitat
Sexual Orientation	Heterosexuals	Gay, lesbians, and bisexual people
Indigenous Heritage	Non-native	Native
National Origin	U.S. born	Immigrants, refugees, and international students
Gender	Male	Women, transgender, and intersex people

Hays, P. A. (2001). *Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors*. Washington, D. C.: American Psychological Association.

**Please note: The influences and examples of corresponding minority groups provided within the A.D.D.R.E.S.S.I.N.G. model are applicable within United States and Canada.*

ADDRESSING Framework

Cultural Characteristic/Domain

Age and Generation

Disability Status (Developmental Disability)

Disability Status (Acquired Later in Life)

Religion and Spiritual Orientation

Ethnic and Racial Identity

Socioeconomic Status

Sexual Orientation

Indigenous Heritage

National Origin

Gender and Gender Expression

& More - Other identities

ADDRESSING Framework

B. My identity/ identities	C. Does this identity give me a position of privilege (P) or marginalization (M) relative to most people in:	
	The place I live now []	The place I lived as a child []

Self-Reflection

1. Considering all your social identities listed in your table, on a daily basis, which ones are you most aware or conscious of? You can pick more than one domain if you want.

a) Most aware/conscious of:

b) What do you appreciate about or gain from that identity?

c) What is the most negative or difficult thing about that identity?

2. Considering all your social identities listed in your table, on a daily basis, which ones are you least aware or conscious of? You can pick more than one domain if you want.

a) Least aware/conscious of:

b) What do you appreciate about or gain from that identity?

c) What is the most negative or difficult thing about that identity?

3. What stood out most to you in this exercise? Why?

4. What would you like to know more about or explore further? _____

Microaggressions

Which Go Together?



Implicit Bias



The unconscious attitudes, stereotypes, and beliefs that people hold about individuals or groups, which can affect their judgments, decisions, and behaviors. These biases are often based on social categories such as race, gender, age, and more. Implicit biases are automatic and unintentional, and individuals may not even be aware of their existence.

Micro-Messages



Tiny, subtle actions that we communicate often without realizing it, and that can have a significant impact on our relationships with others. They can convey either positive or negative meaning.

Micro-Affirmations



Subtle behaviors people engage in that give others opportunities or advantages.

- More friendly, open interaction (smiles, eye contact, proximity)
- Generosity, compassion
- Mentorship and advice
- Constructive feedback to help them succeed
- Benefit of the doubt when they engage in negative behavior

Microaggressions

“Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely on their marginalized group membership.”

**–Derald Wing Sue, PhD
Columbia University, 2010**

- Interrupting a person mid-sentence
- Answering more questions from people of one identity group
- Raising one’s voice when speaking to deaf and blind individuals
- Making jokes or using terms derogatory to some groups
- Mentioning achievements of some people but not others from a particular identity group
- Inviting people to social events that are inaccessible to people with disabilities

How is Implicit Bias Related to Microaggressions?

- Implicit Bias Shape Perceptions
- Biased Perceptions Can Manifest as Microaggressions
- Unconscious Impact



Three Types of Microaggressions

Micro-assaults – often conscious; deliberate and derogatory

Micro-insults – usually unconscious; convey rudeness or insensitivity

Micro-invalidations – usually unconscious; exclude the thoughts, feelings, or experience of a person or group

Examples of Microaggressions In the Workplace

- Touching someone's hair, belly, or body part without consent
- In meetings, a boss tends to call on male employees more frequently than female ones
- Giving only personality-based feedback (“You should smile more”) to a female employee during her performance appraisal
- People overlooking aspects of a person’s identity other than their disability
- Excessive and unnecessary help is offered to a person with a disability
- Environmental - lack of diversity; glass ceiling; tokenism
- Closed body language or avoidance of someone.
- Mistaking a POC as a service worker.
- Lower SES individuals and service workers assumed to have lower intelligence
- Not giving POC the benefit of the doubt
- Speaking loudly to someone who is blind
- Misgendering individuals

Effects of Microaggressions

- Causes Mental & Physical Health Concerns
 - Anxiety, Depression, PTSD Symptoms, Sleep Difficulties, High Blood Pressure, Headaches, High Cortisol Levels
- Devalues and Dehumanizes People and Groups
- Disempowers and Isolates Individuals
- Impacts Motivation Negatively
- Causes Lower productivity
- Creates Hostile Working Environments

Barriers to Connection

Tribes Effect

Human evolution has primarily occurred in small hunter-gatherer groups, as opposed to in larger and more recently settled agricultural societies or civilizations.

Basic mechanisms are still at work - need for safety and survival.

Fast mode decision making - 'System 1' thinking - instinctual

Gives us the evolutionary function of groups!

Leads to an 'us versus them' attitude.

Triggered when our cultural identity is threatened. Can become self-righteous, adversarial, & close-minded.

Implicit Bias

Bias consists of attitudes, behaviors, and actions that are prejudiced in favor of or against one person or group compared to another.

Implicit bias is a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors.

The good news is that implicit bias can be mitigated with awareness and effective bias-reduction strategies.

Categorization and Stereotypes

For the sake of time and resources, we automatically generalize and assign things or people we observe into categories/groups.

Mentally placing things into a 'box.'

Assign generalized and stereotypical 'typical' characteristics of that group to this thing or person.

Nothing inherently wrong with stereotypes - only become problematic when they lead to overly strong generalizations, are associated with an evaluation of another person, and can lead to discrimination and racism.

Cognitive Dissonance

Mental discomfort that results from holding two conflicting/opposing beliefs, values, or attitudes. People tend to seek consistency in their attitudes and perceptions, so this conflict causes unpleasant feelings of unease or discomfort.

Theory states that this contradiction causes the brain to feel threatened at a personal and emotional level. Sometimes even causing physical pain.

People sometime shut down and disregard any rational evidence that contradicts what they previously regarded as 'truth.'

People try to resolve it in four ways: 1) change their thought 2) change their behavior 3) add a third thought to rationalize 4) trivialize the inconsistency and/or denial

Self-Reflection

Coffee vs. Tea

Cats vs. Dogs

Self-Reflection

“Athletes should have the right to kneel during the national anthem.”

vs.

“Athletes should stand and salute the flag during the national anthem.”

Dealing with Conflict and Misunderstandings

Conflict Resolution

Respect - approaching a situation with the right intention and attitude; respect for others and ourselves; respect for others' points of view as well as our own; respecting others' styles in resolving a conflict.

Recognition - identifying and acknowledging others' driving forces behind the conflict; verbal and non-verbal communication; comes with time, knowledge, and experience.

Reconcile - share your perspective and gain insight by listening to theirs; coming to a mutual understanding; sometimes can involve making concessions.

Framework for Analyzing Difficult Interactions

Observation – notice what happened; stick to facts only; who was involved; how people behaved; where it took place; use neutral language

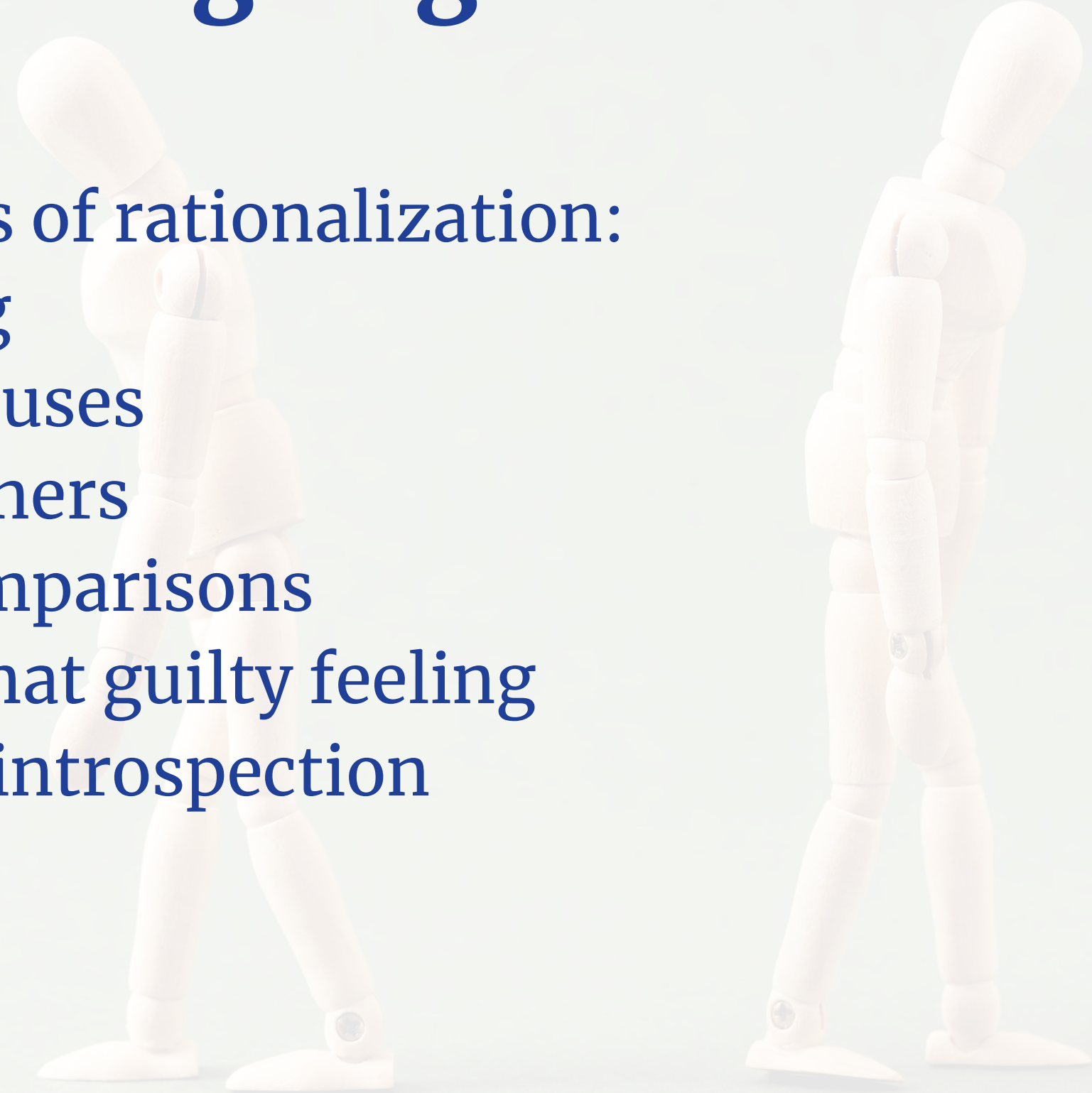
Feelings – recall how you felt; which actions of the people involved influenced you and in what way; what feelings were activated; how did you react; try not to judge the feelings and respect them as they are

Interpretation – try to find plausible reasons for the behavior of the people involved; consider cultural backgrounds (theirs and your own); what actions were influenced by cultural backgrounds; was the action ‘normal’, unusual for you, purposeful, harmful; what elements of our own cultural background led to our feelings being activated

Solution – think about how to resolve these difficult interactions or prevent them from happening again; how could you react differently if it happens again; imagine a few behaviors to apply in worst-case scenarios; think of possible precautionary measures to take to prevent unpleasant developments

Addressing Cognitive Dissonance

- Learn the signs of rationalization:
 - Minimizing
 - Making excuses
 - Blaming others
 - Making comparisons
- Never ignore that guilty feeling
- Make time for introspection



Mitigating Implicit Bias

- Think of counter-stereotypic examples: Identify kindergarten teachers and nurses of diverse backgrounds.
- Perspective-taking: Imagine what it is like to be a person who experiences people questioning your ability or skills because of your social identity.
- Interrupt automatic biased thoughts: Identify when you may be most influenced by implicit bias (e.g., evaluating performance) and create an action plan (e.g., review evaluation criteria before assessing each person's performance in the form of IF and THEN statements) to increase mindfulness of, or mitigate the influence of, implicit bias.
- Education: Join or set up an implicit-bias workshop in your community to raise awareness.

Develop Your Intercultural Mindset

- Be open and curious when communicating with others.
- Be tolerant and try to accept other opinions and ways of acting.
- Be aware that the observations you are making come from your perspective.
- Don't let stereotypes take over.
- Remember people enter situations with their own specific needs.
- Guilt vs. Shame.
- Be open to making mistakes.

Sensitivity and Empathy

A background image showing two hands, one from the left and one from the right, gently cupping a large, glowing red heart. The hands are rendered in a light, semi-transparent style, and the heart is a vibrant, solid red. The overall composition is centered and evokes a sense of care, compassion, and empathy.

- Are important aspects of (affective) intercultural competence
- Put ourselves in others' shoes; adopt different perspectives
- Observe and assess our own behavior in interactions and adapt it to the situation
- Use active listening
- Recognize what others want to express with their actions and words
- Can be gained through frequent reflection, especially self-reflection

Little Risks

- Make some noise
- Find ways to withdraw support from and to oppressive systems
- Dare to make people uncomfortable
- Openly choose to model alternative paths
- Actively promote change in how systems are organized around privilege
- Support peoples' rights to love who they choose
- Pay attention to different forms of oppression
- Don't keep it to yourself
- Don't let others be the standard for you.

Anti-Oppressive Framework

1. Identify and analyze the current power imbalances in your unit, organization, and community.
2. Remain continuously conscious of representation and power imbalances throughout your entire system (from clients to leadership). *Ask: Who isn't at the table and why?*
3. Address the inequalities on an individual, organizational, and systemic level.
4. Evaluate your actions on ongoing basis. Have the changes had a positive impact on inequity and rebalancing power?

Taking Action - Become an Ally

- Take responsibility for learning about how oppression and privilege work, and teach others. Do not expect others to teach you.
- Learn from history: from both the history of specific forms of inequality as well as from social movements that have worked for change and social justice.
- Assume that inequality and oppression are everywhere, all the time, even when not visible to you.
- Work continuously to be aware of your own privilege and the way privilege operates. Notice who the center of attention is, who has access to power, and whose voices are missing. Examine your own prejudices.
- Notice the ways in which oppression and privilege are denied, ignored, minimized, or justified.

Taking Action - Become an Ally

- Speak out! Take a stand against injustice. Take risks and be willing to act in spite of your own fear and the resistance you face from others.
- Recognize that learning to see oppression and privilege is an ongoing, lifelong process.
- Recognize that you will make mistakes, and approach them as learning opportunities. It's okay to be uncomfortable; it's a sign that you're learning!
- Listen to, respect, and support the leadership, perspectives, and experiences of members of oppressed groups.
- Mobilize and organize to respond to inequality without being prompted by members of oppressed groups.

How to Avoid Engaging in Microaggressions

Critical questions to ask ourselves in interactions:

- 1.) T.H.I.N.K. before you speak. Is it true? Is it helpful? Is it inspiring? Is it necessary? Is it kind?
- 2.) What is/was my intention in this statement or behavior?
- 3.) What assumptions, biases, stereotypes, or preconceived notions are behind what I said or did?
- 4.) How might this land or what was the impact?

How to Address Microaggressions at Work

- Unless it's a micro-assault, assume positive intent over the unintentional act
- Approach the situation with curiosity. What are my needs at this moment?
- What are my goals in sharing this information (e.g., catharsis, education)? Are my decisions aligned with my goals? (Decisions of if and how to respond should be aligned with the goals.)
- Try starting the conversation with, “I am really curious and want to better understand why you said what you said/did what you did,” or “I am not sure if you're aware, but this is how I'm receiving what was said/done. Was that your intention?”
- Address intent versus impact
- What additional support do I need and where can I find it?

What if I Unconsciously Microaggress?

Potential Responses

- “I’m sorry that I had this impact on you. Thank you for letting me know. I am committed to doing better in the future.”
- “Thank you for sharing. Are you willing to share more so that I can better understand your experience?”
- “I appreciate you bringing this to my attention. I need to take some time to process what you shared and learn more about the topics you brought to my attention. Would you be open to following up with me at a later time?”

Self-Reflections

- What am I feeling and thinking at this moment? How may these experiences impede my ability to receive and make space for the messages being provided?
- What needs is this person expressing?
- What information do I need in order to process and learn? How might I obtain this information beyond asking the other person to provide it to me in the moment?
- What factors may cause us to interpret this experience differently? What can I learn from this experience? What additional work do I need to do to avoid impacting others in this way?

What if I Witness Someone Microaggress?

- Recognize the Microaggression
- Assess the Situation
- Support the Targeted Individual
- Address the Behavior
- Use “I” Statements
- Educate and Inform (Guilt vs. Shame)
- Encourage Empathy
- Seek Support
- Follow Up
- Reflect and Learn
- Promote a Positive Environment

Taking Your Intercultural Competence to the Next Level

Self-Development



- Assess your intercultural awareness according to the Developmental Model of Intercultural Sensitivity (DMIS)
- Identify possibilities for developing your intercultural awareness
- Plan and start to implement concrete steps for taking your intercultural awareness to the next level

Intercultural Development Inventory (IDI)

- Known for its rigor in assessing intercultural competence
- Extensively test and validated through research
- Strong reputation in both academic and professional settings
- Considered credible and reliable tool for assessing intercultural awareness and development

<https://www.idiinventory.com/>

Organizational, Individual Assessments and Reports
Both Educational and Student Pricing

Final Exercise

Please review your ADDRESSING model framework from earlier.

Write the word *Ally* next to each of your advantaged/privileged memberships and *Empowered* next to each of your marginalized/oppressed social group memberships.

Think about how your perspectives as allies or empowered are important parts of beginning to address manifestations of oppression.

Think about how you can become allies and feel more empowered to challenge social injustices.

Literature on DEI in ILS

Carmack, 2021

- Multi-type library group came together in 2020 to define a structure for libraries to audit their collections for representation of diverse authors
- Policy Review
- Cataloging Process (Establish and use appropriate subject keywords for MARC Records of newly purchased materials)
- Ordering/Collection Practices & Development
- Addressing bias with MUSTIE and CREW weeding practices
- Diversebooks.org
- Stakeholder Communication
- PDF of Appendices and Resources from the working group

Truesdale, Lampkowski, Moore, & Looby, 2023

- The Diversity, Equity, and Inclusion (DEI) Programs Subcommittee of the Diversity and Inclusion (D&I) Committee at the Atkins Library of UNC Charlotte formed in 2019
- Created a series of DEI-themed staff development programs to engage library employees
- Facilitated discussions, short presentations at staff meetings, and interaction with video or article content – was all intended to foster a culture of reflection and awareness
- Much of the literature reviewed for this article found that diversity initiatives in academic libraries have focused primarily on recruitment and retention of librarians, as well as programming for library patrons and the wider campus community
- There is a demonstrable gap in the conversation when it comes to internal DEI programming for library faculty and staff

Ely, 2023

- Library and information science education can, collectively, continue to strengthen the curriculum and offer additional opportunities to produce professionals who can better serve all patrons in culturally appropriate ways
- Four-week Cultural Competence in Libraries: Encouraging Reflective Practice course focused on cultural competence
- Implementing alternative forms of assessment, such as reflective journaling, and introducing various, non-LIS methods, such as the Critical Incident Technique, are two approaches to prepare future professionals more effectively for the demands of serving diverse patrons in contemporary US society
- Reflective journaling and use of the Critical Incident Technique are effective in the continuing education environment

Mestre, 2010

- This study provided evidence that librarians, even recent graduates of LIS programs, are still entering the library profession with minimal or no obvious training in becoming culturally competent
- Half of the interviewees mentioned that libraries tend to appoint librarians of color already on staff to be the point person for any initiative that has the word “diversity” or “multicultural” in it, which can lead to stress, overload, unrealistic expectations, and burn out
- One of the suggestions provided by researchers for infusing cultural competency into the existing curriculum is to add multicultural components into each course in grad school
- Even if DEI coordinators provide training opportunities, without support from the administration (including mandated training), the result may be low attendance and an inability to achieve the desired goals

Mestre, 2011

- Give diversity a prominent place within the web site's structure, preferably at a high a level as possible
- Provide identification and contact information for members of a diversity or similar committee and for administrators responsible for diversity
- Libraries should evaluate their web pages to determine if their diversity related information is transparent and easily accessible
- Publicize the library's diversity-related programmatic, instructional and outreach activities and initiatives, and provide contact information for those responsible for these endeavors
- Create a diversity web page: gather a wide variety of accessible resources on all aspects of diversity in the library, and package them in a way that emphasizes ease of use and support for the community
- Include images of people from diverse cultures on web pages
- Create translations of the welcome page in various languages
- Include statements that indicate how diversity is valued as a critical part of the mission, purpose, vision, values, and strategic plan of the library

Garcia & Calkins, 2019

- In the Fall of 2016, Sherwood Public Library staff and Library Advisory Board members began the work of their first strategic plan
- New set of value statements embedded with DEI principles and created with staff, board, and community input
- Staff engagement and recruitment
- Collection Development (ensure Own Voices authors were included within the collection was to reallocate funds for a dedicated budget to diversify our adult fiction)
- Programming and Events
- Spaces and Pages
- <https://www.sherwoodoregon.gov/library/DEI>

Other Relevant Works

- Framework for Change: Creating a Diversity Strategic Plan within an Academic Library (Redd, Sims, & Weekes, 2020) – Journal of Library Administration
- Implementing Project READY at an Academic Library: Survey Analysis of a DEI Training Experience (Decker & Simpson, 2022) – Journal of Academic Librarianship
- Incorporating Diversity, Equity, and Inclusion (DEI) into Research (Colon-Aguirre & Bright, 2022) – Journal of Education for Library and Information Science
- Successful Applications of Diversity, Equity, and Inclusion Programming in Various Professional Settings: Strategies to Increase DEI in Libraries (Foy, 2021) – Journal of Library Administration

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